GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

Graduate School of Educational Sciences carries on the graduate programs in various teaching programs and educational sciences.

Master of Arts (MA) and Doctorate Degree (PhD)programs (Teacher Training Graduate Programs) that are offered Graduate School of Educational Sciences are; Computer Education and Instructional Technology; Educational Programs and Teaching; Educational Management, Inspection, Planning and Economics; Guidance and Psychological Counselling; Arts and Crafts Teaching; Primary School Teacher Education; Teacher Training of the Hearing Impaired; Teacher Training of the Mentally Disabled; German Language Teaching; French Language Teaching; and English Language Teaching.

Master of Arts (MA) programs (Teacher Training Graduate Programs) that are offered in the Graduate School of Educational Sciences are; Pre-school Teacher Training; Social Studies Teacher Trainin; and The Gifted Chilren's Teacher Training.

Non- Thesis Master of Arts (Non-Thesis MA) programs (Teacher Training Graduate Programs) that are offered in the Graduate School of Educational Sciences are; Educational Management, Inspection, Planning and Economics (Evening); Teacher Training for the Children wiht Developmental Disabilities (Evening); Creative Drama in Education; and Secondary School Field Teacher Training.*

*Non- Thesis Master of Arts (Non-Thesis MA) programs in Secondary School Field Teacher Training Programs offer teacher training graduate programs for the graduates of Faculty of Letters and Faculty of Sciences who would like to be certified as a teacher

Master os Arts (MA) program in Teacher Training for the Children with Developmental Disabilities is the is the first and only Distant Teacher Training Graduate Program in Turkey.

Director   : Prof. Dr. Handan DEVECİ
Deputy Director   : Assoc. Prof. Dr. Yasemin ERGENEKON
Secretary of Institute : Güler URAZEL

STAFF

Professors: Esra CEYHAN, Handan DEVECİ, Nazlı GÖKÇE

DEPARTMENT OF COMPUTER EDUCATION AND INSTRUCTIONAL TECHNOLOGY

The Department of Computer and Instructional Technologies began offering graduate degrees in 1999-2000(MA)? and 2002-2003(PhD) academic year. The aim of the programs is to help students gain an insight in research in the area of computer and instructional Technologies, and train students as academicians who are able to conduct research in the field and produce scientific works related to Computer and Instructional Technologres teaching

Head : Assoc. Prof. Dr. Adile Aşkım KURT

DOCTORATE DEGREE (PH.D)

PROGRAM IN COMPUTER EDUCATION AND INSTRUCTIONAL TECHNOLOGY

PROGRAM

I. SEMESTER				II. SEMESTER		
Elective Courses (4)		-	30,0	BTÖ 603	Seminar	3+0	7,5
			30,0		Elective Courses (3)	-	22,5
							30,0

III. SEMESTER				IV. SEMESTER		
DYS 000	Qualifying Exam	0+0	0,0	BTÖ 890-0	Thesis (Thesis Proposal)	0+1	30,0
			0,0				30,0

V. SEMESTER				VI. SEMESTER		
BTÖ 890	Thesis	0+1	30,0	BTÖ 890	Thesis	0+1	30,0
			30,0				30,0

VII. SEMESTER				VIII. SEMESTER		
BTÖ 890	Thesis	0+1	30,0	BTÖ 890	Thesis	0+1	30,0
			30,0				30,0

ELECTIVE COURSES

ARY 550	Research Methods in Education Sciences	3+0	7,5	BTÖ 618	Action Research	3+0	7,5
ARY 619	Qualitative Data Analysis	3+0	7,5	BTÖ 619	Current Literacies	3+0	7,5
BTÖ 601	Research Problems in Instructional Technologies	3+0	7,5	BTÖ 620	Internet and Society	3+0	7,5
BTÖ 604	Multimedia: Design and Implementation	3+0	7,5	BTÖ 621	Teacher Professional Development	3+0	7,5
BTÖ 605	New Approaches to Instruction	3+0	7,5	BTÖ 622	Case Study	3+0	7,5
BTÖ 607	Educational Leadership and Change	3+0	7,5	BTÖ 626	Learning Theories and New Technologies	3+0	7,5
BTÖ 615	Article Analysis I	3+0	7,5	EBE 510	Science Ethics and Research Methods	2+0	7,5
BTÖ 616	Article Analysis II	3+0	7,5	İST 620	Developing Surveys and Scales	3+0	7,5
BTÖ 617	Current Trends and Issues in Instructional Technology	3+0	7,5	İST 634	Statistical Methods in Instructional Technology	3+0	7,5
				UBT 901	Research in Area of Specialization	5+0	7,5
				UBT 902	Research in Area of Specialization	5+0	7,5

MASTER OF ARTS (MA) DEGREE

PROGRAM IN COMPUTER EDUCATION AND INSTRUCTIONAL TECHNOLOGY

PROGRAM

I. SEMESTER				II. SEMESTER		
ARY 550	Research Methods in Education Sciences	3+0	7,5	BTÖ 599	Seminar	3+0	7,5
	Elective Courses (3)	-	22,5		Elective Courses (3)	-	22,5
			30,0				30,0

	III. SEMESTER					**IV. SEMESTER**		
BTÖ 790	Thesis	0+1	30,0		BTÖ 790	Thesis	0+1	30,0
			30,0					30,0

ELECTIVE COURSES

ARY 521	Qualitative Research Methods	3+0	7,5		BTÖ 514	Contemporary Evaluation Approaches in Instructional Technology	3+0	7,5
BTÖ 509	Online Learning and Teaching Technologies	3+0	7,5		BTÖ 516	Quality Assurance in Online Education	3+0	7,5
BTÖ 510	Virtual Education Models	3+0	7,5		EBE 510	Science Ethics and Research Methods	2+0	7,5
BTÖ 511	Theoretical Foundations of Instructional Design	3+0	7,5		UBT 701	Research in Area of Specialization	3+0	4,5
BTÖ 513	Technology and Social Transformation	3+0	7,5		UBT 702	Research in Area of Specialization	3+0	4,5

DEPARTMENT OF DRAMA IN EDUCATION

The aim of the nonthesis MA program in Drama in Education Program is to provide all teachers and other stafs about how to use drama techniques in their classrooms as well as train researchers and specialists who will work in the field of creative drama.

Head : Assoc. Prof. Dr. Ali ÖZTÜRK

PROGRAM IN CREATIVE DRAMA IN EDUCATION

PROGRAM

	I. SEMESTER					**II. SEMESTER**		
	Elective Courses (5)	-	30,0		EYD 511	Term Project	3+0	0,0
			30,0			*Elective Courses (5)*	-	30,0
								30,0

III. SEMESTER

ELECTIVE COURSES

ARY 550	Research Methods in Education Sciences	3+0	7,5		EYD 508	Methods and Approaches in Creative Drama	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5		EYD 509	Techniques of Improvisation in Drama	1+2	7,5
EYD 501	Creative Drama in Education I	2+2	7,5		EYD 512	Child Theatre	3+0	7,5
EYD 502	Creative Drama in Education II	2+2	7,5		EYD 513	Mask and Puppet	3+0	7,5
EYD 503	Dramaturgy	2+0	7,5		EYD 514	Child and Adolescence Literature	3+0	7,5
EYD 504	Creative Dance and Music	2+2	7,5		EYD 515	History of Theatre	3+0	7,5
EYD 505	Acting and Knowledge of Scene	2+2	7,5		EYD 516	Drama in Preschool Education	3+0	7,5
EYD 506	Trends and Theories of Art	2+0	7,5		EYD 518	Plan Development in Drama	3+0	7,5
EYD 507	Relation of Play and Drama	3+0	7,5					

PROGRAM IN CREATIVE DRAMA IN EDUCATION

PROGRAM

I. SEMESTER

ARY 550	Research Methods in Education Sciences	3+0	7,5
EYD 508	Methods and Approaches in Creative Drama	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

II. SEMESTER

EYD 599	Seminar	3+0	7,5
	Elective Courses (3)	-	22,5
			30,0

III. SEMESTER

EYD 790	Thesis	0+1	30,0
			30,0

IV. SEMESTER

EYD 790	Thesis	0+1	30,0
			30,0

ELECTIVE COURSES

ARY 521	Qualitative Research Methods	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5
EYD 501	Creative Drama in Education I	2+2	7,5
EYD 502	Creative Drama in Education II	2+2	7,5
EYD 503	Dramaturgy	2+0	7,5
EYD 504	Creative Dance and Music	2+2	7,5
EYD 505	Acting and Knowledge of Scene	2+2	7,5
EYD 506	Trends and Theories of Art	2+0	7,5
EYD 507	Relation of Play and Drama	3+0	7,5
EYD 512	Child Theatre	3+0	7,5
EYD 513	Mask and Puppet	3+0	7,5
EYD 514	Child and Adolescence Literature	3+0	7,5
EYD 515	History of Theatre	3+0	7,5
EYD 516	Drama in Preschool Education	3+0	7,5
EYD 518	Plan Development in Drama	3+0	7,5
UED 701	Research in Area of Specialization	3+0	4,5
UED 702	Research in Area of Specialization	3+0	4,5

DEPARTMENT OF EDUCATIONAL SCIENCES

The Program of Educational Sciences offers graduate programs in various educational disciplines. The three graduate programs includes: Curriculum and Instruction Program (MA and PhD); Educational Administration, Supervision, Planning and Budgeting (MA and PhD); Guidance and Counseling (MA). Additionally, the Program of Educational Sciences offers a non-thesis graduate program in Educational Administration, Supervision, Planning and Budgeting.

Head : Prof. Dr. Esmahan AĞAOĞLU

(NON-THESIS) MASTER OF ARTS (MA) DEGREE

PROGRAM IN EDUCATIONAL MANAGEMENT, INSPECTION, PLANNING AND ECONOMICS (EVENING)

PROGRAM

I. SEMESTER

	Elective Courses (5)	-	30,0
			30,0

II. SEMESTER

EYT 530	Term Project	3+0	0,0
	Elective Courses (5)	-	30,0
			30,0

ELECTIVE COURSES

ARY 550	Research Methods in Education Sciences	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5
EYT 502	Fundamentals of School Management	3+0	7,5
EYT 504	Contemporary Educational Supervision Approaches	3+0	7,5
EYT 521	Educational Administration	3+0	7,5
EYT 523	Educational Supervision	3+0	7,5
EYT 526	Educational Planning and Budgeting	3+0	7,5
EYT 529	School-Environment Relationship	3+0	7,5
EYT 534	Development of Educational Institutions	3+0	7,5
EYT 537	Curriculum Management	3+0	7,5
EYT 540	Turkish Educational System and Governance	3+0	7,5
EYT 542	Image Management and Communication in Schools	3+0	7,5
EYT 543	Comparative Educational Policies	3+0	7,5
EYT 546	Administrative Fundamentals of Educational Administration and Supervision	3+0	7,5
EYT 547	Research and Academic Writing	3+0	7,5
EYT 548	Change Management in Educational Organizations	3+0	7,5
EYT 549	Adult Education	3+0	7,5
EYT 550	Social Fundamentals of Educational Administration and Supervision	3+0	7,5

EYT 551	Management and Supervision of Primary Education Institutions	3+0	7,5
EYT 552	Case Studies in Educational Administration	3+0	7,5
EYT 553	Philosophical Fundamentals of Educational Administration and Supervision	3+0	7,5
EYT 554	Using Technology in Education	3+0	7,5
EYT 555	Psychological Fundamentals of Educational Administration and Supervision	3+0	7,5
EYT 556	Strategic Management in Education	3+0	7,5
EYT 557	Management and Supervision of Pre-School Institutions	3+0	7,5
EYT 558	Management and Supervision of Secondary Education Institutions	3+0	7,5
EYT 559	Case Studies in Educational Supervision	3+0	7,5
EYT 561	Roles and Competencies of Supervisors	3+0	7,5
EYT 564	Education and Sustainable Development	3+0	7,5
EYT 565	Higher Education Management	3+0	7,5
EYT 566	E-Work Processes in Educational Management	3+0	7,5
İST 515	Statistics in Education	3+0	7,5

DOCTORATE DEGREE (PH.D)

PROGRAM IN CURRICULUM DEVELOPMENT AND INSTRUCTION

PROGRAM

I. SEMESTER

EPÖ 613	Models of Curriculum Development	3+0	7,5
	Elective Courses (3)	-	22,5
			30,0

II. SEMESTER

EPÖ 608	Curriculum Evaluation Approaches	3+0	7,5
EPÖ 699	Seminar	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

III. SEMESTER

DYS 000	Qualifying Exam	0+0	0,0
			0,0

IV. SEMESTER

EPÖ 890-0	Thesis (Thesis Proposal)	0+1	30,0
			30,0

V. SEMESTER

EPÖ 890	Thesis	0+1	30,0
			30,0

VI. SEMESTER

EPÖ 890	Thesis	0+1	30,0
			30,0

VII. SEMESTER

EPÖ 890	Thesis	0+1	30,0
			30,0

VIII. SEMESTER

EPÖ 890	Thesis	0+1	30,0
			30,0

ELECTIVE COURSES

ARY 550	Research Methods in Education Sciences	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5
EPÖ 605	Developing Measuring Instruments	3+0	7,5
EPÖ 606	Curriculum Development and e-Learning	3+0	7,5
EPÖ 607	Lifelong Learning and Adult Teaching	3+0	7,5
EPÖ 609	Models of Instruction	3+0	7,5
EPÖ 611	Research in Curriculum Development	3+0	7,5
EPÖ 614	Teaching and Learning Strategies	3+0	7,5
EPÖ 617	Analysis of the Educational Curricula	3+0	7,5
EPÖ 618	Globalization and Teacher Education	3+0	7,5
EPÖ 620	E-Learning: Theory and Practices	3+0	7,5
EPÖ 622	Social and Cultural Variables at Learning and Teaching	3+0	7,5
UEB 901	Research in Area of Specialization	5+0	7,5
UEB 902	Research in Area of Specialization	5+0	7,5

PROGRAM IN EDUCATIONAL MANAGEMENT, INSPECTION, PLANNING AND ECONOMICS

PROGRAM

I. SEMESTER

EYT 601	Change and Transformation in Educational Administration	3+0	7,5
	Elective Courses (3)	-	22,5
			30,0

II. SEMESTER

EYT 602	Evaluative Criteria and Techniques for Educational Organizations	3+0	7,5
EYT 699	Seminar	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

III. SEMESTER

DYS 000	Qualifying Exam	0+0	0,0
			0,0

IV. SEMESTER

EYT 890-0	Thesis (Thesis Proposal)	0+1	30,0
			30,0

V. SEMESTER

EYT 890	Thesis	0+1	30,0
			30,0

VI. SEMESTER

EYT 890	Thesis	0+1	30,0
			30,0

VII. SEMESTER

EYT 890	Thesis	0+1	30,0
			30,0

VIII. SEMESTER

EYT 890	Thesis	0+1	30,0
			30,0

ELECTIVE COURSES

ARY 550	Research Methods in Education Sciences	3+0	7,5
ARY 619	Qualitative Data Analysis	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5
EYT 603	Analysis of Educational Organizations	3+0	7,5
EYT 604	Training of Educational Administrators and Auditors	3+0	7,5
EYT 605	Behaviour Management Applications in Schools	3+0	7,5
EYT 608	Personal Development Strategies	3+0	7,5
EYT 609	Educational Policies in Turkey	3+0	7,5
EYT 610	New Trends in Educational Administration	3+0	7,5
EYT 611	Education and Economic Development	3+0	7,5
EYT 612	Strategic Leadership	3+0	7,5
EYT 613	Administrational Communication in Education	3+0	7,5
EYT 614	Ethical Leadership and Social Responsibility in School Management	3+0	7,5
UEB 901	Research in Area of Specialization	5+0	7,5
UEB 902	Research in Area of Specialization	5+0	7,5

PROGRAM IN GUINDANCE AND PSYCHOLOGICAL COUNSELING

PROGRAM

I. SEMESTER

RPD 615	Multicultural Counseling	3+0	7,5
RPD 617	Professional Issues in Counseling	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

II. SEMESTER

RPD 606	Advanced Practicum in Psychological Counseling	1+4	7,5
RPD 699	Seminar	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

III. SEMESTER

DYS 000	Qualifying Exam	0+0	0,0
			0,0

IV. SEMESTER

RPD 890-0	Thesis (Thesis Proposal)	0+1	30,0
			30,0

V. SEMESTER

RPD 890	Thesis	0+1	30,0
			30,0

VI. SEMESTER

RPD 890	Thesis	0+1	30,0
			30,0

VII. SEMESTER

RPD 890	Thesis	0+1	30,0
			30,0

VIII. SEMESTER

RPD 890	Thesis	0+1	30,0
			30,0

ELECTIVE COURSES

ARY 550	Research Methods in Education Sciences	3+0	7,5
ARY 614	Qualitative Research Methods	3+0	7,5
ARY 624	Quantitative Research Methods and Applications	2+1	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5
PSİ 604	Industrial Psychology	3+0	7,5
PSİ 605	Health Psychology	3+0	7,5
RPD 601	Contemporary Theories of Counseling	3+0	7,5
RPD 602	Advanced Behavioral Disorders	3+0	7,5
RPD 603	Advanced Principles and Techniques of Counseling	3+0	7,5
RPD 604	Research Methods Project	3+0	7,5
RPD 605	Advanced Practicum in Group Counseling	1+4	7,5
RPD 607	Special Topics in Psychological Counseling and Guidance	3+0	7,5
RPD 608	Developmental Psychology in Adolescence and Adulthood	3+0	7,5
RPD 609	Advanced Measurement and Evaluation Techniques and Applications in Psychology	3+0	7,5
RPD 610	Career Counseling and Application	3+0	7,5
RPD 611	Curriculum Development in Guidance	3+0	7,5
RPD 612	Theories and Models of Family Counseling	3+0	7,5
RPD 613	Psychological Counseling and Guidance in Special Education	3+0	7,5
RPD 616	Research Methods in Counseling and Guidance	3+0	7,5
RPD 618	Counseling Supervision	2+1	7,5
UEB 901	Research in Area of Specialization	5+0	7,5
UEB 902	Research in Area of Specialization	5+0	7,5

MASTER OF ARTS (MA) DEGREE

PROGRAM IN CURRICULUM DEVELOPMENT AND INSTRUCTION

PROGRAM

I. SEMESTER

ARY 550	Research Methods in Education Sciences	3+0	7,5
EPÖ 511	Curriculum Planning and Development	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

II. SEMESTER

EPÖ 599	Seminar	3+0	7,5
	Elective Courses (3)	-	22,5
			30,0

III. SEMESTER

EPÖ 790	Thesis	0+1	30,0
			30,0

IV. SEMESTER

EPÖ 790	Thesis	0+1	30,0
			30,0

ELECTIVE COURSES

ARY 512	Scientific Research and Report Preparation	3+0	7,5
ARY 521	Qualitative Research Methods	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5
EPÖ 502	Theoretical Bases of Teaching and Learning	3+0	7,5
EPÖ 506	Assessing Educational Needs	3+0	7,5
EPÖ 507	Innovations in the Turkish Education System	3+0	7,5
EPÖ 513	Models of Instruction Design	3+0	7,5
EPÖ 514	Analysis Teacher Education Programs in Turkey	3+0	7,5
EPÖ 515	Effective Teaching	3+0	7,5
EPÖ 516	Theoretical Foundations of Curriculum Development	3+0	7,5
EPÖ 518	Dimensions of Effective Teaching and Learning	3+0	7,5
FEL 502	Philosophy and Science	3+0	7,5
İST 501	Statistical Methods in Education	3+0	7,5
UEB 701	Research in Area of Specialization	3+0	4,5
UEB 702	Research in Area of Specialization	3+0	4,5

PROGRAM IN EDUCATIONAL MANAGEMENT, INSPECTION, PLANNING AND ECONOMICS

PROGRAM

I. SEMESTER

ARY 550	Research Methods in Education Sciences	3+0	7,5
EYT 521	Educational Administration	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

II. SEMESTER

EYT 599	Seminar	3+0	7,5
	Elective Courses (3)	-	22,5
			30,0

III. SEMESTER

EYT 790	Thesis	0+1	30,0
			30,0

IV. SEMESTER

EYT 790	Thesis	0+1	30,0
			30,0

ELECTIVE COURSES

ARY 521	Qualitative Research Methods	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5
EYT 523	Educational Supervision	3+0	7,5
EYT 526	Educational Planning and Budgeting	3+0	7,5
EYT 535	Human Resources Management in Educational Organizations	3+0	7,5
EYT 536	Evaluation of Educational Activities	3+0	7,5
EYT 537	Curriculum Management	3+0	7,5

EYT 539	Decision Support Systems in Educational Administration	3+0	7,5
EYT 541	School Culture	3+0	7,5
EYT 542	Image Management and Communication in Schools	3+0	7,5
EYT 543	Comparative Educational Policies	3+0	7,5
EYT 544	Leadership in Educational Organizations	3+0	7,5
EYT 545	Educational Administration in the Accession Process of European Union	3+0	7,5
EYT 560	Management of Virtual Educational Organizations	3+0	7,5
EYT 562	Qualitative Data Analysis and Reporting	3+0	7,5
EYT 563	Management of Educational Activities	3+0	7,5
EYT 564	Education and Sustainable Development	3+0	7,5
EYT 565	Higher Education Management	3+0	7,5
EYT 566	E-Work Processes in Educational Management	3+0	7,5
İST 515	Statistics in Education	3+0	7,5
UEB 701	Research in Area of Specialization	3+0	4,5
UEB 702	Research in Area of Specialization	3+0	4,5

PROGRAM IN GUINDANCE AND PSYCHOLOGICAL COUNSELING

PROGRAM

I. SEMESTER

ARY 550	Research Methods in Education Sciences	3+0	7,5
RPD 501	Counseling Skills	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

II. SEMESTER

RPD 502	Individual Counseling Practicum	1+4	7,5
RPD 599	Seminar	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

III. SEMESTER

| RPD 790 | Thesis | 0+1 | 30,0 |
| | | | 30,0 |

IV. SEMESTER

| RPD 790 | Thesis | 0+1 | 30,0 |
| | | | 30,0 |

ELECTIVE COURSES

EBE 510	Science Ethics and Research Methods	2+0	7,5
EPÖ 501	Curriculum Development In Education	3+0	7,5
RPD 512	Counseling Principles and Techniques in Groups	3+0	7,5
RPD 517	Theories of Counseling	3+0	7,5
RPD 518	Guidance Services in Schools	3+0	7,5
RPD 519	Techniques for Assessing and Understanding the Individual	3+0	7,5
RPD 520	Family Counseling	3+0	7,5
RPD 522	Group Counseling Practicum	1+4	7,5
RPD 539	Contemporary Theories of Personality	3+0	7,5
UEB 701	Research in Area of Specialization	3+0	4,5
UEB 702	Research in Area of Specialization	3+0	4,5

DEPARTMENT OF FINE ARTS EDUCATION

The Department of Fine Arts, Arts and Crafts Education started offering MA and PhD programs in the fall of 1998-1999. Students will develop themselves in their specialized area by following theoretical courses on Arts and Crafts education, Graphic education, Original imprint education and Sculpture education. The department aims to help students to get further insight in their area of arts starting from the prehistoric age until today with a chronological order, to have the knowledge of social, cultural and financial stations of countnes, to grow as self-confident, artistically and intellectually advanced, creative and modern intellectuals.

Head : Assoc. Prof. Necla COŞKUN

DOCTORATE DEGREE (PH.D)

PROGRAM IN ARTS AND CRAFTS TEACHING

PROGRAM

	I. SEMESTER				**II. SEMESTER**		
RSÖ 623	Visual Art Practice I	2+2	7,5	RSÖ 624	Visual Art Practice II	2+2	7,5
	Elective Courses (3)	-	22,5	RSÖ 699	Seminar	3+0	7,5
			30,0		Elective Courses (2)	-	15,0
							30,0

	III. SEMESTER				**IV. SEMESTER**		
DYS 000	Qualifying Exam	0+0	0,0	RSÖ 890-0	Thesis (Thesis Proposal)	0+1	30,0
			0,0				30,0

	V. SEMESTER				**VI. SEMESTER**		
RSÖ 890	Thesis	0+1	30,0	RSÖ 890	Thesis	0+1	30,0
			30,0				30,0

	VII. SEMESTER				**VIII. SEMESTER**		
RSÖ 890	Thesis	0+1	30,0	RSÖ 890	Thesis	0+1	30,0
			30,0				30,0

ELECTIVE COURSES

ARY 550	Research Methods in Education Sciences	3+0	7,5	RSÖ 628	Research Project II	4+0	7,5
ARY 614	Qualitative Research Methods	3+0	7,5	RSÖ 629	Visual Research Methodologies	4+0	7,5
ARY 619	Qualitative Data Analysis	3+0	7,5	RSÖ 631	Artwork Analysis I	2+2	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5	RSÖ 632	Artwork Analysis II	2+2	7,5
RSÖ 601	History of Civilization	3+0	7,5	SAN 601	Theories of Art	3+0	7,5
RSÖ 602	Comtemporary Art Theories	3+0	7,5	SAN 602	Social Development of Art	3+0	7,5
RSÖ 603	Methods of Contemporary Art	3+0	7,5	SAN 603	Art Ontology	3+0	7,5
RSÖ 617	Contemporary Turkish Arts	3+0	7,5	SAN 604	Comtemporary Approaches in Art Education Theory	2+2	7,5
RSÖ 619	City and Plastic Arts	3+0	7,5	SAN 605	Social History of Modern Art	3+0	7,5
RSÖ 625	Contemporary Art	3+0	7,5	UGS 901	Research in Area of Specialization	5+0	7,5
RSÖ 626	Art Education and Technology	2+1	7,5	UGS 902	Research in Area of Specialization	5+0	7,5
RSÖ 627	Research Project I	4+0	7,5				

MASTER OF ARTS (MA) DEGREE

PROGRAM IN ARTS AND CRAFTS TEACHING

PROGRAM

	I. SEMESTER				**II. SEMESTER**		
ARY 550	Research Methods in Education Sciences	3+0	7,5	RSÖ 520	Visual Art Studio II	2+2	7,5
RSÖ 519	Visual Art Studio I	2+2	7,5	RSÖ 599	Seminar	3+0	7,5
	Elective Courses (2)	-	15,0		Elective Courses (2)	-	15,0
			30,0				30,0

III. SEMESTER			
RSÖ 790	Thesis	0+1	30,0
			30,0

ELECTIVE COURSES

EBE 510	Science Ethics and Research Methods	2+0	7,5
EPÖ 501	Curriculum Development In Education	3+0	7,5
EYD 501	Creative Drama in Education I	2+2	7,5
FOT 501	Digital Photography	3+0	7,5
GRA 526	Instructional Design and Graphic Design Applications	3+0	7,5
KÜL 501	Cultural History I	3+0	7,5
KÜL 502	Cultural History II	3+0	7,5
KÜL 503	Visual Culture	3+0	7,5

IV. SEMESTER			
RSÖ 790	Thesis	0+1	30,0
			30,0
RSÖ 503	Contemporary Art and its Interpretation	3+0	7,5
RSÖ 505	Printing Techniques	3+0	7,5
RSÖ 516	Visual Semiotics	3+0	7,5
RSÖ 521	Introductıon to Semıotıcs	3+0	7,5
SAN 503	Traditional Turkish Arts	3+0	7,5
SAN 505	Visual Perception and Design Principles in Art Education	3+0	7,5
SAN 509	Art Education Theories I	2+2	7,5
SAN 510	Art Education Theories II	2+2	7,5
UGS 701	Research in Area of Specialization	3+0	4,5
UGS 702	Research in Area of Specialization	3+0	4,5

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

The department of foreing language education offers programmes of German, French and English Languag Teaching, The aim of the programmes is to equip language teachers with critical thinking skills and thas to hep them establish links between thearies of education and linguistics and to contribute to the development of their classroom practices. The programmes also attempt to provide them with in-depth knowledge of research design. The Phd programmes; on the other hand, intend to build on teachers knowledge that they acqwled during their B.A. and M.xA. education and to help them relate this knowledge to such applied areas of education and linguistics as language Arq, Testing&Evaluation, psycho linguistics and so on. Thos students enrolled in these programmes are also expected to design and conduct emprical research studies in areas of education and applied ling.

Head : Prof. Dr. Ümit Deniz TURAN

DOCTORATE DEGREE (PH. D)

PROGRAM IN ENGLISH LANGUAGE TEACHING

PROGRAM

I. SEMESTER				
İNÖ 612	(Eng)	Theoretical Linguistics	3+0	7,5
		Elective Courses (3)	-	22,5
				30,0

II. SEMESTER				
İNÖ 604	(Eng)	Theories of Second Language	3+0	7,5
İNÖ 606	(Eng)	Seminar	3+0	7,5
İST 630	(Eng)	Using Statistical Methods in Foreign Language Education	3+0	7,5
		Elective Courses (1)	-	7,5
				30,0

III. SEMESTER			
DYS 000	Qualifying Exam	0+0	0,0
			0,0

IV. SEMESTER			
İNÖ 890-0	Thesis (Thesis Proposal)	0+1	30,0
			30,0

V. SEMESTER			
İNÖ 890	Thesis	0+1	30,0
			30,0

VI. SEMESTER			
İNÖ 890	Thesis	0+1	30,0
			30,0

	VII. SEMESTER					VIII. SEMESTER		
İNÖ 890	Thesis		0+1	30,0	İNÖ 890	Thesis	0+1	30,0
				30,0				30,0

ELECTIVE COURSES

ARY 550		Research Methods in Education Sciences	3+0	7,5	İNÖ 608	(Eng)	Discourse Analysis, Pragmatics and Language Teaching	3+0 7,5
ARY 618	(Eng)	Qualitative Research in ELT	3+0	7,5	İNÖ 613		Second Language Phonology Acquisition	3+0 7,5
ARY 622		Qualitative Data Analysis	3+0	7,5	İNÖ 614	(Eng)	Corpus Linguistic and Language Teaching	3+0 7,5
EBE 510		Science Ethics and Research Methods	2+0	7,5	İNÖ 616	(Eng)	Pedagogical Grammar	3+0 7,5
İNÖ 601	(Eng)	Contemporary Issues in Language Teaching	3+0	7,5	UYD 901		Research in Area of Specialization	5+0 7,5
İNÖ 605	(Eng)	Grammar and Language Teaching	3+0	7,5	UYD 902		Research in Area of Specialization	5+0 7,5

PROGRAM IN FRENCH LANGUAGE TEACHING

PROGRAM

	I. SEMESTER					II. SEMESTER		
FRÖ 611	(Fra)	Orientations in Sciences of Language	3+0	7,5	FRÖ 612	(Fra)	Second Language Acquisition Theories	3+0 7,5
		Elective Courses (3)	-	22,5	FRÖ 699	(Fra)	Seminar	3+0 7,5
				30,0			*Elective Courses (2)*	- 15,0
								30,0

	III. SEMESTER					IV. SEMESTER		
DYS 000	Qualifying Exam		0+0	0,0	FRÖ 890-0	Thesis (Thesis Proposal)		0+1	30,0
				0,0					30,0

	V. SEMESTER					VI. SEMESTER		
FRÖ 890	Thesis		0+1	30,0	FRÖ 890	Thesis		0+1	30,0
				30,0					30,0

	VII. SEMESTER					VIII. SEMESTER		
FRÖ 890	Thesis		0+1	30,0	FRÖ 890	Thesis		0+1	30,0
				30,0					30,0

ELECTIVE COURSES

ARY 550		Research Methods in Education Sciences	3+0	7,5	FRÖ 608	(Fra)	Text Analysis II	3+0 7,5
ARY 614		Qualitative Research Methods	3+0	7,5	FRÖ 609	(Fra)	General Semiotics	3+0 7,5
EBE 510		Science Ethics and Research Methods	2+0	7,5	FRÖ 610	(Fra)	Actual Researches in Sciences of Language	3+0 7,5
FRÖ 601	(Fra)	Materials Development I: Oral Language	3+0	7,5	FRÖ 613	(Fra)	Novel Analysis	3+0 7,5
FRÖ 602	(Fra)	Material Development II: Written Language	3+0	7,5	FRÖ 614	(Fra)	Drama Analysis	3+0 7,5
FRÖ 603	(Fra)	Theories of Speech Acts and Pragmatics	3+0	7,5	İST 501		Statistical Methods in Education	3+0 7,5
FRÖ 607	(Fra)	Text Analysis I	3+0	7,5	UYD 901		Research in Area of Specialization	5+0 7,5
					UYD 902		Research in Area of Specialization	5+0 7,5

PROGRAM IN GERMAN LANGUAGE TEACHING

PROGRAM

I. SEMESTER

ALÖ 601 (Ger)	Language and Culture Relations I	3+0	7,5
ALÖ 603 (Ger)	Prejudices and False Judgments in Literature I	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

II. SEMESTER

ALÖ 604 (Ger)	Prejudices and False Judgments in Literature II	3+0	7,5
ALÖ 605 (Ger)	Seminar	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

III. SEMESTER

DYS 000	Qualifying Exam	0+0	0,0
			0,0

IV. SEMESTER

ALÖ 890-0	Thesis (Thesis Proposal)	0+1	30,0
			30,0

V. SEMESTER

ALÖ 890	Thesis	0+1	30,0
			30,0

VI. SEMESTER

ALÖ 890	Thesis	0+1	30,0
			30,0

VII. SEMESTER

ALÖ 890	Thesis	0+1	30,0
			30,0

VIII. SEMESTER

ALÖ 890	Thesis	0+1	30,0
			30,0

ELECTIVE COURSES

ALÖ 602 (Ger)	Language and Culture Relations II	3+0	7,5
ALÖ 607 (Ger)	Comparative Literature I	3+0	7,5
ALÖ 609 (Ger)	Cultural Studies and Literature I	3+0	7,5
ALÖ 610 (Ger)	Cultural Studies and Literature II	3+0	7,5
ALÖ 611 (Ger)	Stereotypes in Teaching I	3+0	7,5
ALÖ 612 (Ger)	Stereotypes in Teaching II	3+0	7,5
ALÖ 613 (Ger)	Sociolinguistics and Language Acquisition III	3+0	7,5
ALÖ 614 (Ger)	Sociolinguistics and Language Acquisition IV	3+0	7,5
ALÖ 615 (Ger)	Analysis of Fairy Tale I	3+0	7,5
ALÖ 616 (Ger)	Analysis of Fairy Tale II	3+0	7,5
ALÖ 617 (Ger)	Studies in Literary Texts	3+0	7,5
ALÖ 618 (Ger)	Internet and Multimedia Based Language Teaching	3+0	7,5
ALÖ 620 (Ger)	Computer-Based Learning Resources	3+0	7,5
ALÖ 621	Contemporary Approaches in Foreign Language Teaching I	3+0	7,5
ALÖ 622	Contemporary Approaches in Foreign Language Teaching II	3+0	7,5
ALÖ 623	German as a Foreign Language in Turkey	3+0	7,5
ALÖ 624 (Ger)	Stereotypes in Oral and Written Authentic Texts	3+0	7,5
ALÖ 625	Current Theories in Linguistics	3+0	7,5
ALÖ 626 (Ger)	National Varieties of German	3+0	7,5
ALÖ 628	Theories of Language Use	3+0	7,5
ARY 550	Research Methods in Education Sciences	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5
UYD 901	Research in Area of Specialization	5+0	7,5
UYD 902	Research in Area of Specialization	5+0	7,5

MASTER OF ARTS (MA) DEGREE

PROGRAM IN ENGLISH LANGUAGE TEACHING (SUNY CORTLAND)

PROGRAM

I. SEMESTER				II. SEMESTER			
İNÖ 529	(Eng) Teaching Skills in ELT I	3+0	7,5	İNÖ 530	(Eng) Teaching Skills in ELT II	3+0	7,5
İNÖ 539	(Eng) Research in ELT	3+0	7,5	İNÖ 599	(Eng) Seminar	3+0	7,5
	Elective Courses (2)	-	15,0		*Elective Courses (2)*	-	15,0
			30,0				30,0

III. SEMESTER				IV. SEMESTER			
İNÖ 790	Thesis	0+1	30,0	İNÖ 790	Thesis	0+1	30,0
			30,0				30,0

ELECTIVE COURSES

				İNÖ 532	(Eng) Social and Individual Factors in Language Teaching	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5	UYD 701	Research in Area of Specialization	3+0	4,5
İNÖ 501	(Eng) Methodology in ELT	3+0	7,5	UYD 702	Research in Area of Specialization	3+0	4,5

PROGRAM IN ENGLISH LANGUAGE TEACHING

PROGRAM

I. SEMESTER				II. SEMESTER			
ARY 550	Research Methods in Education Sciences	3+0	7,5	İNÖ 599	(Eng) Seminar	3+0	7,5
İNÖ 529	(Eng) Teaching Skills in ELT I	3+0	7,5		*Elective Courses (3)*	-	22,5
İST 535	(Eng) Analysis of Statistical Methods in Foreign Language Education	3+0	7,5				30,0
	Elective Courses (1)	-	7,5				
			30,0				

III. SEMESTER				IV. SEMESTER			
İNÖ 790	Thesis	0+1	30,0	İNÖ 790	Thesis	0+1	30,0
			30,0				30,0

ELECTIVE COURSES

				İNÖ 513	(Eng) Classroom Observation and Evaluation in ELT	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5	İNÖ 516	(Eng) Literature in English Language Teaching	3+0	7,5
İNÖ 501	(Eng) Methodology in ELT	3+0	7,5	İNÖ 518	(Eng) Intercultural Communication and Language Teaching	3+0	7,5
İNÖ 507	(Eng) Approaches in Foreign Language Teaching to Young Learners	3+0	7,5	İNÖ 519	(Eng) Evaluation Techniques	3+0	7,5
İNÖ 509	(Eng) Individual Differences in English Language Teaching	3+0	7,5	İNÖ 520	(Eng) Principles of Testing and Evaluation in Foreign Language Instruction	3+0	7,5
İNÖ 512	(Eng) Critical Thinking and Language Teaching	3+0	7,5				

İNÖ 521 (Eng) Phonology and Language Teaching I	3+0	7,5	
İNÖ 523 (Eng) Cooperative Learning and Language Teaching	2+0	7,5	
İNÖ 525 (Eng) From Theory to Practice In Foreign Language Reading	3+0	7,5	
İNÖ 526 (Eng) The Relationship of Language Variation and Society	3+0	7,5	
İNÖ 530 (Eng) Teaching Skills in ELT II	3+0	7,5	
İNÖ 532 (Eng) Social and Individual Factors in Language Teaching	3+0	7,5	

İNÖ 533 (Eng) Challenge and Change in English Language Teaching and Teacher Education 3+0 7,5
İNÖ 534 (Eng) Instructional Pragmatics 3+0 7,5
İNÖ 535 (Eng) Technology in English Language Teaching 3+0 7,5
İNÖ 537 (Eng) Affective Factors of Foreign Language Teachers 3+0 7,5
UYD 701 Research in Area of Specialization 3+0 4,5
UYD 702 Research in Area of Specialization 3+0 4,5

PROGRAM IN FRENCH LANGUAGE TEACHING

PROGRAM

I. SEMESTER

ARY 550 Research Methods in Education Sciences 3+0 7,5
FRÖ 501 (Fra) Grammar and Language Teaching 3+0 7,5
FRÖ 513 (Fra) Language, Culture, Communication 3+0 7,5
Elective Courses (1) - 7,5
_____
30,0

II. SEMESTER

FRÖ 599 (Fra) Seminar 3+0 7,5
Elective Courses (3) - 22,5
_____
30,0

III. SEMESTER

FRÖ 790 Thesis 0+1 30,0
_____
30,0

IV. SEMESTER

FRÖ 790 Thesis 0+1 30,0
_____
30,0

ELECTIVE COURSES

EBE 510 Science Ethics and Research Methods 2+0 7,5
FRÖ 503 (Fra) French Literature: Text Analysis I 3+0 7,5
FRÖ 504 (Fra) French Literature: Text Analysis II 3+0 7,5
FRÖ 505 (Fra) Theories of Translation 3+0 7,5
FRÖ 506 (Fra) Research on Language and Society 3+0 7,5

FRÖ 509 (Fra) Language Teaching and Translation 3+0 7,5
FRÖ 510 (Fra) Intercultural Approaches in Language Acquisition 3+0 7,5
FRÖ 514 (Fra) Evaluation in Language Teaching 3+0 7,5
FRÖ 516 (Fra) Critical Theory 3+0 7,5
UYD 701 Research in Area of Specialization 3+0 4,5
UYD 702 Research in Area of Specialization 3+0 4,5

PROGRAM IN GERMAN LANGUAGE TEACHING

PROGRAM

I. SEMESTER

ALÖ 501 (Ger) Basic Notions in Linguistics I 3+0 7,5
ARY 550 Research Methods in Education Sciences 3+0 7,5
Elective Courses (2) - 15,0
_____
30,0

II. SEMESTER

ALÖ 502 (Ger) Basic Notions in Linguistics II 3+0 7,5
ALÖ 599 (Ger) Seminar 3+0 7,5
Elective Courses (2) - 15,0
_____
30,0

III. SEMESTER

ALÖ 790 Thesis 0+1 30,0
_____
30,0

IV. SEMESTER

ALÖ 790 Thesis 0+1 30,0
_____
30,0

ELECTIVE COURSES

ALÖ 503	(Ger)	Alternative Methods in Foreign Language Teaching I	3+0 7,5
ALÖ 504	(Ger)	Alternative Methods in Foreign Language Teaching II	3+0 7,5
ALÖ 507	(Ger)	Language of Modern Literature I	3+0 7,5
ALÖ 508	(Ger)	Language of Modern Literature II	3+0 7,5
ALÖ 509	(Ger)	Contemporary Austrian Literature I	3+0 7,5
ALÖ 510	(Ger)	Contemporary Austrian Literature II	3+0 7,5
ALÖ 511	(Ger)	Sociolinguistics and Language Acquisition I	3+0 7,5
ALÖ 512	(Ger)	Sociolinguistics and Language Acquisition II	3+0 7,5
ALÖ 513	(Ger)	Literature for Children	3+0 7,5
ALÖ 514	(Ger)	Intercultural Communication and Language Teaching	3+0 7,5
ALÖ 516	(Ger)	Translation	3+0 7,5
ALÖ 517	(Ger)	Distance Education and Foreign Language Teaching	3+0 7,5
ALÖ 518		Institutional Pronunciation	3+0 7,5
ALÖ 519	(Ger)	Interlanguage	3+0 7,5
ALÖ 520	(Ger)	Principles of Foreign Language Testing	3+0 7,5

ALÖ 521	(Ger)	Multimedial Language Teaching	3+0 7,5
ALÖ 523	(Ger)	Vocabulary Learning Strategies for Language Learning	3+0 7,5
ALÖ 524	(Ger)	Global Literature	3+0 7,5
ALÖ 526	(Ger)	Modern Literary Criticism	3+0 7,5
ALÖ 527	(Ger)	Applied Linguistics and Language Teaching	3+0 7,5
ALÖ 528	(Ger)	Foreign Language Teaching and Lexicology	3+0 7,5
ALÖ 530	(Ger)	Barriers of Linguistic Learning	3+0 7,5
ALÖ 532		Media Didactics	3+0 7,5
ALÖ 533	(Ger)	Language Contact and Code-Switching	3+0 7,5
ALÖ 534		Digital Lesson Planning and Implementation	3+0 7,5
ALÖ 536		Didactics of Translating and Interpreting	3+0 7,5
EBE 510		Science Ethics and Research Methods	2+0 7,5
UYD 701		Research in Area of Specialization	3+0 4,5
UYD 702		Research in Area of Specialization	3+0 4,5

DEPARTMENT OF MATHEMATIC EDUCATION

The Program of Mathematics Education is a graduate program under the Institute of Education Sciences at Anadolu University, Faculty of Education. The program started in 2010-2011 academic year and offers degrees of Master of Science and Doctor of Philosophy. The program enables graduate students to study mathematics education at all education levels including elementary through college level mathematics education. The program aimed to educate graduate students to be able to work at all levels of the education sector, and support their individual and academic development and increase the knowledge and diffusion of scientific knowledge and culture.

