Educational Administration, Supervision, Planning and Economics Program (Master program with thesis and non-thesis)

1. General Information

Educational Administration, Supervision, Planning and Economics Master Program with thesis and non-thesis has accepted its first students in the 1997-1998 academic year within the Institute of Social Sciences. Since the foundation of the Institute of Educational Sciences in the 2009-2010 academic year, it has been incorporated in to this institute. The master program in question focuses on the disciplines such as management science, educational administration, social theory, effective school management, organizational behavior, leadership, education policy, Turkish educational system, school culture and educational supervision.

Educational Administration, Supervision, Planning and Economics Doctorate Program has accepted its first students in the 2007-2008 academic year. Since the foundation of the Institute of Educational Sciences in the 2009-2010 academic year, it has been incorporated in to this institute. Educational Administration, Supervision, Planning and Economics Doctorate Program deal with the disciplines such as basic theories and practices of educational administration, leadership theories, philosophy of science, development of human resources, school improvement and development, accountability and accounting control, educational planning, educational economics and different aspects of educational administration.

The aims of Educational Administration, Supervision, Planning and Economics Doctorate Program are training managers for Ministry of National Education and schools which are connected to this ministry and instructors for relevant parts of universities; ensuring their continuing professional development of teachers, managers and inspectors working in the institutions under Ministry of National Education; contributing to the development and implementation of educational policies; training specialists or assistant specialists having competency of taking part in the educational units of the relevant institutions.

2. Acquired Degree

Students who successfully complete the program are received Masters' Degree and Doctorate Degree in the field of Educational Administration, Supervision, Planning and Economics.

3. Level of Degree

Masters' degree

4. Admission Requirements

In order to start Educational Administration, Supervision, Planning and Economics Master and Doctorate Programs, 5th,11th and 16 th Articles for student acceptance in Eskisehir Osmangazi University Graduate Education Regulations should be taken into consideration.

5. Recognition of Prior Learning

Acceptance of transfer students for thesis and non-thesis Master's Program and Doctorate Program of Educational Administration, Supervision, Planning and Economics is performed on the basis of 28th Article in Eskisehir Osmangazi University Graduate Education Regulations.

Acceptance of students to preparatory programs for thesis and non-thesis Master's Program and Doctorate Program of Educational Administration, Supervision, Planning and Economics is performed on the basis of 29th Article in Eskisehir Osmangazi University Graduate Education Regulations.

6. Qualification Requirements and Regulations

Non-thesis Educational Administration, Supervision, Planning and Economics Master Program comprises of at least 10 courses which should not be less than a total of 30 credits and a term project. Term project is non-credit and evaluated by satisfactory or unsatisfactory.

Thesis Educational Administration, Supervision, Planning and Economics Master Program comprises of at least 9 courses which should not be less than a total of 27 credits, seminar course and thesis study. Seminar course and thesis study are non-credit and evaluated by satisfactory or unsatisfactory.

7. Program Profile (The Purpose)

Major aims of the Thesis and Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs are;

- to be aware of the existing problems of educational institutions in the fields of administration, supervision, planning and economics and to develop alternative solutions to these problems
- to train managers making educational institutions effective and efficient, using advanced technology effectively, having leadership skills, thinking critical, making team work, knowing and using scientific processes.

8. Program Qualifications (Learning Outcomes)

At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;

- to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.
- to gain comprehension on the basic characteristics of scientific research process.
- to develop an ability of pursuing national and international publications in the field of educational administration and supervision.
- to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.
- to aware of the ethical principles and reflect these principles practices in the field.
- be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.
- to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.
- to analyze educational organisations from structural and practical perspectives.
- to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.
- to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners
- to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system
- to discuss the competences of managers to be able lead educational organizations
- to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.
- to gain information about educational systems and practices in the field of administration of different countries.

- to evaluate a problem existing in the field by using scientific research methods.
- At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;
- to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.
- to explain the basic characteristics of scientific research process in a detailed way.
- to develop an ability of pursuing national and international publications in the field of educational administration and supervision.
- to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.
- to aware of the ethical principles and reflect these principles practices in the field.
- to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.
- to evaluate educational organization from structural and practical perspectives.
- to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.
- to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners
- to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system
- to discuss the competences of managers to be able lead educational organizations
- to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.
- to gain information about educational systems and practices in the field of administration of different countries.
- to find a systematic and original solution to the problem existing in the field by using scientific research methods.
- to gain basic statistical skills.
- to contribute the information sharing by joining the national and international meeting related to the field.
- to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.

9. Graduate Employment Opportunities

Students who complete the Master's Degree and Doctorate Degree Program in Educational Administration, Supervision, Planning and Economics can be employed as research assistant or instructor in faculty of education in universities, specialist or assistant specialist in educational departments of various public or private organizations.

10. Transition to Next Degree Programs

Candidates who successfully complete master education can study in their field or related field PhD programs on condition that they take ALES or equivalent exams and have adequate level of foreign language knowledge.

11. Testing, Measurement and Evaluation

Evaluation and assessment methods for each course are defined in detail in "Course Information Form".

12. Graduation Requirements

Graduation requirements are as described in "Qualification Requirements and Regulations" section.

13. Mode of Study (Full-Time, e-learning)

Full time

14. Adress and Contact Information (Department/Program Heads, Assistant Heads and Erasmus Coordinator)

Eskişehir Osmangazi University Faculty of Education Graduate School of Educational Sciences Meşelik Campus 26480 Eskişehir

Director Prof. Dr. Ahmet Aypay E-mail: aypaya@yahoo.com
Phone: 0 (222) 239 37 50/1627

Vice Director Assoc. Prof. Dr. Özden Tezel

E-mail: <u>otezel@ogu.edu.tr</u> Phone: 0 (222) 239 37 50/1641

Vice Director Assist. Prof. Dr. Ali Eryılmaz

E-mail: <u>erali76@hotmail.com</u> Phone: 0 (222) 239 37 50/1637

Erasmus Coordinator: Assist. Prof. Dr. İlknur Şentürk

E-mail: ilknurkokcu@gmail.com
Phone: 0 (222) 239 37 50/1674

15. Department/Program Facilities

Number of faculty members involved in this program is 13, including 4 professors, 4 associate professors and 5 assistant professors. There are 25 computers, 4 printers, 2 browsers and 5 projections in the department. These equipments are used by students and teachers inside and outside the classrooms for the purposes of literature review, project and seminar preparation, and making presentations. Faculty and the central library computers are available for use throughout the week during office hours. The number of open terminal to graduate students and / or the number of personal computers is 225. Faculty and the central library computers are available for use throughout the week during office hours.

16. Academic Staff

- Prof. Dr. Ahmet Aypay Department of Educational Sciences, Educational Administration, Supervision, Planning and Economics Program
- Prof. Dr. Selahattin Turan Department of Educational Sciences, Educational Administration, Supervision, Planning and Economics Program
- Prof. Dr. Ayhan Aydın Department of Educational Sciences, Educational Administration, Supervision, Planning and Economics Program

- Assist. Prof. Dr. İlknur Şentürk Department of Educational Sciences, Educational Administration, Supervision, Planning and Economics Program
- Prof. Dr. Bahaddin Acat Department of Educational Sciences, Curriculum and Instruction Program
- Assoc. Prof. Dr. Zühal Çubukçu Department of Educational Sciences, Curriculum and Instruction Program
- Assoc. Prof. Dr. Cemil Yücel Department of Elementary Education, Elementary Classroom Teacher Education Program
- Assoc. Prof. Dr. Engin Karadağ Department of Elementary Education, Elementary Classroom Teacher Education Program
- Assoc. Prof. Dr. Asım Arı Department of Educational Sciences, Curriculum and Instruction Program
- Assist. Prof. Dr. İsmail Yüksel Department of Educational Sciences, Curriculum and Instruction Program
- Assist. Prof. Dr. Ümit Çelen Department of Educational Sciences, Measurement and Evaluation Program
- Assist. Prof. Dr. Odilea Rocha Erkaya Department of Educational Sciences, Educational Administration, Supervision, Planning and Economics Program
- Assist. Prof. Dr. Ümit Özkaya Department of Educational Sciences, Curriculum and Instruction Program

17. Courses – ECTS Credits

	HIGHER EDUCATION ADMINISTRATION MASTER PROGR	AM (NC	N-THESI	S)				
Course Code	Course Name	ECTS	T+P+L	C/E	Language			
Fall Semester (I. Semester)								
541201001	Research Methods in Education I	10	3+0+3	С	Turkish			
541201002	Social Theory and Education	10	3+0+3	Е	Turkish			
541201003	Introduction to Public Administration	10	3+0+3	Е	Turkish			
541201004	Educational Administration	10	3+0+3	Е	Turkish			
541201013	Education Statistics I	10	3+0+3	Е	Turkish			
541201015	Comparative Education	10	3+0+3	Е	Turkish			
Total Credit		30	12					
	Spring Semester (II. Semester)							
541202001	Educational Leadership	10	3+0+3	Е	Turkish			
541202002	Turkish Education System	10	3+0+3	Е	Turkish			
541202003	Educational Policies	10	3+0+3	Е	Turkish			
541202009	Research Methods in Education II	10	3+0+3	Е	Turkish			
541202010	Supervision and Evaluation in Education	10	3+0+3	Е	Turkish			
541202011	Ethics in Educational Administration	10	3+0+3	Е	Turkish			
Total Credit		30	9					
	Fall Semester (III. Semester)							
541201005	Human Resources Management	10	3+0+3	Е	Turkish			
541201006	Organizational Behavior	10	3+0+3	Е	Turkish			
541201007	Effective School Management	10	3+0+3	Е	Turkish			
541201016	Teacher Training Approaches	10	3+0+3	Е	Turkish			
541201017	School Community Relations	10	3+0+3	Е	Turkish			
Total Credit		30	9					
	Spring Semester (IV. Semester)							
541201008	Term Project	30	0+2+0	С	Turkish			
Total Credit		30	0					



SEMESTER	Fall
OLIVILOTLIN	i ali

COURSE CODE 541201001 COURSE NAME Research Methods in Education I

SEMESTER	W	EEKLY COURSE	PFRIC	חכ				COURSE OF	
OL.III.COTLIK	Theor		Labor		Credit	ECTS		TYPE	LANGUAGE
ı	3	0)	3	10	CC	OMPULSORY (X) ELECTIVE ()	Turkish
'				,	COURSE			.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
		Educationa	<u> </u>	<u> </u>				Teaching	
Basic Scier	nce	Science	²¹	Fif it				esign, mark with (√)]	Social Science
		%100		וווון	COITIAITIS	JULISIUEL	able u	esign, mark with (v)]	
		70 100		۸۹	SESSME	NT CDIT	EDIV		
								Quantity	%
			-	Mid-Te	valuation	гтуре		Qualitity	30
			-	Quiz	31111			ı	30
			<u> </u>		, o nl ,			1	20
	MID-T	EDM	<u> </u>	Homew	OIK			l	20
	ו-טוואו	EKIVI		Project					
				Report	,				
					(presentat				
					ry of the p	resented			
	FINIAL	TVAM.		discuss	1011)			1	F0
Dr	FINAL							1	50
PI	KEKEQI	JIEITE(S)		-					amine research processes
COU	COURSE DESCRIPTION			results), to review some certain scientific research methods (experimental, survey, correlational research methods, et al.) and to learn practical techniques for how to make literature review necessary for a certain research topic, data gathering, data evaluation and reporting.					
COU	IRSE OI	BJECTIVES		The objective of this course is to gain ability for performing all aspects of quantitative research.					
		URSE TO APPL' AL EDUATION	Y						
COI	JRSE O	UTCOMES	 to develop understandings about the role of research in science –espect knowledge management to gain knowledge about research processes and research methods to analyze research in knowledge management field and gaining eval ability to think systematically for solving problems in knowledge management and perform analytical methods to teach data collection, data analysis and evaluation techniques 					search methods Id and gaining evaluation wledge management field	
	TEXTE	BUUK		McMillan, J. H., & Schumacher, S. (2006). Research in education: Evidence					
	ILVIL			based inquiry. Boston, MA: Brown and Company.					
ОТН	IER REI	FERENCES		 Cohen, L., Manion, L., & Morrison, K. (2007). Research methods in education. New York: Routledge. Muijs, D. (2004). Doing quantitative research in education: With SPSS. London: Sage. APA (2009). Amerikan Psikoloji Derneği yayım kılavuzu. İstanbul: Kaknüs Yayınları. Neuman, W. Lawrence (2008). Toplumsal araştırma yöntemleri. İstanbul: Yayınodası Yayıncılık. Punch, Keith F. (2005). Sosyal araştırmalara giriş: Nitel ve nicel yaklaşımlar. İstanbul: Siyasal Kitapevi. Sipahi, B., Yurtkoru, E. S., & Çinko, M. (2010). Sosyal bilimlerde SPSS'le ver analizi. İstanbul: Beta Yayınları. 					

	 Türkiye Bilimler Akademisi (2002). Bilimsel araştırmada etik ve sorunları. Ankara: TUBA
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 EXAM				
9	Survey research – Correlational research				
10	Causal research				
11	Qualitative and quantitative measurement				
12	Quantitative data analysis				
13	Writing research report				
14	Course evaluation				
15-16	FINAL EXAM				

	At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to gain comprehension on the basic characteristics of scientific research process.	Χ		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	Х		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.			Х
5	to aware of the ethical principles and reflect these principles practices in the field.	Χ		
6	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		Х	
7	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	х		
8	to analyze educational organisations from structural and practical perspectives.			Χ
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		Х	
12	to discuss the competences of managers to be able lead educational organizations			Χ
13	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
14	to gain information about educational systems and practices in the field of administration of different countries.		Х	
15	to evaluate a problem existing in the field by using scientific research methods.	Х		
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Ahmet AYPAY Signature:

Signature: Date:



SEMESTER Fall

COURSE CODE	541201002	COURSE NAME	Social Theory and Education

SEMESTER	WEEK	(LY COURSE	PERIOD COURSE OF						
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE		
I	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish		
				COUR	SE CAT	AGORY			
Basic Scie		Educational			Scienc	e Education	Social Science		
Basic Sciel	ice	Science	[if i	t contains	consider	able design, mark with $()$]	Social Science		
		% 60					% 40		
				ASSES	SMENT (CRITERIA			
			Eva	aluation T	уре	Quantity	%		
			Article r	eview					
			Resear	ch assignr	nent	1	30		
	MID-TER	M	Project			1	30		
			Final Ex	xam		1	40		
			Report						
			Others	()					
F	INAL EX	AM							
PRE	REQUIE	TE(S)	-						
COURS	SE DESC	RIPTION	Interact Ethnicit Postmo	ion in Eve y; Family dern Soci	ryday Lif and Rel eties.	losophy; Culture; Socialization & e and Groups & Organizations; sigion; Education and Medicine;	Social Stratification; Race an Social Change: Modern an		
COUR	SE OBJE	CTIVES		The main aim of the course is to define major perspectives in the field of philosophy and sociology.					
		SE TO APPLY EDUATION							
COURSE OUTCOMES			1. Def cor 2. Des bas 3. Ana 4. Des 5. Def 6. Ide 7. Und 8. Ana 9. Ide 10. List 11. Und 12. Ana 13. Und	 Define the concept of deviance in sociological theories; Identify the nature and importance of stratification in Turkish society; Understand the role of prejudice and discrimination Analyze the Turkish family system and education Identify the functions of the major institutions in society List the major characteristics of primary and secondary groups Understand the patterns of dominant group policies on minority groups Analyze the Turkish political and economic system Understand the process of social change and social movements Understand the methods that sociologists use 					
-	EXTBOO	OK	1						
OTHE	Arslan, Türkdog Wagnel Classic The De A Socio	A. (2004). ğan, O. (20 r, P. (1996 al Sociolo ad Sociolo blogy Time p://www.a	Felsefe 002). Tül). Moder gical The ogists' So line from c.wwu.ec	oloji. Ankara: A. ye Giriş. Ankara: Vadi. rk Toplum Yapısı (TTY). İstanbul: rnliğin Sosyolojisi. İstanbul: Sarm ory http://www.spc.uchicago.edu ociety http://www.runet.edu/ 1600 by Ed Stephen du/~stephan/timeline.html SocioF bb.com/sociorealm/	al. n/ssr1/PRELIMS/theory.html				

TOOLS AND EQUIPMENTS	-
REQUIRED	

	COURSE SYLLABUS					
WEEK	TOPICS					
1	What is sociology?					
2	Global change					
3	Culture, socialization, and the individual					
4	Social interaction and everyday life					
5	Conformity, deviance, and crime					
6	The sociology of the body: Eating, illness, and aging					
7-8	MID -TERM					
9	Gender and sexuality; Stratification class and inequality					
10	Ethnicity and race; Life in modern organizations; Government and political power					
11	Work and economic life					
12	Religion; Education, popular culture and mass media					
13	Marriage and family; Urbanism and population					
14	Revolution and Social movements; Global problems					
15-16	FINAL EXAM					

	At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to gain comprehension on the basic characteristics of scientific research process.		Χ	
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		Х	
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		Х	
7	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
8	to analyze educational organisations from structural and practical perspectives.		Х	
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
12	to discuss the competences of managers to be able lead educational organizations		Х	
13	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
14	to gain information about educational systems and practices in the field of administration of different countries.		Х	
15	to evaluate a problem existing in the field by using scientific research methods.		Χ	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Selahattin Turan /Assoc. Prof. Dr. Mizrap Polat Signature:



SEMESTER Fall

COURSE CODE	541201003	COURSE NAME	Introduction to Public Administration
OCCINCL CODE	0+1201000	OCCINCE NAME	introduction to rabile Administration

SEMESTER WEEKLY COURSE PE				RIOD COURSE OF							
	Theory	y Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE				
l	3	0	0	3	3 19						
			C	COURSE CATEGORY							
Basic Scier	cience				Social Science						
-		%50					%50				
			AS	ASSESSMENT CRITERIA							
			E	valuation T	уре	Quantity	%				
			Mid-Ter	m		1	40				
			Quiz								
	MID-TE	ЕВМ	Homewo	rk							
	ויים וואו		Project								
			Report								
				oresentation		у					
			of the pr	of the presented discussion)							
	FINAL E					1	60				
PF	REREQU	ISITE(S)	-			d efficient public administration,					
COU	functioni motivation education principle	theories, communication in the organization, public law, the structure and functioning of public organizations, centralization, decentralization, leadership and motivation theories, current approaches to public administration, presentation education as a public service, public administration practices in different countries, principles of ethics in public administration.									
COU	public a	To have theoretical knowledge about the basic principles, structure and function of public administration and to transfer this information to dimension of schools as a public institutions.									
		IRSE TO APPLY L EDUATION	-								
COL	2.To rea 3.To rev 4.To ide the diffe										
	2.Eryılm 3. Güler Akın, Ö. inceleme 4. Stillm Australia	 Tortop, N. (1991). Kamu yönetimi. Ankara: TODAİE Yayınları. Eryılmaz, B. (2010). Kamu yönetimi (3.bs.). Ankara: Okutman Yayıncılık. Güler, B. A., Tellal, E., Karasulu, K., Kutlu, M. N., Keskin, N., Karahanoğulları, O, Akın, Ö., Esen, S., Çınar, T. ve Ömürgönülşen, U. (2009). Kamu yönetimi ülke incelemeleri (2.bs.). Ankara: İmge Kitabevi. Stillman, R. J. (2010) (9th ed.). Public administration: Concepts and cases. Australia:Wadsworth Cengage Learning. 									
ОТН	IER REF	ERENCES	2. Ergur Yayınlar 3. OECI	1.Kaya, Y.K. (2009). İnsan yetiştirme düzenimiz. Ankara: Pegem A Akademi. 2. Ergun, T. (2004). Kamu yönetimi/ kuram siyasa uygulama. Ankara: TODAİE Yayınları. 3. OECD (2003). Kamu hizmetinde etik: Güncel konular ve uygulama. İstanbul: TÜSİAD Yayınları.							
TOOLS AND	EQUIPN	MENTS REQUIR	ED -								

	COURSE SYLLABUS						
WEEK	TOPICS						
1	The basic principles of public administration						
2	Process of historical development of public administration						
3	Theories of Management						
4	Structure and function of public organizations						
5	Administration styles						
6	Leadership and motivation						
7-8	MID-TERM EXAM						
9	Organization and communication						
10	Public Law						
11	Current approaches to public administration						
12	Education as a public service						
13	Ethical principles in public administration						
14	Public management practices in different countries						
15-16	FINAL EXAM						

	At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to gain comprehension on the basic characteristics of scientific research process.			Χ
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.	Х		
7	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
8	to analyze educational organisations from structural and practical perspectives.	Х		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
12	to discuss the competences of managers to be able lead educational organizations		Х	
13	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
14	to gain information about educational systems and practices in the field of administration of different countries.		Х	
15	to evaluate a problem existing in the field by using scientific research methods.			Χ
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s):	Prof Dr	Avhan	Avdin
mstructor(s).	PIOL DL.	Aviiaii	Avuili

Signature: Date:



SEMESTER Fall

COURSE CODE 541201004 COURSE NAME Educational Administration
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SEMESTER	W	VEEKLY COURS	SE PERIC								
	Theor		Labra		Credit	ECTS	TYPE	LANGUAGE			
<u> </u>	3	0			3	Turkish					
				COUF	COURSE CATAGORY						
Basic Scier	Basic Science Educational Science						ter degree rable design, mark with $()$	Social Science			
	%75					%25					
		ASSES	ASSESSMENT CRITERIA								
		Eva	luation T	уре	Quantity	%					
		Mid-Te	rm		1	40					
		Quiz									
		Homew	ork								
				Project							
				Report							
				Others (()						
		EXAM					1	60			
F	REREQ	QUIEITE(S)					nal foundations of educational a				
COI		principles of educational management; Classical organization theory and educational management; Neo-classical organizational theory and educational management; Current organizational theory and educational management; Theory and practice in educational management; Developing educational administration as a human science in the world and Turkey. Training and attainment of educational administrators and school principals in the in the world and Turkey; School administration and school management process; School law; Management of human resources; Curriculum, instruction, and student services and other services in the school.									
со		By the end of the course students should be able to: 1. understand organizational theories on the educational management 2. understand the theories related to the educational management 3. understand developing the field of educational administration in the world and Turkey. 4. understand training and attainment of educational administrators in the world and Turkey. 5. understand education and school management process, problems about educational management and promises.									
ADDITIVI PROF	LY										
CC		students are going to 1. understand organizational theories on the educational management 2. understand the theories related to the educational management 3. understand developing the field of educational administration in the world and Turkey. 4. understand training and attainment of educational administrators in the world and Turkey. 5. understand education and school management process, problems about educational management and promises.									
	TEXT	воок		 educational management and promises. Şişman, M. & Turan, S. (2001). Okul Yöneticileri İçin Standartlar: Eğitim Yöneticilerinin Bilgi Temelleri Üzerine Düşünceler, B. Ü. Sosyal Bilimler Enstitüsü Dergisi, 3(4), 68-87. Şişman, M. & Turan, S. (2004). Dünyada ve Türkiye'de Eğitim Yöneticilerinin Yetiştirilmesi, Türk Eğitim Bilimleri Dergisi, C. 2, s.1. 							

OTHER REFERENCES	 Bursalıoğlu, Z. (1991). Eğitim Yönetiminde Teori ve Uygulama. Ankara: Pegema Bursalıoğlu, Z. (1999). Okul Yönetiminde Yeni Yapı ve Davranış. Ankara: Pegema. Özden, Y. (Editör) (2004). Eğitim ve Okul Yöneticiliği El Kitabı. Ankara: Pegema. Şişman, M. & Turan, S. (2005). Eğitim ve Okul Yönetimi. A. Yesevi Üniversitesi Ders Notları Şişman, M. (1994). Örgüt Kültürü, Eskişehir: A. Ü. Yayınları Şişman, M. (2002). Örgütler ve Kültürler, Ankara: Pegema. Şişman, M. (2009). Türk Eğitim Sistemi ve Okul Yönetimi. Ankara: Pegema. Taymaz, H. (2001) Okul Yönetimi. Ankara: Pegema Turan, S. (Editör) (2010). Eğitim Yönetimi: Teori, Araştırma ve Uygulama. Ankara: Nobel Yayıncılık.
TOOLS AND EQUIPMENTS REQUIRED	

	COURSE SYLLABUS
WEEK	TOPICS
1	Theoretical and conceptional foundations of educational administration
2	Basic principles of educational management; Classical organization theory and educational management; Neo- classical organizational theory and educational management; Current organizational theory and educational management;
3	Management processes
4	Theory and practice in educational management
5	Developing educational administration as a human science in the world and Turkey
6	Training and attainment of educational administrators and school principals in the in the world and Turkey
7-8	MID-TERM EXAM
9	School administration and school management process
10	Management of human resources
11	Management of students' services in the school.
12	Management of education and training practices in the school.
13	Management of school
14	Solutions to the problems of education and school management
15-16	FINAL EXAM

	At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to gain comprehension on the basic characteristics of scientific research process.			Χ
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.	Х		
7	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
8	to analyze educational organisations from structural and practical perspectives.	Χ		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
12	to discuss the competences of managers to be able lead educational organizations		Х	
13	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
14	to gain information about educational systems and practices in the field of administration of different countries.		Х	
15	to evaluate a problem existing in the field by using scientific research methods.			Χ
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s):	Prof. Dr. Mehmet Şişman/ Prof. Dr. Ahmet Aypa	У
		,

Signature: Date:



SEMESTER	Fall

COURSE CODE 541201013 COURSE NAME Education Statistics I

SEMESTER	W	EEKLY COURS	E PERIO	DD COURSE OF					
	Theory	Practice	Labra	itory	Credit	ECTS	TYPE	LANGUAGE	
I	3	0	0	-	3	10	COMPULSORY () ELECTIVE (x)	Turkish	
				COU	RSE CAT	AGORY			
Basic Science Educational Science			[if it			gineering Profession able design, mark with $()$	Social Science		
%60								%40	
		ASSESSMENT CRITERIA							
				Eva	aluation T	уре	Quantity	%	
				1st Mid	-Term				
				2nd Mid	d-Term				
				Quiz					
	MID-T	EKM		Homew	ork		1	40	
				Project					
				Report					
				Others	()				
FINAL EXAM					,		1	60	
PREREQUIEITE(S)				None					
COURSE DESCRIPTION				Basic terms of statistics, universe, sample, types of variables, categorizing the variables, descriptive statistics, transforming the raw scores to standardized scores. Normality, z-distribution, statistical error, hypothesis tests and decision, one-sample t-test, ki-square test. Significancy test of mean differences (independent samples t-test, dependent samples t-test, one way analysis of variance (ANOVA), non-parametric tests), correlation and regression analysis.					
COURSE OBJECTIVES				Knowledge of basic terms of statistics, categorizing the variables, calculating the descriptive statistics, transforming the raw scores to standardized scores. Comprehension the statistical error. Administration hypothesis tests and deciding through results.					
ADDITIV PROF	Υ								
COURSE OUTCOMES				Knows the basic terms of statistics. Calculates the basic descriptive statistics, transforms the raw scores to standardized scores, administers the one-sample t-test and ki-square test and decides through results.					
ТЕХТВООК				Şener Büyüköztürk, Sosyal Bilimler İçin Veri Analizi El Kitabı, Pegem Akademi Yayıncılık.					
		FERENCES							
TOOLS AN	ID EQUIP	MENTS REQUI	RED	Comp	uter.				

	COURSE SYLLABUS
WEEK	TOPICS
1	Introducing
2	Basic terms, universe and sample, variable types, categorizing the data.
3	Normal and Z distribution, statistical error and decision.
4	Introducing to statistical software, creating a database.
5	Descriptive statistics.
6	Hypothesis types and hypothesis tests.
7	Ki-square test and one-sample t-test.
8	Independent samples t-test.
9	One-way ANOVA and Post-hoc tests.
10	Dependent samples t-test.
11	Repeated measures t-test.
12	Correlation.
13	Simple linear regression.
14	Multiple linear regression.
15-16	Final Exam

	At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to gain comprehension on the basic characteristics of scientific research process.	Χ		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	Х		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		Х	
5	to aware of the ethical principles and reflect these principles practices in the field.	Χ		
6	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.	Х		
7	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
8	to analyze educational organisations from structural and practical perspectives.		Х	
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.			Х
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners			Х
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system			Х
12	to discuss the competences of managers to be able lead educational organizations			Χ
13	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
14	to gain information about educational systems and practices in the field of administration of different countries.		Х	
15	to evaluate a problem existing in the field by using scientific research methods.	Х		
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Assist. Prof. Dr. Ümit ÇELEN Signature:

Date:



SEMESTER	Fall

AALIBAE AABE	E4400404E	COURSE MAME	0 "
COURSE CODE	541201015	COURSE NAME	Comparative Education

SEMESTER	٧	NEE	KLY COURS	E PERIC	D			COURSE OF				
	Theor	ry	Practice	Labra	atory	Credit	LANGUAGE					
	3		0			3	10	COMPULSORY () ELECTIVE (X)	Turkish			
					COU	RSE CAT						
Basic Scier	nce	E	ducational S	cience	[if i	Science Education [if it contains considerable design, mark with $()$]						
			% 60		% 40							
					ASSES	SSMENT (RITERI	4				
					Eva	aluation T	уре	Quantity	%			
					Article i			1	20			
					Resear	ch assignr	nent	1	30			
	MID	-TEI	RM			assignme		1	20			
					Compa	rison Anal	ysis	1	30			
					Report							
					Others	()						
	FINAL EXAM											
F	PREREQUIEITE(S)				-							
COURSE DESCRIPTION			 Historical look to comparative education Trends in comparative education Comparative Educational Sciences Theory development Work on national variation International standards, assessment and quality of education Borrowing and lending in education Higher education and imperialisim American education exportation Globalization, internationalisation and assimilation of education reforms Development, modernization, democratising and education Global meanings and international models Assimilation and differentiation/homogenity and hybrid forms International Education Reform and Policy Implementation covers the content of this course 									
	COURSE OBJECTIVES			This course provides a basis for comparative educational methods, basic concepts and recent trends related to comparative education. It is also expected that this course enables students to determine strenghts and weaknesses of international comparative education research, and identify methodical studies performed about comparative education and concepts worked by scientists.								
			RSE TO APP	LY								
PROFESSIONAL EDUATION COURSE OUTCOMES			1. analy countrie 2. comp 2. analy educati	yze educates, oare educateyze the efformal policy	ional adi ational ad ectivenes practice	he students will be able to: ministration structures and proce dministration practices of differences of different educational admir as around the world, ational administration structures	nt countries, nistration and					
	TEX	TBO	OK		3. compare different educational administration structures with Turkey case.							
TEXTBOOK OTHER REFERENCES				 Altbach, P.G. & Kelly, G. (1984). Education and the Colonial Experience. New Brunswick, Transaction. Arı, Asım. (2006). İsviçre (Basel) Okul Sistemi, okul Sistemleriyle İlgili farklı bir model, Ankara: Pegem. 								

