

Special Education (with thesis and non-thesis)

1. General Information

Special education master with thesis and non-thesis aim to contribute to meet the special education services needs and train well- informed and skillful individuals. These programs target to increase proficiency of special education experts on special education, education of individuals with intellectual disabilities, education of individuals with visually impaired, education of individuals with hearing impaired, education of individuals of specific learning difficulty, education of individuals with emotional and behavioral disorders, education of individuals with attention deficit and hyperactivity disorder, education of individuals with multiple disabilities and education of gifted individuals.

Special education master with thesis and non-thesis are opened in Department of Special Education. These lessons opened in this postgraduate programs will be given by Eskisehir Osmangazi University Education Faculty members and Anadolu University Education Faculty members. In theoretical lessons of the program include special education principles and techniques and special education institutions, in implementation lessons the students will be expected to plan and provide special education services by using special education skills and techniques under the supervision of lecturer.

2. Acquired Degree

The students completing special education master program with success will be given diploma of master degree.

3. Level of Degree

Master of Arts (MA)

4. Admission and Enrollment Requirements

Candidates applying for special education master with thesis and non-thesis and doctorate programs must take into consideration the 5th, 11th, 16th articles in admission requirements of Eskisehir Osmangazi University Graduate Education and Training Regulation.

5. Acceptance of Previous Education

28th article of Eskisehir Osmangazi University Graduate Education and Training Regulation is taken as a basis on acceptance of internal transfer of students in Special Education Master with thesis and non-thesis and Doctorate Programs.

29th article of Eskisehir Osmangazi University Graduate Education and Training Regulation is taken as a basis on acceptance of students to scientific preparatory classrooms in Special Education Master with thesis and non-thesis and Doctorate Programs.

6. Competence Conditions and Rules

Special Education Master Program with thesis contains at least 10 lessons with totally 30 credits, a seminar lesson, thesis. Seminar lesson and thesis are without credits and evaluated as successful or unsuccessful. Students according to their graduation are required to complete with success scientific preparatory by taking at least 4, at most 8 lessons.

Special Education Master Program with non-thesis contains at least 10 lessons with totally 30 credits, a term project. Term project is without credits and evaluated as successful or unsuccessful. Students according to their graduation are required to complete with success scientific preparatory by taking at least 4, at most 8 lessons.

7. Profile of the Program (Aim)

Basic aims of Special Education Master with thesis and non-thesis Program;

- *Train individuals with adequate information and skills on their field contributing to increasing need of special education services,*
- *Realize existing problems in special education and develop proposals for solution to these problems.*

8. Program Competence (Learning Outcomes)

At the end of the Special Education Master non-thesis Program the students will be able to;

- *Know theory and implementations used in special education field.*
- *Comprehend basic principles of scientific research process.*
- *Follow special education publications in national and international level*
- *Realize ethic principles and reflect these to implementations.*
- *Realize problems in special education implementations.*
- *Communicate effectively other implementors to support with national, international and interdisciplines works.*
- *Qualify in the field of education of individuals with intellectual disabilities.*
- *Qualify in the field of education of individuals with visually impaired.*
- *Qualify in the field of education of individuals with hearing impaired.*
- *Qualify in the field of education of individuals with specific learning difficulty.*
- *Qualify in the field of education of individuals with emotional and behavioral disorder.*
- *Qualify in the field of education of individuals with autism.*
- *Qualify in the field of education of individuals with orthopedically handicapped.*
- *Qualify in the field of education of individuals with language and speech disorder.*
- *Qualify in the field of education of individuals with attention deficit and hyperactivity disorder.*
- *Qualify in the field of education of individuals with multiple disorders.*
- *Qualify in the field of education of gifted individuals.*
- *Evaluate a problem in the field using scientific research methods.*

At the end of the Special Education Master with thesis Program the students will be able to;

- *Know theory and implementations used in special education field.*
- *Comprehend basic principles of scientific research process.*
- *Follow special education publications in national and international level*
- *Realize ethic principles and reflect these to implementations.*
- *Realize problems in special education implementations.*
- *Communicate effectively other implementors to support with national, international and interdisciplines works.*
- *Qualify in the field of education of individuals with intellectual disabilities.*
- *Qualify in the field of education of individuals with visually impaired.*
- *Qualify in the field of education of individuals with hearing impaired.*

- *Qualify in the field of education of individuals with specific learning difficulty.*
- *Qualify in the field of education of individuals with emotional and behavioral disorder.*
- *Qualify in the field of education of individuals with autism.*
- *Qualify in the field of education of individuals with orthopedically handicapped.*
- *Qualify in the field of education of individuals with language and speech disorder.*
- *Qualify in the field of education of individuals with attention deficit and hyperactivity disorder.*
- *Qualify in the field of education of individuals with multiple disorders.*
- *Qualify in the field of education of gifted individuals.*
- *Evaluate a problem in the field using scientific research methods.*

9. Employment Opportunities of Graduate

The students graduate from Special Education Master with thesis and non-thesis and Doctorate Programs can be work as research assistant or instructor in Universities or special education expert in various special education institutions.

10. Transition to up- level Programs

Candidates completing with success master with thesis or non-thesis programs can attend doctorate program in their own field or other fields on condition that they have valid scores in ALES or other exams with equivalent value and adequate level of foreign language.

11. Exams, Evaluation and Assessment

Evaluation and assessment for each lesson was defined in “ Lesson Information Form” in details.

12. Graduation Conditions

Graduation conditions are given and same as in “Competence Conditions and Rules”

13. Manner of Work (Full Time, e-learning)

Full Time

14. Adresses and Contact Informations (Department/Program Director, Vice-Director and Erasmus Coordinator)

Eskisehir Osmangazi University
Education Faculty
Educational Sciences Institution
Meselik Campus 26480 Eskisehir

Director of the Graduate School of Educational Sciences

Prof. Dr. Ahmet AYPAY
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Erasmus Coordinator

Assoc. Prof. Dr. Eyüp ARTVİNLİ

E-mail: eartvinli@gmail.com/ogu.edu.tr

Tel: 0 (222) 239 37 50/1641

Department/Program Opportunities

In the program, there are 9 lecturers, 6 professors, 1 associate professor and 2 assistant professors. There are 25 computers, 4 printers, 2 scanners and 5 projectors in the department. These equipments are used by lecturers, students during lessons and other than during lessons to do research, review literature, do projects, prepare and present seminars. 60 computers are available and can be used by graduate students. Computers in the department and central library are opened for the use during the working hours.

15. Academic Staff

Prof. Dr. Ahmet Aypay – Eskişehir Osmangazi University, Department of Educational Sciences, Educational Administration, Supervision, Planning and Economics

Prof. Dr. Selahattin Turan - Eskişehir Osmangazi University, Department of Educational Sciences, Educational Administration, Supervision, Planning and Economics

Prof. Dr. M. Bahaddin Acat - Eskişehir Osmangazi University, Department of Elementary Education, Elementary Classroom Teacher Education

Prof. Dr. İbrahim H. Diken- Anadolu University, Department of Special Education, Teacher Education of Individuals with Intellectual Disabilities

Prof. Dr. Atilla Cavkaytar - Anadolu University, Department of Special Education, Teacher Education of Individuals with Intellectual Disabilities

Prof. Dr. Uğur Sak - Anadolu University, Department of Special Education, Teacher Education of Gifted Individuals

Assoc. Prof. Dr. Sezgin Vuran- Anadolu University, Department of Special Education, Teacher Education of Individuals with Intellectual Disabilities

Assis. Prof. Dr. Macid A. Melekoğlu - Eskişehir Osmangazi University, Department of Special Education, Teacher Education of Individuals with Intellectual Disabilities

Assis. Prof. Dr. Nevin Güner Yıldız- Eskişehir Osmangazi University, Department of Special Education, Teacher Education of Individuals with Intellectual Disabilities

16. Lessons – ECTS Credits

SPECIAL EDUCATION MASTER PROGRAM WITH THESIS					
CODE	NAME OF THE LESSONS	ECTS	T+P+C	C/E	LANGUAGE
FALL (I. TERM)					
545001001	Special Education Support Services	10	3+0+3	E	Turkish
545001002	Teaching Functional Academic Skills	10	3+0+3	E	Turkish
545001003	Individuals with Intellectual Disabilities and Inclusion	10	3+0+3	E	Turkish
545001004	Practicum in Intellectual Disabilities	10	2+2+3	E	Turkish
545001005	Teaching-Learning Models and Teaching Strategies to Hearing Handicapped Children I	10	7+0+7	E	Turkish
545001006	Children with Hearing Impairment and Education	10	3+0+3	E	Turkish

545001007	Individuals with Visual Impairments and Early Childhood Development	10	3+0+3	E	Turkish
545001008	Theories and Models of Intelligence, Giftedness and Creativity	10	3+0+3	E	Turkish
545001009	Parenting the Gifted	10	3+0+3	E	Turkish
545001010	Improvement of Reading Fluency	10	3+0+3	E	Turkish
545001011	Reading Comprehension Strategies	10	3+0+3	E	Turkish
545001012	Diagnosis and Assessment of Learning Disabilities	10	3+0+3	E	Turkish
545001013	Parent Training	10	3+0+3	E	Turkish
545001014	Motor Development on Infant and Toddlers	10	3+0+3	E	Turkish
545001015	Special Education Instructional Models and Teaching Approaches in Early Childhood	10	2+2+3	E	Turkish
545001016	Family Centered Practices in Early Childhood Special Education	10	2+2+3	E	Turkish
545001017	Research-based Practices in Early Childhood Special Education	10	3+0+3	E	Turkish
545001018	Teaching Students with Moderate to Severe Disabilities	10	3+0+3	E	Turkish
545001019	Inclusion for Individuals with Multiple Disabilities	10	3+0+3	E	Turkish
545001020	Training Paraprofessionals for Providing Support Services to Inclusion Students	10	3+0+3	E	Turkish
545001021	Errorless Training Methods	10	3+0+3	E	Turkish
545001022	Research in Inclusion	10	3+0+3	E	Turkish
Total Term Credit		30	15		
<u>Spring (II. Term)</u>					
545002021	Seminar	10	0+3+0	C	Turkish
545002001	Statistical Methods in Special Education	10	3+0+3	E	Turkish
545002002	Academic Writing in Special Education	10	3+0+3	E	Turkish
545002003	Teaching Non-Academic Skills	10	3+0+3	E	Turkish
545002004	Speech Characteristics of Hearing Impaired Children	10	3+0+3	E	Turkish
545002005	Teaching-Learning Models and Teaching Strategies to Hearing Handicapped Children II	10	7+0+7	E	Turkish
545002006	Educational Assessment of Individuals with Visual Impairments	10	3+0+3	E	Turkish
545002007	Early Childhood Assessment of Individuals with Visual Impairments and Development of Education Program	10	3+0+3	E	Turkish
545002008	Designing Instruction for Individuals with Visual Impairments and Additional Disabilities	10	3+0+3	E	Turkish
545002009	Early Childhood Education for Individuals with Visual Impairment	10	3+0+3	E	Turkish
545002010	Teaching Supplemental Skills for Individuals with Visual Impairments	10	3+0+3	E	Turkish
545002011	Giftedness and Early Childhood Education	10	3+0+3	E	Turkish
545002012	Teaching the Gifted II: Creativity Models	10	3+0+3	E	Turkish
545002013	Learning Disability Signs in Early Childhood	10	3+0+3	E	Turkish
545002014	Early Intervention Programs	10	3+0+3	E	Turkish
545002015	Activity-Based Teaching Practices for Preschool Children with Development Disabilities	10	3+0+3	E	Turkish
545002016	Designing Instruction for Children with Multiple Disabilities	10	3+0+3	E	Turkish
545002017	Communication, Methods and Techniques for Individuals with Multiple Disabilities	10	3+0+3	E	Turkish
545002018	Teaching Children with Autism Spectrum Disorder	10	3+0+3	E	Turkish
545002019	Classroom and Behavior Management in Inclusive Settings	10	3+0+3	E	Turkish
545002020	Teacher-Student Relationship in Inclusive Classrooms	10	3+0+3	E	Turkish
Total Term Credit		30	12		

FALL (III. TERM)

545002701	Master Thesis	25	0+1+0	C	Turkish
545001901	Special Topics	5	3+0+0	C	Turkish
Total Term Credit		30	0		



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER FALL

COURSE CODE	545001001	COURSE NAME	Special Education Support Services
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
3	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

ASSESSMENT CRITERIA

MID - TERM	Evaluation Type	Quantity	%
	Mid-Term		1
Quiz			
Homework		1	30
Project			
Report			
Others ()			
FINAL EXAM		1	40

PREREQUIEITE(S)

COURSE DESCRIPTION
This course includes special education and inclusion applications, collaboration in the inclusion applications, assessing the needs of students in the inclusion environments, planning the instruction in the inclusion environmets, seldomly met disabilities, frequently met disabilities, instructional accomodations, independent learning strategies in the inclusion environmets, assessment of learning in the inclusion environments, behavior management in the inclusion environment, preparation activities for inclusion and special education support services.

COURSE OBJECTIVES
The aim of this course is to teach students about special education and inclusion applications, collaboration in the inclusion applications, assessing the needs of students in the inclusion environments, planning the instruction in the inclusion environmets, seldomly met disabilities, frequently met disabilities, instructional accomodations, independent learning strategies in the inclusion environmets, assessment of learning in the inclusion environments, behavior management in the inclusion environment, preparation activities for inclusion and special education support services.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION
Students who successfully complete this course will have the necessary knowledge regarding special education support services.

COURSE OUTCOMES
At the end of this course, the student will be able to;
1. will be able to define the inclusion environments. a. Can define the inclusion environments b. Can define inclusion 2. will be able to interpret collaboration in inclusion environments. a. Can list the job groups serving special education b. Can define the collaboration between the job groups c. Can define the collaboration models 3. will be able to interpret about the assessment of the needs of inclusion students. a. Can list the steps in the assessment procedure b. Can define the types of and difference between the assessment 4. will be able to tell the planning of instruction in the inclusion environmets. a. Can define the aspects of instruction planning 5. will be able to list the types of disabilities which can be placed into the inclusion environments. a. Can define the frequently met disabilities b. Can define seldomly met disabilities c. Can define other disabilities 6. will be able to give examples of teaching accomodations. a. Can list the accomodations which can be conducted in the classroom during the courses 7. will be able to define the independent learning strategies in the inclusion environments. a. Can list the independent learning strategies b. Can give examples to the learning strategies 8. will be able to interpret about the assessment of learning in the inclusion environments. a. Can list the types of assessment in the inclusion environments 9. will be able to define behavior management in the inclusion environments. a. Can define the techniques related with behavior management b. Can give examples about the behavior management techniques 10. will be able to define the development of social skills. a. Can explain the role of the teachers in the development of social skills b. Can explain the role of the peers in the development of social skills c. Can explain the role of the parents in the development of social skills

TEXTBOOK
Batu, S. ve Kırcaali-İftar, G. (2006). Kaynaştırma (Inclusion). Ankara: KÖK Yayıncılık.

OTHER REFERENCES

TOOLS AND EQUIPMENTS

REQUIRED	
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COURSE SYLLABUS	
WEEK	TOPICS
1	Special education and inclusion applications
2	Collaboration in the inclusion applications
3	Assessing the needs of students in the inclusion environments
4	Planning the instruction in the inclusion environments
5	Low-incidence disabilities
6	High-incidence disabilities
7-8	MidTerm Exam
9	Instructional accommodations
10	Independent learning strategies in the inclusion environments
11	Assessment of learning in the inclusion environments
12	Behavior management in the inclusion environment
13	Development of social competencies
14	Preparation activities for inclusion Special education support services
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE	545001002	COURSE NAME	Teaching Functional Academic Skills
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

MID - TERM	Evaluation Type	Quantity	%
	Mid-Term		1
Quiz			
Homework		1	30
Project			
Report			
Others ()			
FINAL EXAM		1	40

PREREQUIEITE(S)

COURSE DESCRIPTION

The student will be able to defines Scope of Academic Skills. The student will be able to examines the contents of the Turkish, Mathematics, Science, Life Science and Social Studies. The student will be able to determines Functional Academic Skills. The student will be able to explain the importance of the identification of functional academic skills. The student will be able to selects teach functional academic skills. The student will be able to do Concept Analysis. The student will be able to analyze the content of instances of concepts Turkish, Mathematics, Science, Life Science and Social Studies. The student will be able to do skill analysis. The student will be able to analyze the content of instances of skill Turkish, Mathematics, Science, Life Science and Social Studies. The student will be able to identifies and determines the Instructional Performance Objectives. The student will be able to Used Functional Academic Skills Instructional Strategies in the Teaching positions.. The student will be able to determines the Functional Academic Skills in Teaching Tools to use. The student will be able to Plan prepares for Functional Academic Skills Training. The student will be able to makes Functional Academic Skills Training Report and receives feedback.