Head : Assoc. Prof. Dr. Dilek TANIŞLI

DOCTORATE DEGREE (PH.D)

PROGRAM

I. SEMESTER			II. SEMESTER		
ARY 614	Qualitative Research Methods	3+0 7,5	MTE 602	Seminar	3+0 7,5
	Elective Courses (3)	- 22,5		*Elective Courses (3)*	- 22,5
		30,0			30,0

III. SEMESTER			IV. SEMESTER		
DYS 000	Qualifying Exam	0+0 0,0	MTE 890-0	Thesis (Thesis Proposal)	0+1 30,0
		0,0			30,0

	V. SEMESTER		
MTE 890	Thesis	0+1	30,0
			30,0

	VI. SEMESTER		
MTE 890	Thesis	0+1	30,0
			30,0

	VII. SEMESTER		
MTE 890	Thesis	0+1	30,0
			30,0

	VIII. SEMESTER		
MTE 890	Thesis	0+1	30,0
			30,0

ELECTIVE COURSES

ARY 550	Research Methods in Education Sciences	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5
İST 601	Statistical Methods in Education I	3+0	7,5
İST 602	Statistical Methods in Education II	3+0	7,5
MTE 603	Concept Analysis in Mathematics	3+0	7,5
MTE 604	Learning Theories of APOS, PROCEPT and Learning Processes of Some Fundamental Concepts	3+0	7,5
MTE 605	Introduction to Theories of Mathematics Education	3+0	7,5
MTE 606	The use of the Spreadsheet in Mathematics Teaching	3+0	7,5
MTE 607	Research in Mathematics Education	3+0	7,5
MTE 608	Models and Modeling in Mathematics Education	3+0	7,5
MTE 609	Eveluation of Dynamic Geometry Software Used for Geometry Instruction in Primary Schools	3+0	7,5
MTE 610	Investigation of Dynamic Geometry Software Using for Geometry Instruction in Middle School	3+0	7,5
MTE 611	Mathematical Proof	3+0	7,5
MTE 612	Comparison of Euclidean and Non-Euclidean Geometries	3+0	7,5
MTE 613	Teaching of Complex Functions	3+0	7,5
MTE 614	Conceptual Development and DNR System	3+0	7,5
MTE 615	Pedagogical Content Knowledge	3+0	7,5
MTE 617	Learning Through Teaching Mathematics	3+0	7,5
UME 901	Research in Area of Specialization	5+0	7,5
UME 902	Research in Area of Specialization	5+0	7,5

MASTER OF ARTS (MA) DEGREE

PROGRAM

	I. SEMESTER		
ARY 550	Research Methods in Education Sciences	3+0	7,5
	Elective Courses (3)	-	22,5
			30,0

	II. SEMESTER		
İST 501	Statistical Methods in Education	3+0	7,5
MTE 599	Seminar	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

	III. SEMESTER		
MTE 790	Thesis	0+1	30,0
			30,0

	IV. SEMESTER		
MTE 790	Thesis	0+1	30,0
			30,0

ELECTIVE COURSES

EBE 510	Science Ethics and Research Methods	2+0	7,5
MTE 501	Development of Mathematics	3+0	7,5
MTE 502	Coherence of Concept and the Language of Mathematics	3+0	7,5
MTE 503	Geometric Thinking in Children	3+0	7,5
MTE 504	Content Analysis in Mathematics Education	3+0	7,5
MTE 505	Technology and Mathematics Education	3+0	7,5
MTE 506	The Role of the 'Teacher' in Mathematics Education	3+0	7,5
MTE 507	Teaching and Learning Mathematics	3+0	7,5
MTE 508	Teaching Rational Numbers	3+0	7,5
MTE 509	Mathematical Thinking	3+0	7,5
MTE 510	Development of Algebraic Thinking in Primary Schools	3+0	7,5
MTE 511	Teaching of Complex Numbers	3+0	7,5
MTE 512	Misconceptions in Mathematics	3+0	7,5
MTE 513	Basic Mathematical Concepts	3+0	7,5

| MTE 514 | Popularization of Mathematics | 3+0 | 7,5 | | UME 701 | Research in Area of Specialization | 3+0 | 4,5 |
| MTE 515 | Learning and Teaching Geometry | 3+0 | 7,5 | | UME 702 | Research in Area of Specialization | 3+0 | 4,5 |

DEPARTMENT OF PRIMARY EDUCATION

The Master and Doctorate programs in the Department of Primary Education started in 1999-2000 academic year. The Primary Education Department, offers MA programs in pre-school and primary school teaching as well as social sciences and PhD program in primary school teaching. These programs are aimed for teachers working in pre-school and primary education levels, and for those who want to become experts and academicians in the field.

Head : Prof. Dr. Mehmet GÜLTEKİN

DOCTORATE DEGREE (PH.D)

PROGRAM IN PRIMARY SCHOOL EDUCATION

PROGRAM

I. SEMESTER

ARY 614	Qualitative Research Methods	3+0	7,5
İSÖ 619	Programs and Teaching in Primary School	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

II. SEMESTER

İSÖ 615	Current Issues in a Primary School Education	3+0	7,5
İSÖ 699	Seminar	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

III. SEMESTER

| DYS 000 | Qualifying Exam | 0+0 | 0,0 |
| | | | 0,0 |

IV. SEMESTER

| İSÖ 890-0 | Thesis (Thesis Proposal) | 0+1 | 30,0 |
| | | | 30,0 |

V. SEMESTER

| İSÖ 890 | Thesis | 0+1 | 30,0 |
| | | | 30,0 |

VI. SEMESTER

| İSÖ 890 | Thesis | 0+1 | 30,0 |
| | | | 30,0 |

VII. SEMESTER

| İSÖ 890 | Thesis | 0+1 | 30,0 |
| | | | 30,0 |

VIII. SEMESTER

| İSÖ 890 | Thesis | 0+1 | 30,0 |
| | | | 30,0 |

ELECTIVE COURSES

ARY 550	Research Methods in Education Sciences	3+0	7,5
ARY 615	Quantitative Research Methods	3+0	7,5
ARY 619	Qualitative Data Analysis	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5
FEL 602	History and Philosophy of Science	3+0	7,5
İSÖ 601	Teaching and Learning Strategies in Primary Education	3+0	7,5
İSÖ 617	Primary Education, Language and General View to Turkish Teaching	3+0	7,5
İSÖ 621	Teaching Profession and Teacher Education	3+0	7,5
KÜL 601	Visual Culture and Learning	3+0	7,5
UİÖ 901	Research in Area of Specialization	5+0	7,5
UİÖ 902	Research in Area of Specialization	5+0	7,5

PROGRAM IN SOCIAL STUDIES EDUCATION

PROGRAM

I. SEMESTER

SBÖ 601	Teaching-Learning Process in Social Studies Education	3+0	7,5
	Elective Courses (3)	-	22,5
			30,0

II. SEMESTER

SBÖ 602	Curriculum Development in Social Studies	3+0	7,5
SBÖ 699	Seminar	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

III. SEMESTER

DYS 000	Qualifying Exam	0+0	0,0
			0,0

IV. SEMESTER

SBÖ 890-0	Thesis (Thesis Proposal)	0+1	30,0
			30,0

V. SEMESTER

SBÖ 890	Thesis	0+1	30,0
			30,0

VI. SEMESTER

SBÖ 890	Thesis	0+1	30,0
			30,0

VII. SEMESTER

SBÖ 890	Thesis	0+1	30,0
			30,0

VIII. SEMESTER

SBÖ 890	Thesis	0+1	30,0
			30,0

ELECTIVE COURSES

ARY 550	Research Methods in Education Sciences	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5
SBÖ 603	New Paradigms in Social Studies Education	3+0	7,5
SBÖ 604	Cultural Reflections on Social Studies Course	3+0	7,5
SBÖ 605	Social Studies Teaching Supported Literature	3+0	7,5
SBÖ 606	Current Research Topies About Social Studies Education	3+0	7,5
SBÖ 607	Social Studies and Environmental Education	3+0	7,5
SBÖ 608	Instructional Desing of Social Studies	3+0	7,5
SBÖ 609	Citizenship Education in Theory and Practice	3+0	7,5
SBÖ 610	Technological Practices in Social Studies Education	3+0	7,5
SBÖ 611	Theory and Practices in Value Education	3+0	7,5
SBÖ 612	Qualitative Data Analysis	3+0	7,5
UİÖ 901	Research in Area of Specialization	5+0	7,5
UİÖ 902	Research in Area of Specialization	5+0	7,5

MASTER OF ARTS (MA) DEGREE

PROGRAM IN PRE-SCHOOL EDUCATION

PROGRAM

I. SEMESTER

ARY 550	Research Methods in Education Sciences	3+0	7,5
OKÖ 501	Advanced Child Development and Psychology	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

II. SEMESTER

OKÖ 502	Pre-school Education in The World and in Turkey	3+0	7,5
OKÖ 599	Seminar	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

	III. SEMESTER				IV. SEMESTER		
OKÖ 790	Thesis	0+1	30,0	OKÖ 790	Thesis	0+1	30,0
			30,0				30,0

ELECTIVE COURSES

ARY 521	Qualitative Research Methods	3+0	7,5	OKÖ 511	Early Childhood Education Mathematics Studies	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5	OKÖ 512	Creativity Training in Preschool Period	3+0	7,5
EPÖ 501	Curriculum Development In Education	3+0	7,5	UİÖ 701	Research in Area of Specialization	3+0	4,5
OKÖ 506	Play in Early Childhood Education	4+0	7,5	UİÖ 702	Research in Area of Specialization	3+0	4,5
OKÖ 510	Active Learning in Preschool Education	3+0	7,5				

PROGRAM IN PRIMARY SCHOOL EDUCATION

PROGRAM

	I. SEMESTER				II. SEMESTER		
ARY 550	Research Methods in Education Sciences	3+0	7,5	İSÖ 508	Development and Learning in Primary School	3+0	7,5
İSÖ 507	Learning-Teaching Process in Primary Education	3+0	7,5	İSÖ 599	Seminar	3+0	7,5
	Elective Courses (2)	-	15,0		Elective Courses (2)	-	15,0
			30,0				30,0

	III. SEMESTER				IV. SEMESTER		
İSÖ 790	Thesis	0+1	30,0	İSÖ 790	Thesis	0+1	30,0
			30,0				30,0

ELECTIVE COURSES

EBE 510	Science Ethics and Research Methods	2+0	7,5	İSÖ 510	Education, School and Children in Digital Age	3+0	7,5
EPÖ 501	Curriculum Development In Education	3+0	7,5	İST 538	Basic Educational Statistics	3+0	7,5
İÖÖ 506	Teaching Profession and Problems in Primary School	3+0	7,5	SAN 504	New Trends in Art Education	3+0	7,5
İSÖ 504	The Brain and Learning	3+0	7,5	SBÖ 512	Current Approaches in Social Studies Teaching	3+0	7,5
İSÖ 509	Language Acquisition and Turkish Teaching in Primary Education	3+0	7,5	UİÖ 701	Research in Area of Specialization	3+0	4,5
				UİÖ 702	Research in Area of Specialization	3+0	4,5

PROGRAM IN SOCIAL STUDIES EDUCATION

PROGRAM

	I. SEMESTER				II. SEMESTER		
ARY 550	Research Methods in Education Sciences	3+0	7,5	SBÖ 599	Seminar	3+0	7,5
SBÖ 501	Research Topics in Social Studies	3+0	7,5		Elective Courses (3)	-	22,5
SBÖ 502	Teaching of Social Studies	3+0	7,5				30,0
	Elective Courses (1)	-	7,5				
			30,0				

	III. SEMESTER					IV. SEMESTER			
SBÖ 790	Thesis		0+1	30,0	SBÖ 790	Thesis		0+1	30,0
				30,0					30,0

	ELECTIVE COURSES					
ARY 521	Qualitative Research Methods	3+0	7,5	SBÖ 506	Historical and Philosophical Basics of Social Studies	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5	SBÖ 508	Global Perspective in Social Studies Education	3+0	7,5
EPÖ 501	Curriculum Development In Education	3+0	7,5	SBÖ 510	Academic Writing	3+0	7,5
İÖÖ 504	Children Literature and Education	3+0	7,5	SBÖ 511	Teaching Practices in Social Studies	3+0	7,5
SBÖ 505	Geography Education in Social Studies	3+0	7,5	UİÖ 701	Research in Area of Specialization	3+0	4,5
				UİÖ 702	Research in Area of Specialization	3+0	4,5

DEPARTMENT OF SPECIAL EDUCATION

Division of special education offers three types of graduate degrees. The division offers Master of Arts (MA) degree with thesis in Individuals with Hearing Impairments, Education of İndividuals with Intellectual Disabilities and Education of Gifted and Talented. The second degree the division offers is Master of A (M.A.) degree without thesis in Education of Individuals with Developmental Disabilities. The division also offers Doctor of Philosophy (Ph.D.) degree in Education Individuals with Hearing Impairments and Education of Individuals with Intellectual Disabilities.

The purposes of M.A. degree programs in Education of Individuals with Hearing Impairments, Education of Individuals with Developmental Disabilities, Education Gifted and Talented and Education of Individuals with Intellectual Disabilities are to help students (a)develop and improve their skills of acquiring information scientific research methods and interpreting the acquired information, (b) practice the acquired information, and (c) continue their careers as leaders of the field. The purposes of Ph.D. degree programs in Education of Individuals with Hearing Impairment and Education of Individuals with Intellectual Disabilities are also to h students (a) carry out independent research studies, (b) interpret scientific developments, (c) contribute scientific developments, and (d) continue their careers as lead of the field.

Most of students who are in the graduate programs in the division of special education work at the same time in private special education scholls associated with Ministry of National Education of Turkey. Most also are faculty members of department of special education of faculty of education in various universities arou Turkey.

Head : Prof. Dr. Atilla CAVKAYTAR

(NON-THESIS) MASTER OF ARTS (MA) DEGREE

EDUCATION OF CHILDREN WITH DEVELOPMENTAL DISABILITIES (EVENING)

PROGRAM

	I. SEMESTER				II. SEMESTER		
	Elective Courses (5)	-	30,0	GYÖ 530	Term Project	3+0	0,0
			30,0		*Elective Courses (5)*	-	30,0
							30,0

III. SEMESTER

	ELECTIVE COURSES					
ARY 520	Single Subject Research Methods	3+0	7,5	ARY 550	Research Methods in Education Sciences	3+0	7,5
				EBE 510	Science Ethics and Research Methods	2+0	7,5
				GYÖ 501	The Field of Developmental Disability	3+0	7,5

GYÖ 503	Teaching Methods	3+0	7,5
GYÖ 507	Early Education and Family Education	3+0	7,5
GYÖ 511	Inclusion and Support Services	3+0	7,5
GYÖ 516	Teaching Functional Academic Skills	3+0	7,5
GYÖ 517	Teaching Non-Academic Skill	3+0	7,5
GYÖ 518	Educating Children With Autism	3+0	7,5
GYÖ 519	Errorless Training Methods	3+0	7,5
GYÖ 520	Individualized Education Plans (IEPs) and Individualized Instruction	2+0	7,5
GYÖ 521	Teaching Practice in Special Education	3+4	7,5
GYÖ 522	Development of Social Competencies	3+0	7,5

GYÖ 523	Assessment and Individualization	3+0	7,5
GYÖ 524	Experience in Special Education Schools	2+4	7,5
İEÖ 516	Applied Behavior Analysis	3+0	7,5
ZEÖ 506	Parent Training	3+0	7,5
ZEÖ 515	Early Childhood Special Education	3+0	7,5
ZEÖ 520	Activity-Based Teaching Practices for Preschool Children with Development Disabilities	3+0	7,5
ZEÖ 524	Self Management Strategies	3+0	7,5

DOCTORATE DEGREE (PH.D)

PROGRAM IN EDUCATION OF GIFTED EDUCATION

PROGRAM

I. SEMESTER
ÜZÖ 601	Contemporary Theories of High Abilities	3+0	7,5
	Elective Courses (3)	-	22,5
			30,0

II. SEMESTER
ARY 614	Qualitative Research Methods	3+0	7,5
ÜZÖ 699	Seminar	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

III. SEMESTER
| DYS 000 | Qualifying Exam | 0+0 | 0,0 |
| | | | 0,0 |

IV. SEMESTER
| ÜZÖ 890-0 | Thesis (Thesis Proposal) | 0+1 | 30,0 |
| | | | 30,0 |

V. SEMESTER
| ÜZÖ 890 | Thesis | 0+1 | 30,0 |
| | | | 30,0 |

VI. SEMESTER
| ÜZÖ 890 | Thesis | 0+1 | 30,0 |
| | | | 30,0 |

VII. SEMESTER
| ÜZÖ 890 | Thesis | 0+1 | 30,0 |
| | | | 30,0 |

VIII. SEMESTER
| ÜZÖ 890 | Thesis | 0+1 | 30,0 |
| | | | 30,0 |

ELECTIVE COURSES

ARY 550	Research Methods in Education Sciences	3+0	7,5
ARY 616	Advanced Quantitative Research Methods	4+0	7,5
BTÖ 618	Action Research	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5
İST 601	Statistical Methods in Education I	3+0	7,5
İST 602	Statistical Methods in Education II	3+0	7,5
İST 620	Developing Surveys and Scales	3+0	7,5
ÖEÖ 601	Evaluating Special Education Research	3+0	7,5

ÖEÖ 603	Individualization of Special Education Programs	3+0	10,0
UÖE 901	Research in Area of Specialization	5+0	7,5
UÖE 902	Research in Area of Specialization	5+0	7,5
ÜZÖ 602	Identification of the Gifted	3+0	7,5
ÜZÖ 603	Program Models in the Education for the Gifted	3+0	7,5
ÜZÖ 604	Curriculum Development in the Education for the Gifted	3+0	7,5
ÜZÖ 605	Scientific Studies in Gifted Education	3+0	7,5
ZEÖ 605	Applied Parental Training	3+0	7,5
ZEÖ 606	Behavioral Consultation In Schools	3+0	7,5

PROGRAM IN EDUCATION OF THE HEARING IMPAIRED

PROGRAM

I. SEMESTER

İEÖ 613	Teaching and Learning With Respect to Hearing Impaired Children I	7+0	7,5
	Elective Courses (3)	-	22,5
			30,0

II. SEMESTER

İEÖ 601	Research in Education of Hearing Impaired Children	3+0	7,5
İEÖ 614	Teaching and Learning With Respect to Hearing Impaired Children II	7+0	7,5
İEÖ 699	Seminar	3+0	7,5
	Elective Courses (1)	-	7,5
			30,0

III. SEMESTER

DYS 000	Qualifying Exam	0+0	0,0
			0,0

IV. SEMESTER

İEÖ 890-0	Thesis (Thesis Proposal)	0+1	30,0
			30,0

V. SEMESTER

İEÖ 890	Thesis	0+1	30,0
			30,0

VI. SEMESTER

İEÖ 890	Thesis	0+1	30,0
			30,0

VII. SEMESTER

İEÖ 890	Thesis	0+1	30,0
			30,0

VIII. SEMESTER

İEÖ 890	Thesis	0+1	30,0
			30,0

ELECTIVE COURSES

ARY 550	Research Methods in Education Sciences	3+0	7,5
ARY 605	Videotape Analysis in Qualitative Research	3+0	7,5
ARY 620	Research: Designing and Reporting	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5
İEÖ 602	Hearing Impaired Children and the Education of Integration	3+0	7,5
İEÖ 603	Anatomy and Physiology of the Ear	3+0	7,5
İEÖ 604	Psycholinguistic Research	3+0	7,5
İEÖ 608	Research on Reading and Writing Skills of the Hearing Impaired	3+0	7,5
İEÖ 609	Clinical Audiology	3+0	7,5
İEÖ 611	Cochlear Implants	3+0	7,5
İEÖ 615	Language and Cognitive Development ın Hearing-Impaired Children	3+0	7,5
İEÖ 616	Counselling Parents Who Have a Hearing Impaired Child and Practice	1+2	7,5
İEÖ 617	Anatomy and Physiology of Hearing (Auditory) System	3+0	7,5
ÖEÖ 602	Special Education Practices in Turkey and in the World	3+0	7,5
ÖEÖ 603	Individualization of Special Education Programs	3+0	10,0
UÖE 901	Research in Area of Specialization	5+0	7,5
UÖE 902	Research in Area of Specialization	5+0	7,5

PROGRAM IN EDUCATION OF THE MENTALLY DISABLED

PROGRAM

I. SEMESTER

ZEÖ 619	Positive Behavior Supports	3+0	7,5
ZEÖ 622	Transition and Transition Services in Children with Development Disabilities	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

II. SEMESTER

ZEÖ 605	Applied Parental Training	3+0	7,5
ZEÖ 699	Seminar	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

III. SEMESTER

DYS 000	Qualifying Exam	0+0	0,0
			0,0

IV. SEMESTER

ZEÖ 890-0	Thesis (Thesis Proposal)	0+1	30,0
			30,0

V. SEMESTER

ZEÖ 890	Thesis	0+1	30,0
			30,0

VI. SEMESTER

ZEÖ 890	Thesis	0+1	30,0
			30,0

VII. SEMESTER

ZEÖ 890	Thesis	0+1	30,0
			30,0

VIII. SEMESTER

ZEÖ 890	Thesis	0+1	30,0
			30,0

ELECTIVE COURSES

ARY 550	Research Methods in Education Sciences	3+0	7,5
ARY 619	Qualitative Data Analysis	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5
ÖEÖ 601	Evaluating Special Education Research	3+0	7,5
ÖEÖ 602	Special Education Practices in Turkey and in the World	3+0	7,5
ÖEÖ 604	Educating Individuals with Severe/Multiple Disabilities	3+0	7,5
ÖEÖ 605	Mixed Research Methods on Special Education	3+0	7,5
ÖEÖ 606	Naturalistic Developmental Behavioral Interventions	3+0	7,5
UÖE 901	Research in Area of Specialization	5+0	7,5
UÖE 902	Research in Area of Specialization	5+0	7,5
ZEÖ 602	Developing Social Competence of Learners with Mental Retardation	3+0	7,5
ZEÖ 608	Evidence-Based Practices in Autism	3+0	7,5
ZEÖ 612	Charactarestisc of Persons with Intellectual Disabilities	3+0	7,5
ZEÖ 614	Reviews of Studies Regarding Early Childhood Special Education	3+0	7,5
ZEÖ 616	Adults with Special Needs	3+0	7,5
ZEÖ 617	Meta Analysis in Single Subject Research	3+0	7,5
ZEÖ 618	Action Research in Special Education	3+0	7,5
ZEÖ 620	Assessment and Support of Language Skills in Individuals with Intellectual Disabilities	3+0	7,5
ZEÖ 621	Play and Learning in Children with Developmental Disabilities	3+0	7,5
ZEÖ 624	Advanced Single Subject Research Methods	3+0	7,5
ZEÖ 626	High Functioning Inviduals with Autism and Their Traning	3+0	7,5
ZEÖ 628	Selected Topics in Autism	3+0	7,5

MASTER OF ARTS (MA) DEGREE

PROGRAM IN EDUCATION OF GIFTED CHILDREN

PROGRAM

I. SEMESTER

ARY 550	Research Methods in Education Sciences	3+0	7,5
ÜZÖ 501	Theories and Models of Intelligence, Giftedness and Creativity	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

II. SEMESTER

ÜZÖ 599	Seminar	3+0	7,5
	Elective Courses (3)	-	22,5
			30,0

III. SEMESTER

ÜZÖ 790	Thesis	0+1	30,0
			30,0

IV. SEMESTER

ÜZÖ 790	Thesis	0+1	30,0
			30,0

ELECTIVE COURSES

ARY 520	Single Subject Research Methods	3+0	7,5
ARY 521	Qualitative Research Methods	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5
İÖÖ 503	Creativity in Children	3+0	7,5
İST 501	Statistical Methods in Education	3+0	7,5
UÖE 701	Research in Area of Specialization	3+0	4,5
UÖE 702	Research in Area of Specialization	3+0	4,5
ÜZÖ 502	Giftedness and Early Childhood Education	3+0	7,5
ÜZÖ 503	Teaching the Gifted I: Analytical Models	3+0	7,5
ÜZÖ 504	Teaching the Gifted II: Creativity Models	3+0	7,5
ÜZÖ 505	Advising the Gifted	3+0	7,5
ÜZÖ 506	Parenting the Gifted	3+0	7,5
ÜZÖ 507	Creativity in Literature	3+0	7,5

PROGRAM IN EDUCATION OF THE HEARING IMPAIRED

PROGRAM

I. SEMESTER

ARY 550	Research Methods in Education Sciences	3+0	7,5
İEÖ 501	The Language /Communication Theories in Normal Hearing and Hearing Impaired Children	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

II. SEMESTER

İEÖ 599	Seminar	3+0	7,5
	Elective Courses (3)	-	22,5
			30,0

III. SEMESTER

İEÖ 790	Thesis	0+1	30,0
			30,0

IV. SEMESTER

İEÖ 790	Thesis	0+1	30,0
			30,0

ELECTIVE COURSES

ARY 520	Single Subject Research Methods	3+0	7,5
ARY 521	Qualitative Research Methods	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5
İEÖ 502	Learning Difficulties and Treatment	3+0	7,5
İEÖ 504	Helping Hearing Impaired Children Develop Spoken Language	3+0	7,5
İEÖ 505	Development of Reading and Writing Skills in Hearing Impaired Children	3+0	7,5

İEÖ 506	Audio Logical Management for Hearing Impaired Children	3+0	7,5
İEÖ 507	Science Education of Hearing Impaired Children	3+0	7,5
İEÖ 508	Social Science Education of Hearing Impaired Children	3+0	7,5
İEÖ 509	Mathematics for the Hearing Impaired	3+0	7,5
İEÖ 510	Current Trends in Parent Guidance	3+0	7,5
İEÖ 512	Developing Assessment Instrument in Special Education	3+0	7,5
İEÖ 514	Communication Approaches used in the Education of Hearing Impaired Children	3+0	7,5
İEÖ 515	Speech Characteristics of Hearing Impaired Children	3+0	7,5
İEÖ 517	Teaching-Learning Models and Teaching Strategies to Hearing Handicapped Children I	7+0	7,5
İEÖ 518	Teaching-Learning Models and Teaching Strategies to Hearing Handicapped Children II	7+0	7,5

İEÖ 519	Teaching-Learning Models and Teaching Strategies to Hearing Handicapped Children III	7+0	7,5
İEÖ 520	Educational Evaluation of Hearing Impaired Individuals	3+0	7,5
İEÖ 521	Inclusive Practices for Hearing Impaired Children	3+0	7,5
İEÖ 522	Introduction to Audiology	2+2	7,5
İEÖ 524	Teamwork in Inclusive Settings for Students with Hearing Impairment	2+2	7,5
İEÖ 526	Reading and Writing Skills Assessment of Hearing-Impaired People	3+0	7,5
İST 502	Statistical Methods in Special Education	3+0	7,5
UÖE 701	Research in Area of Specialization	3+0	4,5
UÖE 702	Research in Area of Specialization	3+0	4,5

PROGRAM IN EDUCATION OF THE MENTALLY DISABLED

PROGRAM

I. SEMESTER

ARY 550	Research Methods in Education Sciences	3+0	7,5
ZEÖ 504	Conceptual and Theoretical Bases of Mental Retardation	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

II. SEMESTER

ARY 520	Single Subject Research Methods	3+0	7,5
ZEÖ 599	Seminar	3+0	7,5
	Elective Courses (2)	-	15,0
			30,0

III. SEMESTER

ZEÖ 790	Thesis	0+1	30,0
			30,0

IV. SEMESTER

ZEÖ 790	Thesis	0+1	30,0
			30,0

ELECTIVE COURSES

ARY 515	Interview Techniques and Analysis Methods	3+0	7,5
ARY 521	Qualitative Research Methods	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5
GYÖ 525	Communication and Language Skills of Children with Developmental Disabilities	3+0	7,5
İEÖ 516	Applied Behavior Analysis	3+0	7,5
İST 501	Statistical Methods in Education	3+0	7,5
ÖEÖ 501	Instructional Methods in Special Education	3+0	7,5
UÖE 701	Research in Area of Specialization	3+0	4,5
UÖE 702	Research in Area of Specialization	3+0	4,5
ZEÖ 501	Developing Individualized Education Programs	3+0	7,5
ZEÖ 505	Services of Special Education	3+0	7,5
ZEÖ 506	Parent Training	3+0	7,5
ZEÖ 507	Identifying the Functions of Problematic Behaviors	3+0	7,5
ZEÖ 508	Early Intervention Programs	3+0	7,5
ZEÖ 512	Learning Difficulties and Prevention	3+0	7,5
ZEÖ 515	Early Childhood Special Education	3+0	7,5
ZEÖ 517	Teaching Students with Moderate to Severe Disabilities	3+0	7,5
ZEÖ 520	Activity-Based Teaching Practices for Preschool Children with Development Disabilities	3+0	7,5
ZEÖ 521	Classroom Research	3+0	7,5
ZEÖ 523	Teaching Independent Living Skills	3+0	7,5
ZEÖ 524	Self Management Strategies	3+0	7,5

ZEÖ 526	Movement Training for Children with Special Needs	3+0	7,5		ZEÖ 532	Communication in Individuals with Autism and Alternative Systems	3+0	7,5
ZEÖ 528	Families of Individuals with Disabilities	3+0	7,5		ZEÖ 534	Teaching Functional Academic Skills	3+0	7,5
ZEÖ 530	Analysis of Special Education Policies	3+0	7,5					

PROGRAM IN SPECIAL EDUCATION IN EARLY CHILDHOOD

PROGRAM

I. SEMESTER				**II. SEMESTER**			
ARY 550	Research Methods in Education Sciences	3+0	7,5	EÇE 508	Evidence-Based Practices in Early Childhood Special Education	3+0	7,5
EÇE 503	Theoretical Bases of Early Childhood Special Education	2+2	7,5	EÇE 599	Seminar	3+0	7,5
	Elective Courses (2)	-	15,0		*Elective Courses (2)*	-	15,0
			30,0				30,0

III. SEMESTER				**IV. SEMESTER**			
EÇE 790	Thesis	0+1	30,0	EÇE 790	Thesis	0+1	30,0
			30,0				30,0

ELECTIVE COURSES

EBE 510	Science Ethics and Research Methods	2+0	7,5
EÇE 501	Service Models and Teaching Approaches in Early Childhood Special Education	2+2	7,5
EÇE 504	Family-Based Practices in Early Childhood Special Education	2+2	7,5
EÇE 505	Assessment in Early Childhood Special Education	2+2	7,5
EÇE 506	Contemporary Approaches in Early Childhood Special Education	2+2	7,5
EÇE 510	Inclusive Practices in Preschool	2+2	7,5
EÇE 512	Quantitative Research Designs in Early Childhood Special Education	3+2	7,5
UÖE 701	Research in Area of Specialization	3+0	4,5
UÖE 702	Research in Area of Specialization	3+0	4,5

DEPARTMENT OF TECHNOLOGY INTEGRATION IN EDUCATION

Technology Integration in Education in 2011-2012 term. This program is delivered as distance education throughthe Internet. Theaim of the program is to provide the deep know ledgeandskillsneeded for effective use of boththeprofessional know ledgeand the technology in instruction for teachers and/orteacher candidatesthroughallfieldsandlevels of education; toindicate how tousecurrentknowledge in implementation; toprovidenecessaryknowledge, skill sandattitudesregardingdesign, development, dissemination and evaluation of the e-contents suitable for the curriculums supported with multimedia components.

Head : Assoc. Prof. Dr. Adile Aşkım KURT

(NON-THESIS) MASTER OF ARTS (MA) DEGREE

DISTANCE EDUCATION PROGRAM IN INSTRUCTIONAL TECHNOLOGIES

PROGRAM

I. SEMESTER				**II. SEMESTER**			
Elective Courses (5)		-	30,0	ETE 507	Term Project	3+0	0,0
			30,0		*Elective Courses (5)*	-	30,0
							30,0

ELECTIVE COURSES

ARY 550	Research Methods in Education Sciences	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5
ETE 501	Technology and Transformations in Education	3+0	7,5
ETE 502	Instructional Design: From Theory of Practice	3+0	7,5
ETE 503	Technology Integration in Instruction	3+0	7,5
ETE 504	Designing Online Learning Environments	3+0	7,5
ETE 505	Learning Objects: Design and Development	3+0	7,5
ETE 506	Evaluation of Technology Integration	3+0	7,5
ETE 508	Trends and Issues in Technology Integration	3+0	7,5
ETE 509	Instructional Applications Based on Theory	3+0	7,5
ETE 510	Technology and Changing Literacy	3+0	7,5
ETE 511	Technopedagogic Education	3+0	7,5
ETE 512	Dijital Storytelling in Teacher Training	3+0	7,5
ETE 513	Interactive Web Design	3+0	7,5
ETE 514	Graphic Applications in Educational Design	3+0	7,5
ETE 515	Guidance and Psychological Counseling in Online Environments	3+0	7,5
ETE 516	Classroom Management in Technology Supported Courses	3+0	7,5
ETE 517	Technology Applications in Special Field	3+0	7,5
GRA 522	Introduction to Graphic Design	3+0	7,5

PROGRAM IN TECHNOLOGY INTEGRATION IN EDUCATION (EVENING)

PROGRAM

I. SEMESTER

Elective Courses (5)		-	30,0
			30,0

II. SEMESTER

ETE 507	Term Project	3+0	0,0
	Elective Courses (5)	-	30,0
			30,0

III. SEMESTER

ELECTIVE COURSES

ARY 550	Research Methods in Education Sciences	3+0	7,5
EBE 510	Science Ethics and Research Methods	2+0	7,5
ETE 501	Technology and Transformations in Education	3+0	7,5
ETE 502	Instructional Design: From Theory of Practice	3+0	7,5
ETE 503	Technology Integration in Instruction	3+0	7,5
ETE 504	Designing Online Learning Environments	3+0	7,5
ETE 505	Learning Objects: Design and Development	3+0	7,5
ETE 506	Evaluation of Technology Integration	3+0	7,5
ETE 508	Trends and Issues in Technology Integration	3+0	7,5
ETE 509	Instructional Applications Based on Theory	3+0	7,5
ETE 510	Technology and Changing Literacy	3+0	7,5
ETE 511	Technopedagogic Education	3+0	7,5
ETE 512	Dijital Storytelling in Teacher Training	3+0	7,5
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ETE 514	Graphic Applications in Educational Design	3+0	7,5
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ETE 516	Classroom Management in Technology Supported Courses	3+0	7,5
ETE 517	Technology Applications in Special Field	3+0	7,5
GRA 522	Introduction to Graphic Design	3+0	7,5

COURSE CONTENTS

ALÖ 501 Basic Notions in Linguistics I 3+0 7,5
A General View of Language; Complexity of Language: Language and Mind, Language and Society, Language and Reality; Language as a System of Phonemic Signs; Diversity of Language in Place and Time; Analysis of Language; Linguistics and Methodical Principles; Language Research from Past to Present; History and Development of Linguistics; Linguistics and Other Sciences; Linguistics and Traditional Grammar; Linguistic Analysis; Langue and Parole; Competence and Performance; Language and Communication: Language as a vehicle for communication and linguistic functions.

ALÖ 502 Basic Notions in Linguistics II 3+0 7,5
Double Flexion in Language and Linguistics; Flexion in Language and Double Flexion; System of First Flexion and Morphemes; System of Second Flexion and Phonemes; Contingent Axis of Language: Paradigmatic and Syntagmatic Relations; Diachrony and Synchrony in Language; Problems of Methodology; Linguistic Construction; Natural and Synthetic Languages: Classification of Natural Languages, Applied linguistics.

ALÖ 503 Alternative Methods in Foreign Language Teaching I 3+0 7,5
Modern Methods of Language Teaching compared to traditional methods in 20th Century; Functions of Right Hemisphere in Language Teaching: Suggestopedia and Language Teaching, Principles of classroom activities in Suggestopedia, Technical materials used in Suggestopedia, Silent way and language teaching, Principles of classroom activities in Silent Way, Technical materials used in Silent Way.

ALÖ 504 Alternative Methods in Foreign Language Teaching II 3+0 7,5
Modern Methods of Language Teaching in 20th Century; Functions of Right Hemisphere in Language Teaching: Community Language Learning; Principals of classroom activities in Community Language Learning, Technical materials used in Community Language Learning, Total Physical Response, Principals of classroom activities in Total Physical Response, Technical materials used in Total Physical Response.

ALÖ 507 Language of Modern Literature I 3+0 7,5
Linguistic Comparison of Modern Literature and Classical Literature; Language and Logic, Language and Philosophy; Magical Structure of Language; Fiction in Language, Babylon-Tower and Language; Linguistic Adventure in Gulliver; Symbolic Characteristic of Language; Figurative Expressions in Language, Literature and Linguistic Problems, Linguistic Worlds, Literary Worlds, Linguistic Structure in Novel, Reading, Culture and Reading Styles.

ALÖ 508 Language of Modern Literature II 3+0 7,5
Relationship between Language and Literature in Humboldt; Literature and Language in the New World Order; Concrete Poetry; Denotation and Connotation in Concrete Poetry, Ernst Jandl; Semantic Units in Poetry after 1945: Bilingualism and Literature, Prose and Linguistic structures; Globalization and its reflections in Literature; Text Analysis, Philological and commentary circulation.

ALÖ 509 Contemporary Austrian Literature I 3+0 7,5
Literary works that differentiate Austrian and German Literature: Analysis of the works of Erich Fried, Thomas Bernard, Ingeborg Bachmann;New Values in Austrian Literature after 1945 with the establishment of the Second Republic in Austria:Themes, motives, cultural, sociological and psychological dimensions in contemporary Austrian Literature.

ALÖ 510 Contemporary Austrian Literature II 3+0 7,5
Foreign Writers who have important roles in Contemporary Austrian Literature: Kundeyt Şurdum, Naoum Melo; Immigrant Literature, Immigration, Labor Immigration, Homesickness, Alienation, The Role and Importance of Immigrant Literature in Contemporary Austrian Literature, The Rotation and Development of Immigrant Literature in the 21st. Century.

ALÖ 511 Sociolinguistics and Language Acquisition I 3+0 7,5
Sociolinguistics: Sociolinguistics as a branch of science that builds a bridge between society and linguistics; Humboldt and his ideas: Relations of language and mind in society; Humboldt and Analysis of His Thoughts; Humboldt and His Followers; The Basic Points where Humboldt and his followers differ and meet in Linguistics and Philosophy.

ALÖ 512 Sociolinguistics and Language Acquisition II 3+0 7,5
Language and Culture; Sociolinguistics as a Science: Birth of Sociolinguistics and its pioneers, Development of Sociolinguistics in England, France, Germany and Italy; Similarities and Differences of the languages in these countries; Sociolinguistic Theories; Elaborated-Restricted Codes; Where does Socialization start?; The characteristics and definition of the use of language in the Family, School and Environment.

ALÖ 513 Literature for Children 3+0 7,5
The notion and definition of Literature for Children; Linguistic, Stylistic, Structural aspects of Literature for Children; Research and Analysis of the works of authors like Gülten Dayıoğlu, Aytül Akal, Nur İçözü, Gülsüm Cengiz and Aysel Gürman; History of Literature for Children in German Speaking Countries; The Lives of Contemporary German and Turkish authors of Literature for children; Representation of their Novels and Stories.

ALÖ 514 Intercultural Communication and Language Teaching 3+0 7,5
Discussion of how such factors as culture and perception, cultural learning, or differences across cultures in verbal and nonverbal communication may affect second language learning and teaching. Providing language teachers with a basis for introducing a cultural component into their teaching; significance of culture in teaching German as a foreign language; perspectives on how language and culture interact, and on the significant distinction between understanding and participating in a foreign culture.

ALÖ 516 Translation 3+0 7,5
In this course attention will be paid to those aspects of translation that cause German learners particular difficulties. Knowledge and skills acquired in the obligatory translation course will be expanded, but the texts we will work with will be more complex. An area we will be concentrating on will be contrastive stylistics. In addition, we will look at previous examination papers and practise one or two texts under examination conditions.

