



T.C.
SIVAS CUMHURİYET UNIVERSITY
FACULTY OF EDUCATION



SPECIAL EDUCATION TEACHING UNDERGRADUATE PROGRAM

SIVAS, 2022

SPECIAL EDUCATION TEACHING UNDERGRADUATE PROGRAM

1st SEMESTER						2nd SEMESTER					
CODE	COURSE TITLE	T	P	C	E	CODE	COURSE TITLE	T	P	C	E
MB	Introduction to Education	2	0	2	3	MB	Educational Psychology	2	0	2	3
MB	Sociology of Education	2	0	2	3	MB	Educational Philosophy	2	0	2	3
GK	Atatürk's Principles and History of the Revolution 1	2	0	2	3	GK	Atatürk's Principles and Revolutionary History 2	2	0	2	3
GK	Foreign language 1	2	0	2	3	GK	Foreign Language 2	2	0	2	3
GK	Turkish Language 1	2	0	2	3	GK	Turkish Language 2	2	0	2	3
GK	Career Planning and Development	1	0	1	2	GK	Non-Common Field Elective Course 1	2	0	0	0
AE	Autism Spectrum Disorder	2	0	2	3	AE	Individuals with Learning Disabilities	2	0	2	3
AE	Special Education	3	0	3	4	AE	Special Ability	2	0	2	3
AE	Mental Disability	2	0	2	3	AE	Hearing and Visual Impairment	2	0	2	3
AE	Child Development	2	0	2	3	AE	Evaluation in Special Education	2	0	2	3
						AE	Early Childhood Special Education	2	0	2	3
Total		20	0	20	30	Total		22	0	20	30
3rd SEMESTER						4th SEMESTER					
CODE	COURSE TITLE	T	P	C	E	CODE	COURSE TITLE	T	P	C	E
MB	School Experience 1	1	4	3	8	MB	Teaching Principles and Methods	2	0	2	3
MB	Elective 1	2	0	2	3	MB	Elective 2	2	0	2	3
GK	Elective 1	2	0	2	3						
AE	Teaching Basic Skills and Concepts	2	0	2	3	GK	Non-Common Field Elective Course 2	2	0	0	0
AE	Field Education Elective 1	2	0	2	3	AE	Instructional Technologies and Material Development in Special Education	1	2	2	4
AE	Applied Behavior Analysis	3	0	3	4	AE	Teaching Social Adaptation Skills in Special Education	3	0	3	4
AE	Integration in Special Education	2	0	2	3	AE	Games and Music in Special Education	2	0	2	3
AE	Supporting Language and Communication Skills	2	0	2	3	AE	Preparation of Individualized Education and Transition Plans	3	0	3	4
						AE	Errorless Teaching Methods	2	0	2	3
						AE	Behavior Control	2	0	2	3
						AE	Multiple Disabilities and Education	2	0	2	3
Total		16	4	18	30	Total		21	2	20	30
5th SEMESTER						6th SEMESTER					
CODE	COURSE TITLE	T	P	C	E	CODE	COURSE TITLE	T	P	C	E
MB	Measurement and Evaluation in Education	3	0	3	4	MB	Classroom Management	2	0	2	3
MB	Elective 3	2	0	2	3	MB	Elective 4	2	0	2	3
MB	Research Methods in Education	2	0	2	3	MB	School Experience 2	1	4	3	8
GK	Community Service Practices	1	2	2	3	GK	Elective 2	2	0	2	3
AE	Reading and Writing Braille	2	0	2	3	AE	Attention Deficit Hyperactivity Disorder and Education	2	0	2	3
AE	Field Education Elective 2	2	0	2	3	AE	Emotional Behavioral Disorder	2	0	2	3
AE	Teaching Reading and Writing in Special Education	3	0	3	4	AE	Teaching Mathematics in Special Education	3	0	3	4
AE	Teaching Science and Social Studies in Special Education	3	0	3	4	AE	Teaching Turkish in Special Education	2	0	2	3
AE	Physical Education and Sports in Special Education	2	0	2	3						
Toplam		20	2	21	30	Total		16	4	18	30
7th SEMESTER						8th SEMESTER					
CODE	COURSE TITLE	T	P	C	E	CODE	COURSE TITLE	T	P	C	E
MB	Teaching Practice 1	2	6	5	10	MB	Teaching Practice 2	2	6	5	10
MB	Elective 5	2	0	2	3	MB	Elective 6	2	0	2	3
MB	Guidance in Schools	2	0	2	3	MB	Turkish Education System and School Management	2	0	2	3
GK	Elective 3	2	0	2	3	GK	Elective 4	2	0	2	3
AE	Family Education in Special Education	3	0	3	3	AE	Elective 4	2	0	2	3
AE	Turkish Sign Language Education	2	0	2	3	AE	Elective 5	2	0	2	3
AE	Field Education Elective 3	2	0	2	3	AE	Special Education Policies and Legal Regulations	3	0	3	3
AE	Teaching Artistic Skills in Special Education	2	0	2	2	AE	Adolescence and Sexual Education	2	0	2	2
Total		17	6	19	30	Total		17	6	19	30

Fields	T	P	C	ECTS	TOTAL HOURS	PERCENTAGE
Professional Knowledge (MB)	39	20	47	85	59	34
General Culture (GK)	26	2	23	35	28	16
Field Education (AE)	84	2	85	120	86	50
Total	149	24	155	240	173	100

ELECTIVE COURSES(T-P-C-E)	
PROFESSIONAL KNOWLEDGE ELECTIVE COURSES (2-0-2-3)	
<ul style="list-style-type: none"> • Open and Distance Learning • Collaboration and Communication with Families • Co-teaching • Child Psychology • Textbook Review • Speech and Language Disorders • Educational Anthropology • Education Law • Education History • Morality and Ethics in Education • Digital Content Development in Education • Drama in Education • Extracurricular Activities in Education • Program Development in Education 	<ul style="list-style-type: none"> • Project Preparation in Education • Critical and Analytical Thinking • Education of Hospitalized Children • Inclusive Education • Character and Value Education • Comparative Education • Micro Teaching • Museum Education • Out-of-School Learning Environments • Individualizing and Adapting Instruction • Sustainable Development and Education • Turkish Education History • Adult Education and Lifelong Learning
GENERAL CULTURE ELECTIVE COURSES (2-0-2-3)	
<ul style="list-style-type: none"> • Addiction and Combating Addiction • Nutrition and Health • History and Philosophy of Science • Science and Research Ethics • Children's Rights and Protection • World Music • Economy and Entrepreneurship • Traditional Turkish Handicrafts • General Geography • Semiology • Human Rights and Democracy Education • Human Relations and Communication • Use of Internet Technologies • Culture and Language • Mathematics Applications 	<ul style="list-style-type: none"> • Media Literacy • 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 • Geography of Countries
FIELD EDUCATION ELECTIVE COURSES (2-0-2-3)	
<ul style="list-style-type: none"> • Natural Teaching Process and Its Application • Assistive Technologies for Visual Impairment • Teaching Business and Vocational Skills • Supporting Communication Skills in Visual Impairment (VI) • Cochlear Implant and Auditory/Listening Training • Mathematical Difficulty/Dyscalculia: Diagnosis and Intervention • Reading Difficulty/Dyslexia: Diagnosis and Intervention 	<ul style="list-style-type: none"> • Education for Moderate and Severe Autism Spectrum Disorder (ASD) • Acquisition of Core Skills in Autism Spectrum Disorder (ASD) • Early Intervention and Assessment in Learning Disability (LD) • Diagnostic Models and Tests in Learning Disability (LD) • Instruction of Orientation and Mobility Skills • High-Functioning Autism Spectrum Disorder (HFASD) • Concept Instruction in Intellectual Disability (ID) • Transition to Adulthood in Intellectual Disability (ID)

SPECIAL EDUCATION TEACHING UNDERGRADUATE PROGRAM

COURSE CONTENTS

1st EMESTER					
CODE	COURSE TITLE	T	U	C	E
MB	Introduction to Education	2	0	2	3
MB	Sociology of Education	2	0	2	3
GK	Atatürk's Principles and Revolutionary History 1	2	0	2	3
GK	Foreign Language 1	2	0	2	3
GK	Turkish Language 1	2	0	2	3
GK	Career Planning and Development	1	0	1	2
AE	Autism Spectrum Disorder	2	0	2	3
AE	Special Education	3	0	3	4
AE	Mental Disability	2	0	2	3
AE	Child Development	2	0	2	3
Total		20	0	20	30