COURSE OBJECTIVES

The aim of this lesson is to teach students scope of academic skills, the contents of the Turkish, Mathematics, Science, Life Science and Social Studies, functional academic skills, the importance of the identification of functional academic skills, do Concept Analysis, the content of instances of concepts Turkish, Mathematics, Science, Life Science and Social Studies, do skill analysis, the content of instances of skill Turkish, Mathematics, Science, Life Science and Social Studies, the instructional performance objectives, functional academic skills instructional strategies in the teaching positions, the functional academic skills in teaching tools to use, plan prepares for functional academic skills training, make Functional Academic Skills Training Report and receives feedback.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

At the end of this course, the student will be able to;
I. The student will be able to defines Scope of Academic Skills. II. The student will be able to examines the contents of the Türkçe, Mathematics, Science, Life Science and Social Studies. III. The student will be able to determines Functional Academic Skills. IV. The student will be able to explain the importance of the identification of functional academic skills. V. The student will be able to selects teach functional academic skills. VI. The student will be able to do Concept Analysis. VII. The student will be able to analyze the content of instances of concepts Turkish, Mathematics, Science, Life Science and Social Studies. VIII. The student will be able to do skill analysis. IX. The student will be able to analyze the content of instances of skill Turkish, Mathematics, Science, Life Science and Social Studies. X. I The student will be able to identifies and determines the Instructional Performance Objectives. XI. The student will be able to Used Functional Academic Skills Instructional Strategies in the Teaching positions. XII. The student will be able to determines the Functional Academic Skills in Teaching Tools to use. XIII. The student will be able to Plan prepares for Functional Academic Skills

	Training. XIV. The student will be able to makes Functional Academic Skills Training Report and receives feedback.
TEXTBOOK	
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Scope of Academic Skills
2	The student will be able to examines the contents of the Türkçe, Mathematics, Science, Life Science and Social Studies
3	Determination of the Functional Academic Skills
4	The importance of the identification of functional academic skills
5	The student will be able to selects teach functional academic skills;
6	The student will be able to do Concept Analysis
7-8	MidTerm Exam
9	Skill analysis
10	Turkish content analysis skills, math skills, content analysis, the content of science skills analysis, skills analysis of the content of Life Science and Social Studies
11	Detection Performance Assessment and Learning Objectives
12	Functional Academic Skills Instructional Strategies Used in the Teaching
13	Functional Academic Skills Used in Teaching Tools
14	Functional Academic Skills Training Plan Preparation Functional Academic Skills Training Report makes and receives feedback
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545001003 | COURSE NAME | Individuals with Intellectual Disabilities and Inclusion

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz	-	-
	Homework	1	30
	Project	-	-
	Report	-	-
	Others ()	-	-
FINAL EXAM	Final Exam	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	This course focuses on different educational environments of individuals with intellectual disabilities, inclusion environment, assessment for inclusion, teaching methods can use at inclusion environment, preparing the inclusion environment for individuals with intellectual disabilities, collaboration between inclusion and family.		
COURSE OBJECTIVES	At the end of this course the students will be informed about different educational environments of individuals with intellectual disabilities, inclusion environment, assessment for inclusion, teaching methods can use at inclusion environment, preparing the inclusion environment for individuals with intellectual disabilities, collaboration between inclusion and family.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1. know different educational environments of individuals with intellectual disabilities. 2. know inclusion environments of individuals with intellectual disabilities. 3. make a remark for inclusion. 4. perform the teaching methods which can use at inclusion environment. 5. prepare the inclusion environment for individuals with intellectual disabilities, 6. know collaboration between inclusion and family.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection for presentation		

COURSE SYLLABUS	
WEEK	TOPICS
1	Education of individuals with intellectual disabilities
2	Educational environment of individuals with intellectual disabilities.
3	Inclusion
4	Diffirent educational environment for individuals with intellectual disabilities
5	Assessment for inclusion
6	Assessment for inclusion
7-8	MidTerm Exam
9	Teaching methods can use at inclusion environment
10	Speciality of inclusion classes
11	Preparing the inclusion classes for individuals with intellectual disabilities.
12	Collaboration between inclusion and family
13	Researchs about inclusive implementations
14	Researchs about inclusive implementations
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545001004 | COURSE NAME | Practicum in Intellectual Disabilities

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
3	2	2	0-	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	20
	Quiz	-	-
	Homework	1	30
	Project	-	-
	Report	-	-
	Others ()	-	-
FINAL EXAM	Final Exam	1	50
PREREQUIEITE(S)	The students are responsible for joining the courses regularly and join the discussions.		
COURSE DESCRIPTION	At this course includes the behavioral changing programme, social skills programme, notion instruction programme, skills instruction programme, the lesson plan in instructional activity.		
COURSE OBJECTIVES	Students will be able to apply the behavioral changing programme. Students will be able to apply social skills programme. Students will be able to apply notion instruction programme. Students will be able to apply skills instruction programme. Students will be able to apply the lesson plan in instructional activity.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1. The student; will be able to apply a behavior modification program. 1.a. Collects anecdotal data. 1.b. Determines the target behavior. 1.c. Collects baseline data. 1.d. Shows the baseline data on a graph. 1.e. Applies a behavior modification program during the semester. 1.f. Records the results of behavior modification program and shows tha data on a graph. 2. The student; will be able to apply teaching programs for social skills. 2.a. Collects baseline data. 2.b. Shows the baseline data on a graph. 2.c. Applies a teaching program for a social skill during the semester. 2.d. Records the results of teaching program and shows the data on a graph. 3. The student; will be able to apply teaching programs for concepts. 3.a. Collects baseline data. 3.b. Shows the baseline data on a graph. 3.c. Applies a teaching program for a concept during the semester. 3.d. Records the results of teaching program and shows the data on a graph. 4. The student; will be able to apply teaching programs for chained skills. 4.a. Collects baseline data. 4.b. Shows the baseline data on a graph. 4.c. Applies a teaching program for a chained skill during the semester. 4.d. Records the results of teaching program and shows the data on a graph. 5. The student will be able to apply his/her lesson plans in group activities and one on one sessions. 5.a. Secures the students' attention. 5.b. Reminds previous information. 5.c. Applies teaching methods appropriately. 5.d. Assesses the students' performance levels at the end of each lesson and records the data.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Explores the files of students in order to learn about student.
2	Collects anecdotal data regarding classroom setting.
3	Depending on the needs of students develops checklists of the developmental areas determined before and fills them in three weeks. Collects anecdotal data regarding problem behaviors of a student in the classroom.
4	Based on anecdotal data collected in the third week determines target behavior for the student. Develops data sheet for problem behavior. Prepares lesson plans and applies them with the students every day in the week.
5	Collects baseline data regarding problem behavior. Depending on the needs of students and depending on the curriculum, prepares an individualized education plan at least for a student. Prepares lesson plans and applies them with the students every day in the week.
6	Collects baseline data regarding problem behavior. Depending on the needs of students and depending on the curriculum, prepares an individualized education plan at least for a student. Prepares lesson plans and applies them with the students every day in the week.
7-8	MidTerm Exam
9	Depending on the purposes in the IEP, determines a concept to be taught to a student and prepares a teaching plan for the concept. Prepares lesson plans and applies them with the students every day in the week.
10	Depending on the purposes in the IEP, determines a chained skill to be taught to a student and prepares a teaching plan for the skill. Prepares lesson plans and applies them with the students every day in the week.
11	Prepares lesson plans and applies them with the students every day in the week.
12	Prepares lesson plans and applies them with the students every day in the week.
13	Prepares lesson plans and applies them with the students every day in the week.
14	Prepares lesson plans and applies them with the students every day in the week.
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545001005 | COURSE NAME | Teaching-Learning Models and Teaching Strategies to Hearing Handicapped Children I

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	7	0	0	7	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz	-	-
	Homework	1	30
	Project	-	-
	Report	-	-
	Others ()	-	-
FINAL EXAM	Final Exam	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	This lesson includes subject following, lesson's observation and preparing application file, checking the lesson's observations and application and one to one application work, assessment of application.		
COURSE OBJECTIVES	At the end of the lesson the students will be able to do lesson's observation and preparing application file, checking the lesson's observations and application and one to one application work, assessment of application.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1. Organize praxis file. 1.1. Arrange the collected students' information's. 1.2. Arrange the collected students' observation reports. 1.3. Arrange the one-to-one lesson observations reports. 1.4. Arrange the prepared lesson plans. 2. Observe the hearing impaired children during the lessons and write observation reports. 2.1. Observe the hearing impaired children during the group lessons. 2.2. Observe the hearing impaired children during the one-to-one lessons. 2.3. Observe the teacher-student interaction during the lessons. 2.4. Report the observations. 3. Prepare one to one lesson. 3.1. Decide the lesson aims. 3.2. Identify the students' language skills parallel to the lessons content. 3.3. Prepare teaching materials appropriate to the lesson content. 4. Prepare one to one lesson plan. 4.1. Write the lesson duration. 4.2. Write language aims. 4.3. Write to the method, including introduction and advance chapters. 5. İmplement one to one lesson. 5.1. Locates the student in an appropriate room. 5.2. Check the hearing aids. 5.3. Sit to the students' best hearing ear side. 5.4. Explain the lesson content. 5.5 Present the teaching material. 5.6. Begin to the lesson with material. 5.7. Keep eye contact during the lesson. 5.8. Keep joint attention during the lesson. 5.9. Keep turn taking during the lesson. 5.10. Give opportunity to students to explain their own ideas. 6.11. Give opportunity to students to repeat the teacher. 6. Will be able to use feedbacks about implementation. 6.1. Evaluate his/her own lesson. 6.2. Receives feedbacks from the supervisor. 6.3. Note the feedbacks. 6.4. Use feedbacks during future lesson planning. 6.5. Apply feedbacks to the lesson implementations.		
TEXTBOOK			
OTHER REFERENCES	Lecture notes.		
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection for presentation.		

COURSE SYLLABUS	
WEEK	TOPICS
1	Observation individual work in relation to speech and language, recording observations. Designing and writing lesson plans for the individual work that he or she will do during each week.
2	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation.
3	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation. Designing and writing lesson plans for the individual work that he or she will do during each week.
4	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation. Designing and writing lesson plans for the individual work that he or she will do during each week.
5	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation. Designing and writing lesson plans for the individual work that he or she will do during each week.
6	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation. Designing and writing lesson plans for the individual work that he or she will do during each week.
7-8	MidTerm Exam
9	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation. Designing and writing lesson plans for the individual work that he or she will do during each week.
10	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation. Designing and writing lesson plans for the individual work that he or she will do during each week.
11	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation. Designing and writing lesson plans for the individual work that he or she will do during each week.
12	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation. Designing and writing lesson plans for the individual work that he or she will do during each week.
13	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation. Designing and writing lesson plans for the individual work that he or she will do during each week.
14	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation. Designing and writing lesson plans for the individual work that he or she will do during each week.
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545001006 | COURSE NAME | Children with Hearing Impairment and Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz	-	-
	Homework	1	30
	Project	-	-
	Report	-	-
	Others ()	-	-
FINAL EXAM	Final Exam	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	This lesson includes subject following, general information about children with hearing impaired, the problems cause by hearing disorder, compete with education, communication and social obstacles resulted from this problems, communication techniques used in society the importance of communication techniques based on speaking used in heard society and its contrabition to socialization. Subscriinizing the available educational method adventages and disadvantages. The history of children with hearing disability and its adribution to available education methods.		
COURSE OBJECTIVES	At the end of the lesson the students will be able to informed about general information about children with hearing impaired, the problems cause by hearing disorder, compete with education, communication and social obstacles resulted from this problems, communication techniques used in society the importance of communication techniques based on speaking used in heard society and its contrabition to socialization. Subscriinizing the available educational method adventages and disadvantages. The history of children with hearing disability and its adribution to available education methods.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of the this course the studens will be able to perform 1. General information about children with hearing impaired, the problems cause by hearing disorder, compete with education, communication and social obstacles resulted from this problems. 2. Communication techniques used in society the importance of communication techniques based on speaking used in heard society and its contrabition to socialization. 3. Subscriinizing the available educational method adventages and disadvantages. 4. The history of children with hearing disability and its adribution to available education methods.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection for presentation.		

COURSE SYLLABUS	
WEEK	TOPICS
1	General information about children with hearing impaired.
2	General information about the problems cause by hearing disorder.
3	Communication problems resulted from hearing disability.
4	Education problems resulted from hearing disability.
5	Social problems resulted from hearing disability.
6	Way of passing over the obstacles resulted from the problems which are consequences of hearing disability.
7-8	MidTerm Exam
9	Communication techniques used in society.
10	The importance of communication techniques based on speaking used in heard society.
11	The importance of communication techniques based on speaking used in heard society and its contrabition to socialization.
12	Scrutinizing the available educational methods.
13	Scrutinizing the available educational methods advantages and disadvantages.
14	The history of children with hearing disability and its adtribution to available education methods.
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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DERS BİLGİ FORMU (İngilizce)

SEMESTER FALL

COURSE CODE 545001007 COURSE NAME Individuals with Visual Impairments and Early Childhood Development

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
3	3	0	0	3	10	COMPULSORY <input checked="" type="checkbox"/> ELECTIVE <input type="checkbox"/>	TURKISH

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	40
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40
PREREQUIEITE(S)	There is no prerequisite or co-requisite for the course		
COURSE DESCRIPTION	In this course students will be able to explain basic concepts of visual disability,will be able to debate causes of visiul impairment and detection of visual impairment in early childhood,will be able to explain visually impaired children in early childhood development,will be able to debate early intervention methods and will be able to explain Positive behavioral support in early childhood		
COURSE OBJECTIVES	The aim of this course is to explain basic concepts of visual disability,will be able to debate causes of visiul impairment and detection of visual impairment in early childhood,will be able to explain visually impaired children in early childhood development,will be able to debate early intervention methods and will be able to explain Positive behavioral support in early childhood		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of course , the students will be able to explain basic concepts of visual disability,will be able to debate causes of visiul impairment and detection of visual impairment in early childhood,will be able to explain visually impaired children in early childhood development,will be able to debate early intervention methods, will be able to explain Positive behavioral support in early childhood and will be able to learn early childhood development in childhood and adulthood effect		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Basic concepts of visual disability
2	Basic concepts of visual disability
3	Causes of visual impairment
4	Detection of visual impairment in early childhood
5	Visually impaired children in early childhood development
6	Visually impaired children in early childhood development
7-8	Early intervention methods Mid-term
9	Early intervention methods
10	Early childhood development in childhood and adulthood effect
11	Collaboration with the family in early childhood
12	Positive behavioral support in early childhood
13	Positive behavioral support in early childhood
14	Paper presentations and giving feedback
15-16	Paper presentations and giving feedback-Final exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:
Instructor(s):
Signature:



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ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545001008 | COURSE NAME | Theories and Models of Intelligence, Giftedness and Creativity