ALÖ 517 Distance Education and Foreign Language Teaching 3+0 7,5
Distance learning technologies present many new options for teaching foreign languages that will further expand the range of instructional techniques in the same way that language labs, television, and computers have augmented the standard classroom. With distance technologies can support the goals of foreign language pedagogy. Instructional strategies that encourage student-teacher and student-student dialogue and learner autonomy in distance learning situations must be incorporated into instruction. The aim of this course is to introduce students to some of the more important theoretical concepts and instructional techniques of modern distance learning technologies

ALÖ 518 Institutional Pronunciation 3+0 7,5
Definition of the Institutional language; Description of characteristics of an institutional language; description of the language used by professionals; description of the anguage used by the non-professionals; development of an institutional language; difficulties of using an institutional language; non-professionals using the institutional language on the basis of terminology; description and analysis of the social and individual aspects of an institutional language.

ALÖ 519 Interlanguage 3+0 7,5
The Concept of Interlanguage in First and Foreign Language; Interlanguage and Fossilization; Phonetic, Morphological and Syntactic characteristics of Interlanguage; Observation of Interlanguage in the Classroom; Analysis of Interlanguage Errors by Teachers; Classification and Use of these Errors in Error Correction Process; Causes of Interlanguage Errors; Linguistics, Cognitive, Psychological and Social Causes of Interlanguage Errors.

ALÖ 520 Principles of Foreign Language Testing 3+0 7,5
Definition and Types of Language Exams (Measurement and Assessment of Language Development); Test Development Techniques for Assessment of Various Skills; Implementation and Assessment Methods; Development and Improvement of Tests; Announcement of Test Results; Interpretation of Test Scores; Validity and Reliability of Tests; Examinations and Curriculum; Effect of Tests on Foreign Language Learning; Role of Tests in Foreign Language Assessment; Characteristics of Standard Tests.

ALÖ 521 Multimedial Language Teaching 3+0 7,5
Concepts of Multimedial Learning and Teaching; Theories Used in Multimedia Learning Environments and Theories Used in Foreign Language Learning; Various Language Teaching Methods, Application of Methods; Use of Multimedia in Language Teaching from Past to Present; Instruments and Devices Used in Multimedial Teaching; Use of Selected Instruments in Assessment, Learning and Teaching Practices.

ALÖ 523 Vocabulary Learning Strategies for Language Learning 3+0 7,5
Concepts of Learning and Teaching: Theories used in learning and theories used in foreign language learning, Different language teaching methods, Application of methods; Development of Vocabulary Teaching with Respect to Various Language Teaching Methods; Different Aspects of Knowing a Word; Vocabulary Learning Strategies and Teaching Techniques; Vocabulary Assessment.

ALÖ 524 Global Literature 3+0 7,5
Definition of the Global Literature; Causes of the Development of Global Literature; Global Literature and World Literature, National Literatures; Culture, Globalization and Literature; Anthropology and Literature; Location and Literature; Role of Cultural Cycle in Literature; Postcolonial German Literature; The Foreign Image in Precolonial German Literature; Translation, Scientific Cycle and Global Literature; Literary Criticism and Postcolonial Theories of German Literature; Iconic Cycle and Global Literature; Language Use in Global Literature.

ALÖ 526 Modern Literary Criticism 3+0 7,5
First Critics in German Literature; Hermeneutics and Criticism; Gadamer and Criticism; Criticism According to Aesthetics of Reception; Freudian Methods of Criticism; Sociological Method of Criticism; Method of Criticism According to the New Understanding of History; Method of Criticism from the Cultural Perspective; Feminist Criticism Method; Postcolonial Criticism Method; Reflection Theory; Intellectual-Historical Method of Criticism; Deconstructive Method of Criticism; Poststructuralist Method of Criticism; Postmodern Method of Criticism; New Historicism as a Method of Criticism.

ALÖ 527 Applied Linguistics and Language Teaching 3+0 7,5
Systemic Functional Linguistics; Spoken Language, Register and Genre; The Processes of Learning; Critical Discourse Analysis in Action; Towards Intervention in Positive Discourse Analysis; Critical Discourse Analysis of a Teacher Talk in Science Classrooms; Text, Grammar and Critical Discourse Analysis; Linguistic Ethnography; Interactional Sociolinguistics and the Study of Identities; Discourse, Critique and Ethnography.

ALÖ 528 Foreign Language Teaching and Lexicology 3+0 7,5
Definition of Lexicology; Semantic Examination of Words; Lexical Fields; Morphological Examination of Words; Foreign-Language Vocabulary Acquisition Process and Important Factors; Examples of Word Teaching Methods; Factors Affecting the Determination of Word Contents; Vocabulary Exercises; Measurement and Assessment of Vocabulary Knowledge; Examination of Related Concept in German Language Teaching Textbooks.

ALÖ 530 Barriers of Linguistic Learning 3+0 7,5
Theoretical and Methodological Introduction: Biological, sociological, psychological conditions of language acquisition and language learning, Immoderate conditions for language acquisition and language learning; Socio-economic Conditions, and Restricted and Elaborated Codes of Communication; Biological Developmental Problems, and Differences in Cognitive Development; Special Language Support to Language Acquisition and Language Learning.

ALÖ 532 Media Didactics 3+0 7,5
Media Concepts; On the History of the Media and Its Use From A German didactic Perspective; Paradigms; Media Pedagogy From a German Perspective: Signs of medialization, Media Pedagogical positions; Media Pedagogy and Media Didactics Within The Framework of German as a Foreign Language; Media Didactics English: Object, Reasoning Texts, Conception; Audiovisual Media; Visual Media; Auditory Media; New Media; Didactic Methodological Approaches; Useful Examples: Examples of practice in the context of foreign language teaching, Examples of practice in the context of German as a foreign language, Presentation of applications on a conceptual and theory.

ALÖ 533 Language Contact and Code-Switching 3+0 7,5
The Emergence of Language Contact and Code-Switching; Code-Switching and Contextualization; Three Approaches to the Concept of Bilingualism; Functional Bilingualism, Bilingual Competence, Code-Switching and Bilingualism; Identity and Code-Switching; Code-Switching and Language Interactions; Varieties of Code-Switching; Code-Switching from the Perspective of Linguistics, Sociolinguistics and Psycholinguistics; Sociocultural Studies of V: Myers-Scotton's Markedness; Conversational Code-Switching; Categories of V; Speech Acts; Question,

Comment, Description, Request, Instructions; Speaking Strategies: Repetition, Correction, Embellishment, Quotation, Negation, Creating new words.

ALÖ 534 Digital Lesson Planning and Implementation 3+0 7,5
Legal Requirements for the Lesson: Curriculum, Objectives of German as foreign language Teaching; Learning Theorems; Foreign Language Teaching: Concepts, Role of teacher, Motivation: Media Competency; New Media; Learning with the Computer; Criteria for Evaluation: Planning of a teaching Unit, Content, Methodology, Grading; Evaluation of the Teaching Unit; Examples of Practice in the Context of Foreign Language Teaching: Examples of practice in the context of German as a foreign language, Presentation of applications on a conceptual and theoretical basis, and analysis of these applications and presentation of samples will be presented.

ALÖ 536 Didactics of Translating and Interpreting 3+0 7,5
Introduction: Translation, Translation types and education; Commercial and Technical Translation; Translation for the Professions; Special Topics in Translation: Translation for government, Literary and Applied Literary Translation, Conference and community interpreting; Financial Crisis and Translation Markets around the World; Comparative Cultural and Linguistic Analyses in Technical Translation; Expertise Translation: Law, Economics, Medicine and Technical; Expertise Translation: Law, Economics, Medicine and Technical.

ALÖ 599 Seminar 3+0 7,5
Comparative Definitions of Culture in Anthropology and Civilization; Language and its relation with culture in Humboldt, Sapir-Whorf and Weisgerber; Wittgenstein and his relation with culture; History of Sociolinguistics and language variety in Turkey; Cultural dimension of language; First Language development and Behaviorism: Social-Cognitive development, Piaget, Wygotski, Skinner, Bandura; Language variety in First Language: Idiolect-Sociolect- Dialect- Diglossia- Pidgin; Second Language Acquisition and External Factors in Foreign Language Learning; Materials used in Foreign Language Teaching; Notion 'I', 'the other' and 'egocentric language'.

ALÖ 601 Language and Culture Relations I 3+0 7,5
Culture in the evolution of the Bourgeoisie; Ethical value of Culture; Culture as a human activity, Culture as a natural development; Culture in Social and Historical aspects: Nature and culture, society and culture; Language: Phonemes and Morphemes; Deep Structure and Surface Structure; Construction in understanding and remembering; Reconstructions; Language learning theories, language and ideas.

ALÖ 602 Language and Culture Relations II 3+0 7,5
Forming Notions; Notions and Language; Definition and Structure of Linguistic Signs; Signs, Reception and Forming Notions: Sign and its value; Various Languages;

Synchrony-Diachrony; Meaning and Value; Verbal and non-verbal Symbols; Power of Language; Communication in the Family, School and University; Language and Culture; Hypothesis of Sapir-Whorf: Influence of Language on Culture; Influence of Culture on Language; Cultural Differences between various Communities and in a Community.

ALÖ 603 Prejudices and False Judgments in
Literature I 3+0 7,5
The Place and importance of Literature in the formation of Prejudice, False Judgment, Stereotype concept and images in Literature; Theoretical analysis of Books of Travel, Travel Notes, Epic Poetry and Novels; Language and Symbols in Forming Prejudices and False Judgments: Clarification of direct or indirect transfer of prejudices in fiction and its comparison with historical, social and political development of the period.

ALÖ 604 Prejudices and False Judgments in
Literature II 3+0 7,5
Research on relationship between Literature and transfer of prejudices in the works of Turkish authors who write in Turkish: Judgments about Germany and Turkey in the works of Alev Tekinay, Emine Sevgi Özdamar, Yüksel Pazarkaya etc.; False judgments in the works of these writers; Socio-cultural reasons of prejudices and false judgments about Germany; Nature of Germany, Institutions and People.

ALÖ 605 Seminar 3+0 7,5
Language and use of Language in Social Environment; Obvious variations: Variety caused by gender, job, social groups and geographic districts; Various languages used in the institutions and analysis of these various Language uses in order to develop their Systematical Structure; Practicing with the method of Discourse Analysis and adaptation of materials.

ALÖ 607 Comparative Literature I 3+0 7,5
Introduction to Comparatistics; History of Comparatistics; Differences and Similarities between Comparatistics and other Schools; Areas that form methods and theories of Comparatistics: Interliterary relations (action-reaction), interliterary parallelisms; Non-Literary Connections; Relationships between Literature and Arts, Literature and History, Literature and Philosophy, Literature and Science.

ALÖ 609 Cultural Studies and Literature I 3+0 7,5
Definition of Culture; Areas of Culture; Relationship between Literature and Culture; Multiculturalism and Literature; Interculturality and Literature; Moral Sciences; Cultural Studies and Literature; Ethnology; Ethnography, Anthropology; Relationship between Language and Literature; The Role of Literature in Cultural Studies; Relationship between Cultural, Literary and Linguistic Awareness; Relationship between Receptive Aesthetics and Cultural Awareness; Mobility and Immobility of Culture

ALÖ 610 Cultural Studies and Literature II 3+0 7,5
Culture Research and their approaches; Culture, Alienation, Otherness and Literature; Displacement and Literature; Hybridity and Literature; Relationship between Foreign and Indigenous Culture and Foreign and National Literature; Immigrant Culture and Immigrant Literature; Intercultural Literature; Comparatistics; Intercultural Germanistics; Relationship between Moral Sciences and Literature; Translation, Culture and Literary Communication; Cultural Transfer; The Role of Literature in Intercultural Circulation and Transmission; Cultural Memory and Literature.

ALÖ 611 Stereotypes in Teaching I 3+0 7,5
Definitions of Stereotypes in Social Psychology and Linguistics; Relationship of Stereotypes and Prejudices; Generalization and Polarization in Education; Learning Theories based on Stereotypes; Teaching Approaches of Teaching Materials; Linguistic Behavior of Teachers in the classroom: Stereotypes in Literature of Children and its Influence on Learning Process.

ALÖ 612 Stereotypes in Teaching II 3+0 7,5
Introduction to Stereotypes in Teaching II; Linguistic Analysis of course-books that consist of subjects about Foreign Language and Social Sciences from a Stereotypical aspect; Language in Literature for Children and its Criticism; Thematic and Linguistic Research of the Works that force a child to form Stereotypes; Analysis of the Works of authors like Manfred Markefka, Gottfried Mergner.

ALÖ 613 Sociolinguistics and Language
Acquisition III 3+0 7,5
Research on the advantages and disadvantages of Elaborated and Restricted Codes in Languages and Social Lives of People; Research on Language Distribution according to jobs; Immediate consideration of Jargons; Jargons: Jargons of workers, teachers, doctors, drivers etc.

ALÖ 614 Sociolinguistics and Language
Acquisition IV 3+0 7,5
Sociolinguistics, Humboldt and his ideas; Elaborated and Restricted Codes, Jargons in Jobs, Research on the Importance of using Language and in the Education of children at school; The role of Language Use in the Child's Success or Failure; The Sources of Inefficiency and Failure in Language Use; Analysis of the Problems caused by the Language at school; Proposing Suggestions for the Solution of these Problems.

ALÖ 615 Analysis of Fairy Tale I 3+0 7,5
Introduction to Fairy Tale Analysis; Definition of the Fairy Tale; Structural Characteristics of the Fairy Tale; Genre Characteristics of the Fairy Tale; Linguistic Characteristics of the Fairy Tale; Fairy Tale and Child; The Influence of the Fairy Tale on Linguistic, Cultural, Social Development of the Child; The Application of Fairy Tale in Language Teaching; Research on Fairy Tales from various countries.

ALÖ 616 Analysis of Fairy Tale II 3+0 7,5
Artistic Fairy Tales and their Origins; Authors of Artistic Fairy Tales; Rules of Artistic Fairy Tales; Structural Characteristics of Artistic Fairy Tales; Linguistic Characteristics of Artistic Fairy Tales; Using Artistic Fairy Tales in Foreign Language Teaching and samples of Fairy Tales; German, Turkish, French and Russian Artistic Fairy Tales; Differences and Similarities in Artistic Fairy Tales.

ALÖ 617 Studies in Literary Texts 3+0 7,5
This course will offer basic information about the skills required for reading and researching literature, such as concepts of literature, study techniques, bibliography, reference books, literary history, literary criticism, rhetorical and linguistic analysis of texts, prosody, elements of narrative and drama theory, genres of poetry, fiction and drama, as well as selected critical approaches. Systematic description will be on a par with practical application

ALÖ 618 Internet and Multimedia Based Language Teaching 3+0 7,5
This course will offer information about Internet and Multimedia based Language Teaching. The possibilities of internet-based teaching and learning are on-line lectures, it is undoubtedly an extremely accessible medium for transmitting and retrieving information. Along with web browsers being universal Internet clients, the web is being exploited to enhance teaching and learning and web-based courses are increasingly being offered as well as e-teaching and e-learning

ALÖ 620 Computer-Based Learning Resources 3+0 7,5
The aims of computer based learning resources are the description and evaluation of computer-based resources and their use in further and higher education. This course includes resource standards for learning resources and evaluation of computer-based learning resources.

ALÖ 621 Contemporary Approaches in Foreign Language Teaching I 3+0 7,5
The function of the contemporary approaches in foreign language teaching; supporting individual learning; providing computer assisted learning as a new means of communication in the classroom; teaching the contemporary approaches to students for written and oral communication; helping students improve their computer literacy; providing students with technical and methodology knowledge; encouraging students to increase their self esteem.

ALÖ 622 Contemporary Approaches in Foreign Language Teaching II 3+0 7,5
Applying New Technologies to Classroom Interaction; Teaching Foreign Language in Computer-Based Environment; Teaching Various Learning Dimensions; Teaching Occupational Foreign Language; Life-Long Foreign Language Learning; Making Use of Technological Developments for Foreign Language Teaching; Teaching How to Use Computer-Based Teaching for Individual and Group Learning.

ALÖ 623 German as a Foreign Language in Turkey 3+0 7,5
German as a Foreign Language in Turkey: Foreign language policy; Education Reform; Extending Compulsory High School Education to 4 Years; Proficiency of Foreign Language Teachers and the Use of Technology in Foreign Language Lessons; The aim: The reflecting about the German Education in Turkey by considering its historical development; Comparing the Past and Present Status of Foreign Language Learning in Turkey and Making Predictions about it for the Future.

ALÖ 624 Stereotypes in Oral and Written Authentic Texts 3+0 7,5
Style and Content of Stereotypes Frequently Encountered in Language Use: Stereotypes in Turkish and German travel writings and comparison of detected stereotypes; Ethnic and Social Stereotypes in German and Turkish Newspaper Reports; Stereotypes in German and Turkish Comics and Jokes; Stereotypes in German Textbooks: Stereotypes and prejudices depicting linguistic and nonlinguistic symbols; Stereotypes in German and Turkish Advertisements; Gender, Social and Ethnic Stereotypes in German and Turkish Job Postings; Awareness Raising Related to Stereotypes in Language Use.

ALÖ 625 Current Theories in Linguistics 3+0 7,5
Sign Theory; Lexicon, Syntax; Sounds, Characters, Phonology; Morphology, Word Form, Word Structure, Word Type; Basic Concepts of Modeling; Nativist Theory; Science Language; Semantics; Semiotics, The Concept of Signs; Grammatical and Semantic Structure; Language Learning Theories; Language and Action; Discourse and Conversation; Sentence, Utterance and Text; Behaviorist Theory.

ALÖ 626 National Varieties of German 3+0 7,5
Theoretical and Methodological Introduction: The German language and German-speaking countries, Concepts of 'communities speaking the same language' and 'nation', History of the study of national varieties, Clarification of the concept of 'national variety' and 'central language', Methodology of describing national language versions; Development of Standard German as a Common Communication Language in Austria, Switzerland and the Federal Republic of Germany; Other Regions Where German Is the National Language.

ALÖ 628 Theories of Language Use 3+0 7,5
Descriptive Linguistics; Written and Spoken Language, Syntax, Semantics; Speech Variation and Language Change; Speech Systems and their Truth Content; Language Learning Theories; Theory of Meaning, Multilingualism, Interculturalism, Code-Switching; Theory of Communication and Speech Acts; Internal and External Statements; Discourse Analysis; Language and Meaning; Theory of Perceiving; The Representation Theory of Language; Discourse Analyses, Performative Utterances; Functional Pragmatics.

ALÖ 790 Thesis 0+1 30,0

ALÖ 890 Thesis 0+1 30,0

ALÖ 890- Thesis (Thesis Proposal) 0 0+1 30,0
Literature Review Based on Researches on Major Topics of the Area; Determining an Original Thesis Subject; Literature Review on the Thesis Subject; Preparing the Thesis Proposal: Determining the research problem, the reason, limitations, Writing the purposes; Determining the Method: Determining the research design, the participants, the instruments, the data analysis techniques; Reporting the Thesis Proposal.

ARY 512 Scientific Research and Report Preparation 3+0 7,5
Basics Concepts of Scientific Research; Theoretical Foundation of Scientific Research; Scientific Approach; Scientific Methods; Scientific Research Stages; Scientific Research in Social Science; Scientifics Data Analysis; Scientific Research Design; Reaching and Studying Scientifics Research; Reporting of Scientifics Data; Preparing and Publishing Research Reports in Social Sciences; Research Ethics.

ARY 515 Interview Techniques and Analysis Methods 3+0 7,5
Data Collection Techniques in Qualitative Analysis; Interview Techniques: Structured interviews, Semi-structured interviews, Unstructured interviews; Data Collection with Interview Techniques; Analyzing the Data Collected via Interviews: Inductive Analysis, Concept Analysis, Triangulation; Reliability.

ARY 520 Single Subject Research Methods 3+0 7,5
What is Research?: Similarities and differences between research behaviors and teaching behaviors; Principles of Applied Behavior Analysis; Ethical Research Behavior; Assessment and Evaluation: What is effectiveness?; What is Social and Educational Validity?; Data Collection Methods; Reliability; Graphical Analysis of Data; Characteristics of Single- Subject research Methods: AB models, Reversal model; Multiple Baseline Model; Multiple Probe Model; ABC Model; Transforming Method; Applied Transforming Method; Research Proposals; Writing Research Proposals.

ARY 521 Qualitative Research Methods 3+0 7,5
Characteristics of Qualitative Research; Comparison of the Characteristics of Qualitative and Quantitative Research; Ethical Issues in Qualitative Research; Data Collection Techniques in Qualitative Research; Detailed field observations, Interviews, Documents Collection, Journals, Audio and video recordings; Qualitative Research Design: Case studies, Multi -field studies, Applied qualitative research; Qualitative Data Analysis: Macro analysis, Micro analysis; research Proposal; Research Report.

ARY 550 Research Methods in Education Sciences 3+0 7,5
The Functions and the Basic Features of Science; Scientific Method and the Basic Features of Scientific Research; The Types of Scientific Research: Quantitative, Qualitative, Mixed methods and their characteristics; The Process of Scientific Research in Educational Science; Problem: Aim, Importance, Assumption, Limitedness, Abbreviations; Method: Research design, Population and Sample/participants, Data and its compilation; The Analysis of Data, Results and Interpretation; Conclusion, Discussion and Recommendations; The Report Preparation in the Educational Science Research; Quotations, Giving Reference and Generating Reference.

ARY 605 Videotape Analysis in Qualitative Research 3+0 7,5
Place of Videotape Analysis in Quantitative Research; Recording Procedure: Recorder(s), Context of recordings, Time of recordings, Amount of recordings, Equipment of recordings; Analysis of Video recordings: Descriptive and inductive analysis: Description of recordings; Preparation and Transcription of Video Recordings; Analysis of Quantitative and Qualitative Behavioral Patterns; Reporting the Analysis.

ARY 614 Qualitative Research Methods 3+0 7,5
Research Paradigms and Comparison: Quantitative; Qualitative; Data Collection Techniques in Qualitative Research: Detailed observation, Documents and artifacts, Researcher journal, Videotaped data, Interview; Ethical Rules in Qualitative Research; Qualitative Research Designs: Case study, Ethnography, Phenomenology, Grounded theory, Action research; Planning Qualitative Research Process; Mixed Methods Research: Mixed methods; Analysis in Qualitative Research: Descriptive analysis, Inductive analysis, Other analysis techniques; Trustworthiness in Qualitative Research; Preventions for Trustworthiness; The researcher?s role; Analysis of Published Qualitative Research Reports; Reporting and Presenting Qualitative Research Projects.

ARY 615 Quantitative Research Methods 3+0 7,5
Basic Concepts: Types of variables, Levels of measurement, Population and sample, Parameter and statistics; Quantitative Research Design: Selection of appropriate research models and designs, Internal and external validity; Validity and Reliability: Types of reliability, Reliability testing, Types of validity, Validity check; Central Tendency Measures; Variability; Standard Scores: z-score, T- score; Hypothesis Testing: t Test, Analysis of variance, ANOVA/MANOVA, ANCOVA/MANCOVA; Correlation; Simple and Multiple Regression; Exploratory and Confirmatory Factor Analysis; Non-Parametric Tests; New Trends in Quantitative Research.

ARY 616 Advanced Quantitative Research Methods 4+0 7,5
Basic Concepts: Effect-prediction, Dependent-independent-moderator-mediator variables, Within and between group variables; Data Characteristics and Variable Types: Data types, Examining data, Normal distribution, Skewness-kurtosis, Outliers and missing values, Data transformation; Measurement in Quantitative Research: Measurement tools, Measurement validity and reliability; Statistical Tests and Significance: Description of statistical significance, Bivariate statistical techniques, Test assumptions, Parametric and non-parametric tests; Multivariate Statistical Tests: Advanced analyses of variance, Simple and multiple regression, Exploratory factor analysis, Structural equation modeling, Confirmatory factor analysis, Path analysis, Evaluation of model fit.

ARY 618 Qualitative Research in ELT 3+0 7,5
Research Traditions in Applied Linguistics; Some Key Concepts in Research; The Experimental Method; The Logic of Statistical Inference; Additional Statistical Tools; The Psychometric Studies; Ethnography; Contrasting Psychometric and Ethnography; Case Studies; Introspective Methods: Diary Studies, Retrospection; Production Tasks; Surveys; Questionnaires; Interviews; Action Research.

ARY 619 Qualitative Data Analysis 3+0 7,5
Definition of Qualitative Data Analysis; General Characteristic of Qualitative Data Analysis; Approaches to Qualitative Data Analysis: Ethnographic analysis, Narrative analysis, Discourse analysis, Phenomenological analysis, Metaphorical analysis, Other analysis approaches; Types of Qualitative Data Analysis: Descriptive analysis, Inductive analysis; Process of Qualitative Data Analysis: Preparing data for analysis, Making general sense of data, Obtaining themes from codes, Making sense of data, Categorizing and interrelating themes; Obtaining Findings from Qualitative Data; Presenting Findings; Reporting Findings; Use of Qualitative Data Analysis Software.

ARY 620 Research: Designing and Reporting 3+0 7,5
Fundamental Paradigms of Methodology; Research Process/Cycle; Parallelism between Problem Solving-Research Process-Research Report; Relations of Research Methods to Analysis Techniques: Quantitative and qualitative methods and techniques; Characteristics of a Research Report; Reporting Approaches; Types of Reports: Article, Thesis/Dissertation, Project; Main Parts of Research Reports and Implication of Each Part to the Other; Sample Research Design and Reporting; Anatomy of a Well-Written Scientific Text: Technique and ethics; Evaluation Criteria for Research Reports.

ARY 622 Qualitative Data Analysis 3+0 7,5
Introduction to Qualitative Data Analysis; Preparing the Data for Analysis: Organization of data; Transcription of data; Methods of Analysis; Content Analysis: Conceptualization, Codes and themes; Discourse Analysis: Analysis of spoken and written texts, Critical discourse analysis; Speech Analysis; Document Analysis; Qualitative

Computer Programs; Validation of the Findings; Ethical issues in Qualitative Analysis.

ARY 624 Quantitative Research Methods and Applications 2+1 7,5
Basic Concepts in Research; Quantitative Research Types; Data in Research; Parametric and Non-parametric Tests; Hypothesis Tests; Correlation, Regression Analyses and Applications; Experimental Designs and Applications; Structural Equation Modelling; Structural Equation Modelling and Applications; Non-parametric Tests; Applications in Non-parametric Tests; Scale Development; Applications in Scale Development; Reporting in Research and General Overview.

BTÖ 509 Online Learning and Teaching Technologies 3+0 7,5
Online Learning and Teaching as a Concept; learning Theories and Online Learning; Tteaching in Virtual Environments; Advantages and Disadvantages of Online Teaching; The roles of Teachers and Students in Online Learning; Components of Learning Activities in Online Learning; Motivating Learners in Online Learning Environment; Providing Collaboration; Design and Development of the Online Learning Environments; Organizing Online Learning Sequences; Learning Management Systems; Synchronic and Asynchronic Communication Technologies; Evaluation of Online Courses; Assessment of Online Learning.

BTÖ 510 Virtual Education Models 3+0 7,5
Definition and technological fundamentals of virtual reality concept; Educational reflections of virtual reality and conceptual analysis of virtual education; Virtual reality environments and sample educational applications of virtual reality; Virtual education design process and tools; Introducing strategies to be used for virtual reality applications; Infrastructure of virtual reality environments and construction of the infrastructure; Analysis of virtual higher education applications in the world and in Turkey.

BTÖ 511 Theoretical Foundations of Instructional Design 3+0 7,5
Instructional Design and Basic Concepts; Basic Concepts Related with Instructional Design; Basic Teaching/Learning Theories Used in Instructional Design and Reflections of Teaching/Learning Theories to Application Examples; Instructional Design Models and Instructional Design; Inspection of Instructional Design Process and Phases; Principles of Instructional Media Design; Educational Software and Types; Phases of Instructional Design.

BTÖ 513 Technology and Social Transformation 3+0 7,5
The Process of Scientific Development; History of Science; Scientific Conflicts; The Conflicts; The Concept of Technology as a Scientific Outcome and History of Technology; Theoretical Foundations of Technological Development; Philosophical and Social Foundations of Technology; Internet as a Social Technology; Theoretical

and Social Foundations of Internet; Social Impact of the Internet; Transformations in Internet and Ethics; Internet Addiction; Internet and Virtual Identity; Virtual Worlds and Perceptions of Reality; Social Belonging and Technological Transformation.

BTÖ 514 Contemporary Evaluation Approaches in Instructional Technology 3+0 7,5
Basic Concepts: Emerging methods, Tools and technologies to support evaluation and assessment in instructional technology; Assessing the Costs and Benefits of Educational Technology: Computer assisted instruction, Distance education; Hybrid and alternative approaches; Planning a Program Evaluation: Synthesizing evaluation and research; Assessing Problem Solving Process: Types of problems to be assessed, Problem complexity, Scaffolding methods to improve problem solving; Performance Assessment; Evaluation of ICT Competencies; Data-Driven Decision Making in Different Levels of Education.

BTÖ 516 Quality Assurance in Online Education 3+0 7,5
Basic Terms; Developments in Online Education in the World and in Turkey; Institutions that Developed their Own Quality Standards of Online Education in the World; Quality Standards of Online Education Developed in Different Countries; Researches about Quality Standards of Online Education; Comparison of Quality Standards of Online Education Developed in Different Countries; Evaluation of Quality Standards of Online Education; Measurement and Evaluation Tools Developed for Quality Standards of Online Education;

BTÖ 599 Seminar 3+0 7,5
Developing Research Projects; Applied Research Processes; Studying MA and PhD thesis: Determining thesis subjects and guidance, Reviewing the literature, Selecting samples, Classifying sections of the thesis; Kinds of Articles; Article Writing Rules; Methods of Presentation; Comparative Research Approaches; Significant Points of Individual Studies and Team Works; Shared Contribution; Ethical Problems.

BTÖ 601 Research Problems in Instructional Technologies 3+0 7,5
Obtaining the Source of the Information in Instructional Technologies; The Internet and Research: Productive use of the search engines, Understanding the scientific method; Updating the research education; Learning the Research Processes and Techniques: Evaluating the possible problems in aforementioned processes from the point of the scientific research methods and techniques; Explaining the necessity of conducting a research in instructional technology.

BTÖ 603 Seminar 3+0 7,5
Analysis of the Problems of Today's Instructional Technology through Current Applications and Research; Writing Research Proposal and Sections of the Proposal:

Review of the related literature, Determination of the topic, Determination of the priorities, Statement of the problem; Limitations, method, development of the Findings and Comments, Presentation of the research proposals, Evaluation of the feedback, Reform of the research proposal into thesis report.

BTÖ 604 Multimedia: Design and Implementation 3+0 7,5
Multimedia: Basic concepts and general characteristics; Multimedia Learning Theories: Dual coding theory, cognitive load theory; Effect of Multimedia on Learning; Multimedia Learning Stage; Designing Multimedia Learning; Multimedia Principles: Spatial contiguity principle, Temporal contiguity principle, Coherence principle, Modality principle, Redundancy principle, Individual differences principle; Implementation Cases of Multimedia Learning; Evaluation of Multimedia Learning Environment.

BTÖ 605 New Approaches to Instruction 3+0 7,5
Discussing New Ideas about Instruction; Studying Learning Styles and Strategies; Investigating the Effects of New Instructional Methods; Relating New Teaching Methods to New Technologies; Deciding Methods for Contemporary Communication Tools; Reforming Teaching Activities; Changing Paradigms in Student-Teacher Roles; Possible Problems in New Methods and Approaches Applied in Schools.

BTÖ 607 Educational Leadership and Change 3+0 7,5
Comprehension of the Necessity of a Leader in Organizations; Defining the Differences between Leaders and Executives; Analysis of Different Approach to Leadership; the Necessity of the Change and its Management and Control; The Effective Leadership Behavior: General view to the concept of organization and leadership, Leadership in particular behavior and situated approaches, Contemporary leadership theories, Planned/unplanned organizational change; Reformed leadership.

BTÖ 615 Article Analysis I 3+0 7,5
Investigation of Research Studies in terms of Form, Content, Method, and Findings; Studying Descriptive Articles, their Sections and Sampling; Studying Collected Articles, their Sections, and Sampling; Technique of Article Writing: Introduction, Body and Conclusion; Preparing Articles for Publishing; Study of Differences between an Oral Presentation and an Article; Converting Poster Presentations into Article Form.

BTÖ 616 Article Analysis II 3+0 7,5
Comparison of the Articles written in the same Format; Literature Review in Descriptive Articles and Collected Articles and Identifying the Principles of using Sources; Using and Presenting Statistics in Research Articles; Introducing how to create tables and how to interpret information; Determining the Word Economy Principle;

Analysis of Articles based on Research that have Similar Contents in the Field.

BTÖ 617 Current Trends and Issues in Instructional Technology 3+0 7,5
Historical Development of Educational Technology; Theories and Models of Learning and Instruction; Evaluating, Implementing, and Managing Instructional Programs and Projects; Performance Technologies: Electronic performance support systems, Knowledge management and learning; Current Trends and Issues in K-12, Higher Education, Health Care Education, Military Education, and Business Settings; New Directions in Instructional Design and Technology: Distributed learning and instructional design, The future of instructional technologies.

BTÖ 618 Action Research 3+0 7,5
Introduction to Action Research; The Importance of Action Research; Applications of Action Research; Overview of the Action Research Process: Identifying and limiting the topic, Reviewing the related literature; Developing a Research Plan: Qualitative research designs, Quantitative research designs; Implementing the Pan and Collecting Data: Qualitative data collecting techniques, Quantitative data collecting techniques; Analyzing the Data: Qualitative data analysis techniques, Quantitative data analysis techniques; Developing an Action Research, Sharing and Communicating the Results, Reflecting on the Process.

BTÖ 619 Current Literacies 3+0 7,5
Expectations from the Individuals in the 21st Cntury; Concept of Literacy; Kinds of Literacy: Information literacy, Computer literacy, Science literacy, Digital literacy, Economy literacy, Critical literacy, Visual literacy, Internet literacy, Media literacy, Technology literacy, Web literacy; Required Abilities According to the Kinds of Literacies; The Importance of New Literacies Field in Teacher Education.

BTÖ 620 Internet and Society 3+0 7,5
Concept of Technology and Internet; Conceptual and Theoretical Structure of Internet; Philosophical Foundations Internet; Internet and Using Fields of Internet; Internet as a Global Platform; Internet and Social Transformation; Social Impacts of Internet; Internet, Family and Children; Internet and Law; Internet and Ethics; Internet Researches.

BTÖ 621 Teacher Professional Development 3+0 7,5
Professional Development Concepts and Scope; Theoretical Foundations of Professional Development; Adult Learning Theory; Professional Development Dimensions; Professional Development Models; Types of Professional Development Activities; Planning Professional Development; Using Technology in Professional Development; Factors and Problems Affecting Professional Development; Evaluation and Development of Professional Development; Application Examples Related with Professional Development.

BTÖ 622 Case Study 3+0 7,5
Qualitative Research Paradigm; Features of Qualitative Research Method; Classification of Qualitative Research Methods; Case Study and Features; Case Study Types; Data Collection Process of Case Study; Reliability and Validity in Case Study; Role of the Researcher in Case Study; Data Analysis Types; Data Reporting.

BTÖ 626 Learning Theories and New Technologies 3+0 7,5
Basic Concepts on Theory, Method and Learning; 20th Century Learning Theories: Behaviorist, Cognitive, Constructivist Theories; 21st Century Learning Theories: Connectivism, Formative learning, Elaboration theory, Structural learning theory; Macro and Micro Models; Changing Learning Environments: The role of teacher, learner and technology in the changing learning environments; New Technologies and Their Effects on Education; Integration of New Technologies into Education.

BTÖ 790 Thesis 0+1 30,0

BTÖ 890 Thesis 0+1 30,0

BTÖ 890- Thesis (Thesis Proposal) 0 0+1 30,0
Literature Review Based on Researches on Major Topics of the Area; Determining an Original Thesis Subject; Literature Review on the Thesis Subject; Preparing the Thesis Proposal: Determining the research problem, the reason, limitations, Writing the purposes; Determining the Method: Determining the research design, the participants, the instruments, the data analysis techniques; Reporting the Thesis Proposal.

EBE 510 Science Ethics and Research Methods 2+0 7,5
Ethics: Definition, History, Ethics and Law, Philosophy of ethics; Ethics and Research: The Relationship Between Ethics and Research, Scientific Research Ethics, Ethical Issues in Scientific Research: Plagiarism, Falsification, Forgery, Dissection, Rerunning, Ill-gained authorship, Types of other ethical violations; Publication Ethics in Scientific Knowledge Generation: Intellectual property rights, Ethical principles in publication and presentation; Research Approaches in Social Sciences: Qualitative research approach, Quantitative research approach.

EÇE 501 Service Models and Teaching Approaches in Early Childhood Special Education 2+2 7,5
Service Models in Early Childhood Special Education; Home-based, center-based, and home and center-based models; Advantages and disadvantages of different models; Home visits: Principles and practices; Effectiveness of different models; Team approach and types of collaboration; Service models in Turkey; Teaching in

natural environments; Inclusion in early childhood; Adult-centered teaching approaches: Direct teaching; Child-centered teaching approaches: Naturalistic teaching approaches; Play and play-based approaches; Activity-based approaches; Naturalistic Language Teaching Strategies: Sabotage strategies; Responsive interaction strategies, Milieu teaching; Peer-assisted teaching.

EÇE 503 Theoretical Bases of Early Childhood Special Education 2+2 7,5
Theoretical approaches of early prevention and early childhood special education: Biological, cognitive, developmental, psychoanalytic, behavioral and educational approaches; Transactional theory, attachment theory, Social-learning theory, Applications and reflections of theoretical approaches of early prevention and early childhood special education.

EÇE 504 Family-Based Practices in Early Childhood Special Education 2+2 7,5
Basic concepts and family dynamics; Family reactions; First awareness in family, diagnosis, adaptation process; Services for parents; Family training approaches; Parents as parents, parents as teachers, parents as advocates; Development of family training programs; Parents, grandparents, siblings; Practices of programs: Parent-child interaction, play, supporting development.

EÇE 505 Assessment in Early Childhood Special Education 2+2 7,5
The importance of early screening and diagnosis; Theoretical approaches of assessment: Developmental, behavioral, cognitive and ecological approaches; Assessment for early screening, diagnosis, and programming for ages 0 to 3; Assessment for early screening, diagnosis, and programming for ages of 3 to 6; Standard and alternative assessment approaches and tools; Individualized Family Service Plan (IFSP) for 0-3; Individualized Education Plan (IEP) for 3-6; Transition process and planning.

EÇE 506 Contemporary Approaches in Early Childhood Special Education 2+2 7,5
Identifying, reviewing and evaluation of contemporary practices in early childhood special education; Evaluation of effectiveness of different evidence-based practices for children between ages of 0 to 6 and their families; Identifying, reviewing and evaluation international and national early childhood special education practices.

EÇE 508 Evidence-Based Practices in Early Childhood Special Education 3+0 7,5
Evidence-Based Practices: Preparing for school; The best practices; Assessment; Early intervention practices for children with developmental delays or at-risk for developmental delays; Effective preventive programs; The best practices for transition to preschools; Scientific research processes; Assessment of student progress; Home-based practices; Center-based practices; Practices out of schools; The future of the field.

EÇE 510 Inclusive Practices in Preschool 2+2 7,5
Definitions of inclusion and Support Services; Related Legislation; Early Childhood Education/Intervention Programs; Inclusive Practices in Early Childhood in Turkey and the World; Family Factor in Inclusive Education; Quality of Inclusion and Assessment Criteria; Inclusion and Evidence-Based Practices; Teaching Methods and Assessment.

EÇE 512 Quantitative Research Designs in Early Childhood Special Education 3+2 7,5
Quantitative Research Design; Preparation of Data Sets; Basic Quantitative Statistics; Statistical Methods Used in Exploring Relationships between Variables; Statistical Methods Used in Comparing Groups; Non-parametric Statistics; Validity and Reliability Testing of Assessment Tools; Reporting Results of Statistics.

EÇE 599 Seminar 3+0 7,5
Based on American Psychological Association (APA) Publication Manual 6th edition; Reviewing research and literature-review based articles and other types of research in early childhood special education; Preparing a manuscript based on American Psychological Association (APA) Publication Manual 6th edition.

EÇE 790 Thesis 0+1 30,0

EPÖ 501 Curriculum Development In Education 3+0 7,5
Basic Terms of Curriculum Development; Factors Requiring Curriculum Development; Types of Curricula; Theoretical Bases of Curriculum Development: Historical, Philosophical, Psychological and social; Elements of a Curriculum: Objectives, Content, Teaching and learning process, Evaluation; Models of Curriculum Development; Curriculum Design Approaches; Curriculum Development Process: Taxonomy of objectives, Determining and writing of overall and behavioral objectives, Selecting and designing of content, Designing teaching and testing Situations; New Approaches to Curriculum Development; Preparing Curriculum Projects.

EPÖ 502 Theoretical Bases of Teaching and Learning 3+0 7,5
Basic Terms of Teaching and Learning; Teaching and Learning Approaches; Teaching and Learning Theories; Classical and Operant Conditioning; Discovery Learning; Information Processing Theory; Conditions of Learning Model; Social Learning Theory; Cognitive Development Theory; Constructivist Theory; Multiple Intelligence Theory; Classroom Practices of Teaching and Learning Theories.

EPÖ 506 Assessing Educational Needs 3+0 7,5
The Meaning, Necessities and Importance of Assessing Educational Needs; Educational Needs Assessing Process; Planning to gather Information; Determining Differences;

Determining the Nature of the Problem; Evaluating Sources and Restrictions; Determining Characteristic of Group Members to be Educated; Identification of Priorities, Developing Suggestions; Techniques of Educational Needs Assessment: Task definitions, Using task analysis; Questionnaires, Observation, Interview, Group discussion, Evaluating written reports and documents, Testing; Persons in Charge of Assessing Educational Needs; Reflecting Educational Needs in the Curriculum.

EPÖ 507 Innovations in the Turkish Education System 3+0 7,5

Evaluating Educational Reforms realized in the Period of the Turkish Republic: Innovations in pre school Education, in Primary education, in Secondary education, in Higher education, in Teacher training; Evaluating Factors affecting Reforms in Education System: Social, Economic and political factors; Discussion of the Affects of Education System Reforms on Social, Industrial and Business Life.

EPÖ 511 Curriculum Planning and Development 3+0 7,5

Philosophical background of curriculum design and development; Ideology and political background in curriculum design and development; Need assessment in curriculum design and development; Process and stages in curriculum design and development; Relationship between curriculum design and development studies; Planning curriculum research for curriculum design and development.

EPÖ 513 Models of Instruction Design 3+0 7,5

Instruction design; basic concepts in instruction design; Dimensions of instruction design; factors affecting the design; phases of the instruction design; Instruction design and curriculum development; models of instruction design; Gagne; Briggs and Wager Instruction design Model; Dick and Carey instruction design model; Morrison; Ross and Kemp Effective instruction design model; Smith and Ragan Model; Ramiszowski Model; ASSURE Model; Jerrold and Kemp design Model; Knirk and Gustafson Model; Gerlach and Ely Model.

EPÖ 514 Analysis Teacher Education Programs in Turkey 3+0 7,5

Analyzing Teacher Education Programs in the Turkish Republic Era: Pre-School Teacher Education Programs; Primary School Teacher Education Programs; Elementary School Teacher Education Programs; Teacher Education for Specific Areas in Secondary School Programs; Teacher Education for Specific Areas in Vocational and Technical Schools; Teacher Education Programs after 1997: Pre-School Education Programs; Elementary Teacher Education Programs; Teacher Education for Specific Areas in Secondary School Programs; Analyzing In-Service Teacher Education Programs.

EPÖ 515 Effective Teaching 3+0 7,5

Description of Effective Learning and Effective Teaching; Factors Influencing Effective Teaching; Learning Styles; Learning Strategies; Motivation for Learning; Problem Solving Based Learning; Cooperative Learning; Teaching Thinking Skills; Critical Thinking; Creative Thinking; Problem Solving; Multiple Intelligence-based Teaching; Evaluating Teaching; Evaluating the Studies on Teaching Activities in Turkey.

EPÖ 516 Theoretical Foundations of Curriculum Development 3+0 7,5

Basic Concepts Related to Curriculum Development; Types of Curriculum: Education Program; Instructional Program; Course Programs; Theoretical Foundations of Curriculum Development: Philosophical Foundations; Psychological Foundations; Historical Foundations; Sociological Foundations; Components of Curriculum: Amis/Gains; Objectives; Content/Activities; Teaching-Learning Processes; Assessment; Factors That Requires Curriculum Development; Principles of Curriculum Development; Approaches of Curriculum Development.

EPÖ 518 Dimensions of Effective Teaching and Learning 3+0 7,5

Dimensions of Effective Teaching and Learning: Student dimension, Instructor dimension, Learning environment dimension; Student Dimension: Needs and requirements of learning, Characteristics of learning, Exceptional learners: Resistant students; Instructor Dimension: Planning phase: Deciding what to teach, Time management, Presentation phase: Deciding how to teach, Motivating students, Guiding students' study, Providing feedback, Providing prompts and clues, Evaluation phase: Deciding how to evaluate, Monitoring students' understanding, Learning Environment Dimension: Components of effective learning and teaching environments: Physical components, Teacher and student attitudes.

EPÖ 599 Seminar 3+0 7,5

Determining the Subjects in the area of Curriculum and Instruction; Evaluating Research in the area of Curriculum and Instruction; Selecting a Problem to do Research; Literature Review; Restricting the Selected Problem; Writing Research Report; Presentation of Research and Discussion.

EPÖ 605 Developing Measuring Instruments 3+0 7,5

Tests used in Educational Research: Achievement test, Adequacy test, Attitude scales, Interest inventories, Personality inventories; Other Techniques used in Educational Research: Observation, Interview, Questionnaire, Rating scale; Aims of using Measuring Instruments; Technical Characteristics of Measuring Instruments: Validity, Reliability, Usability; Ways of getting Measuring Instruments to obtain Technical Characteristics; Levels of Measuring Instruments Development: Determining appropriate measuring instruments by objective, Creating and testing draft copy of the form, Determining and developing technical characteristics of the draft copy, Preparing a hard copy.

EPÖ 606 Curriculum Development and e-Learning 3+0 7,5
Facilities of Distance Learning; Web Based Learning and New Forms of the E-learning; Online Learning Opportunities; Individualization and Self-Direct Learning; The Role of the Students and Teachers in the E-learning; Characteristics of E-leaning-teaching Process; Planning to Learning-teaching Process for the E-learning Environment; The Components of Curriculum for E-learning: Aims, Activities/content; E-learning-teaching methods, Techniques and tools, Process of evaluation; Innovations in E-learning Technologies and Revolution in Education, New Curriculum Design and Development Approaches For E-learning.

EPÖ 607 Lifelong Learning and Adult Teaching 3+0 7,5
Description, Content and Features of Lifelong Learning, Lifelong Learning Skills, Principles of Lifelong Learning; The Studies on Lifelong Learning in the World and Turkey: Comenius Program, Erasmus Program, Leonardo da Vinci Program, Grundtvig Program; Historical Development of Adult Teaching, Features of Adult Learners, Principles of Adult Teaching; Description and Principles of Professional Development; Professional Development Areas, Kinds and Arrangements of Professional Development Activities for Instructors; Professional Development Models for Instructors, Evaluation of Professional Development Activities.

EPÖ 608 Curriculum Evaluation Approaches 3+0 7,5
Curriculum Development and Evaluation; Models of Curriculum Evaluation: Objective- based curriculum evaluation. model, Environment, input, process and production model, Educational critic model; Evaluation of Curricula: Production and achievement directed evaluation, Curriculum element directed evaluation; Types of Data in Curriculum Evaluation; Research Methods Used in Curriculum Evaluation: Experimental, Survey, Observational and historical methods; Data Collection Instruments for Curriculum Evaluation: Tests, Observation Forms, Attitude scales, Questionnaires, Interview forms, Determining Validity and Reliably of Data Collection; Analysis of Interpretation of Collected Data.

EPÖ 609 Models of Instruction 3+0 7,5
Basic Terms of Teaching; Relationship Between Teaching and Learning; Basic Features of Models of Instruction; Models of Instruction: Directed instruction model, Inquiry model; Cause and effect model, Cooperative learning, Conflict resolution model, Classroom discussion model, Values development model, Mastery learning model; Comparison of Models of Instruction; Application of Models of Instruction in Classes.

EPÖ 611 Research in Curriculum Development 3+0 7,5
Relationship between Curriculum Development and Research Process; Relationship between Curriculum and Curriculum Development Process; Principles of Curriculum Development; Studying Methods and Techniques used in Curriculum Development; Research Process in Curriculum Development: Defining research problems, Areas of curriculum development, Research designs in curriculum development; Studying and Discussing Curriculum Development Research; A Curriculum Development Study based on Research Process.

EPÖ 613 Models of Curriculum Development 3+0 7,5
Curriculum Design Approaches: Subject-centered, Learner-centered, Problem-centered; Curriculum Development Models: Curriculum development models in USA, in Europe, in Turkey; New Approaches in Curriculum: Multiple intelligence theory, Active learning, Cooperative learning, Teaching thinking skills; Evaluating Factors Affecting Curriculum Development Process; A Practical Curriculum Development Study.

EPÖ 614 Teaching and Learning Strategies 3+0 7,5
Teaching and Learning based on the Cognitive Approach; Learning Styles and Areas; Functions and Contents of Learning Strategies; Classification of Learning Strategies; Relationship between Learning Style and Learning Strategy; Teaching Learning Strategies; Teaching Styles; Teaching Strategies; Learning and Teaching Strategies Relationship. Research concerning Learning and Teaching Styles and Strategies.

EPÖ 617 Analysis of the Educational Curricula 3+0 7,5
Criteria for curriculum analysis; Determination of features of curriculum philosophy and educational theories; Analyzing pre-school curriculum; Analyzing primary education curriculum; Analyzing secondary education curriculum; Analyzing higher education curriculum; Analyzing in-service education curriculum; Determination of the problems related to curriculum development; Determination of the problems related to curriculum-in use; Discussing suggestions related to curricula problems.

EPÖ 618 Globalization and Teacher Education 3+0 7,5
Basic Concepts: Society; Sociological Life; Sociological Systems; Culture; National Culture; International Culture; Cultural Values; Education; Change; Development; Improvement; Knowledge Society; Globalization; Global Society; Global Economy; Global Culture; Global Values and Education; International and National Aspects of Changing Cultures; Effects of Cultural Developments on Social Life; Effects of Cultural Developments on National Culture; Effects of Cultural Developments on Education System; Globalization; Teachers and Teacher Education: Features of Knowledge Society; Knowledge Society and Change; Role and the Functions of Teachers in the Changing Society; Knowledge Society and Teacher Education Programs; Impact of Globalization on Teacher Education; Quality and Accreditation Regarding Teacher Education; Teacher Competencies; European Union and Teacher Education: European Union (EU) and Features of EU. Education Principles of European Union; European Union Education Programs.

EPÖ 620 E-Learning: Theory and Practices 3+0 7,5
Basic Concepts of E-Learning; Learning Theories and E-Learning: Behaviorism, Cognitivism, Constructivism, Connectivism, Developments in e-learning according to learning theories; The Changing Roles and Regulations of Learners and Instructors in E-Learning; E-Learning Technologies: Web 2.0. tools, Virtual worlds and games, Learning management systems; E-Learning Process: Teaching methods, Activities, Best practices; New Trends in E-Learning: Massive open online courses (MOOCs), Adaptive e-learning, Blended learning, Ubiquitous learning; Practicing E-Learning: Designing an e-learning process, Implementing e-learning, Evaluating e-learning.

EPÖ 622 Social and Cultural Variables at Learning and Teaching 3+0 7,5
Basic Concepts; Historical Development of Learning and Teaching, Social and Cultural Foundations that Affect Learning and Teaching; Culture and Reflections of Culture on Education Programs; Multiculturalism and Multicultural Education; Education of Students with Differences; Organization of Education in the Community of Cultural Diversity: Experiences and practices; Cultural Differences of Teachers and Students and Dealing with These; Teacher's Role in Cultural and Social Development; Education Program's Role in Cultural and Social Development; Social and Cultural Research on Learning and Teaching.

EPÖ 699 Seminar 3+0 7,5
Determining the Subjects in Curriculum and Instruction; Analyzing Researches on Curriculum and Instruction; Selecting a Research Subject; Reviewing Literature; Narrowing and Researching the Selected Subject and Problem; Organizing Research Report; Techniques for Presentation and Discussion of the Research.

EPÖ 790 Thesis 0+1 30,0

EPÖ 890 Thesis 0+1 30,0

EPÖ 890- Thesis (Thesis Proposal)
0 0+1 30,0
Literature Review Based on Researches on Major Topics of the Area; Determining an Original Thesis Subject; Literature Review on the Thesis Subject; Preparing the Thesis Proposal: Determining the research problem, the reason, limitations, Writing the purposes; Determining the Method: Determining the research design, the participants, the instruments, the data analysis techniques; Reporting the Thesis Proposal.

ETE 501 Technology and Transformations in Education 3+0 7,5
Characteristics of İnformation Society, Transformations via Information and Communication Technologies in Education and Society, Transformations in the Field of Education,

Transformations in the Field of Studentship, Transformations in the Field of Research, Transformations in the Field of Special Education, Transformations in the Field of Literacy, Transformations in the Field of Consumption and Consumerism, Transformations in the Field of Visual Design, Transformation in the Field of Professional Development, Transformations in the Field of Ethics, Transformations in the Field of Family, Transformations in the Field of Health, Transformations in the Field of Communication, Transformations in the Field of Citizenship, Transformations in the Field of Game.

ETE 502 Instructional Design: From Theory of Practice 3+0 7,5
Conceptual Structure of Instructional Design: Basic Concepts, Relationships between Concepts; Historical Development of Instructional Design; Learning-Teaching Theories Underlying the Theoretical Background of Instructional Design: Behaviorism Theory and Instructional Design, Cognitive Theory and Instructional Design, Constructivism Theory and Instructional Design; Structure, Features and Usage Area of Instructional Design Models: Dick&Carey Instructional Design Model, Kemp&Morrison&Ross Instructional Design Model, Seels&Glasgow Instructional Design Model, ASSURE Model, Other Instructional Design Models; Steps of Instructional Designs: Analyze, Design, Development, Implementation and Evaluation; Principles of Instructional Design: Design Principles for Perception, Design Principles for Attitude; Designing a Teaching Activity Using Instructional Design Models; Contemporary Technologies and New Trends in Instructional Design.

ETE 503 Technology Integration in Instruction 3+0 7,5
Fundamentals and Definitions of Instructional Technology, Recent Trends and Transformations in Instructional Technology; Process of Technology Integrated Learning and Transformations Occur in Learner; Information and Communication Technologies in Teacher Training; Indicators of Technology Integration in Educational Institutes; Recent ICT Tools Used in Today's Instructional Environments, Ways and Patterns of Effective Use; Performance Technologies and Electronic Performance Support Systems; Adoption, Dissemination, Application and Institutionalization of Instructional Technology; Recent Research Regarding Integration of Technology.

ETE 504 Designing Online Learning Environments 3+0 7,5
Online Learning and Teaching Terms; Learning Theories and Online Learning; Teaching in Virtual Environments; Advantages and Disadvantages of Online Learning; Teacher and Student Roles in Online Learning; Components of Learning Activities in Online Learning; Motivating Students in Online Learning; Providing Collaboration Among Students; Steps of Designing and Developing Online Learning Environments; Analyzing Different Management Systems When Presenting Online Courses; Planning Online Course Samples for Different Fields. Installation of Learning Management System; Creation of

Synchronous and Asynchronous Communication Tools, Content Presentation Tools and Evaluation Tools in a Learning Management System; Preparing Content for Online Courses; Installation of the Prepared Course Content into Learning Management System; Management of Learning Management System. Evaluation of Online Course and Learning.

ETE 505 Learning Objects: Design and Development 3+0 7,5
Concept of Learning Objects; Structure of Learning Objects; Charakteristics of Learning Objects: Accessibility, Usability, Adaptability, Reusability, Continuity, Cost Efficiency, Evaluatability, Modularity, Detectability, Modifiability, Manageability, Reproducibility; Advantages and Limitations of Learning Objects; Learning Object Repositories; Contribution of Learning Object repositories to Learning; Sample Learning Objects Repositories in the World and in Turkey; Learning Objects Standarts; Developing Learning Objects with Authoring Softwares; Basic Functions, Components and Objects of Authoring Softwares; Preparing Storyboards for Developing Learning Objects; Production of Learning Objects; Evaluation of Learning Objects from the Educational Viewpoint.

ETE 506 Evaluation of Technology Integration 3+0 7,5
Evaluation Approaches for Tomorrow?s Needs; Technology Integration Models; Innovation, Technology, and Educational Evaluation; Evaluation of Learning- and Learner-Centered Approaches; Evaluation in Connectivist Contexts; Collaborative Research, Development, Teaching and Evaluation; Evaluating International Dimensions of Cooperation; Strategies to Design Technologies for Educational Change; Program Evaluation: Student Experience and Learning Context; Importance of Experience while Evaluating Educational Technology; Policy and Evaluation of Technology Integration; Developing Assessments for Tomorrow's Classrooms.

ETE 507 Term Project 3+0 0,0
Preparing a Scientific Research Project in a Selected Special Topic, Data Collection, Analyzing Data, Evaluation, Reporting and Presenting Project.

ETE 508 Trends and Issues in Technology Integration 3+0 7,5
Definition, Psychological Foundations and History of the Field of Educational Technology; Integration of Instructional Design with Instructional Strategies, Learning Styles and Problem Solving; Integration Indicators: Content and Pedagogy, Collaboration and Networking, Technical Issues, Social Issues; Implementation and Management of Instructional Design Projects; Performance Technologies, Electronic Performance Support Systems; Knowledge Management and Learning; Trends and Issues in Various Settings: Business, Industry, Military, Health Care, K-12, Higher Education, International Settings; New Directions in Educational Technology: Open and Distance Education, Educational Multimedia, Learning Objects; Adoption, Diffusion, Implementation and Institutionalization of

Instructional Technology; Career Opportunities and Professional Development; Future of Instructional Design.

ETE 509 Instructional Applications Based on Theory 3+0 7,5
Behaviorist Theory and Instruction Applications; Information Processing Theory and Instruction Applications; Gestalt Theory and Instruction Applications; Social Learning Theory and Instruction Applications; Constructivist Theory and Instruction Applications; Change in Teacher and Student Roles, Change in Learning Environments and Applications According to the Change of Teacher and Student Roles.

ETE 510 Technology and Changing Literacy 3+0 7,5
Concept of Technology, Human Technology Interaction, Innovations Integrated into our Lives with Technology, Expectations from Individuals in 21st Century, Concept of Literacy, New Literacy Issues and Significance in Teacher Education, Types of Literacy: Information Literacy, Science Literacy, Computer Literacy, Internet Literacy, Web Literacy, Digital Literacy, Technological Literacy, Economical Literacy, Critical Literacy, Media Literacy, Skills İndividuals Must Have According to Literacy Types.

ETE 511 Technopedagogic Education 3+0 7,5
Integration of Information and Communication Technologies (ICT); Approaches in ICT Integration; Theoretical and Conceptual Structure of Techno Pedagogic Education; Components of Techno Pedagogic Education: Dimension of Pedagogic Content Knowledge (Pck), Dimension of Technologic Content Knowledge (Tck), Dimension of Technologic Pedagogy Knowledge, Dimension of Technologic Pedagogy Content Knowledge; Taxonomy of Techno Pedagogic Education; Indicators of Techno Pedagogic Education; Peer Roles in Techno Pedagogic Education; Techno Pedagogic Education in Teacher Training; Techno Pedagogic Education Applications; Designing an Education Activity for Techno Pedagogic Education.

ETE 512 Dijital Storytelling in Teacher Training 3+0 7,5
To Provide Students Gathering Education Purposed Contents Like Visuals, Graphics, Audio, Music, and Video, for Visualising Multi Media Resources within a Scenario; Developing Script for Educational Content within the Scope of Digital Storytelling Principles; Practising to Use Digital Storytelling Types (Historical, Actual, Relevant to Real Life, Literal, Adoption etc.) in Effective and Creative Way; Enable Students to Gain, Organise, Plan and Produce a Case Related to Preparation of Educational Contents; Provide Students to Use Digital Storytelling Programs Effectively (Image and Video Processing Programs, Video and Audio Fiction and Recording Formats, Video Editing, Sound Effects etc.).

ETE 513 Interactive Web Design 3+0 7,5
Fundamental Concepts Regarding Internet; History, Development and Tools of Internet; General Knowledge of

Web Design Tools that has Widespread Use; Designing a Web Page: Fundamental Concepts of XHTML, Construction of a Web Page Using XHTML Code, Formatting a Web Page Using CSS; Making a Web Page Interactive; Multimedia Applications in a Web Page; Designing a Website Using Authoring Tools; Designing an Educational Web Medium; Explain Educational Criteria Used in Web Sites; Configuring a Web Page in the Light of Educational Criteria; Preparation and Configuration of Test and Practice Applications; Design and Configuration of a Test Evaluation Tool.

ETE 514 Graphic Applications in Educational Design 3+0 7,5
Students Gain Competence of Solving Design Problems They Face Through Instructional Design Process Using Graphic Design Principles, Methods and Techniques; Make Them Display a Creative Approach to Instructional Design Process by Associating Graphic Design and Instructional Design Processes; Making Effective Use of Graphics and Graphic Design Principles in Instructional Design Process; Effective Use of Graphic Design Softwares in Instructional Graphic Design Process; Evaluation of Instructional Designs in the Light of Graphic Design Principles.

ETE 515 Guidance and Psychological Counseling in Online Environments 3+0 7,5
Purpose of Guidance and Psychological Counseling in Online Environments; Online Tools Which Can be Used for Guidance and Psychological Counseling; Changed Roles of Teachers and Students in Online Environments in the Context of Guidance and Psychological Counseling; Guidance Models and their Applications in Online Environments; Guidance and Psychological Counseling Service Areas and their Applications in Online Environments; Guidance and Psychological Counseling Technics and Their Applications in Online Environments; Organization and Personnel in Guidance Performed in Online Environments; Potential Problems and their Solutions in Guidance and Psychological Counseling Performed in Online Environments.

ETE 516 Classroom Management in Technology Supported Courses 3+0 7,5
Basic Concepts of Classroom Management; Communication and Interaction in Technology Supported Learning Environments (Face to Face and Online); Models of Classroom Management and their Applications in Technology Supported Learning Environments; Development of Rules for Technology Supported Learning Environments and Application; Management of Undesirable Behaviors in Technology Supported Learning Environments; Management of Time in Technology Supported Learning Environments; Organization of Technology Supported Learning Environments in Line with Instructional Objectives; Teachers? Changing Roles in Classroom Management Performed in Technology Supported Learning Environments; Classroom Management Problems and Suggestions for Solutions in Technology Supported Learning Environments.

ETE 517 Technology Applications in Special Field 3+0 7,5
Pre-Analysis before Technology-Supported Instruction, Structuring Content in Terms of the Objectives; Determining Technologies appropriate to the student characteristics; Planning Instruction Process; Designing Technology-Supported Learning Environment; Planning of the Teaching Situations; Planning Technology Use in Introductory Activities (Attention, Providing the motivation; Notifying the Target etc.); Determining appropriate Technologies for the Content to Teach; Determining appropriate Teaching Methods and Techniques for Learner Characteristics; Planning the Use of Technology for Content Presentation; Development of the Instructional Materials; Planning the Use of Technology for Drill and Practice Activities; Planning the Use of Technology for Feedback Activities; Planning the Use of Technology for Evaluation Activities; Development of an Assessment and Evaluation Instrument to Evaluate Students? Academic Achievements; Preparing the portfolios.

EYD 501 Creative Drama in Education I 2+2 7,5
Basic Concepts for Creative Drama in Education; Relation with Education and Drama; Usage Creative Drama in Education as a Method in Courses and Improving Example Application; New Trends in Turkey and the World; Process and Dimensions of Creative Drama in Education; Creative Drama in Education as Teaching Method; Creative Drama in Education as Science Branch; Creative Drama in Education as Art Form; Make Use of Creative Drama Oral and Nonverbal Communication.

EYD 502 Creative Drama in Education II 2+2 7,5
Historical Development of Creative Drama in Turkey an World; Using Techniques in Creative Drama; Interdisciplinary Creative Drama; Components of Dramatic Fiction; Using Techniques in Process Drama; Creative Drama in Different Places; Tales, Epics and Drama; Mythological Tales, Rituals and Drama; Voice-Breath Study; Fundamental Concepts of Creative Drama; Communication Skills and Drama; Stages of Drama and Education Units; Variety of Art and Drama; Constructing of Education Units by means of Creative Drama.

EYD 503 Dramaturgy 2+0 7,5
Historical Domains of Dramaturgi; Relation of Dram Art and Dramaturgi; Dramaturgi in Historical Dram; Different Approaches in Dramaturgic Analise of Theatre; Editing of Short School Plays by Means of Acquirements; Editing of Short School Plays by Means of Objects; Editing of Short School Plays by Means of Subjects; Examination and Interpretation of Plays with Methods and Approaches; Dramatic Game Fiction from Texts; Dramatic Game Fiction prom Poems; Solving Dramaturgic Problems in Theatre; Improving Example Application for Dramaturgi.

EYD 504 Creative Dance and Music 2+2 7,5
Fundamental Knowledge of Music; Rhythmic Perception; Rhythmic Walking; Rhythmic Speech Models; Principles of

Constructing Creative Music; Music with Object; Dance-Music-Word Relation with Orff-Schulwerk Approach; Motor Facilities of Body; Motor Principles with Fundamental Techniques; Dinamics of Creative Dance; Creative Dance with Objects; Short Dance Arrangements; Uniting Dance and Music with Examples of Child Literature.

EYD 505 Acting and Knowledge of Scene   2+2 7,5
Theatre Time; Character and Type; Explaining Theatre, Scene, Fundamental Concepts of Acting; Types of Theatre in Historical Process; Setting Fundamental Indicator of Actor and Theatre and Adopted to Students; Separated to Parts of Play; Definition of Scene; Workings on the Scene; Dramaturgi of Actor; Relation of Actor, Audience and Scene.

EYD 506 Trends and Theories of Art   2+0 7,5
Teaching by Examples for Concepts of Arts with Aim of Constructing Common Language in Theoric and Practice Courses; Using Correctly for Fundamental Art Concepts and Determine to Usage Fields; Guidance to Students for Using Correctly Art Concepts and Terms and Constructing Common Language.

EYD 507 Relation of Play and Drama   3+0 7,5
Definition of Play; Attributes and Principles of Play; Independence Principles; Pretendance Principle; Duality Conflict Principle; Present Time Principle; Participation and Movement Principle; Entertainment and Pleasure Principle; Principle of Having Importance Respect to Process; Self-Direct Principle; Educational Dimension of Play Theories: Over-energy theory, Animation theory, Instinct-action theory, Repetition of self theory, Katharsis theory, Self-expression theory, Play theory of Piaget; Play Construction; Educational Plays; Child Development and Play; Situation of Play in Education; Dramatic Plays.

EYD 508 Methods and Approaches in Creative Drama   3+0 7,5
Educational Dimension of Drama; Comparison of Improvisation Techniques; Process Drama; Oral and Without Speech Plays; Spontaneous Theatre; Form Theatre Technique; Head Voice Technique; Conscience Technique; Point of Decision Technique; Role Charts Technique; Fragment Technique; Construction of Photograph; Approach of Teacher in Role; Mat Image Technique; Construction of Scene Play by Utilizing Creative Drama; Constructivist Improvisation.

EYD 509 Techniques of Improvisation in Drama   1+2 7,5
Getting Point of View Relating to Solve problem that Meet on the Scene Without Using Role; Orient of Students to Explore Environment and Themselves as if See fort he First Time; Do Workings that Discover Individual Attributes: Stimulation of intuitions, Getting ağabeylity of dense and control of energy, Orient of observation.

EYD 511 Term Project   3+0 0,0
Principles of Making Project; Investigation Project that Making in Different Fields; Investigation of Research Methods; Make Use of Qualitatiive Researches in Secondary Education; Counseller in Project; Project of Creative Drama; Rules of Reporting of Creative Drama Project; Usage Technology Principles in Project.

EYD 512 Child Theatre   3+0 7,5
Basic Concepts in Child Theatre; Transfer for Child Games to Child Theatre; Using inside and outside Games as a Tool in Child Theatre; Using Child Theatre as a Tool in Creative Drama; Types of Theatre for Children; Child Theatre Played by Adults; Child Theatre Played by Children; Importance of Child Theatre in Child Development; History of Child Theatre: Beginning and development of child theatre in our country and abroad; Fundamental Problems of Child Theatre and Solving Trends in Turkey.

EYD 513 Mask and Puppet   3+0 7,5
Knowledge of Light, Clothes and Make-up for Creative Drama in Education; Light: Sources of light and functions, Methods of light consistent of play interpretation; Clothes: Usage of clothes in theatre in historical process, Clothes research methods for play interpretation; Make-up: Development of make-up in historical process, Using mask, Definition and functions of make-up materials, Make-up practice.

EYD 514 Child and Adolescence Literature   3+0 7,5
Children Literature as a Concept and a Source, Historical Development of The Literature for Turkish Children and Adolescence Literature; Present World Children Literature; Preschool Children's Books in the Literature for Turkish Children; Presentation of Authors of Children Books in Turkey: Introduction of Authors and their books in Pre-school Education; Introduction of Teenagers? Books in Turkish Literature; Importance of Children's books in Creative Reading.

EYD 515 History of Theatre   3+0 7,5
Investigate to Development of East Theatre and Europe Theatre in World Theatre for Beginning to This Day; Antique Grek Theatre; Rome Theatre; Middle Age Theatre; Renaissance Theatre; Classism and Theatre; Romanticism and Theatre; After 1945 Situation of Theatre in Avangard Art; Political, Social, Culturel and Artistic Life in Europe and Asia; Traditional Turkish Theatre; Modern Turkish Theatre; New Trends in World Theatre.

EYD 516 Drama in Preschool Education   3+0 7,5
Definition of Drama; Differences and Similarities Among Different Types of Drama; History of Educational Drama; The Influence of Play and Drama on Children's Development and Education; Drama Technique; Types of Educational Drama; Integrating Educational Drama in the Syllabus: Using drama to learn by doing and acting, Gaining self-confidence, Adjustment, Using the five senses, Observational Faculty Development; Independent play forming; Enhancing Individual and Group Creativity.

EYD 518 Plan Development in Drama   3+0 7,5
Principles of Plan Development; Fundamental Concepts; Knowledge of Teaching Creative Drama; Interrelationships among the Objective, Content, Learning-Teaching Process and Evaluation; Preparation, Practice and Evaluation of the Creative Drama Curriculum; Usage of Drama as a Method in Primary and Secondary Curriculum; Development of Creative Drama Curricula in Turkey and the World; Creative Drama Curriculum Development in the Field of Social Sciences.

EYD 599 Seminar   3+0 7,5
Principles of Designing Drama Project; Evaluation of Projects Produced in Different Fields; Investigation of Research Methods; Use of Qualitative Research in Creative Drama ; Use of Quantitave Research in Creative Drama; Data Collection; Research Projects in Primary, Secondary and Preschool Education; Advising a Project; Projects in Creative Drama; Reporting Research in Creative Drama; Usage Technology.

EYD 790 Thesis   0+1 30,0

EYT 502 Fundamentals of School Management 3+0 7,5
Schools and Educational System; Types of Schools; School Management; Roles, Duties, Responsibility and Authorities of School Principals; Management of School as an Organization; School Management Processes; Legal Dimension of School Management; Management Philosophy; Psychological Bases of School Management; Social Dimension of School Management.

EYT 504 Contemporary   Educational Supervision Approaches   3+0 7,5
Specific Aspects of Educational Organizations; Factors that Necessitate Contemporary Educational Supervision Approaches in the Twenty-First Century; Impacts of Management Approaches on Educational Supervision; Instructional Supervision Approach; Clinical Approach; Multiple Evaluation and Its Application in Educational Organizations.

EYT 521 Educational Administration   3+0 7,5
Main Approaches in Educational Administration: Theories of classical administration, Bureaucracy, Scientific management, Theories of neo-classical administration; Theories of Contemporary Administration; System Approach; Reflections on Educational Administration: Features of educational administration, Development of educational administration as a discipline, Tasks of educational administration; An Examination of Administrational Processes in terms of Educational Administration: Theories of decision-making, of planning, of organization, of co-ordination, of communication, of evaluation, and of motivation.

EYT 523 Educational Supervision   3+0 7,5
Aim of Supervision: Aim and definition; Role and Competency of Supervisors; Reasons for Supervision: Types, processes, principles; Effectiveness of supervision and organization; Evaluating issues concerning Supervision: Primary schools, Ministry of Education, Supervisor responsibilities: Guidance, professional assistance and in-service training; Review and Discussion of Case Studies.

EYT 526 Educational Planning and Budgeting 3+0 7,5
Features of educational investments and consumption; Impact of education on social and economic development, Education and economic growth, Productivity, analysis of cost-effectiveness and women education; Features of Educational Service and Planning; Cost and Expenditures in Education: Economy of education and development; Demographic Dimension of Educational Planning; Analysis of Practices and Methods of Educational Planning in developed countries: Examination and discussion of case studies.

EYT 529 School-Environment Relationship   3+0 7,5
School Environment: Features of social, economical and political environment; Marketing: Marketing theories, Marketing plans, Activity plans and evaluation; Public relations: Communication theories, Means of Communication, Media, Group processes, Impact of mass media on education, Conflict, Problem solving, Political theories; Curriculum Development for School-Environment Relationship: Power of society, School-family relationships, Relationships among school, work and life, Social roles of teachers.

EYT 530 Term Project   3+0 0,0
Scientific Research and Education: Basic concepts, principles and approaches, Research education, Principal steps in research projects: Problems, Objectives, Justifications, Assumptions, Limitations, Methodology, Definitions; Content and Format; Reference; Bibliography; Tables and Figures; Writing and publishing copies of a report: Abstract and implications; Appendices; Preparing a Project on a Current Issue.

EYT 534 Development   of   Educational Institutions   3+0 7,5
Effective School and its theoretical foundations: School development, self-managing school, school-based management, self-renewing school; Assessing Effectiveness in School: Research models for an effective school; Basic principles of institutional development; National and International Approaches to School Development; Planned School Development: Organizing teams, strategic planning, need analysis; Elements of an effective school: Administrator, teacher, student, tutor, school culture, creating vision and mission.

EYT 535 Human Resources Management in Educational Organizations 3+0 7,5
Human Resources in Educational System; Human-Based Management; Historical Development of Human Resources Management; Aims, Principles and Characteristics of Human Resources Management; Planning Human Resources in Education; Selection, Development and Processes of Human Resources Management in Educational Organizations; Career Planning in Educational Organizations; Performance Management; Communication in Human Resources Management in Educational Organizations; Employee Rights at Educational Organizations.

EYT 536 Evaluation of Educational Activities 3+0 7,5
The Concept of Evaluation; Importance, Aims and Principles of Evaluation; Importance of Evaluating Educational Activities for Educational Organizations; Approaches to Evaluation of Educational Activities; Evaluation of Educational Activities in Each Stage of EDucation; Roles of School Principals and Teachers in the Process of Evaluating Educational Activities.

EYT 537 Curriculum Management 3+0 7,5
Characteristics and Structure of Curriculum; Fundamentals of Curriculum Management; Distribution of Roles and Duties in Curriculum Management; Responsibilities and Tasks of Educational Administrators; Continuous Education of Teachers; Curriculum Planning; Relationship between Philosophy of Education and Curriculum; Determination of Target Audiences Requirements; Development of Quality Tools in the Process of Evaluating Curriculum.

EYT 539 Decision Support Systems in Educational Administration 3+0 7,5
The Concept of Involvement in Decisions; Importance and Scope of Educational Decisions; Involvement in Educational Decisions; Importance of Involvement in Educational Decisions; Decision-Making Processes in Educational Administration; Improvement of Decision Quality in Educational Administration; Some Decision Support Systems in Educational Administration.

EYT 540 Turkish Educational System and Governance 3+0 7,5
Conceptual relationship, social structure and educational system; Change in Turkish Education System in historical process factors affecting change in educational system: Administrational, social and economic factors; General view of Turkish Educational System purpoese, principles, development and today's situation; Organizational model of Turkish Educational System; The roles of administrators, supervisors and teachers on Turkish Educational system's reorganization, New regulations in Turkish Education; Vision of Turkish Educational System.

EYT 541 School Culture 3+0 7,5
The Concept of Organizational Culture; Importance, Basic Components and Principles of Organizational Culture; Historical Development Process of Organizational Culture Theory; Organizational Climate; Organizational Communication; Developing School Culture; Evaluation of School Culture; Changing School Culture; Managing School Culture; Managing with Values; Globalisation; Information Society and School Culture; Responsibilities of School Principals in the Development of School Culture.

EYT 542 Image Management and Communication in Schools 3+0 7,5
The Concept of Image; Importance of Image in Schools as Educational Organizations; Analysis of Internal and External Environment of Schools in the Process of Image Management; Roles of School Principals in the Process of Developing School Image; Importance of Communication in Schools; The Concept of Communication; Importance and Basic Components of Communication; Importance of Communication Process in Education; Communication as a Management Process; Impact of School Culture on Communication Processes.

EYT 543 Comparative Educational Policies 3+0 7,5
Importance and Characteristics of Educational Policies; Structure and Formation of Educational Policies in the Historical Development Process of Turkish Educational System; Units that Design Educational Policies in Turkish Educational System; Administrative Law; Basic Resources of Educational Policies in Turkish Educational System; Planning Educational Policies; Economics of Education and Their Impact on Educational Policies; Developing Educational Policies; Turkish National Education Policy Strategies.

EYT 544 Leadership in Educational Organizations 3+0 7,5
Management Science and Leadership; Impact Resources of Leadership; Theories of Leadership; Characteristic Leadership Theory; Behaviourist Leadership Theories; Theories of Situational Leadership; New Paradigms for Leadership; Instructional Leadership; Cultural Leadership; Moral Leadership; Learning Leaders; Transformational Leadership; Visionary Leadership; Strategic Leadership; Leadership of Teachers; Evaluation of New Leadership Paradigms.

EYT 545 Educational Administration in the Accession Process of European Union 3+0 7,5
Development Process of the European Union; Turkey-European Union Relations; Processes of Developing Educational Policies in the European Union; Analysing the Organization and Management Policies of the European Union; Tasks, Responsibilities and Competencies of Educational Administrators in the European Union; Analysis of Teacher Training Policies of the European Union; Turkey?s Efforts to Harmonize its Educational Policies with the European Union; Curriculum in the European Union; Participation of Turkey into European Union?s Curriculum.

EYT 546 Administrative Fundamentals of Educational Administration and Supervision 3+0 7,5
The Concept of Management; Definition of Management; Objectives and Principles of Management; Management Processes; Main Management Approaches; Classical Management Theories, Neo-Classical Management Theories, Modern Management Theories, Reflections of Management Theories on Educational Administration; The Concept of Supervision; Definition of Supervision; Types of Supervision; Objectives; Principles and Characteristics of Supervision; Reflections of Management Theories on Educational Supervision.

EYT 547 Research and Academic Writing 3+0 7,5
Basic Parts of Research Reports: Introduction, methodology, findings and results; Contents of Academic Reports: principles; Sections and Sub-Sections; Formats of Academic Research; Principles: Paper format and writing space; Bagınnıng a New Section and Sub-Sections; Titles of Sections and Sub-Sections; Numbering Sections and Sub-Sections; Appendixes and Bibliography; Referencing; Tables and Figures; Reporting a Research; Writing Academic Reports; Tentative Outline of a Report; Expression.

EYT 548 Change Management in Educational Organizations 3+0 7,5
Change as a Concept; Importance of Change and Its Results; Impacts of Change on Educational Organizations; Factors that Necessitate Change in Educational Organizations; Importance of Change Management; Components of Change Management; Change Management and Leadership; Resistance to Change; Cause and Effects of Resistance to Change; Competencies that Educational Administrators Require in Change Process.

EYT 549 Adult Education 3+0 7,5
Description, Ccope, Purposes, Importance and Principles of Adult Education; Historical Development Process of Adult Education in the World; Historical Development Process of Adult Education in Turkey; Management Processes of Adult Education; Analysis of Research on Adult Education in Various Countries and in Turkey.

EYT 550 Social Fundamentals of Educational Administration and Supervision 3+0 7,5
Basic Social Systems; Education as a Social System; Importance of Education in the Process of Socialization; Education and Society Relations; Education from the Perspective of Social Facts; Basic Social Institutions and Their Relations with Education; Reflections of Social Systems on Educational Administration and Supervision.

EYT 551 Management and Supervision of Primary Education Institutions 3+0 7,5
Importance of Primary Education for Educational System; Development of Primary Education; Purposes of Primary Education; Structure, Functioning, Organization, Purposes and Importance of Primary Education Institutions; Legal Basis and Problems of Primary Education Institutions; Importance of Management and Supervision in Primary Education Institutions; Comparative Analysis of Management and Supervision for Primary Education Institutions with Other Countries.

EYT 552 Case Studies in Educational Administration 3+0 7,5
Purposes, Importance, Scope, Functions and Characteristics of Case Study Method; Stages of Case Study Method; Points to be Considered in Case Studies; Importance of Case Study Method for Educational Administration; Role of Case Study Method in Educational Administration Research; Analysis and Evaluation of Case Studies on Educational Administration.

EYT 553 Philosophical Fundamentals of Educational Administration and Supervision 3+0 7,5
Definition of Philosophy; Importance, Aims, Scope and Principles of Philosophy; Relation between Science and Philosophy; Basic Philosophical Theories; Reflections of Philosophical Theories on Education; Relation between Education and Philosophy; Reflections of Philosophical Approaches on Education in Historical Process.

EYT 554 Using Technology in Education 3+0 7,5
The Concept of Technology; Importance of Technology; Reflections of Information and Communication Technologies on Educational Organizations; Historical Development Process of Educational Technologies; Educational Technology Tools Used in Education and Instruction Processes and Their Characteristics; Importance of Using Technology in Education; Using Technology in Educational Organizations.

EYT 555 Psychological Fundamentals of Educational Administration and Supervision 3+0 7,5
Psychological Aspect of Educational Administration and Supervision; Human Relations in Educational Administration and Supervision Processes; Educational Administrator and Supervisor as a Human; Developmental Psychology and Its Importance; Personality Development; Organizational Psychology; Reflections of Psychology on Educational Administration and Supervision.

EYT 556 Strategic Management in Education 3+0 7,5
The Concept of Strategy; Importance of Strategy; Factors that Necessitate Strategic Management; Importance, Aims, Principles and Processes of Strategic Management; Importance of Setting Strategic Aims for Educational Organizations; Strategic Management Processes for Educational Organizations; Roles of Educational Administrators in the Process of Strategic Management.

EYT 557 Management and Supervision of Pre-School Institutions 3+0 7,5
Importance of Pre-School Education; Development of Pre-School Education; Purposes of Pre-School Education;

Structure, Functioning, Organization, Purposes and Importance of Pre-School Education Institutions; Legal Basis and Problems of Pre-School Education Institutions; Comparative Analysis of Management and Supervision in Pre-School Education Institutions with Other Countries.

EYT 558 Management and Supervision of Secondary Education Institutions 3+0 7,5
Importance of Secondary Education; Development of Secondary Education; Purposes of Secondary Education; Structure, Functioning, Organization, Purposes and Importance of Secondary Education Institutions; Legal Basis and Problems of Secondary Education Institutions; Importance of Management and Supervision in Secondary Education Institutions; Comparative Analysis of Management and Supervision in Secondary Education Institutions with Other Countries.

EYT 559 Case Studies in Educational Supervision 3+0 7,5
Purposes, Functions, Characteristics, Scope, Importance of Case Study Method; Points to Consider in Evaluation of Case Studies in Educational Supervision; Importance of Case Study Method in Educational Supervision; Role of Case Study Method in Educational Supervision Research; Analysis and Evaluation of Case Studies about Educational Supervision.

EYT 560 Management of Virtual Educational Organizations 3+0 7,5
Basic Concepts Related to Virtual Organizations; An Overview of Virtual Organizations in Organizational Theories; Virtual Organization Models; Theoretical Foundations of Virtual Organizations; Management Practices in Virtual Organizations; Organizational Behaviour in Virtual Organizations; Leadership in Virtual Organizations; Technology Management in Virtual Organizations; Reflections and Applicability of Virtual Organizations in Educational Administration; Organization and Management of Virtual Educational Organizations in the World; Vision of Virtual Educational Organizations in the Turkish Education System.

EYT 561 Roles and Competencies of Supervisors 3+0 7,5
The Concept of Role; Responsibilities and Roles of Supervisors; Concept of Competency; Areas, Dimensions, Levels and Types of Competencies; Roles and Competencies of Educational Supervisors; Work and Job Description of Supervisors; Importance of Supervisors for Educational System; Inspection for Primary Education; Inspection for Ministry; Importance of Professional Development for Educational Supervisors.

EYT 562 Qualitative Data Analysis and Reporting 3+0 7,5
Preparing Qualitative Research Proposal; Qualitative Data Collection Techniques: Observation techniques, Interview techniques, Documentation techniques, Photo documentation; Selection of Qualitative Research Technique: Research group, Sample techniques; Study Planning; Data Conducting; Data Collection; Data Organization; Data Analysis According to the Research Model: Content analysis, Descriptive analysis, Reliability and validity testing; Interpreting and Reporting the Results.

EYT 563 Management of Educational Activities 3+0 7,5
Factors Affecting Student Behaviors; Analysis of Educational and Instructional Process by Management Approaches in Educational Organizations; Learning Environment and Group Interaction; Effective Time Management in Education and Instruction; Student Motivation: Communication, Creating a positive learning environment; Managing Educational Activities According to Modern Learning Theories; Analyzing Educational Activities from Various Aspects.

EYT 564 Education and Sustainable Development 3+0 7,5
Concept and History of Sustainable Development; Role of Education in Sustainable Development; Sustainable Development in the World; Solutions of Social Problems; Importance of Cultural Values; Economic Development and Society; Environmental Education; Sustainable Development Experiences in Schools; Sustainable Development in Teacher Training; Role of School Administrators in Sustainable Development; Sustainable Development Experiences in Higher Education.

EYT 565 Higher Education Management 3+0 7,5
University Administrators? Competences: Duty and responsibilities; University Administrators? Leadership Capabilities; History of Higher Education in Turkey; Legal Regulations About Higher Education; Selection and Development of University Administrators; Comparison of University Management Systems in Different Countries; Identification of Problems and Solutions in the Turkish Higher Education System.

EYT 566 E-Work Processes in Educational Management 3+0 7,5
History of Information Technologies and Internet; Characteristics of New-Generation Students and the Changing Education; Educational Management Information Systems: E-school practices; E-Human Resource Management Functions: E-recruitment, E-performance management, E-learning; Social Networks in E-Communication: Forum, Blog, Microblog, Wiki, Instant messaging and video conference, Use of social media; E-Work Experience and Comparison of Schools and Universities in the World and in Turkey.

EYT 599 Seminar 3+0 7,5
Characteristics of Educational Research; Major Methods and Techniques in Educational Research; Reviewing Research in National Scale and International Scale: Reviewing articles, MA and PhD theses, widely-used research methods, Examination and discussion of limitations; Research in National and International Scale: Review, discussion, and comparison.

EYT 601 Change and Transformation in Educational Administration 3+0 7,5
Impact of Transformation Processes on Social Institutions; Education as a Social Institution; Impact of Transformation Process on Educational Organizations; Factors that Necessitate Change and Transformation in Education; Types of Change and Transformation; School Principals as Change Agents in Schools; Competencies that School Principals Require in the Process of Change and Transformation.

EYT 602 Evaluative Criteria and Techniques for Educational Organizations 3+0 7,5
The Concept of Evaluation; Purposes, Principles, Scope and Methods of Evaluation; Importance of Evaluation in Educational Organizations; Factors that Necessitate Development of Evaluation Criteria and Techniques for Educational Organizations; Benefits of Developing Evaluation Criteria and Techniques for Educational Organizations; Analysis of Criteria and Techniques Developed for Educational Organizations.

EYT 603 Analysis of Educational Organizations 3+0 7,5
Characteristics of Educational Institutions; Roles of Educational Organizations in a Social System; System Approach; Importance of Analysing Educational Organizations; Methods Used for Analysing Educational Organizations; Analysis Process of Educational Organizations; Analysis of Internal and External Environment of Educational Organizations in Terms of System Approach.

EYT 604 Training of Educational Administrators and Auditors 3+0 7,5
Job and Task Description and Competencies of School Administrators and Supervisors; Importance of School Administrators and Supervisors in Turkish Educational System; Training of School Administrators and Supervisors in the Historical Process; Policies of Training School Administrators and Supervisors; Techniques and Methods for Training School Administrators and Supervisors.

EYT 605 Behaviour Management Applications in Schools 3+0 7,5
Description and Functions of Schools; Social Structure of Schools; Organizational Behaviour in Schools; Organizational Socialization; Behavior Shaping and Learning; Award and Punishment Systems in Schools; Personality; Personality Features of Teachers and School Principals; Motivation in School; Job Satisfaction; Group Processes in Schools; Conflict and Conflict Management in Schools; Stress Management in Schools; Analysis of Changing and Developing Processes in Schools.

EYT 608 Personal Development Strategies 3+0 7,5
The Concept of Personal Development; Importance, Purposes, Fundamentals and Scope of Personal Development; Factors that Necessitate Personal Development; Importance of Personal Development Strategies in the Twenty-First Century; Relations between

Personal Development and Psychology; Strategies to Develop Individuals Behaviors, Knowledge and Skills.

EYT 609 Educational Policies in Turkey 3+0 7,5
The Concept of Policy; Importance, Scope, Benefits and Principles of Educational Policies for the Educational System; Importance of Developing Educational Policies Compatible with Change Processes; Analysis of Educational Policies in Historical Development Process; Development Process of Educational Policies; Application Process of Educational Policies.

EYT 610 New Trends in Educational Administration 3+0 7,5
Elements of New Approaches in Management; Structures of Twenty-First Century?s Organizations; Strategies for School Development; Learning Organizations; Strategic Planning for Educational Organizations; School-Centered Management; Crisis Management; Change Management; Stress Management; Conflict Management; Convention Management; Image Management.

EYT 611 Education and Economic Development 3+0 7,5
The Concepts of Economic Growth and Development; Impacts of Education on Economic Development; Indicators of Economic Development; The Concepts of Effectiveness and Efficiency; The Concept of Human Capital; The Role of Education in Increasing Manpower?s Effectiveness; Economic Values of Education; Externalities of Education with Respect to Social System.

EYT 612 Strategic Leadership 3+0 7,5
The Concept of Leadership; Importance and Principles of Leadership; An Overview of New Leadership Approaches; The Concept of Strategy; Importance of Strategic Leadership; Factors that Necessitate Strategic Leadership; Importance of Strategic Leadership; Applications of Strategic Leadership in Educational Organizations; Roles of Educational Administrators in Applying Strategic Leadership in Educational Organizations.

EYT 613 Administrational Communication in Education 3+0 7,5
Meaning and Content of Communication; Importance of Communication in Social Interaction Process; Communication in Educational Organizations; Communication Obstacles in Educational Organizations; Methods of Improving Communication in Educational Organizations; Effective Communication in Educational Organizations; Educational Administrators and Communication; Responsibilities and Roles of Educational Administrators in Achieving Effective Communication in Educational Organizations.

EYT 614 Ethical Leadership and Social Responsibility in School Management 3+0 7,5
Concept of Ethics and Phases of Moral Development; Managerial and Professional Ethics; School Administrators? Ethical Leadership; Ethical and Legal Regulations; Social Factors Affecting Ethical Behaviours:

Culture, Values and Norms; Ethical Decision-making Process; Ethics Education; Identification of Problems and Solutions Related to Ethics in Schools; School Administrators? Social Responsibilityies; Development of Social Responsibility Projects in Schools: Collaboration for the projects; Implementation of Social Responsibility Projects.

**EYT 699 Seminar	3+0 7,5**
Analyses and Discussions on Current Approaches in Educational Administration and Supervision; Analyses of Researches on Educational Administration and Supervision in Turkey and in the World; Analyses of the Common Topics and Research Methods Used in Related Researches.

**EYT 790 Thesis	0+1 30,0**

**EYT 890 Thesis	0+1 30,0**

EYT 890- Thesis (Thesis Proposal)
**0	0+1 30,0**
Literature Review Based on Researches on Major Topics of the Area; Determining an Original Thesis Subject; Literature Review on the Thesis Subject; Preparing the Thesis Proposal: Determining the research problem, the reason, limitations, Writing the purposes; Determining the Method: Determining the research design, the participants, the instruments, the data analysis techniques; Reporting the Thesis Proposal.

**FEL 502 Philosophy and Science	3+0 7,5**
Discussion of the philosophical approaches; Application and evaluation of philosophical thinking and inquiry; Discussing means and principles of scientific inquiry; Relationship between philosophical and scientific thinking and inquiry; Philosophy of science; Philosophical foundations of scientific research studies; Effects of philosophy on current research practices.

**FEL 602 History and Philosophy of Science	3+0 7,5**
The Meanings of the Concepts of 'Science', 'History' and 'Philosophy'; The History, Methods and Aims of 'Science History' and 'Science Philosophy' as a Discipline; The Understanding of Science and Philosophy in Mesopotamia, Egypt and Anatolian Civilization Basins Starting from Sumerians; Ancient Aegean Civilization and the Rise of Science in the Hellenistic Period; The Place and Role of Islamic civilization, The emergence and Development of the New Mode of Knowing from the Middle Ages to the New Age; The disintegration of Science and Philosophy after the Enlightenment and the Rise of Technology.

**FOT 501 Digital Photography	3+0 7,5**
Difference between Analog and Digital Photography; Historical Progress of Digital Photography; Basic Concepts; Pixel in Digital Photography; Digital Photography with Light-Sensitive Surfaces; DSLR Cameras; Elements of Composition in Photography; Basics of Digital Photography.

**FRÖ 501 Grammar and Language Teaching	3+0 7,5**
Evolution of the Interdisciplinary Relations: From Applied linguistics to Language teaching; Principal constituent: Descriptive linguistics, Principles, Models; Functional Linguistics and Language Teaching: Phonology, Syntax; Discourse Linguistics: Theories of Enunciation, Pragmatics; Transcendental Linguistics and Language Teaching: Communicative-Cognitive approaches, Semantic grammar, Discourse Analysis, Interpretational approach in Translation.

**FRÖ 503 French Literature: Text Analysis I	3+0 7,5**
Introduction to French Literature; French Literature in World Literature; Text Study Methods: Traditional and modern methods; Text Study Application: Speech Act Theories. Writer/Narrator Reader/Narratee; Relation between Fiction and Referent: Fiction, Narrative, Discourse; Circumstantial Elements for Person, Time and Place; Comparative Studies of Novel, Poetry and Theatre Texts; Intertextuality; Text Study Samples.

**FRÖ 504 French Literature: Text Analysis II	3+0 7,5**
Narration: Stages and sequences of narration, Narrative continuity; Description: Types of Description; Description with Narration: Text slowed down by Description, Narration clarified by Description; Realistic Texts; Points of View: Unlimited, Limited, First person, Third person points of view; Critical Techniques of Novel Reading, Writer's and Narrator's Points of View: Contradictions; Text Study Samples.

**FRÖ 505 Theories of Translation	3+0 7,5**
Past and Present of Translation; Linguistics and Translation Relations: Structuralist linguistics and translation, Generative linguistics and translation; Descriptive Theory of Translation; Contrastive Theory of Translation; Interpretative Theory of Translation: Interpretation process of the original text, semantics and semantic units, Stages of the comprehension process, Stages of the original text's reformulation process; Principle and Concept of Equivalence in Translation: Semantic, stylistic and affective equivalence.

**FRÖ 506 Research on Language and Society	3+0 7,5**
Linguistics and Social Dimension of Communication: From structural tradition to sociolinguistics; Models and Methods in Ethnography of Communication; Social Determinism in Language Use: Theory of sociolinguistic codes, Functional syntax; Linguistic Change and its Social Consequences: J.A. Fischman and W. Labov; Social Context in Verbal Interaction: E. Goffman; Interaction Analyses: Research for models; New Directions : Speech acts theory, J.J. Gumperz and discourse strategies; Systemic and Symbolic Aspects in Language Use: Culture in language teaching.

FRÖ 509 Language Teaching and Translation 3+0 7,5
Purpose of Translation in Language Teaching: The significance of translation in traditional foreign language teaching methods; Translation in communicative approach; Translation as a Means and as an End: Similarities and differences; Translation as a Means: A critical view on current exercises; Three Levels in Translation as a Means: Transcoding, Verbatim translation, Creative formulation; Interpretative Theory of Translation: Implications on language teaching; The Limitations of Pedagogical Translation.

FRÖ 510 Intercultural Approaches in Language Acquisition 3+0 7,5
Relations between Language, Communication and Discourse; Variations in Communication: Psychological, social, interactional, contextual factors; Factors of Variations in Discourse: Relations, Speech Act Theory, Polyphony, Structural organization, Thematic progression, Dynamic progression, Textual organization; Interactional rules with Variations in Classroom's Applications: Distance, Speech turns, Forms of address, Forms of politeness, The Choice of subject; Principles and Instruments of Evaluation in Intercultural Approach.

FRÖ 513 Language, Culture, Communication 3+0 7,5
Antiquity and Europe; Limits of Medieval Age; Politics, Religion, Culture, Communication; Evolution of Ideas; Enlightenment and Problems; Structuring of Science and Education; New Philosophical and Cultural Tendencies; New Philosophical and Cultural Orientations: New sciences, New methods; Urban Culture and Education: New Scientific Methods in Philosophy and Social Sciences; Marx, Nietzsche, Freud; Twentieth Century, Development of Ideas: Philosophical movements, culture and communication; Language, Culture, Communication: Structuralism, Postmodernism, Digital age.

FRÖ 514 Evaluation in Language Teaching 3+0 7,5
Evaluation in French Language Teaching: Definition, Importance, Basic concepts; The Features of a Well-Designed Language Test: Applicability, Reliability, Validity; Test Types; Testing Development of Language Skills: Reading, Writing, Speaking and Listening; Different Techniques Used for Developing Skill-Based Language Tests; Testing Language Proficiency; Common European Framework of Reference for Languages; The Features of Standardized Language Tests: DELF and DALF Examinations, Objects, Principles, Examples; Self-Evaluation.

FRÖ 516 Critical Theory 3+0 7,5
Criticism: Historical evolution, Relations between philosophy, literature and history; History of Literature and Literary Criticism: Sainte Beuve, Gustav Lanson; Institutionalization of Criticism: Biographies, Author and Works; Sociological Criticism: Marx, Frankfurt School; Thematic Criticism: Gaston Bachelard; Criticism, Psychology and Psychoanalysis: Freud, Lacan; Structural Criticism: Roland Barthes, Paris School; Post-structural and Postmodern Criticism; Postmodern Thought: Derrida, Foucault and Deleuze.

FRÖ 599 Seminar 3+0 7,5
Functional-Communicative-Cognitive Methods in French Teaching: Identification of language and learning needs, Description of the linguistic contents according to the learning objectives; Methodological Choices: Conceptions on the language and the learning process, Pedagogy of learner's second language errors; Authentic documents in the Classroom, Interactive Techniques, Classroom Discourse; Listening and Reading Comprehension Activities; Speaking and Writing Production Activities; Testing: Aims, Principles, Instruments of Measure.

FRÖ 601 Materials Development I: Oral Language 3+0 7,5
Active Listening Process: Identifying the main features of oral elements, Developing and expressing ideas on subject; Factors used for determining Oral Communication: Transmitting message, Interaction with listener, Expressing personal opinion; Programming Oral Comprehension and Production Activities: Selecting subjects to teach and instruments to use, Identifying student's discussion abilities, Selecting creative exercises, Selecting and using authentic documents; Testing: Principles and materials.

FRÖ 602 Material Development II: Written Language 3+0 7,5
New Directions for Reading Activities: Identifying student's verbal needs, Preventing the fear of failure, Compensating for individual differences; Reading Strategies; Teaching Writing: Techniques used for note-taking, Pre-writing techniques, Discussion techniques, Programming writing activities; Selecting Materials for Activity; Using Authentic Documents; Testing: Principles and materials.

FRÖ 603 Theories of Speech Acts and Pragmatics 3+0 7,5
Domain of Speech Acts: Speech Acts and Pragmatics E. Benveniste and Speech Acts: Deictics, Opposition of narrative/discourse; R. Jacobson and Speech Acts: Language functions; J. Dubois and Speech Acts Theories; O. Ducrot and Semantic Function of Speech Acts; Heterogeneity in Speech Acts: Explicit and implicit forms, Reported speech; Pragmatics: Principal concepts; O. Ducrot and Pragmatics: Theory of Presupposition, Argumentation in language; Pragmatics and Discourse Analysis: Historical evolution of Discourse Analysis from speech act theory to cognitive model.

FRÖ 607 Text Analysis I 3+0 7,5
Introduction to Textual Analysis; Types and Characteristics of Texts; Literary Texts: Discourse, Narrative, Narration; Texts as Novel, Story, Poem, their Features; Poetic Language: Selected texts; Narrative Language: Selected texts; Linguistics and Text Study Methods: An introduction; Thematic Analyses; Linguistic Analyses; Semiotic Analyses; Stylistic Analyses; Studies on Models : Selected texts from Turkish and world literature.

FRÖ 608 Text Analysis II 3+0 7,5
Texts Studies according to Literary Genres; Narrative Analyses; Novel Analyses; Story Analyses; Poem Analysis; Linguistic Analysis according to Text Types; Texts Studies according to Literary Movements and Tendencies; Objective and Subjective Expressions; Realistic, Romantic, Surrealistic Expressions; Text Analysis Models with regard to these Expressions; Style Studies; Stylistic Analysis Models; Semiological Analysis Models; Text Sociology; Psychoanalytical Analyses.

FRÖ 609 General Semiotics 3+0 7,5
Introduction to Semiology; Semiotics and Linguistics; Principles of General Semiology; Greimas and Semiology; Barthes and Semiology; Paris School of Semiotics; Other Approaches in Semiology; Analysis of Literary Semiotics; Semiology and Image: Analysis of Semiological Images ; Analysis of Semiology and Painting; Analysis of Semiology and Fine Arts ; Analysis of Semiology and Performance Arts; Criticism of Semiology.

FRÖ 610 Actual Researches in Sciences of Language 3+0 7,5
Sciences of Language: Textlinguistics, Stylistics, Sociolinguistics, Psycholinguistics, Translation Studies, Semiology; Text Analyses; Semiotics: Roland Barthes, Greimas, Umberto Eco and others; Semiotic Analysis and Criticism; Translation: Theory of signification; Psychoanalysis Studies: Jacques Lacan and others; New Language Philosophies: Searle, Derrida and others; Post-structuralism: Grammatology and writing; Language in Digital Age.

FRÖ 611 Orientations in Sciences of Language 3+0 7,5
Language and Historical Evolution: Language and philosophy, Traditional philosophy of language, Rhetoric; Trends in Philosophy of Language: From Aristotle to Derrida; Ferdinand De Saussure and Post-Saussure; Twentieth Century: Anthropology, Sociology, Psychology relations; Sociolinguistics; Psycholinguistics; Semiotics; Textlinguistics; Translation Studies; Sciences of Language After Structuralism: Post-structuralism and postmodernism, Derrida, Foucault, Deleuze and others; Language in Digital Age.

FRÖ 612 Second Language Acquisition Theories 3+0 7,5
Verbal Learning: Behaviorism and Structuralism; Cognitive Approach: Cognitive psychology and language acquisition, Learnability; Sociocultural Approaches; Similarities and Differences in Native and Second Language Acquisition: Individual, situational and cognitive variables; Student's Errors and Language Acquisition Processes: Interlanguage systems; Foreign Language Acquisition in Communicative Approaches: Communicative competence, Communicative strategies, Verbal interactions; Verbal Activities and Tasks in Cognitive Approach: Listening, Reading, Writing, Oral interaction; Grammar Acquisition; Testing Verbal Acquisitions.

FRÖ 613 Novel Analysis 3+0 7,5
The Place and Importance of Novel in Literature; The French Novel; Novel and Society; Traditional and Modern Novel; Character Analysis: Persona/character, Character types, Peculiarities and functions, The status of the character in the novel; Activist Model: Activists, Subject/object, Sender/receiver, Helper/opponent; Analysis of Space: Types of space, Representations and function; Analysis of Time: External time, Internal time, Reading time; Intertextuality; Foreshadowing; Novel Analysis Examples and Exercises.

FRÖ 614 Drama Analysis 3+0 7,5
Definition of Theatre; Birth and Evolution of Theatre; Historical Structure of Theatre; Traditional Theatre; Models from Various Ages: Selected Texts from Moliere, Racine, Corneille, Musset and from Camus, Sartre; Tendencies and New Directions in Theatre; Analysis Methods; Absurd Theatre: E. Ionesco, S. Beckett, J. Genet, A. Adamov; Recent Playwrights: Yasmina Reza and Eric-Emmanuel Schmitt; Text Analysis Samples.

FRÖ 699 Seminar 3+0 7,5
Theoritical Research Techniques in French Language Teaching/Learning; Conduct a Research Project in French Language Teaching/Learning: Choosing a research topic, Stating the problem, Formulating hypotesis, Asking research questions; Research Desig, Data collection, Data analysing Procedures, Reporting Phases: Organisation of the chapters, Writing discussion and conclusion; Writing Skills; Evaluating the Research Report: Content, Organisation, Style.

FRÖ 790 Thesis 0+1 30,0

FRÖ 890 Thesis 0+1 30,0

FRÖ 890- Thesis (Thesis Proposal) 0+1 30,0
Literature Review Based on Researches on Major Topics of the Area; Determining an Original Thesis Subject; Literature Review on the Thesis Subject; Preparing the Thesis Proposal: Determining the research problem, the reason, limitations, Writing the purposes; Determining the Method: Determining the research design, the participants, the instruments, the data analysis techniques; Reporting the Thesis Proposal.

GRA 522 Introduction to Graphic Design 3+0 7,5
Defining Principles, Methods and Techniques of Effective Visual Message Design; General Knowledge of Graphic Design; Analyzing Graphic Design Techniques and Technologies; Matching Graphic Design and Application Process; Designing a Graphic According to Predefined Design Principles and Methods; Effective Usage of Graphic Design Softwares.

GRA 526 Instructional Design and Graphic Design Applications 3+0 7,5
Instructional Design and Graphic Design Concepts; Instructional Design Approaches; Components of Graphic Design: Visual, Typographic and Audio Components; Interrelationship between Instructional Design and Graphic Design; Software for Educational Graphic Design Production: Adobe Illustrator, Adobe Photoshop, Adobe Flash Professional; Instructional Graphic Design Production: Emblem, Logo, Poster, Interface Design; Evaluation of Instructional Graphic Design Applications.

GYÖ 501 The Field of Developmental Disability 3+0 7,5
Definition of Developmental Disability: Terms and definitions; Developmental Theories: Intellectual development and development of adaptive functions; Diagnosis and Assessment of Developmental Disability; Approaches, Instruments and Clinical Judgment; Causes of Developmental Disabilities and Prevention; The Relationships between Developmental Disabilities and other Types of Disabilities; Environmental Factors Influencing the Psychosocial Functions of People with Developmental Disability; Psychosocial Characteristics of Persons with Developmental Disabilities: General characteristics, Demographic characteristics, Motivational and Socio-behavioral characteristics, Learning characteristics, Language and speech characteristics, Physical health characteristics and Educational characteristics.

GYÖ 503 Teaching Methods 3+0 7,5
Concepts of Learning, Teaching and Instruction; Content Instruction: Adaptation of content for basic skills for students with special needs, Adaptation of content of subject area; Improving Written and Oral Communication; Participating Parents of Students with Special Needs; Opportunities of Independent Practice; Strategy Teaching versus Content Instruction; Strategy Teaching: Development of self awareness and assertiveness skills of students with special needs, Using independent learning strategies effectively, Examples of successful learning strategies; Natural Instruction: Activity- based instruction, How to use activity-based instruction?, Why to use activity based instruction?; Incidental Teaching: Establishing daily routines; Cooperative Learning: School-wide peer tutoring, Strategies of peer tutoring.

GYÖ 507 Early Education and Family Education 3+0 7,5
Early Education; Family and Early Education Services: Definitions and concepts, Purpose of Early education, Family role during early education, Levels of early education settings; Early Special Education and Early Special Education Services: Definitions and concepts, Home-base and center-base early education services; Small Steps Program: Description of program and development levels; Family Education Services: Guidance for family, Teaching skills, Teaching behavior management; Teaching Implementing Skills of Small Steps Program: Implementation and Instruction.

GYÖ 511 Inclusion and Support Services 3+0 7,5
Examining the needs and environmental characteristics of children with mental retardation; Determining the educational choices provided to the children with mental retardation; Providing included environments; Placement of child with mental retardation to the appropriate environment; Determining the educational needs of the child with mental retardation; Preparing individualized education programmes; Application of inclusion in Turkey: problems and suggestions.

GYÖ 516 Teaching Functional Academic Skills 3+0 7,5
Overview of Functional Academics: The Importantance of Functional Academic Skills, Selecting Functional Academic Skills for Instrution; Anallysing Academic Skills; Teaching Strategies for Functional Academic Skills, Different Formats for Instruction; Prompting and Feedback Procedures, Designing and Selecting Materials to Encourage Learning, Planing Instruction and Implement.

GYÖ 517 Teaching Non-Academic Skill 3+0 7,5
Basic Concepts: Independent life skills, Academic and nonacademic skills; Skill Instruction: Task analysis, Measurement of skills, Active student response, Systematic feedback, Stimulus control, Generalization and maintenance; Teaching Non-academic Skills: Gross motor and fine motor skills, Interpersonal social skills, Self-care skills, domestic skills, Information for community, employment skills, Preparing to job, vocational behavior.

GYÖ 518 Educating Children With Autism 3+0 7,5
Features of Autism and Diagnosis; Education and Therapy Services for Children with Autism; Overcoming Behavior Problems; Identifying Educational Goals; Planning and Implementing Effective Instruction: Arranging the physical environment, Using visual strategies, Presentation types, Prompt usage, Error correction; Facilitating Communicative Skills: Supporting communication development, Incidental teaching, Teaching alternative communication skills; Teaching Social Skills and Competence; Teaching Play Skills; Teaching Life Skills.

GYÖ 519 Errorless Training Methods 3+0 7,5
Learning-Teaching: Effective teaching, Stimulus control; Effectiveness-Efficiency: Social validity, Instructional arrangements, Observational learning, Acqusition of non-target information; Levels of Learning; Single-Subject Research Models: Reliability, Graphical analysis; Errorless Training Methods and Basic Concepts; Progressive Time Delay; Constant Time Delay; Least-to-Most Prompting; Most-to-Least Prompting; Antecedent Prompt and Testing; Antecedent Prompt and Fading; Graduated Guidance; Simultaneous Prompting; Naturalistic Teaching Methods.

GYÖ 520 Individualized Education Plans (IEPs) and Individualized Instruction 2+0 7,5
Individualized Education Plans (IEPs); The elements of the IEPs, Developing the IEPs, Curriculums (Preschool, Kindergarten, and Elementary School Curriculums): Assessment tools and Detailed assessment; Goals and

objectives; Short-term goals and identifying introductory behaviors of student in instructional goals by detailed assessment of the target student; Preparing IEP by identifying instructional goals, instructional procedures and procedures for monitoring progress; by integrating individual goals into Daily Lesson Plans, suggesting instructional examples and making instruction individualized in target student's classroom.

GYÖ 521 Teaching Practice in Special Education 3+4 7,5
Anecdotal Observation in the School for Students with Intellectual Disabilities and Autism; Identifying and Recording Inappropriate Behaviors of Students with Developmental Disabilities; Defining Inappropriate Behaviors: Graphing baseline data, Functions for Inappropriate Behaviors; Identifying, Implementing and Monitoring Intervention Methods; Identifying Effective Reinforces for Students with Disabilities; Appropriate Use of Reinforcements; Fading of Reinforcement.

GYÖ 522 Development of Social Competencies 3+0 7,5
What are Social Skills?; Why Should Be Taught Social Skills?; What are the Requirements for Effective Teaching of Social Skills?; Concepts Related with Social Competence and Components of Social Competence: Social competence, Social skills, Social incompetence, Components of social competence: Self-regulation, Interpersonal information and skills, Positive self-perception, Cultural competency, Acceptance of social values, Planning and decision making; Theories Underlying the Development of Social Competence; Assessment of Social Competence and Social Skills, The Intervention Strategies for The Development of Social Competence; Video Modeling; Game for Developing of Social Competence; Social Stories; Incidental Teaching; Peer Tutoring and Cooperative Learning; Providing Maintenance and Generalization of Social Competence; Social Validity.

GYÖ 523 Assessment and Individualization 3+0 7,5
Basic Concepts Regarding Measurement and Evaluation in Special Education; Goals of Evaluation in Special Education; Formal and Informal Assessment Techniques; What is Individualized Education Program and Where and by Whom it was Developed?; Components of Individualized Education Programs: Determining current levels of performance, Identifying and writing long-and short-term objectives, Determining special education and support services, Service plans, Family service plans and transition plans; Individualization of Instruction

GYÖ 524 Experience in Special Education Schools 2+4 7,5
Special Education Service Providers and Integration Carried Out in Schools in Order to Gain Experience in School Education and Training; Applications Participant Observers; Special Education Services the to School or Institute that Carry out Administrative Structure, Organizational Scheme, Structure of Organization for students, Structure ofthe Institution for Personnel,

Program/Programs, Individualized Education Programs, the IEP Development Team, Team Work Style, Classroom Teaching and Teaching Preparation for Planning Activities; A Systematic Process of Observation and Reporting in Educational Environments, Determining Problems of Special Education Teachers, Classroom Teachers, Guidance Teachers and Other Related Personnel Encountered by Interviewing. Preparing A Presentation, Discuss Possible Solutions to Identified Problems.

GYÖ 525 Communication and Language Skills of Children with Developmental Disabilities 3+0 7,5
Essential Concepts: Communication, language and speech, Characteristics of language, Components of language, Theories of language acquisition; Characteristics of Normal Language Development: Characteristics of language development during infancy and toddlerhood, Characteristics of language development during preschool years, Characteristics of language development during school years, Language acquisition and literacy problems; Communication, Language and Speech Disorders; Language characteristics of individuals with intellectual disabilities, Language characteristics of individuals with down syndrome, Language characteristics of individuals with autism spectrum disorders, Language characteristics of individuals with cerebral palsy.

GYÖ 530 Term Project 3+0 0,0
Literature review of the field of Developmental Disabilities and Topic Selection; Summary and Interpretation of the literature on the selected topic; Preparing the Plan of Review Report; Revision and Edition of the Plan; Preparation of the Report; Revision and Edition of the Report; Identifying the research problem and research questions; Planning the Introduction; Preparing the Introduction and Research Questions; Revision and Edition; Preparing the Research Proposal; Revision and Edition.

İEÖ 501 The Language /Communication Theories in Normal Hearing and Hearing Impaired Children 3+0 7,5
The Definition of Language: The specialties and components of language; The specialties of Turkish; The Language Acquisition Theories in Normal Hearing and Hearing Impaired Children: The Behaviorist Perspective; The Cognitivist Perspective; The Nativist Perspective and Interactionist Perspective; Comparison of Theories; The Importance and Place of the Theories in Practice; The Phases of Language Development: Preverbal stage: Starting to communicate, Development of the meaning in time; The Verbal Stages: The first words, Combining the words, The increase of complex utterances, The complex utterances and the grammatical refinements; The Verbal Language Analysis Procedures.

İEÖ 502 Learning Difficulties and Treatment 3+0 7,5
Learning Difficulties in School Age Children and Students: Terms, Definition, Classification; Diagnostic Methods; Assessments with Diagnostic Tests; Hyperactivity and

Concentration Problems; Reading-Writing Problems; Learning Difficulties in Mathematics; Grapho-Phonemic and Articulatory Difficulties; Counseling Services for Teachers; Counseling Services for Parents.

İEÖ 504 Helping Hearing Impaired Children Develop Spoken Language 3+0 7,5
Theories Supporting Spoken Language Development in Hearing Impaired Children; Audiological Foundations for Development of Spoken Language in Hearing Impaired Children; Factors Affecting the Development of Spoken Language in Hearing Impaired Children; Factors Inherent in the Child; Factors Inherent in the Teachers; Therapists and Parents Communicating with the Child; Activities for Spoken Language Development; Environments Supporting Spoken Language Development; Communication Techniques and materials used towards this purpose.

İEÖ 505 Development of Reading and Writing Skills in Hearing Impaired Children 3+0 7,5
Description of Reading, Understanding and Analysis, Relation and Importance among them; The relations between Reading, Writing, Listening and Speech: Theories on the development of reading and writing skills of the hearing impaired, Application and evaluation in classroom, Preparing Reading and Writing programs for pre-school and primary school: Application of the program for the hearing impaired, Informing parents on reading and writing, Importance, preparation, evaluation and application of activities on grammar.

İEÖ 506 Audio Logical Management for Hearing Impaired Children 3+0 7,5
Early Identification Methods for Hearing Impaired Children; Types of Amplification; Hearing Aids: Body hearing aids, Postural hearing aids, Hearing aids, Hearing glasses, Programmable hearing aids, Radio Hearing Systems, Group Hearing Aids; Factors affecting the Performance of Hearing Aids; Effective use of Hearing Aids, Subjective and Objective Methods for Hearing Aid Checks, Planning for Optimal Acoustic Conditions and organizing the Listening Environments for Hearing Impaired Children. Individual Case Management Studies.

İEÖ 507 Science Education of Hearing Impaired Children 3+0 7,5
General Outlines of Science Education Program: Teaching the subject of our world to Primary School 4th grade level: Teaching materials about the subject, Teaching techniques; Back-up activities; Application Evaluation: Teaching about the Sky, Water on earth, Atmosphere, Matter and energy, Living creatures and their diversity; Man and his environment . At Primary School 5 th Grade Level: Teaching about our body, Diversity of creatures, Man and his environment, Matter and energy, Natural resources.

İEÖ 508 Social Science Education of Hearing Impaired Children 3+0 7,5
The Subjects of Pre-school Group Language Lessons: Teaching materials, Techniques, Back-up activities, Evaluation, Application; The Subjects of Primary School First Grade; Social Science Education: Teaching materials, Techniques, Backup activities, Evaluation, Application; The Subjects of Primary School Second Grade Social Science Education; The Subjects of Primary School Third Grade Social Science Education; The Subjects of Primary School Fourth Grade Social Science Education; The Subjects of Primary School Fifth Grade Social Science Education.

İEÖ 509 Mathematics for the Hearing Impaired 3+0 7,5
Program in Maths: Pre -school and primary school programs on Maths, Description of concepts; Techniques in Teaching Mathematical Concepts to the Hearing Impaired; Preparing Maths Program in Pre-school and Primary School Levels and Individualization of the Programs, Preparing Materials, Evaluation; Relation Among Reading, Writing and Mathematics.

İEÖ 510 Current Trends in Parent Guidance 3+0 7,5
Aims of Parent Guidance for Hearing Impaired Infants, Different Philosophies in Parent Guidance: Medical models, Family centered models; Role of Families in Development of Their Hearing Impaired Children, Description of Professional and Family Cooperation, Creating the Cooperation between Families and Professionals, Parent-Child Interaction: Evaluation of the interaction, Suggesting new ideas to enhance the interaction, Keeping records, Evaluation of video exerts.

İEÖ 512 Developing Assessment Instrument in Special Education 3+0 7,5
Main Concepts in Special Education for Measurement and Evaluation; Objectives of Evaluation in Special Education; Processes of Evaluation; Pedagogical and Medical Evaluation Approaches; Steps of Pedagogical Evaluation; Formal Evaluation Techniques; Standardized Measurement Tools; Criterion Referenced Tools; Individual Based Evaluations; Development of Measurement Tools: Preparing measurement tools for determining children's performance and developments in some fields, Practicing, Interpretation, using gathered data.

İEÖ 514 Communication Approaches used in the Education of Hearing Impaired Children 3+0 7,5
History of Deaf Education and Methods used: Methods that use the support of sign systems, Sign language, Finger alphabet, Signed English, Paget-Gorman sign language, Cued speech, Total communication; Methods that do not use the support of Signing Systems: Structured Oral method, Van Uden method; The Natural Auditory-Oral approach; Acoupedic Approach/Unisensory method; Comparative Analysis of the methods that use Sign Systems Versus Oral Methods.

İEÖ 515 Speech Characteristics of Hearing Impaired Children 3+0 7,5
Speech, Production and Acquisition: Importance of Speech in Communication, Speech organs, Characteristics of speech segments, Characteristics of phonemes and Prosody;

Acquisition of Speech in Hearing Impaired Children; Characteristics of Speech in Hearing Impaired Children, Variation in Phonemic and Prosodic Production Characteristics; Intelligibility of Speech; Evaluation Methods of Speech Intelligibility, Phonemic and Prosodic Characteristics Affecting Intelligibility of Speech.

İEÖ 516 Applied Behavior Analysis 3+0 7,5
Behavioral Approach; Applied Behavior Analysis: Definition, Principles; Writing Behavioral Objectives: Principles; Identifying Target Behavior: Definition of target behavior, Types of behavior, Anecdotal recording and ABC; Measurement and Recording of Permanent Behavior Products: Event recording, Time recording, Latency recording, Time sample recording, Reliability; Analysis of Graphs: Interpretation and drawing graphs about data of target behavior; Increasing Behaviors Methods, Decreasing Behaviors Methods; Levels of the Behaviors: Acquisition, Fluency, Maintenance, Generalization.

İEÖ 517 Teaching-Learning Models and Teaching Strategies to Hearing Handicapped Children I 7+0 7,5
Assessing Language Level of Hearing Impaired Children; Determining Objectives for Speech Fluency and Functional Usages of Language: Determining objectives semantics and syntactic; Asking Questions Which Helps Children to Use Functional Usage of Language; Preparation and Development of Lesson Plans and Materials According to Objectives: To evaluate the lesson which is applied of hearing impraired children

İEÖ 518 Teaching-Learning Models and Teaching Strategies to Hearing Handicapped Children II 7+0 7,5
To Make Detailed Group Language Lesson Plan According to Curriculum: Asking questions each individual child according his or her hearing and language level, giving each child conversation opportunity; Determining Objectives of Language and Academic skills: Preparation and development of lesson plans and to apply it according to objectives; To Evaluate the Lesson Which is Applied and Writing Report.

İEÖ 519 Teaching-Learning Models and Teaching Strategies to Hearing Handicapped Children III 7+0 7,5
Designing and implementing a coherent communication program tailored to the current level of language development and communication skills of hearing impaired children: Assesing hearing impaired children's language and communicative competence, both spoken and written, monitoring and promoting speech and language development in hearing impaired children. Teaching reading and writing skills: Developing reading comprehension, teaching reading and writing strategies, assesing reading and writing strategies. Developing listening skills, assesing listening skills. Making maximum use of visual resources.

İEÖ 520 Educational Evaluation of Hearing Impaired Individuals 3+0 7,5
Assessment and Evaluation: Basic concepts and the importance of assessment and evaluation; Basic Characteristics of Assessment Tools, Educational evaluation, Definition, Its characteristics, Functions, Importance and Application; The weaknesses and Powers of the Assessment and Evaluation Approaches; Test Plan: Preparation, Application, Assigning test points, Utilizing the evaluation results; Measuring the cognitive, Affective and psycho-motor behaviors; Norm Referenced Tests; Criterion Referenced Tests; Performance Evaluation techniques.

İEÖ 521 Inclusive Practices for Hearing Impaired Children 3+0 7,5
An Overview of Present Situation of Hearing-Impaired Children in Schools; Arranging School Environments for Needs of Hearing-Impaired Children; Special Education Support Services Provided Based on the Needs of Hearing-Impaired Children; Organization of Training Programs Based on the Needs of Hearing-Impaired Children; Teaching Practices for Improving Social Skills and Academic Performance.

İEÖ 522 Introduction to Audiology 2+2 7,5
Anatomy and Physiology of the Ear; Classification of Types and Degrees of Hearing Loss; Causes of Hearing Loss; Tests of Hearing: 1. Objective Tests ABR, OAE, ASSR, Acoustic impedance, 2. Behavioral Tests Reflex tests, Distraction tests, Visual reinforcement audiology, Pure tone audiometry, Aided thresholds, Speech perception tests; Hearing Aids: 1. Analogue Hearing Aids, 2. Digital Hearing Aids; Additional Systems Used to Support Hearing Aids; Cochlear Implants and Their Use.

İEÖ 524 Teamwork in Inclusive Settings for Students with Hearing Impairment 2+2 7,5
School and Community Support Networks and Cooperation; Conducting Effective Teamwork; Alternative Cooperation Strategies for Increasing Success in Inclusion; Constructing Teams in Schools for Effective Inclusion; Team Dynamics; Strategies for Effective Teamwork; Possible Problems and Solutions During Teamwork; Analysis of Sample Cases.

İEÖ 526 Reading and Writing Skills Assessment of Hearing-Impaired People 3+0 7,5
Reading and Writing Difficulties in Hearing-Impaired People; Purpose of Assessment of Reading and Writing Skills; Methods of Reading and Writing Skills Assessment: Formal assessment, Informal assessment; Planning of Activities After Assessment; Analysis of Research on Assessment of Reading and Writing Skills of Hearing-Impaired People.

İEÖ 599 Seminar 3+0 7,5
Literature Search for Hearing Impaired Children and their Education : Identification of a sub topic; Literature search

for the identified sub topic; Planning of the final report of the researched topic, Preparation of the report; Presentation of the report, Identification of research requirements according to the report: Preparation of Research Proposal: Presentation of Research Report

İEÖ 601 Research in Education of Hearing Impaired Children 3+0 7,5
Studying Methods and Methodology in Educational Research, specifically in the Field of Education of the Specifically Hearing Impaired; Evaluating those Techniques and Procedures used to gather data for Inference and Interpretation, for Explanation and Prediction; Analyzing the Methods used in the Light of Limitations; Discussing the Consequences, the Results and the Generalizations and Understanding the Process of Scientific Enquiry; Studying Dissertation theses and Masters theses; Studying Research-based Articles; Studying Articles Printed in Refereed Journals published in Turkey and abroad; Studying Research conducted with Normal-hearing Children in Similar Fields of Practice.

İEÖ 602 Hearing Impaired Children and the Education of Integration 3+0 7,5
An Overview of the Present Situation of Hearing Impaired Children in the Mainstream; Factors Affecting Language and Speech of Hearing Impaired Children; Management of the Environment; Meeting the Needs of Hearing Impaired Children, Principles and Suggestions Towards Helping Hearing Impaired Children Develop Language and Become Better Communicators; Language Skills Enabling Academic Learning; Skills for Comprehension of Language Spoken Language; Use of Spoken Language, Speech Intelligibility; Reading-comprehension skills, Other factors supporting Academic Learning.

İEÖ 603 Anatomy and Physiology of the Ear 3+0 7,5
Anatomy of the Ear: Function and formation of Outer and middle ear, Function and formation of normal cochlea, Function and formation of hearing nerves, Function and formation of brain stem; Hearing Loss; Cause of hearing Loss: Cochlear Hearing Loss: Effects of Cochlear Hearing loss on Discrimination of Frequency; Effects of Cochlear Hearing Loss on Discrimination of Loudness; Advantage of Hearing with both Ears; Discrimination of Speech.

İEÖ 604 Psycholinguistic Research 3+0 7,5
Defining Psycholinguistics; Fields of Psycholinguistics; Comprehension; Defining Language Concepts in Terms of Psycholinguistic: Language and Thought; Language and its Biological Characteristics; Perception and Production of Speech; Defining Morphological, Syntactic and Semantic Processes; First Language Acquisition; Linguistic and Cognitive Limitations in First Language Acquisition; Defining Meta-Language; Language Disorders.

İEÖ 608 Research on Reading and Writing Skills of the Hearing Impaired 3+0 7,5
Discussions on Literature about the Relation between Reading, Writing and Speech; Literature on Analysis and its Importance, Latest Research on Reading and Writing Skills of the Hearing Impaired; Discussions on Research about Teacher, Parents and Student supporting each other on Reading and Writing Skills; Discussions on theses written in Related Fields.

İEÖ 609 Clinical Audiology 3+0 7,5
Hearing Loss: Classification; Tests of Hearing: Behavioral tests, Objective tests; Using Test Battery in Evaluation of Hearing; Assistive Devices for the Hearing Impaired: Hearing aids, FM systems, Speech training units, Infra red systems, Comparison of these systems; Cochlear Implants in Profound Hearing Losses.

İEÖ 611 Cochlear Implants 3+0 7,5
Cochlear Implant Systems; Evaluation of Candidates; Cochlear Implants in Children: Audiological evaluation, Medical evaluation, Electrophysiological tests; Programming the Speech Processor; Coding Strategies; Post-Implant Rehabilitation; Expected Progress: Monitoring and Evaluating Progress to create realistic expectancies in families; Pre and Post Implant Cooperation with Families.

İEÖ 613 Teaching and Learning With Respect to Hearing Impaired Children I 7+0 7,5
Aims and objectives in education; General aims and objectives in primary education, general aims and objectives in hearing impaired childrens' education, objectives in individualised learning. Curriculum planning; Context and levels of planning, the elements of planning, characteristics of the curriculum, progression in the curriculum, differentiation matching childrens? abilities, a planning sequence. Approaches to the primary curriculum; Subject-based and topic-based approaches, topic plans for different age groups, making weekly and daily plans.

İEÖ 614 Teaching and Learning With Respect to Hearing Impaired Children II 7+0 7,5
Organising learning environments; Organisation of the children, organisation of the classroom, advantages of group work, advantages of individual work, the physical environment, the use of space, resources. Teaching and learning styles in primary classrooms; The relationships and interactions between teachers and children. Evaluation; Assessment strategies, the strengths and weaknesses of different assessment methods, ongoing assessment, encouraging hearing impaired children to monitor their own learning, teacher?s evaluation, self- evaluation.

İEÖ 615 Language and Cognitive Development ın Hearing-Impaired Children 3+0 7,5
The influence of hearing loss on psychosocial, cognitive and linguistic development of children who are hearing impaired. Information processing model; Components of cognition including sensation, perception and memory systems according to findings of cognitive sciences. Forms of representations; The relationships between symbolic play development, language and cognition. Language and thought, the social-cognitive nature of learning, the zone of proximal development, linguistic strategies indicating

cognitive activity, encouraging cognitive development and fostering language abilities in hearing-impaired children.

İEÖ 616 Counselling Parents Who Have a Hearing Impaired Child and Practice 1+2 7,5
Concept of Family Counseling: Models Explaining Family Dynamics and Emotional States: Cognitive models, Ecological models, System theories; Support Provided to Parents: Estimating Goals, Techniques and Strategies, Evaluating Parent-Professional Relationship, Evaluating Results; Working with a Family; Implementing New Techniques and Strategies in Sessions; Evaluating Sessions.

İEÖ 617 Anatomy and Physiology of Hearing (Auditory) System 3+0 7,5
Importance and Functions of Human Auditory System; Anatomy of the Ear: Structure and functions: Ear membranes and ear ossicular system; Normal Cochlea: Function of the organ of Corti; Hearing Nerve; Function and Structure of Peripheral and Central Neural Pathways of Auditory System: Advantages of hearing with both ears and superiority of air conduction to bone conduction; Basic Types of Hearing Loss; Rinne and Weber Tests; Hearing Loss: Broca and Wernice aphasias.

İEÖ 699 Seminar 3+0 7,5
Writing a Research Proposal about Individuals with Hearing Loss: Literature review, Determining a research topic, Developing an outline about the topic, Literature review about the topic, Grouping the resources, Writing the text and review and revise it; The Content of the Text: Conceptual and theoretical frame; Research findings, Research problem, Purpose, Significance, Research questions; Oral and Written Presentation of the Developed Text; The Rules of the Oral and Written Presentation; Analyzing and Evaluating Research Articles; The Citation Rules.

İEÖ 790 Thesis 0+1 30,0

İEÖ 890 Thesis 0+1 30,0

İEÖ 890- Thesis (Thesis Proposal) 0 0+1 30,0
Literature Review Based on Researches on Major Topics of the Area; Determining an Original Thesis Subject; Literature Review on the Thesis Subject; Preparing the Thesis Proposal: Determining the research problem, the reason, limitations, Writing the purposes; Determining the Method: Determining the research design, the participants, the instruments, the data analysis techniques; Reporting the Thesis Proposal.

İNÖ 501 Methodology in ELT 3+0 7,5
The Role, Purpose and Future of English Language Teaching; Historical Background of Language Teaching Methods; Teacher and Learner Roles in these Methods;

Current Teaching Approaches and Methods; Learner-Centered Teaching; Learner Autonomy and Independence; Humanistic Approach; Communicative Approach; Task-Based Learning; Constructivism; Holistic Approach; Cooperative Learning; Teaching Methods and Learner Factors; Age, Needs and Proficiency Level.

İNÖ 507 Approaches in Foreign Language Teaching to Young Learners 3+0 7,5
Basic Principles of Foreign Language Teaching to Young Learners; Development of Children: Physical, Psychological, Emotional, Cognitive and language development; Language Learning Differences Between Young Learners and Adults; Theories of Language Teaching to Young Learners; Lowering the Age of Foreign Language Teaching and its Problems; Expectations in Early Foreign Language Teaching: Principals of school, School Directors, Teachers, Families, and children learning foreign language; Approaches in Foreign Language Teaching to Young Learners and Basic Language Skills: Teaching Vocabulary, Listening comprehension, Speaking, Reading and Writing; Classroom Management and Discipline.

İNÖ 509 Individual Differences in English Language Teaching 3+0 7,5
Individual in the Learning Process; Factors affecting the Individual Student in Learning another Language: Language anxiety; Aptitude; Motivation; Ego-Boundaries and Tolerance of Ambiguity; Self-esteem; Risk-Taking; Other Cognitive and Affective Factors, The Related Studies and their Classroom Implications; Affect and the Role of Teachers in the Development of Learner Autonomy; Cooperative Learning; Humanistic Approach; Learner-Centered Approach; Affect in the Classroom; Problems, Politics and Pragmatics.

İNÖ 512 Critical Thinking and Language Teaching 3+0 7,5
What is Critical Thinking? The Role of Cognitive and Metacognitive Skills in Thinking Critically; How to improve Critical Thinking Skills: Development of problem solving skills, Reasoning, Analyzing arguments, Decision making, Creative thinking; Critical Thinking and the Language Teacher; Tasks for students to improve their Critical Thinking Skills.

İNÖ 513 Classroom Observation and Evaluation in ELT 3+0 7,5
Self Evaluation; Being Observed; The Teacher as a Researcher; Introduction to Classroom Research; Classroom Observation Techniques: The technique of selective verbatim, Observational records based on seating charts, Wide-lens techniques, Checklists and Timeline Coding; Clinical supervision cycle: Pre-observation, Observation, Post-observation.

İNÖ 516 Literature in English Language Teaching 3+0 7,5
Reading and Teaching Reading in a Foreign Language; Literary Texts and Teaching Advanced Reading; Selection

and Characteristics of the Literary Text in a Foreign Language: Linguistic level of the text, Pedagogical role of the text: Its relationship with real life, Students? ability to relate it to their experiences; Types of Literary Text: The Short Story, Novel, Poetry, Drama, Literary criticism; Discourse of the Text: Description, Humor, and etc; Using Various Text Types in Foreign Language Reading; In-Class Reading and Extensive Reading.

İNÖ 518 Intercultural Communication and Language Teaching 3+0 7,5
Language and Culture: What is culture? Basic Concepts, Structures, Values. Behaviors, Sociocultural factors. Cultural differences, Cultural variations studies on Culture: Intercultural communication; Culture and Discourse; Meaning of Cultural Studies: Teaching Culture in foreign language classes; Comparative Studies on Cultural Differences: How should foreign language teachers deal with culture? Text book evaluation; Culture in translation.

İNÖ 519 Evaluation Techniques 3+0 7,5
Research Methodology; Validity; Reliability; A Review of Evaluation Techniques; Principles of Evaluation Techniques; Data Collection Instruments; Questionnaire; Common Errors in Questionnaire Design and ways to avoid these errors; Problem Checklists; Common Errors in Problem Checklist Design and the ways to avoid these Errors; Likert Type Scales; Common Errors in Likert Type Scale Design and ways to avoid these errors; Comparing Questionnaires, Problem Checklists and Likert Type Scales; Achievement Tests and the Ways to Design these Tests.

İNÖ 520 Principles of Testing and Evaluation in Foreign Language Instruction 3+0 7,5
Evaluation in Foreign Language Instruction: Definition, Basic concepts, Various test preparation and evaluation techniques; Test Types: Testing development of language skills; The Features of Standardized Language Tests: TOEFL, TOEIC, IELTS, Cambridge Examinations, Michigan Examinations.

İNÖ 521 Phonology and Language Teaching I 3+0 7,5
Phonology: Basic concepts, Phonemes in Turkish and English, Similarities and Differences in two languages; The Role of Phonology in Language Teaching; Teaching Pronunciation: What is teaching pronunciation? Pronunciation from the perspectives of language teaching approaches, Traditional and current approaches in teaching pronunciation; Analyzing how EFL Course-Books approach teaching Pronunciation.

İNÖ 523 Cooperative Learning and Language Teaching 2+0 7,5
Helping MA students gain awareness of using Group Work Activities in Language Classrooms; Why Cooperative Learning?; The history, definition, basic features of Cooperative Learning; The Effect of Cooperative Learning on Language and Cognitive Development; Cooperative Learning, Motivation and Academic Achievement; The Role of the Teacher in Cooperative Learning; Steps of Efficient Cooperative Learning: Preparing the students, Organizing group work activity, assigning roles to each student; Practice: Evaluation of MA Students? Group Work Activities.

İNÖ 525 From Theory to Practice In Foreign Language Reading 3+0 7,5
What is Reading?: Purposes of reading, Reading and communication, Reading and meaning; Text and Discourse: Discourse types, Text unity and coherence; Reading in a Foreign Language Class: Purposes of reading program, The roles of teacher and student, Procedures for learning to read; Planning of Teaching Reading: Text choice, Various reading activities, Testing reading skill.

İNÖ 526 The Relationship of Language Variation and Society 3+0 7,5
Language variation:Relationship of language with society;language use;occupational language;differences of usage;causes of differences ; aim of usage.Language and identity:language use and identity;through the usage of speech variation and the expression of identity.Language and power:relationship of language with power;how power is manifested in language use.Differences of woman's language;effects in society.Language choice according to the addresse:politeness strategies.

İNÖ 529 Teaching Skills in ELT I 3+0 7,5
The use of Interactive Model for Skill Development; The Role of Context in Grammar Teaching; The Comparison of Traditional Methods with Task- Based and Learner-Centered Methods; The Place of Awareness-Raising Activities in Language Teaching; The Development of Vocabulary Learning Strategies and Teaching Techniques; Preparing Activities for the Development of Reading Skills; Approaches to Teaching Reading; Similarities between Reading and Listening and Techniques for the Development of Listening Comprehension; Current Approaches in the Development of Speaking and Writing Skills.

İNÖ 530 Teaching Skills in ELT II 3+0 7,5
Revision on teaching grammar, vocabulary and reading; New approaches and teaching listening; Research on teaching listening kills; Analyzing current articles on listening comprehension; Teaching listening skills: Demo, reflection and evaluation; New approaches and teaching speaking; Research on teaching speaking skills; Analyzing current articles on speaking; Teaching speaking skills: Demo, reflection and evaluation; New approaches and teaching writing; Research on teaching writing skills; Analyzing current articles on writing; Teaching writing skills: Demo, reflection and evaluation.

İNÖ 532 Social and Individual Factors in Language Teaching 3+0 7,5
Affective domain of Language Learning; Humanism in Language Learning; Learner autonomy; Learner Motivation; Self Esteem; Foreign Language Anxiety; Aptitude; Teachers' role in creating a humanistic learning environment; Teacher Motivation; Reflective teaching;

Group dynamism; Cooperative Language Learning; Affective testing; The role of society in language teaching; Social Psychological Perspective on Second Language Acquisition; Language Policy and planning.

İNÖ 533 Challenge and Change in English Language Teaching and Teacher Education 3+0 7,5
Teacher professional identity; Teacher enthusiasm; Efficacy changes; The attraction of teaching; Career theories; Epistemological beliefs; The relationship between epistemological beliefs and conceptions of English language teaching and learning; Major recent changes in the theory and practice of English language teaching; The effects of educational changes on morale; Jjob satisfaction and motivation of English teachers; Teachers burnout; Reforming teacher education: Thinking globally to prepare pre-service teachers for English classrooms of the 21st century; Mentoring in English teacher education.

İNÖ 534 Instructional Pragmatics 3+0 7,5
Pragmatics; Field and Scope; Concepts and Facts in Pragmatics; Speech Acts: Locution, 1Ilocution and Perlocution; Factors Affecting the Usage of Language; Paralinguistic Reasons and the Interaction of Linguistic Structures; The Place of Pragmatics in Language learning and Teaching; Studying the language in Terms of Its Functions; Difference Between Sentence Meaning and Utterance Meaning; Interdisciplinary Approaches to Research on Language Use; Bridging Teaching, Research, and Teacher Education.

İNÖ 535 Technology in English Language Teaching 3+0 7,5
Digital Natives and Digital Immigrants; Technology in Teacher Education; Pedagogical Theories and Use of Technologies in Learning; Research on Technology and Teacher Education; Technological, Pedagogical and Content Knowledge (TPACK) in English Language Teaching; Web 2.0 Tools in ELT; Social Networking in ELT; Technology and Pre-Service Teacher Education; Technology and In-Service Teacher Education; Technology and Teacher Professional Development; Technology and Assessment; The Future of ELT in the Digital Age.

İNÖ 537 Affective Factors of Foreign Language Teachers 3+0 7,5
Affect in Foreign Language Learning and Teaching; Anxiety in Language Teachers; Theories of Motivation; Motivational Factors; Self-efficacy, self-esteem, and self-confidence and Language Teaching; Factors Leading to Stress and Burnout; Teacher Beliefs in Foreign Language Learning and Teaching; Strategies to Overcome Negative Affective Factors; Methods in Studying Affective Factors; Implications of Teacher Attitudes and Beliefs on Language Teaching; Affect and Language Teaching Theories.

İNÖ 539 Research in ELT 3+0 7,5
Definition of Research; Terminology Related to Research; Importance of Research; Steps in a Research Process;

Characteristics of Quantitate and Qualitative Research; Types of Design associated in Quantitative Research: Experimental designs, Correlational designs, Survey designs; Types of Design Associated with Qualitative Research: Grounded theory designs, Ethnographic designs, Action research designs; Collecting Quantitative Data; Analyzing and Interpreting Quantitative Data; Collecting Qualitative Data: Questionnaire, Interview, Observation; Analyzing and Interpreting Qualitative Data: Content analysis; Critical Analysis of Research Articles in ELT; Designing a Research in ELT.

İNÖ 599 Seminar 3+0 7,5
Stages of a Scientific Research; Choosing a Research Topic; Stating the Problem; Formulating Hypothesis; Asking Research Questions; Research Design; Data Collection; Data Analysis Procedures; Reporting Phases; Writing the Report; Organization of the Chapters/Sections; Writing Discussion and Conclusion; Citation Rules, Writing a Bibliography.

İNÖ 601 Contemporary Issues in Language Teaching 3+0 7,5
Reading Selected Articles printed in the last two years of Contemporary Academic and Research Journals on Language Acquisition, Language Learning and Instruction and Applied Linguistics; Discussions based on these Articles: The design of at least two research based on the articles read and discussed in the class; Literature Review; Data Collection, Presentation of result as a Research Article.

İNÖ 604 Theories of Second Language 3+0 7,5
Acquisition of Linguistic, Psychological and Sociolinguistic Theories of Second Language Acquisition: Behaviorism, Contrastive Analysis Hypothesis, Error Analysis, Universal Grammar, Cognitive approach, Krashen's theory, Learnability / teachability hypothesis, Interactionist position, Comparison of first and second language acquisition processes: Similarities and differences, Cognitive processes, Individual and cognitive variables in language acquisition.

İNÖ 605 Grammar and Language Teaching 3+0 7,5
The role of Linguistics in Language Teaching; The Knowledge of Linguistics in developing Language Awareness, The use of Linguistic Knowledge in Language Curriculum Design and Textbook Design; Linguistic Theory and 2nd Language Acquisition; Language Universals and Language Teaching.

İNÖ 606 Seminar 3+0 7,5
Theoretical Research Techniques will be discussed and put into practice during the Semester; Students are expected to conduct a Research Project which has a Publishable Quality.

İNÖ 608 Discourse Analysis, Pragmatics and Language Teaching 3+0 7,5
Discourse Analysis: Definition, Approaches to Discourse Analysis, Research Fields; Pragmatics: Definition, Main methods and approaches in pragmatics research; Communication between Individuals and the Speech Community: Text formation techniques; Conversation analysis; Text/ Discourse analysis Techniques: Oral and written text types; Use of language with different communicative aims; The Contribution of Discourse Analysis and Pragmatics Research to Mother Tongue Acquisition and Instruction; The Importance of Discourse Analysis and Pragmatics Research in Foreign Language Instruction: Classroom discourse; Data Collection; Data Evaluation and Analysis; Presentation of the Results in accordance with the Principles of Pragmatics and Text Analysis.

İNÖ 612 Theoretical Linguistics 3+0 7,5
Phonology, Phonetics, Syntax, Semantics, Pragmatics, Text linguistics theories; Micro Linguistics; Language as a System; Practice: Performance and competence based data collection methods; Solving Linguistic Problems, Formulating linguistic hypothesis, The ability to make linguistic generalizations and abstractions, Developing linguistic argumentation.

İNÖ 613 Second Language Phonology Acquisition 3+0 7,5
Research Methods in L2 Speech; Theories and Models in L2 Speech Acquisition; Age in the Acquisition of Phonology; Intelligibility, Comprehensibility and Foreign Accent; Speech perception and Acquisition of L2 Speech; Speech Production in L2; Relation Between Perception and Production; Segmental vs. Prosodic Acquisition; Phonetic Training and L2 Speech Acquisition; L2 Speech Acquisition and the Teaching of Pronunciation.

İNÖ 614 Corpus Linguistic and Language Teaching 3+0 7,5
Introduction to Corpus Linguistics; Spoken and Written Corpora; Variety of English Corpora; Native-speaker and Learner Corpora; Characteristics of Corpus: Concordances, Collocations, Frequency Lists, Lexical Bundles, Node, Keyness, Functional Patterning in Language; Corpus Analysis in Language Education; Register and Genre Variation, Sociolinguistic and Pragmatic Features of Language Use; Applications of Corpus Linguistics: Corpus-based Tools and Methodologies in Language Teaching and Learning Context; Corpus-informed Pedagogical Interventions: Teaching of Speaking, Listening and Writing Skills, Teaching of Systems (Vocabulary and Grammar), Teaching of Sociolinguistic and Pragmatic Features.

İNÖ 616 Pedagogical Grammar 3+0 7,5
Language, Linguistics, Grammar; False Beliefs on Language, Facts on language; Internal Structure of Words, Word formation processes; Grammatical Categories, Word classes; Lexical Semantics, Verb Groups; Adverbials, Auxiliaries; Adjectives, Predicates and Sentence types:

Declarative, Interrogative, Imperative, Subjunctive; Finite and Nonfinite Clauses, Sentence Semantics; Information Structure; Speech Acts; Contributions to Language and Grammar Teaching.

İNÖ 790 Thesis 0+1 30,0

İNÖ 890 Thesis 0+1 30,0

İNÖ 890- Thesis (Thesis Proposal) 0 0+1 30,0
Literature Review Based on Researches on Major Topics of the Area; Determining an Original Thesis Subject; Literature Review on the Thesis Subject; Preparing the Thesis Proposal: Determining the research problem, the reason, limitations, Writing the purposes; Determining the Method: Determining the research design, the participants, the instruments, the data analysis techniques; Reporting the Thesis Proposal.

İÖÖ 503 Creativity in Children 3+0 7,5
Basic Concepts in Creativity; Theories of Creativity; Characteristics of Creative Personality; Conditions supporting Creativity; Conditions preventing Creativity; Creativity in Science; Creativity in Art; Relations between Child Development and Creativity; Place of Creativity in child's life; Abilities and Processes related with Creativity in Child; Creative Child activities in Preschool Term; Relation between Creativity and Games; Studies of Creative Writing and Reading; Creative Games, Picture and Music Activities.

İÖÖ 504 Children Literature and Education 3+0 7,5
Children Literature as a Concept and a Source, Historical Development of The Literature for Turkish Children and Adolescence Literature; Present World Children Literature; Preschool Children's Books in the Literature for Turkish Children; Presentation of Authors of Children Books in Turkey: Introduction of Authors and their books in Pre-school Education; Introduction of Teenagers? Books in Turkish Literature; Importance of Children's books in Creative Reading.

İÖÖ 506 Teaching Profession and Problems in Primary School 3+0 7,5
The General Facts Concerning Primary School and Teacher Training for Primary School; Overview of Primary School in the World and Turkey, Primary School Teacher Training in the World and Turkey; Teaching Profession; Personal and Professional Qualities which Primary School Teachers must have; The Duty and Responsibility of Teachers in Primary School; The Ethics in Teaching Profession; Research about Primary School, Primary School Teaching and Teacher Training for Primary School.

İSÖ 504 The Brain and Learning 3+0 7,5
Human Brain: Brain hemisphere, Brain lobes and their roles; Neurons: Neuron formation and its structure, Neuron junction, Neuron evolution in children; Learning: How learning is formed in brain, Intelligence, Memory, Caution; The Brain and Senses; Learning and Memory: How memory is formed, Memory taxonomy; Factors Affecting Learning: Nutrition, Oxygen, Heredity; Memory Problems: Forgetfulness, Theories of forgetfulness, Aging and memory, Amnesia; Intelligence Theories: Triarchic, Multiple intelligences, Neurophysiological, Information processing theories; Brain-Based Learning: Its purpose, Principles.

İSÖ 507 Learning-Teaching Process in Primary Education 3+0 7,5
Importance, aims and scope of the primary school; Primary school in the World and Turkey; Developmental characteristics of students at the primary school level; Learning-teaching process in primary school; Learning theories, teaching approaches, teaching principles, methods and techniques; Use of tools and technology in primary school; Planning of teaching activities in primary school; Evaluation of student achievement in primary school; The qualifications of the teacher working in primary school, Teaching in terms of professional ethics; New approaches used in the learning-teaching process.

İSÖ 508 Development and Learning in Primary School 3+0 7,5
Nature of Development: Basic concepts and principles about development; The factors effecting development; Physical and motor development, Cognitive development, Language development, Personality development, Moral development, Gender development and education; Developmental characteristics of primary school children; Learning and Its Features: Learning Theories: Behavioral, cognitive and constructivist learning theories; Learning Outcomes and Teaching: Concept learning, learning strategies and strategy teaching.

İSÖ 509 Language Acquisition and Turkish Teaching in Primary Education 3+0 7,5
Overview of the language phenomenon; aspects of language; Basic foundations of language teaching; Behaviorist and constructivist language learning theories; Cognitive psychology and language acquisition; Piaget and language acquisition; Mother tongue acquisition; Mother tongue teaching process; Goals and principles of mother tongue teaching; Basic skills in mother tongue teaching: Listening, reading, speaking and writing; Factors effecting mother tongue teaching: family-school-environment; Mother tongue teaching approaches in primary education; Current issues regarding mother tongue teaching in primary education; Assessment approaches of mother tongue teaching in primary school; Comparative Analysis of the Approaches to mother tongue teaching in Turkey and around the world.

İSÖ 510 Education, School and Children in Digital Age 3+0 7,5
Basic Concepts: Digitalization, Education, School, Child, Digital parent; Learning in Children and Digital Media; Children's Participation in Digital Media; Children's Rights in Digital Age; Child and Internet, Online Opportunities for Children, Risks and Security Issues; Digital Life, Home, Family and Children; Digital Citizenship and Education in Primary School; Myths about Technology, Children and Learning; Critical view on Child and Digital Life.

İSÖ 599 Seminar 3+0 7,5
Problems faced in Primary Education Classroom Teaching, Developed Solutions to these problems; Scientific Studies done in Class Teaching, Determination of Research Problems related with Class Teaching; Preparation of Research Suggestions related with determined problems; Presentation and Discussion of these by Critical Method; Preparing Reports of Research Suggestions.

İSÖ 601 Teaching and Learning Strategies in Primary Education 3+0 7,5
Scientific Researches done in Primary Education Area: Quantitative research, Qualitative research; Scientific research and Ethics problems; Basic Principles and Approaches necessary in Scientific Research; Form and Content problems in examined research; Solution suggestions to the problems related with Form and Content; Problems faced in the process of research in the area of Primary Education.

İSÖ 615 Current Issues in a Primary School Education 3+0 7,5
Education of Primary School Teachers; Pre-service Training of Primary School Teachers; Programs of Education Faculties; Training of Prospective Teachers; Qualification Issues; Employment; Problems Encountered during Service in Primary Education; Current Problems of Primary School Teachers; Programs; Effects of Technology on Primary Education; Restructuring of Turkish Education System and Its Reflections; Problems of Graduate Education in Primary School Teaching; Comparative Analysis of Training of Primary School Teachers in the World and Turkey.

İSÖ 617 Primary Education, Language and General View to Turkish Teaching 3+0 7,5
An Overview of the Language Phenomenon: Basic Language Skills: Basic language skills in primary education; New Approaches to Language Teaching; Importance of teaching Turkish in primary education; Place of Teaching Turkish in Elementary School Curriculum; Role of Turkish Textbooks in Teaching Turkish; Language Policy and Turkish Education: Impacts of language policies on teaching Turkish; National Education Councils and Teaching Turkish; Comparative Analysis of Language Teaching Approaches in the World and Turkey; Bilingualism and Teaching Turkish.

İSÖ 619 Programs and Teaching in Primary School 3+0 7,5

Basic Concepts: Basic education, compulsory education, primary education; The Place and Importance of the primary school in education system; Historical, Philosophical, Social and Psychological bases of primary school programs; Characteristics of Programs Implemented in Primary School: Turkish, Life Sciences, Social Studies, Mathematics, Science, Religion Culture and Ethics, Visual Arts, Music, Games and Physical Activities; Teaching of Subject Areas in Primary School: Teaching Turkish, Life Sciences, Social Studies, Mathematics, Science, Religion Culture and Ethics, Visual Arts, Music and Games and Physical Activities.

İSÖ 621 Teaching Profession and Teacher Education 3+0 7,5

Teaching as a Profession: Definition and the scope of the teaching profession; Teacher Qualities: The individual quality of teacher, Professional quality of the teacher; Teacher Training: General concepts regarding teacher training, Models and approaches in teacher training; Development of Teacher Training in Other Countries; Development of Teacher Training in Turkey; Professional Development in Teaching; Ethics in Teacher Training; The Future of the Teaching Profession.

İSÖ 699 Seminar 3+0 7,5

Problems in Primary School Teaching, Suggested Solutions to These Problems; Scientific Researches on Primary Education; Determination of Research Problems; Preparation of Research Suggestions Related to the Determined Problems; Presentation and Discussion of the Research Suggestions with a Critical Method; Reporting the Research Suggestions.

İSÖ 790 Thesis 0+1 30,0

İSÖ 890 Thesis 0+1 30,0

İSÖ 890- Thesis (Thesis Proposal) 0+1 30,0

Literature Review Based on Researches on Major Topics of the Area; Determining an Original Thesis Subject; Literature Review on the Thesis Subject; Preparing the Thesis Proposal: Determining the research problem, the reason, limitations, Writing the purposes; Determining the Method: Determining the research design, the participants, the instruments, the data analysis techniques; Reporting the Thesis Proposal.

İST 501 Statistical Methods in Education 3+0 7,5

Basic Notions about Hypothesis Testing: Null hyphothesis, anti-hypothesis, First type error, Second type error, Degree of freedom, Dependent sample, Independent sample, One paired test, Two paired test, Normal distribution, T-distribution, Small sample, Big sample; Parametric Tests; Its Features : T- test, One way and two way variance

analysis; Non- parametric Tests; Its Features: One sample test, Komolgorov- Simirnov one sample test, Mc Nemar test, Fisher test, Median mean and Mann- Whitney U tests; SPSS Package Program; Factor Analysis.

İST 502 Statistical Methods in Special Education 3+0 7,5

Basic Concepts: Sampling techniques; Measurements, Variables; Frequency Distributions: Mode, Median, Arithmetic mean; Range: Standard Deviation, Variance; Probability; Hypothesis Testing; T-test: Dependent and independent subjects; Variance Analysis: Correlation, Chi square.

İST 515 Statistics in Education 3+0 7,5

Quantitative Research Design and Data Analysis: Basic concepts, Descriptive statistics: Frequency distribution, Graphs, Central and variability measurements; Theory of Sampling Distribution; Predicting Confidence Interval; Statistical Hypothesis-testing; Types of Correlation: Simple linear correlation, Partial correlation; Regression Analysis: Simple linear regression analysis, T-tests for related and unrelated samples: Non-parametric statistics.

İST 535 Analysis of Statistical Methods in Foreign Language Education 3+0 7,5

Reading and Analyzing Basic Concepts of Statistical Methods in Foreign Language Education: Population and sample; Sampling techniques; Types of variables; Types of studies; Validity and reliability; Descriptive statistics: mode, median, arithmetic mean, variance, standard deviation; Correlation; Inferential statistics: t-test, one-way ANOVA, two-way ANOVA, MANOVA, ANCOVA, chi-square, Mann-Whitney U test, the Kruskal-Wallis test, the Wilcoxon test, the Friedman test; Regression; Factor analysis; Bonferonni procedure

İST 538 Basic Educational Statistics 3+0 7,5

Definition of Statistics; Variables; Types of Scales; Population and Sample; Descriptive and Inferential Statistics; Data Entry; Missing Data; Organizing and Graphing Data; Describing Distributions; Measures of Central Tendency and Variation; Percentiles and Standard Scores; Normal Distribution; Correlation; Linear Regression; Dependent and Independent Groups T-test; One-way and Two-way ANOVA; Repeated Measures of ANOVA; Multiple Comparison Tests; Covariance Analysis; Estimation; Power and Effect Size; Non-Parametric Tests; Exploratory Factor Analysis; SPSS Applications.

İST 601 Statistical Methods in Education I 3+0 7,5

Statistical Research Methods in Education; Basic Statistical Terms and Concepts: Hypothesis and appropriate statistical analysis, Entering data, Creating tables, Frequency table, Drawing graphics, Conducting descriptive statistics, Parametric Tests: Z test, One-sample t- test, Dependent and independent paired-samples t- tests, One- and two-way Analysis of Variance; Non-parametric Tests.

İST 602 Statistical Methods in Education II 3+0 7,5
Non-parametric Tests; Chi-square Test; Kruskal-Wallis Test; Simple Linear Regression Analysis; Multiple Linear Regression Analysis and Correlational Analysis, Multivariate Statistical Analysis; Computing Covariance and Correlation Matrixes; Multivariate Analysis Of Variance; Multiple Comparison Procedures; Principal Component Analysis; Factor Analysis; Analysis of Reliability.

İST 620 Developing Surveys and Scales 3+0 7,5
Definition of the Survey; Determination of the Appropriate Survey Method; Planning the Survey; Designing Survey; Application of the Survey; Methods of Analyzing Survey Data; Drawing up a Survey Report; Measurement and Basic Concepts; Stages of Scale Development; Item Analysis: Item difficulty, Item discrimination; Psychological Characteristics of Scales; Kinds of Scale Development; Thurstone Scales; Likert Scales, Drawing up a Scale Report.

İST 630 Using Statistical Methods in Foreign Language Education 3+0 7,5
Using Basic Statistical Methods in Foreign Language Education: Entering data into SPSS; Using SPSS for calculating descriptive statistics: Mode, median, arithmetic mean, variance, standard deviation; Using SPSS for correlation and regression; Using SPSS for calculating inferential statistics: t-test, one-way ANOVA, two-way ANOVA, MANOVA, ANCOVA, chi-square, Mann-Whitney U test, the Kruskal-Wallis test, the Wilcoxon test, the Friedman test; Using SPSS for conducting factor analysis

İST 634 Statistical Methods in Instructional Technology 3+0 7,5
Statistical Research Methods in Instructional Technology; Basic Statistical Terms and Concepts; Writing Hypotheses in Instructional Technology and Choosing Appropriate Statistical Analyses; Entering Data; Creating Tables: Frequency Table, Drawing Graphics, Conducting descriptive statistics; Normality Tests; Parametric Tests: Z test, One-sample t- test, Dependent and independent samples t-tests, One-and two-way Analysis of Variance, Factorial Designs, Multivariate Analysis of Variance, Covariance analysis, Regression, Correlation, Factor analysis; Non-parametric Tests; Preparing Analysis Reports.

KÜL 501 Cultural History I 3+0 7,5
Introducing of the Course Material; Studies of Cultural History; Discussions about the Term of Culture; Who primitive? Who Advanced?; From the Homo Erectus Shaping the Stone to the Cyborgs; Relation Between Culture and Civilization; From the Biological Evolution to the Cultural Evolution; Culture of the Hunter Gatherer Immigrant Societies; Primitive Harvesters; First Revolution of Humanity Neolithic Era; Cultures of Settlement; Village Societies; Starting Period; Appearance of the Terms of Family Religion State; Differantiation of the Cultures;

Transformation from the Village to the Society and City Culture; Sociological Division of Labour; Conflict Conciliation of the Societies; Who When Where How Why Discovered.

KÜL 502 Cultural History II 3+0 7,5
Can the Cultural History be Divided into the Ages?; Vertical and Parallel History; Antique Cultures; Term of Ex Oriente Lux; Cultures of Mesopotamia, Egypt, Anatolia, Persian and Near Eeastern; Culture of Ancient Greece and Homocentric Idea; Conflicts Between the Cultures in Ancient World; Barbaroi and Hellen; Alexander the Great and the Idea of Cosmpolitanism; A World Empire in Mediterranean the Romans; IV. Century and Toward to the Teocentric Idea; From the Pagan Rome to the Christian Rome Byzantine; Is the Medieval Age Really Dark Culture? Rebirth of the Ancient World Renaissance; XVI. Century and New World Order.

KÜL 503 Visual Culture 3+0 7,5
Definition and Content of Visual Culture; An Overview of Image Production in Anatolia: Visual culture in Hittite, Greek, Roman, and Byzantine civilizations and their visual culture heritage (Hagia Sophia); Visual Culture in the Seljuk Turks (Ceramics at Kubadabad Palace); Visual Culture in the Ottoman Empire: Calligraphy, Marbling, Ceramics and Miniature painting; Ottoman Textiles (Imperial Costumes); Ottoman Architecture (Mosque of Suleyman the Magnificent); Costumes in the Ottoman Empire (Karagöz Iconography); Visual Culture in the Turkish Republic: Visual arts, Drama arts, Music; Popularized Visual Culture and Media; Important Museums of Visual Culture in Turkey.

KÜL 601 Visual Culture and Learning 3+0 7,5
Definition and Content of Visual Culture, Meaning of Culture and Visual Culture, Basic Components of Visual Culture; Theoretical Foundations of Visual Culture; Visual Culture and Postmodernism; Social and Cultural Functions of Visual Culture; Use of Visual Culture in Science, Art, Technology and Daily Life; Popular Culture; Visual Culture and Learning Styles; Vision and Visual Expression; Image Production Processes; Cultural Layers of Visualizing; Visual Perception and Learning, Visual Indicators and Learning, Cultural Factors and Learning; Visual Culture Studies in Education; Basic Components of Visual Culture Studies; Effects of Visual Culture Studies on Leaning.

MTE 501 Development of Mathematics 3+0 7,5
Historical Development of Mathematics: Development of mathematics in Mesopotamia; Development of mathematics in Ancient Egypt; Development of mathematics in Ancient Greece; Development of mathematics in the Arabic Peninsula; Development of mathematics in Europe after the 16th century; Mathematics today; The Reasons and Causes of Change in Mathematical Concepts and Theories; Historical development of Algebra; Historical development of geometry; Historical development of analysis.

MTE 502 Coherence of Concept and the Language of Mathematics 3+0 7,5
Structure of mathematical language; Language of Algebra: Learning the language of mathematics; Literacy in Mathematics; The concepts of set and function and notations; Mathematical sentences; Variables and connectives; Totalities and proof; Methods of proving; Definitions and their roles in mathematics; Restrictions in the definitions; Propositions and mathematical sentences.

MTE 503 Geometric Thinking in Children 3+0 7,5
Developing geometric thinking of children on based geometry subjects; To the Van Hiele Levels of geometric thought; educational materials which is developed geometric understanding; By dynamic geometry programs; solving of geometric problems; Doing activities related with these programs; Some approaches related with geometry; Research on Geometric Thinking; Papers on the topic of Geometric Thinking of Children

MTE 504 Content Analysis in Mathematics Education 3+0 7,5
The Theory of Didactical Transposition and the Concept of Content Analysis; Theory of transformation from science to knowledge; Scientific Knowledge: What to teach, When to teach; When to learn; Analysis of the curriculum; Textbooks in use; Content analysis of the textbooks utilized in mathematics courses in various levels; Examples of analysis; Student analysis of text books.

MTE 505 Technology and Mathematics Education 3+0 7,5
Approaches to the Use of Technology in Mathematics Education-from past to present; Theoretical Approaches Developed for the Integration of Technology to the classroom in Mathematics Education; Introduction to Technological Tools and Software: Practical and theoretical works concerning the use of technologies tools in teaching mathematics.

MTE 506 The Role of the 'Teacher' in Mathematics Education 3+0 7,5
Research in the role of teachers in mathematics education; Introduction of the Research Topics; Classification of Research; Theoretical Aspects of Rearch to Study the affects of the teacher; Anthropological Theory of Knowledge; Dual Didactic Approach; Ergonomy of teaching Practices; Analysis of Teaching Activities; Role of Teacher in the use of Technology in the classroom.

MTE 507 Teaching and Learning Mathematics 3+0 7,5
Mathematics Teaching; How should Mathematics be Taught?; Meaningful Learning and Teaching; Perspectives on Teaching and Learning; Models in Mathematics Instruction; Research on Principles and Standards for School Mathematics; Teaching Standards; Different Perspectives on Teaching and Leaning Mathematics; Technology and Mathematics Teaching; International Perspectives on Research in Mathematics Education.

MTE 508 Teaching Rational Numbers 3+0 7,5
New Turkish Elementary and Secondary School Mathematics Curriculum: Traditional teaching of rational numbers; New ways in teaching rational numbers; Critical components of powerful reasoning; Fractions and Proportional Reasoning: Fundamental concepts of rational numbers; Rate; Proportional relationships; Invariance; Covariance; Multiplicative thinking; Unit and Unitization; Different Meanings of Rational Numbers; Rational Numbers in Part-Whole Relations; Rational Numbers as Quotients; Rational Numbers as Measures; Rational Numbers as Operators; Rational Numbers as Ratios; Analyzing Children?s Thinking

MTE 509 Mathematical Thinking 3+0 7,5
Fundamental Concepts: Mathematical mind types; definitions of conceptual perception and concepts; Cognitive development; Transition and reconstruction in the mind; Difficulties; Thinking process: Representation process; Changing representations and transition; Modeling; Generalizing; Synthesizing; Abstracting; Mathematical proof; Reflecting abstracting in mathematical thinking; Piaget's concept of reflective abstraction.

MTE 510 Development of Algebraic Thinking in Primary Schools 3+0 7,5
What is algebraic thinking? From arithmetic to algebra; Development of algebraic thinking; Student's capacity in algebraic thinking; Difficulties faced by students in terms of algebraic concepts and thinking; Use of technology in developing algebraic thinking; Evaluation and discussion of research on algebraic thinking.

MTE 511 Teaching of Complex Numbers 3+0 7,5
The historical development of complex numbers; Axiomatic structure of complex numbers; Exponential and Geometric representations of complex numbers; The relations between the vector space of complex plane; The set of real numbers to compare the basic properties of a set of complex numbers; Student misconceptions in teaching of complex numbers; Applications of complex numbers in positive sciences

MTE 512 Misconceptions in Mathematics 3+0 7,5
Definition of Misconception in Mathematics; Reasons of Misconceptions: Epistemological and didactical reasons; Some Misconceptions in Elementary School Mathematics and Solutions: Addition and subtraction, Fractions, Placevalue of numbers, Measurement and basic components, Negative numbers, Symmetry, Probability, First-degree equations with one unknown, Ratio-proportions; Some Misconceptions in High School Mathematics and Solutions: Exponents and radical numbers, Perception of numbers, Graphs, Functions, Probability, Infinity, Limits and continuity, Derivatives, Integrals, Mathematical induction, Linear algebra.

MTE 513 Basic Mathematical Concepts 3+0 7,5
Mathematical Proof Techniques; Concept of Set: Finite sets, Infinite sets, Countable sets; Concept of Relation: The

relation properties, Partial ordering, Exact order relations; Absolute Value and Metric Concepts and Their Properties; The Concept of Functions: Single variable functions and their properties, Limit and continuity of single variable functions, Two-variable functions and their properties, Limit and continuity of two-variable functions, Comparison of single- and two-variable functions; Concepts of Sequences and Series and Their Convergence.

MTE 514 Popularization of Mathematics　3+0　7,5
Aims and Scopes of Works on the Popularization of Mathematics; Current Need for the Popularization of Mathematics: Beliefs and attitudes towards mathematics, Mathematics phobia, Mathematical literacy; Tools and Methods for the Popularization of Mathematics; Problems Related to the Popularization of Mathematics: Practical problems, Theoretical problems, Institutional problems; Analysis of Works and Activities Related to the Popularization of Mathematics; Designing and Implementing Activities for the Popularization of Mathematics.

MTE 515 Learning and Teaching Geometry　3+0　7,5
Cognitive Process and Relations in Geometry: Visualization, Reasoning and construction; Apprehensions in Geometry: Perceptual apprehension, Sequential apprehension, Discursive apprehension, Operative apprehension; Geometric Thinking: Fostering geometric thinking, Use of geometric thinking as a problem-solving tool; Geometry and Reality: Geometry of the physical universe, Spatial reasoning and geometric modeling; Geometry Teaching in Curriculums: Objectives of geometry teaching, Geometry curriculums in various countries; Teacher Training.

MTE 599 Seminar　3+0　7,5
Developing Joint Research Projects; Processes of Applied Research; Examining Master's and Doctorate Thesis; Determining a Thesis Topic and Providing Guidance; Literature Review; Determining Research Sample Groups; Structuring the Thesis Chapters; Article Types; Fundamentals for Writing Research Articles; Techniques for Research Presentations; Comparative Research; Fundamentals for Individual and Team Works; Contribution Approach; Ethical Issues.

MTE 602 Seminar　3+0　7,5
Analyzing Issues in Mathematics Education Based upon Current Applications and Research in Mathematics Education; Writing a Research Proposal; Literature review; Determining research topic; Specifying research priorities; Identifying research problem; Limitations; Method; Developing findings and discussions; Presenting theses proposal; Assessment of feedbacks; Writing research report.

MTE 603 Concept Analysis in Mathematics　3+0　7,5
Determining the limitations of concepts by analyzing; interpretations of mathematical symbols; The role of concept analysis in determining the relations between the concepts and in classification of concepts; Revealing the

necessary and sufficient conditions related to existence of the concepts by analyzing the concepts; Examples of the analysis of fundamental concepts in various levels of mathematics education.

MTE 604 Learning Theories of APOS, PROCEPT and Learning Processes of Some Fundamental Concepts　3+0　7,5
Learning theories of APOS and PROCEPT: Levels of learning theories of APOS and PROCEPT; Analyzing mathematical concepts based on APOS and PROCEPT theories; Learning stages were learning processes of the concepts developed in these theories: Reviewing the articles written within the theoretical framework of APOS or PROCEPT.

MTE 605 Introduction to Theories of Mathematics Education　3+0　7,5
Theories Developed in the Mathematics Education: Theory of didactical situations; Tool-object dialectics and framework changes; Registers of semiotic representations; Anthropological approach to the didactics in mathematics; Origin of theories, their development, use and applications.

MTE 606 The use of the Spreadsheet in Mathematics Teaching　3+0　7,5
Introduction to Spreadsheets; Use of Spreadsheet in Mathematics Education: Analysis of research concerning the use of the spreadsheet;Use of Spreadsheets in the classroom; Research on the use of Spreadsheet in Mathematics Education; Educational Medium where Spreadsheets are used; Practical Applications.

MTE 607 Research in Mathematics Education　3+0　7,5
Teaching and Learning in Mathematics; Research in Mathematics Education-Past, Present and the Future; Research Related to Mathematics Learning; Research Related to Mathematics Teaching; Research Related to Assessment; Research Related to Mathematics Curriculum; Research Topics; Critical Issues in Mathematics Education Research; Future Research

MTE 608 Models and Modeling in Mathematics Education　3+0　7,5
The History of Models and Modeling in Mathematics Education; Introduction to Modeling; New Perspectives on Modeling; Piaget?s Conceptual Systems and Models; Modeling Perspective on Teacher Development; Modeling Approach in Describing Teacher Knowledge; Task Analysis Cycles as Tools for Supporting Students? Mathematical Development; Models and Modeling Perspective on Problem Solving; From Problem Solving to Modeling

MTE 609 Eveluation of Dynamic Geometry Software Used for Geometry Instruction in Primary Schools　3+0　7,5
Introduction and Investigation Dynamic Geometry Softwares; Using Dynamic Geometry Softwares for Geometry Instruction in Elementary School: Investigation of research on using dynamic geometry software in grade

and elementary schools; Learning environment providing of develop geometric thinking; Dynamic Geometry Softwares in lights of learning theories; Practical studies.

MTE 610 Investigation of Dynamic Geometry Software Using for Geometry Instruction in Middle School 3+0 7,5
Introduction and Evaluation of Dynamic Geometry Software; Using Dynamic Geometry Software for Geometry Instruction in Secondary Schools: Using transformation, locus, macros and trace; Evaluation of research on use dynamic geometry software in secondary schools; Different perspectives on proof in dynamic geometry environment: Role of proof; Dynamic geometry software in light of learning theories; Role of dynamic geometry software in Mathematics Curriculum; Non-Euclidean geometries and dynamic geometry softwares.

MTE 611 Mathematical Proof 3+0 7,5
What is mathematical proof and the purpose of mathematical proof?; Historical development of mathematical proof; Nature of mathematical proof: The proof problems in school mathematics; Starting proof in schools; The role of representations and diagram in proof; Mathematical proof methods; Understanding proof for students: The proof schemas; The student?s difficulties in mathematical proof; Evaluation of research on mathematical proof.

MTE 612 Comparison of Euclidean and Non-Euclidean Geometries 3+0 7,5
Euclidean axioms: Non-Euclidean Geometry; Importance of Non-Euclidean geometry on the new Elementary Mathematics teacher training curriculum; Differences between Euclidean geometry and non-Euclidean Geometries; Examples of non-Euclidean geometries; Taxicab Geometry; Projective Geometry; Hyperbolic Geometry etc: Some applications to urban Geography; Evaluation of studies conducted on Euclidean and Non-Euclidean Geometry.

MTE 613 Teaching of Complex Functions 3+0 7,5
The historical development of complex functions; Definition of complex functions; Types of complex functions; Teaching of geometric interpretation of complex function; Teaching of differences between real functions and complex functions; Exploring student misconceptions in complex functions; Teaching the concepts of continuity and derivative of complex functions, limits; Application areas of complex functions in positive sciences.

MTE 614 Conceptual Development and DNR System 3+0 7,5
Development of Axiomatic System Knowledge: Development of the number concept, Characteristics of four operations on number sets, Concept of group; Development of Algebraic Concepts: Concept of pattern, Concept of variable, Algebraic expressions, Concept of function; Development of Representation and Symbol: Development of representation and language at elementary level,

Development of language at formal operations stage; Development of Geometric Concepts; DNR System As a Conceptual Framework: Conceptual development in DNR system, Teaching and teaching program in DNR system.

MTE 615 Pedagogical Content Knowledge 3+0 7,5
Pedagogical Content Knowledge and Models; Professional Knowledge Needed for Teaching Mathematics: Subject matter knowledge, Pedagogical content knowledge; Subcategories of Pedagogical Content Knowledge: Knowledge of students? mathematical thinking, Knowledge of teaching strategies and representations in mathematics, Teachers' beliefs and attitudes, General pedagogical knowledge and curriculum knowledge; Assessment and Measurement of Pedagogical Content Knowledge; Teacher Education and Development of Pedagogical Content Knowledge; Research on Pedagogical Content Knowledge in Mathematics.

MTE 617 Learning Through Teaching Mathematics 3+0 7,5
Theoretical and Methodological Perspectives on Teachers' and Mathematics Educators' Learning Through Teaching: Teachers' opportunities to learn mathematics through teaching, Sample studies, Role and importance of mathematical tasks used, Multiple solution tasks, Creativity in tasks; Teachers and Researchers Learning from Their Teaching; Interactions Between Teaching and Research.

MTE 790 Thesis 0+1 30,0

MTE 890 Thesis 0+1 30,0

MTE 890- Thesis (Thesis Proposal) 0+1 30,0

OKÖ 501 Advanced Child Development and Psychology 3+0 7,5
Nature of Development, Basic Concept and Principles of Development; Factors affecting Development, Research Methods used in Child Development and Psychology; Basic Theories of Child Development and Psychology; Evaluating Developmental Periods in Terms of Physical, Cognitive and Psychosocial Development: Prenatal Development, Infancy Development, Early Childhood Development, Second (Primary) Childhood Development; Sexual Development and Education; Role of games and toys in child development; Problems faced during Preschool Period and Solutions and Suggestions to these problems.

OKÖ 502 Pre-school Education in The World and in Turkey 3+0 7,5
Definition, Importance and Content of Preschool Education; Philosophical Bases of Preschool Education; The Aims and Basic Principles of Preschool Education; Curriculum Applied in Preschool Education Establishments; Requirements of Preschoolers and Their Habits, Cooperation of School, Family and Environment in Preschool Education; Preschool Education in Turkey; Present Condition Developments and Problems; The

Models to Make Preschool Education; Preschool Education in Various Countries.

OKÖ 506 Play in Early Childhood Education   4+0 7,5
Definition of Play and the Importance of Play in Early Childhood Education; Importance of Play in Child Development; Play Theories: Classical play theories, Psychoanalytical play theories, Cognitive play theories; Creativity and Play; Teacher s Role in Play: Play materials and organization of classroom, Supporting development and learning of children through play; Play-based Assessment; Culture and Gender in Play.

OKÖ 510 Active Learning in Preschool Education   3+0 7,5
Learning Process in Preschool Education; Active Learning Environments, Teaching Methods and Assessment in Preschool Education: Constructivist approach, active learning, play-based learning, cooperative learning, multiple intelligence theory and learning; Preparation of Activity Plans in Pre-School Education by Using Active Teaching Methods.

OKÖ 511 Early Childhood Education Mathematics Studies   3+0 7,5
Early Childhood Studies; Approaches and Theories in Early Childhood Mathematics Education Research in Turkey and in the World; Research Methods Used in Early Childhood Mathematics Education Research; Mathematics Education Programs Used in Early Childhood; Comparison of National Early Childhood Mathematics Studies with Worldwide Early Childhood Mathematics Studies; Problems in Early Childhood Mathematics Education Researches and Solution Suggestions.

OKÖ 512 Creativity Training in Preschool Period   3+0 7,5
The Definition and Content of Creativity; Creativity and Culture; Creativity Theories; Creativity Process; The Methods and Techniques Developing Creativity: Stories and story completion, Analogy and play, Drama, Brain storming, Creative problem solving, Artistic Creativity; Influencing Factors of Creativity; Creativity Training; Creative Curriculum, Educational environments that encourage creativity, Educational Materials for Creativity, Creative practices, Evaluating creativity; Field Study About Creativity.

OKÖ 599 Seminar   3+0 7,5
Problems faced With Preschool Education; Suggestions and Solutions to these Problems; Research in Preschool Education; Determining Research Problems in Preschool Education; Preparation of Research Proposals related with Determined Problems; Presentation and Discussion of these Prepared Research Proposals; Reporting the Research Proposal.

OKÖ 790 Thesis   0+1 30,0

ÖEÖ 501 Instructional Methods in Special Education   3+0 7,5
Learning and Teaching: Characteristics and stages of learning, Systematic teaching, Basic concepts; Instructional Methods in Special Education: Direct instructional methods, Errorless instructional methods, Natural instructional methods, Language instructional methods, Technology supported instructional methods, Student-centered/directed instructional methods, Instructional methods based on visual support; Increasing Efficiency in Special Education; Strategies Used to Ensure Maintenance and Generalization; Social Validation; Use of Alternative and Supportive Technology in Education.

ÖEÖ 601 Evaluating Special Education Research   3+0 7,5
Frequently Used Quantitative Research Models in Special Education: Review of Descriptive, Correlational, Causal, Comparative, and Experimental research models; Evaluating Theses: Evaluating the students? own master theses; Evaluating Research Articles: Evaluating special education research articles published in national and international peer-reviewed journals; Preparing Research Proposals: Preparing a research proposal according to one or more of the quantitative models.

ÖEÖ 602 Special Education Practices in Turkey and in the World   3+0 7,5
The Family and Collaboration: Inclusion; Assessment: developing teaching plans; Children in need of Special Health Care; Mobility Management and Inclusion Programs; Peer Relations; Communication Skills and their classification: Non-symbolic communication, Functional communication; Self-care Skills; Academic Skills; Home and Community Life Skills; Vocational Skills and Transition Plans.

ÖEÖ 603 Individualization of Special Education Programs   3+0 10,0
Types of Programs: Individualized education programs, Individualized family service plans, Individualized transition plans; Alternatives of Programs: Characteristics and Differences of alternative programs; Individualizing Current Programs: Analyzing of individualized education programs; Making adaptation studies concerning different teaching and development fields.

ÖEÖ 604 Educating Individuals with Severe/Multiple Disabilities   3+0 7,5
Debatable Issues and New Trends; Positive Behavior Support: Definition and features, Functional analysis, Functional assessment, Program development; Teaching Mealtime Skills: Eating skills, Feeding skills, Food preparation skills; Teaching Communication Skills: Traditional communication, Alternative communication; Parental Services; Severely Autistic Individuals: Activity schedules, Single step skill teaching, Incidental teaching.

ÖEÖ 605 Mixed Research Methods on Special Education 3+0 7,5
Preparation Process: Selecting the research approach, Literature review, Writing strategies and ethical issues; Research Design: Statement of purpose, Research questions and hypothesis; Quantitative Methods: Defining survey and experimental designs, Stages of survey design, Stages of experimental design; Qualitative Methods: Stages of qualitative design, Characteristics of qualitative research, Qualitative designs, Role of the researcher, Data collection process, Recording the data, Data analysis and interpreting; Mixed Methods: Convergence models, Sequential models, Important issues in selecting mixed methods.

ÖEÖ 606 Naturalistic Developmental Behavioral Interventions 3+0 7,5
Main Modifications in Traditional Behavioral Intervention: Historical development of traditional behavioral interventions, Why should we use traditional behavioral interventions?, Benefits and limitations of traditional behavior interventions; Naturalistic Developmental Behavioral Interventions: General features of naturalistic behavioral intervention, Advantages of naturalistic behavioral interventions; What are the Natural Developmental Behavioral Interventions?: Incidental teaching, Pivotal response training, Early start denver model, Enhanced milieu treatment, Reciprocal imitation treatment, Embedding instruction, Jasper (Join Attention-Symbolic Play-Engagement-Regulation).

PSİ 604 Industrial Psychology 3+0 7,5
Review of the Historical Background of Industrial Psychology; Discussion of the Place of Psychology in Industry; Investigation of Fundamental Concepts and Theories of Industrial Psychology; Discussion of Personnel selection, Employee satisfaction, Productivity and Performance evaluation topics in terms of psychological counseling; Discussion of the Applications of all these to the Industry.

PSİ 605 Health Psychology 3+0 7,5
Discussion of Biopsychosocial Model Enabling the Application of Psychology to the Field of Health; The Importance of the Relationship between a Doctor and a Patient in all Therapeutical Processes; Therapies and Applications Used in the Health field; Discussion of Different Programs Carried Out for Patients and Medical Personnel; Epidemics; The Relationships between Life styles and Health; Discussion of Positive Effects of Coping with Chronic Health problems on the Mental Health of Individuals; Review of the Services Presented to the Families of Individuals Having Chronic Illnesses.

RPD 501 Counseling Skills 3+0 7,5
Counseling as a concept, principles of counseling and ethical issues related to counseling; counseling process: Initiation, Exploration, Termination; Counseling Techniques, Therapeutic Forces in the Relationship of Therapeutic Interaction and Counseling, Problems encountered in counseling and their solutions: Resistance,

Transference, Counter transference, Premature termination, Counselees Characteristics impeding counseling, exercises related to the application of the counseling techniques.

RPD 502 Individual Counseling Practicum 1+4 7,5
Planning and Application of Counseling Process: Initiation, Exploration, Termination, Analysis of Sessions, Supervision, Assessing Supervision results, Problems faced during the counseling process: Problems related to the counselor, Problems related to the counselee, Problems related to the counselor-counselee interaction, Solutions of these problems and practice exercises to solve them, Assessing the results of the Individual Counseling applications.

RPD 512 Counseling Principles and Techniques in Groups 3+0 7,5
Group Counseling as a Concept, Principles of Group Counseling and Ethical issues related to Group Counseling; Termination, Limitations and Advantages; Group Counseling Process: Initiation, Exploration, Termination Facilitative and Debilitative Elements of Therapeutic Communication in groups, Group Dynamics, Group Types, Leadership styles, Verbal and Nonverbal Communication Elements; Their application as Therapeutic Forces in Groups, Problems of Group Counseling process and their solutions; Counseling Techniques in Groups.

RPD 517 Theories of Counseling 3+0 7,5
Psychoanalytic Approach: Freud, Jung, Adler, Horney, Fromm, Sullivan, Erikson; Existential Approach; Client-Centered Approach; Gestalt Therapy; Transactional Analysis; Behavioral Approaches; Rational-Emotive Therapy, Reality Therapy; Comparison of Theories: View of Human Nature, Relationship between counselor and counselee during the counseling process and techniques in the counseling process.

RPD 518 Guidance Services in Schools 3+0 7,5
Student Personal Services and Guidance, Aim of Guidance, its Definition, Principles of Guidance, Needs in Educational Guidance, Guidance Services for students from pre school education to higher education; Guidance approaches in terms of educational, social and psychological development applicable in Educational Institutions, Organization of Guidance and Counseling Services; Roles and Responsibilities of Personnel in Guidance and Counseling, Methods and Techniques of getting information about students.

RPD 519 Techniques for Assessing and Understanding the Individual 3+0 7,5
Individuals in Developmental Process; Individual differences; Assessment and Understanding of student as an individual: Aims and Principles of Understanding Individual; Classification of Individual Identification Techniques: Tests, Non-test techniques; Tests: Aptitude Tests, Achievement Tests, Personality Tests, Interest Inventories, Attitude Scales, Non-test Techniques; Observation and Techniques based on observation (Rating

Scales, Anecdote, Attribution Record Scales), Interview, Questionnaire, Autobiography Problem Scanning List, Case Studies, Sociometric Techniques; Definition of Sociometry. Play and Drama Techniques.

RPD 520 Family Counseling 3+0 7,5
Family as a System. Communication in the family, Functions of the Family, Roles of Parents, Gender Roles, Conflicts in the Family; The Concept of Family Guidance; Effective Parent Education, Consultation Services for Parents, Family Counseling, Marriage Counseling; Problems faced by families and Guidance Services directed to these problems; Aids for Family Guidance; Institutions serving Family Guidance; Services provided by these Institutions.

RPD 522 Group Counseling Practicum 1+4 7,5
Planning and Application of Group Counseling Process: Initiation, Exploration, Termination, Analysis of Sessions, Supervision and Assessing Supervision. Problems faced during the counseling process, Problems caused by group members, or group leader, group dynamics, and interaction. Solutions of these problems and practice exercises to solve them, Assessing the results of Group Counseling applications.

RPD 539 Contemporary Theories of Personality 3+0 7,5
Personality and the Underlying Structure of Personality; Development of Personality; Influence of Heredity and External Factors on the Development of Personality; Analysis of the Development of Personality with reference to the Theories of Personality: Psychoanalytic theories, Humanistic theories/ Existentialist theories, Social learning theories; Comparison and Analysis of Various Theories of Personality.

RPD 599 Seminar 3+0 7,5

RPD 601 Contemporary Theories of Counseling 3+0 7,5
Investigation of Psychological Counseling Theories Arising During 80's; Discussion of Contemporary Concepts and Techniques; Brief and Problem-Solving Therapy; Multicultural Therapy; Feminist Therapy; Review and Discussion of the Research and Applications Related with Contemporary Approaches to Psychological Counseling; Review and Discussion of the Applications Related with Various Clients and Various Problems.

RPD 602 Advanced Behavioral Disorders 3+0 7,5
Discussion of Normality and Abnormality Concepts; Interpretation of Abnormality According to Different Approaches; Specification of the Characteristics of the Individuals with Behavioral Disorders; Analysis of the symptoms of Behavioral disorders and Checking out the Possible Reasons of These Disorders; Consideration and Discussion of various disorders to Determine the Intervention Limits as a Counselor.

RPD 603 Advanced Principles and Techniques of Counseling 3+0 7,5
Principal Elements of Counseling Process; Therapeutic Conditions: Empathy, Respect, Concreteness, etc.; Therapeutic Skills: Structuring, Unconditional positive regard, Minimal encouragement, Reflection of feelings and thoughts, Personalization, Summarizing, etc.; Comparison of Principal Elements of Contemporary Counseling Approaches; Comparison of Principal Techniques of Contemporary Counseling Approaches; Investigation of Counseling Applications with Different Clients; Ethics in Counseling; Investigation of Counseling Process through Cases.

RPD 604 Research Methods Project 3+0 7,5
Investigation and Evaluation of the Researches and Theses, and the Methods Used in these studies in Psychological Counseling and Guidance Field; Application of Basic Techniques and Principles of Research Methods to Psychological Counseling and Guidance; Carrying Out an Original Research: Problem definition, Planning a research, Determination of appropriate population, sample, methods of data collection and data analysis, etc.; Preparing a Research Proposal; Evaluation of Proposal by means of Discussion; Carrying Out a research; Reporting Research Findings.

RPD 605 Advanced Practicum in Group Counseling 1+4 7,5
Group Counseling Applications by Students in Institutions Providing Mental Health Services, in Psychological Counseling and Guidance Centers of Schools and in the Psychological Counseling and Guidance Center of Anadolu University under Supervision; Transcription of Each Session; Discussion of the Feedback Related with the Transcriptions Evaluated by the Supervisor; Evaluation of Group Counseling Sessions, Discussion of the Problems Faced during Sessions.

RPD 606 Advanced Practicum in Psychological Counseling 1+4 7,5
Carrying Out Individual Psychological Counseling Sessions under Supervision; Transcription of Each Session Applications; Discussion of the Feedback Related with the Transcriptions Evaluated by the Supervisor; Evaluation of Psychological Counseling Sessions; Discussion of the Problems Faced during Counseling Process; Utilization of Role-playing Techniques for Making Students Become More Equipped for the Next Sessions.

RPD 607 Special Topics in Psychological Counseling and Guidance 3+0 7,5
Investigation of Current Topics Related with Psychological Counseling and Guidance according to the Interests of Students; Discussion of New Developments and Trends in the Field by means of Case Studies and Current Exemplary; Evaluation of the Possible Developments in Psychological Counseling and Guidance Caused by these Developments and Trends; Discussion of the Possible Reorganizations in

the Field because of the Current Developments and Trends by means of Brainstorming.

RPD 608 Developmental Psychology in Adolescence and Adulthood 3+0 7,5
Discussion and Investigation of Developmental Characteristics of Adolescence and Adulthood Period in terms of Different Dimensions; Investigation of Different Factors Affecting Development as a Whole; Discussion of each Developmental Period by means of Investigating Specific Developmental Crises for Helping Individuals by More Effective Interventions; Sharing of Personal Developmental History for Making Individual Differences More Apparent; Discussion of Applications of all these to the Field of Psychological Counseling and Guidance.

RPD 609 Advanced Measurement and Evaluation Techniques and Applications in Psychology 3+0 7,5
Presentation of the Definition, the Development and the Utilization of Psychological Measurement Techniques; Social and Ethical Issues Be Taken into account in the Usage of Measurement and Evaluation in Educational and Clinical Contexts; Review of Statistical Concepts; Reliability and Validity; Investigation of Ability, Achievement Tests and Professional Evaluations; Discussion of Intelligence Tests (Advantages and Disadvantages of Individual- and Group-Based Intelligence Tests); Scrutiny and Application of Various Intelligence Tests, Neurophysiologic Tests, Objective Personality Tests like MMPI and Projective Tests.

RPD 610 Career Counseling and Application 3+0 7,5
Discussion of Fundamental Concepts, Principles and Theories of Career Counseling and Career Planning; Significance of Career Development as a Dynamic Process for all Ages and Development of Career Development Programs for all Ages; Discussion of Career Development Theories and the Factors Affecting Career Development; Application, Analysis, and Interpretation of Various Measurement Instruments Used in Career Counseling for Making Professional Decisions, Orientation; Application of Career Development Programs at Schools.

RPD 611 Curriculum Development in Guidance 3+0 7,5
Developmental Guidance Understanding; Fundamental Concepts and Principles of Psychological Counseling and Guidance Curriculums Developed According to Developmental Guidance Viewpoint; Discussion of the Guidance Services Presented to the Students at all Levels; Preparation of the Curriculum of Psychological Counseling and Guidance for Various Classes; Roles and Responsibilities of the Personnel Executing Guidance Services at Schools; Discussion of the Current Subjects in Guidance.

RPD 612 Theories and Models of Family Counseling 3+0 7,5
Aims, Principles and Techniques of Family Counseling; Contemporary Theories of Family Counseling; Family as a System; Investigation of the Significance of Healthy and Coherent Family Atmosphere; Intrafamilial Conflicts and the Roles and the Limitations of Family Counseling in Conflict Resolution; Application and Evaluation of Theories and Models by means of Role Playing Techniques and Various Examples; Giving Feedback to Students.

RPD 613 Psychological Counseling and Guidance in Special Education 3+0 7,5
Designation of the Individuals Needing Special Education (Hyperactivity ad Attention Deficit, Conduct Disorder, Exceptional Children, etc.); Discussion of the Psychological Counseling and Guidance Necessities of the Individuals Needing Special Education; Duties and Responsibilities of Counselors in Special Education Institutions; Determination of the Restraints on Counselors; Roles of Counselor in Inclusion Education; Evaluation and Intervention Methods Used in Special Education.

RPD 615 Multicultural Counseling 3+0 7,5
Multicultural Counseling: Concept and importance; Multidimensionality of Cultural Sensitivity; Dimensions of Socio-Economic Status; Gender and Gender Roles; Immigration and Acculturation; Spirituality and Spiritual Sensitivity; Age and Physical Appearance; Dimensions of Disability; Cultural Micro Aggression; Multicultural Counseling from Various Theoretical Perspectives; Multicultural Counseling and Professional Responsibility; Discussion and Applications on the Current State of Multicultural Counseling.

RPD 616 Research Methods in Counseling and Guidance 3+0 7,5
Problems Faced during Psychological Counseling Process; Coping with these Problems; Researches Related with Psychological Counseling and Guidance Field; Determining Research Problems Related with Psychological Counseling and Guidance; Preparing Research Proposals about these Determined Problems; Presentation and Discussion of these Research Proposals; Preparation of Research Proposal Report.

RPD 617 Professional Issues in Counseling 3+0 7,5
Counseling Profession in the 21. Century; Staying Current on Counseling Research; Professional Development of Counselors; Counselors' Self-Care; Use of Technology in Counseling; Ethical Issues in Counseling; Contemporary Issues of the Counseling Profession; Counseling in Special Education; Counseling with Children; The Role of Counselors in Social Services; Contemporary Issues in School Counseling; The Role of Consultation of Counselors; Counseling in the Field of Law; Trauma Counseling.

RPD 618 Counseling Supervision 2+1 7,5
Counseling Supervision: Overview and importance; Supervisor Roles; Professional Standards; Theory-Based Models and Developmental Models; Research on Counseling Supervision; Current Status and Challenges; Educational Processes in Supervision; Supervision

Interventions; Supervisory Relationship and Process Issues; Multicultural Issues in Supervision; Individual Supervision; Group supervision; Triatic supervision; Ethical and Legal Considerations in Supervision; Evaluation and Applications in Supervision Process.

RPD 699 Seminar 3+0 7,5
Research in Psychological Counseling and Guidance: Quantitative reseaches, qualitative researches; Statistical Analyses and Applications in Scientific Researches; Research Problems and Ethical Principals; Reviews and Discussions of Current Dissertations and Articles on Psychological Counseling and Guidance; Proposal Preparation, Discussion and Reporting in Psychological Counseling and Guidance.

RPD 790 Thesis 0+1 30,0

RPD 890 Thesis 0+1 30,0

RPD 890- Thesis (Thesis Proposal)
0 0+1 30,0
Literature Review Based on Researches on Major Topics of the Area; Determining an Original Thesis Subject; Literature Review on the Thesis Subject; Preparing the Thesis Proposal: Determining the research problem, the reason, limitations, Writing the purposes; Determining the Method: Determining the research design, the participants, the instruments, the data analysis techniques; Reporting the Thesis Proposal.

RSÖ 503 Contemporary Art and its Interpretation 3+0 7,5
Description and Classification of Contemporary and Modern Art; General Overview of the Development of Art; Problem of Art; Problems of the Artist and the Work of Art; Functional Dimension of Painting; Existential Layers of Painting; Evaluation of the Concept of Structural Problems in a Piece of Art; Existential Layers in Literature and Plastic Arts and its Development; Interpretation of Philosophical Movements.

RSÖ 505 Printing Techniques 3+0 7,5
Printed Paint; History of Printed Paint; Identification of the Necessary Tools and Materials; Printing Techniques; Printing Types (Monotype, Pattern Printing, Material Printing Linoleum, Wood Printing, Metal Printing, Silk Printing); Various Printing Techniques with Examples from the Works of Leading Printing Artists; Applications of Original Works.

RSÖ 516 Visual Semiotics 3+0 7,5
Theories of Semiotics; Connection between Semiotics and Visual Arts; Use of Semiotic Analysis in Visual Arts (e.g. Plastic Arts, Graphic Design); Practices Related to the Use of Semiotic Analysis in Visual Arts.

RSÖ 519 Visual Art Studio I 2+2 7,5
Artistic Problem-solving Through Techniques Based on Disciplined Observation; Creating Ways of Individual Expression by a Unique Glance, With Experimental Relation Between Person and The Object, Related With the Artwork; Applications to Create Individual Manner of Expression and to Make Experiments Using Artistic Approaches and Different Techniques (Charcoal Pencil, Ink) by a Critical Interrogative Approach.

RSÖ 520 Visual Art Studio II 2+2 7,5
Artistic Problem-solving Through Techniques Based on Disciplined Observation; Creating Ways of Individual Expression by a Unique Glance, With Experimental Relation Between Person and The Object, Related With the Artwork; Applications to Create Individual Manner of Expression and to Make Experiments Using Artistic Approaches and Different Techniques (Charcoal pencil, ink, watercolour, gouache) by a Critical Interrogative Approach.

RSÖ 521 Introductıon to Semıotıcs 3+0 7,5
What is Semiotics? What is Sign?; Concept of Semiotics; Signification of the Sign (Denotation, Connotation, Myth); Change of Meaning (Metaphor, Metonymy); Making Sense of Sign Types (Paradigma-Syntagma); Ferdinand de Saussure; Charles Sanders Pierce; Umberto Eco; Examples of Analysis; Paint Analysis Techniques; Poem Analysis Techniques; Advertisement Analysis Techniques; Film Analysis Techniques; Photography Analysis Techniques; Architectural Analysis Techniques; Music Videos Analysis Techniques.

RSÖ 599 Seminar 3+0 7,5
Analysis of the Data Base related to Fine Arts; Identification of the Interest Areas; Identification of the Original Topics; Detailed Analysis of the Topic; Identification of the Sources; Reporting Stage based on the Related Literature; Discussion of the Technical and Scientific Quality of the Report; Presentation of the Report; Expanding the Research Area on the Prepared Report.

RSÖ 601 History of Civilization 3+0 7,5
Definition of Civilization; Pre-historic Cultures: Discovery of light; Tool making; Egypt, Mesopotamia and Anatolian Civilizations, Cultural Relations; Transformation from Primitive Society to Civilized Society: First urban settlements, and Greek Civilization, Roman Civilization, Birth of Modern Western Civilization; Role of Inventions and Discoveries in the Birth of High Civilization; Role of Economy and Urbanization; Cultural Evaluation of Mankind.

RSÖ 602 Contemporary Art Theories 3+0 7,5
Role of Man in the Evaluation of Art; The Role of Philosophical Development in the Evaluation of Art: Dialogues from Plato, Aristotle, Socrates, Sterades (aesthesis, theoria, theoros), The Government and Poetica, Paedrus, Marquis de Sade and Nietzche; Investigation of

Modernism, Postmodernism and the Age of the Enlightenment with reference to Georgias and Cicero.

RSÖ 603 Methods of Contemporary Art 3+0 7,5
Contemporary Art and Education Relations; Arts Education, Theory and Arts Courses, Practices of S. Langbehn and A. Lichtwark, Bauhaus, K. Schwertfeger, E. Rottger and D. Klante, Relations of These Practices with Arts Education; Philosophies on Arts Production: (Gotti) Interpretation of Discoursive and Imagery Philosophies; Evaluation of Criticism Methods in Philosophy; Evaluation of Arts and Artistic Development in the Age of Information.

RSÖ 617 Contemporary Turkish Arts 3+0 7,5
Beside (in aaddition to) the Turkish plastic arts after republic (Painting, Statuve, Architecture, Ceramic)it deals with other desing arts (Photograph, Cinema, Graphic)Beside the social economic and cultural effects, it createsa connection with other art branches (Theater, müsic, literature) Turkısh arts between I.th. and II.th. word war and Turkish Archıtectural devolopment after II. word war.

RSÖ 619 City and Plastic Arts 3+0 7,5
Defining the effect of plastic arts to the esthetics of city in process of city formation and development, studying the relationship between human and space in the history, guestioning the dynamics and existence of plastic arts in the city, Evaluating the relationship of the arts to the city and city dıvellers, searching new fields of application in the city, Defining the ıdentity of the city and determining matching materials and technigues, Designing and applying wall-paintings, wall-ceramics, mosaics, sgraffittos and frescos to certain certain places in the city.

RSÖ 623 Visual Art Practice I 2+2 7,5
From a Wide Perspective with a Contemporary Approach and Understanding, in an Interdisciplinary Context, Researching the New Possibilities of Expression; Based on Constructive and Experimental Ideas, Determining the Problems Faced in the Process of Visualizing Thoughts and Proposing Solutions Regarding These Problems; Practical Work Concerning the Possibilities of Various Mediums and Techniques.

RSÖ 624 Visual Art Practice II 2+2 7,5
Leading Students Toward Expertise in Various Art Fields Through Concentrating Students Toward Theorethical, Creative and Technical Dimensions of Research Based on Students? Cultural and Artistic Discourses; Developing an Art Project Which Has Conceptual Content; Finalizing Research With a Finished Artwork and an Accompanying Report Contains all the Stages of Process; Preparing The Base For Better Works in the Future Through Multi-Dimensional Negotiations in The Evoluation Stage of the Report.

RSÖ 625 Contemporary Art 3+0 7,5
Art Approaches After 1950?s: Abstract expressionism, Pop-art, Noveau realism, Happening, Op-art, Kinetic art, Post-painterly abstraction, Minimalizm, Land art, Post- Modern

Approaches, Conceptual art, Hyperrealizm, Body art, Fluxus, Performance, Video art; Discussions Toward Constructing Unique Ideas Departing From the Examples and Interpretations of Each of These Approaches.

RSÖ 626 Art Education and Technology 2+1 7,5
New Technologies at Information Transmission; Computer, Computer Aided Design and the Internet; Digital Art; Relationships Between Technology, Art and Art Education; Effects of technological developments on art education, Art and art education at the age of multimedia; Utilizing computers and the Internet to art education: New technologies regarding web-based instruction, e-learning, and distance learning.

RSÖ 627 Research Project I 4+0 7,5
Creating Atmosphere of Discussion and Art Production which Combines Art Theory Knowledge and Practice Abilities; Discussing the Relationships Between Art Definitions, Art Theories and Society; Transforming Individual Creative Process into Experiences Using Linkages Related Between Art Definitions and Life; Gaining Individual Responsibility and Ethic at Process of Project Preparing and Presentation; Actualizing the Project, Definitions and Meanings Using Research methods; Putting the Project into Practice

RSÖ 628 Research Project II 4+0 7,5
Specifying an Art and Design Project with the instructor; Definition, Content and Introduction of the Project; Determining the steps of the project: Forming time and to-do list for each step; Discussing different suggestions about project development; Developing the project through the critics of the instructor; Presentation of Project; Evaluation of Project by the Instructor.

RSÖ 629 Visual Research Methodologies 4+0 7,5
Visual Research Methods and Related Concepts; Artistic Thinking and Research Process; Visual Research Process and Types of Variables; Research Process and Artistic Approaches; Arts-Based Research Approaches; Creativity; Artistic Research Design; Editing; Deepening; Problem Analysis: Visual data collection, Data analyzing; Use of Data in the Research Process; Reporting.

RSÖ 631 Artwork Analysis I 2+2 7,5
General Characteristics of Artwork Analysis Methods; Basic Concepts of Artwork Analysis Methods; Relationships between Basic Concepts; Comparison of Artwork Analysis Methods; Determination of Strengths and Weaknesses of Artwork Analysis Methods; Writing Analysis of an Artwork: Selection of the Analysis Method; Data Collection; Literature Review; Investigation of Interdisciplinary Relations; Codes of Conduct; Assessment of Artwork Analysis Writing Process.

RSÖ 632 Artwork Analysis II 2+2 7,5
Relationships between Art, Artist and Society; Primitive Folk Art; Economic, Cultural and Social Analysis of of the Works of Art Produced in the Archaic, Classical Style

Baroque, and Scientific Technological Age; Aim of the Analysis of Artworks; Analysis Process: Characteristics of the period, Relationships between work and environment, work and society, work and culture, Methods of analysis, Prominent artists and their works.

RSÖ 699 Seminar 3+0 7,5
Analysis of the Problems on the Basis of Current Research and Practices Related to the Field of Study; Identifying Specific Research Topics to Solve the Identified Problems; Review of Literature Related to Research Topic; Determination of the Problem, Writing research rationale, Determination of the purposes; Developing Methods: Determination of research design, Determination of the participants, Developing data collection tools; Reporting the Research Proposal; Submission and Discussion of the Research Proposal.

RSÖ 790 Thesis 0+1 30,0

RSÖ 890 Thesis 0+1 30,0

RSÖ 890- Thesis (Thesis Proposal)
0 0+1 30,0
Literature Review Based on Researches on Major Topics of the Area; Determining an Original Thesis Subject; Literature Review on the Thesis Subject; Preparing the Thesis Proposal: Determining the research problem, the reason, limitations, Writing the purposes; Determining the Method: Determining the research design, the participants, the instruments, the data analysis techniques; Reporting the Thesis Proposal.

SAN 503 Traditional Turkish Arts 3+0 7,5
A General Review of Traditional Folk Arts in Turkey Especially Those Pertaining to Visual Creations; Basic Concepts Regarding Traditional Arts; The Relationship Between Recent Art and Traditional Art; Various Perceptions of Traditional Visual Culture; The Influences of Function, Belief, Geography and Ethnicity on Traditional Arts; Preparation for a Project Concerning Traditional Arts.

SAN 504 New Trends in Art Education 3+0 7,5
Definition and Content of Art Education; Basic Concepts of Art Education; Art Education Approaches in Historical Process; Theories and Approaches Used in Art Education; Dicipline Based Art Education, Art History, Art Criticism, Aesthetics, Artistic Practices; New Trends in Art Education; Post modernism and Art Education; Visual Culture and Art Education, Content and Definition of Visual Culture, Theoretical Foundations of Visual Culture, Visual Culture Studies; Multi culturalism and Art Education; Interdisciplinary Art Education.

SAN 505 Visual Perception and Design
　　　　　 Principles in Art Education 3+0 7,5
Scope and Definition of Visual Perception; Theories and Rules of Visual Learning; Types of Visual Perception and Communication in Art Education; Visual Perception Design Principles, Components of Visual Perception; Visual

Perception Process; Visual Perception Theories: Visual perception theory of Gestalt, Theory of probabilistic functionalism, Computational approach to visual perception, Neuropsychological theory, Constructivist theory of perception and Theory of direct perception; Visual Perception Process and Design Applications.

SAN 509 Art Education Theories I 2+2 7,5
An Overview of Different Approaches and Theories of Art Education; The Concept of Art Education; Art Education from the Perspective of Cultural, Scientific and Technological Developments; Art Education in Education Policies; Impacts of Educational Approaches to Art Education; Principles, Methods and Techniques of Art Education.

SAN 510 Art Education Theories II 2+2 7,5
An Overview of Different Approaches and Theories of Art Education; The Concept of Art Education; Art Education from the Perspective of Cultural, Scientific and Technological Developments; Art Education in Education Policies; Impacts of Educational Approaches to Art Education; Principles, Methods and Techniques of Art Education; Research in Art Education.

SAN 601 Theories of Art 3+0 7,5
The Discourse of Artwork and Artist: The formation process of the artwork through various points of view, Theorethical philosophy, the limits of sociological discussions; 20th Century Contemporary Art: The condition of the artwork today, the connection of the work of the artist with the history of art, the genre the artwork is in; The Historical Development of the Artwork: Various documents such as video, dia, photography, and catalogue; Context of Discussion, Research Reports, Point of View; The Sociological, Political, Economical, and Philosophical Changes of the Ages, Genres, And Societies Chronologically.

SAN 602 Social Development of Art 3+0 7,5
Comparative Analysis of Art, Artists, Works of Art, and Art-Society Relationship from a Social Perspective in a Wide Range of Fields (e.g. Literature, Music, Drama, Visual Arts); History of Culture; Analytical Explanations to Complex Structure of Events in Art.

SAN 603 Art Ontology 3+0 7,5
Ontology As a Field of Sociology: Theorists, Basic concepts, Historical development; Ontological Approaches to Works of Art; Use of Ontological Analysis Methods in Arts; Ontological Layers of a Work of Art; Analysis of Ontological Layers in the Epistemological Context; Exercises of Conducting an Ontological Analysis.

SAN 604 Comtemporary Approaches in Art
　　　　　 Education Theory 2+2 7,5
Impact of Recent Approaches to Education and Art on Art Education; Theoretical Basis of the Postmodern Paradigm Replacing the Modern Paradigm in Art; New Principles, Methods and Techniques in Postmodern Paradigm;

Discussions on the Use of Postmodern Paradigm in Turkey; Postmodern Practices in Art and Education in the World.

SAN 605 Social History of Modern Art 3+0 7,5
Definition of the Concepts of Modernism, Modernity and Modern in a Social Context; Social Traces of Modern Art; Interactions between Modern Art Movements; Modern Art Movements and Works of Arts Produced Under These Movements: Painting, Music, Novel, Poetry, Architecture and Cinema.

SBÖ 501 Research Topics in Social Studies 3+0 7,5
The place and functions of social studies in finding solutions to existing socio-cultural problems of society; The tasks of social studies in getting necessary knowledge, ability and attitudes to people and in operating an equilibrium between the necessities of people and the expectations of society; Ways of producing solutional approaches by applying diagnosis with a problematic approach to social science fields; Investigation and research activities related with social studies teaching in elementary education guided by the principles and generalizations which establishes social life.

SBÖ 502 Teaching of Social Studies 3+0 7,5
Social Studies location, important tasks on social science. Main disciplines and features related to social sciences. Lectures and features in social studies. The aims, characteristic, basic principles of social studies programs; The detailed inquiry of using teaching principles, strategies, methods and techniques in elementary social studies and problems of these applications and solution proposals.

SBÖ 505 Geography Education in Social Studies 3+0 7,5
Interdisciplinary Glance at Social Studies: Place and Importance of Geography in Social Studies Programs; Geography in New Social Studies Program: Study of Acquisition in Geography; Studying Activities in Geography; Studying Learning Areas in Geography; Evaluating Measurement and Assessment in Geography; Teaching Materials in Geography Education; Geography Research in Social Studies; New Approaches in Geography Education.

SBÖ 506 Historical and Philosophical Basics of Social Studies 3+0 7,5
Social Studies Education Before Tanzimat Era: Evaluating Educational Characteristics of the Period in Terms of Social Studies; Views of Intellectuals on Social Studies during this Era; Social Studies Education during Tanzimat: Examining Educational Characteristics of the Period in Terms of Social Studies; Social Views of Intellectuals on Social Studies during this Era; Social Studies Education during 2nd Mesrutiyet: Examining Educational Characteristics of the Period in Terms of Social Studies; Views of Intellectuals on Social Studies during this Era; Social Studies Education during the Republic: Examining Philosophical Movements in Terms of Social Studies; Examining Educational Philosophies in Terms of Social Studies.

SBÖ 508 Global Perspective in Social Studies Education 3+0 7,5
Explaining the Basic Principles of Global Approach in Social Studies Education: Allowing Students to Gain Knowledge of World Cultures; Understanding World History: Examining the Historic, Geographic, Economic, Political, and Cultural Relations among World Regions and People; Examining the Nature of Cultural Differences and National or Regional Conflicts and Problems; Promoting International Understanding, Tolerance, and Empathy by Infusing Global Perspective into Social Studies Education; Understanding the Relationship between the World Cultures and its Importance in Social Studies Education.

SBÖ 510 Academic Writing 3+0 7,5
The Importance of the Academic Writing; Frequently Made Mistakes in Academic Writing; Subjectivity, Objectivity; Sentence Structures to be used, Changefulness of sentence structures: Active, Passive; Writing Rules and Originality; Quote Sentences, Pragraph ınterpretation; Introduction: Topic, Purpose, Significance sentences; Expression of Assumptions and Limitations; Transitions Between Paragraphs; Table, Chart, Figure, Graph, Image Interpretation; Finding Expressions; Writing Results and Discussions; Writing Abstract and Preface; Assesments through Positive and Negative Samples; A Sample Study.

SBÖ 511 Teaching Practices in Social Studies 3+0 7,5
Elements of the Social Studies Curriculum: Objective, Content, Teaching-learning process, Evaluation; Characteristics of Teaching-Learning Process in Social Studies; Samples of Teaching Practices in Social Studies: Local community studies teaching practice, Teaching practice related to family involvement, Problem-based learning-teaching practice, Values education teaching practice, Child to child teaching practice, Conflict resolution based teaching practice, Critical pedagogy based teaching practice; General Evaluation of Teaching Practice Activities in Social Studies.

SBÖ 512 Current Approaches in Social Studies Teaching 3+0 7,5
Definition, Development and Nature of the Social Studies Course; Values Education and Approaches; Peace and Conflict Resolution Education; Citizenship Education: Active citizenship, Global citizenship, Environmental citizenship, Digital citizenship, Utilizing current events; Utilization from Literary Products, Controversial Issues and Teaching; Using Information and Communication Technologies; Museum Education; Teaching with Out-of-Class Activities.

SBÖ 599 Seminar 3+0 7,5
Problems faced in elementary education social studies teaching; Proposed Solutions Regarding these Problems; Scientific Research in Social Studies Teaching; Defining and Determing Research in Social Studies Teaching; Preparation of Research Related to Determined Problems; Proposals; Conducting Critical Discussions on the Proposed Research; Conducting Research; Writing the Research.

SBÖ 601 Teaching-Learning Process in Social Studies Education 3+0 7,5

General Overview to Social Studies Curriculum's Elements: Purpose, Content, Teaching-learning process; Regulation of Social Studies Education Environments; Principles in Social Studies Education, Training strategies in social studies education, Educational approaches in social studies education, Relationship between social studies with theories of learning; Practices Examples Related to New Approaches in Social Studies Education: Planning, Practice, Evaluation; Using Current Issues in Social Studies Education; Local Community Studies in Social Studies Education; Family Participation in Social Studies Course.

SBÖ 602 Curriculum Development in Social Studies 3+0 7,5

Basic Concepts in Curriculum Development; Theoretical Foundations of Curriculum Development; Historical, Social, Philosophical and psychological foundations; Curriculum Design and Models; Planning of Curriculum Development; Preparation of Curriculum Design in Curriculum Development, Experimentation and evaluation of curriculum in curriculum development, Features of social studies curriculum; Development of Social Studies Curriculum in the World and Turkey, Curriculums in social studies: Examining social studies', Citizenship and human rights', and Revolution history and Kemalism' curriculums; Evaluation and Development of Curriculums in Social Studies.

SBÖ 603 New Paradigms in Social Studies Education 3+0 7,5

Contemporary Theories and Approaches in Social Studies Education; Intercultural Education and Basic Principles of Intercultural Education; Multicultural Education and Basic Principles of Multicultural Education: Examining different cultures in the world, Examining diversity in terms of gender, race, religion, and culture; Cultural Diversity in the World and Turkey in Education and Its Importance in the Social Studies Curriculum; Explaining How These New Trends Influence Social Studies Education; Discussion on How to Apply These New Trends in Social Studies Education to Teaching In-Class and Teacher Education.

SBÖ 604 Cultural Reflections on Social Studies Course 3+0 7,5

Cultural Transmission Concept; Elements of Cultural Transmission; Evaluation of Social Studies Curriculum in terms of Cultural Transmission Context (Taught Informations to Students, Topics, Units, Themas, Student Acquirements), Evaluation of social studies textbooks in terms of cultural transmission, Materials to be used in the cultural transmission, Using literary genre in cultural transmission, Cultural transmission via literary texts, Cultural transmission researches, Intangible cultural heritage concept, Intangible cultural heritage concept in social studies curriculum, Text books and course contents.

SBÖ 605 Social Studies Teaching Supported Literature 3+0 7,5

Relationship between Social Studies Education and Literature: Written literature; Oral Literature; General Criteria for the Use of Literature Works; The Classification of Literature Works and the Use of Social Studies Education: Myth, Tale, Epic, Folktales, Riddles, Proverbs, Blessings and Acclamations, Folk songs, Poetry, Stories, Novels, Travel writings, et al.; Literature Works in the Social Studies Curriculum; Literature Works in the Social Studies Textbooks and Student's Workbooks; Application Examples of the Social Studies Teaching Supported Literature.

SBÖ 606 Current Research Topies About Social Studies Education 3+0 7,5

Basic Concepts: Changes, Society, Education; Changing World Conditions in Global Age: Sociological and cultural changes, Political changes, Economical changes, Educational changes; Current Issues on Social Studies Education: Multicultural and international education, Global education, Resolving conflict and peace education, Active citizenship education, Media literacy and social media, Social justice education, Controversial issues, Service learning, Historical thinking, Interdisciplinary education, New models on teacher education.

SBÖ 607 Social Studies and Environmental Education 3+0 7,5

Definition and Scope of Environmental Education; Development of Environmental Education; Principles of Environmental Education; Environmental Education Model in the World and in Turkey; Environmental Education Models; Environmental Educational Objectives, Content, Teaching-learning process, Methods, Measurement and evaluation; Social Studies and Environmental Education; Environmental Education Curriculum in the Social Studies; Concerned with Environmental Education Outcomes, Learning areas, Teaching methods, Evaluation processes, Interdisciplinary relations; Environmental Education Research; Environmental Education Research Proposal Preparation.

SBÖ 608 Instructional Desing of Social Studies 3+0 7,5

Addressing the Social Studies Instructional Design in the World; Philosophical Foundations of Social Studies; Examination of the Philosophical Foundations of the Integrated Education System; Social Studies in the integration of Reason to be discussed; Making Practices Integrations; Examining Patterns of Integrated Education Programs Designs in Social Studies Instruction; Examples of Integrated Program Designs; Turkey in Particular Made Case Studies on the Design of Social Studies.

SBÖ 609 Citizenship Education in Theory and Practice 3+0 7,5

Historical Development of Concept of Citizenship; Approaches of Citizenship in Global Age; The Development of Citizenship Education in Turkey: Establisment period of the Turkish Republic, Single party

period, Multiparty period, The process of enterance into the European Union; Citizenship Education in Different Countries; The Characteristies of Effective Citizen, Effective Citizenship Education: The scope of citizenship education, Citizenship in elementary and secondary curriculum, Extra-curricular activities in school, Hidden curriculum; Citizenship Education in Social Studies Curriculum.

SBÖ 610 Technological Practices in Social Studies Education 3+0 7,5

Social Studies and Using Technology; Historical Development of Social Studies Based Technology; Technology's Impact on the Concept of Citizenship; Digital Citizenship and Social Studies Education; Using Technology for Effective Social Studies Education; Importance of Technology in Social Studies Curriculum; Technological Practices for the Social Studies Class; Using the Internet in Social Studies Class and Virtual Learning Environments; Online Games and Simulations in Social Studies Class; Developed Examples of Technological Practices for the Social Studies Program.

SBÖ 611 Theory and Practices in Value Education 3+0 7,5

Definition, Importance and Content of Value Education; Philosophical Basis of Value Education; Social Basis of Value Education; Different Approaches to Development of Moral Values (Piaget, Kohlberg, Gilligan, Noddings, Turiel, Eisenberg); Approaches in Value Education: Inculcation, Moral reasoning, Value analysis, Character education; Place and Importance of Value Education in Social Studies Education; Value Education in Social Studies Curriculum; Studies Regarding Value Education in the Social Studies Course.

SBÖ 612 Qualitative Data Analysis 3+0 7,5

The Qualitative Inquiry Paradigm; Qualitative Data Analysis: Definition and characteristics; Qualitative Data Analysis Process: Analysis during data collection, Analysis after data collection is completed; Various Qualitative Data Analysis Approaches: The ethnographic approach to qualitative research analysis, Narrative analysis approach, Discourse analysis approach, Phenomenological and grounded theory analysis; Different Options in Analyzing Qualitative Data; Computer Based Qualitative Data Analysis; Types of Qualitative Data Analysis: Descriptive analysis, Inductive analysis; Steps and Procedure of Qualitative Data Analysis; Reporting Qualitative Research.

SBÖ 699 Seminar 3+0 7,5

Analysis of the Problems on the Basis of Current Research and Practices about Literature; Identifying of Specific Research Topics for Solving the Identified Problems; Review of Literature related to Research Topic; Determination of the Problem, Writing research reasons, Determination of the purposes; Developing the Methods: Determination of research design, Determination of the participants, Developing of Data Collection Tools;

Reporting of Research Proposal; Submission and Discussion of Research Proposal.

SBÖ 790 Thesis 0+1 30,0

SBÖ 890 Thesis 0+1 30,0

SBÖ 890- Thesis (Thesis Proposal)
0 0+1 30,0

Literature Review Based on Researches on Major Topics of the Area; Determining an Original Thesis Subject; Literature Review on the Thesis Subject; Preparing the Thesis Proposal: Determining the research problem, the reason, limitations, Writing the purposes; Determining the Method: Determining the research design, the participants, the instruments, the data analysis techniques; Reporting the Thesis Proposal.

UBT 701 Research in Area of Specialization 3+0 4,5

UBT 702 Research in Area of Specialization 3+0 4,5

UBT 901 Research in Area of Specialization 5+0 7,5

UBT 902 Research in Area of Specialization 5+0 7,5

UEB 701 Research in Area of Specialization 3+0 4,5

UEB 702 Research in Area of Specialization 3+0 4,5

UEB 901 Research in Area of Specialization 5+0 7,5

UEB 902 Research in Area of Specialization 5+0 7,5

UED 701 Research in Area of Specialization 3+0 4,5

UED 702 Research in Area of Specialization 3+0 4,5

UGS 701 Research in Area of Specialization 3+0 4,5

UGS 702 Research in Area of Specialization 3+0 4,5

UGS 901 Research in Area of Specialization 5+0 7,5

UGS 902 Research in Area of Specialization 5+0 7,5

UİÖ 701 Research in Area of Specialization 3+0 4,5

UİÖ 702 Research in Area of Specialization 3+0 4,5

UİÖ 901 Research in Area of Specialization 5+0 7,5

UİÖ 902 Research in Area of Specialization 5+0 7,5

UME 701 Research in Area of Specialization 3+0 4,5

UME 702 Research in Area of Specialization 3+0 4,5

UME 901 Research in Area of Specialization   5+0 7,5

UME 902 Research in Area of Specialization   5+0 7,5

UÖE 701 Research in Area of Specialization   3+0 4,5

UÖE 702 Research in Area of Specialization   3+0 4,5

UÖE 901 Research in Area of Specialization   5+0 7,5

UÖE 902 Research in Area of Specialization   5+0 7,5

UYD 701 Research in Area of Specialization   3+0 4,5

UYD 702 Research in Area of Specialization   3+0 4,5

UYD 901 Research in Area of Specialization   5+0 7,5

UYD 902 Research in Area of Specialization   5+0 7,5

ÜZÖ 501 Theories and Models of Intelligence, Giftedness and Creativity   3+0 7,5
The nature of intelligence, giftedness and creativity: Development of intelligence, giftedness and creativity: Nature and nurture debates; Components of Intelligence: Cognitive processes, Simple and Complex information processing; Components of Creativity: Divergent thinking, Convergent thinking, Insight, Associative thinking, Lateral thinking; Methods for studying giftedness and creativity; Foundations of giftedness and creativity: Biological, Neurological, Psychological, Social; Relationship among intelligence, giftedness and creativity; Tests for measuring Intelligence and Creativity: Psychometric, Alternative assessments; Genius; Prodigy.

ÜZÖ 502 Giftedness and Early Childhood Education   3+0 7,5
Theoretical foundations of early childhood education; Development of giftedness through early childhood years; Conceptions of precocity: Prodigy; Identification of gifted students at pre-school and kindergarten levels: Performance-based assessments, Play-based assessments, Psychometric measurements; Early childhood education practices for gifted children: Social, Academic, Leadership, Creativity.

ÜZÖ 503 Teaching the Gifted I: Analytical Models   3+0 7,5
Concept of analytical ability; Components of analytical ability: Induction, Deduction, Evaluation; Critical thinking; Levels of knowledge: Data, Concept, Generalization, Theory; Analytical teaching models: Selective Problem Solving, Taba Critical Thinking Teaching: Concept development, Data interpretation, Generalization, Conflict resolution; Successful Intelligence: Techniques for developing analytical intelligence; Modification of curriculum for teaching analytically gifted students; Designing lesson plans and developing teaching materials

to enhance analytical ability; Assessment and evaluation of analytical ability.

ÜZÖ 504 Teaching the Gifted II: Creativity Models   3+0 7,5
Conception of Creativity; Components of Creativity: Fluency, Flexibility, Originality (Divergent components), Convergent production, Insight, Associative production; Creativity teaching models: Creative Problem Solving, Multiple Talents Model, Lateral thinking, Janusian thinking-blind variation-selective retention juxtaposed, DISCOVER Problem Continuum; Modification of curriculum for teaching creatively gifted students; Designing lesson plans and developing teaching materials to enhance creative ability; Assessment and tests of creativity.

ÜZÖ 505 Advising the Gifted   3+0 7,5
Social, emotional and behavioral characteristics of gifted people; Giftedness as a heterogeneous class; Twice-exceptionalness; Motivation; Personality; Psychological types of gifted people; Thinking styles; Problems gifted people encounter in and outside of school environment; Underachievement; Psychological adjustment of gifted people; Gender differences among gifted people; Gifted people and their relationships at home and with friends; Giftedness on the street; Counseling the gifted: Counseling techniques; Academic and career advising for the gifted; Academic acceleration; Mentoring; Role modeling; Tutoring; Case studies.

ÜZÖ 506 Parenting the Gifted   3+0 7,5
Responsive parenting; Parent advocacy; School choice; Home schooling; Giftedness in law; Teaching parents to teach their gifted kids; Parenting practices and strategies for gifted children; Career planning; Gifted children?s relationship with other family members; Parents? perspectives about giftedness; Gifted children?s perspectives about parenting; Case studies.

ÜZÖ 507 Creativity in Literature   3+0 7,5
The Meaning of Creativity in Oral and Written Language; Creative Poets and Writers and Their Works; Creative Thinking Processes in Writing; Fiction and Nonfiction Elements in Creative Writing; Developing Creativity in Writing: Uses of paradoxes, metaphors, analogies, parallel structures, rhythms, visual imageries, unusual melodic combinations, alliterations, personifications, assonances, unusual adjectives and adverbs, prose lyricisms, and sense of humor; Prose Talent; Teaching Creative Writing to Children; Samples from Children's Literature.

ÜZÖ 599 Seminar   3+0 7,5
Literature review and/or writing research papers on giftedness, creativity and intelligence; Use of APA style (American Psychological Association) in writing research papers; Review of research articles: Purpose, Literature, Method, Result, Conclusion; Empirical research in intelligence, giftedness and creativity: Epistemological

research, Cognitive research; Research on educational programs for the gifted.

ÜZÖ 601 Contemporary Theories of High Abilities 3+0 7,5
Adult geniuses and prodigy children; Development of prodigy children; Definitions of Genius: Intelligence, Creativity, Productivity, Influence and Direction; The Origin of Genius: Neuropsychological Factors, Genetic Factors, Cultural Factors, Education, Heredity, Chance, Incidental Inventions, Zeitgeist; Age and achievement; Esthetic and charisma; Personality and individual differences; Genius, madness and other mental problems; Slices from the lives of geniuses; Contemporary theories of giftedness: Psychosocial classifications, Sea Star Model, Pyramid model, Differentiated Model of Giftedness and Talent, Meta theory, Three ring theory, Successful intelligence theory.

ÜZÖ 602 Identification of the Gifted 3+0 7,5
Purpose of Identification; Identification Principles; Effects of Identification; Identification Methods: Program based identification, Ability based identification; Identification Process: Screening, Measurement, Decision, Evaluation; Identification Models; Psychological Tests: Psychometrics, Methods of test development, Characteristics of psychological tests, Examination of widely used intelligence scales; Identification Instruments: Individual intelligence scales, Group intelligence scales, Creativity scales, Ability scales, Achievement scales, Dynamic evaluation, Behavior checklists; Development of Prototype Tests for Measuring Intelligence, Ability and Creativity.

ÜZÖ 603 Program Models in the Education for the Gifted 3+0 7,5
Education Models for Gifted Students in Special and Regular Classrooms; Review of Educational Programs and Models for Gifted Students; Comparison of Education Programs Used around the World and Analysis of the Applicability of these Programs in Turkey; Program Development Process and Strategies in Education for Gifted Students; Program Development Principles for Gifted Students; Evaluation of Education Programs; Design of Prototype Education Programs for Gifted Students.

ÜZÖ 604 Curriculum Development in the Education for the Gifted 3+0 7,5
Review of Curriculum Characteristics for Gifted Students; Comparison of General Curriculum and Curriculum for the Gifted; Analysis of Curriculum Development Process; Review of Curriculum Differentiation Principles and Strategies in Education for the Gifted; Curriculum Differentiation Models for the Education of the Gifted; Development of Original Learning Outcomes; Development of Learning Activities Based on Learning Outcomes; Development of Specific Curriculum Differentiation Models for Gifted Students; Development of Prototype Curriculum Differentiation Models.

ÜZÖ 605 Scientific Studies in Gifted Education 3+0 7,5
Review of Issues and Research Problems in the Field of Gifted Education and Creativity; Review of Effectiveness of Identification and Education Models; Sociocultural Research on Giftedness and Creativity; Analysis of Research Problems; Analysis of Research Parameters; Sample Analysis; Instrument Analysis; Identification of Research Trends; Selection of Research Areas and Problems; Review of Related Literature; Reports of Review Findings; Presentations of Reviews.

ÜZÖ 699 Seminar 3+0 7,5
Course Introduction; Evaluation Criteria for Academic Studies, Evaluating academic studies according to the criteria; Literature Review on Giftedness and Talent; Identifying a Research Topic About Giftedness and Talent; Preparing a Research Proposal About Giftedness and Talent; Writing a Report of the Research Proposal About Giftedness and Talent; Presenting the Research Proposal About Giftedness and Talent.

ÜZÖ 790 Thesis 0+1 30,0

ÜZÖ 890 Thesis 0+1 30,0

ÜZÖ 890- Thesis (Thesis Proposal)
0 0+1 30,0
Literature Review Based on Researches on Major Topics of the Area; Determining an Original Thesis Subject; Literature Review on the Thesis Subject; Preparing the Thesis Proposal: Determining the research problem, the reason, limitations, Writing the purposes; Determining the Method: Determining the research design, the participants, the instruments, the data analysis techniques; Reporting the Thesis Proposal.

ZEÖ 501 Developing Individualized Education Programs 3+0 7,5
Terms and Concepts in Individualized Education Program: Definition, Where can individualized education programs be prepared? Who is responsible for preparing these programs?; Components of Individualized Education Programs; Discovering and Diagnosing Learners Needing Special Care; Determining Current Levels of Performance; Identifying Short and Long Term Objectives; Designing Instructional Plans; Material Design and Development and Establishing Services; Providing Coordination between Services; Applying Instructional Plans; Monitoring Development: Assessment of Instructional Plans.

ZEÖ 504 Conceptual and Theoretical Bases of Mental Retardation 3+0 7,5
Terms and Concepts of Mental Retardation: Definitions of AAMR; Theoretical Bases of AAMR; Classification of Mental Retardation: Classification type based on the extent of support needed; Educational Assessment of Individuals with Mental Retardation: Diagnosis, Intelligence and

Adaptive Scales; Causes of Mental Retardation; Frequency of Mental Retardation; Characteristics of Individuals with Mental Retardation: Psychological emotional, physical and environmental.

ZEÖ 505 Services of Special Education 3+0 7,5
Placement Alternatives in Special Education: The least restrictive environment. Inclusion; Factors in Inclusion: School administration, Mainstream teachers, Mainstream learners, Learner of inclusion, Parents, Physical environment, Effective teaching strategies; Services of Special Education: Resource room, In-class support; Special Education Consultation: Effective consultant skills, Consultation procedure; Individualized Education Programs for Inclusion Learners.

ZEÖ 506 Parent Training 3+0 7,5
Basic Knowledge about the Family: Family structure, Family characteristics, Role of the family in special education; Influence of the Child with Special Needs on his/her Family: Reaction of family members, Changing roles of the parents; Child abuse and neglect; Parent-School Cooperation: Parent-school communication, Parent participation; Parent Training: Legal necessities, Parent training approach, Parent training programs, Developing parent training programs, Program implementations.

ZEÖ 507 Identifying the Functions of Problematic Behaviors 3+0 7,5
Functions of Problematic Behaviors; Differences between Functional Assessment and Functional Analysis: Definition of functional assessment; Definition of functional analysis; Conceptual and methodological principles of functional analysis; Data collection techniques for functional assessment; Strengths and Weaknesses of these Techniques; Guidelines for Functional Analysis; Points to consider in Functional Analysis.

ZEÖ 508 Early Intervention Programs 3+0 7,5
Early Intervention: Concepts and definitions, Early childhood period, Pre-school period; Early Special Education Services: Home-based services, Center-based services, Home and center-based services; Early Special Education Programs: Programs used world-wide, Programs used in Turkey; Implementation of Family-Centered Early Childhood Programs: Professional-centered, Family-allied, Family-focused, Family-centered; Small Steps: Introduction to small steps program, Communication area and implementation skills, Gross motor area and implementation skills, Fine motor area and implementation skills, Receptive language area and implementation skills, Personal-social area and implementation skills.

ZEÖ 512 Learning Difficulties and Prevention 3+0 7,5
Learning Difficulties in School Age Children and Learners: Terms, Definitions, Classification; Diagnostic methods; Assessment with Diagnostic Tests; Hyperactivity and Concentration Problems; Literacy Problems; Learning Difficulties in Mathematics; Grapho-Phonemic and

Articulatory Difficulties; Counseling Services for Teachers; Counseling Services for Parents.

ZEÖ 515 Early Childhood Special Education 3+0 7,5
Early Intervention and Early Childhood Special Education: Essential concepts, Theories and Approaches; Assessment at Early Intervention and Early Childhood Special Education: The purposes and types of assessments, Discussions of related literature; Early Intervention and Early Childhood Special Education Service Models: Home-based, Center-based, Home and center based service models, Discussions of related literature; Contemporary Practices of Early Intervention and Early Childhood Special Education: Evidence-based practices, Discussions of related literature.

ZEÖ 517 Teaching Students with Moderate to Severe Disabilities 3+0 7,5
Learning-Teaching: Effective teaching, Establishing stimulus control, Transfer of stimulus control; Effectiveness-Efficiency: Social validity, Teaching arrangements, Phases of learning; Phases of Systematic Teaching: Observational learning, Instructive feedback; Single Subject Research Designs: Reliability, Graphical analyses; Errorless Teaching Procedures: Progressive and constant time delay, Least to most and most to least prompting, Antecedent prompt and testing, Antecedent prompt and fading, Graduated guidance, Simultaneous prompting; Natural Teaching Procedures: Peer -tutoring.

ZEÖ 520 Activity-Based Teaching Practices for Preschool Children with Development Disabilities 3+0 7,5
Instructional Techniques in Natural Settings: Incidental teaching; Mand-model procedure; Transition-based teaching; Milieu teaching; Activity-based intervention (ABI); Activity-Based Intervention Practices: Definition of ABI; Elements of ABI; Advantages of ABI; Developing Instructional Programs Based on ABI: The use of routine and play as means of intervention; Embedding instructional objectives into daily routines and play activities; Preparing research proposal based on ABI.

ZEÖ 521 Classroom Research 3+0 7,5
Definition; History of Classroom Research; Assumptions in Classroom Research; Underlying Principles; Importance of Classroom Research; Characteristics of Classroom Research; Cooperative Learning; Classroom Assessment Techniques; Procedures of Classroom Research: The role of learners in classroom research; The role of teachers/ researchers in classroom research; Quantitative and Qualitative Approaches: Action research; Data collection and analysis; Planning a Sample Classroom Research.

ZEÖ 523 Teaching Independent Living Skills 3+0 7,5
Basic Concepts about Chain Skills Instruction; Basic Characteristics of Daily Living Skills; Basic Characteristics of Social Skills; Basic Characteristics Of Functional Academic Skills; Basic Characteristics Of Using community resource skills; Basic Characteristics of Safety

Skills; Basic Characteristics of Self-management Skills; Basic Characteristics of Vocational Skills; Basic Characteristics of Leisure Skills; Basic Concepts of Transition to Community Life.

ZEÖ 524 Self Management Strategies 3+0 7,5
Quality of Life; Self-determination: What is self-determination?; What are the elements of self-determination?; Self Regulation; Self Management; Self Management Strategies: Antecedent cue regulation, Self instruction, Self monitoring, Self evaluation, Self reinforcement; Advantages of Self Management Strategies; Teaching Self Management Strategies; Use of Self Management Strategies in Educational Settings; Research in Self Management Strategies.

ZEÖ 526 Movement Training for Children with
Special Needs 3+0 7,5
Movement Training: Definition, Benefits; Health and Wellness; Adapted Physical Education: Definition, History; Individualized Education Programs: Components, Development; Role of the Trainer; Instructional Strategies in Movement Training: Teaching styles; Motor learning; Facilitating Skill Development; Prescriptive Planning and Instructional Models; Behavior Management for Movement Training; Movement Training for Children with Mental Disabilities; Movement Training for Children with Pervasive Developmental Disorders; Movement Training for Children with Physically Disabilities; Movement Training for Children with Visual and Hearing Impairment.

ZEÖ 528 Families of Individuals with
Disabilities 3+0 7,5
Basics of Family; Family Members in Interaction: Effect of disability on communication between family members, Ways of effective communication in the family, Collaboration within the family; Family in the Community: Professionals? attitudes towards disability and family, Effective communication between professionals and families; Family Needs and Other Issues: Early childhood years, School years, Adulthood; Interaction of Families, Educators, and the Community.

ZEÖ 530 Analysis of Special Education Policies 3+0 7,5
Special Education from the Perspective of Economics: Special education in the world, Special education policy as an instrument of social policy; Provision of Service: Public service, Financing of service, Public choice theory; Purchase of Service: Theory of principal and agent, Theory of asymmetric information, Contract theory; Policy Making and Implementation: Costs of policy making, Costs of policy implementation; Special Education in Turkey: Turkish legislation on special education, Burden of the system load on the public budget; Analysis of Turkish Special Education Policies.

ZEÖ 532 Communication in Individuals with
Autism and Alternative Systems 3+0 7,5
Language Skills Assessment; Explanation of Language and Communication Elements; Autism and Communication;

Augmentative and Alternative Communication (AAC); PECS (Picture Exchange Communication System): Use of the Verbal Communication System (ABA) for Children with Autism Spectrum Disorders; Development of Social Skills in Children with Autism Spectrum Disorders; Community-based Education for Children with Autism Spectrum Disorders; Peer-Based Programs for Children with Autism Spectrum Disorders.

ZEÖ 534 Teaching Functional Academic Skills 3+0 7,5
Scope of Functional Academic Skills: Importance of Functional Academic Skills; Selecting Functional Academic Skills for Instruction: Content analysis, Teaching strategies for functional academic skills; Instruments Used in Teaching Functional Academic Skills; Prompting and Feedback Procedures; Designing and Selecting Materials to Encourage Learning; Planning of Instruction.

ZEÖ 599 Seminar 3+0 7,5
Reviewing literature on Mental Retardation; Choosing and narrowing down the topic; Detailed Literature Review; Planning the Report; Writing the Report; Presentation of the Report; Identifying the Research Needs based on the Report; Preparing the Research Proposal; Presenting the Research Report.

ZEÖ 602 Developing Social Competence of
Learners with Mental Retardation 3+0 7,5
Definition of Social Competence; Identifying Social Skills; Classification of Social Skills, Assertiveness, Responsibility, Empathy, Self-Management; Assessing Social Validity; Assessment of Social Skills: Peer nomination, Peer rating, Self-recording, Observation, Interviews; Teaching Social Competence: Coaching, Teacher-learner interactions, Peer interactions, Improving emotional responses and creativity.

ZEÖ 605 Applied Parental Training 3+0 7,5
Children with Special Needs and the family: The effects of child on family, The effects of family on child, The role of family in the education of children with special needs; The Needs of the Family: Methods of need analysis, Research, Applications; Services for Parents: Consultation, Guidance, Education; Approaches in Parental Training; Parental Training Programs; Parental Training Practices.

ZEÖ 606 Behavioral Consultation In Schools 3+0 7,5
General Overview of Consultation; Types of Consultation; Characteristics of Children with Special Needs in an Integration Program; Principles and Techniques of Behavioral Consultation; The Transfer of the Process of Behavioral Consultation Through In-Service Training, Seminars and Conferences; Indirect Services for Children with Special Needs; Handicaps in Behavioral Consultation; Research Conducted on the Efficiency of Consultation.

ZEÖ 608 Evidence-Based Practices in Autism 3+0 7,5
The Concept of Evidence-Based Practices: History, Definitions, Scientific research methods, Group experimental studies, Single-subject experimental studies,

Criteria for evaluating experimental studies in terms of scientific evidences, Avoiding scientific bias; Popular Practices in Autism and Their Evidence Bases: Educational practices, Therapeutic practices, Medical practices; Recommendations for Parents, Practitioners, and Researchers.

ZEÖ 612 Charactarestisc of Persons with Intellectual Disabilities 3+0 7,5

Characteristics of Persons with Mild Intellectual Disabilities: Motivational and sociobehavioral characteristic, Learning characteristics, Speech and language characteristics, Physical health characteristics and educational characteristics; Characteristics of Persons with Severe Intellectual Disabilities: Definition and overview, Behavioral and emotional characteristics, Communication characteristics and Educational characteristics.

ZEÖ 614 Reviews of Studies Regarding Early Childhood Special Education 3+0 7,5

Fundamentals of Early Childhood Special Education: Definitions, Theories, Assessment, Service models; Contemporary Issues and Studies Regarding Topics in Early Childhood Special Education; Synthesizing and Reviewing Studies based on Literature Review Process; Writing Articles based on Literature Review Process; Writing and Literature Review Article on a Contemporary Issue Regarding Essential Topics in Early Childhood Special Education.

ZEÖ 616 Adults with Special Needs 3+0 7,5

Causes of Transition: Definitions, Legislation, Implementation, Support; Family Evaluation; Research on Families; Planning of Transition Process: Transition strategies; Service Providers for Adults: Civil community organizations; Business and Industry; Developing Vocational Skills: Vocational education; Teaching basic vocational skills; Employability skills; Transition to Community Life: Moving away from family; Job placement; Social Security: Lifelong education; Health, Social security, Recreation, Leisure; Healthy Living for Students in Transition.

ZEÖ 617 Meta Analysis in Single Subject Research 3+0 7,5

Single Subject Research Methods: Characteristics of single subject research methods; Single subject research models; Evidence-Based Practices; Descriptive Analysis; Meta Analysis: Effect size; Computation of effect size: Meta Analysis in Single Subject Research: Effect size in single subject research, Computation of effect size in single subject research; Meta Analysis Techniques in Single Subject Research: Percentage of non-overlapping data; Percentage of zero data, Interrupted time series analysis, Standard-mean difference; Mean-baseline reduction, d statistic; Meta Analysis Practices in Single Subject Research.

ZEÖ 618 Action Research in Special Education 3+0 7,5

Definition and Philosophy of Action Research; History; Importance of Action Research in Special Education; Characteristics of Action Research; Role of Teachers/Researchers in Action Research; Ethics in Action Research; Qualitative Research Designs; Data Collection and Analysis in Action Research; Trustworthiness; Reporting in Action Research; Planning of an Example Action Research.

ZEÖ 619 Positive Behavior Supports 3+0 7,5

Positive Behavior Supports: Definition, Characteristics, Steps; Cooperative Group; Problem Behaviors: Definition, Characteristics, Functions; Functional Assessment: Functional assessment, Functional analysis, Developing hypothesis; Designing Positive Behavior Support Plan: Preventing problem behaviors, Teaching new behaviors, Reducing problem behaviors, Preparing a positive behavior support plan, Implementing the plan, Monitoring and making required changes; School-Wide Positive Behavior Supports; Working with Families; Crises Management.

ZEÖ 620 Assessment and Support of Language Skills in Individuals with Intellectual Disabilities 3+0 7,5

Basic concepts: Language characteristics of individuals with intellectual disabilities; Assessment: Assessment tools; Assessment of Language Skills: Formal assessment, Informal assessment; Supporting Language Skills of Individuals with Intellectual Disabilities; Assessment of Language Skills in Classroom; Supporting Language Skills in Classroom; Teachers? Responsibilities; Role of Families in Supporting Language Skills.

ZEÖ 621 Play and Learning in Children with Developmental Disabilities 3+0 7,5

Play in Educational Settings: What is a play?, Features of play, Theoretical approaches to play, Play-based evaluation; Play Development in a Child: Mental steps in the play, Steps of the social play, Types of play; Playing with Children with Developmental Disabilities: Difficult play behaviors of children with developmental disabilities, Using play for educational purposes, Play examples which support developmental areas; Methods of Teaching Play in Special Education: Instructional techniques in natural settings, Techniques based on applied behavior analysis.

ZEÖ 622 Transition and Transition Services in Children with Development Disabilities 3+0 7,5

Transition: What is transition?, Period of transition; Features of Transition Periods: Preschool to primary school transition, Primary to high school transition, School to work transition; Transition Plans: What is a transition plan? Steps of transition plans, Teaching skills required in the transition period, Monitoring and evaluation; Models of Transition: What are transition models?, Features of transition models.

ZEÖ 624 Advanced Single Subject Research Methods 3+0 7,5

What is Research?; Believability, Reliability; Principles of Applied Behavior Analysis: Behavioral, Applied, Analytic; Ethical Research Behaviors; Assessment and Evaluation: Data collection method, Effectiveness and efficiency; Social and Educational Validity: Assessment of behaviors; Reliability Assessment; Graphical Analysis of Data; Characteristics of Single-Subject Research: AB designs, Reversal design; Multiple Baseline Models; Multiple Probe Designs, ABC Design; Alternating Treatments Design; Adapted Alternating Treatments Design, Parallel Treatments Designs; Research Proposal; Writing Research Report.

ZEÖ 626 High Functioning Inviduals with Autism and Their Traning 3+0 7,5

Autism Spectrum Disorders; Characteristics of High-Functioning Autism; High-Functioning Autism at Home; High-Functioning Autism at School; Teaching with Video Modeling; Naturalistic Teaching Procedures; Teaching with Social Stories; Teaching Strategies Used in the Classroom for High-Functioning Autism.

ZEÖ 628 Selected Topics in Autism 3+0 7,5

Diagnosis: Diagnosing autism spectrum disorders, Recent developments in diagnosis of autism; Learning in Early Childhood and Autism: Effects of autism on cognitive development and learning, Effects of early intervention in autism; Comprehensive Treatment Models for Autism: Comprehensive treatment models based on Applied Behavior Analysis, Developmental relationship-based comprehensive treatment models, Other comprehensive treatment models for autism, Research on comprehension treatment models for autism; Focused Interventions; Discussion Topics on Comprehensive Treatment Models and Focused Interventions for Autism; Parent Training; Staff Training.

ZEÖ 699 Seminar 3+0 7,5

Determination of the Field Related to Seminar Topic: Performing the literature review, Classification of research in the field, Discussing each research topic; Determination of the Seminar Topic: Reviewing studies about the topic, Discussion of originality of research topic, Discussion of need of this research; Determination of thesis Subject; Writing Research Proposal: Introduction, Related literature, Purpose of research, Methods, Making up the research schedule, Anticipated results; Presentation of Research Proposal.

ZEÖ 790 Thesis 0+1 30,0

ZEÖ 890 Thesis 0+1 30,0

ZEÖ 890- Thesis (Thesis Proposal)
0 0+1 30,0

Literature Review Based on Researches on Major Topics of the Area; Determining an Original Thesis Subject; Literature Review on the Thesis Subject; Preparing the Thesis Proposal: Determining the research problem, the reason, limitations, Writing the purposes; Determining the Method: Determining the research design, the participants, the instruments, the data analysis techniques; Reporting the Thesis Proposal.