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TOOLS AND EQUIPMENTS REQUIRED

	COURSE SYLLABUS						
WEEK	TOPICS						
1	Historical look to comparative education, Trends in comparative education						
2	Comparative Educational Sciences, Theory development						
3	Work on national variation						
4	International standards, assessment and quality of education						
5	Borrowing and lending in education						
6	Higher education and imperialisim						
7-8	MID -TERM						
9	American education exportation						
10	Globalization, internationalisation and assimilation of education reforms						
11	Development, modernization, democratising and education						
12	Global meanings and international models						
13	Assimilation and differentiation/homogenity and hybrid forms						
14	International Education Reform and Policy Implementation						
15-16	FINAL EXAM						

	At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to gain comprehension on the basic characteristics of scientific research process.			Χ
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	Х		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		Х	
7	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
8	to analyze educational organisations from structural and practical perspectives.	Х		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
12	to discuss the competences of managers to be able lead educational organizations		Х	
13	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
14	to gain information about educational systems and practices in the field of administration of different countries.	Х		
15	to evaluate a problem existing in the field by using scientific research methods.		Χ	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s	;):	Prof.	Dr.	Ahmet	Aypay
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Signature: Date:



SEMESTER Spring

COURSE CODE 541202001	COURSE NAME Educational Leadership	
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Basic Science Educational Science Science Educational Science Science Education (fi it contains considerable design, mark with (√)) Social Science Science Education (fi it contains considerable design, mark with (√)) % 40	SEMESTER	1	WEEKLY COURS	SE PERIO	D	COURSE OF						
COURSE CATAGORY Science Education Social Science Science Education (if it contains considerable design, mark with (\strut)) % 40		Theo	ry Practice	Labra	atory	Credit	ECTS		LANGUAGE			
Science Education Science Gucation Signature Science Education Social Science	П	3	0	C	3 10 COMPULSORY () ELECTIVE (X)							
Social Science Mode					COU	RSE CATA	AGORY					
ASSESSMENT CRITERIA Evaluation Type Quantity % Article review Research assignment 1 30 Project 1 300 Final Exam 1 40 Report Others () FINAL EXAM PREREQUIEITE(S) COURSE DESCRIPTION Final Exam 5 1 40 Report Others () COURSE OBJECTIVES ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION By the end of this module students will be able to: 1. understand the context of leadership theoriese and their us in education school setting. COURSE OUTCOMES COURSE OUTCOMES ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION By the end of this module students will be able to: 1. understand the context of leadership theoriese and their us in education school setting. COURSE OUTCOMES ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION By the end of this module students will be able to: 1. understand the context of leadership practices, 2. understand the context of leadership practices, 3. lead of elementary and secondary schools within the context of theory and practice, 4. understand the basic tools of educational research and writing, 5. develop annotated bibliography on leadership, 6. experience in dealing with controversial issues in leading education. TEXTBOOK 1. Şişman, M. (2002c). Eğitimde Mükemmellik Arayışı. Ankara: Pegema 2. Şişman, M. (2002b). Öğretim Liderliği. Ankara: Pegema 3. Şişman, M. (2002b). Öğretim Liderliği. Ankara: Pegema 4. Keçecioğlu, T. (1999). Liderlik istanbul: Hayat. 5. Wadsworth, W. J. (1999). Liderlik istanbul: Bayat. 7. Kotter, J. P. (1999). Liderlik istanbul: Sistem. 8. Fukuyama, F. (1999). Liderlik istanbul: Sistem. 9. Inan K. (1993) Türkiye Gerçeği İstanbul: Timaş. 10. Kennedy, J. F. Cesaret ve fazilet mücadelesi. İstanbul: Hayat. 11. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. İstanbul: Vadi.	Basic Scien	nce	Educational S	Science	[if i	t contains		,	Social Science			
MID-TERM Research assignment			% 60					(,,1	% 40			
MID-TERM Research assignment					ASSES	SSMENT C	RITERI	Α				
Article review Research assignment Project 1 30 Project 1 40 Report Others () FINAL EXAM PREREQUIEITE(S) COURSE DESCRIPTION COURSE OBJECTIVES COURSE OBJECTIVES ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION By the end of this module students will be able to: 1. understand foundations of leadership heoriese and their us in education school setting. COURSE OUTCOMES COURSE OUTCOMES COURSE OUTCOMES ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION By the end of this module students will be able to: 1. understand foundations of leadership theoriese and their us in education school setting. COURSE OUTCOMES COURSE OUTCOMES COURSE OUTCOMES ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION By the end of this module students will be able to: 1. understand foundations of leadership theoriese, 2. understand the context of leadership practices, 3. lead of elementary and secondary schools within the context of theory and practice, 4. understand the basic tools of educational research and writing, 5. develop annotated bibliography on leadership, 6. experience in dealing with controversial issues in leading education. TEXTBOOK 1. Şişman, M. (2002c). Eğitimde Mükemmellik Arayışı. Ankara: Pegema 2. Şişman, M. (2002b). Öğretim Liderliği, Ankara: Pegema 3. Şişman, M. 8. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema 4. Keçecioğlu, T. (1999). Liderlik ve Liderler. İstanbul: Mavi Kitaplar 5. Wadsworth, W. J. (1999). Liderlik istanbul: Hayat. 6. Maxwell, J. C. (1999). Liderlik nitelikleri. İstanbul: Beyaz. 7. Kotter, J. P. (1998). Tarihin sonu ve son insan. İstanbul: Gün. 9. Inan K. (1993). Türkiye Gerçeği. İstanbul: Timaş. 10. Kennedy, J. F. Cesaret ve fazilet mücadelesi. İstanbul: Hayat. 11. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. İstanbul: Vadi.					Ev	aluation T	vpe	Quantity	%			
Research assignment 1 30							71					
Project							nent	1	30			
Final Exam 1 40 Report Others () PINAL EXAM PREREQUIEITE(S) COURSE DESCRIPTION COURSE DESCRIPTION COURSE OBJECTIVES ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION By the end of this module students will be able to: 1. understand foundations of leadership theories, 2. understand the context of leadership practices, 3. lead of elementary and secondary schools within the context of theory and practice, 4. understand the basic tools of educational research and writing, 5. develop annotated bibliography on leadership, 6. experience in dealing with controversial issues in leading education. TEXTBOOK 1. Sigman, M. (2002c). Egitimde Mükemmellik Arayışı. Ankara: Pegema 2. Sigman, M. (2002c). Ögretim Liderliği. Ankara: Pegema 3. Sigman, M. 8. S. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema 4. Keçecioğlu, T. (1998). Liderlik ve Liderler. Istanbul: Mayi Kitaplar 5. Wadsworth, W. J. (1999). Liderlik ve Liderler. Istanbul: Beyaz. 7. Kotter, J. P. (1998). Matsushtal ilderliği. Istanbul: Beyaz. 7. Kotter, J. P. (1998). Matsushtal ilderliği. Istanbul: Bistem. 8. Fukuyama, F. (1999). Türkiye Gerçeği. Istanbul: Timaş. 10. Kennedy, J. F. Cesaret ve fazilet mücadelesi. İstanbul: Hayat. 11. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. İstanbul: Vadi.		MID	-TFRM					1				
Report Others ()		2	1 = 1 1		•			1				
TEXTBOOK Others () Course Description Course Description Course Objectives ADDITIVE OF Course To APPLY PROFESSIONAL EDUATION By the end of this module students will be able to: 1. understand foundations of leadership theoriese, 2. understand the context of leadership practices, 3. lead of elementary and secondary schools within the context of theory and practice, 4. understand the basic tools of educational research and writing, 5. develop annotated bibliography on leadership, experience in dealing with controversial issues in leading education. TEXTBOOK 1. Şişman, M. (2002c). Eğitimde Mükemmellik Arayışı. Ankara: Pegema. 2. Şişman, M. a. S. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema. 4. Keçecioğlu, T. (1998). Liderlik ve Liderler. Istanbul: Beyaz. 7. Kotter, J. P. (1998). Liderlik ve Liderler. Istanbul: Beyaz. 7. Kotter, J. P. (1998). Matsushta liderliği. Istanbul: Beyaz. 7. Kotter, J. P. (1998). Diarlihi sonu ve son insan. Istanbul: Gün. 9. İnan K. (1993). Tarihin sonu ve son insan. Istanbul: Hayat. 1. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. Istanbul: Vadi. Other Reference in dealing with controversial istanbul: Hayat. 1. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. Istanbul: Vadi.						Adm		1	10			
FINAL EXAM PREREQUIEITE(S) COURSE DESCRIPTION COURSE OBJECTIVES ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION By the end of this module students will be able to: 1. understand fundations of leadership practices, 2. understand fundations of leadership practices, 3. lead of elementary and secondary schools within the context of theory and practice, 4. understand the basic tools of educational research and writing, 5. develop annotated bibliography on leadership, 6. experience in dealing with controversial issues in leading education. TEXTBOOK 1. Şişman, M. (2002c). Eğitimde Mükemmellik Arayışı. Ankara: Pegema 2. Şişman, M. (2002c). Öğretim Liderliği. Ankara: Pegema 3. Şişman, M. & S. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema 4. Keçecioğlu, T. (1998). Liderlik ve Liderler. İstanbul: Beyaz. 7. Kotter, J. P. (1998). Liderlik nitelikleri. İstanbul: Sistem. 8. Fukuyama, F. (1999). Liderlik nitelikleri. İstanbul: Sistem. 8. Fukuyama, F. (1999). Tarihin sonu ve son insan. İstanbul: Hayat. 10. Kennedy, J. F. Cesaret ve fazilet mücadelesi. İstanbul: Hayat. 11. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. İstanbul: Vadi.									+			
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COURSE DESCRIPTION COURSE OBJECTIVES ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION By the end of this module students will be able to: 1. understand foundations of leadership practices, 2. understand the context of leadership practices, 3. lead of elementary and secondary schools within the context of theory and practice, 4. understand the basic tools of educational research and writing, 5. develop annotated bibliography on leadership, EXTROOK 1. Sişman, M. (2002c). Eğitimde Mükemmellik Arayışı. Ankara: Pegema 2. Sişman, M. & S. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema 4. Keçecioğlu, T. (1998). Liderlik ve Liderler. İstanbul: Beyaz. 7. Kotter, J. P. (1998). Matsushıta liderliği. İstanbul: Beyaz. 7. Kotter, J. P. (1999). Tarihin sonu ve son insan. İstanbul: Hayat. 11. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. İstanbul: Vadi.					_				1			
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION By the end of this module students will be able to: 1. understand foundations of leadership theories, 2. understand the context of leadership practices, 3. lead of elementary and secondary schools within the context of theory and practice, 4. understand the basic tools of educational research and writing, 5. develop annotated bibliography on leadership, 6. experience in dealing with controversial issues in leading education. TEXTBOOK 1. Şişman, M. (2002c). Eğitimde Mükemmellik Arayışı. Ankara: Pegema. 2. Şişman, M. (2002b). Öğretim Liderliği. Ankara: Pegema. 3. Şişman, M. & S. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema. 4. Keçecioğlu, T. (1998). Liderlik ve Liderler. İstanbul: Mavi Kitaplar 5. Wadsworth, W. J. (1999). Liderlik nitelikleri. İstanbul: Beyaz. 7. Kotter, J. P. (1998). Matsushıta liderliği. İstanbul: Sistem. 8. Fukuyama, F. (1999). Tarihin sonu ve son insan. İstanbul: Gün. 9. İnan K. (1993). Türkiye Gerçeği. İstanbul: Timaş. 10. Kennedy, J. F. Cesaret ve fazilet mücadelesi. İstanbul: Hayat. 11. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. İstanbul: Vadi.	COURSE DESCRIPTION				theories; leadership and decision making; leadership and communication leadership and ethics; vision and leadership; learning organizations and							
PROFESSIONAL EDUATION By the end of this module students will be able to: 1. understand foundations of leadership theories, 2. understand the context of leadership practices, 3. lead of elementary and secondary schools within the context of theory and practice, 4. understand the basic tools of educational research and writing, 5. develop annotated bibliography on leadership, 6. experience in dealing with controversial issues in leading education. TEXTBOOK 1. Şişman, M. (2002c). Eğitimde Mükemmellik Arayışı. Ankara: Pegema 2. Şişman, M. (2002b). Öğretim Liderliği. Ankara: Pegema 3. Şişman, M. & S. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema 4. Keçecioğlu, T. (1998). Liderlik ve Liderler. İstanbul: Mavi Kitaplar 5. Wadsworth, W. J. (1999). Liderlik nitelikleri. İstanbul: Beyaz. 7. Kotter, J. P. (1998). Matsushıta liderliği. İstanbul: Sistem. 8. Fukuyama, F. (1999). Tarihin sonu ve son insan. İstanbul: Gün. 9. İnan K. (1993). Türkiye Gerçeği. İstanbul: Timaş. 10. Kennedy, J. F. Cesaret ve fazilet mücadelesi. İstanbul: Hayat. 11. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. İstanbul: Vadi.	CC	URSE	OBJECTIVES		The main aim of the course is to introduce leadership theoriese and their use in education school setting.							
COURSE OUTCOMES 1. understand foundations of leadership theories, 2. understand the context of leadership practices, 3. lead of elementary and secondary schools within the context of theory and practice, 4. understand the basic tools of educational research and writing, 5. develop annotated bibliography on leadership, 6. experience in dealing with controversial issues in leading education. TEXTBOOK 1. Şişman, M. (2002c). Eğitimde Mükemmellik Arayışı. Ankara: Pegema 2. Şişman, M. (2002b). Öğretim Liderliği. Ankara: Pegema 3. Şişman, M. & S. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema 4. Keçecioğlu, T. (1998). Liderlik ve Liderler. İstanbul: Mavi Kitaplar 5. Wadsworth, W. J. (1999). Liderlik nitelikleri. İstanbul: Beyaz. 7. Kotter, J. P. (1998). Matsushıta liderliği. İstanbul: Sistem. 8. Fukuyama, F. (1999). Tarihin sonu ve son insan. İstanbul: Gün. 9. İnan K. (1993). Türkiye Gerçeği. İstanbul: Timaş. 10. Kennedy, J. F. Cesaret ve fazilet mücadelesi. İstanbul: Hayat. 11. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. İstanbul: Vadi.				LY								
TEXTBOOK 1. Şişman, M. (2002c). Eğitimde Mükemmellik Arayışı. Ankara: Pegema 2. Şişman, M. (2002b). Öğretim Liderliği. Ankara: Pegema. 3. Şişman, M. & S. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema 4. Keçecioğlu, T. (1998). Liderlik ve Liderler. İstanbul: Mavi Kitaplar 5. Wadsworth, W. J. (1999). Liderlik. İstanbul: Hayat. 6. Maxwell, J. C. (1999). Liderlik nitelikleri. İstanbul: Beyaz. 7. Kotter, J. P. (1998). Matsushıta liderliği. İstanbul: Sistem. 8. Fukuyama, F. (1999). Tarihin sonu ve son insan. İstanbul: Gün. 9. İnan K. (1993). Türkiye Gerçeği. İstanbul: Timaş. 10. Kennedy, J. F. Cesaret ve fazilet mücadelesi. İstanbul: Hayat. 11. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. İstanbul: Vadi.	COURSE OUTCOMES				 understand foundations of leadership theories, understand the context of leadership practices, lead of elementary and secondary schools within the context of theory and practice, understand the basic tools of educational research and writing, develop annotated bibliography on leadership, 							
 Şişman, M. (2002c). Eğitimde Mükemmellik Arayışı. Ankara: Pegema Şişman, M. (2002b). Öğretim Liderliği. Ankara: Pegema. Şişman, M. & S. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema Keçecioğlu, T. (1998). Liderlik ve Liderler. İstanbul: Mavi Kitaplar Wadsworth, W. J. (1999). Liderlik. İstanbul: Hayat. Maxwell, J. C. (1999). Liderlik nitelikleri. İstanbul: Beyaz. Kotter, J. P. (1998). Matsushıta liderliği. İstanbul: Sistem. Fukuyama, F. (1999). Tarihin sonu ve son insan. İstanbul: Gün. İnan K. (1993). Türkiye Gerçeği. İstanbul: Timaş. Kennedy, J. F. Cesaret ve fazilet mücadelesi. İstanbul: Hayat. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. İstanbul: Vadi. 		TEX	ТВООК			•			-			
· · · · · · · · · · · · · · · · · · ·	OTHER REFERENCES				2. Şişi 3. Şişi 4. Ke 5. Wa 6. Ma 7. Ko 8. Fu 9. İna 10. Ke 11. Th	şman, M. (i şman, M. & ıkara: Pege eçecioğlu, adsworth, \ axwell, J. C kter, J. P. (kuyama, F an K. (1993 ennedy, J. I oreau, H. I	2002b). 4 S. Tura ema T. (1998 W. J. (1996) 2. (1999). 1998). 10 3. Türkiy F. Cesa D. Moha	Öğretim Liderliği. Ankara: Pe ın (2001). Eğitimde Toplam Ka). Liderlik ve Liderler. İstanbu 199). Liderlik. İstanbul: Hayat. . Liderlik nitelikleri. İstanbul: I Matsushıta liderliği. İstanbul: S . Tarihin sonu ve son insan. İ ve Gerçeği. İstanbul: Timaş. ret ve fazilet mücadelesi. İstandas K. Gandhi (1999). Sivil it	gema. alite Yönetimi. II: Mavi Kitaplar Beyaz. Sistem. stanbul: Gün.			
LUND A AND EUDIFMENTA REUTIRED	TOOLS AN	ID F∩II	IPMENTS REOU	IRFD	-	orny. lotal	vac	•••				

	COURSE SYLLABUS
WEEK	TOPICS
1	Concepts of leadership
2	Leadership theories and paradigms; Visionary theories
3	The nature of organizational leadership
4	Leadership studies
5	Contingency theories
6	Legitimacy, power and influence in leadership
7-8	MID -TERM
9	Transformational leadership
10	Change and leadership
11	Social responsibility and leadership
12	Philosophical foundations of leadership
13	Ethics in leadership
14	An integrative theory of leadership
15-16	FINAL EXAM

	At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master			
	Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to gain comprehension on the basic characteristics of scientific research process.			Χ
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.	Х		
7	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		х	
8	to analyze educational organisations from structural and practical perspectives.	Х		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
12	to discuss the competences of managers to be able lead educational organizations	Х		
13	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
14	to gain information about educational systems and practices in the field of administration of different countries.		Х	
15	to evaluate a problem existing in the field by using scientific research methods.		Χ	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Selahattin TURAN Signature:

Signature: Date:



SEMESTER Spring

COURSE CODE 541202002 COURSE NAME Turkish Education System

SEMESTER	R WEEKLY COURSE PERIOD COURSE OF							
SEMESTER	Theor		Labrat		Credit	ECTS	TYPE	LANGUAGE
	3	0	0	Oly	3	10	COMPULSORY () ELECTIVE (X)	Turkish
"	3	U	0	COLL	RSE CAT			
				000	NOL CAT		e Education	
Basic Scier	nce	Educational S	cience	Γif i	t contains		able design, mark with (√)]	Social Science
		%70		ĮII I	COMMINS	COHSIGE	able design, mark with (1)	%30
		7010		ASSE	SSMENT C	PITERI	Λ	7030
					aluation T		Quantity	%
			-	Mid-Te		урс	Quantity	70
			-	Quiz	21111			
	MID.	TERM	_	Homew	ıork		1	50
	WIID-	LIXIVI	_	Project			'	30
			_	Report				
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	EINIAI	L EXAM		Home	()		1	50
-				поше	WUIK			1 30
<u> </u>	NEKEL	QUIEITE(S)		- \/a=== '	manda -:- I	- الماءمم	ns related to education; Teache	
co		educational finance; technology in education, instructional methods, school-community relations; multicultural education; national and international restructuring and reform efforts in educational; historical foundations of Turkish educational system; Turkish school law; structure of the Turkish education system; basic educational system; secondary education; higher education system; vocational and technical education; organizational and administrative structure of Turkish education system; structure of the Turkish Ministry of education; the role of supervision in Turkish educational system.						
COURSE OBJECTIVES				2. to 3. Ecc an 4. to 5. to res 6. to po tec 7. to ed 8. to	ducational particles during the major identify the analyze the sources see the directional distribution of the sources use the sourcation,	the special three special three special transfer of the special transfer of transfer of the special tr	cial problems of the Turkish eduction and social mobility, to examine ement problems ues related to education of the main problems related to sof problems related to education sychological, philosophical, man	educational system education and on, social, cultural, nagerial, problems related to
	ADDITIVE OF COURSE TO APPLY							
PROFESSIONAL EDUATION								
COURSE OUTCOMES				1. Ur the 2. Ur sy 3. Ur 4. Kr 5. Ide	nderstand to world. nderstand to stem. nderstand to now subsystentify educ	pasic issinistorical the structions of ational is	etudents should be able to: ues in educational systems in Tu and legal foundations of Turkish ture of Turkish educational system. Turkish educational system. ssues and provide alternative so projects related to issues in edu	h educational em. lutions to them.

ТЕХТВООК	Ada, S. & Baysal, Z. N. (2009). Çeşitli yapıları ve yönetimleri açısından çeşitli ülkelere bir bakış. Pegem yayınları. Ankara. Ada, S. & Baysal, Z. N.(2010) Türk Eğitim Sistemi ve okul yönetimi, Pegem Akademi yayınları. Ankara. Apple, M. W. (2006). Eğitim ve iktidar (Çev: Ergin Bulut).Kalkedon yayınları.İstanbul. Balcı, A. (ed.) (2009). Karşılaştırmalı eğitim sistemleri. Pegem Yayınları, Ankara. Babüroğlu, O. N. (ed.) (2003). Eğitimin geleceği. Üniversitelerin ve eğitimin değişen paradigması. Sabancı Üniversitesi yayınları. İstanbul. Bourdieu, P. (1990). Reproduction in education, society and culture. Sage publication, London. DPT. Kalkınma Planları
OTHER REFERENCES	 Hoy, W.K. & Miskel, G. C. (2010) Eğitim yönetimi, teori, araştırma ve uygulama. (Turan, S. çeviri ed.). Nobel Yayın Dağıtım. Ankara. Kaya. Y. K. (1993). İnsan yetiştirme düzenimiz. Yeni bir bakış Bilim yayınları, Ankara. MEB. Hükümet Programlarında Eğitim MEB. Kalkınma Planlarında Eğitim. Olssen, M.& Codd, J. (2004). Education policy: globalization, citizenship and democracy. Sage publication. London Şişman, M. & Taşdemir, İ. (2008). Türk eğitim sistemi ve okul yönetimi, Pegem Akademi yayınları, Ankara. Shor, I. & Pari, C. (ed.) (1999). Education is politics. Critical teaching across differences, K-12: United States.
TOOLS AND EQUIPMENTS REQUIRED	

	COURSE SYLLABUS					
WEEK	TOPICS					
1	Giving information about the course content					
2	Analysis of education policy					
3	Special problems of the Turkish education system					
4	Educational planning and social mobility					
5	Fundamental problems related to education					
6	The results of the main problems related to education and resources					
7-8	MID-TERM EXAM					
9	Approaches to planning and organization of the education system					
10	Problems related to education, social, cultural, political and economic dimensions					
11	Problems related to education, psychological, philosophical, managerial and technological dimensions					
12	Structure and functioning of education system in Turkey to develop solutions to problems related to					
13	Diagnosis of the problems related to education and the scientific method					
14	Solving problems related to education-oriented projects and develop proposals					
15-16	FINAL EXAM					

	At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to gain comprehension on the basic characteristics of scientific research process.			Χ
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.	Х		
7	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
8	to analyze educational organisations from structural and practical perspectives.	Х		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
12	to discuss the competences of managers to be able lead educational organizations	Х		
13	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
14	to gain information about educational systems and practices in the field of administration of different countries.		Х	
15	to evaluate a problem existing in the field by using scientific research methods. 1: No Contribution 2: Partially Contribution 3: Full Contribution		Х	

Instructor(s): Assist. Prof. Dr. İlknur Şentürk

Signature:

Date:



SEMESTER Spring

COURSE CODE 541202003 C	COURSE NAME	Educational Policies
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SEMESTER	١	WEEKLY COURS	SF PFRIO	D I				COURSE OF			
OLIVILOTEIX	Theo		Labor		Credit	ECTS		TYPE	LANGUAGE		
II	3)	0		3	10	COI	MPULSORY () ELECTIVE (X)	Turkish		
	U	U			SE CATA	-		., ,			
				0001			chool 7	Teaching	T		
Basic Scier	ıce	Educational S	cience	lif it		-		sign, mark with $()$	Social Science		
-		% 75						- 5 , (·// 1	% 25		
				ASSESS	SMENT C	RITERIA	1				
				E	valuatio	n Type		Quantity	%		
				Mid-Teri	m			1	30		
				Quiz							
	МІО	-TERM		Homewo	rk						
	WIID	- I LIXIVI		Project				1	30		
				Report							
				Others (p							
				of the pre	esented c	liscussio	n)				
		L EXAM						1	40		
F	PREREC	QUISITE(S)						1 100			
								al politics,			
CO	URSE [DESCRIPTION						al politics approaches, technical-conceptual an	d social aspects		
				cover the				tooninaa tonooptaaran	a social aspects,		
								portance of educational	research in		
co	IIDSE (OBJECTIVES		To explore and understand the importance of educational research in educational politics, to discuss the outcomes of different educational politics							
CO	UKSE	OBJECTIVES		approaches, to criticize and develop the educational research in terms of							
				technical	l-concept	ual and s	ocial as	spects.			
		OURSE TO APP	LY	-							
PROF	ESSIO	NAL EDUATION		At the end of the course, the students will be able to:							
									itics		
				Recognizes the relationship between education and politics, Identifies and analyzes the policies of education							
co	DURSE	OUTCOMES		Recognize the concepts of education policy studies							
				4. Knows that the contemporary debate about education policies							
				5. understand the importance of educational research and educational							
				politics. 1. Chubb, J. E. ve Moe T. M. ()1990). Politics, Markets & America's Schools.							
									merica's Schools.		
				Washing				itution. d Mawhinney, H. B. (199	6) The Politics of		
REFERENCES				Education and the New Institutionalism. Washington, D. C.: Falmer Press. 3. Heck, R. H. ()2004). Studying Educational and Social Policy. London:							
				Routledge.							
				4. Peters, B. G. (1993). American Public Policsy: Promise and							
								m House Publishers.			
				5. Wirt, F Educatio				9). The Political Dynamic	s of American		
								nt Programs documents.			
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		IPMENTS REQUI	RFD	_							
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	COURSE SYLLABUS
WEEK	TOPICS
1	Relationship between education and politics
2	Relationship between education and politics
3	Educational Policy Studies
4	Policy planning and analysis
5	Concepts and strategies of educational policy studies
6	Contemporary debates in the field
7-8	MID-TERM EXAM
9	The economic dimensions of education
10	Education, economy and relationships education policy
11	Educational policies applied in the world
12	The results of the different education policies
13	Education policy research
14	Different methodological and theoretical approaches
15-16	FINAL EXAM

	At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to gain comprehension on the basic characteristics of scientific research process.			Χ
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		Х	
5	to aware of the ethical principles and reflect these principles practices in the field.		Χ	
6	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.	Х		
7	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
8	to analyze educational organisations from structural and practical perspectives.	Х		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
12	to discuss the competences of managers to be able lead educational organizations		Χ	
13	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
14	to gain information about educational systems and practices in the field of administration of different countries.	Х		
15	to evaluate a problem existing in the field by using scientific research methods.		Χ	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Ahmet Aypay Signature: Date:



SEMESTER Spring

COURSE CODE	541202009	COURSE NAME	Research Methods in Education II
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SEMESTER	\	WEEKLY COURSE PERIOD COURSE OF								
	Theo		Labra		Credit	ECTS	TYPE	LANGUAGE		
II	3	0	0		3	10	COMPULSORY() ELECTIVE(X)	Turkish		
				COU	RSE CAT	EGORY		•		
Dania Cala		F-14:1 C				Scienc	e Education	0		
Basic Scie	nce	Educational S	cience	[if i	t contains	consider	able design, mark with $()$]	Social Science		
		%80						%20		
	•			ASSES	SSMENT (RITERIA	1			
				Ev	aluation T	уре	Quantity	%		
							1	30		
				Quiz						
	MID	-TERM		Homew	vork					
				Project			1	30		
				Report						
					()					
	FINA	L EXAM			,,		1	40		
ļ		QUIEITE(S)		_			<u>.</u>	1 .,		
COURSE DESCRIPTION					 Knowledge base of different qualitative research methods, Different qualitative research designs, Basic steps of qualitative research, Implementation of qualitative data analysis, Examination of a sample qualitative research topic, cover the content of this course. 					
co		The main purpose of this course to help students to be able to plan, design, execute, report in education. Theoretical knowledge on various research methods will be acquired, from conceptualization to operationalization carrying out research will be executed. Students will understand, explain, predict, develop proposal, implement those proposals, interpret and report research results.								
		OURSE TO APP	LY							
COURSE OUTCOMES					At the end of the course, the students should be able to: 1. understand knowledge base in different qualitative research methods, 2. learn qualitative research designs, 3.comprehend basic steps of qualitative research, 4.interpret qualitative data analysis, 5. use qualitative research methods in education effectively, 6. plan, design, interpret and report an independent qualitative research					
ТЕХТВООК					 Balcı, A. (2000). Sosyal bilimlerde araştırma (5. Baskı), Pegema Yayıncılık Ankara. Miles, M. B. & Huberman, A. M. (1994). An Expanded Sourcebook: Qualitative Data Analysis. Sage: London. Patton, M. Q. (2002). Qualitative Research & Evaluation Methods (3.Baskı). Sage Publications, Thousand Oaks. Yıldırım, A ve Şimşek, H. (1994). Sosyal Bilimlerde Nitel Araştırma Yöntemleri. Ankara Articles (will be submitted by the instructor). 					
		EFERENCES		S.B. Merriam, Qualitative research and case study applications in education, San Francisco: Jossey-Bass, 1998.						
TOOLS AN	ID EQUI	IPMENTS REQU	IRED	-						

	COURSE SYLLABUS
WEEK	TOPICS
	Introduction
4	Emergence-first research studies
1	Basic concepts Philosophical foundations
	Philosophical foundations
	Basic characteristics
0	What kind of research topics and what kind of areas What kind of results are obtained
2	Qualitative or Quantitative
	II Types
	Fenomenology Etnography
3	Grounded theory
	Case study
	Field research
	Action research
	Biography
4	Narratives
Т	Hermeneutical
	Group focused studies (type of analysis)
_	III Sampling and types (Purposive-Judgement sampling, Convenience sampling, quota sampling, theoretical
5	sampling, snowball sampling)
	IV Analysis
	A. Types of analysis
0	Typology, John Lofland & Lyn Lofland
6	Taxonomy ve Domain Analysis James Spradley
	Constant Comparison/Grounded Theory Anselm Strauss
	Analytic Induction F. Znaniecki, Howard Becker, Jack Katz.
7-8	MID -TERM
	Logical Analysis/Matrix Analysis Matthew Miles ve Huberman
_	Quasi-statistics Howard Becker
9	Event Analysis/Microanalysis, Frederick Erickson, Kurt Lewin, Edward Hall, Erving Goffman
	Metaphorical Analysis Michael Patton, Nick Smith
	Hermeneutical Analysis Max Van Manen
	Phenomenology/Heuristic Analysis Clark Moustakas
10	Discourse analysis James Gee
10	Narrative Analysis Catherine Reisman
	Semiotics Peter Manning Content Applysis P. P. Woher
	Content Analysis R. P. Weber R. Types and characteristics of interview
	B. Types and characteristics of interview
	i. Tightly structured ii. Structured
11	iii. Loosely structured
11	C. Observation (Participant Observation, Nonparticipant Observation)
	Observation records
	D. Document analysis and artifact analysis
	V Coding of data
	A. Data sources and characteristics
	B. Analsis
12	i. Data recording and transcription (video, audio, paper-pencil)
۱Z	Coding types (Levels, processes, titles, perceptions, open areas)
	Categories and the formation process of themes and cautions (Open Coding, Axial Coding,
	Selective Coding)
	C.Qualitative analysis types according to analysis
	VI Validity, Reliability, Generalizability, Triangulation:
	- Member Checking:
4.5	- <u>Outlier Analysis</u> :
13	- Pattern Matching:
13	
13	- Representativeness Check:
13	

	- Persistent observation
	- Referential adequacy
	- Peer debriefing
	- Reflexive journal
	- Thick description
	- Purposive sampling
	Audit trail. (Lincoln and Guba, Erlandson et al. 1993)
14	VII Reporting
15-16	FINAL EXAM

	At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to gain comprehension on the basic characteristics of scientific research process.	Χ		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	Х		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		Х	
5	to aware of the ethical principles and reflect these principles practices in the field.	Х		
6	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		Х	
7	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
8	to analyze educational organisations from structural and practical perspectives.		Х	
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		Х	
12	to discuss the competences of managers to be able lead educational organizations		Х	
13	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
14	to gain information about educational systems and practices in the field of administration of different countries.		Х	
15	to evaluate a problem existing in the field by using scientific research methods.	Χ		
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. M. Bahaddin Acat Signature:

ature: Date:

SEMESTER Spring

COURSE CODE	541202010	COURSE NAME	Supervision and Evaluation in Education
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	MESTER WEEKLY COURSE PERIOD				DD COURSE OF						
	Theor	y Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE				
II	3	0	0	3	10	COMPULSORY() ELECTIVE(X)	Turkish				
			CO	URSE CAT	AGORY						
Basic Scie	nce	Educational S	cience [i	f it contains		er degree able design, mark with $()$	Social Science				
		%75				.,.	%25				
			ASSI	ESSMENT (RITERIA	1					
			E	valuation T	уре	Quantity	%				
			Mid-	Term		1	30				
			Quiz								
	MID.	-TERM	Home	work							
			Proje	ct							
			Repo	rt							
			Other	s ()							
	FINAL EXAM					1	60				
	PREREC	QUIEITE(S)	None								
COURSE DESCRIPTION				ne role of au ludit types, performance Multiple Asse	idit and e audit as evaluationssment	Approach and its usage in educ	e measurement and cational supervision				
COURSE OBJECTIVES			the ed meas	concepts related to audit and evaluation, the role of audit and evaluation in the education process, audit types, audit as a managerial tool, performance measurement and performance evaluation, Multiple Assessment Approach and its usage in educational supervision							
		OURSE TO APP	LY								
Co	OURSE		1.exp			udents are going to attention					
		OUTCOMES	evalu 3. to o 4. to p	derstand the ation discuss the p	different performan evaluatio	approaches and models relate nce evaluation models for educ n models and basic field praction	ational institutions				
	TEX	OUTCOMES	evalu 3. to 0 4. to p in edu 1. p 2. 0	derstand the ation discuss the poractice the acational ins Akal, Z. (199) derformans Quengiz, C. (etiştirilmesi	different performan evaluatio titutions. 96). İşletr yöstergele 1992). M ve teftişir	approaches and models relate nce evaluation models for educ n models and basic field praction nelerde performans ölçüm ve d eri), Ankara: Milli Prodüktivite M lilli Eğitim Bakanlığı Bakanlık m n geliştirilmesi, İstanbul: Milli E	ational institutions ces that will be used lenetimi :(çok yönlü lerkezi Yayınları. nüfettişlerinin ğitim Bakanlığı.				
01			evalu 3. to 0 4. to p in edu 1. 2. 0 3. F 4. 7 5. 7 6. 7 6. 7 6. 7 6. 7 6. 7 6. 7 6. 7 6	derstand the ation discuss the paractice the acational insectional	different different different devaluations. Decided by the control of the control	approaches and models relate nce evaluation models for educ n models and basic field praction nelerde performans ölçüm ve d eri), Ankara: Milli Prodüktivite Milli Eğitim Bakanlığı Bakanlık m	ational institutions ces that will be used enetimi :(çok yönlü flerkezi Yayınları. nüfettişlerinin ğitim Bakanlığı. li : Umuttepe en devlete yönetsel seta Yayınevi. nlar, ilkeler, standartlarına ilişkir ırmalİncelemelÇevi				