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	40
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others ()		
FINAL EXAM	Final Exam	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Leaders Who Studying of Intelligence: Galton, Binet, Spearman, Terman. Prototype intelligence tests, progressing of intelligence tests, descriptions and theory of intelligence. Inrease of intelligence. Intelligence tests, Genetic and progress of the Gifted. Genetic and Epigenetic Progress Theory (Simonton). Criteria of Intelligence Pentagon Theory (Sternberg & Zhang). Property of the Gifted. Categorically of Gifted (Tannenbaum). Diagnosis of Gifted Students Problems on Diagnosis. Creativeness and Gifted. Creativeness and Gifted in culture of Turkish		
COURSE OBJECTIVES			
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course the students will be able to learn; 1. Leaders Who Studying of Intelligence: Galton, Binet, Spearman, Terman. 2. Prototype intelligence tests, progressing of intelligence tests, descriptions and theory of intelligence. 3. Increase of intelligence. 4. Intelligence tests, Genetic and progress of the Gifted. 5. Genetic and Epigenetic Progress Theory (Simonton). 6. Criteria of Intelligence Pentagon Theory (Sternberg & Zhang). 7. Property of the Gifted. Categorically of Gifted (Tannenbaum).Diagnosis of Gifted Students Problems on Diagnosis. 8. Creativeness and Gifted. 9. Creativeness and Gifted in culture of Turkish		
TEXTBOOK	Notes of lecture		
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Leaders Who Studying of Intelligence: Galton, Binet, Spearman, Terman.
2	Prototype intelligence tests progressing of intelligence tests,,
3	Descriptions and theory of intelligence and increase of intelligence.
4	Intelligence tests, genetic and progress of the Gifted.
5	Genetic and Epigenetic Progress Theory (Simonton).
6	Criteria of Intelligence
7-8	Mid Term Exam
9	Pentagon Theory (Sternberg & Zhang).
10	Property of the Gifted.
11	Categorically of Gifted (Tannenbaum).
12	Diagnosis of Gifted Students
13	Problems on Diagnosis.
14	Creativeness and Gifted. Creativeness and Gifted in culture of Turkish
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545001009 | COURSE NAME | Parenting the Gifted

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
3	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	40
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others ()		
FINAL EXAM	Final Exam	1	40

PREREQUIEITE(S)

COURSE DESCRIPTION

Family and Society. Attendance of Parent; Past, Now, Future
Property of Family, Family Dynamics, Reaction. Requirement and Assesment for Parents. Supporting for Parents. Emotional Support
Support for grandparents and sister or brother. Ways of dealing with stress . Relation and coordination between parents and specialists. Communication with parents. Education of family approach. Parent education programs. Centre of school Programs
Centre of Home programs, Effective Parent and School Cooperation, Positive Behavior Support, Behavior Management parent education program for skills learning. Assesment Tools, Scales, Transition Term and Studying with Parents in Adulthood

COURSE OBJECTIVES

The aim of this lesson is to inform students on the following topics; Family and Society. Attendance of Parent; Past, Now, Future Property of Family, Family Dynamics, Reaction. Requirement and Assesment for Parents. Supporting for Parents. Emotional Support. Support for grandparents and sister or brother. Ways of dealing with stress . Relation and coordination between parents and specialists. Communication with parents. Education of family approach. Parent education programs. Centre of school Programs
Centre of Home programs, Effective Parent and School Cooperation, Positive Behavior Support, Behavior Management parent education program for skills learning. Assesment Tools, Scales, Transition Term and Studying with Parents in Adulthood

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

COURSE OUTCOMES

At the end of this course the students will be able to learn

1. Family and Society.
2. Attendance of Parent; Past, Now, Future
3. Property of Family,
4. Family Dynamics,
5. Reaction. Requirement and Assesment for Parents.
6. Supporting for Parents .
7. Emotional Support
8. Support for grandparents and sister or brother.
9. Ways of dealing with stress .
10. Relation and coordination between parents and specialists.
11. Communication with parents.
12. Education of family approach.
13. Parent education programs.
14. Centre of school Programs
15. Centre of Home programs,

	16. Effective Parent and School Cooperation, 17. Positive Behavior Support, 18. Behavior Management parent education program for skills learning. 19. Assessment Tools, Scales, 20. Transition Term and Studying with Parents in Adulthood
TEXTBOOK	Notes of lecture
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Family and Society. Attendance of Parent; Past, Now, Future
2	Property of Family, Family Dynamic, Reaction. Requirement and Assessment for Parents.
3	Supporting for Parents. Emotional Support
4	Support for grandparents and sister or brother.
5	Ways of dealing with stress .
6	Relation and coordination between parents and specialists.
7-8	Mid Term Exam
9	Communication with parents. Education of family approach.
10	Parent education programs. Centre of school Programs
11	Centre of Home programs, Effective Parent and School Cooperation
12	Positive Behavior Support, Behavior Management parent education program for skills learning.
13	Assesment Tools, Scales
14	Transition Term and Studying with Parents in Adulthood
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545001010 | COURSE NAME | Improvement of Reading Fluency

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM	Final Exam	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Basic Terms of Reading. Fluent Reading and Reading Comprehension. Teaching Method for reading Fluency. Fluent Reading Problem for Children who Reading Problems. Intervention Methods and Programmes, Scientific Researches		
COURSE OBJECTIVES	The aim of this lesson is to inform students on the following topics; Basic Terms of Reading. Fluent Reading and Reading Comprehension. Teaching Method for reading Fluency. Fluent Reading Problem for Children who Reading Problems. Intervention Methods and Programmes, Scientific Researches		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course the students will be able to learn; 1. Basic Terms of Reading. 2. Fluent Reading and Reading Comprehension. 3. Teaching Method for reading Fluency. 4. Fluent Reading Problem for Children who Reading Problems. 5. Intervention Methods and Program.mes 6. Scientific Researches.		
TEXTBOOK	Notes of lecture		
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction
2	Basic Terms of Reading.
3	Basic Terms of Reading.
4	Fluent Reading and Reading Comprehension.
5	Fluent Reading and Reading Comprehension.
6	Teaching Method for reading Fluency.
7-8	Mid Term Exam
9	Teaching Method for reading Fluency.
10	Fluent Reading Problem for Children who Reading Problems.
11	Fluent Reading Problem for Children who Reading Problems.
12	Intervention Methods and Programmes, Scientific Researches
13	Intervention Methods and Programmes, Scientific Researches
14	Intervention Methods and Programmes, Scientific Researches
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:
Instructor(s):
Signature:



T.C.
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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Fall

COURSE CODE	545001011	COURSE NAME	Reading Comprehension Strategies
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
3	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM	Final Exam	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Reading Comprehension and Reading Education. Teaching Methods for Reading Comprehension, Fluent Reading Problem for Children who Reading Problems. Intervention Methods and Programmes, Scientific Researches		
COURSE OBJECTIVES	The aim of this lesson is to inform students on the following topics; Reading Comprehension and Reading Education. Teaching Methods for Reading Comprehension, Fluent Reading Problem for Children who Reading Problems. Intervention Methods and Programmes, Scientific Researches		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course the students will be able to learn 1. Reading Comprehension and Reading Education. 2. Teaching Methods for Reading Comprehension, 3. Fluent Reading Problem for Children who Reading Problems. 4. Intervention Methods and Programs 5. Scientific Researches		
TEXTBOOK	Notes of lecture		
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction
2	Reading Comprehension and Reading Education.
3	Reading Comprehension and Reading Education.
4	Reading Comprehension and Reading Education.
5	Teaching Methods for Reading Comprehension,
6	Teaching Methods for Reading Comprehension,
7-8	Mid Term Exam
9	Fluent Reading Problem for Children who Reading Problems.
10	Fluent Reading Problem for Children who Reading Problems.
11	Intervention Methods and Programmes
12	Intervention Methods and Programmes
13	Scientific Researches
14	Scientific Researches
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:
Instructor(s):
Signature:



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ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE	545001012	COURSE NAME	Diagnosis and Assesment of Learning Disabilities
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM	Final Exam	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Terms of Learning Disability. Diagnosis of Learning Disability Methods. Assesment Process Development. Formal and İnformal Assesment Methods. Medical and Educational Diagnosis. Diagnosis and Assesment Process for Students who Learning Disability.		
COURSE OBJECTIVES	The aim of this lesson is to inform students on the following topics; Terms of Learning Disability. Diagnosis of Learning Disability Methods. Assesment Process Development. Formal and İnformal Assesment Methods. Medical and Educational Diagnosis. Diagnosis and Assesment Process for Students who Learning Disability.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	Athe end of this course the students will be able to learn; 1.Terms of Learning Disability. 2.Diagnosis of Learning Disability Methods. 3.Assesment Process Development. 4. Formal and İnformal Assesment Methods. 5. Medical and Educational Diagnosis. 6. Diagnosis and Assesment Process for Students who Learning Disability.		
TEXTBOOK	Notes of lecture		
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction
2	Terms of Learning Disability.
3	Terms of Learning Disability.
4	Diagnosis of Learning Disability Methods.
5	Diagnosis of Learning Disability Methods.
6	Diagnosis of Learning Disability Methods.
7-8	Mid Term Exam
9	Assesment Process Development.
10	Assesment Process Development.
11	Formal and Informal Assesment Methods.
12	Formal and Informal Assesment Methods.
13	Medical and Educational Diagnosis.
14	Diagnosis and Assesment Process for Students who Learning Disability.
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545001013 | COURSE NAME | Parent Training

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
3	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	40
	Quiz		
	Homework	1	10
	Project	1	10
	Report		
	Others ()		
FINAL EXAM	Final Exam		40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Family and Society. Attendance of Parent; Past, Now, Future Property of Family, Family Dynamic, Reaction. Requirement and Assesment for Parents. Supporting for Parents. Emotional Support, Support for grandparents and sister or brother. Ways of dealing with stress . Relation and coordination between parents ande specialists. Communication with parents.Education of family approach. Parent education programs. Centre of school Programs Centre of Home programs, Effective Parent and School Cooperation, Positive Behavior Support, Behavior Management parent education program for skills learning. Assesment Tools, Scales, Transition Term and Studying with Parents in Adulthood		
COURSE OBJECTIVES	The aim of this lesson inform the students about family characteristics, family reactions, child's effects on family, assesment tools on defining needs, implementation of family training programs.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the students will be able to learn; 1. Family and Society. Attendance of Parent; Past, Now, Future 2. Property of Family, Family Dynamic, Reaction. Requirement and Assesment for Parents.Supporting for Parents. Emotional Support 3. Support for grandparents and sister or brother. Ways of dealing with stress . Relation and coordination between parents ande specialists.Communication with parents.Education of family approach. Parent education programs. Centre of school Programs 4. Centre of Home programs, Effective Parent and School Cooperation, Positive Behavior Support, Behavior Management parent education program for skills learning. Assesment Tools, Scales, Transition Term and Studying with Parents in Adulthood		
TEXTBOOK	Notes of lecture		
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Family and Society. Attendance of Parent; Past, Now, Future. Property of Family.
2	Family Dynamic, Reaction. Requirement and Assesment for Parents. Supporting for Parents.
3	Emotional Support
4	Support for grandparents and sister or brother. Ways of dealing with stress .
5	Relation and coordination between parents and specialists.
6	Communication with parents.
7-8	Mid Term Exam
9	Education of family approach. Parent education programs.
10	Centre of school Programs. Centre of Home programs.
11	Effective Parent and School Cooperation,
12	Positive Behavior Support, Behavior Management parent education program for skills learning.
13	Assesment Tools
14	Scales, Transition Term and Studying with Parents in Adulthood
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545001014 | COURSE NAME | Motor Development on Infant and Toddlers

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40
PREREQUIEITE(S)	There is no prerequisite for this course.		
COURSE DESCRIPTION	Comprehension the importance of neuroanatomical in motor development. Comprehension normal motor development. Comprehension neuro-developmental disorders, motor development. Understanding the process of motor learning. Comprehension the approaches used in the evaluation of motor development. Explaining the effect of early movement experience on the motor development.		
COURSE OBJECTIVES	This lesson's aim is to inform the students about the stages of the normal motor development, indicators of the motor develoment, motor development on neurodevelopmental disorders, motor learning and evaluation of the motor development.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1. comprehend the importance of neuroanatomical motor development. 2. comprehend normal motor development. 2.1 define normal motor development. 2.2 explain the phases of normal motor development. 2.3 comprehend the indicators of the motor development. 3. comprehend neuro-developmental disorders, motor development. 3.1 explain the properties of motor development in neuro-developmental disorders. 3.2 identify the differences in children with normal development and neuro-developmental disorders. 4. understand the process of motor learning. 5. comprehend the approaches that used in the evaluation of motor development. 5.1 comprehend the assessment of motor development. 5.2 explain the performance tests. 5.3 comprehend the motor skill tests. 6. explain the effect of early movement experience on the motor development.		
TEXTBOOK			
OTHER REFERENCES	Winnick, J.P. (2000). Adapted physical education and sport. Human Kinetics: IL. Dunn, J. M., Leitschuh, C.A. (2006). Special physical education. Times Mirror Higher Education Group: Dubuque. Horvat, M., Block, M.E., Kelly, L.E. (2007). Development and adapted physical activity assessment. Human Kinetics: IL.		
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection.		

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction of the normal motor development.
2	Stages of the normal motor development.
3	Indicators of the motor development.
4	Indicators of the motor development.
5	Motor development on neurodevelopmental disorders.
6	Motor development on MR
7-8	MidTerm Exam
9	Motor development on muscular dystrophy.
10	Motor development on autism.
11	Motor learning.
12	Evaluation of the motor development.
13	Tests of the motor skills.
14	Observation.
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE	545001015	COURSE NAME	Special Education Instructional Models and Teaching Approaches in Early Childhood
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
3	2	2	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40
PREREQUIEITE(S)	There is no prerequisite for this course.		
COURSE DESCRIPTION	Realizing Special Education Instructional Models and principles, benefits and deficiencies of different models. Comprehension the importance and aims of practices of home visit. Explaining the effectiveness of different service models.		
COURSE OBJECTIVES	The aim of this lesson is to inform the students about Special Education Instructional Models in Early Childhood and service based on home, institution and home-institution and principles, benefits and deficiencies of different models and cooperation and team approach in service and Special Education Instructional Models for the ages of 0-6 in Turkey.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this lesson; the students will be able to, 1. realize Special Education Instructional Models. a. explain service based on home. b. understand service based on istitution. c. realize service based on home/institution. 2. realize different models. a. realize principles of different models. b. realize benefits of different models. c. realize deficiencies of different models. 3. realize home visits. 4. realize cooperation and team approach in service. a. explain different cooperation models. 5. explain Special Education Instructional Models for the ages of 0-6 in Turkey.		
TEXTBOOK			
OTHER REFERENCES	Diken, i. H. (2010). Erken Çocukluk Eğitimi (Editör). PEGEM AKADEMİ: Ankara. Freeman, Randall T.,(2011) Effective Early Childhood Teaching in Public Schools. ProQuest ISBN 1124748016 Handouts and power point presentations as recommended and required reading are provided at course website (WebCT)		
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection.		

COURSE SYLLABUS	
WEEK	TOPICS
1	Special Education Instructional Models in Early Childhood.
2	Service based on home, institution and home-institution.
3	Principles, benefits and deficiencies of different models.
4	Home visits: Importance, principles and practices.
5	Home visits: Importance, principles and practices.
6	The effectiveness of different service models.
7-8	Mid Term Exam
9	The effectiveness of different service models.
10	Cooperation and team approach in service.
11	Different cooperation models.
12	Different cooperation models.
13	Special Education Instructional Models for the ages of 0-6 in Turkey.
14	Special Education Instructional Models for the ages of 0-6 in Turkey.
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545001016 | COURSE NAME | Family Centered Practices in Early Childhood Special Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
3	2	2	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40
PREREQUIEITE(S)	There is no prerequisite for this course.		
COURSE DESCRIPTION	Explaining basic concepts, realizing family dynamics and reactions of the family, services for families and understanding the approaches of family education, realizing the development of family education programmes, explaining program practices.		
COURSE OBJECTIVES	The aim of this lesson is to inform students about basic concepts and dynamics of the family, first recognition in family, diagnosis, adjustment process, mothers and fathers as mothers and fathers, as informatives and as defenders, the development of family education programmes, mother-father, grand mother-father, brothers/sisters.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this lesson the students will be able to; 1. explain basic concepts. a. explain family dynamics. 2. explain reactions of the family. a. realize first recognition in family b. explain adjustment process 3. explain the approaches of family education. 4. realize the development of family education programs. 5. explain program practices. 6. explain the interaction of mother-child. a. explain the effects the games on child development.		
TEXTBOOK			
OTHER REFERENCES	Diken, İ. H. (2008). "Okul-Aile İşbirliğinin Tanımı, Kapsamı ve Önemi." Okul, Aile ve Çevre İş Birliği(Editör E. Aysın Küçükylmaz). Dunst, Carl J., (2002). Family-Centered Practices: Birth Through High School. The Journal of Special Education,Volume 36, Issue 3, pp. 141 - 149		
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection.		