MB	Introduction to Education (2-0-2-3)
Basic issues, fields, and jobs of education and teaching; the relationship of education with different areas of social life and disciplines (law, sociology, culture, history, politics, economy, philosophy, and psychology); education theories; the purpose and limits of being an educated person or educating; teaching profession; the relationship between education and current developments; responsibilities of the primary educator.	
MB	Sociology of Education (2-0-2-3)
Basic concepts of sociology: Society, social structure, social fact, social event, etc.; the pioneers of sociology (Ibn Khaldun, A. Comte, K. Marx, E. Durkheim, M. Weber, etc.) and their educational views; education in terms of major 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 the 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 Turkish Revolution 1 (2-0-2-3)
The internal and external causes that prepared the collapse of the Ottoman Empire; the reform movements in the Ottoman Empire in the 19th century; the ideological movements 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 issue; the occupation of Anatolia and the reactions; Mustafa Kemal Pasha's arrival in Samsun and his activities; the period of congresses and organization; the opening of the last Ottoman Chamber of Deputies and the adoption of the National Pact; the preparation for the National Struggle and its material and moral foundations; the opening and activities of the Grand National Assembly of Turkey; the Treaty of Sèvres; the struggles on the Southern and Eastern fronts; the establishment of the regular army; the Greek offensive and the battles 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	Foreign Language 1 (2-0-2-3)
<p>Present tense; simple present tense; speaking, reading, writing, and listening skills in these tenses; speaking skills (introducing oneself, describing an object/place, giving directions, question and answer patterns related to personal information); reading skills (reading lists/labels in places such as restaurants, buses-trains and other transportation vehicles, shopping areas, asking questions, etc.); writing skills (writing short messages, writing poster content, filling out forms); listening skills (listening to directions, descriptions of places/people, etc.).</p>	
GK	Turkish Language 1 (2-0-2-3)
<p>The basic features of written language and written communication, and the fundamental differences between written and spoken language. Expression: Written and verbal expression; objective and subjective expression; paragraph and paragraph types (introduction-development-conclusion paragraphs). The definition of text and text types (informative texts, literary texts); conditions for being a text (cohesion, coherence, intentionality, acceptability, situationality, informativity, intertextuality). Written Expression (Written composition: free writing, planned writing); planned writing stages (determining the topic, limiting the topic, purpose, point of view, identifying main and supporting ideas; preparing a writing plan, paper arrangement); Theoretical information on informative texts (petition, letter, news, decision, announcement/advertisement, minute, report, official documents, scholarly texts); studies and writing applications on examples; summarizing and outlining a text; correcting language and expression errors in written applications.</p>	
GK	Career Planning and Development (1-0-1-2)
<p>The concept of career, career planning and its stages; individual career development, creating a career strategy; career planning models, career options in relevant teaching fields; preparing a résumé and types of résumés, CV formats and examples, points to consider when preparing a CV; cover letters, letters of introduction, job interviews—their purposes, methods, and types; preparation for interviews and the stages of the interview process; situations that may be encountered during interviews; question types, body language, and physical cues.</p>	
AE	Autism Spectrum Disorder (2-0-2-3)
<p>Basic concepts; individuals with Autism Spectrum Disorder (ASD); classification: educational, psychological, medical; prevalence and incidence; causes: prenatal, perinatal, postnatal; screening/diagnosis: medical, developmental, and educational screening/diagnosis; academic and non-academic characteristics; team and collaboration; educational environments; evidence-based practices; characteristics of families; attitudes toward individuals with ASD and their families; services, supports, and legal rights provided to families.</p>	
AE	Special Education (3-0-3-4)
<p>Basic concepts; individuals with special educational needs; speech and language disorders; physical disabilities/chronic illnesses; multiple disabilities; emotional/behavioral disorders; classification, prevalence and incidence, causes, screening/diagnosis, team; educational environments; evidence-based practices; the concept of family and characteristics of families with a child with special educational needs; attitudes toward children with special educational needs and their families; services, supports, and legal rights provided to families.</p>	
AE	Mental Disability (2-0-2-3)
<p>Basic concepts; individuals with intellectual disabilities; classification: educational, psychological, medical; prevalence and incidence; causes: prenatal, perinatal, postnatal; screening/diagnosis: medical, developmental, and educational screening/diagnosis; academic and non-academic characteristics; team and collaboration; educational environments; evidence-based practices; characteristics of families; attitudes toward individuals with intellectual disabilities and their families; services, supports, and legal rights provided to families.</p>	

AE	Child Development (2-0-2-3)
	<p>Basic concepts: development, growth, maturation; principles of development; prenatal development and factors affecting prenatal development; physical development—definition and importance; physical development characteristics of children aged 0–12; physical and physiological characteristics of adolescence; cognitive development—definition and importance, concepts related to cognitive development; cognitive development characteristics by stages; language development—definition and importance, language development characteristics by stages, factors affecting language development; social-emotional development—definition and importance, social-emotional development characteristics by stages; moral development—definition and importance, the process and characteristics of moral development; sexual development and education, concepts related to sexual development, factors affecting sexual development, the process of sexual development, sexual education; self-care skills—the development of self-care skills and self-care skills according to developmental stages.</p>

2nd SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	Educational Psychology	2	0	2	3
MB	Educational Philosophy	2	0	2	3
GK	Atatürk's Principles and Revolutionary History 2	2	0	2	3
GK	Foreign Language 2	2	0	2	3
GK	Turkish Language 2	2	0	2	3
GK	Rectorate Non-Common Field Elective Course 1	2	0	0	0
AE	Individuals with Learning Disabilities	2	0	2	3
AE	Special Ability	2	0	2	3
AE	Hearing and Visual Impairment	2	0	2	3
AE	Evaluation in Special Education	2	0	2	3
AE	Early Childhood Special Education	2	0	2	3
Total		22	0	20	30

MB	Educational Psychology (2-0-2-3)
Basic concepts of psychology and educational psychology; research methods in educational psychology; developmental theories, developmental areas and developmental processes; individual differences in development; basic concepts related to learning; factors affecting learning; learning theories within the framework of education-learning processes; motivation in the learning process.	
MB	Philosophy of Education (2-0-2-3)
Fundamental topics and problem areas of philosophy; philosophy of being, knowledge, morality/values, and education; basic philosophical movements (idealism, realism, naturalism, empiricism, rationalism, pragmatism, existentialism, analytic philosophy) and education; philosophy of education and movements in education: perennialism, essentialism, progressivism, existential education, critical/radical education; educational views of some philosophers in the Islamic world and the West (Plato, Aristotle, Socrates, J. Dewey, Ibn Sina, Farabi, J. J. Rousseau, etc.); human nature, individual differences, and education; education in terms of some political and economic ideologies; movements of thought and education effective in the modernization process in Turkey; philosophical foundations of the Turkish education system.	

GK	Atatürk's Principles and History of Turkish Revolution 2 (2-0-2-3)
<p>Reforms in the political field (abolition of the Sultanate, proclamation of the Republic, abolition of the Caliphate, etc.); reforms in the social field (Hat Law, closure of dervish lodges and zawiya's, Calendar, Time, and Surname Laws); reforms in education and culture (Law on the Unification of Education, Alphabet Reform, Turkish History and Language Reforms); reforms in the legal field; Atatürk's attempts at transition to multi-party politics and the reactions (establishment and closure of the Progressive Republican Party, Sheikh Said Rebellion, assassination attempt against Atatürk); Atatürk's experiments with multi-party political life (establishment and closure of the Free Republican Party and the Menemen Incident); Turkey's economic resources and policies during the Republican period (Izmir Economic Congress); Atatürk's foreign policy (Population Exchange, membership in the League of Nations, Balkan Pact, and Sadabat Pact); Atatürk's foreign policy (Montreux Convention Regarding the Straits, Hatay's unification with the motherland, bilateral relations with other countries); definition, scope, and principles of Atatürk's thought system; Turkey after Atatürk, the rule of the Democratic Party, Turkey in the 1960s and 1970s, and Turkey's foreign policy after 1960.</p>	
GK	Foreign Language 2 (2-0-2-3)
<p>Past tense; future tense; modal verbs (can, could, may, must, etc.); speaking, reading, writing, and listening skills in these tenses and with these modals; speaking skills (asking questions in restaurants, ordering food, etc.); reading skills (online weather reports, recipes, posters/flyers, etc.); writing skills (writing short messages, giving written directions, writing emails/invitations, etc.); listening skills (weather reports, recipes, etc.).</p>	
GK	Turkish Language 2 (2-0-2-3)
<p>Basic features of spoken language and oral communication. Oral expression; fundamental characteristics of speaking skills (using natural language and body language); basic principles of effective speaking; main qualities of a good speaker (emphasis, intonation, pausing, diction, etc.). Impromptu and prepared speeches; stages of preparing a speech (selecting and narrowing the topic; determining purpose, perspective, main and supporting ideas; planning; writing the text; delivering the speech). Types of speeches I: (dialogues, interviews, self-introduction, answering questions, celebrating important events such as New Year, birthdays, holidays, giving directions, talking on the phone, job applications, conducting interviews, radio and television presentations, participating as a speaker in cultural or art programs, etc.). Making impromptu speeches on various topics, exercises on speech examples and oral expression practices, correcting language and expression errors in speeches.</p>	