	COURSE SYLLABUS
WEEK	TOPICS
1	concepts related to audit and evaluation
2	the role of audit in the education process
3	the role of evaluation in the education process
4	audit types
5	audit as a managerial tool, performance measurement and performance evaluation
6	the different approaches and models related to audit and evaluation
7-8	MID-TERM EXAM
9	Performance measurement
10	Performance evaluation
11	Discussing the performance evaluation models for educational institutions
12	Practicing the evaluation models and basic field practices that will be used in educational institutions
13	Multiple Assessment Approach
14	Usage of Multiple Assessment Approach in educational supervision
15-16	FINAL EXAM

	At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to gain comprehension on the basic characteristics of scientific research process.			Х
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.	Х		
7	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
8	to analyze educational organisations from structural and practical perspectives.	Х		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
12	to discuss the competences of managers to be able lead educational organizations		Х	
13	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
14	to gain information about educational systems and practices in the field of administration of different countries.		Х	
15	to evaluate a problem existing in the field by using scientific research methods.			Х
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. M. Bahaddin Acat Signature: Date:

SEMESTER	Fall

COURSE CODE 541201005 COURSE NAME Human Resources Management

SEMESTER	W	EEKLY COURS	SE PERIO	D			COURSE OF			
	Theory		Labor		Credit	ECTS	TYPE	LANGUAGE		
III	3	0	0	-	3	10	COMPULSORY() ELECTIVE(X)	Turkish		
				COU	RSE CATA					
							chool Teaching	1		
Basic Scier	ice	Educational S	cience	[if it contains considerable design, mark with $()$] Social Science						
-		%50					, , , , , , , , , , , , , , , , , , ,	%50		
	•			ASSES	SMENT C	RITERIA	1	•		
				Ev	aluation T	уре	Quantity	%		
				Mid-Te	erm		1	30		
	MID-	TERM		Project			1	30		
				Report						
				Others	(presentat	ion,				
					ry of the					
					ted discuss	sion)				
		EXAM					1	40		
F	PREREQ	(UISITE(S)		-			es like development process of h			
CO	COURSE DESCRIPTION				management from past to present, selection, recruitment, training and development, evaluation of school staff, problems may arise in these processes and solutions of these problems, new approaches about human resources management.					
СО	URSE O	BJECTIVES		To obtain an adequate level of theoretical knowledge about human resources management and practice this information in business.						
		OURSE TO APPI IAL EDUATION	LY	-						
CC	COURSE OUTCOMES				1.To explain the human resources management.2.To evaluate the practices in the human resources development in Turkey and worldwide.3. To provide solutions to problems arising in the human resources management.					
ТЕХТВООК				 Açıkalın, A. (2000).İnsan Kaynağının Yönetimi ve Geliştirilmesi. Ankara: Pegem Akademi Yayıncılık. Canman, D. (2000). İnsan Kaynakları Yönetimi. Ankara: Yargı Yayınevi. Eren, A. ve Argon, T. (2003). İnsan kaynakları yönetimi. Ankara: Nobel Yayın Dağıtım. Levent, E. (2005). Türkiye'de insan kaynaklarının geliştirilmesi ve eğitim planlaması. Ankara: Nobel Yayın Dağıtım. OECD. (1998). Human capital investments. An international Compraison. OECD. (2009). Educational at a glance. OECD indicators. Paris. 						
		FERENCES		1.Aydır Akader 2. Kaya	n, A. (2011 ni Yayıncıl). Felsefe ik 09). <i>İnsa</i>	e ve düşünce tarihi (6.bs.). Anka an yetiştirme düzenimiz (5.bs.). A	ra: Pegem		
TOOLS AN	D EQUIP	PMENTS REQU	RED	-						

	COURSE SYLLABUS
WEEK	TOPICS
1	Basic concepts about the human resources managment
2	The purpose of the human resources managment
3	Human resources managment process in past to present
4	Human resource planning in educational institutions
5	Selection of human resources in educational institutions
6	Training of human resources in educational institutions
7-8	MID-TERM EXAM
9	Development of human resource in educational institutions
10	Evaluation of human resources in educational institutions
11	The role of the school principal human resource development
12	Problems in the process of managment of human resources in educational institutions
13	The practices about the human resources managment in Turkey and the world
14	New perspectives about the human resources managment.
15-16	FINAL EXAM

	At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics			
No	Master Programs, students will be able to; Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to gain comprehension on the basic characteristics of scientific research process.			Χ
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.	Х		
7	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
8	to analyze educational organisations from structural and practical perspectives.	Х		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	х		
12	to discuss the competences of managers to be able lead educational organizations		Х	
13	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
14	to gain information about educational systems and practices in the field of administration of different countries.		Х	
15	to evaluate a problem existing in the field by using scientific research methods.			Χ
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Ayhan Aydın Signature: Date:



SEMESTER Fall

COURSE CODE	541201006	COURSE NAME	Organizational Behavior
	011201000		organizational Bonavior

SEMESTER	W	EEKLY COURSE	SE PERIOD COURSE OF					
	Theo		Labratory	atory Credit ECTS		TYPE	LANGUAGE	
	3	0	-	3	10	COMPULSORY () ELECTIVE (X)	Turkish	
			•	COURSE C	ATAGO	RY	•	
Daria Caire		Educationa	ıl		Scienc	e Education	0 i - i 0 - i	
Basic Scier	nce	Science	[if	it contains	consider	able design, mark with $()$	Social Science	
		% 60				. , , , , , , , , , , , , , , , , , , ,	% 40	
			A	SSESSMEN	NT CRIT	ERIA		
			E	/aluation T	ype	Quantity	%	
				review				
	Resea	rch assignr	ment	1	30			
	MID-T	ERM	Projec			1	30	
			Final B			1	40	
			Repor				-	
				s ()				
	FINAL	EXAM	0 1.101					
		JIEITE(S)				1	l	
COU	Theor Organ	This course includes Organizational Behavior and the Manager; Motivation Theories; Basic Attributes of A Group; Organizational Design; Leadership; Organizational Culture; Communication and Conflict; Power and Politics; Leadership; Planned Change; Stress Management.						
COU	RSE O	BJECTIVES	The m	ain aim of t	he cours	e is to introduce organizational b	ehavior.	
ADDITIVE	OF CO	URSE TO APPL	′			-		
PROFE	SSION	AL EDUATION						
COL	JRSE O	UTCOMES	1. D 2. D 3. A 4. D 5. D 6. II 7. U 8. A 9. lo 10. Li 11. U 12. A 13. U 14. U	efine major escribe and nalyze and onflict in orgescribe and efine the codentify the raderstand thalyze decidentify the fust the major derstand thalyze the nalyze the nalyze the derstand thalyze the derstand thalyze the derstand thalyze the derstand thalyze the derstand thalyze the derstand thalyze the derstand thalyze the derstand thalyze the derstand thalyze the derstand the de	perspect contrast examine ganization de contrast oncept of the role contract examine and the patter of the patter of the procept examine the procept examine the procept examine procept exami	odule students will be able to: tives in the field of organizationa t the differences between leader the nature and importance of cons t the differences between culture organization development ad importance of conflict resolution f motivation in organizations of politics and power in organizations of politics and power in organizations of politics and power in organizations of dominant group policies or public administration system less of planned change ods that organizational behavior organizational behavior researce	ship and management ommunication and e and society on in organizations tional life y groups n minority groups	
	TEXT	300K						
ОТН		BOOK FERENCES	K Şişma Benni Scher	itabevi. n, M. (2002 s, W. (1999 merhorn; J.	?). Örgütl). Bir lide R., Hun	üz, Melek. (2001). Örgütsel Psik er ve Kültürler. Ankara: PegemA er olabilmek. İstanbul: Sistem Ya i; J. G., and Osborn, R. N. (2004 vior. NY: John Wiley.	Yayıncılık yıncılık	

	COURSE SYLLABUS		
WEEK	TOPICS		
1	What is organizational behavior?		
2	Motivation theories		
3	Basic attributes o a group,		
4	Organizational culture, leadership, communication		
5	Power and politics in organizations; planned change		
6	Stress management and career planning		
7-8	MID -TERM		
9	Gender and sexuality; Stratification class and inequality		
10	Ethnicity and race		
11	Life in modern organizations		
12	Government and political power		
13	Work and economic life		
14	Advanced reading in organizational behavior		
15-16	FINAL EXAM		

	At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to gain comprehension on the basic characteristics of scientific research process.			Χ
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.	Х		
7	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
8	to analyze educational organisations from structural and practical perspectives.	Х		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
12	to discuss the competences of managers to be able lead educational organizations	Χ		
13	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
14	to gain information about educational systems and practices in the field of administration of different countries.	Х		
15	to evaluate a problem existing in the field by using scientific research methods.			Χ
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Ahmet Aypay Signature: Date:



SEMESTER	Fall

COURSE CODE 541201007	COURSE NAME	Effective School Management
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051450750	W	EEKLY COURSE	PERI	OD						
SEMESTER	Theor			ratory	Credit	ECTS	TYPE OF COURSE	LANGUAGE OF COURSE		
III	3	0	0		3	10	COMPULSORY ()ELECTIVE (X)	Turkish		
				C	OURSE C	ATAGO	RY			
Basic Scien	Basic Science Educational Science							Social Science		
	%80							%20		
				ASS	SESSMEN	T CRITE				
					aluation T	уре	Quantity	%		
				Mid-Te	rm		1	40		
				Quiz						
	MID-T	ERM		Homew						
				Project						
				Report	, ,					
	FINIAL	FVARA		Others	()		4	00		
Di	FINAL						1	60		
<u>PI</u>	KEKEQU	JIEITE(S)			rotional an	d manas	gerial effectiveness, effective school	or achool		
COU	COURSE DESCRIPTION			management of uman resources, curriculum design; learning process; school environment; culture ,change, stress, risks, crises time, meeting and conflict at the effective school; effective school researches in Turkey and around the world.						
COL	JRSE OF	BJECTIVES		To know defination and dimensions of of effective school and models of measurement school effectiveness to determine the strengths and weaknesses						
		URSE TO APPL' AL EDUATION	Y	-						
COURSE OUTCOMES				 1.To know effects of theories about organization and managment on the education and school administration 2. To understand theoretical progress related to the educational and school administration, 3. To know the dimensions of an effective school. 4. To examine critically models of effective school management. 						
		UTCOMES		adminis 3. To ki	stration, now the di	mensions	ninistration call progress related to the education soft an effective school.	nal and school		
	TEXTE			adminis 3. To kı 4. To e 1.Şişma Yayıncı 2. Balcı	stration, now the di <u>xamine cri</u> an, M. (20 IIk. I, A. (2001)	mensions tically mo 11). Eğiti). Etkili o	ninistration cal progress related to the education so of an effective school. Called the management of the management of the mukemmellik arayışı (2.bs.). A kul ve okul geliştirme. Ankara: Pege	ent. nkara: Pegema ema Yayıncılık.		
ОТН				adminis 3. To kı 4. To e 1.Şişma Yayıncı 2. Balcı 1. Şişm 2. Turaı Ankara	stration, now the dii xamine crit an, M. (201 ilik. i, A. (2001) an, M. (20 n, S. (Edito : Nobel Ya	mensions tically mo 11). Eğiti). Etkili o 02). Öğr ör) (2010 yıncılık.	ninistration cal progress related to the education so of an effective school. Sodels of effective school management makemmellik arayışı (2.bs.). A	ent. ent. enkara: Pegema ema Yayıncılık. //ncılık. ve Uygulama.		

	COURSE SYLLABUS
WEEK	TOPICS
1	Organization and management concepts from different perspectives
2	School management and the unique aspects of school
3	Models of measuring organizational effectiveness
4	Models of measuring school effectiveness
5	Effective school-related studies conducted in Turkey and worldwide
6	Management and leadership in effective schools
7-8	MIDTERM
9	Management of education program and teacher in effective schools
10	Culture, climate and environment of the school in effective schools
11	Human resources management in effective schools
12	Self-managing of employees in effective schools
13	Time and meeting management in effective schools
14	Change management in effective schools
15-16	FINAL EXAM

	At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to gain comprehension on the basic characteristics of scientific research process.			Χ
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.	Х		
7	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
8	to analyze educational organisations from structural and practical perspectives.	Χ		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
12	to discuss the competences of managers to be able lead educational organizations	Х		
13	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
14	to gain information about educational systems and practices in the field of administration of different countries.		Х	
15	to evaluate a problem existing in the field by using scientific research methods.			Х
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor: Assist. Prof. Dr. İlknur Şentürk Signature:

Date:

SEMESTER	Fall

COURSE CODE 541201008 COURSE NAME Term Project

SEMESTER	WEEL	KLY COURSE	DEDI	OΠ				COURSE OF	
SEMESTER	Theory	Practice		ratory	Credit	ECTS		TYPE	LANGUAGE
III	0	0	2	rutory	0	30	COM	MPULSORY (X) ELECTIVE ()	Turkish
		1 -	<u> </u>		COURSE				1 0.11.10.11
B : 0 :		Educationa	ıl	Primary School Teaching Social					
Basic Science Science				[if it contain			le design, mark with $()$	Science	
	%	75			_			. , , .	% 25
				A	SSESSME	NT CRI	ΓERIA		
				E	valuation	Туре		Quantity	%
				Mid-Te	rm				
			-	Quiz					
				Homew	ork				
	MID-TER	M		Project				1	%100
				Report					
					(presentat				
					ry of the p	resented			
				discuss	ion)				
	FINAL EX								
PR	EREQUIS	IIE(S)		-			,	arch in education and society	
COURSE DESCRIPTION				selection and evaluation of research projects, and techniques of data analysis we be examined. In this course these objectives are expected to be done; provide a opportunity to learn about educational research methods; read the professional literature in an area of interest to help define a current professional perspective develop a problem statement that is researchable based on current professional practice and literature; formulate testable hypotheses and/or research question that target the problem statement; generate a list of references showing the sources and methods used in the literature search; review and analyzing professional literature that is relevant to the problem statement; develop a research design that is appropriate for a thesis/thesis project; and become familiar an proficient with utilizing American Psychological Association (APA) style formatting.					
COURSE OBJECTIVES				The purpose of this course is to provide an overview of research procedures, forms of evaluation, and various types of techniques used for research data collection. The foundation and framework for the conceptualization of a thesis or thesis project will be the main focus of assignments, discussions, and overall coursework.					
		SE TO APPLY EDUATION		-					
cou	RSE OUT	COMES						dents will be able to develop re- e higher education.	search project
F	REFERENC	CES		APA (A	merikan P	sikoloji D	erneğ	i Yayım Kılavuzu)	
OTHE	R REFER	RENCES							
TOOLS AND	EQUIPME	NTS REQUIR	RED	Compu	ter.				

	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 researh report
15-16	FINAL EXAM

	At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to gain comprehension on the basic characteristics of scientific research process.	Χ		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	Х		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.	Χ		
6	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.	Х		
7	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
8	to analyze educational organisations from structural and practical perspectives.		Х	
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		Х	
12	to discuss the competences of managers to be able lead educational organizations		Х	
13	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
14	to gain information about educational systems and practices in the field of administration of different countries.	Х		
15	to evaluate a problem existing in the field by using scientific research methods.	Х		
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): All Instructors Signature: Date:



SEMESTER	Fall

COURSE CODE 541201016	COURSE NAME	Teacher Training Approaches
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CEMESTER	WEE	WEEKLY COURSE PER		IOD						
SEMESTER	Theory	Practice	Lab	ratory	Credit	ECTS	TYPE OF COURSE	LANGUAGE OF COURSE		
III	3	0	0		3	10	COMPULSORY ()ELECTIVE (X)	Turkish		
				(COURSE C	CATAGO	RY			
Basic Scie	nce	Educationa Science	al					Social Science		
	%80							%20		
				AS	SESSME	NT CRIT	ERIA			
				Ev	aluation T	уре	Quantity	%		
				Mid-Te	rm		1	30		
				Quiz						
	MID-TE	RM		Homev			1	30		
				Project						
				Report						
				Others	()			40		
	FINAL EX						1	40		
COU	COURSE DESCRIPTION			The basic concepts and principles about teacher education, the history of teacher education in Turkey, selection and pre-service training of teacher candidates, service training of teachers, the existing approaches to teacher education, the effects of technology in teacher education, teacher education in educational policy, problems in teacher education.						
COU	RSE OBJ	ECTIVES		The know about approaches to teacher education which came up the historical process of Turkey and to reveal the strengths and weaknesses of these approaches.						
		RSE TO APPL EDUATION	Y							
COURSE OUTCOMES				1.To know the basic concepts about teacher education systems. 2.To know approaches to teacher education in Turkey from past to present 3. To realize the strengths and weaknesses of existing approaches to teacher training in Turkey.						
ТЕХТВООК				Antalya 2.Kava educat	a. k, Y., Aydı <i>ion (1</i> 982-	n, A. & A 2007): (E	vorkshop on teacher strategy, 18-20 kbaba Altun, S. (2007). <i>Teacher train</i> Evaluation of the teacher training in the gher Education Publications.	ning and faculty of		
OTH	ER REFE	RENCES		1.Okça	bol, R. (20	05). Our	teacher training system. Ankara: Üto	pya Publications.		
TOOLS AND	EQUIPM	ENTS REQUIF	RED							

	COURSE SYLLABUS						
WEEK	TOPICS						
1	The basic concepts and principles about teacher education						
2	The history of teacher education in Turkey						
3	Teacher education approaches in Turkey						
4	Selection of teachers						
5	Pre-service training of teachers						
6	6 Service training of teachers						
7-8	MIDTERM						
9	employment of teachers						
10	Standards of the teaching profession						
11	Ethics in teacher education						
12	Teacher education in the educational policies						
13	13 The effects of technology in teacher education						
14	Problems in teacher education						
15-16	FINAL EXAM						

	At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to gain comprehension on the basic characteristics of scientific research process.			Χ
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		Х	
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.	Х		
7	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
8	to analyze educational organisations from structural and practical perspectives.	Χ		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
12	to discuss the competences of managers to be able lead educational organizations	Χ		
13	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
14	to gain information about educational systems and practices in the field of administration of different countries.	Х		
15	to evaluate a problem existing in the field by using scientific research methods.			Χ
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor: Prof. Dr. Mehmet ŞİŞMAN Signature: Date:

SEMESTER	Güz

COURSE CODE	541201017	COURSE NAME	School Community Relations
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SEMESTER	W	EEKLY COURS	SE PERIO	D	COURSE OF					
	Theory Practice		Labor	atory	Credit	ECTS		TYPE	LANGUAGE	
III	3	0	C)	3	10	CC	OMPULSORY () ELECTIVE (X)	Turkish	
				COUF	RSE CAT	AGORY				
Basic Science Educational Science		[if it				on-thesis) esign, mark with $()$]	Social Science			
-						%50				
- %50				ASSES	SMENT C	RITERIA	\			
				I	Evaluatio	n Type		Quantity	%	
				Mid-Ter	rm			1	30	
				Quiz						
	MID-T	EDM		Homewo	ork					
	MID-1	ERIVI		Project				1	30	
				Report						
				Others (presentat	ion, sumi	mary			
				of the pr	resented of	discussio	n)			
FINAL EXAM PREREQUISITE(S)								1	40	
				-						
COURSE DESCRIPTION				Understanding the importance and functions of school-society relations. In this context, analyzing the society of school roles in this socio-culturel and socio-economic processes.						
cc	OURSE OF	BJECTIVES		To understand the importance and functions of school- society relations and analyze the society of school roles in this socio- cultural and socio-economic processes.						
		URSE TO APP	LY							
COURSE OUTCOMES TEXTBOOK				1. To 2. To soc 3. To 4. Tea and	analyze p understar cio-econor understar acher can d processo	roductive nd the role mic proce nd the ma didates m es.	e societ es and esses, iin roles nust ha	should be able to: y school relations function services of school in soch s of school social develop we problem solving skills	io-culturel and oment,	
			2. Ergur 3. Kaya,	n, Turgay. , Yahya K	(1984). I emal. (19	Kamu Y 185). Eğ	ıra: Pegem A Akedemi ′önetimi. Ankara: TODAİ ýitim Yönetimi. Ankara: T um. Ankara: Pegem A A	ODAİE Yayınevi.		
01	THER REF	ERENCES								
TOOLS AN	ID EQUIP	MENTS REQU	RED	-						

	COURSE SYLLABUS						
WEEK	TOPICS						
1	A brief introduction of the course						
2	School as an organization						
3	School roles in socio-culturel processes.						
4	School roles in socio-economic processes						
5	School- society relations						
6	The importance of school- society relations						
7-8	MID-TERM EXAM						
9	To understand the main roles of school in social development,						
10	To understand the main roles of teachers in social development						
11	Shool-family and society relations						
12	Social responsibility						
13	The importance of gaining social responsibility						
14	Teacher candidates must have problem solving skills in social relations and processes.						
15-16	FINAL EXAM						

	At the end of the Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to gain comprehension on the basic characteristics of scientific research process.			Χ
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.	Х		
7	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
8	to analyze educational organisations from structural and practical perspectives.	Χ		
9	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
10	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
11	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
12	to discuss the competences of managers to be able lead educational organizations	Χ		
13	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
14	to gain information about educational systems and practices in the field of administration of different countries.	Х		
15	to evaluate a problem existing in the field by using scientific research methods.			Χ
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Ayhan Aydın Signature:

Signature: Date:



SEMESTER	Spring
SCIVICSTEIX	Spring

COURSE CODE	541202011	COURSE NAME	Ethics in Educational Administration

SEMESTER	WEE	KLY COURS	E PERIOD		COURSE OF			
SEIVIESTER	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE	
П	3	0	0	3	10	COMPULSORY ELECTIVE	Turkish	

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	%70	%30

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%			
	Mid-Term	1	%30			
	Quiz		7,000			
MID – TERM	Homework	1	%30			
	Project	·	7,000			
	Report					
	Others ()					
FINAL EXAM	Final	1	%40			
		ı	/040			
PREREQUIEITE(S)	No					
AGUIDAE DEGADIDEION		se studies related to ethical proble				
COURSE DESCRIPTION		or of the lesson, they analyze them	in accordance with			
	ethical principles and me		41-1			
		to make students understand ethics and approaches to ethics. In ed				
COURSE OBJECTIVES		r to determine unethical behaviou				
COOKSE OBSECTIVES		orrect these behaviours by using e				
	making process and ethi		Alliodi dociolori			
ADDITIVE OF COURSE TO APPLY	Sprance Control					
PROFESSIONAL EDUATION						
	After completing this lesson schedule, students:					
		ics and ethics-morality relations.				
		sophy and theories of ethics.				
	Evaluate ethical approaches related to education					
	4. Create solutionS to encountered ethical problems learning legal ethical rules					
	and regulations in public in Turkey.					
COURSE OUTCOMES	5. Know the differences among the concepts of work, business, professional					
	morals and work ethics					
	6. Know the respnonsibilities of school leaders as an ethical leaders and ethical management principles,					
	7. Define the reasons of ethical dilemmas school administrators encountered					
	and produce the solution methods					
	8. Develop ethical questioning methods in management.					
	Kuçuradi, I. (1999); Etik, 1. Baskı, Ankara: Türkiye Felsefe Kurumu.					
	 Haynes, F (2002), Eğiti 	mde Etik (Çev. S. K. Akbaş) İstanl				
TEXTBOOK	(Orijinal Eserin Yayım Ta					
	• Pieper, A. (1999); Etiğe Giriş, (Çev. ATAYMAN, Veysel; SEZER, Gönül),					
	İstanbul : Ayrıntı Yayınları.					
		ich, J. A. (2001); Ethical Leadersh	•			
		st Edition, Lawrence Erlbaun Asso	ociates Publishers,			
OTHER REFERENCES	Manlwah, New Jersey, London.					
OTHER REFERENCES	Sergiovanni, T. J. (1992); Moral Leadership: Getting to the Hearth of School Leadership: San Farasina, Jacobs, Basel.					
	Leadership, San Francisco, Jossey – Bass. • Strike, K; . Haller, E. and Soltis, J. (1988). The Ethics of School					
	Administration, New York and London : Teachers College Press.					
TOOLS AND EQUIPMENTS REQUIRED	Computer, Projection					
I COLO MILO L'ACII MILITIO I/L'ACII/LED	Computer, Frojection					

	COURSE SYLLABUS
WEEK	TOPICS
1	Values and Ethics in Theories
2	Values and Ethics in Theories
3	Conceptualizations related to Ethics
4	Values and Ethics in Turkish Public Administration
5	Values and Ethics in Business
6	Moral and Ethical Values from the view of School and Education
7-8	Mid-Tem Exam
9	Moral and Ethical Dimensions of Education and School Management
10	Ethics in new conceptualizations related to Leadership
11	Ethics in Decision Making Process in School
12	Encountered Ethical Problems in Education and School Management
13	Encountered Ethical Problems in Education and School Management
14	Encountered Cultural Problems in Schools in Turkey and Value Education
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics		\boxtimes	
2	to explain the basic characteristics of scientific research process in a detailed way.			
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	\boxtimes		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		\boxtimes	
5	to aware of the ethical principles and reflect these principles practices in the field.	\boxtimes		
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		\boxtimes	
7	to evaluate educational organization from structural and practical perspectives.		\boxtimes	
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		\boxtimes	
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		\boxtimes	
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		\boxtimes	
11	to discuss the competences of managers to be able lead educational organizations		\boxtimes	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		\boxtimes	
13	to gain information about educational systems and practices in the field of administration of different countries.		\boxtimes	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.	\boxtimes		
15	to gain basic statistical skills.	\boxtimes		
16	to contribute the information sharing by joining the national and international meeting related to the field.		\boxtimes	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		\boxtimes	
1 : Non	e 2: Partially contribution 3: Completely contribution			

Instructor(s):	
Signature:	Date:

	HIGHER EDUCATION ADMINISTRATION MASTER PF	ROGRAI	/ (THESIS)		
Course Code	Course Name	ECTS	T+P+L	C/E	Language
	Fall Semester (I. Semester)				
541101001	Research Methods in Education I	10	3+0+3	С	Turkish
541101002	Education Statistics I	10	3+0+3	С	Turkish
541101003	Social Theory and Education	10	3+0+3	Е	Turkish
541101004	Introduction to Management Science	10	3+0+3	Е	Turkish
541101005	Educational Administration	10	3+0+3	Е	Turkish
541101008	Comparative Education	10	3+0+3	Е	Turkish
541101009	Organizational Behavior	10	3+0+3	Е	Turkish
541101010	Effective School Management	10	3+0+3	Е	Turkish
541101011	Supervision and Evaluation in Education	10	3+0+3	Е	Turkish
Total Credit		30	15		
	Spring Semester (II. Semester)				
541102004	Seminar	10	0+3+0	С	Turkish
541102001	Educational Leadership	10	3+0+3	Е	Turkish
541102002	Turkish Education System	10	3+0+3	Е	Turkish
541102003	Educational Polities	10	3+0+3	Е	Turkish
541102009	Education Statistics II	10	3+0+3	Е	Turkish
541102010	School Culture	10	3+0+3	Е	Turkish
541102011	Introduction to Philosophy	10	3+0+3	Е	Turkish
541102012	Research Methods in Education II	10	3+0+3	Е	Turkish
541102016	Ethics in Educational Administration	10	3+0+3	Е	Turkish
Total Credit		30	12		
	Fall Semester (III. Semester)				
541102701	Master Thesis	25	0+1+0	С	Turkish
541101901	Special Topics	5	3+0+0	С	Turkish
Total Credit		30	0		



SEMESTER 2011-2012 Fall

COURSE CODE 541101001 COURSE NAME Research Methods in Education I

SEMESTER WEEKLY COURSE PERIOD COURSE OF										
	Theory		Laborato	ry Credit	ECTS	TYPE	LANGUAGE			
SPRING	3	0	0	3	10	COMPULSORY (X) ELECTIVE ()	Turkish			
				COURSE CAT	AGORY					
Basic Scier	100	Educational S		P	rimary S	chool Teaching	Social Science			
Dasic Sciel	ICC		CICIICE	[if it contains	consider	able design, mark with $()$]	Jocial Science			
-		%100				_				
			A	SSESSMENT (1				
				Evaluation	Гуре	Quantity	%			
			Mid-T	erm		1	30			
			Quiz			1	20			
	MID-TE	RM	Home			I	20			
			Project Repor							
				s (presentation,	eummar	ny of				
				esented discus		y oi				
	FINAL E	XAM	uio pi	SSSTITUTE GIOCUS	5.511/	1	50			
	REREQUI		-							
COUI	(deter results survey for ho gathe	Main purpose of this course is to enable students to examine research processes (determining a problem, data collection, data analysis, and interpretation of the results), to review some certain scientific research methods (experimental, survey, correlational research methods, et al.) and to learn practical techniques for how to make literature review necessary for a certain research topic, data gathering, data evaluation and reporting.								
cou	RSE OB	JECTIVES		The objective of this course is to gain ability for performing all aspects of quantitative research.						
		RSE TO APPLY L EDUATION	1							
COL	JRSE OU	TCOMES	2. to g 3. to a abil 4. to t and 5. to t	owledge manag gain knowledge analyze researd lity think systemati d perform analy each data colle	ement about res ch in kno cally for tical metr ction, dat	about the role of research in so search processes and research owledge management field and solving problems in knowledge nods ta analysis and evaluation technology research proposal and prepari	methods d gaining evaluation e management field			
	TEXTBO	оок		·		acher, S. (2006). Research in e A: Brown and Company.	ducation: Evidence			
OTHER REFERENCES				cohen, L., Manic ducation. New ' fuijs, D. (2004). ondon: Sage. PA (2009). Ami ayınları. leuman, W. Lav ayınodası Yayı unch, Keith F. (stanbul: Siyasal ipahi, B., Yurtkı eri analizi. İstan	on, L., & I York: Rou Doing querikan Ps vrence (2 ncilik. (2005). S Kitapevi. bru, E. S. bul: Beta	Morrison, K. (2007). Research rutledge. uantitative research in educationsikoloji Derneği yayım kılavuzu. 2008). Toplumsal araştırma yöndosyal araştırmalara giriş: Nitel vol, & Çinko, M. (2010). Sosyal bil	n: With SPSS. İstanbul: Kaknüs temleri. İstanbul: re nicel yaklaşımlar. imlerde SPSS'le			

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 EXAM
9	Survey research – Correlational research
10	Causal research
11	Qualitative and quantitative measurement
12	Quantitative data analysis
13	Writing research report
14	Course evaluation
15-16	FINAL EXAM

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to explain the basic characteristics of scientific research process in a detailed way.	Х		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	Х		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		Х	
5	to aware of the ethical principles and reflect these principles practices in the field.	Х		
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
7	to evaluate educational organization from structural and practical perspectives.		Χ	
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		Х	
11	to discuss the competences of managers to be able lead educational organizations		Χ	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
13	to gain information about educational systems and practices in the field of administration of different countries.		Х	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.	Х		
15	to gain basic statistical skills.	Χ		
16	to contribute the information sharing by joining the national and international meeting related to the field.	Х		
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		Х	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Date:

Instructor(s): Prof. Dr. Ahmet AYPAY Signature:



SEMESTER	Fall

COURSE CODE 541101002	COURSE NAME	Education Statistics I
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SEMESTER	W	EEKLY COURS	E PERIO	D			COURSE OF	
	Theory	Practice	Labra	atory	Credit	ECTS	TYPE	LANGUAGE
1	3	0	0)	3	10	COMPULSORY (x) ELECTIVE ()	Turkish
				COU	RSE CAT	AGORY		
Basic Scier	nce	Educational S	cience	[if it			gineering Profession able design, mark with $()$]	Social Science
Х				100=0				
					SMENT (•	1
					aluation T	уре	Quantity	%
				1st Mid				
				2nd Mic	d-Term			
	MID-T	FRM		Quiz				
	11112	LIKIN		Homew	ork		1	40
				Project				
		Report						
				Others	()			
					1	60		
F	PREREQU	UIEITE(S)		None				
COURSE DESCRIPTION				Basic terms of statistics, universe, sample, types of variables, categorizing the variables, descriptive statistics, transforming the raw scores to standardized scores. Normality, z-distribution, statistical error, hypothesis tests and decision, one-sample t-test, ki-square test. Significancy test of mean differences (independent samples t-test, dependent samples t-test, one way analysis of variance (ANOVA), non-parametric tests), correlation and regression analysis.				
COURSE OBJECTIVES				Knowledge of basic terms of statistics, categorizing the variables, calculating the descriptive statistics, transforming the raw scores to standardized scores. Comprehension the statistical error. Administration hypothesis tests and deciding through results.				
		URSE TO APPI AL EDUATION	_Y					
COURSE OUTCOMES Knows the basic terms of statistics. Calculates the basic descriptive statistics transforms the raw scores to standardized scores, administers the onesample t-test and ki-square test and decides through results.					isters the one- ults.			
TEXTBOOK Şener Büyüköztürk, Sosyal Bilimler İçin Veri Analizi El Kitabı, Pegem Akademi Yayıncılık.							itabı, Pegem	
		FERENCES						
TOOLS AN	D EQUIP	MENTS REQUI	RED	Comp	uter.			