COURSE SYLLABUS	
WEEK	TOPICS
1	Basic concepts and family dynamics.
2	Reactions of the family: First recognition in family, diagnosis, adjustment process.
3	Services for families.
4	The approaches of family education.
5	Mothers and fathers as mothers and fathers.
6	Mothers and fathers as informatives.
7-8	Mid Term Exam
9	Mothers and fathers as defenders.
10	The development of family education programmes.
11	The development of family education programmes.
12	Mother-father, grand mother-father, brothers/sisters.
13	Program practices: The interaction of mother-child, games, support of development.
14	Program practices: The interaction of mother-child, games, support of development.
15-16	Final Sınavı

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545001017 | COURSE NAME | Research-based Practices in Early Childhood Special Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40
PREREQUIEITE(S)	There is no prerequisite for this course.		
COURSE DESCRIPTION	Realizing scientific based practices and describing preparation process to school, explaining the best practices, describing evaluation process and scientific research processes and realizing to evaluate student success and explaining home-centered practices.		
COURSE OBJECTIVES	The aim of this lesson is to provide information for students about the preparation process to school in early childhood, the best practices, the early education practices for the children who are in the group of deficiency or risk, home-centered practices, transition services and extrascholastic services in school term.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this lesson the students will be able to; 1. realize scientific based practices. 2. explain the best practices. 3. realize the early education practices for the children who are in the group of deficiency. a. understand the early education practices for the children who are in the group of risk. 4. explain transition practices. 5. explain services in the term of early childhood. a. realize school term services. b. explain extrascholastic services. 6. explain the future of the field.		
TEXTBOOK			
OTHER REFERENCES	Diken, i. H. (2010). Erken Çocukluk Eğitimi (Editör). PEGEM AKADEMİ: Ankara. Handouts and power point presentations as recommended and required reading is provided at course website (WebCT).		
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection.		

COURSE SYLLABUS	
WEEK	TOPICS
1	Scientific based practices
2	Preparation to school
3	The best practices
4	Evaluation
5	Early education practices for the children who are in the group of deficiency or risk.
6	Effective intervention programs.
7-8	Mid Term Exam
9	Good transition practices for preparation to pre-school.
10	Scientific research processes.
11	Evaluation of student success.
12	Home-centered practices.
13	School term services.
14	Extrascholastic services. The future of the field.
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545001018 | COURSE NAME | Teaching Students with Moderate to Severe Disabilities

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
3	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40

PREREQUIEITE(S) | There is no prerequisite for this course.

COURSE DESCRIPTION | Determining the needs of conducting research about teaching students with moderate to severe disabilities. Conducting literature review on the subject she/he selects. Preparing literature review by considering the guidelines of writing a report. Developing method section of the study. Preparing the implementation processs of his/her study. Deciding which data collecting methods to use.

COURSE OBJECTIVES | The aim of this lesson is to inform students about the introducing the course reviewing the errorless teaching procedures, conducting literature review and discussing the results in the class, writing results of the manuscript, writing discussion and recommendations of the manuscript.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

COURSE OUTCOMES | At the end of this course, the students will be able to;
1. determine the needs of conducting research about teaching students with moderate to severe disabilities.
1.1. select the instructional procedure to use.
1.2. determine the topics suggested in the literature on the selected instructional procedure.
1.3. develop the research questions related with the selected instructional procedure.
2. conduct literature review on the subject she/he selects.
2.1. conduct literature review by hand.
2.2 conducts literature review electronically.
3. prepare literature review by considering the guidelines of writing a report.
3.1. classify the resources from general to specific.
3.2. explain his/her own thoughts related with the topic of literature review.
4.develop method section of the study
4.1 identify the subjects of his/her study.
4.2. define the settings for the implementation.
4.3. determine the materials to be used during procedure.
5. prepare the implementation processs of his/her study.
5.1. determine the phases of his/her implementation.
5.2 develop the steps of each phase carefully.
5.3 constitute a models regarding the implementation process of his/her study.
6. decide data gathering methods to use.
6.1. decide which data gathering method to use.
6.2 develop a data collection forms
7.implement research proposal
7.1 find solutions for the problems arise during implementation
8. prepare a manuscript from his/her implementation during the semester.

	8.1 find an appropriate journal. 8.2. prepare the manuscript by considering the guidelines of the journal and submits it to journal.
TEXTBOOK	
OTHER REFERENCES	Tekin-Iftar, E. & Kircaali-Iftar, G. (2006). Özel eğitimde yanlışsız öğretim yöntemleri. Ankara: Nobel Yayıncılık. Tekin, E., & Kircaal-Iftar, G. Tek denekli araştırma yöntemleri. Ankara: Türk Psikologlar Derneği.
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection.

COURSE SYLLABUS	
WEEK	TOPICS
1	Introducing the course reviewing the errorless teaching procedures
2	Teaching how to conduct literature review
3	Conducting literature review and discussing the results in the class
4	Conducting literature review and discussing the results in the class
5	Writing introduction of the manuscript
6	Writing method of the manuscript and discussing it in the class
7-8	MidTerm Exam
9	Writing results of the manuscript
10	Writing results of the manuscript
11	Discussing the results of the manuscript in the class
12	Writing discussion and recommendations of the manuscript
13	Writing discussion and recommendations of the manuscript
14	Discussing the discussion and recommendation of the manuscript in the class
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545001019 | COURSE NAME | Inclusion for Individuals with Multiple Disabilities

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	The students; will learn about the issues; special education placement approaches to persons with disabilities. Joint and separate learning environments.Integration of legal regulations.The concept of the least restrictive educational environment.Background and legal basis.Inclusion types.support for special education services; counseling,in-class support and resource room,integrating people with disabilities cooperation is very,definition,the importance.The integration of persons with disabilities in Turkey, too.Factors affecting the success of inclusion.Lot of research on mainstreaming handicapped.		
COURSE OBJECTIVES	The students; will learn about the issues; special education placement approaches to persons with disabilities. Joint and separate learning environments.Integration of legal regulations.The concept of the least restrictive educational environment.Background and legal basis.Inclusion types.support for special education services; counseling,in-class support and resource room,integrating people with disabilities cooperation is very,definition,the importance.The integration of persons with disabilities in Turkey, too.Factors affecting the success of inclusion.Lot of research on mainstreaming handicapped.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	The students at the end of the course: 1.Can define very special education placement approaches to persons with disabilities 2.Can define joint and separate learning environments 3.Can define integration of legal regulations 4.Can define the concept of the least restrictive educational environment 5.Can define background and legal basis 6Inclusion types 7.Can define support for special education services; counseling,in-class support and resource room, 8.Can define integrating people with disabilities cooperation is very,definition,the importance 9.Can define the integration of persons with disabilities in Turkey, too, 10.Can define factors affecting the success of inclusion 11.Can define lot of research on mainstreaming handicapped.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Very special education placement approaches to persons with disabilities
2	Joint and separate learning environments
3	Integration of legal regulations
4	The concept of the least restrictive educational environment
5	Background and legal basis
6	Inclusion types
7-8	Mid-Term
9	support for special education services; counseling,in-class support and resource room,
10	integrating people with disabilities cooperation is very,definition,the importance
11	The integration of persons with disabilities in Turkey, too,
12	Factors affecting the success of inclusion
13	Lot of research on mainstreaming handicapped
14	Lot of research on mainstreaming handicapped
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:
Instructor(s):
Signature:



T.C.
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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545001020 | COURSE NAME | Training Paraprofessionals for Providing Support Services to Inclusion Students

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Students can define paraprofessionals.Can define models of using paraprofessionals in the class.Can define coteaching models.Can define classroom accomodations.		
COURSE OBJECTIVES	Students will define paraprofessionals, models of using paraprofessionals in the class, coteaching models, classroom accomodations.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Students can define paraprofessionals.Can define models of using paraprofessionals in the class.Can define coteaching models.Can define classroom accomodations.		
COURSE OUTCOMES	At the end of this course, the student will be able to talk about the importance of paraprofessionals in the class. 1. Define paraprofessionals. 1.1. Define the jobs of paraprofessionals. 2. Define models of using paraprofessionals in the class. 3. Define coteaching models. 4. Define classroom accomodations. 4.1. Define the accomodations in maths classes. 4.2. Define the accomodations in social sciences classes. 4.3. Define the accomodations in science classes. 4.4. Define the accomodations in reading-writing classes.		
TEXTBOOK			
OTHER REFERENCES	Hammeken, P.A. (2009). The paraprofessional's essential guide to inclusive education (3. ed). London: Corwin Press.		
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	The duties of paraprofessionals and the importance of having a paraprofessional in the classroom will be discussed.
2	Developing a schedule, observation and recording will be discussed.
3	Paraprofessionals and general education teachers in a class. Working in the classroom environment, working with students, types of classroom instruction will be discussed.
4	Accommodations and modifications in the classroom will be discussed.
5	Helping strategies for all students learn will be discussed.
6	Accommodations during reading-writing classes will be discussed.
7-8	MidTerm Exam
9	Accommodations during social sciences classes will be discussed.
10	Accommodations during science classes will be discussed.
11	Accommodations during non-academic classes will be discussed.
12	Behavior management strategies and classroom management will be discussed.
13	Behavior management strategies and classroom management will be discussed.
14	Evaluation and recording will be discussed. Evaluation and accommodations in evaluation will be discussed.
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545001021 | COURSE NAME | Errorless Training Methods

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
1	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	The students can describe review of the course outline learning teaching, effective teaching stimulus control transfer of stimulus control, effectiveness effeciency social validity, teaching arrangement phases of learning ,observational learning, acquisition of incidental teaching, systematic teaching and its' phases guideliness when selecting the appropariate instructional procedure, data collection methods reliability analyses, single subject research design, single subject research methods, graphical analysis -ABAB design multiple probe designs, multiple baseline designs, errorless teaching procedures, the use of prompts in teaching, progressive time delay procedure, constant time delay procedure-simultaneous prompting procedure ,system of least to most prompting, naturalistic teaching procedures, peer mediated training		
COURSE OBJECTIVES	The students can describe review of the course outline learning teaching, effective teaching stimulus control transfer of stimulus control, effectiveness effeciency social validity, teaching arrangement phases of learning ,observational learning, acquisition of incidental teaching, systematic teaching and its' phases guideliness when selecting the appropariate instructional procedure, data collection methods reliability analyses, single subject research design, single subject research methods, graphical analysis -ABAB design multiple probe designs, multiple baseline designs, errorless teaching procedures, the use of prompts in teaching, progressive time delay procedure, constant time delay procedure-simultaneous prompting procedure ,system of least to most prompting, naturalistic teaching procedures, peer mediated training		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	The students at the end of the course; 1) will be able to describe stimulus control, 2) will be able to discuss 1:1 teaching format and group teaching format, 3) will be able to describe the concepts of effectiveness, efficiency, prompting, prompt fading, and trial, 4) will be able to devleop task analysis, 5) will be able to describe the following response prompting procedures, • Progressive time delay • Constant time delay • Simultaneous prompting • Most to least prompting • Least to most prompting • Antecedent prompt and testing • Antecedent prompt and fading • Graduated guidance 6) will be able to compare the differences and similarities of above mentioned procedures 7. will be able to develop and teaching plan for each instructional procedures mentioned above and implement it when teaching both discrete and chained skills.		
TEXTBOOK			
OTHER REFERENCES			

TOOLS AND EQUIPMENTS REQUIRED	
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COURSE SYLLABUS	
WEEK	TOPICS
1	Review of the course outline Learning teaching Effective teaching Stimulus control Transfer of stimulus control
2	Effectiveness Efficiency Social validity Teaching arrangement Phases of learning
3	Observational learning
4	Acquisition of incidental teaching
5	Systematic teaching and its' phases Guideliness when selecting the appropriate instructional procedure
6	Data collection methods reliability analyses Single subject research design
7-8	Mid-term
9	Single subject research methods Graphical analysis -ABAB design Multiple probe designs Multiple baseline designs Errorless teaching procedures The use of prompts in teaching
10	Errorless teaching procedures The use of prompts in teaching
11	Progressive time delay procedure
12	Constant time delay procedure-Simultaneous prompting procedure
13	System of least to most prompting
14	system of most to least prompting Naturalistic teaching procedures Peer mediated training
15-16	Final exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | Fall

COURSE CODE | 545001022 | COURSE NAME | Research in Inclusion

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF		
	Theory	Practice	Labratory	Credit	ECTS	LANGUAGE
3	3	0	0	3	10	English
TYPE COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>						

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	The students ensure that they are knowledgeable about the subject;examination of research aimed at mainstreaming, examination of teacher-centered research,research-based examination of students with special needs,examination of peer and family-related research, examine the importance of research in ensuring the success of inclusion, comparison of international and national research.		
COURSE OBJECTIVES	The students ensure that they are knowledgeable about the subject;examination of research aimed at mainstreaming, examination of teacher-centered research,research-based examination of students with special needs,examination of peer and family-related research, examine the importance of research in ensuring the success of inclusion, comparison of international and national research.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	The students at the end of the course; 1.Can explain examination of research aimed at mainstreaming 2.Can explain Examination of teacher-centered research 3.Can explain Research-based examination of students with special needs 4.Can explain Examination of peer and family-related research 5.Can explain Examine the importance of research in ensuring the success of inclusion 6.Can explain Comparison of international and national research.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Examination of research aimed at mainstreaming I
2	Examination of research aimed at mainstreaming II
3	Examination of teacher-centered research I
4	Examination of teacher-centered research II
5	Research-based examination of students with special needs I
6	Research-based examination of students with special needs II
7-8	Mid-term
9	Examination of peer and family-related research I
10	Examination of peer and family-related research II
11	importance of research in ensuring the success of inclusion I
12	importance of research in ensuring the success of inclusion II
13	Comparison of international and national research I
14	Comparison of international and national research II
15-16	Final exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | FALL

COURSE CODE	545001901	COURSE NAME	Special Topics
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0	3	5	COMPULSORY <input checked="" type="checkbox"/> ELECTIVE <input type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term		
	Quiz		
	Homework	1	30
	Project	1	30
	Report	1	40
	Others ()		
FINAL EXAM			
PREREQUIEITE(S)			
COURSE DESCRIPTION	Research and application practices about the topic of thesis study.		
COURSE OBJECTIVES	Being aware of current issues regarding the study subject of thesis and gaining information.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of the course, the students: 1. Gaining ability of planning research methods. 2. Gaining the skill of determining sources about the search field. 3. Having the ability of ordering and collecting the sources about the search field. 4. Regarding scientific, social and ethical values during the stages of collecting, evaluating the sources and preparing the text. 5. Gaining the ability of presentation about the evolution of the thesis study.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED	Projector and computer		

COURSE SYLLABUS	
WEEK	TOPICS
1	Study of determining the topic of the thesis
2	Pursuit of the literature about the topic
3	Evaluation
4	Preparation and presentation of the report
5	Pursuit of the literature
6	Essay surveys
7-8	Source surveys
9	Evaluation
10	Preparation and presentation of the report
11	Pursuit of the literature
12	Source surveys
13	Essay surveys
14	Evaluation
15-16	Preparation and presentation of the report

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER SPRING

COURSE CODE 545002001 COURSE NAME Statistical Methods in Special Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	This course includes, basic concepts of statistics, classification and grouping data: series, measures of central tendency, calculating probability, sampling planning, defining relations between quantitates and qualitative variables, calculating indexes, analyze time series.		
COURSE OBJECTIVES	This course aims to teach students basic concepts of statistics, classification and grouping data: series, measures of central tendency, calculating probability, sampling planning, defining relations between quantitates and qualitative variables, calculating indexes, analyze time series.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Students who successfully complete this course will have the statistical skills necessary for conducting scientific studies in the field of special education.		
COURSE OUTCOMES	At the end of this course, the student will be able to; 1. Basic concepts of statistics. 2. Classification and grouping data: series. 3. Measures of central tendency. 4. Calculating probability. 5. Sampling planning. 6. Defining relations between quantitates and qualitative variables. 7. Calculating indexes. 8. Analyze time series.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	The meaning and role of statistics, variable; sales of measurement, population and sample
2	Organizing and Graphing Data
3	Describing distributions: Individual Scores, Central Tendency, and Variation
4	The Normal Distribution
5	Probabilitiy, Sampling Distirbutions, and Sampling Procedures
6	Hypothesis Testing: One-Sample Case for the Mean
7-8	MidTerm Exam
9	Hypothesis Testing: One-Sample Case for other statistics
10	Hypothesis Testing: Two-Sample Case for the Mean
11	Hypothesis Testing: Two-Sample Case for other Statistics
12	Hypothesis Testing, K-saple case analysis of variance, one-way classification
13	Analysis of variance, Two- way classification, Analysis of Covariance
14	Chi Square test for frequencies Multiple Linear regression
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER SPRING

