T.C.

SİVAS CUMHURİYET UNIVERSITY

FACULTY of EDUCATION

UNDERGRADUATE PROGRAM in PRESCHOOL EDUCATION

SİVAS, 2022

UNDERGRADUATE PROGRAM in PRESCHOOL EDUCATION

1ST SEMESTER

CODE	COURSE TITLE	T	U	K	A
MB	Introduction to Education	2	0	2	3
MB	Educational Psychology	2	0	2	3
GK	Atatürk's Principles and History of Reforms 1	2	0	2	3
GK	Turkish Language 1	2	0	2	3
GK	Foreign Language 1	2	0	2	3
GK	Career Planning and Development	1	0	1	2
AE	Development in Early Childhood 1	3	0	3	5
AE	Introduction to Early Childhood Education	3	0	3	4
AE	Art Education in Early Childhood	2	0	2	4
	Total	19	0	19	30

2ND SEMESTER

CODE	COURSE TITLE	T	U	K	A
MB	Philosophy of Education	2	0	2	3
MB	Sociology of Education	2	0	2	3
GK	Atatürk's Principles and History of Reforms 2	2	0	2	3
GK	Turkish Language 2	2	0	2	3
GK	Foreign Language 2	2	0	2	3
GK	Non-Core Elective Course 1	2	0	0	0
AE	Development in Early Childhood 2	3	0	3	5
AE	Child Health and First Aid	2	0	2	5
AE	Preschool Education Programs	3	0	3	5
	Total	20	0	18	30

3RD SEMESTER

CODE	COURSE TITLE	T	U	K	A
MB	School Experience 1	1	4	3	8
MB	Elective 1	2	0	2	3
GK	Elective 1	2	0	2	3
AE	Children's Literature	2	0	2	4
AE	Family Education and Involvement	3	0	3	4
AE	Science Education in Early Childhood	3	0	3	4
AE	Play Development and Education in Early Childhood	3	0	3	4
	Total	16	4	18	30

4TH SEMESTER

CODE	COURSE TITLE	T	U	K	A
MB	Principles and Methods of Teaching	2	0	2	3
MB	Elective 2	2	0	2	3
GK	Non-Core Elective Course 2	2	0	0	0
AE	Instructional Technologies and Material Development in Early Childhood	1	2	3	5
AE	Mathematics Education in Early Childhood	3	0	3	5
AE	Elective 2	2	0	2	4
AE	Music Education in Early Childhood	2	0	2	5
AE	Contemporary Approaches in Early Childhood	3	0	3	5
	Total	17	2	17	30

5TH SEMESTER

CODE	COURSE TITLE	T	U	K	A
MB	Assessment and Evaluation	3	0	3	4
MB	Elective 3	2	0	2	3
MB	Classroom Management	2	0	2	4
GK	Community Service Practices	1	2	2	3
AE	Children, Science, Technology, and Media	2	0	2	4
AE	Environmental Education in Early Childhood	3	0	3	6
AE	Understanding and Assessing the Child	3	0	3	6
	Total	16	2	17	30

6TH SEMESTER

CODE	COURSE TITLE	T	U	K	A
MB	Elective 4	2	0	2	3
MB	School Practice 2	1	4	3	8
GK	Elective 2	2	0	2	3
AE	Elective 2	2	0	2	4
AE	Special Teaching Methods	1	2	2	5
AE	Child Mental Health	3	0	3	4
AE	Drama in Early Childhood	3	0	3	4
	Total	14	6	17	31

7TH SEMESTER

CODE	COURSE TITLE	T	U	K	A
MB	Research Methods in Education	2	0	2	3
MB	Teaching Practice 1	2	6	4	10
MB	Guidance in Schools	2	0	2	3
MB	Special Education	2	0	2	3
GK	Elective 3	2	0	2	3
AE	School Adaptation and Early Literacy	3	0	3	4
AE	Elective 3	2	0	2	4
	Total	15	6	17	30

8TH SEMESTER

CODE	COURSE TITLE	T	U	K	A
MB	Teaching Practice 2	2	6	4	10
MB	Turkish Education System and School Administration	2	0	2	3
MB	Integrated Education in Preschool	2	0	2	4
GK	Elective 4	2	0	2	3
AE	Early Childhood Education Policies	3	0	3	6
AE	Elective 4	2	0	2	4
	Total	13	6	15	30

Fields	T	U	K	AKTS	TOTAL HOURS	PERCENTAGE
Vocational Knowledge (VK)	39	20	47	87	59	38
General Culture (GK)	26	2	23	35	28	18
Field Education (FE)	65	4	68	119	69	44
Total	130	26	138	241	156	100

ELECTIVE COURSES (T-U-K-A)

VOCATIONAL KNOWLEDGE ELECTIVE COURSES (2-0-2-3)

- Open and Distance Learning
- Collaboration and Communication with Families
- Collaborative Teaching
- Child Psychology
- Textbook Analysis
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Speech and Language Disorders
- Educational Anthropology
- Educational Law
- History of Education
- Morality and Ethics in Education
- Digital Content Development in Education
- Drama in Education
- Extracurricular Activities in Education
- Curriculum Development in Education
- Project Preparation in Education
- Critical and Analytical Thinking
- Education of Hospitalized Children
- Inclusive Education
- Character and Value Education
- Comparative Education
- Microteaching
- Museum Education
- Out-of-School Learning Environments
- Learning Disability
- Individualizing and Adapting Instruction
- Sustainable Development and Education
- History of Turkish Education
- Adult Education and Lifelong Learning

GENERAL CULTURE ELECTIVE COURSES (2-0-2-3)

- Addiction and Combating Addiction
- Nutrition and Health
- History and Philosophy of Science
- Science and Research Ethics
- Children's Rights and Protection
- World Musics
- Economy and Entrepreneurship
- Traditional Turkish Handicrafts
- General Geography
- Semiotics
- Human Rights and Democracy Education
- Human Relations and Communication
- Use of Internet Technologies
- Culture and Language
- Applications of Mathematics
- Art and Aesthetics
- Sound Recording Methods
- Basic Information Technologies
- Basic English
- Turkish Folk Dances
- Turkish Sign Language
- Turkish Cultural Geography
- Turkish Cultural History
- Turkish Music
- Turkish Art History
- Geography of Türkiye
- History of Civilization
- Three-Dimensional Design (3D Design)
- Geography of Countries

FIELD EDUCATION ELECTIVE COURSES (2-0-2-4)

- Movement Development and Education in Children
- Application-Based Research and Ethics with Children
- Philosophy for Children
- Sensory Education
- Behavior Management
- Language and Concept Development in Early Childhood
- Rhythm, Dance, and Orff Education in Early Childhood
- Preventive and Protective Services in Early Childhood
- Documentation in Early Childhood
- Traditional Children's Games
- Children at Risk and Their Education
- Social Skill Education
- STEM Education and Applications
- Family and Child in Turkish Culture
- Gifted Children and Their Education
- Creativity Education

COURSE DESCRIPTIONS of the UNDERGRADUATE PROGRAM in PRESCHOOL EDUCATION

CODE	COURSE TITLE	T	U	K	A
MB	Introduction to Education	2	0	2	3
MB	Educational Psychology	2	0	2	3
GK	Atatürk's Principles and History of Reforms 1	2	0	2	3
GK	Turkish Language 1	2	0	2	3
GK	Foreign Language 1	2	0	2	3
GK	Career Planning and Development	1	0	1	2
AE	Development in Early Childhood 1	3	0	3	5
AE	Introduction to Early Childhood Education	3	0	3	4
AE	Art Education in Early Childhood	2	0	2	4
	Total	19	0	19	30

MB	Introduction to Education (2- 0-2-3)

Fundamental concepts related to education and instruction; aims and functions of education; the relationship of education with other fields and sciences; legal, social, cultural, historical, political, economic, philosophical, and psychological foundations of education; methodology in educational sciences; school and classroom as an educational and learning environment; the teaching profession and current developments in teacher training; and trends related to education in the twenty-first century.

MB	Educational Psychology (2- 0-2-3)

Fundamental concepts of psychology and educational psychology; research methods in educational psychology; development theories, developmental domains, and developmental processes; individual differences in development; basic concepts related to learning; factors affecting learning; learning theories within the framework of teaching-learning processes; motivation in the learning process.

GK	Atatürk's Principles and History of Reforms 1 (2-0-2-3)

Internal and external reasons leading to the collapse of the Ottoman Empire; reform movements in the Ottoman Empire during the 19th century; intellectual currents in the late Ottoman period; the political and military situation of the Ottoman Empire at the beginning of the 20th century; World War I and the Armenian Question; the occupation of Anatolia and the reactions; Mustafa Kemal Pasha's landing in Samsun and his activities; the period of congresses and organization; the opening of the last Ottoman Parliament (Meclis-i Mebusan) and the adoption of the National Pact (Misak-ı Millî); preparations for the National Struggle and the material and moral foundations of these preparations; the opening of the Turkish Grand National Assembly (TBMM) and its activities; the Treaty of Sèvres; struggles on the Southern and Eastern fronts; the establishment of the regular army, the Greek offensive and the wars on the Western front, the signing of the Armistice of Mudanya, the convening of the Lausanne Conference, and the signing of the Peace Treaty.

GK	Turkish Language 1 (2-0-2-3)

Basic characteristics of spoken language and oral communication. Oral expression; fundamental characteristics of speaking skills (using natural language and body language); basic principles of effective speaking; fundamental characteristics of a good speaker (stress, intonation, pausing; diction, etc.). Impromptu and prepared speaking; stages of prepared speaking (topic selection and delimitation; determining purpose, point of view, main and supporting ideas, planning, writing the text; presentation of the speech). Types of speeches I: (conversations/dialogues, interview/chat, introducing oneself, answering questions, celebrating an important event such as New Year's, birthday, holiday, giving directions, telephone conversations, applying for a job, interviewing someone/conducting an interview, radio and television speeches, participating as a speaker in various culture and arts programs, etc.). Delivering impromptu speeches on various topics, working on speech examples and oral expression practices, correcting language and expression errors in speeches.

GK	Foreign Language 1(2-0-2-3)

Present tense; simple present tense; speaking, reading, writing, and listening skills in these tenses; speaking skills (introducing oneself, describing a thing/place, giving directions, question and answer patterns for personal information); reading skills (reading lists/labels, asking questions, etc. in restaurants, on public transport like buses/trains, and at shopping locations); writing skills (writing short messages, writing poster content, filling out forms); listening skills (directions, descriptions of places/people, etc.).

GK	Career Planning and Development (1-0-1-2)

The concept of career, career planning and its stages; individual career development, creating a career strategy; the career planning model, career options in related teaching fields; résumé preparation and types of résumés, CV format and examples, points to consider when preparing a CV; cover letters, letters of introduction, job interviews, their purposes, methods and types, preparation for the interview and interview stages; situations that may be encountered in interviews; question types, body language-physical signals.

AE	Development in Early Childhood 1 (3-0-3-5)

Prenatal development, fundamental concepts related to physical development, physical development from 0–36 months, social-emotional development, social development and peer relationships, development of self-esteem from 0–36 months, moral development theories, values education from 0–36 months, sexual development, religious and moral development, personality development, theories related to personality development.

AE	Introduction to Early Childhood Education (3-0-3-4)

The definition of early childhood; core views and historical development in early childhood education; early childhood education in Turkey and the world; principles, importance, and benefits of early childhood education, children's developmental characteristics and needs; characteristics of the preschool teacher, types of early childhood education institutions (kindergarten, nursery, etc.), physical, social, and educational environment characteristics of early childhood education institutions; the role and importance of the family in early childhood education; the use of technology in early childhood education, communication and its importance in early childhood education.

AE	Art Education in Early Childhood (2-0-2-4)

The definition and function of art; history of art education; the place and importance of art education in contemporary education; ability to recognize and evaluate a work of art; definition and importance of creativity and art education in early childhood; children's drawings and their characteristics according to developmental stages; methods and techniques of art education in preschool, materials used; art education in museums; theories and practices related to creativity and art education in early childhood; preparation and implementation of programs that support children's creative expression skills and aesthetic awareness.

			2ND SEMESTER		
CODE	**COURSE TITLE**	**T**	**U**	**K**	**A**
MB	Philosophy of Education	2	0	2	3
MB	Sociology of Education	2	0	2	3
GK	Atatürk's Principles and History of Reforms 2	2	0	2	3
GK	Turkish Language 2	2	0	2	3
GK	Foreign Language 2	2	0	2	3
GK	Non-Core Elective Course 1	2	0	0	0
AE	Development in Early Childhood 2	3	0	3	5
AE	Child Health and First Aid	2	0	2	5
AE	Preschool Education Programs	3	0	3	5
	Total	20	0	18	30

MB	**Philosophy of Education (2- 0-2-3)**

Fundamental subjects and problem areas of philosophy; ontology (being), epistemology (knowledge), ethics/axiology (values) philosophy, and education; basic philosophical movements (idealism, realism, naturalism, empiricism, rationalism, pragmatism, existentialism, analytic philosophy) and education; educational philosophy and educational movements: Perennialism, Essentialism, Progressivism, Existentialist Education, Critical/Radical Education; educational views of some philosophers in the Islamic world and the West (Plato, Aristotle, Socrates, J. Dewey, Avicenna (Ibn-i Sina), Al-Farabi, J. J. Rousseau, etc.); human nature, individual differences, and education; education from the perspective of some political and economic ideologies; intellectual movements and education effective in Turkey during the modernization process; philosophical foundations of the Turkish education system.

MB	**Sociology of Education (2- 0-2-3)**

Fundamental concepts of sociology: Society, social structure, social fact, social event, etc.; pioneers of sociology (Ibn Khaldun, A. Comte, K. Marx, E. Durkheim, M. Weber, etc.) and their educational views; education in terms of basic sociological theories (functionalism, structuralism, symbolic interactionism, conflict theory, critical theory, phenomenology, and ethnomethodology); social processes (socialization, social stratification, social mobility, social change, etc.) and education; social institutions (family, religion, economy, politics) and education; the development of sociology and sociology of education in Turkey (Ziya Gökalp, İsmail Hakkı Baltacıoğlu, Nurettin Topçu, Mümtaz Turhan, etc.); culture and education; the school as a social, cultural, and moral system and community.

GK	**Atatürk's Principles and History of Reforms 2 (2-0-2-3)**

Reforms in the political field (Abolition of the Sultanate, proclamation of the Republic, abolition of the Caliphate, etc.); reforms in the social field (Hat Reform, closure of dervish lodges and tombs (tekke and zaviye), Calendar, Clock, and Surname Law); reforms realized in the field of education and culture (Law on the Unification of Education (Tevhid-i Tedrisat), Alphabet Reform, Turkish History and Language Reforms); reforms in the field of law; attempts to transition to a multi-party system during the Atatürk era and the reactions (establishment and closure of the Progressive Republican Party, the Sheikh Said Rebellion, and the assassination attempt on Atatürk); attempts to transition to a multi-party political life during the Atatürk era (establishment and closure of the Liberal Republican Party, and the Menemen Incident); Turkey's economic resources and policy during the Republican period (Izmir Economic Congress); Turkish foreign policy during the Atatürk era (Population Exchange, membership in the League of Nations, Balkan Entente and Saadabad Pact); Turkish foreign policy during the Atatürk era (Montreux Straits Convention, the annexation of Hatay to the Motherland, Turkey's bilateral relations with other countries); definition and scope of the Atatürk's ideological system, and Atatürk's Principles; Turkey after Atatürk, the years of the Democratic Party's rule, Turkey in the 1960s and 1970s, Turkey's foreign policy after 1960.

GK	Turkish Language 2 (2-0-2-3)

Basic characteristics of spoken language and oral communication. Oral expression; fundamental characteristics of speaking skills (using natural language and body language); basic principles of effective speaking; fundamental characteristics of a good speaker (stress, intonation, pausing; diction, etc.). Impromptu and prepared speaking; stages of prepared speaking (topic selection and delimitation; determining purpose, point of view, main and supporting ideas, planning, writing the text; presentation of the speech). Types of speeches I: (conversations/dialogues, interview/chat, introducing oneself, answering questions, celebrating an important event such as New Year's, birthday, holiday, giving directions, telephone conversations, applying for a job, interviewing someone/conducting an interview, radio and television speeches, participating as a speaker in various culture and arts programs, etc.). Delivering impromptu speeches on various topics, working on speech examples and oral expression practices, correcting language and expression errors in
speeches.

GK	Foreign Language 2 (2-0-2-3)

Past tense; future tense; modals (can, could, may, must, etc.); speaking, reading, writing, and listening skills in these tenses and modals; speaking skills (asking questions, ordering food, etc., in diners and restaurants); reading skills (internet weather reports, recipes, flyer/poster texts, etc.); writing skills (writing short messages, giving written directions, writing emails/invitations, etc.); listening skills (weather reports, recipes, etc.).

GK	Non-Core Elective Course 1 (2-0-0-0)

It encompasses the course selected by the students and the corresponding course content, as determined by the Rectorship of Sivas Cumhuriyet University.

AE	Development in Early Childhood 2 (3-0-3-5)

Definition, principles, and fundamental concepts of development; brain development in children aged 36–72 months; fundamental concepts related to the developmental domains of physical development, motor development, cognitive development, language development, social-emotional development, personality development, moral development, and sexual development; developmental theories related to these developmental domains; factors affecting the developmental domains; developmental characteristics of children aged 36–72 months according to developmental domains; the interrelationship of developmental domains; the roles of educators in supporting developmental domains.

AE	Child Health and First Aid (2-0-2-5)

The definition of child health; the status of child health in our country and the world; fetal development; the effects of illnesses and accidents that may occur during pregnancy on the child's development; physical development (teeth, height, weight) and monitoring of children aged 0–8 years, childhood diseases observed in children aged 0–8 years (diarrhea and respiratory tract infections, immunization and rash-causing diseases, parasitic infections, etc.); vaccinations; health problems according to women's life stages; family planning; first aid that the teacher should administer in cases such as fractures/dislocations, burns, injuries, insect stings, poisoning, swallowing foreign objects, etc.

AE	Preschool Education Programs (3-0-3-5)

Aims and principles of preschool education, definition, importance, and characteristics of preschool education, curriculum for children aged 0–36 months, curriculum for children aged 36–72 months, daily routine in curricula, activity plan in curricula, family participation in curricula, assessment in curricula, planning and implementation of curricula, learning centers, monthly plan in curricula, types of activities, assessment and types of assessment, family participation activities.

CODE	COURSE TITLE	T	U	K	A
MB	School Practice 1	1	4	3	8
MB	Elective 1	2	0	2	3
GK	Elective 1	2	0	2	3
AE	Children's Literature	2	0	2	4
AE	Science Education in Early Childhood	3	0	3	4
AE	Play Development and Education in Early Childhood	3	0	3	4
	Total	16	4	18	30

MB	School Practice 1 (1-4-3-8)

Recognition of school management and instructional organization through a systematic approach, school administration, activities regularly conducted in schools, recognition of the school's facilities/resources, observation of activities, appropriate reporting, making observations and gaining experience.

AE	Children's Literature (2-0-2-4)

Definition and functions of children's literature, history of children's literature, contribution of children's literature to developmental domains, children's literature according to age groups, characteristics of picture books in the preschool period, types of books for infancy, types of books for the preschool period, types of children's literature for the preschool period, techniques for reading and telling stories, content that should not be present in children's literature products, the storyline method, the concept of e-book, children's library.

AE	Family Education and Involvement (3-0-3-4)

Historical and theoretical foundations of the family, the importance, aims, and principles of family education, family education models, family theories (Family Systems Theories, Social Relationship Theory, Bioecological Theory, Structural Functional Theory), professional relations and communication styles with families, approaches in sample situations, family education practices in Turkey and other countries, methods and techniques used in family education, theoretical foundations and fundamental concepts of family education and participation, planning, implementation of family education and participation processes, and sample activities, family system and life cycle, family participation studies (family communication activities, family participation in educational activities, individual interviews, home visits, examination of the Family Support Education Guide Integrated with the Curriculum for Children aged 0–36 months (EBADER), and the Family Support Education Guide Integrated with the Preschool Education Curriculum (OBADER)).

AE	Science Education in Early Childhood (3-0-3-4)

The definition, aim, and importance of science education in early childhood, principles and standards in science education, acquisition of fundamental science education concepts, methods and techniques applied in science education, scientific process skills, the nature of science, techniques and methods for teaching science education concepts and scientific thinking skills, organization of learning centers in science education, science curricula used in early childhood education, drama and creativity in science education, science design and technology, the role of the teacher in science education, and planning, implementation, and assessment in science education.

AE	Play Development and Education in Early Childhood (3-0-3-4)

The definition and history of play, theoretical approaches related to play, types of play, the importance of children's play and its educational and developmental values, the history, functions, and importance of toys, factors affecting play, play and toys in different cultures, play and creativity, education of maladaptive behaviors in the play environment, using play as a method for recognizing and assessing the child and as an effective instructional method, planning and implementing play activities in preschool education institutions.

		4TH SEMESTER			
CODE	COURSE TITLE	T	U	K	A
MB	Principles and Methods of Teaching	2	0	2	3
MB	Elective 2	2	0	2	3
GK	Non-Core Elective Course 2	2	0	0	0
AE	Instructional Technologies and Material Development in Early Childhood	1	2	3	5
AE	Mathematics Education in Early Chilhood	3	0	3	5
AE	Elective 2	2	0	2	4
AE	Music Education in Early Childhood	2	0	2	5
AE	Contemporary Approaches in Early Childhood	3	0	3	5
	Total	17	2	17	30

MB	Principles and Methods of Teaching (2-0-2-3)

Fundamental concepts related to instructional principles and methods; teaching-learning principles, models, strategies, methods, and techniques; setting goals and objectives in instruction; content selection and organization in teaching and learning; instructional materials; planning of instruction and instructional plans; theories and approaches related to instruction; instruction, learning, and achievement in the effective school; assessment of in-class learning.

GK	Non-Core Elective Course 2 (2-0-0-0)

It encompasses the course selected by the students and the corresponding course content, as determined by the Rectorship of Sivas Cumhuriyet University.

AE	Instructional Technologies and Material Development in Early Childhood (1-2-3-5)

Historical development of technology and theoretical foundations of instructional technologies, information technologies in education, the teaching process and the classification of instructional technologies, theoretical approaches related to instructional technologies, concepts related to instructional technologies and material development, instructional technologies as tools and materials, designing materials for use in educational settings according to purpose, designing thematic instructional material, creating a domain-specific object repository, instructional material evaluation criteria, designing, developing, and evaluating effective instructional materials, computer-supported instructional materials, Internet-based learning, distance education materials, preparing creative materials in early childhood, developing materials for learning centers, qualities and functions of educational materials, characteristics of educational materials that contribute to all developmental domains, determining the material needs of the school or classroom, planning appropriate materials, and designing and making two- and three-dimensional materials.

AE	Mathematics Education in Early Childhood (3-0-3-5)

Definition and importance of mathematics in early childhood, mathematics education in early childhood approaches, principles and standards in mathematics education, techniques and methods for teaching mathematical concepts and scientific thinking skills, mathematics education and play, mathematics curricula, mathematical concept development, problem solving, matching-comparison-classification-sequencing-patterning, numbers and counting, stages of teaching the number concept, symbols, operations, geometry, spatial sense (position in space), function, measurement, data analysis-graphs/probability, planning and implementation of mathematics activities, the role of the teacher in mathematics education, assessment in mathematics education, mathematics centers, and executive functions in early childhood.

AE	Music Education in Early Childhood (2-0-2-5)

The importance of music in early childhood, the relationship between music and education, the child's musical development and musical skills, the use of music to achieve the goals in the preschool education curriculum and creating an appropriate repertoire, introduction and analysis of children's songs, criteria to be considered in the selection of children's songs, techniques for teaching songs to preschool children, creating the educational environment and equipment related to music education in preschool institutions, the spiral education model integrated with music activities, approaches related to music education, methods and techniques used in music education, fundamental concepts related to music (music education, development of tonal sense, development of rhythmic perception, pitch, tempo, rhythm, timbre), aims and principles of music education, development of music-related skills in children, the relationship of music with developmental domains, and introduction and characteristics of music genres and instruments in our country and the world.

AE	Contemporary Approaches in Early Childhood (3-0-3-5)
Concepts of curriculum, model, and approach, history of the approaches; Definition, history, fundamental concepts, and characteristics of the Montessori approach, the role of the teacher, characteristics of the educational environment, and assessment; Definition, history, fundamental concepts, and characteristics of the Waldorf approach, the role of the teacher, characteristics of the educational environment, and assessment; Definition, history, fundamental concepts, and characteristics of the Head Start approach, the role of the teacher, characteristics of the educational environment, and assessment; Definition, history, fundamental concepts, and characteristics of the High Scope approach, the role of the teacher, characteristics of the educational environment, and assessment; Definition, history, fundamental concepts, and characteristics of the Reggio Emilia approach, the role of the teacher, characteristics of the educational environment, and assessment; Definition, history, fundamental concepts, and characteristics of the Project approach, the role of the teacher, characteristics of the educational environment, and assessment; Definition, history, fundamental concepts, and characteristics of the Portage project, the role of the teacher, characteristics of the educational environment, and assessment; Definition, history, fundamental concepts, and characteristics of the Forest School approach, the role of the teacher, characteristics of the educational environment, and assessment; Definition, history, fundamental concepts, and characteristics of the Pyramid approach, the role of the teacher, characteristics of the educational environment, and assessment, and other contemporary approaches.	

CODE	COURSE TITLE	T	U	K	A
MB	Assessment and Evaluation	3	0	3	4
MB	Elective 3	2	0	2	3
MB	Classroom Management	2	0	2	4
GK	Community Service Practices	1	2	2	3
AE	Children, Science, Technology, and Media	2	0	2	4
AE	Environmental Education in Early Childhood	3	0	3	6
AE	Understanding and Assessing the Child	3	0	3	6
	Total	16	2	17	30

MB	Assessment and Evaluation (3-0-3-4)

The place and importance of measurement and evaluation in education, fundamental concepts in measurement and evaluation, measurement tools used in education and their characteristics, measurement tools based on traditional approaches (written exams, short-answer exams, true-false tests, multiple-choice tests, matching tests, oral examinations, assignments), types of evaluation and tools for comprehensively recognizing the student (observation, interview, performance assessment, student product file (portfolio), research papers, research projects, peer assessment, self-assessment, attitude scales), psychometric properties of measurement tools (validity, reliability, practicality); measurement of cognitive, affective, and psychomotor traits; sources and types of error in measurement, validity and reliability analyses of measurement tools, statistical techniques used in Item and Test Analyses (alternative correlation techniques), basic statistical operations performed on measurement results, descriptive statistics techniques (measures of central tendency and variability), graphical (bar graphs, frequency polygons, histograms, line graphs) and tabular (cross-tabulations) representations of measurement results, Normal distribution characteristics and standard scores (z and T scores); standard error and confidence intervals; Bloom's taxonomy, writing questions appropriate for different test types (written, oral, short answer, true-false, multiple-choice) according to Bloom's taxonomy; achievement test and scale development and implementation processes.

MB	Classroom Management (2-0-2-4)

Fundamental concepts related to classroom management; physical, social, and psychological dimensions of the classroom; classroom rules and discipline; models related to classroom discipline and management; management of student behavior in the classroom, communication and interaction process in the classroom; student motivation in the classroom; time management in the classroom; the teacher as an instructional leader in the classroom; management of teacher-parent meetings; creation of a positive classroom and learning climate; case studies related to classroom management according to school levels.

GK	Community Servive Practices (1-2-2-3)

Concepts of society, community service practices, and social responsibility; social responsibility projects in terms of societal and cultural values; identification of current societal problems; preparing projects aimed at solving identified societal problems; volunteering in social responsibility projects individually and as a group; participating in social responsibility projects in various institutions and organizations; participating in scientific events such as panels, conferences, congresses, and symposiums as an audience member, speaker, or organizer; evaluating the results of social responsibility projects.

AE	Child, Science, Technology, and Media (2-0-2-4)

The contribution of science to the child's life, integrating activities with science, the place of technology in the child's life and skills related to the effective use of technology with the child. Media theories examining the relationship between children and digital media products (cartoons, advertisements, computer games, websites, etc.); media and violence; media and bullying; media and child rights; the effect of media on child development; media and childhood obesity; the role of family and school in accessing and using digital media.

AE	Environmental Education in Early Childhood (3-0-3-6)

Fundamental concepts related to environmental education, the importance of environmental education, environmental education in the preschool period, the child and the environment, planning and implementation of environmental education activities for preschool children (living beings in nature, plants, air, soil, water, recycling, energy saving, environmental pollution, natural disasters, etc.), methods and techniques used in environmental education, sustainable development and sustainable environmental education, environmental values and environmental ethics, out-of-school learning environments in environmental education, nature-based approaches, national and international sample programs related to early childhood environmental education, the teacher in environmental education, and other stakeholders in early childhood environmental education.

AE	Understanding and Assessing the Child (3-0-3-6)

The individual and individuality. Factors affecting individual differences. The aim, importance, and necessity of getting to know children. Basic principles in the process of getting to know children. Benefits of getting to know children. Test techniques and non-test techniques that can be used to get to know children. Recognition of Developmental Scales.

		6TH SEMESTER			
CODE	COURSE TITLE	T	U	K	A
MB	Elective 4	2	0	2	3
MB	School Practice 2	1	4	3	8
GK	Elective 2	2	0	2	3
AE	Elective 2	2	0	2	4
AE	Special Teaching Methods	1	2	2	5
AE	Child Mental Health	3	0	3	4
AE	Drama in Early Childhood	3	0	3	4
	Total	14	6	17	31

MB	School Practice 2 (1-4-3-8)

Recognition of school management and instructional organization through a systematic approach; school administration, activities regularly conducted in schools; recognition of the school's facilities/resources; observation of activities during lessons; appropriate reporting; making observations and gaining experience.

AE	Special Teaching Methods (1-2-2-5)

Outcomes and indicators in the preschool education curriculum, centers and their characteristics, types of activities, characteristics, aim, and importance of the preschool education curriculum, planning and evaluation of activities, preparation and implementation of curricula, assessment of curricula, educational environments in preschool, use of materials, instructional methods and techniques that can be used in preschool education, family participation (OBADER, EBADER). Examination of preschool educational settings, determination of instructional methods that can be used in preschool education (drama, play, song, case study, demonstration, trip-observation, storytelling, question-and-answer, discussion, project, etc.), preparation of materials, observation of previously prepared instructional applications, micro-teaching applications.

AE	Child Mental Health (3-0-3-4)

Definition and importance of mental health, historical development of mental health, theories related to mental health, characteristics of mentally healthy and unhealthy individuals, diagnosis and treatment of behavior and adjustment problems observed in children [stuttering, mutism (inability to speak), enuresis (bedwetting), encopresis (fecal incontinence), thumb-sucking, nail-biting, aggression, jealousy, tics, stubbornness, sleep disorders, eating habit disorders, fear, attention deficit and hyperactivity, school phobia, stealing, lying, etc.], the effects of special situations within the family (divorce, step-parents, death of a parent, etc.) on the child's mental health.

AE	Drama in Early Childhood (3-0-3-4)

Definition and meaning of drama in early childhood. Developments increasing the importance of drama today, components of drama, stages of drama, qualifications and characteristics of the drama leader, the importance of drama in preschool, different methods and techniques used in drama. Assessment of drama, drama in authentic settings. Drama activities in the museum. Drama examples for supporting creativity, developing new drama examples. Drama in acquiring and developing communication skills. The role of drama activities in values education, the role of drama activities in problem-solving.

						7TH SEMESTER
CODE	COURSE TITLE	T	U	K	A
MB	Research Methods in Education	2	0	2	3
MB	Teaching Practice 1	2	6	4	10
MB	Guidance in Schools	2	0	2	3
MB	Special Education	2	0	2	3
GK	Elective 3	2	0	2	3
AE	School Adaptation and Early Literacy	3	0	3	4
AE	Elective 3	2	0	2	4
	Total	15	6	17	30

MB	Research Methods in Education (2-0-2-3)

Fundamental concepts and principles related to research methods; the research process (noticing a problem, identifying the problem and the sample, data collection and analysis, interpretation of results); general characteristics of data collection tools; analysis and evaluation of data; access to articles, theses, and databases; research models and types; basic paradigms in scientific research; quantitative and qualitative research designs; sampling, data collection, and data analysis in qualitative research; validity and reliability in qualitative research; examining, evaluating, and presenting articles or theses; preparing a research report in accordance with research principles and ethics; action research in education.

MB	Teaching Practice 1 (2-6-4-10)

Making observations related to domain-specific instructional methods and techniques; conducting individual and group micro-teaching applications using domain-specific special instructional methods and techniques; developing domain-specific activities and materials; preparing instructional environments, managing the classroom, carrying out measurement, evaluation, and reflection.

MB	Guidance in Schools (2-0-2-3)

The place of Guidance and Psychological Counseling (GPC) services in education; the philosophy, aim, principles, and program of the developmental guidance model (comprehensive developmental GPC program); basic services/interventions; the role and function of teachers in classroom guidance; competencies to be gained in educational, vocational, personal, and social areas within the scope of GPC services; cooperation between the school administrator and teachers with the guidance counselor and psychological counselor; preparation and implementation of classroom GPC plans and programs.

MB	Special Education (2-0-2-3)

Fundamental concepts related to special education, principles and historical development of special education, legal regulations regarding special education, special education models, diagnosis and assessment process in special education, special needs groups and their characteristics (speech and language disorders, attention deficit and hyperactivity disorder, intellectual disability, learning disability, emotional and behavioral disorders, visual impairment, hearing impairment, autism spectrum disorder, physical and health-related disabilities, gifted individuals, disadvantaged groups), educational approaches and instructional strategies for different groups, behavior modification process and effective behavior management strategies.

AE	School Adaptation and Early Literacy (3-0-3-4)

Definition of school readiness and factors affecting it, the development of cognitive, physical, linguistic, social and emotional skills, and self-regulation necessary for children's school readiness. General aims and stages of the school adaptation program, preparing, implementing, and evaluating school adaptation activities, the role and responsibilities of families in the school adaptation process, guidance services for families, assessment of school readiness, and examination of related research. The importance of pre-literacy activities in preschool education, fundamental concepts, literacy approaches, the development of reading and writing skills, and factors affecting literacy acquisition, home and school literacy environments and materials, early literacy skills: oral language and vocabulary knowledge, early literacy skills: phonological awareness, early literacy skills: alphabet and letter knowledge, early literacy skills: print awareness, methods for assessing early literacy skills, guiding the family in the development of early literacy skills.

		T	U	K	A	8TH SEMESTER
KOD	**DERS ADI**	**T**	**U**	**K**	**A**	
MB	Teaching Practice 2	2	6	4	10	
MB	Turkish Education System and School Administration	2	0	2	3	
MB	Integrated Education in Preschool	2	0	2	4	
GK	Elective 4	2	0	2	3	
AE	Early Childhood Education Policies	3	0	3	6	
AE	Elective 4	2	0	2	4	
	Total	13	6	15	30	

MB	Teaching Practice 2 (2-6-4-10)

Making observations related to domain-specific special instructional methods and techniques; conducting micro-teaching applications using domain-specific special instructional methods and techniques; being able to plan a lesson independently; developing lesson-related activities and materials; preparing instructional environments; managing the classroom, carrying out measurement, evaluation, and reflection.

MB	Turkish Education System and School Administration (2-0-2-3)

The formation of education systems and the structure of the Turkish education system; basic laws regulating the Turkish education system; the central, provincial, and overseas organization of the Ministry of National Education; instructional levels in the Turkish education system; human resources, physical, technological, and financial resources in the Turkish education system; reform and innovation initiatives in the Turkish education system; organization-management theories and processes; the school as a social system and organization; human resource management; student personnel affairs; affairs related to education and instruction; affairs related to school management (operatorship); school, environment, community, and family relations; current discussions and trends related to the Turkish education system and schools.

MB	Integrated Education in Preschool (2-0-2-4)

Fundamental concepts related to inclusive education, the aim of inclusive education in preschool, the historical development of inclusive education, legal regulations regarding inclusive education in preschool, scientific bases of inclusive education in the preschool period, characteristics of inclusive education, preparatory work for inclusive education practices in preschool, fundamental steps to be taken for inclusive education in preschool, educational diagnosis and assessment process, supportive special education services, preparing and implementing the Individualized Education Program (IEP), individualizing instruction and adaptations, supporting language and speech skills, naturalistic teaching strategies, collaboration and communication with families, classroom management and behavior management in inclusive education settings in preschool, teamwork and collaboration.

AE	Early Childhood Education Policies (3-0-3-6)

Politics and education policy, early childhood education policies of international organizations, early childhood education policies of national organizations, history of early childhood education, early childhood education curriculum, early childhood education models, approaches, and programs, factors affecting early childhood education policies. Early childhood education policies in Turkey: access, quality, and financing, equity and inclusion policies in early childhood education, the importance of early childhood education for economic and social development, activities of non-governmental organizations in early childhood education, their benefits, and suggestions for their dissemination. Policies targeting families in early childhood education, teacher training, employment, and development policies in early childhood education.

ELECTIVE COURSES (T-U-K-A)

VOCATIONAL KNOWLEDGE ELECTIVE COURSES (2-0-2-3)

- Open and Distance Learning
- Collaboration and Communication with Families
- Collaborative Teaching
- Child Psychology
- Textbook Analysis
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Speech and Language Disorders
- Educational Anthropology
- Educational Law
- History of Education
- Morality and Ethics in Education
- Digital Content Development in Education
- Drama in Education
- Extracurricular Activities in Education
- Curriculum Development in Education
- Project Preparation in Education
- Critical and Analytical Thinking
- Education of Hospitalized Children
- Inclusive Education
- Character and Value Education
- Comparative Education
- Microteaching
- Museum Education
- Out-of-School Learning Environments
- Learning Disability
- Individualizing and Adapting Instruction
- Sustainable Development and Education
- History of Turkish Education
- Adult Education and Lifelong Learning

COURSE DESCRIPTIONS of VOCATIONAL KNOWLEDGE

Open and Distance Learning (2-0-2-3)

Fundamental concepts and philosophy of open and distance learning; development of distance education worldwide; development of distance education in Turkey; learner and guide roles in distance education; technologies used in distance education; management of open and distance education; classroom management and its components in open and distance learning; open educational resources and global trends; massive open online courses (personalized learning environments; problems related to open and distance education and their solutions; open and distance education applications in teacher training; development of individual instructional materials and student support services in open and distance education; determining instructional strategies for different learning situations; research and evaluation in distance education.

Collaboration and Communication with Families (2-0-2-3)

Fundamental concepts related to the family, the family as a system, the child with special needs within the family life cycle, emotional stages experienced by families with children with special needs, the importance of collaboration with families, legal, philosophical, and practical justifications for collaboration with families, foundations of the family-centered approach, components of family-centered practices, basic principles in collaboration with families, collaboration strategies with families, verbal and non-verbal communication skills in communication with families, empathic and specialized listening skills, skills in guiding families to special education services and effectively informing them about their child with special needs, management of crisis moments with families, promoting family participation, skills in effectively using communication channels with families (face-to-face structured and unstructured interviews, phone interviews; daily and weekly messages; communication book, class newspaper, e-mail, etc. interviews conducted through non-verbal communication channels).

Collaborative Teaching (2-0-2-3)

Fundamental concepts related to co-teaching, the definition of co-teaching, the importance of co-teaching, the historical development of co-teaching, co-teaching in Turkey and the world, factors directly affecting co-teaching, collaboration between family, teacher, and student, co-teaching models; one teach, one observe model, one teach, one assist model, station teaching model, parallel teaching model, alternative teaching model, team teaching model.

Child Psychology (2-0-2-3)

Fundamental concepts, history, and methods of child psychology; prenatal development; developmental domains and characteristics of infancy; developmental domains and characteristics of early childhood; developmental domains and characteristics of late childhood; the child within the family structure; the child within the school system; adjustment and behavior problems during childhood; children with special needs.

Textbook Analysis (2-0-2-3)

Physical, educational, visual design, and language/expression features and standards that should be present in a textbook; the suitability of textbook content for the curriculum; examination of some existing textbooks in terms of content, language, suitability for student level, format, attractiveness, contribution to meaningful learning, ease of use in instruction, etc.

Attention Deficit and Hyperactivity Disorder (ADHD) (2-0-2-3)

Definition and characteristics of Attention Deficit and Hyperactivity Disorder (ADHD); core symptoms of ADHD (inattention, hyperactivity, and impulsivity); effects of ADHD on the child in terms of social, emotional, and academic success; causes of ADHD; risk factors in the formation of ADHD; types of ADHD; approaches to children with ADHD; referral of students with ADHD; education of children with ADHD; ensuring school-family collaboration.

Speech and Language Disorders (2-0-2-3)

Basic characteristics of language; perspectives on language acquisition; definition and classification of speech and language disorders, organs effective in speech, causes and prevalence of speech and language disorders, characteristics of children exhibiting speech and language disorders, classification of communication disorders, types of communication disorders, and the education of children exhibiting speech and language and communication disorders.

Educational Anthropology (2-0-2-3)

The subject matter, fundamental concepts, history, and method of anthropology; basic approaches in social-cultural anthropology; education from an anthropological perspective and fundamental concepts of educational anthropology: Culture, acculturation, enculturation, adaptation, subculture, counterculture, common culture, etc.; cultural foundations and functions of education; cross-cultural differentiation, education, and learning; the school as a living area, school cultures and ethnographies; media, mass communication tools, popular culture, and education; globalization, cultural interaction, cultural literacy, and education; education in oral and written literary works in Turkish culture and civilization history; roles of parents and children in the Turkish family structure.

Educational Law (2-0-2-3)

Fundamental concepts of law and administrative law; sources of administrative law; rights and duties in administration, the Convention on the Rights of the Child and the Universal Declaration of Human Rights; administrative and judicial supervision of teachers, basic laws establishing and regulating the Turkish Education System; duties, rights, and responsibilities of education stakeholders.

History of Education (2-0-2-3)

Education in the Ancient period (Ancient Egypt, Mesopotamia, Anatolia, India, China, Ancient Greek, and Roman civilizations); education in Eastern, Western, and Islamic societies in the Middle and Early Modern Ages; the Renaissance, Reformation, Enlightenment Movements, and education; education in the Industrial Age and Modern Period; relations between Islamic culture and civilization and Western civilization; the emergence of nation-states and the development of national education systems; post-modern society discussions and education; fundamental changes and transformations in education worldwide from the Ancient period to the present.

Morality and Ethics in Education (2-0-2-3)

Fundamental concepts and theories related to morality and ethics; ethical principles, ethical rules, professional morality/ethics; the teaching profession in its social, cultural, moral, and ethical aspects; the right to education and learning; ethical principles in the process of education, instruction, learning, and assessment; ethical principles in relationships with education stakeholders (employers/administrators, colleagues, parents, professional organizations, and the community); moral/ethical responsibilities of education/school administrators, parents, and students; unethical behaviors in business and professional life; ethical regulations concerning public administration, education, and teachers in Turkey; unethical behaviors, ethical dilemmas, problems, and solutions in school and education; morality/ethics education and ethics committees in school; the school principal and teacher as moral/ethical leaders.

Digital Content Development in Education (2-0-2-3)

General overview of content development in digital environments, visuals in digital content development, animations/effective presentations in digital content development, measurement and evaluation activities in digital content development, collaborative tools in digital content development.

Drama in Education (2-0-2-3)

Fundamental concepts of drama and creative drama (drama, creativity, creative drama, play and theatre pedagogy, communication-interaction, role-playing, improvisation, action, dramatic play, children's theatre, puppet, pantomime, etc.); stages, dimensions, and elements of creative drama; role-playing and improvisation; history of creative drama; relationship between social events and creative drama; implementation steps of drama in education; resources that can be utilized in drama in education; preparation and implementation of the creative drama lesson plan; contribution of drama to individual and social development.

Extracurricular Activities in Education (2-0-2-3)

Concepts of formal curriculum and extracurricular activities/hidden curriculum in education; approaches related to the hidden curriculum; cognitive and affective domain learning and the hidden curriculum; the school as a place of ritual; school ceremonies as extracurricular activities in school; the importance and management of social, cultural, sports, and artistic activities in school; the place and importance of the hidden curriculum in values education; extracurricular activities (commemoration, celebration, meeting, graduation, etc.) in terms of values education.

Curriculum Development in Education (2-0-2-3)

Fundamental concepts related to curriculum development; theoretical foundations of curriculum development; types of curricula; philosophical, social, historical, psychological, and economic foundations of curricula; characteristics of curriculum development and curricula; stages of curriculum development; basic elements of the curriculum (aims, content, process, assessment) and the relationships between these elements; classification of aims and their relationship with curriculum elements; approaches to content organization; determination of educational needs; curriculum development process and models; curriculum design approaches; program evaluation models; curriculum literacy; duties and responsibilities of teachers in the development of curricula; characteristics of Ministry of National Education (MEB) curricula; implementation of curricula; new approaches and trends in curriculum development worldwide and in Turkey.

Project Preparation in Education (2-0-2-3)

The concept of project and project types; curricula and project-based learning; project programs in schools (TÜBİTAK, EU, and others); topic selection for the project; literature review; logical framework in the project; planning and management of the project; application of the scientific method in the project; preparing and developing the project report; finalizing the project report; project evaluation and examination of good practices; project presentations, techniques for designing posters and brochures.

Critical and Analytical Thinking (2-0-2-3)

Fundamental concepts and definitions; the brain as the organ of thought, forms of thinking and classification of thinking; involuntary thought and its characteristics; voluntary thought and its characteristics; methods of voluntary thought; critical and analytical thinking; fundamental characteristics and criteria of critical and analytical thinking, stages of critical and analytical thinking; factors affecting critical and analytical thinking; scope of critical and analytical thinking; critical and analytical reading; critical and analytical listening; critical and analytical writing.

Education of Hospitalized Children (2-0-2-3)

Developmental characteristics, interests, and needs, and psychological states of hospitalized children according to age groups; interaction among hospital staff, the child, and the family; preparatory education for hospitalization, preparation for diagnosis, treatment, and surgery; preparing and implementing activity plans (play, music, art, drama, mathematics, storytelling, etc.) for hospitalized children; interaction between hospital schools and children with terminal illnesses, their families, and staff.

Inclusive Education (2-0-2-3)

Inclusivity and the content of inclusivity; inclusive education: its definition, content, and importance; legal bases of inclusive education; national and international legislation; approaches and standards in inclusive education; teacher roles in inclusive education; inclusive curriculum and materials; attitudes and values in inclusive education; inclusive school and classroom; preparing an action plan for inclusive education; inclusive education practices: characteristics that differentiate students, effective communication, language used, psycho-social support, differentiating instruction and examples, methods and techniques, planning instruction, inclusivity in course materials and selection of inclusive activities; lesson design practices.

Character and Value Education (2-0-2-3)

Concepts such as character, personality/individuality, value, virtue, morality, disposition, temperament, etc.; character development and education; family, environment, and school in character development and education; definition and classification of values; sources of values and their individual, social, cultural, religious, and moral foundations; approaches and practices in character and values education; cross-cultural differentiation and the culture of co-existence in character and values education; character and values education in terms of educational philosophy and goals; instructional methods and techniques in character/values education; crisis of values and education in modern and multicultural societies; values education in the process of human-cultural development; examples related to values education from Turkish education and culture history, values education practices and research in Turkey; the teacher as a role model in character and values education.

Comparative Education (2-0-2-3)

Definition, scope, and history of comparative education; method and research in comparative education; comparison of the education systems of different countries in terms of structure, operation, school levels, human resources, financing of education, privatization in education, and policy making, planning, and implementation; gender, social justice, and equity in education in different countries; reform and innovation initiatives in education in different countries; teacher and education/school administrator training systems in different countries; globalization and internationalization in education; international examinations, institutions, and organizations related to education.

Microteaching 2-0-2-3)

Fundamental concepts and principles related to effective teaching and learning; teachers' professional competence, attitudes, roles, and behaviors; lesson plan preparation; scope, benefits, and limitations of the microteaching method; preparing active learning activities appropriate for the subject; conducting sample lesson presentations in the classroom; video recording of lesson presentations; evaluating the lesson using the recordings; improving the prepared activities and lesson presentations.

Museum Education (2-0-2-3)

The definition and characteristics of the museum, exhibition in museums; museum and museum education; types of museums; the development of Turkish museology; a general overview of the history of museology in the world; the relationship between museum, art, culture, and civilization; museum and art education; museum and society; the contribution of museums to historical consciousness; preserving historical artifacts; contemporary museology in the world and in Turkey.

Out-of-School Learning Environment (2-0-2-3)

Concepts of out-of-school education and learning; scope and importance of out-of-school learning; instruction in out-of-school settings; instructional methods, techniques (project-based learning, station technique, etc.), and instructional materials appropriate for out-of-school learning environments; out-of-school learning environments (museums, science centers, zoos, botanical gardens, planetariums, industrial organizations, national parks, science festivals, science camps, natural environments, etc.); development of out-of-school learning areas and environments; planning, implementation, and evaluation of out-of-school learning activities.

Learning Disability (2-0-2-3)

Definition, characteristics, and classification of learning disability: educational, psychological, and medical factors; prevalence and incidence; causes of learning disability; early intervention; response to intervention model; screening/diagnosis: medical, developmental, and educational screening/diagnosis; academic and non-academic characteristics; team and collaboration; educational settings; evidence-based practices; supporting reading, writing, and mathematics skills; supporting non-academic skills.

Individualizing and Adapting Instruction (2-0-2-3)

The concept of individualization and its importance in education; requirements for individualization: curriculum-based assessment, rough assessment, preparing criterion-referenced measurement tools, rules to be followed in assessment; determining long-term and short-term instructional goals; arrangements that can be made in classrooms and schools for inclusion/integration; adapting instruction; examples of individualization and adaptation in inclusion/integration classrooms.

Sustainable Development and Education (2-0-2-3)

The concept of sustainability and its areas of use; sustainability from the perspectives of social sciences and natural sciences; sustainability in the context of social change; education and sustainability; the future of humanity and sustainability; migration, poverty, and inequality; sustainable environment; ecology, global environmental problems, and sustainability; sustainable society in harmony with nature; population, economic system, and natural environment; technological developments, consumption habits, and the environment; social responsibility studies, sustainability in terms of tangible and intangible cultural heritage; rethinking human-nature relations on the axis of sustainability.

History of Turkish Education (2-0-2-3)

The subject matter, method, and sources of Turkish educational history; education in the first Turkic states; education in the first Muslim Turkic states; education in the Anatolian Seljuks and Anatolian Principalities; education in the Ottoman Empire: The education system until the first modernization movements; education in Turkic states outside the Ottoman geography in the 13th-18th centuries; modernization movements in education in the Ottoman Empire until the Tanzimat period; the establishment of the modern education system from Tanzimat to the Republic; reorganization of traditional education; education in other Turkic states and communities in Eurasia in the 19th-20th centuries; education during the National Struggle period; education in the Republic of Turkey: Foundations, structure, establishment, and development of the Turkish education system; the process of teacher training from its beginning to the present; education in the Turkic world in the 21st century; common goals, unity of language and alphabet, common history writing studies.

Adult Education and Lifelong Learning (2-0-2-3)

Definition and scope of adult education; concepts related to adult education (continuing education, public education, non-formal education, vocational training, etc.); historical development of adult education in Turkey; approaches and models related to adult education; adults and learning; aim, scope, and historical development of lifelong learning; lifelong learning practices in the Turkish education system.

ELECTIVE COURSES (T-U-K-A)	
GENERAL CULTURE ELECTIVE COURSES (2-0-2-3)	
• Addiction and Combating Addiction • Nutrition and Health • History and Philosophy of Science • Science and Research Ethics • Children's Rights and Protection • World Musics • Economy and Entrepreneurship • Traditional Turkish Handicrafts • General Geography • Semiotics • Human Rights and Democracy Education • Human Relations and Communication • Use of Internet Technologies • Culture and Language • Applications of Mathematics	• Art and Aesthetics • Sound Recording Methods • Basic Information Technologies • Basic English • Turkish Folk Dances • Turkish Sign Language • Turkish Cultural Geography • Turkish Cultural History • Turkish Music • Turkish Art History • Geography of Türkiye • History of Civilization • Three-Dimensional Design (3D Design) • Geography of Countries

COURSE DESCRIPTIONS of GENERAL CULTURE ELECTIVE

Addiction and Combating Addiction (2-0-2-3)

Fundamental concepts and definitions; types of addiction (substance addiction, technology addiction, etc.); causes of addiction; risk factors in the context of family, peer group, and society that prepare a person for the process of substance addiction; communication skills in addicted children, adolescents, and adults; the role of social work in addiction; models related to addiction; efforts to prevent addiction; consequences of addiction; national policies and strategic methods in combating addiction; the reintegration process.

Nutrition and Health (2-0-2-3)

Natural and healthy nutrition; combating obesity; food additives; healthy living and exercise; growth and development; healthy sexual life; combating addiction (tobacco, alcohol, substance addiction, etc.); traffic, disaster, and first aid.

History and Philosophy of Science (2-0-2-3)

Science, philosophy, the scientific method; Ancient Greece, Medieval Europe, Scholastic philosophy and science; science and philosophy in the Islamic cultural geography; science in Mesopotamia; science and philosophy in Renaissance Europe; science and philosophy in the Age of Enlightenment; classification of sciences; relations between science, scientism, ideology, ethics, and religion; science and paradigms; Vienna and Frankfurt schools of thought; critiques of science in the twentieth and twenty-first centuries.

Science and Research Ethics (2-0-2-3)

Science, the nature and development of science, and scientific research; the concept of ethics and ethical theories; research and publication ethics; unethical behaviors and ethical violations in the research process; ethical issues related to authorship and copyright; biased publication, editorship, peer review, and ethics; publication ethics and unethical behaviors in the publication process; legal legislation and boards related to research and publication ethics; procedures to follow in the detection of ethical violations; common research and publication ethics violations and methods aimed at preventing them.

Children's Rights and Protection (2-0-2-3)

Child rights and child protection laws, family and child welfare, child neglect, child abuse, preventive measures against child neglect and abuse, rights and protection of children in need of protection, rights and protection of children with special needs, planning cooperation regarding child rights and protection, creating projects aimed at protecting child rights.

World Musics (2-0-2-3)

Historical and contemporary music cultures in the world's countries; globally recognized music genres; characteristics of music in various regions of the world and the geographical, cultural, religious, social, economic, and political factors contributing to these characteristics; comparisons of music cultures and traditions worldwide; various societies and their musical traditions.

Economy and Entrepreneurship (2-0-2-3)

Fundamental concepts of economics and economic systems; fundamental concepts of business and business management; establishment, aims, and legal structure of a business; management processes and functions in businesses; management of human resources and other resources; concepts of entrepreneur and entrepreneurship, success factors in entrepreneurship; entrepreneurial culture, the entrepreneurship process and types of entrepreneurship; career planning, unique ideas, unconventional examples; Turkish Patent and Trademark Office; Industrial Property Law; small and medium-sized enterprises (SMEs); management processes and functions in small businesses; developing a business idea, novelty and innovation, making a business plan, the elements, writing, and presentation of the business plan; preparing a project related to entrepreneurship in a specific field and subject.

Traditional Turkish Handicrafts (2-0-2-3)

Terms and concepts related to traditional Turkish arts; the importance of traditional Turkish arts; their contributions to the individual, society, and the national economy; historical development of traditional Turkish arts (Huns, Göktürks, Uyghurs, Seljuks, Principalities, and Ottoman periods); the Ahi and Guild Organizations; institutions and organizations related to Turkish arts in the Republican era; classification of traditional arts according to raw materials and production techniques; traditional weaving (carpets-kilims, fabrics, etc.), printing, knitting, felt, glass (stained glass, glassware, beads, etc.) arts; metal (iron, copper, silver, and gold, etc.) arts; wood (kandekari, carving, and mother-of-pearl inlay) arts; tile-ceramic and stone carving arts; education, production, and marketing of traditional Turkish arts.

General Geography (2-0-2-3)

The development of the science of geography and the processes of acquiring scientific identity; the formation of the Earth and its geological past, internal structure, shape, movements, and the resulting consequences; the shaping of the Earth's surface and the factors effective in this process (geomorphology); the Earth's atmosphere and climate system (climatology); the distribution, characteristics, and effects of groundwater and surface water (hydrography); soil geography (formation, types, distribution, soil problems); plant geography (classification, habitat conditions, distribution), map knowledge.

Semiotics (2-0-2-3)

Fundamental concepts of linguistics and semiotics (the science of signs), the relationship between semiotics and communication, types of signs, contemporary semioticians and semiotic theories, characteristics of establishing correct communication skills.

Human Rights and Democracy Education (2-0-2-3)

The concept and historical development of human rights; types of human rights; understandings, principles, and approaches of democracy and human rights; democracy education and democratic education; family and democracy education; education as a human right; preschool education and democracy education; primary school curriculum and democracy education; democracy education in secondary education; higher education and democracy education; democratic school and classroom environment.

Human Relations and Communication (2-0-2-3)

Definition and classification of interpersonal relations; theoretical approaches related to human relations (psychoanalytic, attachment, contemporary theories); theoretical approaches related to interpersonal relations (social, psychological, cognitive theories); interpersonal relations as a developmental process (infancy and childhood periods, adolescence and adulthood periods); factors influencing interpersonal relations; gender, gender roles, and interpersonal relations; self-adjustment and self-disclosure in interpersonal relations; communication and communication errors; effective communication skills; interpersonal problems, conflict, and conflict resolution approaches; human relations from the perspective of cross-cultural differentiation.

Use of Internet Teachnologies (2-0-2-3)

Internet and Web technologies; historical development of distance learning; online and blended learning models; classification of Web technologies; characteristics and use of Web 2.0 tools; advantages and disadvantages of Web 2.0 tools; characteristics of Web 3.0 tools; advantages and disadvantages of Web 3.0 tools; designing and producing instructional content with Web tools; evaluation of instructional content developed with Web tools. Measurement and evaluation with Web tools.

Culture and Language (2-0-2-3)

Fundamental concepts related to language and culture; sources and elements of culture; oral and written culture; tangible and intangible culture; culture from individual and social perspectives; culture as unifying and differentiating; enculturation, acculturation, cultural diffusion, and adaptation; culture from cognitive, symbolic, and structural-functional perspectives; language as a system of symbols; language and language acquisition from an individual perspective; the effect of language on human consciousness; the relationship among culture, language, cognition, and reality; the function of language in carrying knowledge and culture, and establishing social relations and communication; development and transmission of language and culture; national identity and language; dynamics of changes in culture and language; discussions on the mutual interaction of changes in culture and language; national cultures; globalization, multilingualism, and multiculturalism.

Applications of Mathematics (2-0-2-3)

Basic Mathematical Concepts, Natural Numbers, Division, Divisibility Rules, Prime Factorization, Rational Numbers, Decimal Numbers, Simple Inequalities, Absolute Value, Exponential Numbers, Radical Numbers, Factoring (Factorization), Ratio – Proportion, Equation Solving, Number Problems, Fraction Problems, Age Problems, Work-Pool Problems, Motion Problems, Percentage Profit-Loss, Interest Problems, Mixture Problems.

Art and Aesthetics (2-0-2-3)

Art, fine arts, craft, and culture; art and education; art, creativity, and the work of art; philosophy of art and aesthetics; art and aesthetic theories; art criticism; art history, art in pre-modern, modern, and post-modern periods; art and social context; art and daily life; Turkish-Islamic art-aesthetics and works of art; the position of art and the craftsperson in the process of social change; development of art in Turkey; contemporary understandings of art; civilization building and art; art, aesthetics, and morality.

Sound Recording Methods (2-0-2-3)

Understanding the nature of sound, sound propagation and acoustics, correct microphone placement, recording tools, understanding the format of audio files, pre-recording necessities, sound recording in different environments ranging from simple structures to studios, microphones and their characteristics, recording software, sound recording and mic-ing techniques.

Basic Information Technologies (2-0-2-3)

Information technologies and computational thinking; problem-solving concepts and approaches; algorithms and flowcharts; computer systems; fundamental concepts related to software and hardware; basics of operating systems, current operating systems; file management; utility programs (third-party software); word processing programs; spreadsheet/calculation/graphing programs; presentation programs; desktop publishing; database management systems; web design; use of the internet in education; communication and collaboration technologies; safe internet use; information ethics and copyrights; effects of computers and the internet on children/adolescents.

Basic English (2-0-2-3)

Basic English reading-writing-listening skills; fundamental concepts related to child development and stages; fundamental concepts related to basic education and secondary education; fundamental concepts related to educational sciences; dialogue examples between student-parent-teacher; techniques for listening to and comprehending academic texts (youtube, teachertube, tedx talks, etc.); verbal skills for professional development purposes (vocabulary, idioms, etc.); writing skills (writing petitions, preparing reports, creating CVs, writing short messages, setting lesson objectives, etc.); reading skills (reading written texts using web 2.0 tools, etc.); translation studies in the relevant teaching field.

Turkish Folk Dances (2-0-2-3)

Definition of folklore; rhythm and perception studies, studies on play and folk dance figures; regional differences in folk dances, figure studies, learning regional figures of the Bar type, learning regional figures of the Halay and Kaşık (Spoon) types, learning regional figures of the Horon and Karşılama (Greeting) types, learning regional figures of the Zeybek type; studies on the attitude and playing styles of the learned dances; staging of folk dances, types and differences of staging.

Turkish Sign Language (2-0-2-3)

Fundamental concepts related to sign language; Turkish Sign Language, its history and characteristics; letters in Turkish Sign Language; phonology; the internal structure of the sign, simultaneity and sequencing; the manual alphabet in terms of phonology; morphology in sign language, the construction and formation of the sign; word classes and pronouns; syntax in sign language; word order, sentence types; question sentences; semantics in sign language; meaning and reference, types of meaning, idioms; conversational practice using Turkish Sign Language.

Turkish Cultural Geography (2-0-2-3)

Culture, human, and society; Turkish culture and Turkish civilization; the first ethnographic sources about the Turks; Turkic states in history; state, administrative, military, and social structure among the Turks; folk beliefs and mythology among the Turks; the relationship between human and space among the Turks; oral, written, and tangible culture among the Turks; family structure among the Turks; demographic and cultural consequences of migrations experienced in Turkish history; areas of spread of Turkish culture and its influence on neighboring geographies; tangible and intangible cultural heritage possessed by Turkey; transmission of natural and cultural heritage to future generations.

Turkish Cultural History 2-0-2-3)

The migration of Turks from their Central Asian homeland, pre-Islamic Turkish history and culture; examination of examples from the cultural heritage. The acceptance of Islam by the Turks and the examination of cultural assets after Islam.

Turkish Music (2-0-2-3)

Musical elements belonging to Turkic communities living in Central Asia and Anatolia, Turkish mythology (human, creation, religious rituals, and holidays, etc.), mythological elements in the Turkish Folk Music repertoire, music genres existing in Turkic States and Communities, the development of Turkish Folk Music and Turkish Art Music throughout the historical process; the mutual interaction of different musical traditions and styles; examination along with their instruments, composers, performers, and sample works.

Turkish Art History (2-0-2-3)

Artistic styles from the Hun Art period up to the Göktürk, Uyghur, Karakhanid, Ghaznavid, Great Seljuk, Anatolian Seljuk, Beyliks, and Ottoman periods, and comparative examination of architecture, sculpture, and painting examples belonging to these periods; Turkish artworks and artists from the Republican Era Art to the present day.

Geography of Türkiye (2-0-2-3)

Turkey's location and position, Turkey's physical characteristics (geology and geomorphology, climate, hydrographic features, soil structure, vegetation), socio-economic characteristics (population, settlement, agriculture, forestry, livestock, energy, mining, industry, transportation, tourism, trade).

History of Civilization 2-0-2-3)

Introduction of the concept of civilization and fundamental concepts related to this concept, the physical and cultural changes humanity has undergone in prehistoric and historical eras and the effects of this change process on the present day. Examination of the civilizations that humanity has created from the past to the present, including Mediterranean, Mesopotamian, Egyptian, Far Eastern, Indian, Middle American (Aztec-Inca Civilizations), Central Asian Steppe Civilizations, and Western Civilization (Europe, America).

3D Design (2-0-2-3)

The ability to think and see in three dimensions, three-dimensional arrangements using the possibilities of clay or other materials, artistic forms, abstract thinking and problem-solving ability, three-dimensional Design, morphology (form knowledge), artistic expression, elements of three-dimensional design.

Geography of Countries (2-0-2-3)

General outline examination of the physical (landforms, climate, vegetation, hydrography, and soil characteristics), human (population and settlement characteristics), and economic geography features (agriculture, industry, mining, trade, tourism, etc.) of the continents of Asia, Europe, North America, South America, Oceania, and Africa; examination of the general geographical characteristics of some countries (such as Germany, the Russian Federation, the United States of America, Brazil, Australia, Azerbaijan, and the Republic of South Africa) located on these continents that have high economic power and maintain economic, political, and cultural relations with Turkey; the continent of Antarctica.

ELECTIVE COURSES (T-U-K-A)	
FIELD EDUCATION ELECTIVE COURSES (2-0-2-4)	
• Movement Development and Education in Children • Application-Based Research and Ethics with Children • Philosophy for Children • Sensory Education • Behavior Management • Language and Concept Development in Early Childhood • Rhythm, Dance, and Orff Education in Early Childhood • Preventive and Protective Services in Early Childhood	• Documentation in Early Childhood • Traditional Children's Games • Children at Risk and Their Education • Social Skill Education • STEM Education and Applications • Family and Child in Turkish Culture • Gifted Children and Their Education • Creativity Education

FIELD EDUCATION ELECTIVE COURSES

Movement Development and Education in Children (2-0-2-4)

Motor development and characteristics in children; development of movement skills and physical abilities; the relationship between play and movement; movement development according to age; planning educational environments for movement development; planning, implementing, and evaluating movement activities appropriate for the preschool education curriculum.

Application-Based Research and Ethics with Children (2-0-2-4)

Fundamental concepts and theories related to morality and ethics; ethical principles, ethical rules, professional morality/ethics; the teaching profession in its social, cultural, moral, and ethical aspects; the right to education and learning; ethical principles in the process of education, instruction, learning, and assessment; ethical principles in relationships with education stakeholders (employers/administrators, colleagues, parents, professional organizations, and the community); moral/ethical responsibilities of education/school administrators, parents, and students; unethical behaviors in business and professional life; ethical regulations concerning public administration, education, and teachers in Turkey; unethical behaviors, ethical dilemmas, problems, and solutions in school and education; morality/ethics education and ethics committees in school;
the school principal and teacher as moral/ethical leaders.

Philosophy for Children (2-0-2-4)

Recognizing and formulating philosophical questions, familiarity with the Community of Inquiry method, establishing/managing dialogue as the basis of student-centered education, knowing the similarities and differences with the Socratic method, knowing an instructional method that supports reflective thinking, recognizing and formulating conceptual questions for every lesson, the ability to conduct a semester-long Philosophy for Children course and prepare educational content, effectively applying this instructional method in other courses besides the Philosophy for Children course, comprehensive education in the field of philosophy to gain competence in critical, creative, collaborative, and caring thinking, knowledge and skills in creating Philosophy for Children course content, and knowledge and skills in conducting measurement and evaluation.

Behavior Management 2-0-2-4)

Behavior, behavior modification (or behavior regulation), behavior assessment, methods used in behavior assessment, theories related to behavior management, individual characteristics and behavior, cultural influences on behavior, the role of the family in behavior development, the physical arrangement of the classroom and behavior, classroom routines and rules and behavior modification, behavior management in the context of the teacher-child relationship, the relationship between peer relations and behavior, discipline, positive behavior development, the effect of self-regulation skills on positive behavior development in early childhood.

Sensory Education 2-0-2-4)

The brain and brain development; the concept of sensation (sense) and the development of senses; perception development; the function of sensory systems; sensory awareness in the preschool period, the place and importance of sensory education in development, organization of educational environments that support sensory awareness, sensory materials and the use of these materials; sensory experiences in infancy and early childhood; the role of the teacher in sensory education; sensory development in infants and children with special needs; sensory-based activities for children in infancy and early childhood; planning, implementation, and assessment of sensory-focused activities in the curriculum.

Language and Concept Development in Early Childhood (2-0-2-4)

Language development and its stages; perspectives on language acquisition; physiological foundations of language and speech; concept development according to age, approaches to concept development, classification of concepts; the place, organization, and arrangement of concepts in the semantic element of language; the relationship between concept and language development, assessment.

Rhythm, Dance, and Orff Education in Early Childhood (2-0-2-4)

Development of rhythmic perception from fundamental music concepts, development of pitch and tempo, the relationship of these concepts with developmental domains; arranging the educational environment, rhythm-pitch-tempo and dance studies, creative movement and dance, musical storytelling, playing, singing, listening, dance-movement, self-expression, creating one's own music, and being able to use Orff instruments through the Orff approach; planning, implementation, and evaluation of music activities appropriate for the preschool education curriculum.

Preventive and Protective Services in Early Childhood (2-0-2-4)

At-risk behaviors, early intervention and the implementation of early intervention, the status of early intervention services in the world and in Turkey, protective services, the role of the family in protective services, the role of the family and the school in protective services, studies aimed at protective services for children.

Documentation in Early Childhood (2-0-2-4)

The main purpose of the course is to raise awareness among students about the method of pedagogical documentation as a learning-teaching and assessment approach, and to develop students' documentation skills through practical applications. The history of pedagogical documentation and its worldwide practices, stakeholders of pedagogical documentation (child-teacher and school-family and community), processes of pedagogical documentation (planning-observation), processes of pedagogical documentation (data collection-interpretation), processes of pedagogical documentation (sharing-decision making), pedagogical documentation tools (panel, bulletin, portfolio), assessment tools for pedagogical documentation, evaluation of pedagogical documentation.

Traditional Children's Games (2-0-2-4)

Traditional children's games in folklore; the educational and cultural value of these games; recalling and transferring forgotten or nearly forgotten children's games in Turkish culture to new generations; the definition, importance, and rules of these games, traditional children's games played with adults and groups; the effect of traditional games on children's developmental domains; planning and implementation of these games.

Children at Risk and Their Education (2-0-2-4)

Risk, risk analysis, societal risk factors, effects of risk factors, groups of children created by risk factors (children working on the streets, children living on the streets, children from broken families, abuse, child abuse and neglect, developmental risks, risks in the school environment, developmentally at-risk children, children living in unfavorable environmental conditions); organizations working on this issue and programs developed; critical elements in the education of children at risk and measures that can be taken; projects implemented in Turkey and other countries for the education of children at risk.

Social Skill Education (2-0-2-4)

The definition of social development, social development in the preschool period, social skill classification, concepts related to social skills, the importance of social skills, the development of social skills in the preschool period, factors affecting the development of social skills (repeated three times in the original text, included once for clarity), social skill deficiency, assessment of social skills, Social Skill Instruction Program for Preschool Children (OSBEP).

STEM Education and Applications (2-0-2-4)

21st-century skills (learning and innovation skills, life and career skills, information, media, and technology skills), STEM education in the preschool period, methods and techniques used in STEM education in the preschool period, concepts related to STEM education, principles to be followed in the planning and implementation of STEM education in the preschool period, sample activities and applications in preschool STEM education, coding, unplugged coding, the role of the teacher and parents in STEM education in the preschool period, and measurement and evaluation in STEM education.

Family and Child in Turkish Culture (2-0-2-4)

Turkish family structure; Child-rearing and the value of the child in different Turkic states; Family culture in Anatolia, Customs and traditions; Interaction between extended and nuclear family; Marriage ceremonies, funeral rites, and the roles and duties of a family counselor sensitive to communitarian culture.

Gifted Children and Their Education (2-0-2-4)

The student will know the terms and definitions related to gifted children, domains of giftedness, developmental domains of gifted children, distinguishing characteristics of gifted children, and the developmental characteristics of gifted children. Also covered are: terms and definitions related to gifted children, developmental domains of gifted children, developmental characteristics of gifted children (repeated in the original text, included once for clarity), distinguishing characteristics of gifted children, identification of gifted children, case discussion, problems faced by the families of gifted children, educational models for gifted children (repeated in the original text, included once for clarity), and problems faced by gifted children.

Creativity Education (2-0-2-4)

The definition of creativity; theories explaining creative thinking; dimensions of creativity; development of creativity in children; relationship between creativity and intelligence; creativity and art domains; creative personality characteristics, factors affecting creativity; creativity in education and creative problem-solving activities for the preschool period; the role of the family and education in the development of creativity; assessment of creativity; planning, implementation, and assessment of creative activities appropriate for the preschool education curriculum.