	COURSE SYLLABUS
WEEK	TOPICS
1	Introducing
2	Basic terms, universe and sample, variable types, categorizing the data.
3	Normal and Z distribution, statistical error and decision.
4	Introducing to statistical software, creating a database.
5	Descriptive statistics.
6	Hypothesis types and hypothesis tests.
7	Ki-square test and one-sample t-test.
8	Independent samples t-test.
9	One-way ANOVA and Post-hoc tests.
10	Dependent samples t-test.
11	Repeated measures t-test.
12	Correlation.
13	Simple linear regression.
14	Multiple linear regression.
15-16	Final Exam

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		х	
2	to explain the basic characteristics of scientific research process in a detailed way.	Χ		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	Х		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		Х	
5	to aware of the ethical principles and reflect these principles practices in the field.	Χ		
ô	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
7	to evaluate educational organization from structural and practical perspectives.		Х	
3	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		Х	
11	to discuss the competences of managers to be able lead educational organizations		Χ	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
13	to gain information about educational systems and practices in the field of administration of different countries.		Х	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.	Х		
15	to gain basic statistical skills.	Х		
16	to contribute the information sharing by joining the national and international meeting related to the field.	Х		
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		Х	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			Ī

Date:

Instructor(s): Assist. Prof. Dr. Ümit ÇELEN Signature:



SEMESTER Fall

	-44404000		
COURSE CODE	541101003	COURSE NAME	Social Theory and Education
	0		

SEMESTER	١	WEE	KLY COURS	E PERIC	COURSE OF						
	Theo	ry	Practice	Labra	atory	Credit	ECTS	TYPE	LANGUAGE		
I	3		0	(0	3	10	COMPULSORY () ELECTIVE (X)	Turkish		
					COU	RSE CAT					
Basic Scier	Basic Science Educational Science					t contains		e Education able design, mark with $()$	Social Science		
			% 60						% 40		
					ASSES	SMENT (RITERIA	A			
					Eva	aluation T	уре	Quantity	%		
					Article i						
					Resear	ch assignr	nent	1	30		
	MID	-TEI	RM		Project			1	30		
					Final Ex	xam		1	40		
					Report						
					Others	()					
	FINA										
F	PRERE	QUIE	EITE(S)		<u> -</u>						
CO	URSE [DESC	CRIPTION		Stratific Social S Medicir	ation; Soc Stratificatione; Social (ial Intera on; Race Change:	Philosophy; Culture; Sociali action in Everyday Life and Grou and Ethnicity; Family and Relig Modern and Postmodern Societ	ps & Organizations; ion ; Education and ies.		
СО	URSE	OBJ	ECTIVES			iin aim of t phy and so		e is to define major perspectives	s in the field of		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION											
COURSE OUTCOMES					 Define major perspectives in the field of philosophy and sociology Understand the context of leadership practices Describe and contrast the differences between culture and society Understand the basic tools of educational research and writing Analyze and examine the nature and importance of socialization; Describe and contrast the differences between culture and society Define the concept of deviance in sociological theories; Identify the nature and importance of stratification in Turkish society; Understand the role of prejudice and discrimination Analyze the Turkish family system and education Identify the functions of the major institutions in society List the major characteristics of primary and secondary groups Understand the patterns of dominant group policies on minority groups Analyze the Turkish political and economic system Understand the process of social change and social movements Understand issues in social and economical policies 						
	TEX	TBO	OK								
OTHER REFERENCES					Giddens, A. (2010). Sosyoloji. Ankara: A. Arslan, A. (2004). Felsefeye Giriş. Ankara: Vadi. Türkdoğan, O. (2002). Türk Toplum Yapısı (TTY). İstanbul: Çamlıca Yayınları. Wagner, P. (1996). Modernliğin Sosyolojisi. İstanbul: Sarmal. Classical Sociological Theory http://www.spc.uchicago.edu/ssr1/PRELIMS/theory.html The Dead Sociologists' Society http://www.runet.edu/ A Sociology Timeline from 1600 by Ed Stephen http://www.ac.wwu.edu/~stephan/timeline.html SocioRealm: Social Theory http://www.digeratiweb.com/sociorealm/						
TOOLS AN	D FOII	IDMI	ENTS REQUI	RED	-	p.// vv vv vv .ul	yor an wer	7.00m/300i0r0aim/			
I JULU AN	ם האח	11 1911	LITTO INEQUI	IVLD							

	COURSE SYLLABUS					
WEEK	TOPICS					
1	What is sociology?					
2	Global change					
3	Culture, socialization, and the individual					
4	Social interaction and everyday life					
5	Conformity, deviance, and crime					
6	The sociology of the body: Eating, illness, and aging					
7-8	MID -TERM					
9	Gender and sexuality; Stratification class and inequality					
10	Ethnicity and race; Life in modern organizations; Government and political power					
11	Work and economic life					
12	Religion; Education, popular culture and mass media					
13	Marriage and family; Urbanism and population					
14	Revolution and Social movements; Global problems					
15-16	FINAL EXAM					

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;					
No	Program Outcomes	3	2	1		
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х				
2	to explain the basic characteristics of scientific research process in a detailed way.			Χ		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х			
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х				
5	to aware of the ethical principles and reflect these principles practices in the field.		Х			
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х			
7	to evaluate educational organization from structural and practical perspectives.					
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.					
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х				
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х				
11	to discuss the competences of managers to be able lead educational organizations		Х			
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х				
13	to gain information about educational systems and practices in the field of administration of different countries.		Х			
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		Х			
15	to gain basic statistical skills.			Χ		
16	to contribute the information sharing by joining the national and international meeting related to the field.		Х			
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		Х			
	1: No Contribution 2: Partially Contribution 3: Full Contribution					

Instructor(s): Prof. Dr. Selahattin TURAN/ Assit. Prof. Dr. Mustafa Sever Signature:

Date:



SEMESTER Fall

COURSE CODE	541101004	COURSE NAME	Introduction to Management Science
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SEMESTER	١	WEE	KLY COURS	SE PERIC	DD I				COURSE OF		
		heory Practice Labor				Credit	ECTS		TYPE	LANGUAGE	
l	3		0	C		3	10	CON	MPULSORY() ELECTIVE(X)	Turkish	
		•			COU	RSE CAT	AGORY			•	
Basic Scier	псе	E	ducational S	cience		Pı	rimary S		Feaching sign, mark with $()$	Social Science	
-			%50		<u> </u>				0 / 1	%50	
	ı.				ASSES	SMENT C	RITERIA	4		1	
						Evaluatio	n Type		Quantity	%	
					Mid-Te				1	30	
					Quiz						
	MID	. TEI	DM		Homew	ork					
	MID)- I EI	KIVI		Project				1	30	
					Report						
						presentat	ion. sum	marv			
						resented of					
	FINA	L E)	(AM		·				1	40	
F	PREREC	QUIS	SITE(S)		-				<u> </u>	L	
			. ,		•		ation and	d manag			
COURSE DESCRIPTION					 Organization and management concepts Organizational system and its features Management processes Classical theories in management and organization Modern approaches in organization and management Human nature Human relations Organizational culture Communication 						
COURSE OBJECTIVES					To define administration science, to explicate administration with its dimensions such as administration theories, classical approaches, modern approaches, human relation and human nature, contemporary approaches, administration processes, organizational theories, organizational culture and communication.						
ADDITIV	E OF C	OUF	RSE TO APP	LY							
PROF	ESSIO	NAL	EDUATION								
COURSE OUTCOMES					 Learning the main concepts of administration science, Having an academic view on administrative processes and approaches, Explicating organizational and administration theories and discussing this information in the context of concrete problems of educational administration. 						
ТЕХТВООК					2. OECI 3. Etzic 4. Paya- incelem 5. Gourn yönetim 6. McGr Ankara. 7. Fayol teşkilâtlı İstanbul	D. (2009). ni, A. (190). slioğlu, A. e, Ankara nay, B. (190). i. (Çev: İ. regor, D. (ODTÜ İİF l, H. (1939). andırma-k : Hilmi Kit	Education Education T. (1966). Mod T. (1966). TODAIE 1971). York Kuntbay, 1970). Ö yayını. 1). Sınai vumanda abevi.	onal at a ern örgi i). Merk E ile DP netim bi), Ankar rgütün i ve umur -ahenkli	investments. An internatia glance. OECD indicator ütler, Ankara. ODTÜ İİBF ezi idarenin taşra teşkilat Tortak yayını. limine giriş- çağdaş toplura: TODAİE yayını. insan ilişkileri yönü. (Çev mi işlerde idare: uzak gör i düzen birliği-kontrol. (Çetara: Paragraf Yayınevi.	rs. Paris yayını. tı üzerinde bir ımlarda kamu : D. Energin),	

	9. Fişek, K. (1977). Yönetime katılma, Ankara: TODAİE yayını. 10 Merkezi hükümet teşkilatı kuruluş ve görevleri: merkezi hükümet teşkilatı araştırma projesi yönetim kurulu raporu. (1966). Ankara. TODAİE yayını. 11. Drucker, P.F (2000). Gelecek için yönetim - 1990'lar ve sonrası, (Çev.:F. Üçcan), Ankara: Türkiyeİş Bankası Kültür yayınları. 12. Drucker, P.F (1994). Yönetimin görevleri, sorumlulukları, uygulamaları, (Çev. F. Dilber), Ankara: ODTÜ Yayınları. 13. Ergun, T. (1997). Postmodernizm ve kamu yönetimi, Amme İdaresi Dergisi, 30(4), 3-16.
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	

	COURSE SYLLABUS					
WEEK	TOPICS					
1	Introduction to the course and course subjects					
2	Administrative science and basic concepts					
3	Organization and management concepts					
4	Organization as a system and its fundamental features					
5	Management approaches and processes					
6	Classical theories in management and organization					
7-8	MID-TERM EXAM					
9	Modern approaches in organization and management					
10	Human nature and human relations					
11	Human relations in management					
12	Organizational culture and its fundamental components					
13	The relationship between organizational culture and organizational processes					
14	Organizational culture and communication					
15-16	FINAL EXAM					

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to explain the basic characteristics of scientific research process in a detailed way.			Χ
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.		Χ	
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
7	to evaluate educational organization from structural and practical perspectives.	Х		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
11	to discuss the competences of managers to be able lead educational organizations		Х	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
13	to gain information about educational systems and practices in the field of administration of different countries.	Х		
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		Х	
15	to gain basic statistical skills.			Х
16	to contribute the information sharing by joining the national and international meeting related to the field.		Х	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.	Х		
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Ayhan Aydın

Signature:

Date:



SEMESTER Fall

AALIBAE AABE	E4440400E	OCUPOE NAME	
COURSE CODE	541101005	COURSE NAME	Educational Administration

SEMESTER	W	EEKLY COURS	SE PERIC)D	1		COURSE OF			
	Theory				Credit	ECTS	TYPE	LANGUAGE		
1	3	0	C		3	10	COMPULSORY() ELECTIVE(X)	Turkish		
				COU	RSE CATA	AGORY		•		
Basic Scie	nce	Educational S	cience	[if	it contains		ter degree able design, mark with $()$]	Social Science		
				ASSE	SSMENT C	RITERI	<u> </u>			
					aluation T		Quantity	%		
				Mid-Te		71 -	1	40		
				Quiz						
	MID-1	ΓERM		Homev	vork					
				Project						
				Report						
				Others	()					
	FINAL	EXAM					1	60		
ı	PREREQ	UIEITE(S)								
COURSE DESCRIPTION					principles of educational management; Classical organization theory and educational management; Neo-classical organizational theory and educational management; Current organizational theory and educational management; Theory and practice in educational management; Developing educational administration as a human science in the world and Turkey; Training and attainment of educational administrators and school principals in the in the world and Turkey; School administration and school management process; School law; Management of human resources; Curriculum, instruction, and student services and other services in the school.					
COURSE OBJECTIVES					By the end of the course students should be able to: 1. understand organizational theories on the educational management 2. understand the theories related to the educational management 3. understand developing the field of educational administration in the world and Turkey. 4. understand training and attainment of educational administrators in the world and Turkey. 5. understand education and school management process, problems about educational management and promises.					
		URSE TO APP	LY							
PROFESSIONAL EDUATION COURSE OUTCOMES					students are going to 1. understand organizational theories on the educational management 2. understand the theories related to the educational management 3. understand developing the field of educational administration in the world and Turkey. 4. understand training and attainment of educational administrators in the world and Turkey. 5. understand education and school management process, problems about educational management and promises.					
	TEXT	воок		Yö Er • Şiş	ineticilerini I stitüsü D e şman, M.	n Bilgi To e rgisi, 30 Tur	S. (2001). Okul Yöneticileri İçir emelleri Üzerine Düşünceler, B. (4), 68-87. an, S. (2004). Dünyada ve ilmesi, Türk Eğitim Bilimleri D e	Ü. Sosyal BilimlerTürkiye'de Eğitim		

OTHER REFERENCES	 Bursalıoğlu, Z. (1991). Eğitim Yönetiminde Teori ve Uygulama. Ankara: Pegema Bursalıoğlu, Z. (1999). Okul Yönetiminde Yeni Yapı ve Davranış. Ankara: Pegema. Özden, Y. (Editör) (2004). Eğitim ve Okul Yöneticiliği El Kitabı. Ankara: Pegema. Şişman, M. & Turan, S. (2005). Eğitim ve Okul Yönetimi. A. Yesevi Üniversitesi Ders Notları Şişman, M. (1994). Örgüt Kültürü, Eskişehir: A. Ü. Yayınları Şişman, M. (2002). Örgütler ve Kültürler, Ankara: Pegema. Şişman, M. (2009). Türk Eğitim Sistemi ve Okul Yönetimi. Ankara: Pegema. Taymaz, H. (2001) Okul Yönetimi. Ankara: Pegema Turan, S. (Editör) (2010). Eğitim Yönetimi: Teori, Araştırma ve Uygulama. Ankara: Nobel Yayıncılık.
TOOLS AND EQUIPMENTS REQUIRED	

	COURSE SYLLABUS							
WEEK	TOPICS							
1	Theoretical and conceptional foundations of educational administration							
2	Basic principles of educational management; Classical organization theory and educational management; Neo- classical organizational theory and educational management; Current organizational theory and educational management;							
3	Management processes							
4	Theory and practice in educational management							
5	Developing educational administration as a human science in the world and Turkey							
6	Training and attainment of educational administrators and school principals in the in the world and Turkey							
7-8	MID-TERM EXAM							
9	School administration and school management process							
10	Management of human resources							
11	Management of students' services in the school.							
12	Management of education and training practices in the school.							
13	Management of school							
14	Solutions to the problems of education and school management							
15-16	FINAL EXAM							

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to explain the basic characteristics of scientific research process in a detailed way.			Χ
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
7	to evaluate educational organization from structural and practical perspectives.	Х		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
11	to discuss the competences of managers to be able lead educational organizations		Х	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
13	to gain information about educational systems and practices in the field of administration of different countries.	Х		
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		х	
15	to gain basic statistical skills.			Х
16	to contribute the information sharing by joining the national and international meeting related to the field.		Χ	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.	Х		
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Mehmet Şişman/ Prof. Dr. Ahmet A	lypay
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Signature: Date:



SEMESTER	Fall

COURSE CODE 541101901	COURSE NAME	Special Topics
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SEMESTER	WEEKLY COURSE		E PERIOD							
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE			
	3	0	0	0	5	COMPULSORY (X) ELECTIVE	() Turkish			
			C	OURSE CA	TEGOR	Υ				
Basic Scier	200	Educational So	sioneo			School Teaching	Social			
Basic Science Educational Scien		lence	if it contain	s consid	erable design, mark with $()$]	Science				
	C	% 60					% 40			
			ASS	SESSMENT	CRITE	RIA				
			E	valuation 1	Гуре	Quantity	%			
			Mid-Term							
			Quiz							
	MID-TER	ЭM	Research	Homework		1	30			
	WIID-I LI	VIAI	Project			1	30			
			Report							
				Others (presentation, summary of						
				ted discuss	sion)		40			
	INAL EX		Report	Report 1						
	EREQUIS		-	-						
COUR	SE DESC	RIPTION		Research and application practices about the topic of thesis study.						
COUR	SE OBJI	ECTIVES		Being aware of current issues regarding the study subject of thesis and gaining information.						
		SE TO APPLY EDUCATION								
COURSE OUTCOMES			 Gainir Gainir Havin Regal evalus 	 Gaining the skill of determining sources about the search field. Having the ability of ordering and collecting the sources about the search field Regarding scientific, social and ethical values during the stages of collecting, evaluating the sources and preparing the text. 						
R	EFEREN	CES		•	·		,			
		RENCES								
	AND EQ	UIPMENTS ED								

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

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics			
	Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to explain the basic characteristics of scientific research process in a detailed way.	Х		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	Х		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.	Х		
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
7	to evaluate educational organization from structural and practical perspectives.		Х	
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		Х	
11	to discuss the competences of managers to be able lead educational organizations		Х	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
13	to gain information about educational systems and practices in the field of administration of different countries.	Х		
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.	Х		
15	to gain basic statistical skills.	Х		
16	to contribute the information sharing by joining the national and international meeting related to the field.	Χ		
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		Х	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): All Instructors Signature: Date:



SEMESTER Fall

COURSE CODE	541101008	COURSE NAME	Comparative Education

SEMESTER WEEKLY COURSE PERIOD COURSE OF									
OLIIILO I LIK	Theory		Labra		Credit	ECTS	TYPE	LANGUAGE	
I	3	0	0		3	10	COMPULSORY () ELECTIVE (X)	Turkish	
		•		COU	RSE CATA	AGORY		•	
Basic Scier	nce	Educational S	cience	[if i	t contains		be Education able design, mark with $()$	Social Science	
		% 60						% 40	
				ASSES	SSMENT C	RITERI	A		
				Ev	aluation T	уре	Quantity	%	
				Article	review		1	20	
				Resear	ch assignr	nent	1	30	
	MID-1	ΓERM		Weekly	assignme	nt	1	20	
				Compa	rison Anal	ysis	1	30	
				Report					
				Others	()				
	FINAL	EXAM							
F	PREREQ	UIEITE(S)		-					
COURSE DESCRIPTION				 Historical look to comparative education Trends in comparative education Comparative Educational Sciences Theory development Work on national variation International standards, assessment and quality of education Borrowing and lending in education Higher education and imperialisim American education exportation Globalization, internationalisation and assimilation of education reforms Development, modernization, democratising and education Global meanings and international models Assimilation and differentiation/homogenity and hybrid forms International Education Reform and Policy Implementation 					
	COURSE OBJECTIVES				This course provides a basis for comparative educational methods, basic concepts and recent trends related to comparative education. It is also expected that this course enables students to determine strenghts and weaknesses of international comparative education research, and identify methodical studies performed about comparative education and concepts worked by scientists.				
		URSE TO APP	LY						
PROFESSIONAL EDUATION COURSE OUTCOMES				At the end of the course, the students will be able to: 1. analyze educational administration structures and processes of different countries, 2. compare educational administration practices of different countries, 2. analyze the effectiveness of different educational administration and educational policy practices around the world,					
	TEVT	BUUK		J. COIII	pare uniere	iii c uuc	ational administration structures	s willi Fulkey Case.	
TEXTBOOK OTHER REFERENCES					xperience. .rı, Asım. (2	New Br 2006). İs	y, G. (1984). Education and the unswick, Transaction. viçre (Basel) Okul Sistemi, okul ara: Pegem.		

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- Collaboration. Comparative Education Research Centre, University of Hong Kong.
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 Danimarka, Fransa Eğitim Sistemleri, Eskişehir: Anadolu Ü. Yayınları.
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- Ülkeler ve eğitim sistemleri : karşılaştırma yazıları / editör Füsun Akarsu. – Ankara : Nobel Yayın Dağıtım, c2005.

TOOLS AND EQUIPMENTS REQUIRED

	COURSE SYLLABUS
WEEK	TOPICS
1	Historical look to comparative education, Trends in comparative education
2	Comparative Educational Sciences, Theory development
3	Work on national variation
4	International standards, assessment and quality of education
5	Borrowing and lending in education
6	Higher education and imperialisim
7-8	MID -TERM
9	American education exportation
10	Globalization, internationalisation and assimilation of education reforms
11	Development, modernization, democratising and education
12	Global meanings and international models
13	Assimilation and differentiation/homogenity and hybrid forms
14	International Education Reform and Policy Implementation
15-16	FINAL EXAM

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to explain the basic characteristics of scientific research process in a detailed way.			Х
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	Х		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
7	to evaluate educational organization from structural and practical perspectives.	Χ		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
11	to discuss the competences of managers to be able lead educational organizations		Х	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
13	to gain information about educational systems and practices in the field of administration of different countries.	Х		
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		Х	
15	to gain basic statistical skills.			Х
16	to contribute the information sharing by joining the national and international meeting related to the field.		Χ	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		Х	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor	(s):	Prof.	Dr. A	hmet	Aypay
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Signature: Date:



SEMESTER Fall

COURSE CODE 541101009 COURSE NAME Organizational Behavior

Theory Practice Labratory Credit ECTS TYPE LANGUAGE Turnst Tourst	SEMESTER	WE	EKLY COURSE	PERIOD			COURSE OF					
Basic Science Educational Science Science Educational Science Science Educational Science Science Educational Science Science				1	Credit	ECTS		LANGUAGE				
Science Educational Science If it contains considerable design, mark with (\(\varphi\)) Social Science % 60 % 40	I		-	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish				
Science Science (if it contains considerable design, mark with (\(v\)) Social Science % 60 % 40					COURSE CATAGORY							
ASSESSMENT CRITERIA Evaluation Type Quantity % Article review Research assignment 1 30 Project 1 1 30 Final Exam 1 40 Report	Basic Scier	псе			t contains		Social Science					
MID-TERM Article review Research assignment 1 30 Project 1 30 Final Exam 1 40 Report Others () FINAL EXAM PREREQUIEITE(S) - This course includes Organizational Behavior and the Manager; Motivation Theories; Basic Attributes of A Group; Organizational Design; Leadership; Organizational Culture; Communication and Conflict; Power and Politics; Leadership; Planned Change; Stress Management. COURSE OBJECTIVES The main aim of the course is to introduce organizational behavior. COURSE OBJECTIVES The main aim of the course is to introduce organizational behavior. COURSE OBJECTIVES The main aim of the course is to introduce organizational behavior. COURSE OBJECTIVES The main aim of the course is to introduce organizational behavior. Define major perspectives in the field of organizational behavior 2. Describe and contrast the differences between leadership and management 3. Analyze and examine the nature and importance of communication and conflict in organizations. Analyze and examine the nature and importance of communication and conflict in organizations 4. Describe and contrast the differences between culture and society 5. Define the concept of organization development 6. Identify the nature and importance of conflict resolution in organizations 7. Understand the role of motivation in organizations 8. Analyze decision making process in organizations 9. Identify the functions of politics and power in organizational life 10. List the major characteristics of primary and secondary groups 11. Understand the patterns of dominant group policies on minority groups 12. Analyze the Turkish public administration system 13. Understand the process of planned change 14. Understand the process of planned change 14. Understand the process of planned change 15. Understand tissues in organizational behavior research 15. Understand issues in organizational behavior research 15. Understand issues in organizational behavior research			% 60		% 40							
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Research assignment				Ev	aluation T	уре	Quantity	%				
Project				Article	review							
Final Exam 1 40 Report Others () FINAL EXAM PREREQUIEITE(S) - COURSE DESCRIPTION COURSE OBJECTIVES The main aim of the course is to introduce organizational Dehavior. COURSE OBJECTIVES The main aim of the course is to introduce organizational behavior. COURSE OBJECTIVES The main aim of the course is to introduce organizational behavior. Define major perspectives in the field of organizational behavior. By the end of this module students will be able to: 1. Define major perspectives in the field of organizational behavior 2. Describe and contrast the differences between leadership and management and conflict in organizations 4. Describe and contrast the differences between culture and society 5. Define the concept of organization development 6. Identify the nature and importance of communication and conflict in organizations 7. Understand the role of motivation in organizations 9. Identify the functions of politics and power in organizations Iffe 10. List the major characteristics of primary and secondary groups 11. Understand the patterns of dominant group policies on minority groups 12. Analyze the Turkish public administration system 13. Understand the process of planned change 14. Understand the process of planned change 14. Understand the process of planned change 15. Understand the process of planned change 16. Understand the process of planned change 17. Understand the process of planned change 18. Understand the process of planned change 19. Understand the process of planned change 19. Understand the process of planned change 19. Understand the process of planned change 19. Understand the process of planned change 19. Understand the process of planned change 19. Understand the process of planned change 19. Understand the process of planned change 19. Understand the process of planned change 19. Understand the process of planned change 19. Understand the process of planned change 19. Understand the process of planned change 19. Understand the process of planned change 19. Understand the pro				Resea	ch assignr	nent	1	30				
Report Others ()		MID-T	ERM	Project	1		1	30				
FINAL EXAM PREREQUIEITE(S) This course includes Organizational Behavior and the Manager; Motivation Theories; Basic Attributes of A Group; Organizational Design; Leadership; Organizational Culture; Communication and Conflict; Power and Politics; Leadership; Planned Change; Stress Management. COURSE OBJECTIVES ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION By the end of this module students will be able to: 1. Define major perspectives in the field of organizational behavior 2. Describe and contrast the differences between leadership and management 3. Analyze and examine the nature and importance of communication and conflict in organizations 4. Describe and contrast the differences between culture and society 5. Define the concept of organization development 6. Identify the nature and importance of conflict resolution in organizations 7. Understand the role of motivation in organizations 8. Analyze decision making process in organizations 9. Identify the functions of politics and power in organizations life 10. List the major characteristics of primary and secondary groups 11. Understand the patterns of dominant group policies on minority groups 12. Analyze the Turkish public administration system 13. Understand the methods that organizational behavior research TEXTBOOK Sabuncuoğlu, Zeyyat ve Tüz, Melek. (2001). Örgütsel Psikoloji. Bursa: Ezgi Kitabevi. Sişman, M. (2002). Örgütler ve Kültürler. Ankara: PegemA Yayıncılık Bennis, W. (1999). Bir ilder olabilmek. Istanbul: Sistem Yayıncılık Schermerhorn; J. R., Hunt; J. G., and Osborn, R. N. (2004). Managing Organizational Behavior. NY: John Wiley.				Final E	xam		1	40				
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FINAL EXAM PREREQUIEITE(S) This course includes Organizational Behavior and the Manager; Motivation Theories; Basic Attributes of A Group; Organizational Design; Leadership; Organizational Culture; Communication and Conflict; Power and Politics; Leadership; Planned Change; Stress Management. The main aim of the course is to introduce organizational behavior. By the end of this module students will be able to: 1. Define major perspectives in the field of organizational behavior 2. Describe and contrast the differences between leadership and management analyze and examine the nature and importance of communication and conflict in organizations Analyze and examine the nature and importance of communication and conflict in organizations COURSE OUTCOMES COURS												
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION By the end of this module students will be able to: 1. Define major perspectives in the field of organizational behavior 2. Describe and contrast the differences between leadership and management 3. Analyze and examine the nature and importance of communication and conflict in organizations 4. Describe and contrast the differences between culture and society 5. Define the concept of organization development 6. Identify the nature and importance of conflict resolution in organizations 7. Understand the role of motivation in organizations 8. Analyze decision making process in organizations 9. Identify the functions of politics and power in organizational life 10. List the major characteristics of primary and secondary groups 11. Understand the patterns of dominant group policies on minority groups 12. Analyze the Turkish public administration system 13. Understand the methods that organizational behaviorists use 14. Understand the methods that organizational behaviorists use 15. Understand issues in organizational behavior research TEXTBOOK Sabuncuoğlu, Zeyyat ve Tüz, Melek. (2001). Örgütsel Psikoloji. Bursa: Ezgi Kitabevi. Sişman, M. (2002). Örgütler ve Kültürler. Ankara: PegemA Yayıncılık Bennis, W. (1999). Bir lider olabilmek. İstanbul: Sistem Yayıncılık Schermerhorn; J. R., Hunt; J. G., and Osborn, R. N. (2004). Managing Organizational Behavior. NY: John Wiley.	COUR	Theorie Organi	Theories; Basic Attributes of A Group; Organizational Design; Leadership; Organizational Culture; Communication and Conflict; Power and Politics;									
By the end of this module students will be able to: 1. Define major perspectives in the field of organizational behavior 2. Describe and contrast the differences between leadership and management 3. Analyze and examine the nature and importance of communication and conflict in organizations 4. Describe and contrast the differences between culture and society 5. Define the concept of organization development 6. Identify the nature and importance of conflict resolution in organizations 7. Understand the role of motivation in organizations 8. Analyze decision making process in organizations 9. Identify the functions of politics and power in organizational life 10. List the major characteristics of primary and secondary groups 11. Understand the patterns of dominant group policies on minority groups 12. Analyze the Turkish public administration system 13. Understand the process of planned change 14. Understand the process of planned change 15. Understand the methods that organizational behaviorists use 15. Understand issues in organizational behavior research TEXTBOOK Sabuncuoğlu, Zeyyat ve Tüz, Melek. (2001). Örgütsel Psikoloji. Bursa: Ezgi Kitabevi. Şişman, M. (2002). Örgütler ve Kültürler. Ankara: PegemA Yayıncılık Bennis, W. (1999). Bir lider olabilmek. İstanbul: Sistem Yayıncılık Schermerhorri, J. R., Hunt, J. G., and Osborn, R. N. (2004). Managing Organizational Behavior. NY: John Wiley.	COUR	RSE OB	SJECTIVES	The ma	The main aim of the course is to introduce organizational behavior.							
By the end of this module students will be able to: 1. Define major perspectives in the field of organizational behavior 2. Describe and contrast the differences between leadership and management 3. Analyze and examine the nature and importance of communication and conflict in organizations 4. Describe and contrast the differences between culture and society 5. Define the concept of organization development 6. Identify the nature and importance of conflict resolution in organizations 7. Understand the role of motivation in organizations 8. Analyze decision making process in organizations 9. Identify the functions of politics and power in organizational life 10. List the major characteristics of primary and secondary groups 11. Understand the patterns of dominant group policies on minority groups 12. Analyze the Turkish public administration system 13. Understand the process of planned change 14. Understand the methods that organizational behaviorists use 15. Understand issues in organizational behavior research TEXTBOOK Sabuncuoğlu, Zeyyat ve Tüz, Melek. (2001). Örgütsel Psikoloji. Bursa: Ezgi Kitabevi. Şişman, M. (2002). Örgütler ve Kültürler. Ankara: PegemA Yayıncılık Bennis, W. (1999). Bir lider olabilmek. İstanbul: Sistem Yayıncılık Schermerhorn; J. R., Hunt; J. G., and Osborn, R. N. (2004). Managing Organizational Behavior. NY: John Wiley.				'	· ·							
Sabuncuoğlu, Zeyyat ve Tüz, Melek. (2001). Örgütsel Psikoloji. Bursa: Ezgi Kitabevi. Şişman, M. (2002). Örgütler ve Kültürler. Ankara: PegemA Yayıncılık Bennis, W. (1999). Bir lider olabilmek. İstanbul: Sistem Yayıncılık Schermerhorn; J. R., Hunt; J. G., and Osborn, R. N. (2004). Managing Organizational Behavior. NY: John Wiley.					 Define major perspectives in the field of organizational behavior Describe and contrast the differences between leadership and management Analyze and examine the nature and importance of communication and conflict in organizations Describe and contrast the differences between culture and society Define the concept of organization development Identify the nature and importance of conflict resolution in organizations Understand the role of motivation in organizations Analyze decision making process in organizations Identify the functions of politics and power in organizational life List the major characteristics of primary and secondary groups Understand the patterns of dominant group policies on minority groups Analyze the Turkish public administration system Understand the process of planned change Understand the methods that organizational behaviorists use 							
Kitabevi. Şişman, M. (2002). Örgütler ve Kültürler. Ankara: PegemA Yayıncılık Bennis, W. (1999). Bir lider olabilmek. İstanbul: Sistem Yayıncılık Schermerhorn; J. R., Hunt; J. G., and Osborn, R. N. (2004). Managing Organizational Behavior. NY: John Wiley.		TEXTB	OOK									
·	ОТНЕ	R REF	ERENCES	Ki Şişmar Bennis Schern	Kitabevi. Şişman, M. (2002). Örgütler ve Kültürler. Ankara: PegemA Yayıncılık Bennis, W. (1999). Bir lider olabilmek. İstanbul: Sistem Yayıncılık Schermerhorn; J. R., Hunt; J. G., and Osborn, R. N. (2004). <i>Managing</i>							
	TOOLS AND I	FQUIP	MENTS REQUIR		J200.011							

	COURSE SYLLABUS
WEEK	TOPICS
1	What is organizational behavior?
2	Motivation theories
3	Basic attributes o a group,
4	Organizational culture, leadership, communication
5	Power and politics in organizations; planned change
6	Stress management and career planning
7-8	MID -TERM
9	Gender and sexuality; Stratification class and inequality
10	Ethnicity and race
11	Life in modern organizations
12	Government and political power
13	Work and economic life
14	Advanced reading in organizational behavior
15-16	FINAL EXAM

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to explain the basic characteristics of scientific research process in a detailed way.			Χ
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
7	to evaluate educational organization from structural and practical perspectives.	Х		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
11	to discuss the competences of managers to be able lead educational organizations	Х		
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
13	to gain information about educational systems and practices in the field of administration of different countries.		Х	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		Х	
15	to gain basic statistical skills.			Χ
16	to contribute the information sharing by joining the national and international meeting related to the field.		Χ	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		Х	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Selahattin TURAN Signature:

Date:



SEMESTER	Fall

COURSE CODE 541101010 COURSE NAME Effective School Management

SEMESTER WEEKLY COURSE PE			PERIOD	RIOD COURSE OF							
	Theory		Labratory	Credit	ECTS	TYPE	LANGUAGE				
I	3	0	0	3	10	COMPULSORY ()ELECTIVE (X)	Turkish				
		•	C	COURSE CATAGORY							
Basic Scier	nce	Educationa					Social Science				
		%8	0				%20				
			AS	SESSMEN	IT CRIT	ERIA					
			Eva	aluation T	уре	Quantity	%				
			Mid-Tei	rm		1	40				
			Quiz								
	MID-TE	RM	Homew	ork							
			Project								
			Report								
			Others	()							
	FINAL E	XAM		, /		1	60				
PR	EREQU	IEITE(S)	-			•					
COURSE DESCRIPTION			effective manage environ the effe	effectiveness, theoretical foundations of effective school research, models of effective schools, characteristics and dimensions of effective schools; h, management of uman resources, curriculum design; learning process; school environment; culture ,change, stress, risks, crises time, meeting and conflict at the effective school; effective school researches in Turkey and around the world							
COU	RSE OB	JECTIVES		To know definition and dimensions of effective school and develop a new school effectiveness model based on using this information.							
		RSE TO APPL' L EDUATION		-							
COL	educati 2. To un adminis 3.To an 4.To an	 1.To know effects of theories about organization and managment on the education and school administration 2. To understand theoretical progress related to the educational and school administration, 3.To analyse school as a social and open system 4.To analyse characteristics and dimensions of effective school 5. To know contemporary approaches about effective school management. 									
	1.Şişma Yayıncı 2.Dunh Routled 3. Balcı 4.Evera	 1.Şişman, M. (2011). Eğitimde mükemmellik arayışı (2.bs.). Ankara: Pegema Yayıncılık. 2.Dunham, J. (1995). Developing effective school management. London: Routledge. 3. Balcı, A. (2001). Etkili okul ve okul geliştirme. Ankara: Pegema Yayıncılık. 4.Everard, K. B., G. Morris, I. Wilson. (2004). Effective school management. London: P.C.P. 									
ОТН	2. Turai Ankara	 Şişman, M. (2002). Öğretim Liderliği, Ankara: Pegema Yayıncılık. Turan, S. (Editör) (2010). Eğitim Yönetimi: Teori, Araştırma ve Uygulama. Ankara: Nobel Yayıncılık. Karslı, M. Durdu.(2000). Yönetsel Etkililik. Ankara: Pegema Yayıncılık. 									
	TOOLS AND EQUIPMENTS REQUIRED				u.(2000)	Yönetsel Etkililik. Ankara: Pegema '	Yayıncılık.				