COURSE CODE 545002002 COURSE NAME Academic Writing in Special Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Academic Writing in Special Education course includes the methods of searching different sources, the techniques of searching different sources, preparing references according to different sources, ways of citation, the rules and techniques of academic writng methods and ethic principles.		
COURSE OBJECTIVES	At the end of this course, the students will be able to describe the methods of searching different sources Students will be able to describe the techniques of searching different sources. Students will be able to describe preparing references according to different sources. Students will be able to describe ways of citation. Students will be able to the rules and techniques of academic writing methods. Students will be able to describe ethic principles.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Students who successfully complete this course will have the necessary technical knowledge and experience for preparing academic writings in the field of special education.		
COURSE OUTCOMES	At the end of this course, the students 1. describes the methods of searching different sources 2. Students describe the techniques of searching different sources, 3.Students describe preparing references and citations according to different styles 4. Students describe the rules and techniques of academic writng methods. 5. Students describe ethic principles.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	The methods of searching different sources
2	The techniques of searching different source
3	Preparing references according to different sources
4	Ways of citation
5	The rules and techniques of academic writing methods
6	Etique principles.
7-8	MidTerm Exam
9	Analyzing sample article 1
10	Analyzing sample article 2
11	Analyzing sample article 3
12	Article report 1
13	Article report 2
14	Article report
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545002003 COURSE NAME Teaching Non-Academic Skills

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Students will be able to describe the learning theories, steps of learning within the learning and teaching principles. Students will be able to describe the basic concepts related to skills instruction.will be able to categorize non academic skills. Students will be able to describe the teaching methods of skills instruction and describe how to use these methods. Students will be able to describe the basic concepts and principles of self-care skills. Students will be able to describe the basic concepts and principles of independent living skills. Students will be able to describe the basic concepts of social skills training and how to use the methods of this training. Students will be able to prepare a research prposal.		
COURSE OBJECTIVES	Students will be able to describe the learning theories, steps of learning within the learning and teaching principles. Students will be able to describe the basic concepts related to skills instruction.will be able to categorize non academic skills. Students will be able to describe the teaching methods of skills instruction and describe how to use these methods. Students will be able to describe the basic concepts and principles of self-care skills. Students will be able to describe the basic concepts and principles of independent living skills. Students will be able to describe the basic concepts of social skills training and how to use the methods of this training. Students will be able to prepare a research prposal.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1.will be able to describe the learning theories, steps of learning within the learning and teaching principles 1.a. describe the concepts of learning, teaching and instruction 1.b. describe how stimuli control is established 1.c. describe the characteristics of learning 1.d. describe the steps of learning 1.e. describe the steps of systematical instruction 2. will be able to describe the basic concepts related to skills instruction 2.a. describe the basic concepts related to skills instruction 2.b. describe the importance of skills instruction for individuals with developmental disabilities 2.c. describe the characteristics of skills analysis 2.d. describe the contribution of skills analysis to instruction 2.e. describe the processes for doing skills analysis 2.f. describe the different approaches for constructing skills analysis 2.g. describe the different approaches to determine performance level of skills 2.h. describe the how to determine goals according to performance level of skills 3. will be able to categorize non academic skills 3.a. categorize the preparation skills of learning 3.b. categorize the self-care skills 3.c. categorize the play skills 3.d. categorize the independent living skills. 4. will be able to describe the teaching methods of skills instruction and describe how to use these methods 4.a. describe the basic characteristics and assumptions of errorless teaching methods. 4.b. describe the basic concepts related to errorless teaching methods. 4.c. describe the concepts of observational learning and acquisition of instructive		

	<p>feedback 4.d. describe the procedures to video modeling 4.d. describe the procedures to simultaneous prompting, constant time delay, most to least prompting, graduate guided. 5. will be able to describe the basic concepts and principles of self-care skills 5.a. describe the basic concepts related to toilet training skills 5.b. describe the basic principles related to toilet training skills 5.c. describe the basic concepts related to eating skills instruction 5.d. describe the basic principles related to eating skills instruction 5.e. describe the basic concepts related to dressing skill instruction 5.f. describe the basic principles related to dressing skill instruction 6. will be able to describe the basic concepts and principles of independent living skills 6.a. describe the basic concepts related to independent living skills instruction 6.b. describe the basic principles related to independent living skills instruction 6.c. describe the basic concepts related to vocational skills instruction 6.d. describe the basic principles related to vocational skills instruction 7. will be able to describe the basic concepts of social skills training and how to use the methods of this training 7.a. describe the basic concepts related to social skills training 7.b. describe the importance of social skills training for individuals with developmental disabilities 7.c. describe the instructions methods of social skills training 7.d. describe the steps of implementing methods of social skills training 8. will be able to prepare a research prposal 8.a. describe and write a research problem 8.b. review the literature about subject 8.c. write research purpose and rationale 8.d. write the method of the research study</p>
TEXTBOOK	
OTHER REFERENCES	<p>*Brolin, D. E. Life Centered Career Education A: Competency Based Approach. (Üçüncü Baskı) Reston, Virginia: Council for Exceptional Children, 1991. *Cavkaytar, A. Zihin Engellilere Özbakım ve Ev İçi Becerilerinin Öğretiminde Bir Aile Eğitimi Programının Etkililiği. Eskişehir: Anadolu Üniversitesi Yayınları, 1999. *Cavkaytar, A. "Zihin Engellilerin Eğitim Amaçları" Anadolu Üniversitesi Eğitim Fakültesi Dergisi, 10 (1), 2000. *Fox, L. ve Westling, D. L. Teaching Students with Severe Disabilities. USA: Prentice Hall, 1995. *Çifci, İknur. Bilişsel süreç yaklaşımıyla sosyal beceri öğretimi Ankara : Kök Yayıncılık, 2004. *Özen, A. Özbakım becerilerinin öğretiminde ipucunun giderek azaltılmasıyla öğretim yönteminin etkililiği. Anadolu Üniversitesi Sosyal Bilimler Dergisi, 2002, 2 (2),147-167. *Özen, Arzu Zihin engelli çocuklara yemek yeme becerilerinin kazandırılmasında fiziksel yardıma, model olmaya ve sözel yönergeye dayalı bireyselleştirilmiş öğretim materyalinin Tez (yüksek lisans) – Anadolu Üniversitesi, 1995. *Özcan, Nihal Zihin özürlü çocuklara tuvalet becerisi öğretimine yönelik aile eğitimi programının etkililiği, Tez (yüksek lisans) - Anadolu Üniversitesi, 2004. *Şabanova, N. Çocuk Eğitimcilerine Yönelik Özbakım ve Ev İçi Becerileri Öğretim Programının Etkililiği, Yayınlanmamış Doktora Tezi, Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, Eskişehir, 2000. *Smith, M., Patton, J. R. ve Ittenbach, R. Mental Retardation (Dördüncü Baskı) USA: MacMillan College Publisihng, 1994. *Snell, M. E. Systematic Instruction of the Moderately and Severely Handicapped. (İkinci Baskı) Columbus, Ohio: Merrill, 1983. *Vuran, S. "Zihin Engelli Çocuklara Özbakım Becerilerinin Kazandırılması" Yayınlanmamış Ders Notları, Anadolu Üniversitesi Eğitim Fakültesi, Eskişehir, 1995. *Vuran, Sezgin Zihinsel engelli çocukların giyinme becerilerinde yapabildiklerine dayalı olarak hazırlanan öğretim materyalinin etkililiği, Tez (yüksek lisans) – Anadolu Üniversitesi, 1989. *Tekin, E. ve Kırcaali-İftar, G. (2004). Özel Eğitimde Yanlızsız öğretim Yöntemleri. Anakara: Nobel Yayın Dağıtım.</p>
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	basic concepts related to learning characteristics of learning systematic instruction teaching
2	Steps of learning Categorization of non-academic skills
3	Why skills training is important? Basic concepts for skill training Characteristics of skills analysis Stages of skill training programme
4	Errorless teaching methods Simultaneous prompting Presentation of article
5	Constant time delay Most to least prompting Presentation of article
6	Graduated guidance Visual support system Video modeling
7-8	MidTerm Exam
9	Self-care skills (toilet training, dressing, eating skills)
10	Personal care and cleanup skills Communication skills
11	Daily living skills Social skills
12	Vocational skills
13	Family involvement for the skills training
14	Presentation of research proposal
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER 0

COURSE CODE	545002004	COURSE NAME	Speech Characteristics of Hearing Impaired Children
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0-	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	25
	Quiz	-	-
	Homework	1	15
	Project	1	15
	Report	-	-
	Others ()	-	-
FINAL EXAM	Final Exam	1	45
PREREQUIEITE(S)			
COURSE DESCRIPTION	This lesson includes subject following, communication and the identification of communication, the way of communication, the principle of communication by speaking, the principles needed for contiuning of speech, taking turns, eye contact and feedback behaviours in speech, the periods of language acqisition and the relations with adult, the causes of differences in children with hearing disorder and the education.		
COURSE OBJECTIVES	At the end of the lesson the students will be able to informed about communication and the identification of communication, the way of communication, the principle of communication by speaking, the principles needed for contiuning of speech, taking turns, eye contact and feedback behaviours in speech, the periods of language acqisition and the relations with adult, the causes of differences in children with hearing disorder and the education.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1.To define nature of conversation. 1.1.To list the rules of conversation. 1.2.To explain the importance of listening skills. 1.3.To list the important circumstances of conversation. 1.3.1.To comment on the importance of turn taking. 1.3.2.To comment on the importance of eye contact. 1.3.3.To comment on the importance of reply. 2.To define speech acquisition. 2.1.To discriminate speech development process normal hearing children. 2.2. To discriminate speech development process hearing-impaired children. 2.3.to analyze differences' between these two groups. 3.To notice the speech differences between HI and NH children. 3.1. To signify segmental differences between HI and NH children. 3.2.To signify supra segmental differences between HI and NH children. 3.3.To signify syntactic differences between HI and NH children. 3.4.To signify morphological differences between HI and NH children. 4.To develop educational programs to improve these differences. 4.1.To plan educational programs for improving segmental differences. 4.2.To plan educational programs for improving supra segmental differences. 4.3.To plan educational programs for improving syntactic differences. 5. To notice the importance's of speech intelligibility for HI children's.		
TEXTBOOK			
OTHER REFERENCES	*Clark, Morag. 'Preparation of Deaf Children for Hesring Society,' Journal of the British Association Teachers of the Deaf. (27):5, 1978. ss:146-154. *_1985. Developing the Spoken Language Skills of Impaired Children : 1. Laying the Foundations. M.U.T.V., Manchester: Manchester University. *_1986. Developing the Spoken Language Skills of Impaired Childern :2. Building on the Foundations. M.U.T.V., Manchester: Manchester University. *Ewing, I. R and Ewing, A. W. G. Speech and the Deaf Child. Manchester:Un Press. 1954. *Nolan, Michael and Tucker, G. Ivan. The Hearing Impaired Child and the Family. Great Britain: Anchor Btendon Ltd. Tiptree, Essex. 1983. *Quigley, Stephen P. and Peter V. Paul. Language and Deafness. London:Croom Helm.		

	1984. *Sanders, A. Derek. Aural Rehabilitation. New Jersey: Prentice- Hall, Inc. 1971. *Tüfekçioğlu, Umrn. Kaynaştırmadaki İşitme Engelli Çocuklar: Eskişehir İlindeki Normal Okullarda Eğitim Gören İşitme Engelli Öğrencilerin Durumu. Eskişehir: Anadolu Üniversitesi Yayınları No:627. Eğitim Fakültesi Yayın No: 24. 1992. *-1998. Farklı Eğitim Ortamlarındaki İşitme Engelli Öğrencilerin Konuşma Dillerinin İncelenmesi. Eskişehir: Eğitim Sağlık ve Bilimsel Araştırma Çalışmaları Vakfı yayınları No: 141. *Tüfekçioğlu, Umrn., Behram Erdiken., Cem Girgin ve Ümit Girgin. Nihai Rapor Genel Değerlendirme, İşitme Engelliler Alt Çalışma Grubu Raporu. Engelliler için Eğitim Modelleri Geliştirme Projesi. Ankara: T.C. Başbakanlık Devlet Planlama Teşkilatı. 1992.
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Defination of communucation and mods of communication
2	Ruals of conversation.
3	Differancess between hearing and listening. Importances of lissining for speech.
4	The ruals of fluant conversation
5	Importance of turn taking, eye contact, reply. on conversation
6	Definatian ofspeech acquisition and moder baby interactin at speech acquisition.
7-8	MidTerm Exam
9	Reasons of speech differancess of hearing impaired children.
10	Segmental differences between Hİ and NH children Supra segmental differences between Hİ and NH children.
11	Syntactic differences and morphological differences between Hİ and NH children.
12	Infuluance of these differancess on speech intelligibility.
13	Ways of to recover thesespeech differancess.
14	Ways of analyzing speech intelligibility.
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE	545002005	COURSE NAME	Teaching-Learning Models and Teaching Strategies to Hearing Handicapped Children II
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	7	0	0	7	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz	-	-
	Homework	1	30
	Project	-	-
	Report	-	-
	Others ()	-	-
FINAL EXAM	Final Exam	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	In this lesson students will be informed about organizing praxis file, observing the hearing impaired children during the lessons and write observation reports, preparing group lesson, preparing group lesson plan, implementing group lesson, us feedbacks about implementation.		
COURSE OBJECTIVES	At the end of the lesson the students will be able to informed about lesson's observation and preparing application file, checking the lesson's observations and application and application of group lesson, assessment of application, changing classroom and adding new information at the application file and lesson's observation.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student ; 1. Will be able to organize praxis file. 1.1. Arranges the collected students' information's. 1.2. Arranges the collected students' observation reports. 1.3. Arranges the one-to-one lesson observations reports. 1.4. Arranges the group lesson observatians reports. 1.5. Arranges the prepared lesson plans. 2. Will be able to observe the hearing impaired children during the lessons and write observation reports. 2.1. Observes the hearing impaired children during the group lessons. 2.2. Observes the hearing impaired children during the one-to-one lessons. 2.3. Observes the teacher-student interaction during the lessons. 2.4. Reports the observations. 3. Will be able to prepare group lesson. 3.1. Decides the lesson aims. 3.2. Identifies the students' language skills parallel to the lessons content. 3.3. Prepares teaching materials appropriate to the lesson content. 4. Will be able to prepare group lesson plan. 4.1. Writes the lesson duration. 4.2. Writes language aims. 4.3. Writes to the method, including introduction and advance chapters. 5. Will be able to implement group lesson. 5.1. Locates the students in "U" arrangement. 5.2. Checks the hearing aids. 5.3. Sits to the students best hearing ear side. 5.4. Explains the lesson content. 5.5 Presents the teaching material. 5.6. Begins to the lesson with material. 5.7. Keeps eye contact during the lesson. 5.8. Keeps joint attention during the lesson. 5.9. Keeps turn taking during the lesson. 5.10. Gives opportunity to each students to explain their own ideas. 5.11. Gives opportunity to each students to repeat the teacher. 5.12. Prepares the lesson activity. 6. Will be able to use feedbacks about implementation. 6.1. Evaluates his/her own lesson. 6.2. Receives feedbacks from the supervisor. 6.3. Notes the feedbacks. 6.4. Uses feedbacks during future lesson planning. 6.5. Applies feedbacks to the lesson implementations.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Observation individual work in relation to speech and language, recording observations. Designing and writing lesson plans for the individual work that he or she will do during each week
2	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation. Designing and writing lesson plans for the individual work that he or she will do during each week.
3	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation. Designing and writing lesson plans for the individual work that he or she will do during each week
4	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation. Designing and writing lesson plans for the individual work that he or she will do during each week
5	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation. Designing and writing lesson plans for the individual work that he or she will do during each week
6	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation
7-8	MidTerm Exam
9	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation. Designing and writing lesson plans for the individual work that he or she will do during each week.
10	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation. Designing and writing lesson plans for the individual work that he or she will do during each week.
11	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation. Designing and writing lesson plans for the individual work that he or she will do during each week.
12	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation. Designing and writing lesson plans for the individual work that he or she will do during each week.
13	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation. Designing and writing lesson plans for the individual work that he or she will do during each week.
14	Each lesson plan will contain language aims appropriate to the linguistic level of the child, the method, and self-evaluation.
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER | SPRING

COURSE CODE | 545002006 | COURSE NAME | Educational Assesment of Individuals with Visual Impairments

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	40
	Quiz		
	Homework	1	10
	Project		
	Report		
	Others ()		
FINAL EXAM		1	50
PREREQUIEITE(S)	There is no prerequisite or co-requisite for the course		
COURSE DESCRIPTION	In this course,students learn educational evaluation methods for the visually Impaired and adaptations in educational assessment, explain formal and informal educational assessment methods, will be able to debate Interpretation of the results of educational assessment,Educational use of evaluation results in the creation of IEP,will be able to learn Different experts in the evaluation of educational co-operation, Student and family participation in the evaluation process of educational		
COURSE OBJECTIVES	The aim of this course is to teach students learn educational evaluation methods for the visually Impaired and adaptations in educational assessment, explain formal and informal educational assessment methods, to debate Interpretation of the results of educational assessment, educational use of evaluation results in the creation of IEP,to learn Different experts in the evaluation of educational co-operation, student and family participation in the evaluation process of educationa		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of course the students will be able to learn Educational evaluation methods for the Visually Impaired,Adaptations in educational assessment and Of educational assessment tools,will be able to explain Formal and informal educational assessment methods,Interpretation of the results of educational assessment also will be able to debate Educational use of evaluation results in the creation of IEP and Student and family participation in the evaluation process of educational		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Educational evaluation methods for the Visually Impaired
2	
3	Adaptations in educational assessment
4	
5	Of educational assessment tools
6	Formal and informal educational assessment methods
7-8	Formal and informal educational assessment methods - Midterm Exam
9	Interpretation of the results of educational assessment
10	Educational use of evaluation results in the creation of IEP
11	Different experts in the evaluation of educational co-operation
12	Student and family participation in the evaluation process of educational
13	Student and family participation in the evaluation process of educational
14	Presentation of homework and giving feedback
15-16	Presentation of homework and giving feedback- Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER SPRING

COURSE CODE	545002007	COURSE NAME	Early Childhood Assessment of Individuals with Visual Impairments and Development of Education Program
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	40
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40
PREREQUIEITE(S)	There is no prerequisite or co-requisite for the course		
COURSE DESCRIPTION	In this course,students learn early childhood characteristics of the visually impaired,Impaired vision in early childhood educational assessment methods and assessment tools for early childhood. Also students learn to debate formal and informal assessment method,preparation in early childhood education programs based on evaluation results,finally students learn to explain student's participation in the evaluation process of educational . The participation of the family and the environment in the process of educational evaluation		
COURSE OBJECTIVES	The aim of this lesion is to inform the students about In this course,students learn early childhood characteristics of the visually impaired,Impaired vision in early childhood educational assessment methods and assessment tools for early childhood. Also students learn to debate formal and informal assessment method,preparation in early childhood education programs based on evaluation results,finally students learn to explain student's participation in the evaluation process of educational , the participation of the family and the environment in the process of educational evaluation		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of course the students will be able to learn early childhood characteristics of the visually impaired Impaired vision in early childhood educational assessment methods will be able to explain formal and informal assessment method, preparation in early childhood education programs based on evaluation results and the participation of the family and the environment in the process of educational evaluation		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Early childhood characteristics of the visually impaired
2	Early childhood characteristics of the visually impaired
3	Impaired vision in early childhood educational assessment methods
4	Impaired vision in early childhood educational assessment methods
5	Assessment tools for early childhood
6	Formal and informal assessment method
7-8	Formal and informal assessment method
9	Early childhood interpretation of assessment result
10	Preparation in early childhood education programs based on evaluation results
11	Preparation in early childhood education programs based on evaluation results
12	Erken çocukluk döneminde değerlendirmede farklı uzmanlarla işbirliği
13	Student's participation in the evaluation process of educational
14	The participation of the family and the environment in the process of educational evaluation
15-16	Issuance of Paper presentations and Feedback - Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER SPRING

COURSE CODE	545002008	COURSE NAME	Designing Instruction for Individuals with Visual Impairments and Additional Disabilities
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF		
	Theory	Practice	Labratory	Credit	ECTS	LANGUAGE
2	3	0	0	3	10	Turkish
TYPE						
COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>						

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others ()		
FINAL EXAM		1	50
PREREQUIEITE(S)	There is no prerequisite or co-requisite for the course		
COURSE DESCRIPTION	In this course stuentns will be able to explain effects on children's development and learning vision and an additional obstacle,the effects of visual and hearing disability the effects of seeing and learning disabilities, to learn the effects of visual and orthopedic disabilities or health problems,the effects of lack of vision and neurological, visual, and emotional / behavioral effects of the problem, to learn training and evaluation of children with a disability in multiple model, to debate increase social skills,positive behavior support and functional vision and hearing evaluation can be done to support making		
COURSE OBJECTIVES	The aim this course is to explain effects on children's development and learning vision and an additional obstacle,the effects of visual and hearing disability the effects of seeing and learning disabilities, to learn the effects of visual and orthopedic disabilities or health problems,the effects of lack of vision and neurological, visual, and emotional / behavioral effects of the problem, to learn training and evaluation of children with a disability in multiple model, to debate increase social skills,positive behavior support and functional vision and hearing evaluation can be done to support making		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of course the students will be able to explain training and evaluation of children with a disability in multiple model,effects on children's development and learning vision and an additional obstacle,The effects of visual and hearing disability the effects of seeing and learning disabilities.Also will be able to learn More than one alternative approaches to the education of children with a disabilityenhancing language and communication skills and will be able to debateThe gain of functional academic skillsthe use of technology for many disabled children - Sample video monitoring		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Impaired vision disorders and syndromes that cause
2	Effects on children's development and learning vision and an additional obstacle,
3	The effects of visual and orthopedic disabilities or health problems, the effects of lack of vision and neurological, visual, and emotional / behavioral effects of the problem
4	Training and evaluation of children with a disability in multiple model
5	The effects of visual and hearing disability the effects of seeing and learning disabilities
6	More than one alternative approaches to the education of children with a disability
7-8	Midterm 1
9	Enhancing language and communication skills
10	Increase social skills
11	The gain of functional academic skills
12	Positive behavior support
13	Acquire the skills to act independently
14	Functional vision and hearing evaluation can be done to support making
15-16	The use of technology for many disabled children - Sample video monitoring

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER SPRING

COURSE CODE 545002009 COURSE NAME Early Childhood Education for Individuals with Visual Impairment

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	TURKISH

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	2	40
	Project		
	Report		
	Others ()		
FINAL EXAM		1	30
PREREQUIEITE(S)	There is no prerequisite or co-requisite for the course		
COURSE DESCRIPTION	In this course students will be able to learn Early childhood special education, early intervention and early intervention approaches, early intervention approaches and practices of family education and evaluation methods and techniques in early childhood, to explain development of an early intervention progra,social Learning theory and social learning theory current applications, to debate positive behavioral support in early childhood,supporting social and emotional development in early childhood, to learn visual supports in early childhood,social stories treatment and theory of mind.		
COURSE OBJECTIVES	The aim of this lesson is to learn early childhood special education, early intervention and early intervention approaches, early intervention approaches and practices of family education and evaluation methods and techniques in early childhood, to explain development of an early intervention progra,social Learning theory and social learning theory current applications, to debate positive behavioral support in early childhood,supporting social and emotional development in early childhood, to learn visual supports in early childhood,social stories treatment and theory of mind.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of course the students will be able to explain early childhood special education, early intervention and early intervention approaches,Early intervention approaches and practices of family education moreover will be able to learn Development of an early intervention program and behavioral Theory and Behavioral current applications of the theory.Also will be able to debate the concept of early childhood development and the concept of supporting the development of strategies		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Early childhood special education, early intervention and early intervention approaches
2	Early intervention approaches and practices of family education
3	Evaluation methods and techniques in early childhood
4	Development of an early intervention program
5	Behavioral Theory and Behavioral current applications of theory
6	Social Learning Theory and Social Learning Theory current applications
7-8	Midterm exam - the concept of early childhood development and the concept of supporting the development of strategies
9	Supporting social and emotional development in early childhood
10	Supporting social and emotional development in early childhood
11	Positive behavioral support in early childhood
12	Visual supports in early childhood
13	Theory of Mind
14	Social Stories treatment
15-16	Social Stories treatment- Final exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER SPRING

COURSE CODE 545002010 COURSE NAME Teaching Supplemental Skills for Individuals with Visual Impairments

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATEGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others ()		
FINAL EXAM		1	50
PREREQUIEITE(S)	There is no prerequisite or co-requisite for the course		
COURSE DESCRIPTION	In this course, students will be able to learn visually impaired people to gain skills, analysis and determination of complementary skills , to explain skills planning process and skill elements to be considered in the process of identifying, debate skills planning process and skills assessment process		
COURSE OBJECTIVES	The aim of this course is to earn visually impaired people to gain skills, analysis and determination of complementary skills , to explain skills planning process and skill elements to be considered in the process of identifying, debate skills planning process and skills assessment process .		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of course the students will be able to learnVisually impaired people to gain skills,skills Analysis and determination of complementary skills.Morever will be able to explain Classification of skills based on individual needs,Skills planning process and skill elements to be considered in the process of identifying.Also the students will be able to debateSkills assessment process,Giving feedback to the process of skills and Generalization of skills and gain fluency		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Visually impaired people to gain skills
2	Skills Analysis
3	Skills Analysis
4	Determination of complementary skills
5	Determination of complementary skills
6	Classification of skills based on individual needs
7-8	Skills planning process
9	Skills planning process
10	Skill elements to be considered in the process of identifying
11	Skills assessment process
12	Giving feedback to the process of skills
13	Generalization of skills and gain fluency
14	Generalization of skills and gain fluency
15-16	Paper presentations and give feedback - Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545002011 COURSE NAME Giftedness and Early Childhood Education

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM			40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Explaining the importance of early intervention for gifted and talented young children, explaining the educational settings of early intervention for gifted and talented young children, synthesis early intervention research based studies for gifted and talented young children.		
COURSE OBJECTIVES	The aim of this lesson is to inform students about explaining the importance of early intervention for gifted and talented young children, explaining the educational settings of early intervention for gifted and talented young children, synthesis early intervention research based studies for gifted and talented young children.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the students will be able to; 1. explain the importance of early intervention for gifted and talented young children. 1.a. define early intervention for gifted and talented young children. 1.b. explain theories of early intervention for gifted and talented young children. 1.c. describe benefits of early intervention for gifted and talented young children. 2. explain the educational settings of early intervention for gifted and talented young children. 2.a. define various educational settings of early intervention for gifted and talented young children. 2.b. explain characteristics and principles of early intervention for gifted and talented young children. 3. synthesize early intervention research based studies for gifted and talented young children. 3.a. decide a topic to investigate in the field of early intervention for gifted and talented young children. 3b. reach studies on the topic decided in the field of early intervention for gifted and talented young children. 3c. synthesize studies on the topic decided in the field of early intervention for gifted and talented young children.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	EARLY CHILDHOOD EDUCATION: MAIN CONCEPTS
2	CHARACTERISTICS OF YOUNG GIFTED AND TALENTED CHILDREN-1
3	CHARACTERISTICS OF YOUNG GIFTED AND TALENTED CHILDREN-2
4	INSTRUCTIONAL CONTEXT
5	CURRICULUMS AND EDUCATIONAL PROGRAMS
6	IDENTIFYING A TOPIC TO WRITE A LITERATURE REVIEW BASED ARTICLE
7-8	MidTerm Exam
9	REVIEW OF ARTICLES AND REPORTING THEM
10	REVIEW OF ARTICLES AND REPORTING THEM
11	REVIEW OF ARTICLES AND REPORTING THEM
12	REVIEW OF ARTICLES AND REPORTING THEM
13	REVIEW OF ARTICLES AND REPORTING THEM
14	REVIEW OF ARTICLES AND REPORTING THEM
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545002012 COURSE NAME Teaching the Gifted II: Creativity Models

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	40
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others ()		
FINAL EXAM	Final Exam	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Descriptions of creativeness.Theory of Creativeness. Creative insruction. Concept Development Strategies of The Hilda Taba. Interpretation of Data Strategies of Hilda Taba. Strategy of Elective Problem Solving. Strategy of Creative Problem Solving. Creative Conflict Thinking. Active Thinking On Social Context. DISCOVER Problem Matrix. Creativeness Tests . Solution of Ethical Contradiction. Improvement of Ethic Logical. Situation of tension solutions.		
COURSE OBJECTIVES	The aim of this course is to inform students on the following topics, Descriptions of creativeness.Theory of Creativeness. Creative insruction. Concept Development Strategies of The Hilda Taba. Interpretation of Data Strategies of Hilda Taba. Strategy of Elective Problem Solving. Strategy of Creative Problem Solving. Creative Conflict Thinking. Active Thinking On Social Context. DISCOVER Problem Matrix. Creativeness Tests . Solution of Ethical Contradiction. Improvement of Ethic Logical. Situation of tension solutions.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the students will be able to learn; 1.Descriptions of creativeness. 2. Theory of Creativeness. 3. Creative instruction . 4. Concept Development Strategies of The Hilda Taba. 5.Interpretation of Data Strategies of Hilda Taba. 6. Strategy of Elective Problem Solving. 7. Strategy of Creative Problem Solving. 8. Creative Conflict Thinking. 9. Active Thinking On Social Context. 10. DISCOVER Problem Matrix. Creativeness Tests . 11.Solution of Ethical Contradiction. 12. Improvement of Ethic Logical. Situation of tension solutions.		
TEXTBOOK	Notes of lecture		
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction
2	Descriptions of creativeness.
3	Theory of Creativeness.
4	Creative Instruction .
5	Concept Development Strategies of The Hilda Taba.
6	Interpretation of Data Strategies of Hilda Taba.
7-8	Mid Term Exam
9	Strategy of Elective Problem Solving.
10	Strategy of Creative Problem Solving
11	Creative Conflict Thinking.
12	Active Thinking On Social Context.
13	DISCOVER Problem Matrix. Creativeness Tests .
14	Solution of Ethical Contradiction. Improvement of Ethic Logical. Situation of tension solutions
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545002013 COURSE NAME Learning Disability Signs in Early Childhood

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM	Final Exam	1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Learning Disability and Early Childhood Term, Learning Disability Signs in Early Childhood, Assesment Methods in Learning Disability Signs in Early Childhood, Intervention Methods and Programs for Learning Disability and Early Childhood Term, Early Childhood Term in Turkey and Person of Learning Disability		
COURSE OBJECTIVES	The aim of this study is to inform students about the following topics, Learning Disability and Early Childhood Term, Learning Disability Signs in Early Childhood, Assesment Methods in Learning Disability Signs in Early Childhood, Intervention Methods and Programs for Learning Disability and Early Childhood Term, Early Childhood Term in Turkey and Person of Learning Disability		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the students will be able to learn; 1. Learning Disability and Early Childhood Term 2. Learning Disability Signs in Early Childhood 3. Assesment Methods in Learning Disability Signs in Early Childhood 4. Intervention Methods and Programs for Learning Disability and Early Childhood Term. 5. Early Childhood Term in Turkey and Person of Learning Disability		
TEXTBOOK	Notes of lecture		
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction
2	Learning Disability and Early Childhood Term
3	Learning Disability and Early Childhood Term
4	Learning Disability Signs in Early Childhood
5	Learning Disability Signs in Early Childhood
6	Assesment Methods in Learning Disability Signs in Early Childhood
7-8	Mid Term Exam
9	Assesment Methods in Learning Disability Signs in Early Childhood
10	Assesment Methods in Learning Disability Signs in Early Childhood
11	Intervention Methods and Programs for Learning Disability and Early Childhood Term.
12	Intervention Methods and Programs for Learning Disability and Early Childhood Term.
13	Early Childhood Term in Turkey and Person of Learning Disability
14	Early Childhood Term in Turkey and Person of Learning Disability
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545002014 COURSE NAME Early Intervention Programs

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	50
	Quiz		
	Homework		
	Project		
	Report		
	Others ()		
FINAL EXAM		1	50
PREREQUIEITE(S)	There is no prerequisite for this course.		
COURSE DESCRIPTION	Describing early education. Explaining the development areas of Small Steps Intervention Program. Preparing intervention program. Doing the instruction and the necessary changings in the intervention program.		
COURSE OBJECTIVES	The aim of this course is to inform the students about early education, early education services and early education intervention programs and implementation of Small Steps Intervention Program.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1. define the early intervention term. a. tell about the importance of early intervention 2. define the types of early intervention programs. a. list the types of early intervention programs 3. define the Small Steps Early Intervention Program. a. tell that Small Steps includes eight books b. tell about the Small Steps 4. define the content of Small Steps Early Education Program. a. tell that Small Steps consists of Gross Motor Skills b. tell that Small Steps consists of Fine Motor Skills c. tell that Small Steps consists of Communication Skills. d. tell that Small Steps consists of Personal and Social Skills		
TEXTBOOK			
OTHER REFERENCES	Batu, S. (Ed). (2010). 0-6 yaş arası Down sendromlu çocuklar ve gelişimleri(Development of children with down syndrome from 0 to 6 years. Ankara: KÖK Yayıncılık. *Birkan, B. (2002) Küçük Adımlar Kursu'nun Gelişim Geriliği Olan Çocuğa Sahip Annelerin Küçük Adımlar'ı uygulama becerileri kazanmalarına etkisi, Eskişehir: Anadolu Üniversitesi Yayınları. *Bricker, D.; Pretti-Frontczak, K.; Johnson, J. ve Straka, E. (2002). Assessment, Evaluation, and Programming System for Infants and Children, Baltimore, Maryland: Brookes Publishing.		
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection.		