AE	Special Ability (2-0-2-3)
Basic concepts; gifted individuals; classification: educational, psychological, medical; prevalence and incidence; causes: prenatal, perinatal, postnatal; screening/diagnosis: medical, developmental, and educational screening/diagnosis; academic and nonacademic characteristics; team and collaboration; educational environments; scientifically based practices; characteristics of families; attitudes toward gifted individuals and their families; services, supports, and legal rights offered to families.	
AE	Hearing and Visual Impairment (2-0-2-3)
Basic Concepts: Individuals with hearing impairment, the nature of hearing; Individuals with visual impairment, the nature of sight (vision); Classification: Educational, psychological, and medical; Prevalence and Incidence (Occurrence rate); Causes (Etiology): Prenatal, perinatal (at birth), and postnatal; Screening/Diagnosis: Medical, developmental, and educational screening/diagnosis; Academic and Non-Academic Characteristics (Features); Team and Collaboration; Education and Teaching Environments (Instructional Settings); Scientifically Based Practices (Evidence-Based Practices); Characteristics of Families; Attitudes towards individuals with hearing impairment, individuals with visual impairment, and their families; services, supports, and legal rights offered to families.	
AE	Evaluation in Special Education (2-0-2-3)
Basic concepts; legal and philosophical foundations of assessment; purposes of assessment; medical, developmental, psychological, and educational assessment; the assessment process: screening, diagnosis, placement, program planning, and program evaluation; pre-referral process in assessment; referral and detailed assessment process; formal assessment methods; informal assessment methods; curriculum-based assessment; observation; task/skill analysis; criterion-referenced tests; work sample analysis; performance assessment; reporting the assessment process; developing assessment tools: preparing, administering, interpreting, and using assessment tools to determine students' performance and development in various instructional areas.	
AE	Early Childhood Special Education (2-0-2-3)
Basic concepts: infancy, early childhood, and the concept of developmental delay; definition, importance, history, and theoretical foundations of Early Childhood Special Education (ECSE); ECSE in legislation; professionals involved in ECSE; family involvement; assessment in ECSE; intervention programs in ECSE: center-based, home-based, and combined center-home practices; ECSE and the transition process; key topics in ECSE: play, developmentally appropriate practices, natural teaching, family-centered practices.	

3rd SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	School Experience 1	1	4	3	8
MB	Elective 1	2	0	2	3
GK	Elective 1	2	0	2	3
AE	Teaching Basic Skills and Concepts	2	0	2	3
AE	Field Education Elective 1	2	0	2	3
AE	Applied Behavior Analysis	3	0	3	4
AE	Integration in Special Education	2	0	2	3
AE	Supporting Language and Communication Skills	2	0	2	3
AE	Preparation of Individualized Education and Transition Plans	3	0	3	4
Total		19	4	21	34

MB	School Experience 1 (1-4-3-8)
Systematic understanding of school management and instructional organization; school management, regularly conducted activities in schools; recognizing the resources and facilities of the school; observing classroom activities; appropriate reporting; conducting observations and gaining hands-on experience.	
AE	Teaching Basic Skills and Concepts (2-0-2-3)
Defining basic skills; defining the concept; types of concepts; benefits of concepts; children's learning of concepts; elements of concept teaching; points to consider in concept teaching; methods used in concept teaching; direct instruction model; errorless learning; simultaneous prompting; assessment and planning in concept teaching; implementing concept teaching.	
AE	Applied Behavior Analysis (3-0-3-4)
Foundations, history, definition, principles, and importance of Applied Behavior Analysis (ABA); ABA and ethics; identifying, defining, measuring, and recording target behaviors; analyzing and evaluating data collected on target behaviors; using data to make instructional decisions; determining behavior functions; principles and procedures for increasing behavior; types and use of reinforcers; token reinforcement; principles and procedures for teaching new behaviors; principles and procedures for decreasing behavior; differential reinforcement: extinction, response cost; ensuring generalization; ABA and single-subject research methods.	
AE	Integration in Special Education (2-0-2-3)
Placement approaches in special education, inclusive and separate education; definition of inclusion; the concept of the least restrictive educational environment, its history, legal basis, and types; supportive special education services, counseling, in-class support, and resource rooms; collaboration in inclusion: definition, importance, and types; the inclusion process in Turkey, past and present; inclusion in Turkish special education legislation; factors affecting the success of inclusion; research related to inclusion.	
AE	Supporting Language and Communication Skills (2-0-2-3)
Definition of communication, definition of language, language acquisition theories, explanation of the concepts and development of language, communication, and speech; main language, communication, and speech characteristics and difficulties observed in children with special educational needs; assessment of language, communication, and speech difficulties; setting goals according to the components of language; natural and structured evidence-based/effective methods used to develop communication skills; family guidance related to the development of communication skills.	

AE	Preparation of Individualized Education and Transition Plans (3-0-3-4)
	Individualized Education Programs (IEP); Elements of the IEP; Legal Basis of the IEP; IEP and school curricula (preschool, primary education programs); Assessment tools and detailed evaluation; Goals: Short-term and long-term goals; Placement and determination of related special education services; Developing and sequencing instructional goals and instructional steps; Determining instructional procedures and recording progress; All service plans; For individuals with special education needs aged 0-3, the definition, importance, and examples of Individualized Family Service Plans (IFSP); Transition Plans: Definition and importance; Types of Transition: Hospital-to-home, home-to-facility, facility-to-facility (program-to-program); Examples and development of different transition plans; Adaptations/Adjustments and considerations for IFSP, IEP, and transition plans for individuals with special education needs; Monitoring and Evaluation of the IEP, IFSP, and transition plans.

4th SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	Teaching Principles and Methods	2	0	2	3
MB	Elective 2	2	0	2	3
GK	Rectorate Common Field Elective Course 2	2	0	0	0
AE	Instructional Technologies and Material Development in Special Education	1	2	2	4
AE	Teaching Social Adaptation Skills in Special Education	3	0	3	4
AE	Games and Music in Special Education	2	0	2	3
AE	Multiple Disabilities and Education	2	0	2	3
AE	Errorless Teaching Methods	2	0	2	3
AE	Behavior Control	2	0	2	3
Total		18	2	17	26

MB	Teaching Principles and Methods (2-0-2-3)
Fundamentals concepts related to instructional principles and methods; teaching-learning principles, models, strategies, methods, and techniques; determining goals and objectives in instruction; selecting and organizing content for teaching and learning; instructional materials; planning of instruction and instructional plans; theories and approaches related to instruction; effective teaching, learning, and success in learning within the school environment; and assessment of classroom learning.	
GK	Rectorate Common Field Elective Course 2 (2-0-0-0)
It covers the course and course content determined by Sivas Cumhuriyet University Rectorate and chosen by the students.	
AE	Instructional Technologies and Material Development in Special Education (1-2-2-4)
Information Technologies in Education; the instructional process and the classification of instructional technologies; theoretical approaches related to instructional technologies; new trends in learning approaches; contemporary literacies; instructional technologies as tools and materials; the design of instructional materials; designing thematic instructional materials; creating subject-specific object repositories (resource pools), and criteria for evaluating instructional materials.	

AE	Teaching Social Adaptation Skills in Special Education (3-0-3-4)
<p>Basic concepts, foundational skills, adaptive skills, and social-adaptive skills; definition of social skills, foundational skills, social skills, and practical skills; assessment and teaching of foundational skills: functional literacy, knowledge of numbers, money, and time; social skill development in individuals with special educational needs; social and emotional intelligence in individuals with special educational needs; components of social skills; importance of social skills in daily life, work life, and the process of social adaptation; assessment and teaching of social skills: interpersonal relationships, social responsibility, self-confidence, social problem solving, compliance with rules; assessment and teaching of practical skills: daily living and self-care skills; deciding which social-adaptive skills are appropriate to teach to students with special educational needs; preparing assessment tools to develop social-adaptive skills; instructional environments and methods; delivering instruction; ensuring the continuity and generalization of acquired skills.</p>	
AE	Games and Music in Special Education (2-0-2-3)
<p>Basic concepts: play and music; definition and importance of play; theoretical explanations of play; development and characteristics of play in children: cognitive and social play development; play development and characteristics in children with special educational needs; teaching through play in special education; use and adaptation of play with children with special educational needs; play-based instructional applications/activities; developmental areas that can be supported through play; embedding instruction within play; research findings on the effective use of play in special education; definition and importance of music; development and characteristics of music; musical characteristics of students with special educational needs; teaching through music in special education; use and adaptation of music with children with special educational needs; music-based instructional applications/activities; developmental areas that can be supported through music; embedding instruction within music; research findings on the effective use of music in special education.</p>	
AE	Multiple Disabilities and Education (2-0-2-3)
<p>Multiple disabilities; prevalence of multiple disabilities; characteristics of children with multiple disabilities; cognitive characteristics of children with multiple disabilities; behavioral characteristics of children with multiple disabilities; emotional characteristics of children with multiple disabilities; education of children with multiple disabilities; educational environments for children with multiple disabilities; inclusion of children with multiple disabilities; teaching academic skills to children with multiple disabilities; planning instruction for children with multiple disabilities; preparing instructional plans for children with multiple disabilities.</p>	
AE	Errorless Teaching Methods (2-0-2-3)
<p>Fundamental philosophy of errorless learning; prompt-response methods; simultaneous prompting; constant time delay teaching; progressive time delay teaching; increasing time delay teaching; teaching with systematically increasing prompts; teaching with systematically fading prompts; stimulus adaptations; teaching through shaping of stimuli; teaching through stimulus fading; planning instruction using errorless learning methods and collecting data.</p>	
AE	Behavior Control (2-0-2-3)
<p>Behavior Management Approaches: Applied Behavior Analysis (ABA) and the Cognitive-Behavioral Approach (CBA); behavior, its characteristics and functions; behavior problems specific to different disability groups; frequently observed behavior problems such as non-compliance (lack of cooperation), temper tantrums, stereotypic behaviors, and self-injurious behavior (SIB); less frequently observed behavior problems such as sleep disturbances, refusal to eat, and others; and coping with behavior problems using antecedent-based strategies and consequence-based strategies.</p>	