	COURSE SYLLABUS
WEEK	TOPICS
1	Organization and management concepts from different perspectives
2	School management and the unique aspects of school
3	Models of measuring organizational effectiveness
4	Models of measuring school effectiveness
5	Effective school-related studies conducted in Turkey and worldwide
6	Management and leadership in effective schools
7-8	MIDTERM
9	Management of education program and teacher in effective schools
10	Culture, climate and environment of the school in effective schools
11	Human resources management in effective schools
12	Self-managing of employees in effective schools
13	Time and meeting management in effective schools
14	Change management in effective schools
15-16	FINAL EXAM

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics			
	Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to explain the basic characteristics of scientific research process in a detailed way.			Χ
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
7	to evaluate educational organization from structural and practical perspectives.	Χ		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
11	to discuss the competences of managers to be able lead educational organizations	Х		
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
13	to gain information about educational systems and practices in the field of administration of different countries.		Х	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		х	
15	to gain basic statistical skills.			Χ
16	to contribute the information sharing by joining the national and international meeting related to the field.		Χ	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.	Х		
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor: Prof. Dr. Mehmet ŞİŞMAN Signature: Date:



SEMESTER	Fall	

COURSE CODE 541101011 COURSE NAME Supervision and Evaluation in Education

SEMESTER	WEE	EEKLY COURSE PERIOD COURSE OF									
OLINICOTER	Theory		Labratory	Credit	ECTS	TYPE	LANGUAGE				
I	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish				
		•		COURSE	CATAG	ORY	•				
Basic Scien	Basic Science Educational Science			f it contains		er degree able design, mark with $()$]	Social Science				
				400E00M	ENT OD!	TEDIA					
				ASSESSM			0/				
			Mid-	valuation 1	уре	Quantity 1	% 30				
			Quiz	emi		l l	30				
	MID-TE	DM	Home	work							
		KIVI	Projec								
			Repo								
				s ()							
-	INAL EX	YAM	Other	5 ()		1	60				
	REQUI		None			1	00				
COUR	2. tl 3. a p 4. N	 concepts related to audit and evaluation the role of audit and evaluation in the education process audit types, audit as a managerial tool, performance measurement and performance evaluation 									
COUR	COURSE OBJECTIVES				concepts related to audit and evaluation, the role of audit and evaluation in the education process, audit types, audit as a managerial tool, performance measurement and performance evaluation, Multiple Assessment Approach and its usage in educational supervision						
		RSE TO APPLY . EDUATION									
COU	1.exp 2. un 3. to 4. to	At the end of this lesson students are going to 1.explain the concepts related to audit and evaluation 2. understand the different approaches and models related to audit and evaluation 3. to discuss the performance evaluation models for educational institutions 4. to practice the evaluation models and basic field practices that will be used in educational institutions.									
	2. C v	performans göstergeleri), Ankara: Milli Prodüktivite Merkezi Yayınları.									
		RENCES	2.	 denetim süreci, Ankara: Platin Yayıncılık. Pehlivanlı, D. (2010). Modern iç denetim, İstanbul: Beta Yayınevi. Taymaz, H. (2010). Eğitim sisteminde teftiş : kavramlar, ilkeler, yöntemler, Ankara: PegemA Yayıncılık. Yörüker, S. ve Özeren, B. (2000). INTOSAI denetim standartlarına ilişkin Avrupa uygulama rehberi, Sayıştay Başkanlığı AraştırmalİncelemelÇeviri Dizisi: 14.Yurdakul, Ç. (2007). Denetim ve raporlama, Ankara: Gazi Kitabevi. 							

	COURSE SYLLABUS
WEEK	TOPICS
1	concepts related to audit and evaluation
2	the role of audit in the education process
3	the role of evaluation in the education process
4	audit types
5	audit as a managerial tool, performance measurement and performance evaluation
6	the different approaches and models related to audit and evaluation
7-8	MID-TERM EXAM
9	Performance measurement
10	Performance evaluation
11	Discussing the performance evaluation models for educational institutions
12	Practicing the evaluation models and basic field practices that will be used in educational institutions
13	Multiple Assessment Approach
14	Usage of Multiple Assessment Approach in educational supervision
15-16	FINAL EXAM

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to explain the basic characteristics of scientific research process in a detailed way.		Х	
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	X		
5	to aware of the ethical principles and reflect these principles practices in the field.	Х		
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
7	to evaluate educational organization from structural and practical perspectives.	Х		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		Х	
11	to discuss the competences of managers to be able lead educational organizations		Х	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
13	to gain information about educational systems and practices in the field of administration of different countries.	Х		
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		Х	
15	to gain basic statistical skills.			Х
16	to contribute the information sharing by joining the national and international meeting related to the field.		Х	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		Х	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. M. Bahaddin Acat Signature:

Signature: Date:



SEMESTER	Spring

COURSE CODE	541102001	COURSE NAME	Educational Leadership
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SEMESTER	V	WEEKLY COURS	E PERIO	D	COURSE OF						
322012.1	Theo		Labra		Credit ECTS		TYPE	LANGUAGE			
II	3	0	0		3	10	COMPULSORY () ELECTIVE (X)	Turkish			
-		1 -		COL	RSE CATA						
Basic Science Educational Science % 60			Science Education [if it contains considerable design, mark with $()$]			Social Science					
							· , , ,	% 40			
	•			ASSES	SSMENT C	RITERI	A	•			
				Ev	aluation T	%					
				Article review							
				Research assignment			1	30			
	MID	-TERM		Project			1	30			
				Final Exam			1	40			
			ľ	Report							
			ŀ	•	()						
	FINA	L EXAM			/						
F		QUIEITE(S)		-				•			
COURSE DESCRIPTION				Content of the course is as follows: Concept of leadership; leadership theories; leadership and decision making; leadership and communication; leadership and ethics; vision and leadership; learning organizations and leadership; ledaerhip and the future.							
COURSE OBJECTIVES				The main aim of the course is to introduce leadership theoriese and their use in education school setting.							
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			_Y								
COURSE OUTCOMES			By the end of this module students will be able to: 1. understand foundations of leadership theories, 2. understand the context of leadership practices, 3. lead of elementary and secondary schools within the context of theory and practice, 4. understand the basic tools of educational research and writing, 5. develop annotated bibliography on leadership, 6. experience in dealing with controversial issues in leading education.								
	TEX	ТВООК	ì			•		<u> </u>			
ОТ		EFERENCES		 Şişman, M. (2002c). Eğitimde Mükemmellik Arayışı. Ankara: Pegema. Şişman, M. (2002b). Öğretim Liderliği. Ankara: Pegema. Şişman, M. & S. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema Keçecioğlu, T. (1998). Liderlik ve Liderler. İstanbul: Mavi Kitaplar Wadsworth, W. J. (1999). Liderlik. İstanbul: Hayat. Maxwell, J. C. (1999). Liderlik nitelikleri. İstanbul: Beyaz. Kotter, J. P. (1998). Matsushıta liderliği. İstanbul: Sistem. Fukuyama, F. (1999). Tarihin sonu ve son insan. İstanbul: Gün. İnan K. (1993). Türkiye Gerçeği. İstanbul: Timaş. Kennedy, J. F. Cesaret ve fazilet mücadelesi. İstanbul: Hayat. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. İstanbul: Vadi. 							
TOOLS AN	D FOIII	IPMENTS REQUI	RED	<u>-</u>	iemą. Istai	ibui. Val	и.				
100LU AII	ב בעטו	II WILITIO INLOUD	IVED								

	COURSE SYLLABUS						
WEEK	TOPICS						
1	Concepts of leadership						
2	Leadership theories and paradigms; Visionary theories						
3	The nature of organizational leadership						
4	Leadership studies						
5	Contingency theories						
6	Legitimacy, power and influence in leadership						
7-8	MID -TERM						
9	Transformational leadership						
10	Change and leadership						
11	Social responsibility and leadership						
12	Philosophical foundations of leadership						
13	Ethics in leadership						
14	An integrative theory of leadership						
15-16	FINAL EXAM						

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to explain the basic characteristics of scientific research process in a detailed way.			Χ
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
7	to evaluate educational organization from structural and practical perspectives.	Х		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
11	to discuss the competences of managers to be able lead educational organizations	Х		
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
13	to gain information about educational systems and practices in the field of administration of different countries.		Х	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		Х	
15	to gain basic statistical skills.			Χ
16	to contribute the information sharing by joining the national and international meeting related to the field.		Χ	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.	Х		
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Selahattin Turan Signature:

Date:



COURSE CODE 541102002 COURSE NAME Turkish Education System

SEMESTER WEEKLY COURSE PERIOD COURSE OF									
J== V ; E ; (Theor			bratory	Credit	ECTS	TYPE	LANGUAGE	
II	3	0		0	3	10	COMPULSORY() ELECTIVE(X)	Turkish	
					COURS	E CATE	GORY		
Basic Scier	200	Education	onal	Science Education				Social Science	
Dasic Sciel	ICE	Scienc		[if i	t contains o	consider	able design, mark with $()$]		
		%70						%30	
					ASSESSI	MENT C	RITERIA		
					aluation T	ype	Quantity	%	
				Mid-Te	erm				
				Quiz					
1	MID-TE	RM		Homew			1	50	
				Project					
				Report					
					()				
	INAL EX			Home	work		1	50	
PRE	REQUI	EITE(S)		-			ems related to education; T		
COURSE DESCRIPTION				management; curriculum development; quality issues in education; educational finance; technology in education, instructional methods, school-community relations; multicultural education; national and international restructuring and reform efforts in educational; historical foundations of Turkish educational system; Turkish school law; structure of the Turkish education system; basic educational system; secondary education; higher education system; vocational and technical education; organizational and administrative structure of Turkish education system; structure of the Turkish Ministry of education; the role of supervision in Turkish educational system.					
COURSE OBJECTIVES			 to analyze educational policies to recognize the special problems of the Turkish education system Educational planning and social mobility, to examine educational system and the major management problems to identify the key issues related to education to analyze the results of the main problems related to education and resource to see the dimensions of problems related to education, social, cultural, politic economic, psychological, philosophical, managerial, technological and so on to use the scientific method for detecting and solving problems related to education, to solve problems and develop recommendations related to education-oriented projects 						
ADDITIVE O									
PROFESSIONAL EDUATION By the end of the course students should be able to: 1. Understand basic issues in educational systems in Turkey and world. 2. Understand historical and legal foundations of Turkish education 3. Understand the structure of Turkish educational system. 4. Know subsystems of Turkish educational system. 5. Identify educational issues and provide alternative solutions to 6. Provide and develop projects related to issues in education.				h educational system. em. olutions to them. acation.					
TEXTROOK				Ada, S.	ülkelere bir	bakış. F Z. N.(20	. (2009). Çeşitli yapıları ve y Pegem yayınları. Ankara. 010) Türk Eğitim Sistemi ve oku		

	Apple, M. W. (2006). Eğitim ve iktidar (Çev: Ergin Bulut).Kalkedon						
	yayınları.İstanbul.						
	Balcı, A. (ed.) (2009). Karşılaştırmalı eğitim sistemleri. Pegem Yayınları, Ankara.						
	Babüroğlu, O. N. (ed.) (2003). Eğitimin geleceği. Üniversitelerin ve eğitimin değişen						
	paradigması. Sabancı Üniversitesi yayınları. İstanbul.						
	Bourdieu, P. (1990). Reproduction in education, society and culture. Sage						
	publication, London.						
	DPT. Kalkınma Planları						
	Hoy, W.K. & Miskel, G. C. (2010) Eğitim yönetimi, teori, araştırma ve uygulama.						
	(Turan, S. çeviri ed.). Nobel Yayın Dağıtım. Ankara.						
	Kaya. Y. K. (1993). İnsan yetiştirme düzenimiz. Yeni bir bakış Bilim yayınları, Ankara.						
	MEB. Hükümet Programlarında Eğitim						
	MEB. Kalkınma Planlarında Eğitim.						
OTHER REFERENCES	Olssen, M.& Codd, J. (2004). Education policy: globalization, citizenship and						
	democracy. Sage publication. London						
	Şişman, M. & Taşdemir, İ. (2008). Türk eğitim sistemi ve okul yönetimi, Pegem						
	Akademi yayınları, Ankara.						
	Shor , I. & Pari, C. (ed.) (1999). Education is politics. Critical teaching across						
	differences, K-12: United States.						
TOOLS AND EQUIPMENTS	·						
REQUIRED							

	COURSE SYLLABUS					
WEEK	TOPICS					
1	Giving information about the course content					
2	Analysis of education policy					
3	Special problems of the Turkish education system					
4	Educational planning and social mobility					
5	Fundamental problems related to education					
6	The results of the main problems related to education and resources					
7-8	MID-TERM EXAM					
9	Approaches to planning and organization of the education system					
10	Problems related to education, social, cultural, political and economic dimensions					
11	Problems related to education, psychological, philosophical, managerial and technological dimensions					
12	Structure and functioning of education system in Turkey to develop solutions to problems related to					
13	Diagnosis of the problems related to education and the scientific method					
14	Solving problems related to education-oriented projects and develop proposals					
15-16	FINAL EXAM					

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to explain the basic characteristics of scientific research process in a detailed way.			Χ
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
7	to evaluate educational organization from structural and practical perspectives.	Х		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners			
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
11	to discuss the competences of managers to be able lead educational organizations	Х		
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
13	to gain information about educational systems and practices in the field of administration of different countries.	Х		
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		Х	
15	to gain basic statistical skills.			Х
16	to contribute the information sharing by joining the national and international meeting related to the field.		Χ	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.	Х		
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Date:

Instructor(s):	Assistant Professor	İlknur Şentürk
Signature:		



COURSE CODE	541102003	COURSE NAME	Educational Polities

SEMESTER	WI	EKLY COURSE	PERIOD				COURSE OF			
	Theo		Laborator	/ Credit	ECTS		TYPE	LANGUAGE		
II	3	0	0	3	10	COMF	PULSORY () ELECTIVE (X)	Turkish		
L			_	COURSE	CATAGO	ORY		<u> </u>		
Basic Scien	Basic Science Educational Science			lif it contain		School Te	eaching ign, mark with $()$	Social Science		
_		% 75		In it contain	10 0011010	10141010 4001	911, 1112111 111211 (1/)]	% 25		
		,,,,		ASSESSME	NT CRIT	ERIA		7, 2		
					ion Type		Quantity	%		
			Mid-		71		1	30		
			Quiz				·			
			Home	work						
	MID-T	ERM	Projec				1	30		
			Repo							
			Other	s (presentat		mary of				
F	INAL	EXAM					1	40		
PRE	EREQL	JISITE(S)	-					<u> </u>		
COUR	SE DE	SCRIPTION	- Outo - Educ cover	 Research done about educational politics, Outcomes of different educational politics approaches, Educational research in terms of technical-conceptual and social aspects, cover the content of the course. 						
COURSE OBJECTIVES			politic criticiz	To explore and understand the importance of educational research in educational politics, to discuss the outcomes of different educational politics approaches, to criticize and develop the educational research in terms of technical-conceptual and social aspects.						
		URSE TO APPLY AL EDUATION	-	-						
COURSE OUTCOMES			1. Red 2. Ide 3. Red 4. Knd	At the end of the course, the students will be able to: 1. Recognizes the relationship between education and politics, 2. Identifies and analyzes the policies of education 3. Recognize the concepts of education policy studies 4. Knows that the contemporary debate about education policies 5. understand the importance of educational research and educational politics.						
REFERENCES			Wash 2.Cro Educa 3. Hee Routle 4. Pet Jerse 5. Wir Educa	 Chubb, J. E. ve Moe T. M. ()1990). Politics, Markets & America's Schools. Washington, D. C.: Brookings Institution. Crowson, R. L., Boyd, W. L., and Mawhinney, H. B. (1996). The Politics of Education and the New Institutionalism. Washington, D. C.: Falmer Press. Heck, R. H. ()2004). Studying Educational and Social Policy. London: Routledge. Peters, B. G. (1993). American Public Policsy: Promise and Performance.New Jersey: Chatham House Publishers. Wirt, F. M. ve Kirst, M. W. (2009). The Political Dynamics of American Education. California: McCutchan. 						
OT!!	ים פרי	EDENOS	6. De	eiopment p	ians, Go	vernment P	rograms documents.			
		ERENCES								
TOOLS AND I	בעטוצו	MENTS REQUIR	- עב							

	COURSE SYLLABUS
WEEK	TOPICS
1	Relationship between education and politics
2	Relationship between education and politics
3	Educational Policy Studies
4	Policy planning and analysis
5	Concepts and strategies of educational policy studies
6	Contemporary debates in the field
7-8	MID-TERM EXAM
9	The economic dimensions of education
10	Education, economy and relationships education policy
11	Educational policies applied in the world
12	The results of the different education policies
13	Education policy research
14	Different methodological and theoretical approaches
15-16	FINAL EXAM

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to explain the basic characteristics of scientific research process in a detailed way.			Χ
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
7	to evaluate educational organization from structural and practical perspectives.	Х		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
11	to discuss the competences of managers to be able lead educational organizations		Х	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
13	to gain information about educational systems and practices in the field of administration of different countries.	Х		
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		Х	
15	to gain basic statistical skills.			Χ
16	to contribute the information sharing by joining the national and international meeting related to the field.		Х	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.	Х		
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Date:

Instructor(s): Prof. Dr. Ahmet Aypay Signature:

Signature:



COURSE CODE 541102004	COURSE NAME	Seminar
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SEMESTER	WE	EKLY COURS	E PERIO	D D			COURSE OF		
	Theory	Practice	Labra	atory	Credit	ECTS	TYPE	LANGUAGE	
II	0	3	C)	0	10	COMPULSORY (X) ELECTIVE ()	Turkish	
				COUF	RSE CATA	AGORY			
Basic Scier	псе	Educational S	cience	[if it	contains	•••••	ce Education rable design, mark with $()$	Social Science	
	% 75							% 25	
				ASSES	SMENT C	RITERI	A		
				Eva	luation T	уре	Quantity	%	
				Article re	eview				
				Researc	ch assignr	nent	1	30	
	MID-T	ERM		Project			1	30	
				Final Ex	am		1	40	
				Report					
				Others (()				
	FINAL I	EXAM			•				
F	PREREQU	JIEITE(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.					
		JRSE TO APPI AL EDUATION	<u>.Y</u>	-					
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 .					
	TEXTB	800K		APA (2009). <i>Amerikan psikoloji derneği yayım kılavuzu.</i> İstanbul: Kaknüs Yayınları.					
OTHER REFERENCES				Türkiye Ankara:		kademis	i (2002). Bilimsel araştırmada e	tik ve sorunları.	
TOOLS AN	D EQUIPI	MENTS REQUI	RED	Compu	uter				

	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 researh report						
15-16	FINAL EXAM						

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics			
	Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to explain the basic characteristics of scientific research process in a detailed way.	Х		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	Х		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		Х	
5	to aware of the ethical principles and reflect these principles practices in the field.	Х		
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
7	to evaluate educational organization from structural and practical perspectives.		Х	
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		Х	
11	to discuss the competences of managers to be able lead educational organizations		Х	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
13	to gain information about educational systems and practices in the field of administration of different countries.		Х	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.	Х		
15	to gain basic statistical skills.	Х		
16	to contribute the information sharing by joining the national and international meeting related to the field.		Х	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		Х	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s):	All Instructors
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Signature:

Date:

SEMESTER 2012-2013

GOOTGE TO THE MILE MILE MILE MILE MILE MILE MILE MIL		541102701	COURSE NAME	Master Thesis
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SEMESTER	E PERIC	D		COURSE OF						
	Theo	ry	Practice	Labor	atory	Credit	ECTS		TYPE	LANGUAGE
Spring	0		1	0		0	25	CO	MPULSORY (X) ELECTIVE ()	Turkish
					CO	URSE CA	TAGOR'	Y		
Dania Caia		-	lucational C	-!			Primary	Scho	ool Teaching	Social
Basic Scier	ice	Ea	lucational So	cience	[i	f it contain	s consid	erable	e design, mark with $()$]	Science
		% 7	75						, , ,	% 25
<u> </u>					ASSE	SSMENT	CRITER	RIA		
					Ev	aluation ⁷	уре		Quantity	%
				Mi	d-Term				1	50
				Qui	Z					
	MID T			Hoi	nework					
	MID-TI	EKIVI		Pro	ject					
					oort					
						sentation,	summar	v of		
						ed discuss		, 0.		
	FINAL E	EXAI	M				,		1	50
	EREQU			-						
COURSE DESCRIPTION				pro dev kno	topic related to the thesis, exposuring 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. Taking the lead for master student, ensuring students to acquire knowledge, skills					
COUR	RSE OB	JEC	TIVES		and attitude					
			TO APPLY	-	-					
COU	RSE OI	JTC	OMES	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,						
R	EFERE	ENCE	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.							
ОТНЕ	R REF	ERE	NCES	ana Yıld	ılysis. (S tırım, A.	Second Edi	tion). Ca k H.(200	ıliforni	994). An expanded sourcebook ia: Sage Publications, Inc. osyal bilimlerde nitel araştırma y	•
TOOLS AND I	EQUIP	MEN.	TS REQUIRE	D Cou	ırseboo	k				

	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 EXAM
9	Survey research – Correlational research
10	Causal research
11	Qualitative and quantitative measurement
12	Quantitative data analysis
13	Writing research report
15-16	Course evaluation

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master			
	Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to explain the basic characteristics of scientific research process in a detailed way.	Х		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	Х		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		Х	
5	to aware of the ethical principles and reflect these principles practices in the field.	Х		
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
7	to evaluate educational organization from structural and practical perspectives.		Х	
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		X	
11	to discuss the competences of managers to be able lead educational organizations		Х	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
13	to gain information about educational systems and practices in the field of administration of different countries.		Х	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.	Х		
15	to gain basic statistical skills.	Χ		
16	to contribute the information sharing by joining the national and international meeting related to the field.		Х	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		Х	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor	(s)·	All in	structor	ς
11 10 (1 00 (01)				

Signature: Date:

COURSE CODE 541102009 COURSE NAME Education Statistics II

SEMESTER	WEE	KLY COURSE	RSE PERIOD COURSE OF							
OLIIILO I LIK	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE			
II	3	0	0	3	10	COMPULSORY() ELECTIVE(X)	Turkish			
		l .	C	OURSE C	ATAGO	RY	•			
Basic Scier	nce	Educationa Science		it contains		ter degree able design, mark with $()$]	Social Science			
		AS	SESSMEN	IT CRITI	ERIA					
				aluation T		Quantity	%			
			Mid-Te		7100	- Cuanting	,			
			Quiz							
	MID-TER	RM.	Homew	/ork		1	40			
			Project							
			Report							
				()						
	FINAL EX	AM		/		1	60			
	EREQUIE		None							
cou	- Sampl - theore - Centra - Correl - Hypotl cover th	- Basic concept related to statistics - Sampling methods - theoretical distributions - Central tendency and dispersion, - Correlation and regression analysis, - Hypothetical test, cover the content of this course.								
cou	COURSE OBJECTIVES				Öğrencilerin, eğitimde ele alınan değişkenlere ilişkin tanımlayıcı istatistikleri hesaplayabilmeleri, hipotez testlerini kullanarak değişkenler arasındaki ilişkileri inceleyebilmeleri ve yorumlayabilmeleri amaçlanmaktadır.					
		SE TO APPLY								
PROFESSIONAL EDUATION COURSE OUTCOMES			1. comp parame distribut 2. unde 3. know 4. recog deviatio 5. comp	At the end of the course, the students will be able to: 1. comprehend main knowledge related statistic terms (population, sample, parameter, statistic, variable, variables types, measurement, scale, scales types, distribution), 2. understand sampling methods, 3. know theoretical distributions (normal and binomial distributions), 4. recognize central tendency (mean, mod, median) and dispersion (range, standard deviation, variance, standard error, variation coefficient), 5. comprehend correlation and regression analysis, 6. know hypothetical tests (parametric and nonparametric tests, univariate statistics).						
	ТЕХТВООК				 Alpar, R. (2001). Spor Bilimlerinde Uygulamalı İstatistik. Nobel Yayınları, Ankara. Arıcı, H. (2005). İstatistiksel Yöntemler. Meteksan, Ankara. 					
OTHER REFERENCES OTHER REFERENCES 8 Y 9				köztürk, Ş. ıları, Ankara ırdaoğlu, S. sar, N. (200 Nobel Yayır ımar, K. (19 iir. El, S. (1977 Topsever, A	(2007). § a. (1994). I 00). Bilims nları, Ank 199). Pak 1. Davran A.Ü. Dil ve	ik, Metodlar ve Uygulamalar. Anı Yosyal Bilimler İçin Veri Analizi El B Davranış Bilimleri İçin İstatistik. Ha sel Araştırma Yöntemi: Kavramlar, ara. et Programlar ile İstatistiksel Veri aış Bilimleri İçin Parametrik Olmaya e Tarih Coğrafya Fakültesi Yayınla amalı Çok Değişkenli İstatistiksel A	Kitabı. 8. Baskı, Pegem İtipoğlu Yayınları, İlkeler, Teknikler. 10. Analizi. Kaan Kitabevi, an İstatistikler. Çeviren:			
TOOLS AND	EQUIPME	NTS REQUIR	ED							

	COURSE SYLLABUS
WEEK	TOPICS
1	Meeting and introducing
2	Basic concept related to statistics (population, sample, parameter, statistic, variable, variables types, measurement, scale, scales types, distribution)
3	Sampling methods
4	Theoretical distributions (normal and binomial distributions)
5	Central tendency (mean, mod, median) and dispersion (range, standard deviation, variance, standard error, variation coefficient
6	Central tendency (mean, mod, median) and dispersion (range, standard deviation, variance, standard error, variation coefficient
7-8	MID-TERM EXAM
9	Correlation analysis
10	Regression analysis
11	Hypothetical tests (parametric and nonparametric tests, univariate statistics).
12	Descriptive statistical calculations
13	Descriptive statistical calculations
14	Evaluation
15-16	FINAL EXAM

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to explain the basic characteristics of scientific research process in a detailed way.	Х		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	Х		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.			Х
5	to aware of the ethical principles and reflect these principles practices in the field.	Х		
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
7	to evaluate educational organization from structural and practical perspectives.			Χ
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.			Х
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners			Х
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system			Х
11	to discuss the competences of managers to be able lead educational organizations			Χ
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
13	to gain information about educational systems and practices in the field of administration of different countries.		Х	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.	Х		
15	to gain basic statistical skills.	Χ		
16	to contribute the information sharing by joining the national and international meeting related to the field.		Χ	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		Х	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Asist. Prof. Dr.Ümit Çelen Signature:

Date:

COURSE CODE 541102010 COURSE NAME School Culture

SEMESTER WEEKLY COURSE PERIOD COURSE OF									
	Theory		Credit	Credit	ECTS	TYPE	LANGUAGE		
II	3	0	0	3	10	COMPULSORY ()ELECTIVE (X)	Turkish		
		•		COURSE	CATAGO	RY	•		
Basic Scie	Basic Science Educational Science						Social Science		
		%80					%20		
	•				ENT CRITE	RIA	•		
				Evaluation	n Type	Quantity	%		
			Mid	-Term		1	30		
			Qui	Z					
	MID-TE	RM	Hor	nework		1	30		
			Pro	ject					
			Rep	oort					
			Oth	ers ()				
	FINAL E	XAM				1	40		
PF	REREQUI	EITE(S)	-						
COURSE DESCRIPTION				Culture, education and society, components of the culture, organization and management concepts from different perspectives, cross-cultural differences and management, organization from cultural aspects, the basic functions and results of the organizational culture, analysis from cultural aspects of the school, cultural characteristics of effective schools, cultural leadership in school management, change in school culture and management of change, researches about school culture in Turkey and around the world.					
COU	RSE OB.	JECTIVES	org	To know the culture and its components, to realize and classifications about organizational culture, to analyze school from cultural perspective and to evaluate the role of an effective school principals in effective school culture.					
		RSE TO APPL L EDUATION	.Y _	-					
COURSE OUTCOMES			2.T sch 3.T	1.To analyze different aspects of the concept of culture and school culture 2.To questionize function of school culture in the process of creating a effective school 3.Toanalyze the relationship between school culture and school management 4.To examine the research about school culture					
ТЕХТВООК				1.Şişman, M. (1994). Örgüt kültürü. Eskişehir: A. Ü. Yayınları 2. Şişman, M. (2002). Örgütler ve kültürler, Ankara: Pegema. 3.Turan, S. (Editör) (2010). Eğitim yönetimi: Teori, araştırma ve uygulama. Ankara: Nobel Yayıncılık 4.Çelik, V. (2000). Okul kültürü ve yönetimi. Ankara: Pegema Yayıncılık. 5.Prosser, J. (ed.) (1999). School culture. London: Paul Chapman. 6. Deal, T.E.& Peterson, K.D. (2009). Shaping school culture (2th.ed.). San Francisco: Jossey Bass.					
1.Açıkalın. A. ve diğerleri (2007). Bir insan olarak okul müdürü. Ankara: Peşe Yayıncılık. 2.Özden, Y. (Editör) (2004). Eğitim ve okul yöneticiliği el kitabı. Ankara: Peşe Yayıncılık. 3.Şişman, M. (2002). Öğretim liderliği, Ankara: Peşema Yayıncılık. 4.Şişman, M. (2002). Eğitimde mükemmellik arayışı. Ankara: Peşema Yayıncılık. 5. Şişman, M. (2002). Okul Törenleri: Ritüel yeri olarak okul. Ankara: Peşem Yayıncılık.						. Ankara: Pegema cılık. Pegema Yayıncılık.			