COURSE SYLLABUS	
WEEK	TOPICS
1	Early education
2	Early special education service and early special education programs.
3	Small Steps Programs and development areas.
4	Evaluating communication skills and preparing teaching plan
5	Evaluating communication skills and preparing teaching plan
6	Evaluating other skill areas and preparing teaching plan
7-8	MidTerm Exam
9	Evaluating other skill areas and preparing teaching plan
10	Evaluating other skill areas and preparing teaching plan
11	Evaluating other skill areas and preparing teaching plan
12	Doing instruction
13	Do the changings in teaching program
14	Do the changings in teaching program
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:
Instructor(s):
Signature:



SEMESTER Spring

COURSE CODE	545002015	COURSE NAME	Activity-Based Teaching Practices for Preschool Children with Development Disabilities
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40

PREREQUIEITE(S)	There is no prerequisite for this course.
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COURSE DESCRIPTION	Lists the types of naturalistic instruction techniques and defines their main features. Defines the activity-based intervention and discusses its implementation at educational context. Develops the activity-based intervention program. Exemplifies the instructional use of game, which is an important component of the activity-based intervention. Develops the graph examples for the practical application of activity-based intervention at classroom context. Informs about collecting data within classroom context and making necessary changes in the application and/or adaptation according to the gathered data.
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COURSE OBJECTIVES	This lesson's aim is to provide information for students about the play and the importance of play for infants and preschool children with developmental disabilities, the benefits of play during these periods, age related plays which are unattendent behavior, audience behavior, isolated play, parallel play, collaborative play and play with rules, the functional, constructive, symbolic, imaginative plays and play with rules that demonstrate developmental characteristics of preschool period and appropriate instructional examples, examining the instructional plans that are prepared play based errorless teaching format for teaching specific skills and concepts to children with developmental disabilities.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	At the end of this course, the student will be able to; •express the naturalistic instruction techniques, their fundamental features and the reasons why these techniques are required. •define the activity-based intervention out of the naturalistic instruction techniques and its basic components. •plan the activity-based intervention for single or chain behaviors 1. list the types of naturalistic instruction techniques and defines their main features. 1.1. identify the main features of incidental teaching 1.2. define the main features of the naturalistic time delay 1.3. define the main features of mand-model instruction 1.4. identify the main features of transition-based teaching 1.5. define the main features of activity-based intervention 2.define the activity-based intervention and discuss its implementation at educational context. 2.1. define the activity-based intervention. 2.2 . define the four components of the activity-based intervention 2.3. explain the nondirective strategies, which are used within the activity-based intervention 2.4. evaluate the studies in literature conducted with activity-based intervention strategies. 3. develop the activity-based intervention program 3.1. determine the instructional goals 3.2. plan the pre-teaching phase
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	<p>3.3. explain how the determined goals will be embedded into the daily routines and planned activities.</p> <p>3.4. inform about how the opportunities for the naturalistic instruction can be caught up.</p> <p>3.5. inform about how these natural opportunities can be utilized by applying the methods based on applied behavior analysis.</p> <p>4. exemplify the instructional use of game, which is an important component of the activity-based intervention,</p> <p>4.1. provide and vary the samples of games based on cognitive skills.</p> <p>4.2. provide and vary the samples of games based on gross motor skills</p> <p>4.3. provide and vary the samples of games based on fine motor skills</p> <p>4.4. provide and vary the samples of games based language acquisition.</p> <p>5. develop the graph examples for the practical implementation of activity-based intervention in classroom context.</p> <p>5.1. develop the graphs examples based on daily routines</p> <p>5.2. develop the graphs examples based on planned activities.</p> <p>6. inform about collecting data within classroom context and making necessary changes in the implementation and/or adaptation according to the gathered data.</p>
TEXTBOOK	
OTHER REFERENCES	<p>Allen, K.D. & Cowan, R.J. (2008). Naturalistic teaching procedures. In J.K. Luiselli, D.C. Russo, W.P. Christian & S.M. Wilczynski (Eds.), <i>Effective practices for children with autism: Educational and behavioral support interventions that work</i> (pp. 213-240). Oxford University Press.</p> <p>Bricker, D., Pretti-Frontczak, K. & McComas, N. (1998). <i>An activity-based approach to early intervention</i> (2nd Ed.). Baltimore: Paul Brooks Pub.</p> <p>Kırcaali-İftar, G. (2007). <i>Otizm Spektrum Bozukluğu</i>. İstanbul: Daktylos Yayınları.</p> <p>Kurt, O. (2008). Doğal Öğretim Yöntemleri, E. Tekin-İftar (Ed.) <i>Davranış ve Öğrenme Sorunu Olan Çocukların Eğitimi</i> (ss. 162-179). Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, No. 946.</p> <p>McDonnell, J., Johnson, J.W., & McQuivey, C. (2008). <i>Embedded instruction for students with developmental disabilities in general education classrooms</i>. A Publication of the Division on Developmental Disabilities of the Council for Exceptional Children.</p> <p>Pretti-Frontczak, K. & Bricker, D. (2004). <i>An activity-based approach to early intervention</i>(3rd Ed.).Baltimore: Paul Brooks Pub.</p> <p>Seldin, T. (2008). <i>Harika Çocuk Nasıl Yetiştirilir. (1. Baskı). (Çev: T.İşık Ercan)</i>. İstanbul: Kaknüs Yayınları. (Özgün kitap 2007'de yayınlandı).</p> <p>Silberg, J. (2008). <i>Bebek Oyunlar. (Çev: U. E. Yürük)</i>. İstanbul: Neden Kitap Yayıncılık Hizmetleri</p> <p>Sucuoğlu, B. (2001). Engelli çocuklar ve oyun: Otistik çocuklar. U. Tüfekçioğlu (Ed). <i>Çocukta hareket oyun gelişim, ve öğretimi</i> (s. 183-194). Eskişehir Anadolu Üniversitesi Yayınları</p> <p>Sumak ve Gören-Summak (2005) <i>Akıllı Bebekler Akademisi</i> (3. baskı). İstanbul: Sistem yayıncılık</p> <p>Öncü, E. Ç.ve Özbay, E. (2005). <i>Okul Öncesi Çocuklar İçin Oyun</i>. Ankara: Kök Yayıncılık</p> <p>Özen, A. ve Tavlar, Ö. (2005). <i>Oyun Temelli Etkinlikler</i> (3. baskı). Ankara: Kök Yayıncılık.</p> <p>Özen, A. ve Turan, Z. (2001). <i>Engelli Çocuklar ve Oyun: İşitme Engelli Çocuklar, Zihin Engelli Çocuklar</i> U. Tüfekçioğlu (Ed). <i>Çocukta Hareket, Oyun gelişimi ve Öğretimi</i> (ss. 163-181). Eskişehir: Anadolu Üniversitesi Yayınları</p> <p>Tüfekçioğlu, U. (2001). <i>Okulöncesi Eğitimde Oyun ve Önemi</i> U. Tüfekçioğlu (Ed.). <i>Çocukta Hareket, Oyun Gelişimi ve Öğretimi</i> (ss. 2-34). Eskişehir: Anadolu Üniversitesi Yayınları</p> <p>Sucuoğlu, B. (2001). <i>Engelli Çocuklar ve Oyun: Otistik Çocuklar</i>. U. Tüfekçioğlu (Ed.). <i>Çocukta Hareket, Oyun Gelişimi ve Öğretimi</i> (ss. 183-194). Eskişehir: Anadolu Üniversitesi Yayınları</p> <p>Articles</p> <p>Bakkaloğlu, H. (2008). The effectiveness of activity-based intervention program on the transition skills of children with developmental disabilities aged between 3 and 6 years. <i>Kuram ve Uygulamada Eğitim Bilimleri</i>, 8 (2), 393-406.</p> <p>Daugherty, S., Grisham-Brown, J. & Hemmeter, M.L. (2001). The effects of embedded skill instructions on the acquisition of target and nontarget skills in preschoolers with developmental delays. <i>Topics in Early Childhood Special Education</i>, 21, 213-221.</p> <p>Engelmann, S. (2003). The benefits of direct instruction: Affirmative action for at-risk students. <i>Association for Supervision and Curriculum Development</i>, 57(1), 77-79.</p> <p>Horn, E., Lieber, J., Sandall, S. & Schwartz, I. (2000). Supporting young childrens' IEP goals in inclusive setting through embedded learning opportunities. <i>Topics in Early Childhood Special Education</i>, 20, 208-223.</p> <p>Johnson, J.W. & McDonnell, J. (2004). An exploratory study of the implementation of embedded instruction by general educators with students with developmental disabilities. <i>Education & Treatment of Children</i>, 27, 46-64.</p> <p>Jonhson, J.W., McDonnell, J., Hozwarth, V.N. & Hunter, K. (2004) The efficacy of embedded instruction for students with developmental disabilities enrolled in general education classes. <i>Journal of Positive Behavior Interventions</i>. 6, 214-217.</p> <p>Kerr, M.M., & Nelson, C.M. (1998). <i>Strategies for managing behavior problems in the classroom</i> (4th</p>

	<p>Ed.). Upper Saddle River, New jersey: Merrill.</p> <p>Kurt, O. & Tekin-iftar, E. (2008). A comparison of constant time delay and simultaneous prompting within embedded instruction on teaching leisure skills to children with autism. <i>Topics in Early Childhood Special Education</i>, 28, 53-64.</p> <p>Macy, M.G., & Bricker, D.D. (2007). Embedding individualized social goals into routine activities in inclusive early childhood classrooms. <i>Early Child Development, and Care</i>, 177, 107-120.</p> <p>McBride, B.J. & Schwartz, I.S. (2003). Effects of teaching early interventionists to use discrete trials during ongoing classroom activities. <i>Topics in Early Childhood Special Education</i>, 23, 5-17.</p> <p>McDonnell, J., Johnson, J.W., Polychronis, S., Risen, T., Jameson, M. & Kercher, K. (2006). Comparison of one-to-one embedded instruction in general education classes with small group instruction in special education classes. <i>Education and Training in Developmental Disabilities</i>, 41, 125-138.</p> <p>Newman, B., Needelman, M., Reinecke, D.R. & Robek, A. (2002). The effect of providing choices on skill acquisition and competing behavior of children with autism during discrete trail instruction. <i>Behavioral Instruction</i>, 17(1), 31-41.</p> <p>Pretti-Frontczak, K. & Bricker, D. (2001). Use of embedding strategy during daily activities by early childhood education and early childood special education teachers. <i>Infant-Toddler Intervention</i> 11(2),11-128.</p> <p>Roberts-Pennell, D. & Sigafoos, J. (1999). Teaching young children with developmental disabilities to request more play using the behavior chain interruption strategy. <i>Journal of Applied Research in Intellectual Disabilities</i>, 12, 100-112.</p> <p>Sewell, T., Collins, B.C., Hemmeter, M.L. & Schuster, J.W. (1998). Using simultaneous prompting within an activity based format to teach dressing skills to preschoolers with developmental delays. <i>Journal of Early Intervention</i>, 21, 132-145</p> <p>Venn, M.L., Wolery, M., Werts, M.G., Morris, A., DeCesare, L.D. & Cuffs, M.S. (1993). Embedding instruction in art activities to teach preschoolers with disabilities to imitate their pers. <i>Early Childhood Research Quarterly</i>, 8, 277-294.</p> <p>Wolery, M., Anthony, L., Caldwell, N.K., Snyder, E.D. & Margante, J.D. (2002) Embedding and distributing constant time delay in circle time and transitions. <i>Topics in Early Childhood Special Education</i>, 22,14-25.</p> <p>Wolery, M., Ault, M.J. & Doyle, P.M. (1992). Teaching students with moderate to severe disabilities: Use of response prompting strategies. Newyork, NY: Longman.</p> <p>Woods, J., Kashinath, S. & Goldstein, H. (2004). Effects of embedding caregiver implemented teaching strategies in daily routines on children's communication outcomes. <i>Journal of Early Intervention</i>, 26, 175-193.</p>
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection.

COURSE SYLLABUS	
WEEK	TOPICS
1	Define play and explain the importance of play for infants and preschool children with developmental disabilities and explain the benefits of play during these periods. Define age related plays which are unattendent behavior, audience behavior, isolated play, parallel play, collaborative play and play with rules
2	Define the functional, constructive, symbolic, imaginative plays and play with rules that demonstrate developmental characteristics of preschool period and debate appropriate instructional examples.
3	Define investigative and manipulative, constructive, imaginative plays, play with natural materials and rules and materials that are used during these plays.
4	Define general characteristics of children with autism; play behaviors that are hard for them and plan necessary adaptations for these play behaviors.
5	Define general characteristics of children with mental retardation; play behaviors that are hard for them and plan necessary adaptations for these play behaviors
6	Determine play based activities that would support gross motor skill development of children with developmental disabilities. Prepare appropriate instructional plans based on the activities he/she determined and watch instructional videos on the subject.
7-8	MidTerm Exam
9	Determine play based activities that would support cognitive skill development of children with developmental disabilities. Prepare appropriate instructional plans based on the activities he/she determined and watch instructional videos on the subject.
10	Determine play based activities that would support language skill development of children with developmental disabilities. Prepare appropriate instructional plans based on the activities he/she determined and watch instructional videos on the subject
11	Examine the instructional plans that are prepared play based errorless teaching format for teaching specific skills and concepts to children with developmental disabilities. Based on the plan he/she examined he/she would chose an errorless teaching method and prepare a play based instructional program.
12	Examine the instructional plans that are prepared play based errorless teaching format for teaching specific skills and

	concepts to children with developmental disabilities. Based on the plan he/she examined he/she would chose an errorless teaching method and prepare a play based instructional program.
13	Examine the instructional plans that are prepared play based errorless teaching format for teaching specific skills and concepts to children with developmental disabilities. Based on the plan he/she examined he/she would chose an errorless teaching method and prepare a play based instructional program.
14	Examine the instructional plans that are prepared play based errorless teaching format for teaching specific skills and concepts to children with developmental disabilities. Based on the plan he/she examined he/she would chose an errorless teaching method and prepare a play based instructional program.
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545002016 COURSE NAME Designing Instruction for Children with Multiple Disabilities

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	English

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Multiple handicapped affects development and learning impact the description, multi-handicapped children learning styles, character		
COURSE OBJECTIVES	The student can define; multiple handicapped affects development and learning impact the description, multi-handicapped children learning styles, character		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1.Can define causes of visually and additional disability of the disease and syndrome 2.Can define effects of visually and additional disability children on development and learning; Effects of visually and hearing impaired 3.Can define team models for Multiple handicapped children's education 4.Can define to work with disabled children too should be considered. 5.Can define program and teaching methods for visually and additional disability. 6.Can define developing language and communication skills of multi-handicapped children, • Non-sembolic communication for multi-handicapped children 7.Can define developing academic skills and self care skills of multi-handicapped children 8.Can define developing mobility skills of multi-handicapped children 9.Can define use of technologic for multi-handicapped children		
TEXTBOOK			
OTHER REFERENCES	There is no prerequisite or co-requisite for this course. Huebner, K.M. , J.G. Prickett, T.R. Welch, E. Joffe (1999). Hand in Hand. Essentials of Communication and Orientation and Mobility for Your Students Who are Deaf- Blind. AFB Press. USA. Kennedy Craig H. Ve Eva M. Horn (2004). Including: Students with Severe Disabilities. Pearson Edu. Inc. USA. Sacks, Z.S. ve R. Silbermann (1998). Educating Students Who Have Visual İmpairments with Other Disabilities. Paul H. Brooks Pub. USA. Snell, Martha E. (1993). İstruction of Students with Severe Disabilities. Fourth Edition. Merill Pub. Company. USA.		
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	• Causes of visually and additional disability of the disease and syndrome
2	• Effects of visually and additional disability children on development and learning; Effects of visually and hearing impaired
3	• Effects of visually and additional disability children on development and learning; Effects of visually and hearing impaired
4	• Team models for Multiple handicapped children's education
5	• To work with disabled children too should be considered.
6	• To work with disabled children too should be considered.
7-8	Mid-term
9	• Program and teaching methods for visually and additional disability.
10	• Developing language and communication skills of multi-handicapped children, • Non-sembolic communication for multi-handicapped children
11	• Developing language and communication skills of multi-handicapped children, • Non-sembolic communication for multi-handicapped children
12	• Developing academic skills and self care skills of multi-handicapped children,
13	• Developing mobility skills of multi-handicapped children
14	• Use of technologic for multi-handicapped children
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE	545002017	COURSE NAME	Communication, Methods and Techniques for Individuals with Multiple Disabilities
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science		Social Science
	X		

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	Students can define regarding communication skills of AAC systems will tell how this system is used in the teaching environment effectively		
COURSE OBJECTIVES	Students can define regarding communication skills of AAC systems will tell how this system is used in the teaching environment effectively		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	The student at the end of the course; will be able to talk about the importance of paraprofessionals in the class 1.Can define multi-disabled children to make assessments functional hearing and vision. 2.Can define a disabled student's method of communication (symbolic- non). 2 Can define what should be considered to work with disabled children. 3.Can define suitable for children with disabilities to create a communications environment. Non-symbolic and symbolic communication methods. 4.Can define alternative Augmentative Communications systems for multiple handicapped children. AAC communication system types, effectiveness, and how they are use 5. Can define pictorial communication systems. 6. Can define tactile cues, touch cues, object cues, tangible symbols. 7.Can define families with disabled children to determine the multi-communications.		
TEXTBOOK			
OTHER REFERENCES	Aitken, Stuart A. (2000). Teaching children who are deafblind: contact, communication and learning. D. Fulton Publishers. London. Huebner, K.M. , J.G. Prickett, T.R. Welch, E. Joffe (1999). Hand in Hand. Essentials of Communication and Orientation and Mobility for Your Students Who are Deaf- Blind. AFB Press. USA. Kennedy Craig H. Ve Eva M. Horn (2004). Including: Students with Severe Disabilities. Pearson Edu. Inc. USA.		
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Multi-disabled children to make assessments functional hearing and vision. A disabled student's very method of communication (symbolic- non)
2	Multi-disabled children to make assessments functional hearing and vision. There is a disabled student's very method of communication (symbolic- non)
3	To work with disabled children too should be considered.
4	Very suitable for children with disabilities to create a communications environment. Non-symbolic and symbolic communication methods.
5	Very suitable for children with disabilities to create a communications environment. Non-symbolic and symbolic communication methods.
6	Alternative Augmentative Communications systems for multiple handicapped children. AAC communication system types, effectiveness, and how they are use
7-8	Mid-term
9	Pictorial communication systems.
10	Pictorial communication systems.
11	Tactile cues, touch cues, object cues, tangible symbols.
12	Tactile cues, touch cues, object cues, tangible symbols.
13	Families with disabled children to determine the multi-communications
14	Families with disabled children to determine the multi-communications
15-16	Final exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545002018 COURSE NAME Teaching Children with Autism Spectrum Disorder

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	The students will be able to define recognize autistic features; will be able to discuss programs providing services to individuals with autism; will be able to explain how to provide instruction for teaching various skills to children with autism. Explains how to improve communication skills of individulas with autism.		
COURSE OBJECTIVES	The students will be able to define recognize autistic features; will be able to discuss programs providing services to individuals with autism; will be able to explain how to provide instruction for teaching various skills to children with autism. Explains how to improve communication skills of individulas with autism.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1. The student will be able to recognize autistic features. 1.a. Lists common social, communicational and behavioral features of individuals with autism. 2.The student will be able to discuss programs providing services to individuals with autism. 2.a. Compares the programs providing services to individuals with autism. 2.b. Explains the evidence based practices in autism. 3.The student will be able to explain how to provide instruction for teaching various skills to children with autism. 3.a. Explains how to improve communication skills of individulas with autism. 3.b. Explains how to teach basic attending and engagement skills. 3.c. Explains how to teach basic imitation skills. 3.d. Explains how to teach basic matching skills. 3.e. Explains how to teach basic receptive language skills. 3.e. Explains how to teach basic play skills.		
TEXTBOOK			
OTHER REFERENCES	1-Asperger Sendromu, Korkmaz, B. (2003). Adam Yayıncılık:İstanbul. 2-Farklı Gelişen Çocuklar, Kulaksızoğlu, A. (ed.)(2003). Epsilon Yay. İstanbul. 3-Effective Mainstreaming, Creating Inclusive Classrooms Salend, S.J. (1998). New Jersey, Colombus, Ohio. 5. Edition 4-The Complete Guide to Asperger Sendrome . Attwood, T. (2008).Londra: Jessica Kingsley Puplichers. 5- Writing Social Stories with Carol Gray. Gray, C. (2001). Texas: Future Horizons, 6- Teaching Children with Autism to Mind Read: a Practical Guide. Howlin, P., Baron-Cohen, S. & Hadwin, J. (1999). : New York: John Wiley & Sons. 7- Social skills training for children and adolescents with Asperger Syndrome and Social Communication Problems. Baker, J.E. (2003). Shawnee mission, KS: Autism Asperger Publishing Company.		

	8- Autism and learning- A guide to good practice. Powell, S., & Jordan, R. (1997). London: Fulton Grandin, T. (2005). Resimlerle düşünmek: Otizmin içerden anlatımı (Translator: M. C. İftar). İstanbul: Doğan Kitap *Kırcaali-İftar, G. (2003). Otistik özellik gösteren çocuklara iletişim becerilerinin kazandırılması. İstanbul: Ya-Pa...
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Autism spectrum disorders: History and classification
2	Autistic features: Social interaction, communication, and interest/behaviors
3	Evidence based practices in autism
4	Sample programs providing services to individuals with autism
5	Suggesting for improving communication skills of individuals with autism
6	Incidental teaching for teaching expressive communication skills
7-8	Mid-term
9	BIPAC: Behavioral Intervention Program for Autistic Children
10	Teaching basic attending and engagement skills
11	Teaching basic imitation- matching skills
12	Teaching basic receptive language skills
13	Teaching basic play skills
14	Evaluating instruction and making future plans
15-16	Final exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545002019 COURSE NAME Classroom and Behavior Management in Inclusive Settings

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	The students ensure that they are knowledgeable about the subject; can meet the needs of students with special needs in regular classrooms, behavior management theories, can be used to meet the needs of students with special needs in regular classrooms methods, inclusion classes partnership with teachers, techniques and methods to create the opportunity to use, classroom management principles and mainstreaming, mainstreaming special needs students prepare for classes, preparation for students with special needs in mainstream class		
COURSE OBJECTIVES	The students ensure that they are knowledgeable about the subject; can meet the needs of students with special needs in regular classrooms, behavior management theories, can be used to meet the needs of students with special needs in regular classrooms methods, inclusion classes partnership with teachers, techniques and methods to create the opportunity to use, classroom management principles and mainstreaming, mainstreaming special needs students prepare for classes, preparation for students with special needs in mainstream class		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	The students at the end of the course; 1. Can explain the needs of students with special needs in regular classrooms, behavior management theories 2.Can explain the needs of students with special needs in regular classrooms tekniklve methods 3.Can explain inclusion classes partnership with teachers 4.Can explain techniques and methods to create the opportunity to use 5.Can explain classroom management principles and mainstreaming 6.Can explain mainstreaming special needs students prepare for classes 7.Can explain preparation for students with special needs in mainstream class		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	The needs of students with special needs in regular classrooms, behavior management theories I
2	The needs of students with special needs in regular classrooms, behavior management theories II
3	The needs of students with special needs in regular classrooms methods I
4	The needs of students with special needs in regular classrooms methods II
5	Inclusion classes partnership with teachers I
6	Inclusion classes partnership with teachers II
7-8	Mid-term
9	Techniques and methods to create the opportunity to use
10	Classroom management principles and mainstreaming
11	Mainstreaming special needs students prepare for classes I
12	Mainstreaming special needs students prepare for classes II
13	Preparation for students with special needs in mainstream class I
14	Preparation for students with special needs in mainstream class II
15-16	Final exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER Spring

COURSE CODE 545002020 COURSE NAME Teacher-Student Relationship in Inclusive Classrooms

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	3	0	0	3	10	COMPULSORY <input type="checkbox"/> ELECTIVE <input checked="" type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	30
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others ()		
FINAL EXAM		1	40
PREREQUIEITE(S)			
COURSE DESCRIPTION	The students ensure that they are knowledgeable about the subject, communicate effectively in mainstream classes, teacher attitudes and behaviors, creating a positive classroom climate, special needs student - teacher relationship, students with special needs - a normal relationship between students, factors to be considered in inclusive environments, positive classroom management, positive behavior support.		
COURSE OBJECTIVES	The students ensure that they are knowledgeable about the subject, communicate effectively in mainstream classes, teacher attitudes and behaviors, creating a positive classroom climate, special needs student - teacher relationship, students with special needs - a normal relationship between students, factors to be considered in inclusive environments, positive classroom management, positive behavior support.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	The students at the end of the course 1.Can explain communicate effectively in mainstream classes 2.Can explain teacher attitudes and behaviors 3.Can explain creating a positive classroom climate. 4.Can explain special needs student - teacher relationship 5.Can explain students with special needs - a normal relationship between students 6.Can explain factors to be considered in inclusive environments 7.Can explain positive classroom management 8.Can explain positive behavior support.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Communicate effectively in mainstream classes I
2	Communicate effectively in mainstream classes II
3	Teacher attitudes and behaviors I
4	Teacher attitudes and behaviors II
5	Creating a positive classroom climate I.
6	Creating a positive classroom climate II.
7-8	Mid-term
9	Special needs student - teacher relationship
10	Students with special needs - a normal relationship between students
11	Factors to be considered in inclusive environments I
12	Factors to be considered in inclusive environments II
13	Positive classroom management
14	Positive behavior support.
15-16	Final exam

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1: None 2: Partially contribution 3: Completely contribution

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER SPRING

COURSE CODE	545002021	COURSE NAME	Seminar
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
2	0	3	0	0	10	COMPULSORY <input checked="" type="checkbox"/> ELECTIVE <input type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	x	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term		
	Quiz		
	Homework	1	30
	Project	1	30
	Report	1	40
	Others ()		
FINAL EXAM			
PREREQUIEITE(S)			
COURSE DESCRIPTION	In this course, students prepare a study with responsible instructor for the course using the scientific method on a given problem, and share work in the classroom.		
COURSE OBJECTIVES	The main aim of the course is to gain skills like as accessing scientific data, using data, making an assessment and preparing a presentation before they pass thesis stage.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	By the end of this course students will be able to: 1. notice a problem in the relevant field. 2. effectively use the scientific process. 3. develop alternative solutions about this problem. 4. write a scientific report. 5. effectively present their resarch reports .		
TEXTBOOK	APA (2009). Amerikan psikoloji derneği yayım kılavuzu. İstanbul: Kaknüs Yayınları.		
OTHER REFERENCES	Türkiye Bilimler Akademisi (2002). Bilimsel araştırmada etik ve sorunları. Ankara: TUBA		
TOOLS AND EQUIPMENTS REQUIRED	Projector and computer		

COURSE SYLLABUS	
WEEK	TOPICS
1	Current developments and problems in the field
2	Determining a problem
3	The literature review
4	Preparing a research proposal
5	Data collection
6	Data collection
7-8	MID-TERM
9	Data analysis
10	Data analysis
11	Results
12	Conclusions and recommendations
13	Writing research report
14	Presentation of research report
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Defines up-to-date information and research regarding special education, teaching profession, general culture and educational sciences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Uses knowledge and skills about the field within the legal and ethical rules in their academic studies, professions and daily life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Develops solutions and recommendations in case of unexpected situations during practices in special education, scientific research studies, and teaching professions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Uses learning how to learn, self-regulation, critical thinking, and creative thinking skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Examines scientific products about special education and teaching profession and/or creates new products.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Manifests positive attitudes and behaviors towards lifelong learning and participates seminars, conferences, workshops etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Follows new developments about special education and teaching profession, and works in cooperation with other academicians and his/her colleagues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Prepares, administers and leads research and projects developed regarding special education research studies according to individual needs of students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Uses effective communication skills for collaborative work with individuals with special needs, their families, academicians, and other professionals.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Conducts research studies to get students with special needs gained communication and social skills, and increase their social acceptance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Conducts research studies to get students with special needs gained academic skills, and increase their functional academic skills.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Conducts research studies that consider students' all characteristics (disability status, additional disability, health problem etc.) and their needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Be conscious of issues regarding universality of social rights, social justice, quality culture, and protection of cultural values; and utilizes those values in their academic studies, professions and daily life.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1: None 2: Partially contribution 3: Completely contribution				

Date:
Instructor(s):
Signature:



T.C.
ESKİŞEHİR OSMANGAZI ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

DERS BİLGİ FORMU (İngilizce)

SEMESTER SPRING

COURSE CODE 545002701 COURSE NAME Master Thesis

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
2	0	1	0	0	25	COMPULSORY <input checked="" type="checkbox"/> ELECTIVE <input type="checkbox"/>	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	X	

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID – TERM	Mid-Term	1	50
	Quiz		
	Homework		
	Project		
	Report		
	Others ()		
FINAL EXAM		1	50
PREREQUIEITE(S)			
COURSE DESCRIPTION	The content of the course is as follows: defining a problem statemant and research topic related to the thesis, exposing the purpose and importance of the study, process of guidance for choosing a suitable method for the implementation, developin a reference list and in addition to the aforementioned concerns, knowledge regarding the initial draft plan of the study.		
COURSE OBJECTIVES	Taking the lead for master student, ensuring students to acquire knowledge, skills and attitude		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	By the end of this module students will be able to: 1. Choose a problem statemant and define it within the context of theoretical and / or social affects, 2. Understand the relationship between research topic and the research problem, 3. Understand and explain the importance and purpose of the study, 4. Choose one of the suitable methods devoted to the research problem and search the literature, 5. Develop an initial draft plan within the context of thesis proposal, devoted to estimated general situation of the study.		
TEXTBOOK	Büyüköztürk,Ş.(2008). Sosyal bilimler için veri analizi el kitabı. Ankara: Pegem Akademi. Ekiz. D. (2003). Eğitimde araştırma yöntem ve metotlarına giriş. Ankara: Anı Yayıncılık. Karasar, N. (1996). Araştırmalarda rapor hazırlama yöntemi. Ankara: Pars Matbaacılık. Kuş, E. (2003). Nicel-nitel araştırma teknikleri. Ankara: Anı Yayıncılık. Marshall, C. ve Rossman G. (1989). Designing qualitive research. London: Sage Publications.		
OTHER REFERENCES	Miles, M. B. ve Huberman, A. M. (1994). An expanded sourcebook qualitative data analysis. (Second Edition). California: Sage Publications, Inc. Yıldırım, A. ve Şimşek H.(2005). Sosyal bilimlerde nitel araştırma yöntemleri. Ankara: Seçkin Yayınları.		
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS	
WEEK	TOPICS
1	Basic principles in educational research
2	Problem/Purpose
3	Literature Review
4	Qualitative and quantitative research designs
5	Sampling
6	Experimental research
7-8	MID-TERM
9	Survey research – Correlational research
10	Causal research
11	Qualitative and quantitative measurement
12	Quantitative data analysis
13	Writing research report
14	Class evaluation
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
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