5th SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	Measurement and Evaluation in Education	3	0	3	4
MB	Elective 3	2	0	2	3
MB	Research Methods in Education	2	0	2	3
GK	Community Service Practices	1	2	2	3
AE	Braille Reading and Writing	2	0	2	3
AE	Field Education Elective- 2	2	0	2	3
AE	Teaching Reading and Writing in Special Education	3	0	3	4
AE	Teaching Science and Social Studies in Special Education	3	0	3	4
AE	Physical Education and Sports in Special Education	2	0	2	3
Total		20	2	21	30

MB	Measurement and Evaluation in Education (3-0-3-4)
<p>The place and importance of measurement and evaluation in education, fundamental concepts in measurement and evaluation, and the measurement tools used in education and their characteristics. It includes traditional assessment tools (written examinations, short-answer tests, true-false tests, multiple-choice tests, matching tests, oral examinations, assignments), various types of evaluation and tools for comprehensive student assessment (observation, interviews, performance assessment, student portfolios, research papers, research projects, peer assessment, self-assessment, attitude scales). It also addresses the psychometric properties of measurement tools (validity, reliability, utility); the measurement of cognitive, affective, and psychomotor characteristics; sources and types of error in measurement; validity and reliability analyses of measurement tools; statistical techniques used in item and test analysis (alternative correlation techniques); basic statistical operations performed on measurement results; descriptive statistics (measures of central tendency and variability); graphical (bar graphs, frequency polygons, histograms, line graphs) and tabular (cross-tables) representations of measurement results; characteristics of Normal distribution and standard scores (z-scores and T-scores); Standard error and confidence intervals; Bloom's Taxonomy, writing appropriate questions for different test types (written, oral, short-answer, true-false, multiple-choice) according to Bloom's Taxonomy; and the processes of achievement test and scale development and administration.</p>	
MB	Research Methods in Education (2-0-2-3)
<p>Fundamental concepts and principles related to research methods; the research process (recognizing the issue, defining the problem and sample, data collection and analysis, interpreting results); general characteristics of data collection tools; data analysis and evaluation; accessing 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 (trustworthiness) in qualitative research; reviewing, evaluating, and presenting articles or theses; preparing a research report in accordance with research principles and ethics; and action research in education.</p>	
GK	Community Service Practices (1-2-2-3)
<p>The concepts of society, community service applications, and social responsibility; social responsibility projects from the perspective of social and cultural values; identifying current social problems; preparing projects aimed at resolving identified social problems; participating voluntarily in social responsibility projects as an individual and as a group; taking part 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; and evaluating the results of social responsibility projects.</p>	

AE	Braille Reading and Writing (2-0-2-3)
The Braille writing system; the tools and equipment used in the Braille writing system; reading and writing with the Braille alphabet, reading and writing using single-letter, two-letter, syllable, and word-root contractions/short forms; and embossed mathematics and science symbols (Nemeth Code and related symbols).	
AE	Teaching Reading and Writing in Special Education (3-0-3-4)
The definition and structure of reading and writing; reading and writing characteristics of individuals with special educational needs; approaches related to reading readiness programs; the assessment and support of reading readiness; the instruction of writing mechanics; the assessment and instruction of functional literacy (reading and writing): phonic-based, sentence-based, syllable-based, and whole word-based literacy instruction; adaptations for literacy instruction that can be made in inclusive classrooms; specific reading and writing instruction techniques/strategies for different special educational needs groups; scientifically based practices (evidence-based practices) in literacy instruction; and the process of adapting literacy instruction for special educational needs groups.	
AE	Teaching Science and Social Studies in Special Education (3-0-3-4)
Instructional methods used in Science teaching; examining themes in science; sequencing topics; determining necessary concepts for content acquisition and developing criterion-referenced assessment tools related to these concepts; preparing lesson plans according to student levels; sample instructional applications; and adapting Science instruction for students with special educational needs. Similarly, it addresses instructional methods used in Social Studies teaching; examining themes in Social Studies (units, specific days and weeks, etc.); logically sequencing topics; developing criterion-referenced assessment tools related to concepts necessary for content acquisition; preparing lesson plans according to student levels; sample instructional applications; and adapting Social Studies instruction for students with special educational needs.	
AE	Physical Education and Sports in Special Education (2-0-2-3)
Fundamental concepts: impairment (bozukluk), disability (özürlü), handicap (engel), causes, prevention, and physical education and sport; the characteristics of physical education and sport for individuals with different special educational needs; measurement and evaluation of physical education and sport characteristics in individuals with special educational needs; planning and programming aimed at supporting physical education and sport characteristics in individuals with special educational needs; instructional approaches that can be used in physical education and sport; and the process of adapting physical education and sport for individuals with special educational needs.	

6th SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	Classroom Management	2	0	2	3
MB	Elective 4	2	0	2	3
MB	School Experience 2	1	4	3	8
GK	Elective 2	2	0	2	3
AE	Attention Deficit Hyperactivity Disorder and Education	2	0	2	3
AE	Emotional Behavioral Disorder	2	0	2	3
AE	Teaching Mathematics in Special Education	3	0	3	4
AE	Teaching Turkish in Special Education	2	0	2	3
Total		16	4	18	30

MB	Classroom Management (2-0-2-3)
Fundamental concepts related to classroom management; the physical, social, and psychological dimensions of the classroom; classroom rules and discipline; models related to classroom discipline and management; managing student behavior in the classroom; the process of communication and interaction in the classroom; student motivation in the classroom; time management in the classroom; the teacher as an instructional leader in the classroom; managing teacher-parent conferences; creating a positive classroom and learning climate; and case studies related to classroom management based on school levels.	
MB	School Experience 2 (1-4-3-8)
The systematic recognition of school management and instructional organization; school administration; regular activities conducted in schools; recognition of school facilities and resources; observation of activities in classes; appropriate reporting; and gaining observation and practical experience.	
AE	Attention Deficit Hyperactivity Disorder and Education (2-0-2-3)
Fundamental concepts; individuals with attention deficit, symptoms of attention deficit, parenting approaches for attention deficit, teacher approaches for attention deficit; hyperactivity, the hyperactive child, findings (symptoms) of hyperactivity, diagnosis of hyperactivity; approaches to the hyperactive child at home and school; methods for working with hyperactive children; and the treatment process.	
AE	Emotional Behavioral Disorder (2-0-2-3)
The definition and causes of behavioral disorders according to different theories; classical classification and the DSM-5 diagnostic criteria; behavioral disorders seen in children according to the DSM-5 diagnostic criteria; intervention methods; and developing clinical observation skills.	
AE	Teaching Mathematics in Special Education (3-0-3-4)
The assessment of mathematical skills and concepts; mathematics instruction and planning; differentiated instruction and direct instruction approaches; developing problem-solving skills; implementing the mathematics curriculum, including the instruction of counting, addition, subtraction, multiplication, and division operations; error types and analysis in mathematics instruction; the instruction of functional math skills: value (money), time, length, and weight measures; methods for teaching geometry concepts and skills; adaptations for mathematics instruction that can be made in inclusive classrooms; specific mathematics instruction techniques/strategies for different special educational needs groups; scientifically based practices (evidence-based practices) in mathematics instruction; and adapting mathematics instruction for various special education groups.	

AE	Teaching Turkish in Special Education (2-0-2-3)
Activities to understand reading and writing development and the value of reading for students with special educational needs; vocabulary development; grammar instruction; the writing process, types of written text, and preparing activities related to written expression skills; the definition of reading skills and strategies, and the application of skills and strategies in text analysis; the importance, implementation, and evaluation of individualized reading instruction; critical reading; creative writing; reading text analysis methods; activities to develop listening skills; and specific techniques/strategies to enhance reading and writing in special educational needs groups.	