	COURSE SYLLABUS					
WEEK	TOPICS					
1	Definition of culture and components of the culture					
2	Culture and society in terms of some theories					
3	Organization and management theories from different perspectives					
4	Intercultural differences and management					
5	Definition and components of the school culture					
6	Creation of an effective school culture					
7-8	MIDTERM					
9	School culture and school climate					
10	Theoretical foundations of the school culture					
11	Relations between school culture and other variables					
12	Changing of school culture					
13	The school administrator's role in the creating of school culture					
14	Studies on the school culture in Turkey and around the world					
15-16	FINAL EXAM					

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to explain the basic characteristics of scientific research process in a detailed way.			Х
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.		Х	
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
7	to evaluate educational organization from structural and practical perspectives.	Χ		
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
11	to discuss the competences of managers to be able lead educational organizations	Х		
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
13	to gain information about educational systems and practices in the field of administration of different countries.		Х	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		Х	
15	to gain basic statistical skills.			Х
16	to contribute the information sharing by joining the national and international meeting related to the field.		Х	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		Х	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor: Prof. Dr. Mehmet Şişman/Doç. Dr. Cemil Yücel Signature: Date:



COURSE CODE	541102011	COURSE NAME	Introduction to Philosophy

SEMESTER	WE	EKLY COURSE	PERIOD	PERIOD COURSE		COURSE OF				
	Theory Practice Laboratory Credit ECTS		TYPE	LANGUAGE						
II	3	0	0	3 10 COMP		PULSORY () ELECTIVE (X)	Turkish			
			•	COURSE	CATAG	ORY				
Basic Scien	ice	Educational Science					eaching sign, mark with $()$	Social Science		
-		%50					, , ,	%50		
	•			ASSESSM	ENT CRI	TERIA				
				Evaluation	n Type		Quantity	%		
			Mid-Te	erm			1	30		
			Quiz							
	MID-TE	=DM	Homev	vork						
	וווט-ווו	_1XIVI	Project				1	30		
			Report							
				(presentatoresented)						
F	INAL E	XAM	00	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	410040010	•••	1	40		
		ISITE(S)	_							
COURSE DESCRIPTION			• 1 • 2 • 1	The ways of acquiring knowledge and knowledge types,						
COUR	SE OB	JECTIVES	philoso	To learn the basic concepts in philosophy, study areas of philosophy, the main philosophical currents, 20. century philosophy currents, ways of acquiring knowledge and knowledge types, fields of philosophy.						
		IRSE TO APPLY		The model of the control of the cont						
PROFES	SIONA	L EDUATION								
COURSE OUTCOMES			2. Que 3. Lear exister 4. Lear critical 5. Knor 6. Lear	 Learning the basic concepts of philosophy Questioning the relationship between philosophy and science Learning the main philosophical currents (idealism, realism, pragmatism, existentialism, humanism) Learning 20. Century philosophical currents (hermeneutics, phenomenology, critical theory, etc.). Knowing the types of knowledge and ways of knowledge acquisition Learning the development of science in history Learning the basic areas of philosophy such as ontology, epistemology and axiology 						
ТЕХТВООК				 Bolay, S. H. (2004). Felsefeye giriş, Ankara: Akçağ Yayınları. Arslan, A. (2005). Felsefeye giriş, İstanbul: Adres Yayınları. Cevizci, A. (2010). Felsefeye giriş, Ankara: Nobel Yayın Dağıtım. Aydın, A. (2009). Felsefe:düşünce tarihi, Ankara: Pegem A Yayıncılık. Aydın, A. (2010). Yaşadığımız dünya, Ankara: Pegem A Yayıncılık. 						
		ERENCES								
TOOLS AND E	EQUIPN	MENTS REQUIR	ED							

	COURSE SYLLABUS					
WEEK	TOPICS					
1	Introduction to the course and course subjects					
2	The basic concepts in philosophy					
3	The relationship between philosophy and science					
4	The development of science in history					
5	Knowledge and knowledge types					
6	Scientific knowledge and ways of knowledge acquisition					
7-8	MID-TERM EXAM					
9	The fields of philosophy					
10	The relationship between philosophy and other disciplines					
11	Main philosophical currents					
12	20. century philosophical currents					
13	Features of philosophy of information, fundamental questions and its basic problem					
14	Basic areas of philosophy such as ontology, epistemology and axiology					
15-16	FINAL EXAM					

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics			
	Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to explain the basic characteristics of scientific research process in a detailed way.			х
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	<u> </u>
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
5	to aware of the ethical principles and reflect these principles practices in the field.	Х		
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
7	to evaluate educational organization from structural and practical perspectives.		Χ	
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
11	to discuss the competences of managers to be able lead educational organizations		Χ	
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
13	to gain information about educational systems and practices in the field of administration of different countries.		Х	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.		Х	
15	to gain basic statistical skills.			Х
16	to contribute the information sharing by joining the national and international meeting related to the field.		Χ	
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		Х	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Ayhan Aydın

Signature: Date:



SEMESTER	Spring

COURSE CODE 541102012 COURSE NAME Research Methods in Education II

SEMESTER	W	EEKLY COURSI	PERIO	D				COURSE OF		
			Labra		Credit	ECTS		TYPE	LANGUAGE	
II	3	0	0		3	10		COMPULSORY () ELECTIVE (x)	Turkish	
					OURSE		RY		1	
		Education	.		OOROL			Education	Social	
Basic Scien	Basic Science Science				lif it conto				Science	
		%80			ĮII II COIIIa	IIIS COIIS	uerau	ble design, mark with $()$]	%20	
		%80		4.0	0500115	NT ADIT	EDIA		%20	
					SESSME		EKIA			
				Evaluation Type Quantity					%	
			Mi	id-Term	n			1	30	
			Qu	iiz						
	MID-TI	ERM	Но	mewor	·k					
			Pro	oject				1	30	
				port						
				hers (1			<u> </u>		
-	INAL E	-YAM	- Ju	1013 ()			1	40	
								<u> </u>	40	
PRE	KEQU	IEITE(S)	<u> </u>			6 1100		10.0		
								alitative research methods,		
					t qualitativ					
COUR	SE DES	SCRIPTION			eps of qua					
								ta analysis,		
				- Examination of a sample qualitative research topic, cover the content of this course.						
								to help students to be able to plan		
				execute, report in education. Theoretical knowledge on various research methods						
COUR	SE OB	SJECTIVES		will be acquired, from conceptualization to operationalization carrying out research						
				will be executed. Students will understand, explain, predict, develop proposal,						
				implement those proposals, interpret and report research results.						
		JRSE TO APPLY								
PROFES	SIONA	L EDUATION								
						,		ents should be able to:		
								n different qualitative research me	ethods,	
					ualitative					
COUF	RSE OL	JTCOMES						alitative research,		
					et qualitati					
								ds in education effectively,		
				6. plan, design, interpret and report an independent qualitative research						
					A. (2000).	Sosyal I	ollimle	erde araştırma (5. Baskı), Pegem	a Yayıncılık,	
				kara.	M D A ::			(4004) A F		
								l. (1994). An Expanded Sourcebo	ok: Qualitative	
	ТЕХТВООК				lysis. Sag			December 0 5 1 11 14 11	I- (2 D. I.)	
								re Research & Evaluation Method	ıs (J.Baskı).	
					olications,					
					ıı, A ve Şir	nşek, H.	(1994	4). Sosyal Bilimlerde Nitel Araştır	ma Yontemieri.	
					Ankara 5. Articles (will be submitted by the instructor).					
								·		
OTHE	R REF	ERENCES						ch and case study applications in	education, San	
			Fra	Francisco: Jossey-Bass, 1998.						
		QUIPMENTS	-	-						
	REQUI	RED								

	COURSE SYLLABUS
WEEK	TOPICS
1	I Introduction Emergence-first research studies Basic concepts Philosophical foundations Basic characteristics
2	What kind of research topics and what kind of areas What kind of results are obtained Qualitative or Quantitative
3	II Types Fenomenology Etnography Grounded theory Case study Field research
4	Action research Biography Narratives Hermeneutical Group focused studies (type of analysis)
5	III Sampling and types (Purposive-Judgement sampling, Convenience sampling, quota sampling, theoretical sampling, snowball sampling)
6	IV Analysis D. Types of analysis Typology, John Lofland & Lyn Lofland Taxonomy ve Domain Analysis James Spradley Constant Comparison/Grounded Theory Anselm Strauss Analytic Induction F. Znaniecki, Howard Becker, Jack Katz.
7-8	MID -TERM
9	Logical Analysis/Matrix Analysis Matthew Miles ve Huberman Quasi-statistics Howard Becker Event Analysis/Microanalysis, Frederick Erickson, Kurt Lewin, Edward Hall, Erving Goffman Metaphorical Analysis Michael Patton, Nick Smith Hermeneutical Analysis Max Van Manen
10	Phenomenology/Heuristic Analysis Clark Moustakas Discourse analysis James Gee Narrative Analysis Catherine Reisman Semiotics Peter Manning Content Analysis R. P. Weber
11	E. Types and characteristics of interview i. Tightly structured ii. Structured iii. Loosely structured F. Observation (Participant Observation, Nonparticipant Observation) Observation records D. Document analysis and artifact analysis
12	V Coding of data C. Data sources and characteristics D. Analsis i. Data recording and transcription (video, audio, paper-pencil) Coding types (Levels, processes, titles, perceptions, open areas) Categories and the formation process of themes and cautions (Open Coding, Axial Coding, Selective Coding) C.Qualitative analysis types according to analysis
13	VI Validity, Reliability, Generalizability, Triangulation: - Member Checking: - Outlier Analysis: - Pattern Matching: - Representativeness Check: - Coding Check multiple coders: - Prolonged engagement - Persistent observation

	- Referential adequacy
	- Peer debriefing
	- Reflexive journal
	- Thick description
	- Purposive sampling
	Audit trail. (Lincoln and Guba, Erlandson et al. 1993)
14	VII Reporting
15-16	FINAL EXAM

	At the end of the Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to explain the basic characteristics of scientific research process in a detailed way.	Х		
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	Х		
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		Х	
5	to aware of the ethical principles and reflect these principles practices in the field.	Х		
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
7	to evaluate educational organization from structural and practical perspectives.		Х	
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		Х	
11	to discuss the competences of managers to be able lead educational organizations			Х
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
13	to gain information about educational systems and practices in the field of administration of different countries.		Х	
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.	Х		
15	to gain basic statistical skills.	Χ		
16	to contribute the information sharing by joining the national and international meeting related to the field.	Χ		
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		Х	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s):	Prof Dr	M	Rahaddin	Acat
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Signature: Date:



SEMESTER	Spring
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COURSE CODE	541102016	COURSE NAME	Ethics in Educational Administration
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SEMESTER	WEE	KLY COURS	E PERIOD	COURSE OF				
SEIVIESTER	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE	
II	3	0	0	3	10	COMPULSORY ELECTIVE	Turkish	

COURSE CATAGORY

Basic Science	Educational Science	Social Science
	%70	%30

ASSESSMENT CRITERIA

MID – TERM FINAL EXAM	Evaluation Type Mid-Term Quiz Homework Project Report Others () Final No	Quantity 1 1	% %30 %30			
	Quiz Homework Project Report Others () Final No	•	%30			
	Homework Project Report Others () Final No	•				
	Project Report Others () Final No	1				
FINAL EXAM	Report Others () Final No	1				
FINAL EXAM	Others () Final No	1				
FINAL EXAM	Final No	1				
			%40			
PREREQUIEITE(S)	0					
COURSE DESCRIPTION	defined with the instructo	e studies related to ethical problem or of the lesson, they analyze them				
COURSE OBJECTIVES	ethical principles and methods to solve them. The aim of this lesson is to make students understand ethics, ethics-morality relations, theories of ethics and approaches to ethics. In education, students are also required to order to determine unethical behaviours in these cases and to suggest solutions to correct these behaviours by using ethical decision making process and ethical principles.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION						
COURSE OUTCOMES	After completing this lesson schedule, students: 1. Learns concept of ethics and ethics-morality relations. 2. Are familiar with philosophy and theories of ethics. 3. Evaluate ethical approaches related to education 4. Create solutionS to encountered ethical problems learning legal ethical r and regulations in public in Turkey. 5. Know the differences among the concepts of work, business, professions morals and work ethics 6. Know the respnonsibilities of school leaders as an ethical leaders and et management principles, 7. Define the reasons of ethical dilemmas school administrators encountered and produce the solution methods 8. Develop ethical questioning methods in management.					
ТЕХТВООК	 Kuçuradi, I. (1999); Etik, 1. Baskı, Ankara: Türkiye Felsefe Kurumu. Haynes, F (2002), Eğitimde Etik (Çev. S. K. Akbaş) İstanbul: Ayrıntı Yayınları (Orijinal Eserin Yayım Tarihi 1998). Pieper, A. (1999); Etiğe Giriş, (Çev. ATAYMAN, Veysel; SEZER, Gönül), İstanbul: Ayrıntı Yayınları. 					
OTHER REFERENCES TOOLS AND EQUIPMENTS REQUIRED	 Shapiro, J., P.; Stefkovich, J. A. (2001); Ethical Leadership and Decision Making In Education; First Edition, Lawrence Erlbaun Associates Publishers, Manlwah, New Jersey, London. Sergiovanni, T. J. (1992); Moral Leadership: Getting to the Hearth of School Leadership, San Francisco, Jossey – Bass. Strike, K; . Haller, E. and Soltis, J. (1988). The Ethics of School Administration, New York and London: Teachers College Press. Computer, Projection 					

	COURSE SYLLABUS				
WEEK	TOPICS				
1	Values and Ethics in Theories				
2	Values and Ethics in Theories				
3	Conceptualizations related to Ethics				
4	Values and Ethics in Turkish Public Administration				
5	Values and Ethics in Business				
6	Moral and Ethical Values from the view of School and Education				
7-8	Mid-Tem Exam				
9	Moral and Ethical Dimensions of Education and School Management				
10	Ethics in new conceptualizations related to Leadership				
11	Ethics in Decision Making Process in School				
12	Encountered Ethical Problems in Education and School Management				
13	Encountered Ethical Problems in Education and School Management				
14	Encountered Cultural Problems in Schools in Turkey and Value Education				
15-16	Final Exam				

NO	PROGRAM OUTCOMES	3	2	1					
1	to know the theories and applications which are used in the field of educational administration,	П	\boxtimes	П					
	supervision, planning and economics								
2	to explain the basic characteristics of scientific research process in a detailed way.								
3	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.								
4	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		\boxtimes						
5	to aware of the ethical principles and reflect these principles practices in the field.	\boxtimes							
6	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		\boxtimes						
7	to evaluate educational organization from structural and practical perspectives.		\boxtimes						
8	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		\boxtimes						
9	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		\boxtimes						
10	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		\boxtimes						
11	to discuss the competences of managers to be able lead educational organizations		\boxtimes						
12	to analyze the relationship between education and other interdisciplinary studies such as sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.								
13	to gain information about educational systems and practices in the field of administration of different countries.		\boxtimes						
14	to find a systematic and original solution to the problem existing in the field by using scientific research methods.	\boxtimes							
15	to gain basic statistical skills.	\boxtimes							
16	to contribute the information sharing by joining the national and international meeting related to the field.		\boxtimes						
17	to return the information gained within the field of leadership and administration into practice by enhancing the quality of educational organizations.		\boxtimes						
1: Non	1: None 2: Partially contribution 3: Completely contribution								

Instructor(s):	
Signature:	Date:

EDUCATIONAL ADMINISTRATION, SUPERVISION, PLANNING and ECONOMICS PROGRAM DISTANCE EDUCATION NON-THESIS MASTER PROGRAM							
Course Code	Course Name	ECTS	T+P+L	C/E	Language		
	Fall Semester (I. Semester)						
542701002	Research Methods in Education	10	3+0+3	С	Turkish		
542701001	Educational Administration	10	3+0+3	Е	Turkish		
542701003	Educational Leadership	10	3+0+3	Е	Turkish		
542701004	Effective School and School Development	10	3+0+3	Е	Turkish		
542701007	Social and Culturel Forundations of Education	10	3+0+3	Е	Turkish		
542701008	Ethics in Educational Administration	10	3+0+3	Е	Turkish		
Total Credit			12				
	Spring Semester (II. Semester)						
542702001	School Management	10	3+0+3	Е	Turkish		
542702002	School Culture	10	3+0+3	Е	Turkish		
542702003	Policy Develeopment in Education	10	3+0+3	Е	Turkish		
542702004	Curriculum Development and Evaluation in Education	10	3+0+3	Е	Turkish		
542702005	Psychological Foundations of Education	10	3+0+3	Е	Turkish		
Total Credit			9				
	Fall Semester (III. Semester)						
542701005	Law and Supervision in Education	10	3+0+3	Е	Turkish		
	School and Community Relations	10	3+0+3	Е	Turkish		
542701009	Improvement of Class Learning	10	3+0+3	Е	Turkish		
542701010	Report Preparation Techniques in Education	10	3+0+3	E	Turkish		
542701011	Values Education	10	3+0+3	Е	Turkish		
Total Credit			9				
	Spring Semester (IV. Semester)						
542701012	Term Project	30	0+2+0	С	Turkish		
Total Credit		30	9				



SEMESTER Fall

COURSE CODE 542701001	COURSE NAME	Educational Administration
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SEMESTER	W	ΈΕΙ	KLY COURSE	PERIOD				COURSE OF		
55	Theor		Practice	Labrate	ory	Credit	ECTS	TYPE	LANGUAGE	
	3		0	ı		3	10	COMPULSORY() ELECTIVE(X)	Turkish	
					CO	URSE CA	TAGOR	Υ		
Basic Science Educational Science						Master degree	Social			
				[if it cont	ains con	siderable design, mark with $()$]	Science			
%75								%25		
					ASS	ESSMENT	CRITE	RIA		
					Ε·	valuation	Туре	Quantity	%	
					Mid-7	Гerm		1	40	
					Quiz					
	MID	-TE	RM		Home	ework				
					Proje	ct				
					Repo	ort				
					Othe	rs ()			
	FINA	L E	XAM			,		1	60	
I	PREREC	QUII	EITE(S)						-	
			, ,		Theo	retical and	concer	tional foundations of educational admir	nistration; Basic	
					princi	iples of e	education	nal management; Classical organizati	on theory and	
					educ	ational ma	nageme	nt; Neo-classical organizational theory	and educational	
								organizational theory and educationa		
СО	URSE D	ES	CRIPTION					n educational management; Develop		
								man science in the world and Turke		
								nal administrators and school principal nool administration and school manag		
					School law; Management of human resources; Curriculum, instruction, and student services and other services in the school.					
								e students should be able to:		
					understand organizational theories on the educational management					
					2. understand the theories related to the educational management					
					3. understand developing the field of educational administration in the world					
CC	OURSE (OBJ	IECTIVES		and Turkey. 4. understand training and attainment of educational administrators in					
						ors in the world				
						Furkey.	ducation	and school management process, prob	loma about	
								nt and promises.	iems about	
ADDITIV	E OF C	OHE	RSE TO APPL	Υ	Guuci	alional ma	nageme	it and promises.		
			EDUATION	••						
	_55.01	.,			Stude	ents are go	oina to			
								ional theories on the educational manag	ement	
								ies related to the educational management		
					3. understand developing the field of educational administration in the world					
C	OURSE	OU.	TCOMES			Turkey.				
					raining a	nd attainment of educational administrat	ors in the world			
				Γurkey.	و و المور و المور	and select meaning the meaning make	lawaa ahaut			
				5. understand education and school management process, problems about educational management and promises.						
					•			an, S. (2001). Okul Yöneticileri İçin Sta	andartlar: Eğitim	
								arı, S. (2001). Okur Yonelicileri içiri Siz i Temelleri Üzerine Düşünceler, B. Ü. (
	TEX	TBC	OK							
		•	·		Enstitüsü Dergisi, 3(4), 68-87. • Şişman, M. & Turan, S. (2004). Dünyada ve Tül				rkiye'de Eăitim	
			Yöneticilerinin Yetiştirilmesi, Türk Eğitim Bilimleri Dergisi , C. 2, s.1.							
								91). Eğitim Yönetiminde Teori ve Uygı		
^ 1	ים פון	CCC	DENCES			Pegema	, (:•	, G		
O1	ı ⊓⊑K KI		RENCES		Bursalıoğlu, Z. (1999). Okul Yönetiminde Yeni Yapı ve Davranış.					
					Ankara: Pegema.					

	 Özden, Y. (Editör) (2004). Eğitim ve Okul Yöneticiliği El Kitabı. Ankara: Pegema. Şişman, M. & Turan, S. (2005). Eğitim ve Okul Yönetimi. A. Yesevi Üniversitesi Ders Notları
	 Şişman, M. (1994). Örgüt Kültürü, Eskişehir: A. Ü. Yayınları Şişman, M. (2002). Örgütler ve Kültürler, Ankara: Pegema. Şişman, M. (2009). Türk Eğitim Sistemi ve Okul Yönetimi. Ankara: Pegema.
	 Taymaz, H. (2001) Okul Yönetimi. Ankara: Pegema Turan, S. (Editör) (2010). Eğitim Yönetimi: Teori, Araştırma ve Uygulama. Ankara: Nobel Yayıncılık.
TOOLS AND EQUIPMENTS REQUIRED	

	COURSE SYLLABUS
WEEK	TOPICS
1	Theoretical and conceptional foundations of educational administration
2	Basic principles of educational management; Classical organization theory and educational management; Neo- classical organizational theory and educational management; Current organizational theory and educational management;
3	Management processes
4	Theory and practice in educational management
5	Developing educational administration as a human science in the world and Turkey
6	Training and attainment of educational administrators and school principals in the in the world and Turkey
7-8	MID-TERM EXAM
9	School administration and school management process
10	Management of human resources
11	Management of students' services in the school.
12	Management of education and training practices in the school.
13	Management of school
14	Solutions to the problems of education and school management
15-16	FINAL EXAM

	At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to use effectively distance education technologies.	Х		
3	to gain comprehension on the basic characteristics of scientific research process.		Х	
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		Х	
6	to aware of the ethical principles and reflect these principles practices in the field.		Х	
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		Х	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
9	to analyze educational organisations from structural and practical perspectives.		Χ	
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
13	to discuss the competences of managers to be able lead educational organizations		Х	
14	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
15	to gain information about educational systems and practices in the field of administration of different countries.		Х	
16	to evaluate a problem existing in the field by using scientific research methods.		Χ	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Signature: Date:



SEMESTER Fall

COURSE CODE 542701002 COURSE NAME Research Methods in Education

SEMESTER	WFFK	EEKLY COURSE PERIOD COURSE OF									
JEMESTER.	Theory	Practice	Laboratory								
I	3	0	0	3	10	CO	MPULSORY (X) ELECTIVE ()	Turkish			
			•	COURSE	CATEG		· / //				
Dania Caian		Education	al		Primar	y Scl	hool Teaching	Casial Caianas			
Basic Scien	ice	Science		[if it conta	ins cons	derab	ole design, mark with $()$]	Social Science			
-		%100									
				ASSESSM	ENT CRI	TERI	A				
			Evaluatio -Term	n Type		Quantity	%				
							1	30			
			Quiz								
	MID TEE	18.5		ework			1	20			
	MID-TER	KIVI	Proje								
			Repo								
				ers (present		ـاـ					
				mary of the ussion)	presente	a					
	FINAL EX	ΔΜ	uisci	assion)			1	50			
	REREQUIE						<u>'</u>				
. 1	<u>.</u>	··· =\ <i>\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\</i>		n purpose o	of this cou	ırse i	is to enable students to examine	research processes			
							a collection, data analysis, and				
COLIF	RSE DESC	POIDTION					ain scientific research methods (e				
COUR	KOE DEOU	RIPTION					s, et al.) and to learn practical te				
				make literature review necessary for a certain research topic, data gathering, data							
				evaluation and reporting.							
COU	RSE OBJE	ECTIVES		The objective of this course is to gain ability for performing all aspects of quantitative research.							
ADDITIVE	OF COUR	SE TO APPL		quantitative research.							
PROFE	SSIONAL	EDUATION									
			7.	7. to develop understandings about the role of research in science –especially in							
				knowledge							
							research processes and research				
COL	JRSE OUT	COMES	9.	to analyze research in knowledge management field and gaining evaluation ability							
	NOL OUT	OOMEO	10	10.to think systematically for solving problems in knowledge management field							
				and perform analytical methods							
				11.to teach data collection, data analysis and evaluation techniques							
			12	12.to gain knowledge in writing research proposal and preparing research report							
	TEXTBO	OK	•								
				based inquiry. Boston, MA: Brown and Company.							
			•	 Cohen, L., Manion, L., & Morrison, K. (2007). Research methods in education. New York: Routledge. 							
						•	quantitative research in education	· With SPSS			
				 Muijs, D. (2004). Doing quantitative research in education: With SPSS. London: Sage. 							
	OTHER REFERENCES				•	kan F	Psikoloji Derneği yayım kılavuzu. İ	stanbul: Kaknüs			
				Yayınları.							
ОТН				Neuman, W. Lawrence (2008). Toplumsal araştırma yöntemleri. İstanbul:							
0.111				Yayınoda							
			•				Sosyal araştırmalara giriş: Nitel ve	e nicel yaklaşımlar.			
				İstanbul: S			vı. S., & Çinko, M. (2010). Sosyal biliı	mlarda SDSS'la vari			
								menue oroo le vell			
				 analizi. İstanbul: Beta Yayınları. Türkiye Bilimler Akademisi (2002). Bilimsel araştırmada etik ve sorunları. 							
				Ankara: TUBA							
T00/ 0 11/-	EOHIDME	NTS REQUIF	PED								

	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 EXAM						
9	Survey research – Correlational research						
10	Causal research						
11	Qualitative and quantitative measurement						
12	Quantitative data analysis						
13	Writing research report						
14	Course evaluation						
15-16	FINAL EXAM						

	At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to use effectively distance education technologies.	Х		
3	to gain comprehension on the basic characteristics of scientific research process.	Х		
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	Х		
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.			Х
6	to aware of the ethical principles and reflect these principles practices in the field.	Х		
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		Х	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
9	to analyze educational organisations from structural and practical perspectives.			Х
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		Х	
13	to discuss the competences of managers to be able lead educational organizations			Х
14	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
15	to gain information about educational systems and practices in the field of administration of different countries.		Х	
16	to evaluate a problem existing in the field by using scientific research methods.	Х		
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Doç. Dr. Engin KARADAĞ Signature:

Signature: Date:



SEMESTER	Fall
U U.	

COURSE CODE 542701003 COURSE NAME Educational Leadership

Theory Practice Labratory Credit ECTS TYPE LANGUAGE	SEMESTER	SEMESTER WEEKLY COURSE PERIOD COURSE OF										
Basic Science Educational Science Science Educational Science Scienc	,,,,				Credit	ECTS		LANGUAGE				
Science Education Science Education Science Education Science Education Science Education Science Science Education Science Science Education Science Scie	I											
Social Science % 60 % 40					COURSI	E CATAC						
ASSESSMENT CRITERIA Evaluation Type	Basic Scier	ice	Educational	Science	lif it co			Social Science				
Evaluation Type Quantity %		% 60		[oo			% 40					
Evaluation Type Quantity %				Į.	ASSESSN	IENT CR	ITERIA	1				
Research assignment 30 assignment Project 1 30 30 Final Exam 1 40 40 Report Others () Others ()					Evaluation	n Type	Quantity	%				
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION COURSE OUTCOMES COURSE					Article reviev	V						
Final Exam Report Others () Final Exam PREREQUIEITE(S) COURSE DESCRIPTION COURSE DESCRIPTION COURSE OBJECTIVES ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION By the end of this module students will be able to: 7. understand the context of leadership practices, 8. understand the context of leadership practices, 9. lead of elementary and secondary schools within the context of theory and practice, 10. understand the basic tools of educational research and writing, 11. develop annotated bibliography on leadership. TEXTBOOK 12. Sigman, M. (2002c). Eğitimde Mükemmellik Arayışı. Ankara: Pegema. 13. Sigman, M. & S. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema. 14. Sigman, M. & S. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema. 15. Keçecioğlu, T. (1998). Liderlik istanbul: Hayat. 16. Wadsworth, W. J. (1999). Liderlik istanbul: Beyaz. 18. Kotter, J. P. (1998). Matsushtal iderligi, Istanbul: Sistem. 19. Fukuyama, F. (1999). Tarihin sonu ve son insan. İstanbul: Gün. 20. İnan K. (1993). Türkiye Gerçeği. İstanbul: Timaş. 21. Kennedy, J. F. Cesaret ve fazilet mücadelesi, İstanbul: Hayat. 22. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. Istanbul: Vadi.		MD	TEDM				1	30				
FINAL EXAM PREREQUIEITE(S) COURSE DESCRIPTION COURSE DESCRIPTION COURSE OBJECTIVES ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION By the end of this module students will be able to: 1. understand foundations of leadership theories, a understand the context of leadership practices, lead of elementary and secondary schools within the context of theory and practice, understand the basic tools of educational research and writing, leadership, leading blibliography on leadership, leading education. TEXTBOOK 12. Sişman, M. (2002b). Ögretim Liderligi. Ankara: Pegema. 13. Sişman, M. (2002b). Ögretim Liderligi. Ankara: Pegema. 14. Sişman, M. & S. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema. 15. Keçecioğlu, T. (1998). Liderlik ve Liderler. İstanbul: Mayi Kitaplar 16. Wadsworth, W. J. (1999). Liderlik literliği. İstanbul: Beyaz. 18. Kotter, J. P. (1998). Matsushita liderliği. İstanbul: Sistem. 19. Fikuyama, F. (1999). Türkiye Gerçeği. İstanbul: Timaş. 20. İnan K. (1993). Türkiye Gerçeği. İstanbul: Timaş. 21. Kennedy, J. F. Cesaret ve fazilet mücadelesi. İstanbul: Hayat. 22. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. İstanbul: Vadi.		MID	-IERM		Project		1	30				
PREREQUIEITE(S) COURSE DESCRIPTION COURSE OBJECTIVES ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION COURSE OUTCOMES By the end of this module students will be able to: 7. understand the context of leadership theoriese, 8. understand the context of leadership theoriese, 9. lead of elementary and secondary schools within the context of theory and practice, 10. understand the basic tools of educational research and writing, 11. develop annotated bibliography on leadership, 12. experience in dealing with controversial issues in leading education. TEXTBOOK COURSE OUTCOMES COURSE OUTCOMES COURSE OUTCOMES COURSE OUTCOMES By the end of this module students will be able to: 7. understand the context of leadership theoriese and their use in educations of leadership theoriese and their use in educations of leadership theoriese and their use in educations of leadership theoriese and their use in educations of leadership theoriese and their use in educations of leadership theoriese and their use in educations of leadership theoriese and their use in educations of leadership theoriese and their use in educations of leadership theoriese and their use in educations of leadership theoriese and their use in educations of leadership theoriese					Final Exam		1	40				
FINAL EXAM PREREQUIEITE(S) COURSE DESCRIPTION COURSE DESCRIPTION COURSE OBJECTIVES COURSE OBJECTIVES ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION By the end of this module students will be able to: 7. understand foundations of leadership theories, a. understand the context of leadership practices, 9. lead of elementary and secondary schools within the context of theory and practice, 10. understand the basic tools of educational research and writing, 11. develop annotated bibliography on leadership, 12. experience in dealing with controversial issues in leading education. TEXTBOOK 12. Şişman, M. (2002c). Ğgetimde Mükemmellik Arayışı. Ankara: Pegema. 13. Şişman, M. (2002c). Öğretim Liderliği. Ankara: Pegema. 14. Şişman, M. & S. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema 15. Keçeciöğlu, T. (1998). Liderlik ve Liderler. İstanbul: Mavi Kitaplar 16. Wadsworth, W. J. (1999). Liderlik, İstanbul: Hayat. 17. Maxwell, J. C. (1999). Liderlik initelikleri, İstanbul: Beyaz. 18. Kotter, J. P. (1998). Matsushta liderliği. İstanbul: Beyaz. 19. Fukuyama, F. (1999). Tarihin sonu ve son insan. İstanbul: Gün. 20. İnan K. (1993).Türkiye Gerçeği. İstanbul: Timaş. 21. Kennedy, J. F. Cesaret ve fazilet mücadelesi. İstanbul: Hayat. 22. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. İstanbul: Vadi.					Report							
COURSE DESCRIPTION COURSE OBJECTIVES ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION By the end of this module students will be able to: 7. understand foundations of leadership; theories, a. understand foundations of leadership; theories, a. understand foundations of leadership; theories, a. understand foundations of leadership theories, a. understand foundations of leadership theories, a. understand foundations of leadership theories, a. understand foundations of leadership practices, 9. lead of elementary and secondary schools within the context of theory and practice, 10. understand the basic tools of educational research and writing, 11. develop annotated bibliography on leadership, 12. experience in dealing with controversial issues in leading education. TEXTBOOK TEXTBOOK 12. Sişman, M. (2002c). Eğitimde Mükemmellik Arayışı. Ankara: Pegema. 13. Sişman, M. (2002c). Eğitimde Mükemmellik Arayışı. Ankara: Pegema. 14. Sişman, M. (2002b). Öğretim Liderliği. Ankara: Pegema. 15. Keçecioğlu, T. (1998). Liderlik ve Liderler. İstanbul: Mavi Kitaplar 16. Wadsworth, W. J. (1999). Liderlik nitelikleri. İstanbul: Beyaz. 18. Kotter, J. P. (1998). Matsushtal liderliği. Istanbul: Sistem. 19. Fukuyama, F. (1999). Tairhin sonu ve son insan. İstanbul: Gün. 20. Inan K. (1993). Türkiye Gerçeği. Istanbul: Timaş. 21. Kennedy, J. F. Cesaret ve fazilet mücadelesi. Istanbul: Hayat. 22. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. Istanbul: Vadi.					Others ()						
COURSE DESCRIPTION COURSE OBJECTIVES ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION By the end of this module students will be able to: 7. understand foundations of leadership practices, 8. understand froundations of leadership practices, 9. lead of elementary and secondary schools within the context of theory and practice, 10. understand the basic tools of educational research and writing, 11. develop annotated bibliography on leadership, 12. experience in dealing with controversial issues in leading education. TEXTBOOK 12. Şişman, M. (2002c). Eğitimde Mükemmellik Arayışı. Ankara: Pegema. 13. Şişman, M. (2002b). Öğretim Liderliği. Ankara: Pegema. 14. Şişman, M. & S. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema. 15. Keçecioğlu, T. (1998). Liderlik ve Liderler. İstanbul: Mavi Kitaplar 16. Wadsworth, W. J. (1999). Liderlik intellikleri. Istanbul: Beyaz. 18. Kotter, J. P. (1998). Matsushita liderliği. Istanbul: Beyaz. 19. Fukuyama, F. (1999). Tarihin sonu ve son insan. İstanbul: Gün. 20. İnan K. (1993). Türkiye Gerçeği. İstanbul: Timaş. 21. Kennedy, J. F. Cesaret ve fazilet mücadelesi. İstanbul: Hayat. 22. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. İstanbul: Vadi.		FINA	L EXAM									
leadership and decision making; leadership and communication; leadership and ethics; vision and leadership; learning organizations and leadership; ledaerhip and the future. The main aim of the course is to introduce leadership theoriese and their use in education school setting. ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	F	REREC	QUIEITE(S)									
### Education school setting. ### ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION ### By the end of this module students will be able to: ### 7.	CO	DESCRIPTION		leadership and decision making; leadership and communication; leadership and ethics; vision and leadership; learning organizations and leadership; ledaerhip and the future.								
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION By the end of this module students will be able to: 7. understand foundations of leadership theories, 8. understand the context of leadership practices, 9. lead of elementary and secondary schools within the context of theory and practice, 10. understand the basic tools of educational research and writing, 11. develop annotated bibliography on leadership, 12. experience in dealing with controversial issues in leading education. TEXTBOOK 12. Şişman, M. (2002c). Eğitimde Mükemmellik Arayışı. Ankara: Pegema. 13. Şişman, M. (2002b). Öğretim Liderliği. Ankara: Pegema. 14. Şişman, M. & S. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema 15. Keçecioğlu, T. (1998). Liderlik ve Liderler. İstanbul: Mavi Kitaplar 16. Wadsworth, W. J. (1999). Liderlik. İstanbul: Hayat. 17. Maxwell, J. C. (1999). Liderlik nitelikleri. İstanbul: Beyaz. 18. Kotter, J. P. (1998). Matsushıta liderliği. İstanbul: Sistem. 19. Fukuyama, F. (1999). Tarihin sonu ve son insan. İstanbul: Gün. 20. İnan K. (1993). Türkiye Gerçeği. İstanbul: Timaş. 21. Kennedy, J. F. Cesaret ve fazilet mücadelesi. İstanbul: Hayat. 22. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. İstanbul: Vadi.	CO	URSE (OBJECTIVES									
COURSE OUTCOMES 7. understand foundations of leadership theories, 8. understand the context of leadership practices, 9. lead of elementary and secondary schools within the context of theory and practice, 10. understand the basic tools of educational research and writing, 11. develop annotated bibliography on leadership, 12. experience in dealing with controversial issues in leading education. TEXTBOOK 12. Şişman, M. (2002c). Eğitimde Mükemmellik Arayışı. Ankara: Pegema. 13. Şişman, M. (2002b). Öğretim Liderliği. Ankara: Pegema. 14. Şişman, M. & S. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema 15. Keçecioğlu, T. (1998). Liderlik ve Liderler. İstanbul: Mavi Kitaplar 16. Wadsworth, W. J. (1999). Liderlik istanbul: Hayat. 17. Maxwell, J. C. (1999). Liderlik nitelikleri. İstanbul: Beyaz. 18. Kotter, J. P. (1998). Matsushıta liderliği. İstanbul: Sistem. 19. Fukuyama, F. (1999). Tarihin sonu ve son insan. İstanbul: Gün. 20. İnan K. (1993). Türkiye Gerçeği. İstanbul: Timaş. 21. Kennedy, J. F. Cesaret ve fazilet mücadelesi. İstanbul: Hayat. 22. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. İstanbul: Vadi.				LY	- Caracanon control gr							
12. Şişman, M. (2002c). Eğitimde Mükemmellik Arayışı. Ankara: Pegema. 13. Şişman, M. (2002b). Öğretim Liderliği. Ankara: Pegema. 14. Şişman, M. & S. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema 15. Keçecioğlu, T. (1998). Liderlik ve Liderler. İstanbul: Mavi Kitaplar 16. Wadsworth, W. J. (1999). Liderlik. İstanbul: Hayat. 17. Maxwell, J. C. (1999). Liderlik nitelikleri. İstanbul: Beyaz. 18. Kotter, J. P. (1998). Matsushıta liderliği. İstanbul: Sistem. 19. Fukuyama, F. (1999). Tarihin sonu ve son insan. İstanbul: Gün. 20. İnan K. (1993). Türkiye Gerçeği. İstanbul: Timaş. 21. Kennedy, J. F. Cesaret ve fazilet mücadelesi. İstanbul: Hayat. 22. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. İstanbul: Vadi.	cc					 understand foundations of leadership theories, understand the context of leadership practices, lead of elementary and secondary schools within the context of theory and practice, understand the basic tools of educational research and writing, develop annotated bibliography on leadership, 						
13. Şişman, M. (2002b). Öğretim Liderliği. Ankara: Pegema. 14. Şişman, M. & S. Turan (2001). Eğitimde Toplam Kalite Yönetimi. Ankara: Pegema 15. Keçecioğlu, T. (1998). Liderlik ve Liderler. İstanbul: Mavi Kitaplar 16. Wadsworth, W. J. (1999). Liderlik. İstanbul: Hayat. 17. Maxwell, J. C. (1999). Liderlik nitelikleri. İstanbul: Beyaz. 18. Kotter, J. P. (1998). Matsushıta liderliği. İstanbul: Sistem. 19. Fukuyama, F. (1999). Tarihin sonu ve son insan. İstanbul: Gün. 20. İnan K. (1993). Türkiye Gerçeği. İstanbul: Timaş. 21. Kennedy, J. F. Cesaret ve fazilet mücadelesi. İstanbul: Hayat. 22. Thoreau, H. D. Mohandas K. Gandhi (1999). Sivil itaatsizlik ve pasif direniş. İstanbul: Vadi.		TEX	ТВООК									
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	TOOLS AN	D EQUI	PMENTS REOU	IRED	-							

	COURSE SYLLABUS					
WEEK	TOPICS					
1	Concepts of leadership					
2	Leadership theories and paradigms; Visionary theories					
3	The nature of organizational leadership					
4	Leadership studies					
5	Contingency theories					
6	Legitimacy, power and influence in leadership					
7-8	MID -TERM					
9	Transformational leadership					
10	Change and leadership					
11	Social responsibility and leadership					
12	Philosophical foundations of leadership					
13	Ethics in leadership					
14	An integrative theory of leadership					
15-16	FINAL EXAM					

	At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to use effectively distance education technologies.	Х		
3	to gain comprehension on the basic characteristics of scientific research process.			Х
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
6	to aware of the ethical principles and reflect these principles practices in the field.		Х	
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.	Х		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
9	to analyze educational organisations from structural and practical perspectives.	Х		
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
13	to discuss the competences of managers to be able lead educational organizations	Х		
14	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
15	to gain information about educational systems and practices in the field of administration of different countries.		Х	
16	to evaluate a problem existing in the field by using scientific research methods.		Х	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Selahattin TURAN Signature:

Date:



COURSE CODE 542701004 COURSE NAME Effective School and School Development

SEMESTER	18/1	CCVI	LY COURSE	DEDIOD			COURSE OF				
SEIVIESTER	Theo		Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE			
	I 3		()	Cabiatory	3	10	COMPULSORY() ELECTIVE(X)	Turkish			
'					ŭ		V (7)	Tarkion			
				COURSE CATEGORY Science Education							
Basic Scien	ice	Ed	lucational S	cience	lif it con		siderable design, mark with $()$	Social Science			
			%70		ĮII IK OOII	taino 0011	Siderable design, mark with (1)]	%30			
	I			ı	ASSESSM	ENT CR	TERIA				
					uation Type		Quantity	%			
				Mid-Term	7.		1	40			
			Ī	Quiz							
М	ID-TER	M	ľ	Homework							
			Ī	Project							
			ľ	Report							
				Others ()			-			
FIN	IAL EX	AM		\	/		1	60			
PRER	EQUIEI	TE(S	3)	-							
			<i>'</i>	The relation	ship betwe	een effe	ctive school research and school de	velopment studies:			
							ment, innovation and school developme				
COURSE	DESC	DIDT	ION				rement and evaluation of the outcomes				
OOOROL	DEGG	1311 1	1011				velopment, school reform and school de				
							responsibility and accountability in edu	ucation and school			
							ol improvement studies				
							reform, organizational effectiveness, effe	ctive schools,			
				school develo				n			
COURSI	F ORJE	CTI	/FS	-to know the models to determine the effectiveness of school and education -to recognize approaches and methods to improve school							
COOKO				-to analyze the scope and size of the development process							
				- to know the school development practices in different countries							
				-to develop models to improve schools							
ADDITIVE OF											
PROFESSI	ONAL I	EDU/	ATION								
				At the end of this course, students will be able to;							
				- explain the concepts of school reform, organizational effectiveness, effective schools, school development / improvement							
				- know the models to determine the effectiveness of school and education							
COURS	E OUT	COM	ES	- recognize approaches and methods to improve school							
				- analyze the scope and size of the development process							
				- know the school development practices in different countries							
				- develop mo	<u>.</u>			_			
							e. Ankara: Pegema.				
							ul Geliştirme. Ankara: Pegema.				
				Creemers, Bert P.M. (2002). From School Effectiveness and School Improvement to Effective School Improvement: Background, Theoretical Analysis, and Outline of the Empirical Study.							
								ne Empiricai Study.			
TE	хтвос)K		Online Publication Date: 01 October 2002 Education Improvement Commission (2000). School Improvement Planning: A Handbook.							
		•••		Toronto: Routledge.							
			Handbook of Research on Educational Administration (1998). New York: Longman.								
				Şişman, M. (2002). Eğitimde Mükemmellik Arayışı-Etkili Okullar Ankara: Pegema.							
					. (2007). (E	d.), Inter	national Handbook of School Effectivenes	s and Improvement,			
				Springer.			(0000)				
						t Commi	ssion (2000). School Improvement Plan	ining: A Handbook.			
				Toronto: Rou		on Educa	tional Administration (1998). New York: Lo	onaman			
OTHER	REFER	RENC	ES				tional Administration (1998). New York: Lo emmellik Arayışı-Etkili Okullar Ankara: F				
							national Handbook of School Effectivenes				
				Springer.	. (,,		z zara miprovomont,			
				-19							

	Turan, S. (Editör) (2010). Eğitim Yönetimi: Teori, Araştırma ve Uygulama. Ankara: Nobel Yayıncılık
TOOLS AND EQUIPMENTS REQUIRED	-

	COURSE SYLLABUS						
WEEK	TOPICS						
1	Meeting, providing information about course content						
2	The concepts of organizational effectiveness, effective schools, school development / improvement, school reform						
3	The relationship between effective school research and school development studies						
4	Organizational change, development, innovation and school development						
5	School-oriented approaches and models						
6	Measurement and evaluation of the outcomes of school and education						
7-8	MID-TERM EXAM						
9	The school development plan						
10	School reform and school-oriented studies in different countries						
11	Responsibility and accountability in school and education management						
12	Models to determine the effectiveness of school and education						
13	The scope and dimensions of the school development process						
14	Evaluation of school improvement studies						
15-16	FINAL EXAM						

	At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision,		Х	
2	planning and economics.	.,		
2	to use effectively distance education technologies.	Х		
	to gain comprehension on the basic characteristics of scientific research process.		Χ	₩
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	Х		
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		Х	
6	to aware of the ethical principles and reflect these principles practices in the field.	Х		
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.	Х		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
9	to analyze educational organisations from structural and practical perspectives.		Х	
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		Х	
13	to discuss the competences of managers to be able lead educational organizations	Χ		
14	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
15	to gain information about educational systems and practices in the field of administration of different countries.		Х	
16	to evaluate a problem existing in the field by using scientific research methods.		Χ	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Assoc. Prof. Dr. Cemil YÜCEL Signature: Date:



SEMESTER Fall

COURSE CODE 54270100	COURSE NAME	Law and Supervision in Education
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SEMESTER	W	EEKL	Y COURSE	RSE PERIOD COURSE OF						
	Theo		Practice	Labrato	ry (Credit	ECTS	TYPE	LANGUAGE	
l	3		0	0		3	10	COMPULSORY () ELECTIVE (X)	Turkish	
					CC	OURSE (CATAGO	DRY		
Basic Scier	Basic Science Educational Science					lif it con	tains cor	Master degree nsiderable design, mark with $()$	Social Science	
			%75			[ii it ooii	tanio coi	isiderable design, mark with (1)]	%25	
			70.0		ASS	ESSME	NT CRIT	ERIA	7020	
						aluation		Quantity	%	
				Ī	Mid-Te			1	30	
					Quiz					
	MID-	-TERN	М		Home	work				
					Project					
				Ī	Repor					
				ľ		s (.)			
	FINAL	L EXA	M			,	•	1	60	
F	PREREC	QUIEIT	TE(S)		None					
					5. c	oncepts	related t	o audit and evaluation		
								nd evaluation in the education process		
COI	URSE D	ESCF	RIPTION					t as a managerial tool, performance n	neasurement and	
						erforma				
								ent Approach and its usage in educationa		
					concepts related to audit and evaluation, the role of audit and evaluation in the education process, audit types, audit as a managerial tool, performance					
CO	COURSE OBJECTIVES				measurement and performance evaluation, Multiple Assessment Approach and					
								Il supervision	п Арргоаст апа	
ADDITIV	E OF CO	OURS	E TO APPI	Υ		9				
PROF	ESSION	NAL E	DUATION							
					At the end of this lesson students are going to					
					explain the concepts related to audit and evaluation					
00	OURSE (OUT?	OMES		understand the different approaches and models related to audit and evaluation					
CC	JUKSE (JUIC	OIVIES		3. to discuss the performance evaluation models for educational institutions					
					4. to practice the evaluation models and basic field practices that will be used in					
					educational institutions.					
					3. A	kal, Z. (1996). İş	letmelerde performans ölçüm ve denetim	ni :(çok yönlü	
	TEYT	rr∩∩	K		р	erformai	ns göste	rgeleri), Ankara: Milli Prodüktivite Merkez	ri Yayınları.	
TEXTBOOK					4. Cengiz, C. (1992). Milli Eğitim Bakanlığı Bakanlık müfettişlerinin					
					_	_		ftişin geliştirilmesi, İstanbul : Milli Eğitim E		
								inolu, T. (2010). İç denetim, Kocaeli : Um		
							7). Türk kamu yönetiminde bireyden devl nkara: Platin Yayıncılık.	iete yonetsel		
									avinevi	
OTHER REFERENCES				 Pehlivanlı, D. (2010). Modern iç denetim, İstanbul: Beta Yayınevi. Taymaz, H. (2010). Eğitim sisteminde teftiş: kavramlar, ilkeler, yöntemler, 						
						Yayıncılık.	, ,			
				10. Y	′örüker,	S. ve Öz	eren, B. (2000). INTOSAI denetim standa			
				Α	vrupa u	/gulama	rehberi, Sayıştay Başkanlığı Araştırmalİr	ncelemelÇeviri		
							.Yurdakı	ıl, Ç. (2007). Denetim ve raporlama, Ank	ara: Gazi	
TAC: 2 (1)	.				K	(itabevi.				
TOOLS AN	ט EQUI	LMEV	VIS REQUI	KED						

	COURSE SYLLABUS
WEEK	TOPICS
1	concepts related to audit and evaluation
2	the role of audit in the education process
3	the role of evaluation in the education process
4	audit types
5	audit as a managerial tool, performance measurement and performance evaluation
6	the different approaches and models related to audit and evaluation
7-8	MID-TERM EXAM
9	Performance measurement
10	Performance evaluation
11	Discussing the performance evaluation models for educational institutions
12	Practicing the evaluation models and basic field practices that will be used in educational institutions
13	Multiple Assessment Approach
14	Usage of Multiple Assessment Approach in educational supervision
15-16	FINAL EXAM

	At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.	Х		
2	to use effectively distance education technologies.	Χ		
3	to gain comprehension on the basic characteristics of scientific research process.		Х	
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	Х		
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		Х	
6	to aware of the ethical principles and reflect these principles practices in the field.	Х		
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		Х	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
9	to analyze educational organisations from structural and practical perspectives.	Х		
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		Х	
13	to discuss the competences of managers to be able lead educational organizations	Х		
14	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
15	to gain information about educational systems and practices in the field of administration of different countries.			Х
16	to evaluate a problem existing in the field by using scientific research methods.	Χ		
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. M. Bahaddin Acat Signature:

Signature: Date:



SEMESTER	Güz

COURSE CODE	542701006	COURSE NAME	School ve Communit	y Relations

SEMESTER	WEI	EKLY COURSE	PERIOD			COURSE OF			
	Theory	Practice	Laborate	ory Credit	ECTS	TYPE	LANGUAGE		
III	III 3 0 0			3	10	COMPULSORY () ELECTIVE (X)	Turkish		
				COURSE CA	TAGOR	Υ			
Basic Scien	Basic Science Educational Science			[if it conta		degree (non-thesis) iderable design, mark with $()$]	Social Science		
-		%50					%50		
				ASSESSMENT	CRITE	RIA			
					on Type	Quantity	%		
						1	30		
				Quiz					
				Homework					
	MID-T	ERM	Ī	Project		1	30		
			ľ	Report					
				Others (presen summary of the discussion)		ed			
	FINAL EXAM					1	40		
	PREREQU	JISITE(S)		-		·			
СО	COURSE DESCRIPTION				Understanding the importance and functions of school-society relations. In this context, analyzing the society of school roles in this socio-culturel and socio-economic processes.				
CC	OURSE OF	BJECTIVES		To understand the importance and functions of school- society relations and analyze the society of school roles in this socio- cultural and socio-economic processes.					
		JRSE TO APPL AL EDUATION	Υ	-					
COURSE OUTCOMES				By the end of the course students should be able to: 5. To analyze productive society school relations functions and methods, 6. To understand the roles and services of school in socio-culturel and socio-economic processes, 7. To understand the main roles of school social development, 8. Teacher candidates must have problem solving skills in social relations and processes.					
ТЕХТВООК				1. Aydın, A. (2009). <i>Felsefe</i> . Ankara: Pegem A Akedemi 2. Ergun, Turgay. (1984). Kamu Yönetimi. Ankara: TODAİE Yayınevi. 3. Kaya, Yahya Kemal. (1985). Eğitim Yönetimi. Ankara: TODAİE Yayınevi. 4. Dewey, J. (2008). Okul ve Toplum. Ankara: Pegem A Akademi.					
0	THER REF	ERENCES							
TOOLS AN	ID EQUIPI	MENTS REQUI	RED	-					

	COURSE SYLLABUS
WEEK	TOPICS
1	A brief introduction of the course
2	School as an organization
3	School roles in socio-culturel processes.
4	School roles in socio-economic processes
5	School- society relations
6	The importance of school- society relations
7-8	MID-TERM EXAM
9	To understand the main roles of school in social development,
10	To understand the main roles of teachers in social development
11	Shool-family and society relations
12	Social responsibility
13	The importance of gaining social responsibility
14	Teacher candidates must have problem solving skills in social relations and processes.
15-16	FINAL EXAM

	At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to use effectively distance education technologies.	Х		
3	to gain comprehension on the basic characteristics of scientific research process.		Х	
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	Х		
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		Х	
6	to aware of the ethical principles and reflect these principles practices in the field.	Х		
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		Х	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
9	to analyze educational organisations from structural and practical perspectives.	Х		
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
13	to discuss the competences of managers to be able lead educational organizations	Х		
14	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
15	to gain information about educational systems and practices in the field of administration of different countries.			Χ
16	to evaluate a problem existing in the field by using scientific research methods.		Χ	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Ayhan Aydın Signature: Date:



|--|

COURSE CODE 542701007 COURSE NAME Social and Culturel Forundations of Education

SEMESTER	WEE	KLY COURSE F	ERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE		
	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	Turkish		
				COURSE	CATAGO	RY			
Basic Science Educational					Scien	ce Education	Social Science		
Dasic Ocic	iice	Science		[if it contai	ns conside	rable design, mark with $()$]			
		% 60					% 40		
			A	ASSESSME	NT CRITE	RIA			
			Eva	aluation Ty	/pe	Quantity	%		
		Article rev	/iew						
			Research	assignmer	nt	1	30		
	MID-TERI	M	Project			1	30		
			Final Exa	m		1	40		
			Report						
			Others ()					
	FINAL EXA								
PR	EREQUIEI	TE(S)	-						
						phy; Culture; Socialization & Gender			
COUF	RSE DESC	RIPTION				d Groups & Organizations; Social Stra			
				ramııy an ا ern Societie		; Education and Medicine; Social Ch	nange: Modern an		
						o define major perspectives in the field	of philosophy and		
COU	RSE OBJE	CTIVES			course is t	o define major perspectives in the field	or priliosophy and		
ADDITIVE OF COURSE TO APPLY			Sociology	sociology.					
	SSIONAL E								
COURSE OUTCOMES			conte 17. Desc basic 18. Analy 19. Desc 20. Defin 21. Identi 22. Unde 23. Analy 24. Identi 25. List th 26. Unde 27. Analy 28. Unde 29. Unde	ext of leader ribe and controls of ed rize and examine and controls end controls extend the ristand th	rship pract ntrast the ucational ramine the ramine the ramine the ramine the ramine the ramine and improle of prejxish family tions of the paracteristic patterns of xish political process of methods the unital patterns of xish political process of methods the ucation of the ramine that	in the field of philosophy and sociology ices differences between culture and society research and writing nature and importance of socialization; differences between culture and society rance in sociological theories; ortance of stratification in Turkish society did and discrimination system and education major institutions in society resort of primary and secondary groups of dominant group policies on minority gral and economic system social change and social movements that sociologists use all and economical policies	ty;		
	TEXTBOO	K	55. Shao	. 5.6.14 1004	23 00010	Joonsman pondo			
ОТН	Arslan, A. Türkdoğa Wagner, I Classical The Dead A Sociolo http: http:	n, O. (2002 P. (1996). M Sociologica I Sociologis gy Timeline //www.ac.w	elsefeye Gi). Türk To Modernliğir al Theory h its' Society e from 1600 wu.edu/~s	Ankara: A. riş. Ankara: Vadi. olum Yapısı (TTY). İstanbul: Çamlıca Y o Sosyolojisi. İstanbul: Sarmal. ttp://www.spc.uchicago.edu/ssr1/PREL http://www.runet.edu/ o by Ed Stephen stephan/timeline.html SocioRealm: Soci m/sociorealm/	.IMS/theory.html				
TOOLS AND	EQUIPMEN	NTS REQUIRED	-						

COURSE SYLLABUS				
WEEK	TOPICS			
1	What is sociology?			
2	Global change			
3	Culture, socialization, and the individual			
4	Social interaction and everyday life			
5	Conformity, deviance, and crime			
6	The sociology of the body: Eating, illness, and aging			
7-8	MID -TERM			
9	Gender and sexuality; Stratification class and inequality			
10	Ethnicity and race; Life in modern organizations; Government and political power			
11	Work and economic life			
12	Religion; Education, popular culture and mass media			
13	Marriage and family; Urbanism and population			
14	Revolution and Social movements; Global problems			
15-16	FINAL EXAM			

	At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to use effectively distance education technologies.	Χ		
3	to gain comprehension on the basic characteristics of scientific research process.			Χ
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		Х	
6	to aware of the ethical principles and reflect these principles practices in the field.	Χ		
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		Х	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
9	to analyze educational organisations from structural and practical perspectives.		Х	
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
13	to discuss the competences of managers to be able lead educational organizations		Х	
14	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
15	to gain information about educational systems and practices in the field of administration of different countries.			Χ
16	to evaluate a problem existing in the field by using scientific research methods.		Χ	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Selahattin Turan /Assoc. Prof. Dr. Mizrap Polat Signature:

Date:



COURSE CODE 542701008 COURSE NAME Ethics in Educational Administration

	WFFK	LY COURSE	PERIOD COURSE OF							
SEMESTER	Theory	Practice	Labrat		Credit	ECTS	TYPE	LANGUAGE		
III	3	0	0	<u>,</u>	3	10	COMPULSORY() SELECTIVE(X)	Turkish		
		, ,			COURSE	_				
Basic Scienc	,	ucational So	cionos	Science Education						
Dasic Scienc	e Eu		CICIICE		[if it cont	Social Science				
		% 70						% 30		
				ASSESSMENT CRITERIA						
					Evaluation	Туре	Quantity	%		
					-Term		1	30		
				Quiz			<u> </u>			
	MID-TER	RM			nework		1	30		
				Proj						
				Rep						
	FINIAL EV				ers ()		+	40		
	FINAL EX			Fina	31		1	40		
Ph	REREQUIE	11E(9)			ا - المسلم ا	a 4la e :	a atrodica malata di ta attita di accidinacioni. Ultri	h 46 a d a#: d20		
COU	RSE DESC	RIPTION		the		the less	e studies related to ethical problems whic on, they analyze them in accordance wit m.			
COURSE OBJECTIVES				The aim of this lesson is to make students understand ethics, ethics-morality relations, theories of ethics and approaches to ethics. In education, students are also required to order to determine unethical behaviours in these cases and to suggest solutions to correct these behaviours by using ethical decision making process and ethical principles.						
		SE TO APPLEDUATION	LY	-						
	JRSE OUT		After completing this lesson schedule, students: 1. Learns concept of ethics and ethics-morality relations. 2. Are familiar with philosophy and theories of ethics. 3. Evaluate ethical approaches related to education 4. Create solutionS to encountered ethical problems learning legal ethical rules and regulations in public in Turkey. 5. Know the differences among the concepts of work, business, professional morals and work ethics 6. Know the responsibilities of school leaders as an ethical leaders and ethical management principles, 7. Define the reasons of ethical dilemmas school administrators encountered and produce the solution methods 8. Develop ethical questioning methods in management.					fessional morals s and ethical countered and		
техтвоок				 Kuçuradi, I. (1999); Etik, 1. Baskı, Ankara: Türkiye Felsefe Kurumu. Haynes, F (2002), Eğitimde Etik (Çev. S. K. Akbaş) İstanbul : Ayrıntı Yayınları (Orijinal Eserin Yayım Tarihi 1998). Pieper, A. (1999); Etiğe Giriş, (Çev. ATAYMAN, Veysel; SEZER, Gönül), İstanbul : Ayrıntı Yayınları. Shapiro, J., P.; Stefkovich, J. A. (2001); Ethical Leadership and Decision Making In Education; First Edition, Lawrence Erlbaun Associates Publishers, Manlwah, New Jersey, London. 						
OTHER REFERENCES				 Sergiovanni, T. J. (1992); Moral Leadership: Getting to the Hearth of School Leadership, San Francisco, Jossey – Bass. Strike, K; . Haller, E. and Soltis, J. (1988). The Ethics of School Administration, New York and London: Teachers College Press. 						
TOOLS AND	EQUIPME	NTS REQUI	RED	Com	puter					

	COURSE SYLLABUS					
WEEK	TOPICS					
1	Values and Ethics in Theories					
2	Values and Ethics in Theories					
3	Conceptualizations related to Ethics					
4	Values and Ethics in Turkish Public Administration					
5	Values and Ethics in Business					
6	Moral and Ethical Values from the view of School and Education					
7-8	MID -TERM					
9	Moral and Ethical Dimensions of Education and School Management					
10	Ethics in new conceptualizations related to Leadership					
11	Ethics in Decision Making Process in School					
12	Encountered Ethical Problems in Education and School Management					
13	Encountered Ethical Problems in Education and School Management					
14	Encountered Cultural Problems in Schools in Turkey and Value Education					
15-16	FINAL EXAM					

No	and Economics Master Programs, students will be able to; Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to use effectively distance education technologies.	Х		
3	to gain comprehension on the basic characteristics of scientific research process.			Χ
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.			Х
6	to aware of the ethical principles and reflect these principles practices in the field.	Χ		
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		Х	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
9	to analyze educational organisations from structural and practical perspectives.			Х
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
13	to discuss the competences of managers to be able lead educational organizations			Х
14	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
15	to gain information about educational systems and practices in the field of administration of different countries.		Х	
16	to evaluate a problem existing in the field by using scientific research methods.		Х	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Yrd. Doç. Dr. Semra KIRANLI GÜNGÖR



COURSE CODE 542701009 COURSE NAME Improvement of Class Learning

WEEKLY COURSE PERIOR			PERIOD	COURSE OF					
SEMESTER	Theory	Practice	Labrator	Credit	ECTS	TYPE	LANGUAGE		
II	3	0	0	3	10	COMPULSORY() ELECTIVE(x)	Turkish		
				COUR	SE CAT				
Basic Scien	Basic Science Educational Science		ience	[if it co		Science Education insiderable design, mark with $()$	Social Science		
	% 70						% 30		
						RITERIA			
			-	Evaluation	т Туре	Quantity	%		
				Mid-Term		1	30		
	MID-TE	:DM		Quiz Homework		1	30		
	IVIID-IE	: IXIVI		Project		I	30		
				Report					
				Others ()				
	FINAL E	XAM		Final	,	1	40		
F	REREQUI					·			
CO	COURSE DESCRIPTION			activities. They will be able to analyse proper methods and activities in certain cases by examining theories and examplers of post applications. Students will be able to discuss up to date methods to follow in classroom management.					
СО	URSE OB	JECTIVES		The purpose of this course is to teach learning theories, strategies, techniques and practices in order to improve classroom learnings of students.					
		RSE TO APPI L EDUATION	-	-					
cc	DURSE OU	TCOMES	2 2 2 3 3 4 5 7 8	Explains the Discusses Comments Determine Plans teac Explains the Discusses Recomme Duses cogn	ne learnir the cond s on the c s the pur hing actin ne respor factors c nds activ itive stra	esson schedule, students: ag concept. ept of classroom management. concept of classroom learnings. poses of classroom learnings vities that will be performed in the classroom asibilities of teachers for classroom learning disrupting classroom learnings. ities to improve classroom learnings. tegies to realise effective classroom learning om learnings.	gs.		
ТЕХТВООК				 Jenkins, L. (1998); Deming Kalite İlkelerini Uygulayarak Sınıflarda Öğrenmenin İyileştirilmesi Rota Yayın Yapım Tanıtım Ticaret Ltd. Şti. İstanbul. Marzano, R. J., Marzano, J. S. ve Pickering, D. J. (2008) Etkili Sınıf Yönetimi Stratejileri. (Çev. Sibel Sakacı) İstanbul: Redhouse Eğitim Kitapları. Marzano, R. J., Pickering, D. J., Pollock, J. E. (2001) Öğrenci Başarısını Artıran Öğretim Stratejileri (Çev. Sibel Sakacı) İstanbul: Redhouse Eğitim Kitapları. 					
OTHER REFERENCES				Fender, G. (2011); Öğrenmenin ABC'si Öğrenmeyi Öğrenmek Beyin Gücünüzü Geliştirmek (Çev. Osman Akınhay) İstanbul: Sistem Yayıncılık.					
TOOLS AN	D EQUIPM	IENTS REQUI	RED (Computer, pr	ojector				