					7th SEMESTER
CODE	COURSE TITLE	T	P	C	E
MB	Teaching Practice 1	2	6	4	10
MB	Guidance in Schools	2	0	2	3
MB	Elective-5	2	0	2	3
GK	Elective 3	2	0	2	3
AE	Family Education in Special Education	3	0	3	3
AE	Turkish Sign Language Education	2	0	2	3
	Total	17	6	19	30

MB	Teaching Practice 1 (2-6-4-10)
Making observations on field-specific teaching methods and techniques; conducting individual and group micro-teaching applications utilizing special field-specific methods and techniques; developing field-specific activities and materials; and preparing teaching environments, managing the classroom, measuring, evaluating, and reflecting on the process.	
MB	Guidance in Schools (2-0-2-3)
The topics cover the place of Guidance and Psychological Counseling (GPC) services in education; the philosophy, aims, principles, and program (comprehensive developmental GPC program) of the developmental guidance model; its core services/interventions; the role and function of teachers in classroom guidance; the competencies to be gained in educational, vocational, personal, and social domains within the scope of GPC services; the necessary collaboration between school administrators and teachers with guidance counselors and psychological counselors; and the preparation and implementation of classroom GPC plans and programs.	
AE	Family Education in Special Education (3-0-3-3)
The concept of family and family systems theories; the adjustment stages experienced by families of students with special educational needs; the importance, theoretical, and legal basis of family participation in the education of children with special educational needs, along with the rights and responsibilities conferred upon families in legislation. Furthermore, they address family participation in the educational process, including student assessment, and the family's role in the Individualized Family Service Plan (IFSP), Individualized Education Program (IEP), and transition plans. Finally, the topics include teaching parenting/family skills and the preparation, implementation, and evaluation of center-based, home-based, and center-home-based family training programs.	

AE	Turkish Sign Language Education (2-0-2-3)				
Sign language in the world and in Turkey, focusing on Turkish Sign Language (TİD) and its characteristics. Key areas include learning the alphabet (fingerspelling), definitions, and usage, along with signs related to oneself and the environment, sentence construction, and numbers and mathematical signs. Fundamental grammatical concepts of TİD are also addressed, culminating in practical conversation/dialogue skills in Turkish Sign Language.					
					8th SEMESTER
CODE	COURSE TITLE	T	P	C	E
MB	Teaching Practice 2	2	6	4	10
MB	Turkish Education System and School Management	2	0	2	3
MB	Elective-6	2	0	2	3
GK	Elective 4	2	0	2	3
AE	Elective-4	2	0	2	3
AE	Elective-5	2	0	2	3
AE	Special Education Policies and Legal Regulations	3	0	3	3
	Total	17	6	19	30
MB	Teaching Practice 2 (2-6-4-10)				
Making observations regarding field-specific special teaching methods and techniques; conducting micro-teaching applications using field-specific special teaching methods and techniques; independently planning a lesson; developing lesson-related activities and materials; preparing teaching environments; and finally, managing the classroom, measuring, evaluating, and reflecting on instruction.					
MB	Turkish Education System and School Management (2-0-2-3)				
The formation of education systems and the structure of the Turkish education system, including the basic laws that regulate it, and the central, provincial, and overseas organization of the Ministry of National Education (MoNE). They address educational levels, human resources, physical, technological, and financial resources, and reform and innovation initiatives within the Turkish education system. The curriculum also includes organization-management theories and processes; the school as a social system and organization; human resource management; student personnel affairs; and matters related to instruction, education, and school administration. Finally, it deals with school, environment, community, and family relations, and current debates and trends related to the Turkish education system and schools.					
AE	Special Education Policies and Legal Regulations (3-0-3-3)				
The history of policies and legal regulations concerning individuals with disabilities and special education in Turkey, and both national and international policies and legal regulations in this field. They cover Turkey's status as a party to international conventions and the significance of global legal regulations for individuals with disabilities, special education practices, and domestic regulations in Turkey. The curriculum also addresses the general paradigm shift regarding individuals with disabilities and the gap between policy, legal regulations, and practices.					

ELECTIVE COURSES (T-P-C-E)	
PROFESSIONAL KNOWLEDGE ELECTIVE COURSES (2-0-2-3)	
<ul style="list-style-type: none"> • Open and Distance Learning • Collaboration and Communication with Families • Co-teaching • Child Psychology • Textbook Analysis (or Textbook Review) • Speech and Language Disorders • Educational Anthropology • Educational Law • History of Education • Morals and Ethics in Education • Digital Content Development in Education • Drama in Education • Extracurricular Activities in Education • Curriculum Development in Education 	<ul style="list-style-type: none"> • Project Preparation in Education • Critical and Analytical Thinking • Education for Hospitalized Children • Inclusive Education • Character and Values Education • Comparative Education • Micro-teaching • Museum Education • Out-of-School Learning Environments • Individualizing and Adapting Instruction • Sustainable Development and Education • Turkish History of Education • Adult Education and Lifelong Learning

PROFESSIONAL KNOWLEDGE ELECTIVE COURSE CONTENTS
<p>Open and Distance Learning (2-0-2-3)</p> <p>Core concepts and philosophy of open and distance learning (ODL); the development of distance education both worldwide and in Turkey; and the roles of the learner and instructor. The curriculum also covers technologies used in distance education; the management of ODL; classroom management and its components; Open Educational Resources (OER) and global trends; Massive Open Online Courses (MOOCs); and personalized learning environments. Further areas addressed are problems related to ODL and their solutions, ODL applications in teacher training, developing individualized instructional materials and student support services, determining instructional strategies for different learning situations, and research and evaluation in distance education.</p>
<p>Collaboration and Communication with Families (2-0-2-3)</p> <p>Core concepts related to the family, the family as a system, and the child with special needs within the family life cycle, detailing the emotional stages experienced by these families. The curriculum emphasizes the importance and the legal, philosophical, and practical rationales for collaboration with families, alongside the foundations and components of the family-centered approach and its core principles and strategies. Key communication skills covered include verbal and non-verbal communication, empathetic and specialized listening skills, referring families to special education services, and effectively informing them about children with special needs. Finally, the topics address crisis management with families, encouraging family participation, and skills for the effective use of various communication channels (face-to-face structured and unstructured meetings, phone calls, communication notebooks, newsletters, e-mail, etc.).</p>

Co-teaching (2-0-2-3)

Core concepts and the definition of co-teaching, its importance, and its historical development both in Turkey and globally. Factors directly affecting co-teaching and the necessity of family, teacher, and student collaboration are also addressed. A key component is the study of various co-teaching models, including One Teach, One Observe; One Teach, One Assist; Station Teaching; Parallel Teaching; Alternative Teaching; and Team Teaching.

Child Psychology (2-0-2-3)

The core concepts, history, and methods of child psychology, along with developmental stages, including prenatal development, and the developmental domains and characteristics of infancy, early childhood, and late childhood. the child within the family structure and the school system, addresses adjustment and behavioral problems in childhood, and covers children with special needs.

Textbook Review (2-0-2-3)

The required physical, instructional, visual design, and language/expression features and standards for textbooks, as well as the alignment of textbook content with the curriculum. A key focus is the analysis of existing textbooks based on various criteria, including content, language, suitability for student level, format, attractiveness, contribution to meaningful learning, and ease of use in instruction.

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

The core characteristics of language, perspectives on language acquisition, and the definition and classification of speech and language disorders. The curriculum covers the organs involved in speech production, the causes and prevalence of these disorders, and the characteristics of children affected. It also addresses the classification and types of communication disorders, concluding with the education of children with speech and communication disorders.

Educational Anthropology (2-0-2-3)

The subject, core concepts, history, and method of anthropology, along with core approaches in socio-cultural anthropology. Key concepts of educational anthropology are covered, such as culture, acculturation, enculturation, adaptation, subculture, counterculture, and common culture, focusing on the cultural foundations and functions of education, and cross-cultural differentiation, education, and learning. The curriculum examines the school as a living space, school cultures, and ethnographies, and the influence of media, mass communication tools, popular culture, and education. Further areas address globalization, cultural interaction, cultural literacy, and education, concluding with education as depicted in oral and written literary works in the history of Turkish culture and civilization, and the roles of parents and children in the Turkish family structure.

Education Law (2-0-2-3)

Core concepts of law and administrative law, including the sources of administrative law and the rights and duties within administration. Emphasis is placed on international frameworks such as the Convention on the Rights of the Child and the Universal Declaration of Human Rights, alongside the administrative and judicial supervision of teachers. The basic laws establishing and regulating the Turkish Education System, and the duties, rights, and responsibilities of educational stakeholders.

Education History (2-0-2-3)

Trace the history of education from the Ancient period (covering civilizations like Egypt, Mesopotamia, Anatolia, India, China, Ancient Greece, and Rome) through to the Middle Ages and Early Modern Period in Eastern, Western, and Islamic societies. Key historical shifts are examined, including the influence of the Renaissance, Reformation, and Enlightenment Movements on education, followed by education during the Industrial Age and Modern Era. the relations between Islamic culture and Western civilization, the rise of nation-states and the development of national education systems, and contemporary post-modern society debates and education. It examines the key changes and transformations in education worldwide from the Ancient period to the present.

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

Core concepts and theories related to morals and ethics, covering ethical principles, rules, and professional ethics, and examining the teaching profession in its social, cultural, moral, and ethical aspects. The curriculum addresses the right to education and learning, and ethical principles within the process of education, instruction, learning, and evaluation. It details ethical principles in relationships with educational stakeholders (administrators, colleagues, parents, etc.) and outlines the moral/ethical responsibilities of school administrators, parents, and students. Further topics include unethical behaviors in professional life, ethical regulations concerning public administration, education, and teachers in Turkey, and how to manage unethical behaviors, ethical dilemmas, problems, and their solutions in school. the topics cover morals/ethics education and ethical boards in school, and the role of the school principal and teacher as a moral/ethical leader.

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

An overview of content development in digital environments, covering the use of visuals, animations, and effective presentations. Key components also address the integration of assessment and evaluation activities, and the utilization of collaborative tools in digital content development.

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

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

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

Formal curriculum and extracurricular/covert curriculum concepts in education; approaches to the covert curriculum; cognitive and affective domain learning and the covert curriculum; school as a ritual space; school ceremonies as extracurricular activities; the importance and management of social, cultural, sports, and artistic activities in schools; the role and significance of the covert curriculum in values education; extracurricular activities (commemoration, celebration, gatherings, graduation, etc.) in terms of values education.

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

Basic concepts related to curriculum development; theoretical foundations of curriculum development; types of curricula; philosophical, social, historical, psychological, and economic foundations of instructional programs; characteristics of curriculum development and instructional programs; stages of curriculum development; main components of a curriculum (objectives, content, process, assessment) and the relationships among these components; classification of objectives and their relationship with curriculum components; approaches to content organization; identification of educational needs; curriculum development process and models; instructional program design approaches; curriculum evaluation models; curriculum literacy; teachers' roles and responsibilities in developing instructional programs; characteristics of Ministry of National Education (MEB) instructional programs; implementation of instructional programs; new approaches and trends in curriculum development in Turkey and worldwide.

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

Concept of a project and types of projects; instructional programs and project-based learning; project programs in schools (TÜBİTAK, EU, and others); selecting a topic for a project; literature review; logical framework in a project; project planning and management; applying the scientific method in a project; preparing and developing a project report; finalizing the project report; project evaluation and reviewing best practices; project presentations; techniques for designing posters and brochures.

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

Basic concepts and definitions; the brain as the organ of thinking; types of thinking and classification of thinking; involuntary thinking and its characteristics; voluntary thinking and its characteristics; methods of voluntary thinking; 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, needs, and emotional states of hospitalized children according to age groups; interaction among hospital staff, the child, and the family; preparatory education for hospitalization, diagnosis, treatment, and surgery; planning and implementing activities for hospitalized children, including play, music, art, drama, mathematics, storytelling, etc.; interactions among hospital schools, children with life-threatening illnesses, their families, and hospital staff.

Inclusive Education (2-0-2-3)

Inclusion and its scope; definition, content, and importance of inclusive education; legal basis 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; student diversity characteristics; effective communication; language use and psycho-social support; differentiating instruction with examples, methods, and techniques; planning instruction, ensuring inclusivity in lesson materials, and selecting inclusive activities; lesson design practices.

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

Character, personality, value, virtue, morality, disposition, temperament, etc.; character development and education; the role of 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; intercultural differences and culture of coexistence in character and values education; character and values education in terms of educational philosophy and objectives; teaching methods and techniques in character/values education; value crises in modern and multicultural societies and education; value education in the process of human and cultural development; examples of value education from Turkish education and cultural history, practices and research on values education in Turkey; teachers as role models in character and values education.

Comparative Education (2-0-2-3)

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

Micro Teaching (2-0-2-3)

Basic concepts and principles of effective teaching and learning; teachers' professional competencies, attitudes, roles, and behaviors; lesson plan preparation; scope, benefits, and limitations of microteaching; preparing active learning activities appropriate to the subject; classroom demonstration of lessons; recording lesson presentations on video; evaluating the lesson using the recordings; improving prepared activities and lesson demonstrations.

Museum Education (2-0-2-3)

Definition and characteristics of a museum; exhibition practices in museums; museums and museum education; types of museums; development of museology in Turkey; an overview of the history of museology worldwide; relationship between museums, art, culture, and civilization; museums and art education; museums and society; contribution of museums to historical awareness; preservation of historical artifacts; contemporary museology in Turkey and worldwide.

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

Concepts of out-of-school education and learning; scope and importance of out-of-school learning; teaching in out-of-school environments; teaching methods and techniques suitable for out-of-school learning environments (project-based learning, station teaching, etc.) and instructional materials; out-of-school learning environments (museums, science centers, zoos, botanical gardens, planetariums, industrial facilities, 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.

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

The concept of individualization and its importance in education; steps required for individualization: curriculum-based assessment, preliminary assessment, preparation of criterion-referenced measurement tools, and rules to follow in assessment; determination of long-term and short-term instructional objectives; adjustments that can be made in classrooms and schools for inclusion/integration; adapting instruction; examples of individualization and adaptation in inclusive/integration classrooms.

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

The concept of sustainability and its areas of application; sustainability from the perspective 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 issues, and sustainability; sustainable society in harmony with nature; population, economic systems, and the natural environment; technological developments, consumption habits, and the environment; sustainability in terms of social responsibility initiatives and tangible and intangible cultural heritage; rethinking human-nature relationships within the axis of sustainability.

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

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

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

The definition and scope of adult education, alongside related concepts such as continuous education, public education, non-formal education, and vocational education. They cover the historical development of adult education in Turkey, the various approaches and models relevant to adult education, and the principles of adults and learning (andragogy). Furthermore, the curriculum addresses the purpose, scope, and historical development of lifelong learning, concluding with lifelong learning practices within the Turkish education system.

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

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| <ul style="list-style-type: none">• Addiction and Anti-Addiction• Nutrition and Health• History and Philosophy of Science• Science and Research Ethics• Child Rights and Protection• World Musics• Economics 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 | <ul style="list-style-type: none">• Media Literacy• 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 Turkey• History of Civilization• Three-Dimensional Design• Geography of Countries |
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GENERAL CULTURE ELECTIVE COURSE CONTENTS

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

Basic concepts and definitions; types of addiction (substance addiction, technology addiction, etc.); causes of addiction; risk factors in the family, peer group, and social context that predispose a person to substance addiction; communication skills in addicted children, adolescents, and adults; the role of social work in addiction; models related to addiction; addiction prevention efforts; consequences of addiction; national policies and strategic approaches to combat addiction; reintegration and rehabilitation 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 abuse, etc.); traffic safety, disaster preparedness, and first aid.

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

Science, philosophy, and the scientific method; science and philosophy in Ancient Greece, Medieval Europe, and Scholasticism; science and philosophy in the Islamic cultural sphere; science in Mesopotamia; science and philosophy during the European Renaissance; science and philosophy in the Enlightenment; classification of sciences; science, scientism, ideology, ethics, and the relationship with religion; science and paradigms; the Vienna and Frankfurt Schools of thought; critiques of science in the 20th and 21st centuries.

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

Science, the nature of science, its development, 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, editorial practices, peer review, and ethics; publication ethics and unethical behaviors in the publication process; legal regulations and committees related to research and publication ethics; procedures for detecting ethical violations; common research and publication ethics violations and methods for preventing them.

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

Children's rights and child protection laws; family and child welfare; child neglect; child abuse; preventive measures against child neglect and abuse; the rights and protection of children in need of care; the rights and protection of children with special needs; planning collaboration on children's rights and protection; developing projects aimed at protecting children's rights.

World Music (2-0-2-3)

Understanding the historical and contemporary music cultures of world countries; recognizing globally accepted music genres; gaining knowledge about the characteristics of music from various regions of the world and the geographical, cultural, religious, social, economic, and political factors that shape these characteristics; acquiring comparative knowledge about music cultures and traditions around the world; developing the ability to recognize and describe different societies and their musical traditions.

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

Basic concepts of economics and economic systems; fundamental concepts of business and business management; establishment, objectives, and legal structures of businesses; management processes and functions within organizations; management of human resources and other organizational resources; the concepts of entrepreneur and entrepreneurship, success factors in entrepreneurship; entrepreneurship culture, the entrepreneurial process, and types of entrepreneurship; career planning, original ideas, and extraordinary examples; the Turkish Patent and Trademark Office; the Industrial Property Law; small and medium-sized enterprises; management processes and functions in small businesses; developing business ideas, innovation and creativity, preparing a business plan, elements of a business plan, its writing and presentation; preparing a project related to entrepreneurship in a specific field and topic.

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; the historical development of traditional Turkish arts (Huns, Göktürks, Uighurs, Seljuks, Anatolian Beyliks, and the Ottoman period); the Ahi and Guild (Lonca) systems; 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, textiles, etc.), printing, knitting, felt-making, and glass arts (stained glass, glassware, beadwork, etc.); metal arts (iron, copper, silver, gold, etc.); wood arts (kündekâri, carving, and mother-of-pearl inlay); tile-ceramic and stone craftsmanship; education, production, and marketing of traditional Turkish arts.

General Geography (2-0-2-3)

The development of the science of geography and the process through which it gained scientific identity; the formation of the Earth, its geological history, internal structure, shape, movements, and the resulting effects; the shaping of the Earth's surface and the factors influencing this process (geomorphology); the Earth's atmosphere and climate system (climatology); the distribution, characteristics, and impacts of underground and surface waters (hydrography); soil geography (formation, types, distribution, and soil-related problems); biogeography (classification, environmental conditions, and distribution of plant species); and fundamental cartography/map knowledge.

Semiology (2-0-2-3)

Fundamental concepts of linguistics and semiotics; the relationship between semiotics and communication; types of signs; contemporary semioticians and semiotic theories; and the essential qualities required to establish effective and accurate communication skills.

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

The concept of human rights and its historical development; types of human rights; understandings, principles, and approaches to democracy and their relationship with human rights; democracy education and democratic schooling; the family and democracy education; education as a human right; democracy education in early childhood education; democracy education within the primary school curriculum; democracy education in secondary education; democracy education in higher education; the democratic school and classroom environment.

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

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

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

Internet and web technologies; historical development of distance education; online and blended learning models; classification of web technologies; characteristics and uses 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 using web tools; evaluation of instructional materials developed with web tools; assessment and evaluation using web-based tools.

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

Fundamental concepts related to language and culture; sources and elements of culture; oral and written culture; material and spiritual culture; culture from individual and societal perspectives; unifying and divisive aspects of culture; enculturation, acculturation, cultural diffusion, and adaptation; culture from cognitive, symbolic, and structural-functional approaches; language as a system of symbols; language and language acquisition from an individual perspective; the impact of language on human consciousness; the relationship between culture, language, cognition, and reality; the function of language in transmitting knowledge and culture, and establishing social relations and communication; development and transmission of language and culture; national identity and language; dynamics of change in culture and language; discussions on the mutual interaction of cultural and linguistic changes; national cultures; globalization, multilingualism, and multiculturalism.

Media Literacy (2-0-2-3)

Information literacy; conscious use of the internet and social media; effects of social media on individuals; the power of spreading information and misinformation; news dissemination; media and perception management; legal rights and responsibilities regarding media and the internet, including copyright, personal rights, data privacy, and privacy violations; language use in media; evaluation of news value and quality; popular culture; gender roles in media; consumer culture and advertising; and stereotyping in media.

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

Art, fine arts, crafts, and culture; art and education; art, creativity, and the work of art; philosophy of art and aesthetics; theories of art and aesthetics; art criticism; art history in pre-modern, modern, and postmodern periods; art and its social context; art and everyday life; Turkish-Islamic art, aesthetics, and artworks; the position of art and artisans in the process of social change; the 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; learning proper microphone placement and using recording equipment by considering sound propagation and acoustics; understanding audio file formats and making appropriate choices according to pre-recording requirements; conducting sound recording in different environments, from simple setups to studios; microphones and their characteristics; recording software; sound recording and microphone techniques.

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

Information technologies and computational thinking; concepts and approaches to problem-solving; 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, and graphing programs; presentation software; desktop publishing; database management systems; web design; use of the Internet in education; communication and collaboration technologies; safe Internet use; information technology ethics and copyright; effects of computers and the Internet on children and adolescents.

Basic English (2-0-2-3)

Basic English reading, writing, and listening skills; fundamental concepts related to child development and developmental stages; basic concepts related to primary and secondary education; fundamental concepts in educational sciences; examples of dialogue among student, parent, and teacher; techniques for listening to and understanding academic content (e.g., YouTube, TeacherTube, TEDx talks, etc.); professional development-oriented oral skills (vocabulary, expressions, etc.); writing skills (writing petitions, preparing reports, creating CVs, writing short messages, developing lesson objectives, etc.); reading skills (reading written texts using Web 2.0 tools, etc.); translation exercises in the relevant teaching field.

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

Definition of folklore; rhythm and perception exercises; folk dance and movement studies; studies of figures in folk dances reflecting regional differences; learning regional figures of bar-type dances, halay and spoon-type dances, horon and karşılama-type dances, and zeybek-type dances; practice on the attitude and manner of performing the learned dances; staging of folk dances; types of staging and their variations.

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

Basic concepts related to sign language; Turkish Sign Language (TSL), its history and characteristics; letters, phonology, internal structure, simultaneity and sequentiality in TSL; manual alphabet in terms of phonology; morphology in sign language, formation and shaping of signs; word classes and pronouns; syntax in sign language, word order; sentence types and interrogative sentences; semantics in sign language; meaning and reference, types of meaning, idioms; reciprocal communication in Turkish Sign Language.

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

Culture, Humans, and Society; Turkish Culture and Turkish Civilization; the earliest ethnographic sources on the Turks; Historical Turkish States; state, administrative, military, and social structures among the Turks; popular beliefs and mythology in Turkish society; human-environment relationships in Turkish culture; oral, written, and material culture among the Turks; family structure in Turkish society; demographic and cultural consequences of migrations in Turkish history; areas of dissemination of Turkish culture and its influence on neighboring regions; Turkey's tangible and intangible cultural heritage; transmission of natural and cultural heritage to future generations

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

Migrations of the Turks from their homeland in Central Asia; Pre-Islamic Turkish history and culture; examination of examples from cultural heritage. The Turks' adoption of Islam and the study of cultural assets after the advent of Islam.

Turkish Music (2-0-2-3)

Musical elements of Turkish communities living in Central Asia and Anatolia; Turkish mythology (humans, creation, religious rituals, festivals, etc.); mythological elements in the Turkish Folk Music repertoire; types of music in Turkish states and communities; historical development of Turkish Folk Music and Turkish Art Music; mutual interaction of different musical traditions and styles; integrated study of musical instruments, composers, performers, and exemplary works.

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

Comparative study of artistic styles from Hun Art to the periods of the Göktürks, Uighurs, Karakhanids, Ghaznavids, Great Seljuks, Anatolian Seljuks, Beyliks, and the Ottoman Empire, including examples of architecture, sculpture, and painting from these periods; evaluation of Turkish artworks and artists from the Republican Era to the present day.

Geography of Türkiye (2-0-2-3)

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

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

The concept of civilization and the introduction of fundamental related concepts; the physical and cultural changes experienced by humans in prehistoric and historic periods, and the effects of these changes on the present day. Examination of civilizations developed by humanity from the past to the present: Mediterranean, Mesopotamian, Egyptian, Far Eastern, Indian, Central American (Aztec-Inca civilizations), Central Asian Steppe civilizations, and Western civilizations (Europe and America).

Three Dimensional Design (2-0-2-3)

The primary aim of the course is to develop the ability to think and perceive in three dimensions, enabling designs based on aesthetic values to take form. The Three-Dimensional Design course utilizes clay or other materials to create three-dimensional arrangements and artistic forms, fostering visual perception, abstract thinking, and problem-solving skills, while also enhancing visual literacy. By developing knowledge of form and creating innovative three-dimensional shapes, the course provides a means for artistic expression. Additionally, it offers foundational art education that guides students in finding creative solutions in other areas of life. Three-Dimensional Design not only contributes significantly to the formation of individual style and creativity but also opens the way to utilizing the possibilities of three-dimensional form in artistic expression.

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

A general examination of the physical (landforms, climate, vegetation, hydrography, and soil characteristics), human (population and settlement patterns), and economic geography (agriculture, industry, mining, trade, tourism, etc.) of the continents of Asia, Europe, North America, South America, Oceania, and Africa; an overview of selected economically powerful countries within these continents that maintain economic, political, and cultural relations with Turkey (such as Germany, the Russian Federation, the United States, Brazil, Australia, Azerbaijan, and the Republic of South Africa); and the continent of Antarctica.

FIELD EDUCATION ELECTIVE COURSES (2-0-2-3)	
<ul style="list-style-type: none"> • Naturalistic Teaching Procedures and Implementation • Assistive Technologies for Visual Impairment • Teaching Job and Vocational Skills • Supporting Communication Skills in Hearing Impairment (HI) • Cochlear Implant and Auditory Training (or Listening Training) • Mathematics Difficulty/Disability: Assessment and Intervention • Reading Difficulty/Disability: Assessment and Intervention 	<ul style="list-style-type: none"> • Education for Moderate and Severe Autism Spectrum Disorder (ASD) • Acquisition of Foundational Skills in Autism Spectrum Disorder (ASD) • Early Intervention and Assessment in Special Needs (SN) • Assessment Models and Tests in Learning Disability (LD) • Teaching Orientation and Mobility (O&M) Skills • High-Functioning Autism Spectrum Disorder • Concept Teaching in Intellectual Disability (ID) • Transition to Adulthood in Intellectual Disability (ID)

FIELD EDUCATION ELECTIVE COURSES
Natural Teaching Process and Its Application (2-0-2-3)
<p>The nature and characteristics of naturalistic instruction (NI), often referred to as a set of teaching strategies taking place in natural environments and during daily routines based on the child's interest and motivation, are essential in intervention. Its theoretical foundations are generally rooted in the principles of Applied Behavior Analysis (ABA), specifically developed as an alternative or complement to Discrete Trial Training (DTT). The benefits of NI include facilitating the generalization and maintenance of learned skills, enhancing social validity, and placing the child in a less restrictive environment. Limitations involve the difficulty of intensive and systematic data collection and the increased skill required by the instructor to capture immediate, spontaneous opportunities. Key strategies include incidental teaching (used when a child's interest in an activity or material arises), the manding approach (encouraging the child to make requests), and the natural language paradigm. Environmental arrangements (such as regularly adding new items or making certain materials inaccessible) are critical for increasing teaching opportunities. Planning NI involves setting individualized goals, arranging the environment, and determining how opportunities will be utilized, while data collection is often more flexible, relying on momentary or duration recording. Working with families is vital for generalizing skills to the home setting. In early intervention programs, naturalistic approaches prominently feature models like Pivotal Response Training (PRT) (which focuses on teaching pivotal behaviors, such as motivation and responsivity), the Early Start Denver Model (ESDM) (a comprehensive, developmental, and behaviorally-based intervention program), and the Interaction-Based Early Childhood Intervention Program (IBECIP).</p>

Assistive Technologies for Visual Impairment (2-0-2-3)

The assessment of various aspects of assistive technology (AT) for individuals with visual impairments (VI) is crucial, encompassing adapted software, hardware, and environmental devices designed to support information access, learning, and daily living activities (ADLs) for children and adults with VI and/or additional disabilities. These diverse technologies include devices like screen readers, Braille displays, video magnifiers, and smart navigation aids. Gaining direct experience with accessible technology is vital for effective selection and utilization. Furthermore, comprehensive strategies must address the relevant legislation, funding, assessment, and instructional strategies necessary to ensure equitable access to these essential technological supports.

Teaching Business and Vocational Skills (2-0-2-3)

Job and vocational skills; prevalence of employment among individuals with special needs; characteristics of job and vocational skills; teaching job and vocational skills to individuals with special needs; approaches related to teaching job and vocational skills; methods in teaching job and vocational skills; research related to teaching job and vocational skills; exemplary practices related to teaching job and vocational skills; preparing a transition plan for teaching job and vocational skills; acquiring necessary job and vocational skills; preparing individuals with special needs for work and a vocation; and job placement for individuals with special needs.

Supporting Communication Skills in Hearing Impairment (HI) (2-0-2-3)

Communication: definition of communication, interpersonal communication, communication modes and skills in hearing children; the importance of spoken language based on speech in social, intellectual, and educational development; Language: theories of language acquisition, receptive and expressive language; Speech: perception and production of speech, speech characteristics of children with hearing impairment; Listening: importance of listening in language acquisition, environments facilitating listening, devices supporting listening; Communication in the classroom setting: communication methods used with children with hearing impairment.

Cochlear Implant and Auditory Training (or Listening Training)(2-0-2-3)

Features of cochlear implants; preoperative evaluation for cochlear implant surgery; programming strategies for speech processors post-surgery; post-operative assessment of the child's hearing; monitoring of the child's development; troubleshooting/fault detection in a cochlear implant; stages in the development of listening skills; examples of training/therapy applied for the development of listening skills; preparation and implementation of a listening training program; and factors to consider when preparing listening training.

Mathematics Difficulty/Disability: Assessment and Intervention (2-0-2-3)

Learning disability and mathematics; mathematical development; causes and symptoms/characteristics of mathematical difficulty (or dyscalculia); assessment of mathematical difficulty, including assessment tools; research-based intervention strategies for mathematical difficulty; classroom adaptations/modifications; and example applications/practices.

Reading Difficulty/Disability: Assessment and Intervention (2-0-2-3)

Learning disability and reading; characteristics/symptoms of reading difficulty; assessment of reading difficulty; word recognition and reading development; accurate and fluent reading (fluency); reading comprehension; vocabulary and its importance; research-based intervention methods for reading difficulty; classroom adaptations/modifications; and example applications/practices.

Education for Moderate and Severe Autism Spectrum Disorder (ASD) (2-0-2-3)

Applications for children with Autism Spectrum Disorder (ASD) include both comprehensive interventions and focused interventions. Comprehensive intervention models are defined by their characteristics and include examples based on Applied Behavior Analysis (ABA), such as the OÇİDEP and PCDI models in Turkey, as well as examples of developmental relationship-based and other comprehensive applications. A key comprehensive model is the Early Intensive Behavioral Intervention (EIBI) program, covering its characteristics, scope, instructional methods, implementation, and outcomes. Focused interventions are also characterized and categorized into evidence-based practices (EBP), promising evidence-based practices, and non-evidence-based practices.

Acquisition of Foundational Skills in Autism Spectrum Disorder (ASD) (2-0-2-3)

Autism Spectrum Disorder (ASD); core skills for individuals with Autism Spectrum Disorder; teaching core skills in Autism Spectrum Disorder, including the instruction of matching skills, classification skills, basic imitation skills, two-step imitation skills, basic receptive language skills, two-step receptive language skills, joint attention skills, and expressive language skills; methods and techniques for teaching core skills: Discrete Trial Teaching (DTT), Pivotal Response Treatment (PRT), reinforcement, prompting, and error correction.

Early Intervention and Assessment in Special Needs (SN) (2-0-2-3)

Early childhood indicators of learning disability; risk factors and developmental support; early literacy skills and early intervention; language skill delays and early intervention; delays in physical activities and early intervention; examples of early intervention programs for children at risk of learning disability; pre-referral procedures in the primary school period; the Response to Intervention (RTI) model; and assessment in learning disability.

Assessment Models and Tests in Learning Disability (LD) (2-0-2-3)

The purpose of diagnosis: reasons for diagnosis, timing and stages of diagnosis; principles of diagnosis; diagnostic methods, including norm-referenced diagnosis, sample-based diagnosis, and criterion-referenced diagnosis; diagnostic approaches: individual-referenced diagnosis and program-referenced diagnosis; the diagnostic process: phases constituting the diagnostic process, and the diagnostic process according to the implemented program; intelligence scales: basic structure of intelligence scales, and commonly used intelligence and aptitude scales such as the Anadolu-Sak Intelligence Scale, Weschler Intelligence Scales, Stanford-Binet Intelligence Scales, and Raven Intelligence Scales; and current issues in diagnosis: the percentage problem, the disproportionate representation problem, and the ceiling effect.

Teaching Orientation and Mobility (O&M) Skills (2-0-2-3)

Instruction of orientation and orientation skills; teaching of inner and outer environmental concepts; concepts, principles, prerequisites, and instructional plans for cues (sensory cues) and landmarks (environmental cues); preparation of instructional plans for search patterns, measuring skills, compass directions, and indoor and outdoor numbering systems, including their principles and prerequisites; teaching the use of orientation and mobility skills for problem-solving in unfamiliar environments; instruction of mobility skills (e.g., protective techniques, sighted guide skills, cane skills); analysis of mobility skills and preparation of measurement tools; establishing instructional processes at the acquisition, fluency, and generalization stages; adaptations for students with low vision and those with multiple disabilities; and route instruction.

High-Functioning Autism Spectrum Disorder(2-0-2-3)

Characteristics of individuals with high-functioning Autism Spectrum Disorder (HFASD); instructional methods used for individuals with HFASD, including video modeling; peer tutoring; naturalistic teaching strategies such as incidental teaching and prompt fading (or time delay); instruction using social stories; and self-management strategies, which encompass goal setting, self-delivered prompt, self-monitoring, self-evaluation, self-instruction, and self-reinforcement.

Concept Teaching in Intellectual Disability (ID) (2-0-2-3)

Defining a concept; types of concepts; benefits of concepts; how children learn concepts; components of concept instruction; points to consider in concept instruction; methods used in concept instruction, including the direct instruction model and errorless teaching (specifically simultaneous prompting); assessment and planning in concept instruction; and implementation of concept instruction.

Transition to Adulthood in Intellectual Disability (ID) (2-0-2-3)

Transition to community life; adults with intellectual disabilities and their families; non-governmental organizations (NGOs) providing services for adults; development of vocational skills; acquisition of basic work skills; employability skills; separation from family/leaving home; leisure time activities; and planning the transition to independent living.