	COURSE SYLLABUS				
WEEK	TOPICS				
1	Introduction, planning course schedule				
2	Basic concepts of Classroom management				
3	Variables of classroom environment				
4	Physical variables of the classroom environment.				
5	Communication in the classroom				
6	Enrichment of the classroom environment				
7-8	MID -TERM				
9	Constructive approach in classroom				
10	Stakeholders roles in classroom management				
11	Classroom settlement				
12	Improvement of performance in education				
13	Components of classroom improvement				
14	Maintaining excitement through learning process				
15-16	FINAL EXAM				

	At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to use effectively distance education technologies.	Х		
3	to gain comprehension on the basic characteristics of scientific research process.		Х	
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		Х	
6	to aware of the ethical principles and reflect these principles practices in the field.		Х	
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		Х	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
9	to analyze educational organisations from structural and practical perspectives.	Х		
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		Х	
13	to discuss the competences of managers to be able lead educational organizations		Х	
14	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
15	to gain information about educational systems and practices in the field of administration of different countries.			Х
16	to evaluate a problem existing in the field by using scientific research methods.		Χ	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor	8).	Doc Di	r Asım	ARI



COURSE CODE 542701010 COURSE NAME Report Preparation Techniques in Education

OFMESTER	WEEK	LY COURSE	PERIOD)		COURSE OF			
SEMESTER	Theory	1	Labrato		ECTS	TYPE	LANGUAGE		
III	3	0	0	3	10	COMPULSORY () SELECTIVE (x)	Turkish		
				COURSE CATEGORY					
Basic Science Educational Science			cience	lif it	contains c	Science Education on one of the contract of t	Social Science		
		% 50		[(· /)	% 50		
	<u> </u>	,,,,,		ASS	ESSMENT	CRITERIA			
				Evaluation		Quantity	%		
			ľ	Mid-Term		1	20		
			Ì	Quiz		·			
	MID-TE	-RM	ŀ	Homework		1	25		
				Project		1	25		
			ŀ	Report		'	20		
			ŀ	Others (1				
	FINAL E	ΥΔM		Final)	1	30		
D	REREQU			1 IIIQI		1	30		
COU	JRSE DES	CRIPTION		Education Report Preparation Techniques in the course at the graduate level different sources screening methods, literature screening techniques, different styles according to the bibliography creation and citation forms, academic writing rules and techniques and research ethics issues are located.					
COI	URSE OB	JECTIVES		The purpose of this course in different areas of education to students who will graduate studies to gain high level skills in academic writing and academic writing in scientific research and ethical principles which should be followed to ensure that they are familiar with.					
		RSE TO APF L EDUATION		graduate st skills to gain studies of a	udy will m n as well a lcademic w	eparation Techniques courses, training ake students scientific method in accordar is the scientific work for the realization of boriting in the conversion must be complied provide due is an important lesson.	nce with article writing the conducted scientific		
со	URSE OL	ITCOMES	 After completing this lesson schedule, students: Both in electronic databases as well as individual resources in libraries learn how perform the scan will perform; In the literature related to the field of methods and techniques used to understand literature as a practical elements to be considered in the process of going to experience; In the process of writing Academic writing in text citation and bibliography styles suitable for rendering operations in the area will learn realized in practice; To be followed in academic writing methods and techniques used in academic writing they will be able to review and prepare an individual basis; Implementation of scientific research and ethical guidelines to be followed in the conversion of text to adopt a code of ethics shall apply these studies to be carried out. 				s used to understand as of going to bibliography styles in practice; sed in academic sis; be be followed in the		
	TEXTB	оок		• Americ		logical Association. (2010). Publication maciation. Washington, DC: American Psychol			
		ERENCES		Eskişehi		zu. (2012). ESOGÜ Eğitim Bilimleri Enstitü Eğitim Bilimleri Enstitüsü	sü tez yazım kılavuzu		
TOOLS AND	D EQUIPN	IENTS REQU	IIRED	Computer					

	COURSE SYLLABUS				
WEEK	TOPICS				
1	What is academic writing, what is not?				
2	Electronic resources for academic writing screening methods				
3	Academic writing resources for the library screening methods				
4	Literature searching methods				
5	The factors to be considered in the literature				
6	What is the citation and bibliography creation?				
7-8	MID -TERM				
9	Create citation and bibliography in the appropriate style				
10	Citations and bibliography factors to be considered in				
11	Ethical principles in scientific research				
12	The ethical principles of academic writing				
13	Examination of Scientific studies				
14	Examination of academic writing				
15-16	FINAL EXAM				

	At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to use effectively distance education technologies.	Χ		
3	to gain comprehension on the basic characteristics of scientific research process.		Х	
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		Х	
6	to aware of the ethical principles and reflect these principles practices in the field.		Χ	
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		Х	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
9	to analyze educational organisations from structural and practical perspectives.	Х		
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		Х	
13	to discuss the competences of managers to be able lead educational organizations		Χ	
14	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
15	to gain information about educational systems and practices in the field of administration of different countries.			Х
16	to evaluate a problem existing in the field by using scientific research methods.		Χ	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Assist. Prof. Dr. Macid A	. Melekoălu As	ssist. Prof. Dr. İlknur Sentürk
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COURSE CODE	542701011	COURSE NAME	Values Education
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OFMENTED	WEE	KLY COURSE	E PERIOD			COURSE OF						
SEMESTER	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE					
III	3	0	0	3	10	COMPULSORY () ELECTIVE (X)	TR					
				COURSE CATAGORY								
Basic Scien	ice	Educational	Science				Social Science					
				ASSESSM								
				Evaluation T	уре	Quantity	%					
			Mid-	erm		1	30					
	MID TED		Quiz	1			20					
	MID-TER	KIVI	Home			1	30					
			Projec									
			Repo									
	FINAL EX	۸M	Otner	s ()		1	40					
	EREQUIE					I I	40					
PN	LIVEROIE	111(0)	In this	course:								
					ated to a	dit and assessment,						
			•			ssessment in the education process,						
COU	RSE DESC	RIPTION	•	Audit types,		,						
			•	Audit as a m	anagerial	tool,						
			•									
			•									
				Concepts related to audit and assessment, the role of audit and assessment in the								
COU	RSE OBJE	ECTIVES		education process, audit types, audit as a managerial tool, performance measurement								
				and performance assessment, Multiple Assessment Approach and its useage in educational supervision								
ADDITIVE	OF COUR	SE TO APPLY		educational supervision								
		EDUATION										
			1.	· · · · · · · · · · · · · · · · · · ·								
				2. To be understood different approaches and models about audit and assessment,								
COL	JRSE OUT	COMES				nance assessment models for education						
				To be implemented practices based on the models to be applied in educational institutions								
				Kurnaz, N. ve Çetinolu, T. (2010). İç denetim, Kocaeli: Umuttepe Yayınları.								
						iç denetim, İstanbul: Beta Yayınevi.	miari.					
	TEVEDO	٥v		Taymaz, H. (2010). Eğitim sisteminde teftiş: kavramlar, ilkeler, yöntemler, Ankara:								
	TEXTBO	JK		nA Yayıncılık.								
				Yörüker, S. ve Özeren, B. (2000). INTOSAI denetim standartlarına ilişkin Avrupa								
				uygulama rehberi, Sayıştay Başkanlığı Araştırma İnceleme Çeviri Dizisi: 14.								
						performans ölçüm ve denetimi: (çok yön	iu performans					
						odüktivite Merkezi Yayınları. m Bakanlığı Bakanlık müfettişlerinin yeti	stirilmesi ve teftisin					
ОТН	ER REFER	RENCES				jitim Bakanlığı.	çalınındər və təttişili					
•	 -	- 				ı ve raporlama, Ankara: Gazi Kitabevi.						
1			Öztür	Öztürk, A. T. (2007). Türk kamu yönetiminde bireyden devlete yönetsel denetim süreci,								
				Ankara: Platin Yayıncılık.								
TOOLS AND	EQUIPME	NTS REQUIR	ED									

	DERSİN HAFTALIK PLANI
HAFTA	İŞLENEN KONULAR
1	Gelişim açısından değerler eğitimi
2	Gelişim açısından değerler eğitimi
3	Kültürel temeller açısından değerler eğitimi
4	Kültürel temeller açısından değerler eğitimi
5	Geçmiş yaşantılar (ön öğrenmeler) açısından değerler eğitimi
6	Yöntemsel açıdan değerler eğitimi
7-8	
9	Değer sınıflaması açısından değerler eğitimi
10	Değerler eğitiminde roller (Veli, öğretmen, öğrenci)
11	Değerler eğitiminde roller (Veli, öğretmen, öğrenci)
12	Okulda değerler eğitimi
13	Okulda değerler eğitimi
14	Okul dışında değerler eğitimi
15-16	

	At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and			
	Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to use effectively distance education technologies.	Χ		
3	to gain comprehension on the basic characteristics of scientific research process.			Х
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.			Х
6	to aware of the ethical principles and reflect these principles practices in the field.	Χ		
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		Х	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
9	to analyze educational organisations from structural and practical perspectives.			Х
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
13	to discuss the competences of managers to be able lead educational organizations			Х
14	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
15	to gain information about educational systems and practices in the field of administration of different countries.		Х	
16	to evaluate a problem existing in the field by using scientific research methods.		Х	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. M. Bahaddin ACAT
Signature:
Date:



COURSE CODE	542701012	COURSE NAME	Term Project

	WEE	KLY COURSE	PERIO	OD				COURSE OF	
SEMESTER	Theory	Practice		oratory	Credit	ECTS		TYPE	LANGUAGE
III	0	0	2	0 30 COMPULSORY (X) ELECTIVE ()				Turkish	
					COURSE	CATAGO	RY		
Basic Science Educational Science		I	Primary School Teaching [if it contains considerable design, mark with $()$				Social Science		
	%	75							% 25
				Α	SSESSME	NT CRIT	ERIA		
					Evaluation	Type		Quantity	%
				Mid-Te	rm				
				Quiz					
	MID-TER	М		Homew	ork				
	MID-I LIV	.1V1		Project				1	%100
				Report					
				Others ((presentation	n, sumn	ary		
				of the p	resented di	scussion)		
	FINAL EX	AM							
PR	PREREQUISITE(S)			-					
COURSE DESCRIPTION COURSE OBJECTIVES				examine opportu literature develop practice target the method relevant thesis/the Psychol	ed. In this nity to lead e in an are a problem and literane problem is used in the to the propersis projection ogical Associated.	course arn aboute of in staten ture; form statemente literatublem statect; and ociation (these t edu terest nent the nulate ent; ge temen becon APA)	arch projects, and techniques of a objectives are expected to be a cational research methods; read to help define a current profeshat is researchable based on testable hypotheses and/or research; review and analyze profession; develop a research design that me familiar and proficient with style formatting.	e done; provide an ad the professional ssional perspective; current professional earch questions that ang the sources and onal literature that is is appropriate for a utilizing American
				The purpose of this course is to provide an overview of research procedures, forms of evaluation, and various types of techniques used for research data collection. The foundation and framework for the conceptualization of a thesis or thesis project will be the main focus of assignments, discussions, and overall coursework.					
		SE TO APPLY EDUATION		-					
COU	IRSE OUT	COMES		to the m	nanagemen	t of the h	igher e		rch project related
-	REFEREN	CES		APA (Aı	merikan Ps	ikoloji De	rneği	Yayım Kılavuzu)	
ОТН	ER REFER	RENCES							
TOOLS AND	EQUIPME	NTS REQUIRE	D	Comput	er.				

	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 researh report
15-16	FINAL EXAM

	At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to use effectively distance education technologies.		Х	
3	to gain comprehension on the basic characteristics of scientific research process.	Х		
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.	Х		
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.			X
6	to aware of the ethical principles and reflect these principles practices in the field.	Х		
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		Х	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
9	to analyze educational organisations from structural and practical perspectives.			Х
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		Х	
13	to discuss the competences of managers to be able lead educational organizations			Х
14	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
15	to gain information about educational systems and practices in the field of administration of different countries.		Χ	
16	to evaluate a problem existing in the field by using scientific research methods.	Χ		
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s):	All Instructors
monucion(3).	All Illott dotors



SEMESTER	Spring

COURSE CODE 542702001 COURSE NAME School Management

SEMESTER	V	VEEKLY COURSE	DEDI	<u> </u>						
SCIVICSTER	Theo			ratory	Credit	ECTS	TYPE OF COURSE	LANGUAGE		
II	3	0	0	rutory	3	10	COMPULSORY ()ELECTIVE (X)	Turkish		
				С	OURSE C	_				
Basic Scien	ce	Educational Sc	ience					Social Science		
		%80						%20		
				AS	SESSMEN	T CRITE	RIA			
				Ev	aluation T	уре	Quantity	%		
				Mid-Ter	m	•	1	40		
				Quiz						
	MID-	TERM		Homew	ork					
				Project						
				Report						
				Others	()					
	FINAL	EXAM					1	60		
Pi	PREREQUIEITE(S)			-						
COURSE DESCRIPTION				effectiveness, theoretical foundations of effective school research, models of effective schools, characteristics and dimensions of effective schools; h, management of uman resources, curriculum design; learning process; school environment; culture ,change, stress, risks, crises time, meeting and conflict at the effective school; effective school researches in Turkey and around the world.						
		BJECTIVES		To know defination and dimensions of of effective school and models of measurement school effectiveness to determine the strengths and weaknesses						
		OURSE TO APPLY AL EDUATION		-						
COURSE OUTCOMES			 1.To know effects of theories about organization and managment on the education and school administration 2. To understand theoretical progress related to the educational and school administration, 3. To know the dimensions of an effective school. 4. To examine critically models of effective school management. 							
ТЕХТВООК				1.Şişman, M. (2011). Eğitimde mükemmellik arayışı (2.bs.). Ankara: Pegema Yayıncılık. 2. Balcı, A. (2001). Etkili okul ve okul geliştirme. Ankara: Pegema Yayıncılık.						
ОТН	IER RE	FERENCES		 Şişman, M. (2002). Öğretim Liderliği, Ankara: Pegema Yayıncılık. Turan, S. (Editör) (2010). Eğitim Yönetimi: Teori, Araştırma ve Uygulama. Ankara: Nobel Yayıncılık. Karslı, M. Durdu.(2000). Yönetsel Etkililik. Ankara: Pegema Yayıncılık. 						
TOOLS AND	EQUIF	MENTS REQUIR	ED			•	<u> </u>			

	COURSE SYLLABUS
WEEK	TOPICS
1	Organization and management concepts from different perspectives
2	School management and the unique aspects of school
3	Models of measuring organizational effectiveness
4	Models of measuring school effectiveness
5	Effective school-related studies conducted in Turkey and worldwide
6	Management and leadership in effective schools
7-8	MIDTERM
9	Management of education program and teacher in effective schools
10	Culture, climate and environment of the school in effective schools
11	Human resources management in effective schools
12	Self-managing of employees in effective schools
13	Time and meeting management in effective schools
14	Change management in effective schools
15-16	FINAL EXAM

	At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to use effectively distance education technologies.	Х		
3	to gain comprehension on the basic characteristics of scientific research process.			Χ
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
6	to aware of the ethical principles and reflect these principles practices in the field.		Х	
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		Х	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
9	to analyze educational organisations from structural and practical perspectives.	Х		
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
13	to discuss the competences of managers to be able lead educational organizations	Х		
14	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
15	to gain information about educational systems and practices in the field of administration of different countries.		Х	
16	to evaluate a problem existing in the field by using scientific research methods.			Χ
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor: Assist. Prof. Dr. Fatih Bektaş Signature:

Date:



COURSE CODE 542702002 COURSE NAME School Culture

SEMESTER	WEEK	LY COURSE	PERIOD			COURSE OF			
	Theory	Credit	Cred	it Credit	ECTS	TYPE	LANGUAGE		
II	3	0	0	3	10	COMPULSORY ()ELECTIVE (X)	Turkish		
				COURSE CATAGORY					
Basic Scier	ice E	ducational So	cience				Social Science		
		%80					%20		
					MENT CRITE				
				Evaluatio	n Type	Quantity	%		
				Mid-Term		1	30		
			<u> </u>	Quiz					
	MID-TER	RM	<u> </u>	Homework		1	30		
			_	Project					
				Report					
				Others ()				
	FINAL EX					1	40		
PI	REREQUIE	ITE(S)		-					
COURSE DESCRIPTION				Culture, education and society, components of the culture, organization and management concepts from different perspectives, cross-cultural differences and management, organization from cultural aspects, the basic functions and results of the organizational culture, analysis from cultural aspects of the school, cultural characteristics of effective schools, cultural leadership in school management, change in school culture and management of change, researches about school culture in Turkey and around the world.					
cou	RSE OBJI	ECTIVES		To know the culture and its components, to realize and classifications about organizational culture, to analyze school from cultural perspective and to evaluate the role of an effective school principals in effective school culture.					
		SE TO APPL EDUATION	Y	-					
COURSE OUTCOMES				1.To analyze different aspects of the concept of culture and school culture 2.To questionize function of school culture in the process of creating a effective school 3.Toanalyze the relationship between school culture and school management 4.To examine the research about school culture					
ТЕХТВООК				1.Şişman, M. (1994). Örgüt kültürü. Eskişehir: A. Ü. Yayınları 2. Şişman, M. (2002). Örgütler ve kültürler, Ankara: Pegema. 3.Turan, S. (Editör) (2010). Eğitim yönetimi: Teori, araştırma ve uygulama. Ankara: Nobel Yayıncılık 4.Çelik, V. (2000). Okul kültürü ve yönetimi. Ankara: Pegema Yayıncılık. 5.Prosser, J. (ed.) (1999). School culture. London: Paul Chapman. 6. Deal, T.E.& Peterson, K.D. (2009). Shaping school culture (2th.ed.). San Francisco: Jossey Bass.					
OTHER REFERENCES TOOLS AND EQUIPMENTS REQUIRED				1.Açıkalın. A. ve diğerleri (2007). <i>Bir insan olarak okul müdürü</i> . Ankara: Pegema Yayıncılık. 2.Özden, Y. (Editör) (2004). <i>Eğitim ve okul yöneticiliği el kitabı</i> . Ankara: Pegema Yayıncılık. 3.Şişman, M. (2002). <i>Öğretim liderliği</i> , Ankara: Pegema Yayıncılık. 4.Şişman, M. (2002). <i>Eğitimde mükemmellik arayışı</i> . Ankara: Pegema Yayıncılık. 5. Şişman, M. (2002). <i>Okul Törenleri: Ritüel yeri olarak okul</i> . Ankara: Pegema Yayıncılık.					
TOOLS AND	EQUIPME	NTS REQUIF	RED	<u>- </u>					

	COURSE SYLLABUS					
WEEK	TOPICS					
1	Definition of culture and components of the culture					
2	Culture and society in terms of some theories					
3	Organization and management theories from different perspectives					
4	Intercultural differences and management					
5	Definition and components of the school culture					
6	Creation of an effective school culture					
7-8	MIDTERM					
9	School culture and school climate					
10	Theoretical foundations of the school culture					
11	Relations between school culture and other variables					
12	Changing of school culture					
13	The school administrator's role in the creating of school culture					
14	Studies on the school culture in Turkey and around the world					
15-16	FINAL EXAM					

	At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to use effectively distance education technologies.	Χ		
3	to gain comprehension on the basic characteristics of scientific research process.			Х
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.	Х		
6	to aware of the ethical principles and reflect these principles practices in the field.		Х	
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.	Х		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
9	to analyze educational organisations from structural and practical perspectives.	Х		
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
13	to discuss the competences of managers to be able lead educational organizations	Х		
14	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
15	to gain information about educational systems and practices in the field of administration of different countries.		Х	
16	to evaluate a problem existing in the field by using scientific research methods.			Χ
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor: Assoc. Prof. Dr. Cemil Yücel Signature:

Date:



COURSE CODE 542702003 COURSE NAME Policy Development in Education

SEMESTER	V	VEEKLY COURSE	PERIOD	OD COURSE OF					
	Theo		Laborate	ory	Credit	ECTS		TYPE	LANGUAGE
II	3	0	0		3	10	COM	PULSORY() ELECTIVE(X)	Turkish
				COURSE CATAGORY					
Basic Scien	ice	Educational S	cience	Primary School Teaching [if it contains considerable design, mark with $()$]				<u> </u>	Social Science
-		% 75			<u> </u>			O / (/ 1	% 25
<u> </u>				AS	SESSMEN	IT CRITE	RIA		
					Evaluati	on Type		Quantity	%
				Mid-	-Term			1	30
				Quiz					
				Hom	ework				
	MIC)-TERM		Proje	ect			1	30
				Repo	ort				
				Othe	rs (presen	tation,			
					mary of the	present	ed		
				discu	ussion)				
		L EXAM						1	40
	PRERE	QUISITE(S)		-					
со	URSE I	DESCRIPTION		 Research done about educational politics, Outcomes of different educational politics approaches, Educational research in terms of technical-conceptual and social aspects, cover the content of the course. 					
cc	URSE	OBJECTIVES		To explore and understand the importance of educational research in educational politics, to discuss the outcomes of different educational politics approaches, to criticize and develop the educational research in terms of technical-conceptual and social aspects.					
		OURSE TO APPL	Υ	-					
COURSE OUTCOMES				At the end of the course, the students will be able to: 1. Recognizes the relationship between education and politics, 2. Identifies and analyzes the policies of education 3. Recognize the concepts of education policy studies 4. Knows that the contemporary debate about education policies 5. understand the importance of educational research and educational politics.					
	REFE	RENCES		Washington, D. C.: Brookir 2.Crowson, R. L., Boyd, W Education and the New Ins 3. Heck, R. H. ()2004). Stu Routledge. 4. Peters, B. G. (1993). Am Jersey: Chatham House Po				and Mawhinney, H. B. (1996). The phalism. Washington, D. C.: Fally Educational and Social Policy. In Public Policsy: Promise and Finers. 2009). The Political Dynamics of Alan.	ne Politics of mer Press. London: Performance.New
01	THER R	EFERENCES		U. D	o voiopini o n	t piulio, C	OVEIIII	ione i rogiamo documento.	
		IPMENTS REQUI	RED	_					
1 JOLO AII	.5 L&0		120	•					

	COURSE SYLLABUS				
WEEK	TOPICS				
1	Relationship between education and politics				
2	Relationship between education and politics				
3	Educational Policy Studies				
4	Policy planning and analysis				
5	Concepts and strategies of educational policy studies				
6	Contemporary debates in the field				
7-8	MID-TERM EXAM				
9	The economic dimensions of education				
10	Education, economy and relationships education policy				
11	Educational policies applied in the world				
12	The results of the different education policies				
13	Education policy research				
14	Different methodological and theoretical approaches				
15-16	FINAL EXAM				

	At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to use effectively distance education technologies.	Х		
3	to gain comprehension on the basic characteristics of scientific research process.			Х
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.		Х	
6	to aware of the ethical principles and reflect these principles practices in the field.		Х	
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.	Х		
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.		Х	
9	to analyze educational organisations from structural and practical perspectives.	Х		
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.	Х		
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners	Х		
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
13	to discuss the competences of managers to be able lead educational organizations		Х	
14	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.	Х		
15	to gain information about educational systems and practices in the field of administration of different countries.	Х		
16	to evaluate a problem existing in the field by using scientific research methods.		Χ	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Prof. Dr. Ahmet Aypay Signature: Date:



COURSE CODE 542702004 COL	SE NAME Curriculum Development and Evaluation in Education
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	WEEKL'	COURSE F	ERIOD			COURSE OF			
SEMESTER	Theory	Practice		Credit	ECTS			LANGUAGE	
Fall	3	0	0	3	10	COMPULSORY () ELECTIVE	(X)	TR	
				COUR	SE CAT	AGORY			
Basic Science	e Edu	cational Sci	ence					Social Science	
				ACCECC	NACNIT	CRITERIA			
			Fva	luation Ty		Quantity		%	
			Mid-Tei		he	quantity 1		30	
			Quiz			'			
N	MID-TERM		Homew	ork		1		30	
			Project						
			Report						
			Others	()					
	NAL EXAM					1		40	
PREF	REQUIEITE	(S)							
COURS	COURSE DESCRIPTION			Basic concepts related to program development, the basic requirement to the program develop, types of programs, Theoretical foundations of curriculum development, stages of program development; elements of program development and relationships between these elements; program development models; approaches to the design of training programs; program development process; program evaluation; new approaches to curriculum development in the world and in Turkey.					
COURS	 Knowledge of the basic concepts of program development. Understanding the theoretical underpinnings of curriculum development. Comprehend the need to develop the program. Understanding the stages of the program development process. Knowledge of the elements of curriculum development. Knowledge of curriculum design and models. Analyze the process of program evaluation. Recognition the approaches are being taken to develop the program. Analyze the program development activities in the world and Turkey. 								
ADDITIVE OF PROFESS	COURSE								
COURSE OUTCOMES			 Knows the basic concepts of program development. Understand the theoretical underpinnings of curriculum development. Understands the need to develop the program. Understands the stages of the program development process. Knows the elements of curriculum development. Knows curriculum design and model Analyze the program assessment process. Recognizes the program development approaches Analyze program development activities in the world and in Turkey. 						
ТІ	Olivia, P. F. (1988). Developing the Curriculum. Boston: Scott, Foresman a Company. Demirel, Ö. (2005). Öğretme Sanatı. Ankara: Pegem Yayıncılık. Taba, Hilda (1962). Curriculum Development: Theory and Practice. New Young Harcourt, Brace and World. Tyler, R. W. (1973). Basic Principles of Curriculum and Instruction. Chicago University of Chicago Pres.						k. Practice. New York:		
OTHER REFERENCES Bilen, Mürüvvet (2000). Planlamadan Uygulamaya Öğretim. Ankara: Anı Yayın Doğan, Hıfzı (1997). Eğitimde Program ve Öğretim Tasarımı. Ankara: Matbaacılık.									

	Erden, Münire (1998). Eğitimde Program Değerlendirme. Ankara: Anı Yayıncılık. Ertürk, Selahattin (1998). Eğitimde "Program" Geliştirme. Ankara: Meteksan. Erginer, E. (2008). Öğretimi Planlama, Uygulama ve Değerlendirme. Pegem A Yayıncılık: Ankara. Özçelik, Durmuş Ali (2010). Eğitim Programları ve Öğretim (genel öğretim yöntemleri). Pegem Akademi Yayıncılık. Sönmez, Veysel (2007). Program Geliştirmede Öğretmen El Kitabı. Ankara: Anı
	Yayıncılık. Varış, Fatma (1996). Eğitimde Program Geliştirme: "teori ve teknikler". Ankara: Alkım Kitapçılık Yayıncılık.
TOOLS AND EQUIPMENTS REQUIRED	

	COURSE SYLLABUS					
WEEK	TOPICS					
1	Basic concepts related to program development					
2	The basic requirement needed to develop the program					
3	Types of programs					
4	Theoretical foundations of curriculum development (Historical, Philosophical, Social, Economic Foundations)					
5	Stages of program development;					
6	The relations between the elements of curriculum development, and these items					
7-8						
9	The relations between the elements of curriculum development, and these items					
10	Models of curriculum development					
11	Training program design approaches					
12	The program development process					
13	Program evaluation					
14	New approaches to curriculum development in the world and in Turkey					
15-16						

	At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to use effectively distance education technologies.	Х		
3	to gain comprehension on the basic characteristics of scientific research process.		Х	
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.		Х	
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.			Х
6	to aware of the ethical principles and reflect these principles practices in the field.	Х		
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		Х	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
9	to analyze educational organisations from structural and practical perspectives.			Χ
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system		Х	
13	to discuss the competences of managers to be able lead educational organizations			Χ
14	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
15	to gain information about educational systems and practices in the field of administration of different countries.		Х	
16	to evaluate a problem existing in the field by using scientific research methods.		Х	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Date:

Instructor(s): Assoc.	Prof. Dr.	Zühal ÇUBUKÇU
Signature:		



COURSE CODE	542702005	COURSE NAME	Psychological Foundations of Education

	WEEKLY COURSE PERIO			D COURSE OF					
SEMESTER	Theory	Practice	Labrato	ory Credit	ECTS	TYPE	LANGUAGE		
II	3	0	0	3	10	COMPULSORY () SELECTIVE (x)	Turkish		
				COURS	E CATE	GORY			
Basic Science Educational Science		cience	Science Education [if it contains considerable design, mark with $()$]			Social Science			
		% 50					% 50		
				ASSESSMENT CRITERIA					
			-	Evaluation Type		Quantity	%		
			-	Mid-Term		1	30		
			-	Quiz					
	MID-TE	RM	-	Homework		1	30		
			-	Project					
			L	Report					
				Others (.)				
	FINAL EX			Final		1	40		
PI	REREQUIE	EITE(S)							
COU	RSE DESC	CRIPTION		In this course, students learning and development with the instructor in charge, although theories learned theoretically analyze them in the context of case studies.					
COURSE OBJECTIVES				The purpose of this course is to teach students learning and development theories, these theories in terms of learning is to provide assessments. In addition, students can use examples of these theories is to talk about the event.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			LY						
COURSE OUTCOMES				At the end of this course students; 1. Understands the basic outline learning theories. 2. Classical conditioning and operant conditioning can be evaluated in terms of learning theories. 3. Social learning theory can be evaluated in terms of their implications for practice. 4. Gestalt theory of learning can be evaluated in terms of learning. 5. Information processing theory can be evaluated in terms of learning. 6. Neurobiological theories of learning can be evaluated in terms of learning. 7. Can you explain the process of physical and psychomotor development. 8. Explain the theoretical perspectives on cognitive development. 9. Personality development can be explained in the framework of the theory of personality development. 10. Within the framework of the theory of moral development, moral development can be explained. 11. Emotional - can understand the impact of cognitive development in social development. 12. Can understand the impact of social development in sexual development.					
TEXTBOOK						(2013). Eğitim Psikolojisi	<u> </u>		
OT!						(2005). Eğitim Psikolojisi. Nobel: Ankara			
OII	IER REFE	KENCES		Yıldırım, İ. (2008). Eğitim Psikolojisi. Anı: Ankara					
TOOLS AND	EQUIPMI	ENTS REQU	IRED	Computer, Projection					

	COURSE SYLLABUS				
WEEK	TOPICS				
1	Introduction to Psychology of Learning				
2	Behavioral Theories				
3	3 Social Learning Theory				
4	Gestalt Theory of Learning				
5	Information Processing Theory				
6	Neurobiological Theory				
7-8	MID -TERM				
9	Introduction to Developmental Psychology And Physically- Psychomotor Development				
10	Cognitive Development				
11	Personality Development				
12	Moral Development				
13	Socio-Emotional Development				
14	Sexual Development				
15-16	FINAL EXAM				

	At the end of the Distance Education Non-Thesis Educational Administration, Supervision, Planning and Economics Master Programs, students will be able to;			
No	Program Outcomes	3	2	1
1	to know the theories and applications which are used in the field of educational administration, supervision, planning and economics.		Х	
2	to use effectively distance education technologies.	Χ		
3	to gain comprehension on the basic characteristics of scientific research process.		Х	
4	to develop an ability of pursuing national and international publications in the field of educational administration and supervision.			Х
5	to discuss problems on the field of educational administration, supervision, planning and economics in terms of administrative processes such as decision-making, planning, organizing, co-ordinating, supervising and evaluation.			Х
6	to aware of the ethical principles and reflect these principles practices in the field.	Χ		
7	be aware of the problems which are faced during the application in the field of educational administration administration, supervision, planning and economics.		Х	
8	to communicate effectively with the practitioners and employees for supporting the field with national, international and interdisciplinary studies.	Х		
9	to analyze educational organisations from structural and practical perspectives.			Х
10	to evaluate the relationship between educational organizations and the other organizations, civil society organizations, society, business environment.		Х	
11	to analyze strategic decisions and educational policy made within the field of education from the perspectives of policy makers, researchers and practitioners		Х	
12	to comprehend the political, social, historical, cultural, economical and international developments which dominate turkish educational system	Х		
13	to discuss the competences of managers to be able lead educational organizations			Х
14	to analyze the relationship between education and other interdisciplinary studies such as educational sociology, philosophy, political science, anthropology, management science, behavioral science, psychology, literature and economics.		Х	
15	to gain information about educational systems and practices in the field of administration of different countries.		Х	
16	to evaluate a problem existing in the field by using scientific research methods.		Х	
	1: No Contribution 2: Partially Contribution 3: Full Contribution			

Instructor(s): Assoc. Prof. Dr. Ali ERYILMAZ / Assoc. Prof. Dr. Ayşe AYPAY
Signature: Date: