

1. Courses – ECTS Credits

In order to see the aims, learning outcomes, content, assessment, work load and ECTS for any of the courses, click the name of the course in the table below.

GUIDANCE AND COUNSELING PSYCHOLOGY PROGRAM					
First Year					
Code	Course Name	ECTS	D+U+L	C/ E	LANGUAGE
Fall Semester (I. Term)					
171611001	Introduction to Psychology	3	3+0+3	C	Turkish
171611002	Physiological Psychology	3	3+0+3	C	Turkish
171611003	Turkish-I Written Expression	3	2+0+2	C	Turkish
171611004	Principles of Atatürk and Recent Turkish History	2	2+0+2	C	Turkish
171611005	Foreign Language I	3	3+0+3	C	Turkish
171611006	Computer I	4	2+2+3	C	Turkish
171611007	Introduction to Sociology	3	2+0+2	C	Turkish
171611008	Introduction to Philosophy	3	3+0+3	C	Turkish
171611009	Introduction to Educational Science	6	3+0+3	C	Turkish
Fall Semester Total:		30			
Spring Semester (II. Term)					
171612001	Cultural Anthropology	4	3+0+3	C	Turkish
171612002	Turkish-II Oral Expression	3	2+0+2	C	Turkish
171612003	Principles of Atatürk and Recent Turkish History II	2	2+0+2	C	Turkish
171612004	Foreign Language II	3	3+0+3	C	Turkish
171612005	Computer II	4	2+2+3	C	Turkish
171612006	Developmental Psychology I	5	3+0+3	C	Turkish
171612007	Literature Review and Report Writing	3	1+2+2	C	Turkish
171612008	Philosophy of Education*	3	2+0+2	C	Turkish
171612009	History of Turkish Education*	3	2+0+2	C	Turkish
Spring Semester Total:		30			
Year Total:		60			

2. Yıl					
Güz Dönemi (III. Yarıyıl)					
Kodu	Ders Adı	AKTS	D+U+L	Z/S	Dili
171613001	Psychological Counseling and Guidance	6	3+0+3	Z	Türkçe
171613002	Statistics I	3	3+0+3	Z	Türkçe
171613003	History of Science*	3	3+0+3	Z	Türkçe
171613004	Special Education	5	3+0+3	Z	Türkçe
171613005	Measurement and Evaluation	5	3+0+3	Z	Türkçe
171613006	Developmental Psychology II	4	3+0+3	Z	Türkçe
171613007	Observation at School	4	2+2+3	Z	Türkçe
Güz Dönemi Toplamı :		30			
Bahar Dönemi (IV. Yarıyıl)					
171614001	Non-test Techniques	4	3+0+3	Z	Türkçe
171614003	Human Relationships and Communication	4	2+2+3	Z	Türkçe
171614002	Statistics II	5	3+0+3	Z	Türkçe
171614004	Social Psychology	5	3+0+3	Z	Türkçe
171614005	Learning Psychology	4	3+0+3	Z	Türkçe
171614006	Principles and Methods of Teaching*	4	3+0+3	Z	Türkçe
171614007	Classroom Management*	4	2+0+2	Z	Türkçe

Bahar Dönemi Toplamı :	30			
YIL TOPLAMI :	60			

3. Yıl

Güz Dönemi (V. Yarıyıl)

171615001	<u>Principles and Techniques of Psychological Counseling</u>	6	3+0+3	Z	Türkçe
171615002	<u>Life Stages and Adaptation Problems</u>	5	3+0+3	Z	Türkçe
171615003	<u>Personality Theories</u>	5	3+0+3	Z	Türkçe
171615004	<u>Vocational Guidance and Counseling</u>	6	3+0+3	Z	Türkçe
171615007	<u>Communication in the Family</u>	4	3+0+3	S	Türkçe
171615010	<u>Pozitive Psychology</u>	4	3+0+3	S	Türkçe
171615008	<u>Environmental Psychology</u>	4	3+0+3	S	Türkçe
171615005	<u>Creative Drama</u>	4	3+0+3	S	Türkçe
171615006	<u>Action Research at Schools</u>	4	3+0+3	S	Türkçe

Güz Dönemi Toplamı : 30

Bahar Dönemi (VI Yarıyıl)

171616001	<u>Vocational Guidance and Counseling Practise</u>	5	1+4+3	Z	Türkçe
171616002	<u>Program Development in Guidance</u>	4	3+0+3	Z	Türkçe
171616003	<u>Behavioral Disorders</u>	5	3+0+3	Z	Türkçe
171616004	<u>Counseling Theories</u>	4	3+0+3	Z	Türkçe
171616005	<u>Group Counseling</u>	4	3+0+3	Z	Türkçe
171616006	<u>Mental Health in Institution</u>	4	3+0+3	S	Türkçe
171616007	<u>School Violence</u>	4	3+0+3	S	Türkçe
171616008	<u>Behavior Problems in Early Childhood</u>	4	3+0+3	S	Türkçe
171616009	<u>Basic Language Skills</u>	4	3+0+3	S	Türkçe
171616010	<u>Learning to learn</u>	4	3+0+3	S	Türkçe

Bahar Dönemi Toplamı : 30

YIL TOPLAMI : 60

4. Yıl

Güz Dönemi (VII. Yarıyıl)

171617001	<u>Psychological Tests</u>	6	2+4+4	Z	Türkçe
171617002	<u>Individual Counseling Practise</u>	6	1+4+3	Z	Türkçe
171617003	<u>Learning Difficulties</u>	4	3+0+3	Z	Türkçe
171617004	<u>Scientific Research Methods</u>	4	2+0+2	Z	Türkçe
171617005	<u>Community Services</u>	3	1+2+2	Z	Türkçe
171617006	<u>Educational Management*</u>	3	3+0+3	Z	Türkçe
171617007	<u>Cultural Psychology</u>	4	3+0+3	S	Türkçe
171617008	<u>Family Counseling</u>	4	3+0+3	S	Türkçe

Güz Dönemi Toplamı : 30

Bahar Dönemi (VIII. Yarıyıl)

171618001	<u>Psychological Counseling Seminar</u>	6	2+2+3	Z	Türkçe
171618002	<u>Field Study in Counseling and Guidance</u>	5	1+4+3	Z	Türkçe
171618003	<u>Ethical and Legal Issues in Counseling and Guidance</u>	5	2+0+2	Z	Türkçe
171618004	<u>Institution Experience</u>	6	1+4+3	Z	Türkçe
171618005	<u>Industiral Psychology</u>	4	3+0+3	S	Türkçe
171618006	<u>Multicultural Counseling</u>	4	3+0+3	S	Türkçe
171618007	<u>Brief Counseling</u>	4	3+0+3	S	Türkçe

171618008	Positive Psychotherapy	4	3+0+3	S	Türkçe
171618009	Creativity, Intelligence & Critical Thinking	4	3+0+3	S	Türkçe
Bahar Dönemi Toplamı :		30			
YIL TOPLAMI :		60			



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Fall

COURSE CODE	171611002	COURSE NAME	PHYSIOLOGICAL PSYCHOLOGY
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAG E
I	3	0	0	3	3	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	1	40
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)

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COURSE DESCRIPTION

Structure and function of brain, Brain divisions and their functions, Brain chemistry- neurotransmitters and their affects on behaviors, Anatomy and physiology of the central nervous systems, biological mechanisms of behavior, feelings, motivation and physiological basis of the motivation, functional disorders and cause of the these disorders

COURSE OBJECTIVES

The aim of this course is to comprehend physiological mechanisms of behaviors, thinkings and feelings and how physiologic mechanism affect feelings, thinkings and behaviors.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

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COURSE OUTCOMES

To relate learning and human brain development in human development,
To explain relationship between personal abilities and anatomy structure ,
To comprehend effect of hormone on learning, remembrance and sense
To explaine effect of nervous system on learning

TEXTBOOK

Cüceloğlu, D. 2004; İnsan ve Davranışı, Remzi Kitapevi, 13. Baskı

OTHER REFERENCES

Doug Richards, Tom Clark, Carl Clarke, (2007). The Human Brain and Its disorders. Oxford University Pres

TOOLS AND EQUIPMENTS REQUIRED	-
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COURSE SYLLABUS	
WEEK	TOPICS
1	Cell and Cell structure
2	Central nervous system and its structure
3	Peripheral nervous system and its structure
4	Communication in neurons
5	Neurotransmitters and synapse
6	Brain and Brain structure
7-8	MIDTERM EXAM
9	Limbic system
10	Autonomic nervous system
11	Learning and memory
12	Motor cortex
13	Hormones duties
14	Hormones and nervous system's effect on emotion, behavior and thoughts
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information			X
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies			X
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development	X		
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures			X
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X

16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):
Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Fall
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COURSE CODE	171611003	COURSE NAME	Turkish-I Written Expression
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
1	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
		X	General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term		
	2nd Mid-Term		
	Quiz		
	Homework		
	Project	1	50
	Report		
	Others (.....)		
FINAL EXAM		1	50

PREREQUISITE(S)

There are no prerequisite for this course.

COURSE DESCRIPTION

And grasp the characteristics of written language, to implement External structure and rules of written expression.
 Plan, theme, point of view, auxiliary ideas and paragraph entry, Of composition, theme, paragraph review.
 General problems in expression.
 Composition correction studies.
 Thinking and expressing thoughts.
 Ways of thinking, of justification in written expression, narrative writing formats and applications.
 Theoretical knowledge on informative texts, presentations and writing essays.
 Theoretical knowledge on literary texts, working on the examples and writing exercises
 Correcting errors in written work.

COURSE OBJECTIVES

The purpose of this course, student teachers to develop writing skills and professional life is to learn ways of solving the problems related writing.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

Student teachers in this course, thanks to information technologies in schools under the Ministry of National Education to Turkish manuscripts course, gain the ability to use effective and aesthetic way

COURSE OUTCOMES

- 1) Categorize the types of written and oral expression.
- 2) The word, sentence, utterance, proverbs, idioms, such as the correct use of language illustrates the internal components during fabrication.
- 3) Species formed on the texts of the application creates and makes the appropriate text.

	4) Text and talk to the most detailed information about the movement of professional activity during the performance of learned different ways of obtaining the maximum efficiency.
TEXTBOOK	Etkinliklerle Yazılı ve Sözlü Anlatım, Ahmet Çakıroğlu, Turan Temur, PegemA Yayıncılık
OTHER REFERENCES	Hamza Zülfikar (2009). Doğru Konuşma ve Yazma Bilgileri. Ankara: Zerpa Yayınları.
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Definition of language, written language features, elements of the external structure of written expression, spelling and punctuation rules
2	Micro structure elements of written expression,
3	In this paper, the plan (theme, point of view, ideas), composition, concept, composition writing rules and plans,
4	Composition correction work, thinking and expressing thoughts
5	Ways of thinking, of justification in written expression, narrative writing formats and applications.
6	External structure and rules of written expression.
7-8	Interm Evaluation
9	Types of written expression
10	Theoretical knowledge on informative texts, presentations and writing essays.
11	Correcting errors in written work.
12	Of composition, theme, paragraph review.
13	Theoretical knowledge on literary texts, working on the examples and writing exercises
14	General problems in expression.
15-16	Final Exam

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information	X		
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.		X	
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development			X
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures			X
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in			X

	the field of psychological counselling			
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):
Signature

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Fall
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COURSE CODE	171611004	COURSE NAME	Principles of Atatürk and Recent Turkish History
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
I	2	0	0	2	2	COMPULSORY (X) ELECTIVE ()	Turkish
COURSE CATEGORY							
Professional Knowledge	Content Knowledge		General Culture Knowledge		Elective Course		
			X		General Knowledge() Content Knowledge ()		
ASSESSMENT CRITERIA							
MID-TERM				Evaluation Type		Quantity	%
				1st Mid-Term		1	40
				2nd Mid-Term			
				Quiz			
				Homework			
				Project			
				Report			
				Others (.....)			
FINAL EXAM						1	60
PREREQUIEITE(S)				None			
COURSE DESCRIPTION				The Description of the term “revolution”; major historical events in the Ottoman Empire to the end of World War I; a general overview of Mustafa Kemal’s life; certain associations and their activities; arrival of Mustafa Kemal to Samsun; the congresses, gathering of the last Ottoman Assembly and the proclamation of the “national oath”; opening of the Turkish Grand National Assembly; War of independence to the Victory of Sakarya; Victory of Sakarya; financial sources of the war of independence; grand counter-attack; Armistice of Mudanya; abolition of the Sultanate; Peace Conference of Lausanne.			
COURSE OBJECTIVES				To help the students to appreciate the hard conditions under which the war of independence, under the leadership of Mustafa Kemal, was fought and how an independent Turkish state was created.			
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION				To underline the idea that the national unity based on the principle “peace in the country peace in the world” can only be achieved through political, economic and military progress.			
COURSE OUTCOMES				At the end of this course; Students 1.Explains Principles of Atatürk and main concepts related to Revolution history. 1.1.Explains the concepts of Reform/Revolution. 1.2.Describes the concept of National Forces. 1.3.Explains the concepts of Republic/Democracy. 1.4.Recognizes the concept of Ideology.			

	<p>2.Explains the main points of the period related to Turkish War of Independence and foundation of the Turkish State.</p> <p>2.1.Explains the developments at Ottoman Empire before Turkish Revolution.</p> <p>2.2.Describes the World War I and its results.</p> <p>2.3.Explains Turkish War of Independence.</p> <p>2.4.Recognizes Turkish Revolution.</p> <p>2.5.Remembers the main principles of Turkish foreign politics.</p> <p>2.6.Explains Principles of Atatürk and their importance.</p> <p>3.Explains the effects of the developments at Europe and World on Turkish Republic.</p> <p>3.1.Explains the effects of European and World politics on Turkey and the results of them.</p> <p>3.2.Describes the effects of Capitalism/Imperialism on Turkey.</p> <p>3.3.Explains the relations / problems between Turkey and its neighbours.</p> <p>3.4.Explains the importance of Turkey at Europe and World.</p>
TEXTBOOK	<i>Turan Şerafettin, Türk Devrim Tarihi, C.I-II, İstanbul, 1991–1995</i>
OTHER REFERENCES	<p>* Ateş, Toktamış. (2001) <i>Türk Devrim Tarihi. İstanbul: Der Yayınları.</i></p> <p>* Aybars, Ergün. (200) <i>Türkiye Cumhuriyeti Tarihi. İzmir: Ercan Kitabevi.</i></p> <p>* Eroğlu, Hamza. (1990) <i>Türk İnkılap Tarihi. Ankara: Savaş Yayınları.</i></p> <p>* Kongar, Emre. (1999) <i>Devrim Tarihi ve Toplum Bilim Açısından Atatürk. İstanbul: Remzi Kitabevi.</i></p> <p>* Selek, Sebahattin. (1987) <i>Anadolu İhtilali. İstanbul: Kastaç A.Ş. Yayınları.</i></p> <p>* Şamsutdinov, A.M. (1999) <i>Mondros'tan Lozan'a Türkiye Ulusal Kurtuluş Savaşı Tarihi (1918-1923) Çeviren: Atıl Behramoğlu. İstanbul: Doğan Kitapçılık.</i></p> <p>* Timur, Taner. (1997) <i>Türk Devrimi ve Sonrası. Ankara: İmge Kitabevi.</i></p>
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	The Balkan Wars. First World War and input to war Ottoman Empire. The fronts that Ottoman Empire fought and the results of the war.
2	Revolution, evolution, rebellion, coup and reform. The characteristics of the Turkish Revolution. the reasons of collapse of the Ottoman Empire.
3	Mondros Armistice Agreement and occupations on the Ottoman Empire. National Independence War. The occupation of Izmir and effects of this occupation. The preparation period of National Independence War
4	The movement of Mustafa Kemal to Samsun and to be started the organization of Anadolu Revolution. Amasya Circular, Erzurum and Sivas Congresses, to be founded of the Deputation.
5	Opening of the TBMM. Rebellions against the TBMM. Sevres Treaty. To be founded "Kuva-yı Milliye" and national army.
6	Mudanya Armistice Agreement. Abolition of sultanate. Lausanne Treaty. Abolition of caliphate and lodges
7	MidTerm Exam
8	Constitutional developments in Turkey. Internal and external political developments in the period of Atatürk's and İnönü's.
9	The political currents that effected Turkish revolution. Democratic law state.
10	The political currents that effected Turkish revolution. Democratic law state.
11	Establishment of the Turkish law and educational system
12	Nationalism, Etatism and Populism.
13	Secularism, Revolutionism
14	General evaluation.

15,16	Final Exam
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information			X
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies			X
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development			X
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X

1:None. 2:Partially contribution. 3: Completely contribution.

Instructor(s): V

Signature

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Fall
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COURSE CODE	171611005	COURSE NAME	Foreign Language I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAG E
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
I	3	0	0	3	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
		X	General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term			
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)	None
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COURSE DESCRIPTION	To Be, Possessive Adjectives Objective Pronouns , Indefinite & Definite Article, Have Got ? Has Got (9) ? There Is ? Are ? This, That Adverb Of Place / Time In ,On , At, Simple Present, How Often ? Frequency Adverbs, Simple Present, Related Exercises, Some, Any, A Lot, Much, Many, Nobody/ No One/ Nothing Somebody, Anything, Nowhere, Not + Any, No, Non, Not + Anybody/ Anyone/ Anything, Present Cont. (3,4) ? And, So, Because, But (97) Past Simple, Past Cont., Future Tense, Modals,
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COURSE OBJECTIVES	The purpose of teaching foreign language is to provide teaching basic rules of foreign language, enhanceing foreign language vocabulary, understanding reading and listening foreign language and expressing orally or in writing.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Candidate teachers reach information of social and professional life by knowing basic level a foreign language thanks to this course.
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COURSE OUTCOMES	Candidate teachers understand different social issues by reading English. Candidate teachers gain abilities of reading, writing daily life's issues. Candidate teachers gain ability of talking about themselves.
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TEXTBOOK	Murphy, R. 2006; Essential Grammar In Use, Cambridge, Great Britain
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OTHER REFERENCES	Redston, C. 2006; Face2face Elementary Course Book, Cambridge, Great Britain
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	To Be, Possessive Adjectives Objective
2	Pronouns , Indefinite & Definite Article
3	Have Got ? Has Got (9)
4	There Is ? Are ?
5	This, That Adverb Of Place
6	How Often ? Frequency Adverbs,
7-8	MID-TERM EXAM
9	Simple Present Contious
10	Simple Past
11	Past Contious
12	Future Tense
13	So, Because, But
14	Modals
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information	X		
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.		X	
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development			X
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures			X
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			x
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):
Signature

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Fall

COURSE CODE	171611006	COURSE NAME	Computer I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAG E
1	2	2	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish
COURSE CATAGORY							
Professional Knowledge	Content Knowledge	General Culture Knowledge		Elective Course			
		X		General Knowledge() Content Knowledge ()			
ASSESSMENT CRITERIA							
MID-TERM				Evaluation Type	Quantity	%	
				Mid-Term		30	
				Quiz			
				Homework		40	
				Project			
				Report			
				Others (.....)			
FINAL EXAM						30	
PREREQUIEITE(S)				There are no prerequisite for this course.			
COURSE DESCRIPTION				Information technologies, basic concepts related to software and hardware, operating systems, word processing programs, electronic spreadsheet programs, presentation of data, internet usage in education, impacts of information technologies on social structure information technologies in education, safety and ethical issues related to information systems.			
COURSE OBJECTIVES				The purpose of this course is to gain knowledge and skills in computer hardware, computer software, operating system, word processors, electronic spreadsheets, presentation software and internet.			
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION				<i>It is important for teacher candidates to gain computer skills in the digital age. Students will have knowledge on the effective use of the computer in teaching-learning process after this course.</i>			
COURSE OUTCOMES				1. Recognizes the components of computers and computer. 1.1. Tells the components inside the computer case. 1.2. Tells harware units 1.3. Tells the backup units. 1.4. Gives examples of digital devices. 1.5. Tells the programs used in computer. 1.6. Knows the safety rules, and copyrights when using the computer 1.7. Explains the effects of computer on health			

	<ol style="list-style-type: none"> 2. Uses the operating system. <ol style="list-style-type: none"> 2.1. Works with tabs. 2.2. Uses menus, buttons and bars. 2.3. Changes desktop features. 2.4. Works with properties of the taskbar. 2.5. Works with icons in control desk 2.6. Uses accessories. 2.7. Uses internet browser. 2.8. Uses programs in operating system 2.9. Changes file and folder adjustments 2.10. Creates a shortcut 2.11. Creates new file / folder, uses copy, delete options 2.12. Provides computer security. 3. Uses the word processing program. <ol style="list-style-type: none"> 3.1. Starts program and writes 3.2. Saves document in different name and format. 3.3. Gives password to document. 3.4. Opens saved files. 3.5. Uses select, copy, move and delete options. 3.6. Forms written texts. 3.7. Uses mail merge. 3.8. Works with tables. 3.9. Organizes page structure 3.10. Adds page number, eaders and footers. 3.11. Adds a cover page. 3.12. Adds picture, ready shapes, WordArt, and graphics 3.13. Uses print preview and prints documents. 3.14. Creats contents page, bibliography and index. 4. Uses electronic spreadsheet program. <ol style="list-style-type: none"> 4.1. Uses options about rows and columns 4.2. Enters and edits information. 4.3. Uses formulas. 4.4. Forms characters and numbers. 4.5. Edits worksheets. 4.6. Works with lists. 4.7. Uses graphics. 4.8. Uses summary tables 4.9. Works with ready functions 5. Prepares a presentation using the presentation program. <ol style="list-style-type: none"> 5.1. Inserts, edits and deletes slides. 5.2. Adds animation to sliders. 5.3. Adds illustrations, diagrams, sound, and movies to slides. 5.4. Sets up slide shows 6. Uses desktop publishing program. <ol style="list-style-type: none"> 6.1. Prepares a business card. 6.2. Prepare a invitation card. 6.3. Prepares a document 6.4. Prepares a brochure. 6.5. Prepares a web page
TEXTBOOK	Bağcı, Ömer (2010). Bilgisayarın B'si. Seçkin Yayıncılık.
OTHER REFERENCES	<i>Güneş, A. (2009). Bilgisayar I-II. Pegem A Yayıncılık.</i>
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection

COURSE SYLLABUS

WEEK	TOPICS
1	Definition and history of the computer
2	Basic concepts of computer
3	The use of computers and file management
4	The operating system, utilities
5	Internet and security
6	Word-processing software
7-8	MID-TERM EXAM
9	Word-processing software
10	Electronic spreadsheet software
11	Electronic spreadsheet software
12	Presentation software
13	Presentation software
14	Desktop publishing software
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.		X	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies	X		
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.		X	
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development			X
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures			X
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.		X	
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		X	
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature: Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Fall

COURSE CODE	171611007	COURSE NAME	Intoduction to Sociology
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
1	2	0	0	2	2	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
x			General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	1	40
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	The definition of sociology with historical, empirical and analytic approaches, to set its subject and the place of sociology among the social sciences, general but concise information about the methodology of sociology, interpersonal relations, basic terms which explain the constitutional aspects of communities and groups, social system, social structure, social role, social status, social organization, social association, social categorization, social change, social dissolution, social integration, culture, values, norms, socialization and personality
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COURSE OBJECTIVES	Basic Concepts of Sociology, The History of Sociology French School of Sociology American Sociology New Sociology, Theory of Organization The Importance of Cultural And Moral Values In Economic Structure Culture And Exchange Relations Consumption As Defining Principle of Social Organization The Culture of Poverty Theory of The Leisure Class
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	<i>This course aims to improve students; knowledge about the basic terms and approaches of economics sociology</i>
COURSE OUTCOMES	<p>The students who succeeded in this course;</p> <p>Will be able to discuss the general terminology and concepts of cultural anthropology.</p> <p>Will be able to question social and cultural problems within the framework of cultural anthropology.</p> <p>Will be able to explain artistic and spiritual foundations of culture.</p> <p>Will be able to evaluate types of social organization through concepts of kinship, domestic life, groupings, stratification with also economic and political dimensions.</p> <p>Will be able to analyze cultural differences in the context of conflict resolution.</p> <p>Will be able to question critically global problems and regional issues such as Middle East.</p> <p>Will be able to design a qualitative research and apply it in the field.</p>
TEXTBOOK	<i>FICHTER, Joseph H., (2002), Sosyoloji Nedir?, (Çev. Prof.Dr. Nilgün ÇELEBİ), Anı Yayıncılık, Ankara.</i>
OTHER REFERENCES	<p>BILTON, Tony ve Diğerleri,(2008), Sosyoloji, (Çev. Kemal İnal, Yeliz Kartal, Nurgök Özkale, Kasım Toroman, Ali Rıza Güngen), Siyasal Kitabevi, Ankara.</p> <p>SLATTERY, Martin, (2007), Sosyolojide Temel Fikirler, (Yayına Haz. Ümit Tatlıcan, Gülhan DEMİRİZ), Sentez Yayıncılık, İstanbul.</p> <p>GIDDENS, Anthony, (2000), Sosyoloji,(Yay. Haz. Hüseyin Özel, Cemal GÜZEL), Ayraç Yayınları, Ankara.</p> <p>JENKS, Chris, (1998), Core Sociological Dichotomies, (edt. Chris JENKİNS), Sage Publications, London.</p> <p>MARSHALL, Gordon.(1999), Sosyoloji Sözlüğü, (Çev. Osman AKINHAY, Derya KÖMÜRCÜ), Bilim ve Sanat, Ankara</p> <p>Lampert, K.,(2003) "Prolegomena for Radical Schooling", University Press of A, Marryland</p> <p>□ Paulo Freire, (2000) <i>Pedagogy of the Oppressed</i> (3rd Ed), Continuum Press, New York</p> <p>□ Schofield, K. (1999) "The Purposes of Education", in <i>Queensland State Education: 2010 (Conference Papers)</i></p> <p>□ Spring, J., (2000) <i>Deculturalization and the struggle for Equality: A brief history of the education of dominant cultures in the U.S.</i> McGraw Hill</p>
TOOLS AND EQUIPMENTS REQUIRED	Books and Articals

COURSE SYLLABUS	
WEEK	TOPICS
1	What is sociology? Subject and content of sociology
2	Main analyses units of sociology. Research processes in social sciences

3	What is sociologic imagination?
4	Society
5	The relation between patterns of action (tradition, custom, usage, mores, code of laws) and social values
6	Person and Society: socialization, the reference of social frames
7-8	MID-TERM EXAM
9	Social category, social aggregate and social group
10	Social structure, cultural structure, socio-cultural structure
11	Social institution and social change
12	Founders: Comte, Durkheim, Tönnies, Pareto, Marx, Weber
13	Sociological Method and Sociology: A multiple paradigm science
14	The relation between social status, strata and social status, strata and class, social mobility.
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.	x		
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.	x		
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information	x		
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies	x		
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	x		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development	x		
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures	x		
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development	x		
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling	x		
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.	x		
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.	x		
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.	x		
13	Being able to understand the individuals by using techniques of individual recognition	x		
14	Being capable of developing and evaluating psychological guidance and counselling programmes.	x		
15	Being able to set up and direct a psychological counseling and guidance centre.	x		
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	x		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):
Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Fall

COURSE CODE	171611008	COURSE NAME	Introduction to Philosophy
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAG E
I	3	0	0	3	3	COMPULSORY (X) ELECTIVE ()	Turkish
COURSE CATAGORY							
Professional Knowledge	Content Knowledge	General Culture Knowledge		Elective Course			
X				General Knowledge() Content Knowledge ()			
ASSESSMENT CRITERIA							
MID-TERM	Evaluation Type		Quantity		%		
	Mid-Term		1		40		
	Quiz						
	Homework						
	Project						
	Report						
Others (.....)							
FINAL EXAM				1		60	
PREREQUIEITE(S)		-					
COURSE DESCRIPTION		Definition of philosophy, the basic concepts of philosophy, various philosophical movements and leading names; relationship between philosophy, science, society, politics, education, the ethics and aesthetics.					
COURSE OBJECTIVES		This course aims to provide a teacher candidate to recognize basic concepts and the dimensions of philosophy.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION		Helping teacher candidates to recognize different perspectives and giving ability of classroom management by respecting individual differences					
COURSE OUTCOMES		To understand basic concepts and main problems of philosophy To question the relationship between education and philosophy To provide different point of views					
TEXTBOOK		Aydın, A. (2011). Felsefe ve düşünce tarihi (6.bs.). Ankara: Pegem Akademi Yayıncılık					

OTHER REFERENCES	<p>Aydın, A. (2010). <i>Yaşama sanatı</i>. Ankara: Pegem Akademi Yayıncılık</p> <p>Arslan, A. (2007). <i>Felsefeye giriş</i> (9.bs.). Ankara: Adres Yayınları.</p> <p>Bolay, S.H. (2005). <i>Felsefeye giriş</i>. Ankara: Akçağ Basım Yayın.</p> <p>Bolay, S.H. (2009). <i>Felsefe doktrinleri ve terimleri sözlüğü</i> (10.bs.). Ankara: Nobel Yayın Dağıtım.</p> <p>Cevizci, A. (2011). <i>Felsefeye giriş</i> (2.bs.). Ankara: Nobel Yayın Dağıtım.</p>
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Definition and basic concepts of philosophy
2	The types of knowledge
3	Characteristics of philosophical thinking
4	Philosophy of knowledge
5	Philosophy of science
6	Ontology
7-8	MID-TERM EXAM
9	Moral philosophy
10	Political philosophy
11	Philosophy of art
12	Philosophy of religion
13	Philosophy of education
14	The benefits of philosophical thinking
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.		X	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.	X		
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	

7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures			X
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development	X		
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.		X	
13	Being able to understand the individuals by using techniques of individual recognition		X	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		X	
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | **FALL**

COURSE CODE	171611009	COURSE NAME	Introduction to Educational Science
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SEMESTER	WEEKLY COURSE PERIOD			Credit	ECTS	TYPE OF COURSE	LANGUAGE OF COURSE
	Theory	Practice	Labratory				
I	3	0	0	3	6	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
%75		%25	General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	Mid-Term	1
Quiz			
Homework		1	20
Project			
Report			
Others (.....)			
FINAL EXAM		1	50

PREREQUIEITE(S)	—
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COURSE DESCRIPTION	Basic concepts of education, basic concepts of teaching and teaching as a profession, the development of teacher education in Turkey and innovations and developments in the field of teacher education, the legal foundations of education, the psychological foundations of education, the philosophical foundations of education, the historical foundations of education, the economical foundations of education, the psychological foundations of education, the political foundations of education, method in educational science, functions of education, looking, social change and innovation from the perspective of educational sciences, school as a social system, class as a social system and learning environment, Turkish Education System, alternative perspectives in education, criticisms about school and education.
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COURSE OBJECTIVES	The purpose of this course is to ensure general knowledge about educational science to teacher candidates and to gain a perspective about teaching as a profession.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	1. Having knowledge about the basic concepts of education and their meanings. 2. Having knowledge about basic concepts of teaching and their contexts. 3. Understanding the properties of teaching profession. 4. Understanding the main roles of teachers in the classroom, in the
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	<p>school and in the environment.</p> <p>5. Understanding the legal, social, psychological, philosophical, historical, economic, political foundations of education.</p> <p>6. Analyzing the structure and function of the school.</p> <p>7. Analyzing the class as a social system.</p> <p>8. Interpreting and evaluating the different perspectives to school and education.</p> <p>9. Understanding the structure and function of Turkish Education System.</p> <p>10. Analyzing the issues about school and education in national and international dimensions.</p>
TEXTBOOK	<ul style="list-style-type: none"> • Şişman, M. (2011). Eğitim Bilimine Giriş (9. baskı). Ankara: Pegem A Yayıncılık.
OTHER REFERENCES	<ul style="list-style-type: none"> • Şişman, M. (2011). Eğitim Bilimine Giriş (9. baskı). Ankara: Pegem A Yayıncılık. • Özden, Y. & Turan, S. (Ed.). (2011). Eğitim Bilimine Giriş (1. baskı). Ankara: Pegem A Yayıncılık. • Küçükahmet, L. (Ed.). (201). Eğitim Bilimine Giriş (8. baskı). Ankara: Nobel Yayın Dağıtım. • Demrel, Ö. & Kaya, Z. (Ed.). (2011). Eğitim Bilimine Giriş (6. baskı). Ankara: Pegem A Yayıncılık. • Karip, E. (Ed.). (2011). Eğitim Bilimine Giriş (4. baskı). Ankara: Pegem A Yayıncılık. • Oktay, A. (Ed.). (2011). Eğitim Bilimine Giriş (5. baskı). Ankara: Pegem A Yayıncılık. • Karslı, M. D. (Ed.). (2010). Eğitim Bilimine Giriş (3. baskı). Ankara: Pegem A Yayıncılık.
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Basic concepts, purpose and function of education
2	The historical foundations of education
3	The social foundations of education
4	The legal foundations of education
5	The political foundations of education
6	The economical foundations of education
7-8	MID-TERM EXAM
9	The philosophical foundations of education
10	The psychological foundations of education
11	Teaching as a profession
12	Research methods in educational sciences
13	The structure and properties of Turkish Education System
14	New dimensions and alternative perspectives about education
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.		X	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.	X		

3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures			X
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development	X		
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.		X	
13	Being able to understand the individuals by using techniques of individual recognition		X	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		X	
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Fall

COURSE CODE	171611001	COURSE NAME	Introduction to Psychology
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
I	3	0	0	3	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	1	30
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	50

PREREQUIEITE(S)	There is no prerequisite or co-requisite for this course.
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COURSE DESCRIPTION	To study on concepts on psychology, human psychology, development
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COURSE OBJECTIVES	The purpose of this course is to gain to students knowing the basic concepts of psychology and understanding the human behaviour, emotion and cognition and apply the knowledge about the psychology
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	At the end of this course; Students 1. Know the basic concepts of psychology 2. Know the therotical and application subjects related with psychology 3. Apply person-in communication strategies and concepts learned in the conflict. 4. Understand the relationship between interpersonal and may develop effective strategies in resolving conflicts. 5. Use the knowledge about learning, motivation and brain 6. Know the learning theories 7. Learn about the concepts used in the psychological profession will be
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TEXTBOOK	<i>Psikolojiye Giriş</i> , Rita L. Atkinson, Ernest R. Hilgard, Richard C. Atkinson, Sosyal Yayınlar, Çeviren: Aysun Yavuz, Kemal Atalay, Mustafa Atalay, 1996.
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OTHER REFERENCES	1. Psikolojiyi anlamak, (psikolojiye giriş)", Charles G. Morris; çeviri editörleri H. Belgin Ayvaşık, Melike Sayıl. Ankara : Türk Psikologlar Derneği, 2002. 2. "İnsan ve Davranışı, D. Cüceloğlu, Remzi Kitapevi" 3. "Psikolojiye Giriş", T. M. Cliford, <i>Meteksan Ltd.</i> , Ankara, 2001. 4. "Genel psikoloji", Baymur, Feriha, " İnkılap Kitapevi"
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TOOLS AND EQUIPMENTS REQUIRED	There is no recommended optional programme component for this course.
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COURSE SYLLABUS	
WEEK	TOPICS
1	The input to meet, the course content, resources and information on the psychiatric evaluation of the promotion of science
2	Psychology theories and fields
3	The biological basis of behavior
4	Theories of development
5	Theories of development (continue)
6	Personality and personality
7-8	MidTerm Exam
9	theories Blockage and conflict Defense mechanisms
10	Learning Theories
11	Motive, impulse, and theories
12	Dealing with concerns and anxieties
13	Abnormal behavior psychology
14	Stress and cope with stress
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.		X	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.	X		
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures			X
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development	X		
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.		X	
13	Being able to understand the individuals by using techniques of individual recognition		X	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X

16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		X	
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Spring
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COURSE CODE	171612001	COURSE NAME	Cultural Anthropology
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAG E
II	3	0	0	3	4	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	1	40
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	<p>Basic concepts of Anthropology, The relation of Anthropology with other sciences and its Function (anthropology of education, Social Phsicological, Economic, Politic, Religion grounds), Historical development of anthropology, Tendencies in anthropology sciences, Researc techniques in anthropology sciences, structure and charecteristics of social anthropology, The role of anthropology in phsicological system, Features of teaching profession, of social anthropology Practices and developments on Social anthropology training.</p>
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COURSE OBJECTIVES	<p>To Provide Students gain General Knowledge About Cultural Anthropology Sciences. Learning the socio-cultural, economic and political situation of Social Anthropology. To prepare students for Social life as broad-minded, competitive, modern and successful individuals. The programme is directed towards students to follow the path of science under the guidance of Social Anthropology</p>
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	<i>Understanding how people such as r-known figures have perceived and analyzed the educational world from the</i>
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	<i>Ancient times to the present.</i>
COURSE OUTCOMES	<p>The students who succeeded in this course;</p> <p>Will be able to discuss the general terminology and concepts of cultural anthropology.</p> <p>Will be able to question social and cultural problems within the framework of cultural anthropology.</p> <p>Will be able to explain artistic and spiritual foundations of culture.</p> <p>Will be able to evaluate types of social organization through concepts of kinship, domestic life, groupings, stratification with also economic and political dimensions.</p> <p>Will be able to analyze cultural differences in the context of conflict resolution.</p> <p>Will be able to question critically global problems and regional issues such as Middle East.</p> <p>Will be able to design a qualitative research and apply it in the field.</p>
TEXTBOOK	The Interpretation of Cultures: <i>Clifford Geertz, Translated By Hakan GÜR, Dost, 2010, Ankara.</i>
OTHER REFERENCES	<ul style="list-style-type: none"> • Kottak, C.P., <i>Cultural Anthropology: Appreciating Cultural Diversity</i>, 2011 (14th edition), McGraw Hill, Chapter 2 (pp.2644)/ W. Haviland at al. <i>Anthropology: The Human Challenge</i>, 2008, Wadsworth, Chapter 26 <i>Nthropologies of Education: A Global Guide to Ethnographic Studies of Learning and Schooling</i> (Kathryn Anderson-Levitt, editor). • Berghahn Books. <i>A Companion to the Anthropology of Education</i> (Bradley Levinson & Mica Pollock, editors). Wiley-Blackwell. • <i>Developing Destinies: A Mayan Midwife and Town</i> (Barbara Rogoff, author). Oxford.
TOOLS AND EQUIPMENTS REQUIRED	Books, Projection, Camera

COURSE SYLLABUS	
WEEK	TOPICS
1	Presentation and overview of the course
2	Anthropology and the study of culture
3	Nature of culture and the process of cultural change
4	The development of Anthropological thought
5	Social structure and domestic sphere of culture
6	Spirituality, religion and the supernatural
7-8	MID-TERM EXAM
9	Ethnicity, Race, and Racism
10	Economies and Their Modes of Production
11	Political life: social order and disorder
12	Area Studies: Anthropology of Middle East.
13	Global Challenges, Local responses and the role of anthropology
14	Review of the Semester

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.	x		
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.	x		
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information	x		
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies	x		
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	x		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development	x		
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures	x		
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development	x		
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling	x		
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.	x		
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.	x		
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.	x		
13	Being able to understand the individuals by using techniques of individual recognition	x		
14	Being capable of developing and evaluating psychological guidance and counselling programmes.	x		
15	Being able to set up and direct a psychological counseling and guidance centre.	x		
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	x		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Spring

COURSE CODE	171612002	COURSE NAME	Turkish-II Oral Expression
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
2	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
		X	General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	1st Mid-Term		
2nd Mid-Term			
Quiz			
Homework			
Project		1	50
Report			
Others (.....)			
FINAL EXAM		1	50

PREREQUIEITE(S) There are no prerequisite for this course.

COURSE DESCRIPTION

Dialogue.
Techniques help to talk to Fine.
Important days to prepare for the speech, regulation of content of speech, speech about the body elements, factors affecting speech.
Poetry reading techniques.
Debate, open sessions, panel discussions, forums, symposiums, conferences, television productions, and the importance of diction.
What is important in the correct pronunciation of Turkish, the correct spelling, correct stress, intonation right.
Text-heavy applications.
Key features of oral language and verbal communication.
Oral expression; basic features, the basic principles of a good speech, good basic features of a speaker.
Impromptu and prepared speech, prepared speech.
Types of speech.
Giving impromptu speech on various subjects,
Studies on samples of speech and oral applications,
Correcting errors in speech.

COURSE OBJECTIVES

The purpose of this course is for teacher candidates to develop speaking skills and professional life is to learn ways of solving the problems related to speech.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL

Student teachers in this course, thanks to information technologies in schools under the Ministry of National Education to be certified in Turkish manuscripts course, gain the ability to use effective and aesthetic way

EDUATION	
COURSE OUTCOMES	<p>1. Classify the types of written and oral expression.</p> <p>2. Word, sentence, utterance, proverbs, idioms, such as the correct use of language illustrates the internal components during fabrication.</p> <p>3. All kinds of preparations are needed to make a speech against the learned community.</p> <p>4. To the ceremonies, speech texts, learned the preparation according to the nature of ceremonies.</p> <p>5. Departure from the most detailed information about writing and talking during the performance of the activity of the different ways of obtaining the maximum efficiency is learned.</p> <p>6. How to use the expression of verbal expression types, and classroom activities, interaction with professional issues, and ensuring the exchange of information be learned in a healthy way.</p>
TEXTBOOK	Etkinliklerle Yazılı ve Sözlü Anlatım, Ahmet Çakıroğlu, Turan Temur, PegemA Yayıncılık
OTHER REFERENCES	Hamza Zülfikar (2009). Doğru Konuşma ve Yazma Bilgileri. Ankara: Zerpa Yayınları.
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	What is speech? Why are they important?
2	Types. Diction and communication, communication types,
3	Relationship between speech and body language
4	Ways to improve speaking skill,
5	Relationship between speech and phonetics, pronunciation dictionary, how to troubleshoot articulation disorders?
6	What is important for the correct pronunciation of Turkish (spelling, stress, intonation), Highlight studies, scale studies, pronunciation, and speech defects.
7-8	Midterm Exam
9	Applications of stress and intonation in oral expression. Stopping places on the determination of a written text.
10	Talk, talk help techniques, factors affecting speech, characteristics of a good speaker, poetry reading techniques
11	Prepared and impromptu speeches, speech preparation of the text
12	Prepared and unprepared speech applications,
13	Prepared and unprepared speech applications,
14	Prepared and unprepared speech applications,
15-16	Final Exam

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.	x		
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.	x		
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information	x		
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies	x		
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	x		

6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development	x		
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures	x		
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development	x		
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling	x		
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.	x		
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.	x		
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.	x		
13	Being able to understand the individuals by using techniques of individual recognition	x		
14	Being capable of developing and evaluating psychological guidance and counselling programmes.	x		
15	Being able to set up and direct a psychological counseling and guidance centre.	x		
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	x		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Spring

COURSE CODE	171612003	COURSE NAME	Principles of Atatürk And Recent Turkish History I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
II	2	0	0	2	2	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
		X	General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	40
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUISITE(S)	None
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COURSE DESCRIPTION	Basic concepts about Atatürk Principles and Revolution, Atatürk Principles and Revolutions.
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COURSE OBJECTIVES	To help the students to appreciate the hard conditions under which the war of independence, under the leadership of Mustafa Kemal, was fought and how an independent Turkish state was created.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	To underline the idea that the national unity based on the principle "peace in the country peace in the world" can only be achieved through political, economic and military progress.
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COURSE OUTCOMES	At the end of this course; Students 1.Explains Principles of Atatürk and main concepts related to Revolution history. 1.1.Explains the concepts of Reform/Revolution. 1.2.Describes the concept of National Forces. 1.3.Explains the concepts of Republic/Democracy. 1.4.Recognizes the concept of Ideology. 2.Explains the main points of the period related to Turkish War of Independence and foundation of the Turkish State. 2.1.Explains the developments at Ottoman Empire before Turkish Revolution. 2.2.Describes the World War I and its results.
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	<p>2.3.Explains Turkish War of Independence.</p> <p>2.4.Recognizes Turkish Revolution.</p> <p>2.5.Remembers the main principles of Turkish foreign politics.</p> <p>2.6.Explains Principles of Atatürk and their importance.</p> <p>3.Explains the effects of the developments at Europe and World on Turkish Republic.</p> <p>3.1.Explains the effects of European and World politics on Turkey and the results of them.</p> <p>3.2.Describes the effects of Capitalism/Imperialism on Turkey.</p> <p>3.3.Explains the relations / problems between Turkey and its neighbours.</p> <p>3.4.Explains the importance of Turkey at Europe and World</p>
TEXTBOOK	Turan, Şerafettin (1995). Türk Devrim Tarihi, 3. ve 4. Kitap
OTHER REFERENCES	Timur, Taner. (1997). Türk Devrimi ve Sonrası. Ankara: İmge Kitabevi.
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Basic qualities of Revolutions & Turkish Revolution
2	Currents of Affecting the Turkish Revolution
3	Democratic State of Law
4	Establishment of the Turkish Law System
5	Establishment of the Turkish Education System
6	Restructuring of the Turkish Economy
7-8	MID-TERM EXAM
9	Nature of the General Principle of Principles and Republicanism
10	Nationalism Policy
11	Principles of Populism and Statism
12	Laicism Policy
13	Policy Revolution
14	Criticisms and Responses Against Atatürk
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information			X
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies			X
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development			X
7	Being able to accept and respect differences and diversity in delivering psychological		X	

	counseling and guidance services through sensitivity towards different cultures			
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Spring
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COURSE CODE	171612004	COURSE NAME	Foreign Language II
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
II	3	0	0	3	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
		X	General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	40
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60
PREREQUIEITE(S)	None		
COURSE DESCRIPTION	Present Perfect ,Present Perfect Continuous , Adjectives , Adjectives & Adverbs , Adjectives & Adverbs , Passives , Passives , Conditionals , Relative Clause , Relative Clause , Noun Clause (49), Reported Speech (50), Gerunds And Infinitives .		
COURSE OBJECTIVES	The purpose of teaching foreign language is to provide teaching basic rules of foreign language, enhanceing foreign language vocabulary, understanding reading and listening foreign language and expressing orally or in writing.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Candidate teachers reach information of social and professional life by knowing basic level a foreign language thanks to this course.		
COURSE OUTCOMES	Candidate teachers understand different social issues by reading English. Candidate of Classroom teachers gain abilities of reading, writing daily life's issues. Candidate of Classroom teachers gain ability of talking about themselves.		
TEXTBOOK	Murphy, R. 2006; Essential Grammar In Use, Cambridge, Great Britain		
OTHER REFERENCES	Redston, C. 2006; Face2face Elementary Course Book, Cambridge, Great Britain		

TOOLS AND EQUIPMENTS REQUIRED	
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COURSE SYLLABUS	
WEEK	TOPICS
1	Present Perfect, Present Perfect Continuous
2	Adjectives
3	Adjectives & Adverbs
4	Adjectives & Adverbs 2
5	Passives
6	Passives 2
7-8	MID-TERM EXAM
9	Conditionals ,
10	Conditionals 2
11	Relative Clause ,
12	Noun Clause
13	Noun Clause 2
14	Reported Speech, Gerunds And Infinitives .
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information			X
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies			X
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development			X
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X

1:None. 2:Partially contribution. 3: Completely contribution.

Instructor(s):

Signature

Date: Return



ESOGU

Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER Spring

COURSE CODE	171612005	COURSE NAME	Computer II
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
II	2	2		3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATEGORY

Basic Science	Educational Science	Primary Mathematics Education [if it contains considerable design, mark with (√)]	Social Science
X			

ASSESSMENT CRITERIA

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

PREREQUISITE(S)

There are no prerequisites for this course

COURSE DESCRIPTION

Basic concepts related to computer assisted instruction, elements, theoretical foundations, benefits and limitations, application procedures, common formats used in computer assisted instruction, evaluation and selection of educational software, distance learning applications, adverse effects computer and internet on children / young people and prevention of this effect.

COURSE OBJECTIVES

The purpose of this course is to gain ability to use computers and the internet effectively in guidance and counseling services.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

The usage of computer and internet technologies actively will positively affect the quality and efficiency of services

COURSE OUTCOMES

- Describes the integration of technology in education.
- Gives gives examples of guidance services related to technology I-integration.
- Defines the basic concepts of computer-aided instruction.
- Describes how to practice computer assisted instruction.
- Searches educational softwares in the field.
- Prepares a simple educational software.
- Prepares video using video programs
- Defines social networks.
- Explains how to use social networking in guidance services.
- Prepares a presentations using presentation program on Internet.
- Prepares a personal blog.
- Prepares Wiki page with others.

	-Creates course page on internet. - Tells internet usage ethics rules.
TEXTBOOK	Güneş, A. (2009). Bilgisayar I-II. Pegem A Yayıncılık.
OTHER REFERENCES	Eğitimde Teknoloji Entegrasyonu, Serkan Pekmen ve Erdoğan Tezci, Pegem A Akademi
TOOLS AND EQUIPMENTS REQUIRED	Computer and projection

COURSE SYLLABUS	
WEEK	TOPICS
1	Course introduction and introduction
2	Technology integration in education
3	Information technologies in Guidance and Counseling Services,
4	Computer-aided education
5	Educational software
6	Video programs (Movie Maker)
7-8	MID-TERM EXAM
9	Applications on the Internet (social networks)
10	Presentation tools on the Internet (Prezi)
11	Internet-aided course activities (preparation of blog)
12	Applications on the Internet (Wiki-page preparation)
13	Web-based education (moodle), distance learning applications in guidance
14	Internet ethics
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.		X	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information (European Language Portfolio Global Scale 1, Level B1)	X		
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies (European Computer Driving Licence, Advanced Level)	X		
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.		X	
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development		X	
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the		X	

	appropriate approach for the needs of the clients using active listening skills.			
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.		X	
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		X	
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	SPRING
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COURSE CODE	171612006	COURSE NAME	Developmental Psychology 1
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
2	3	-	-	3	5	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
x			General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	x	40
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		x	60
PREREQUIEITE(S)	There is no perquisites		
COURSE DESCRIPTION	Introduces basic developmental concepts. Examines development of adolescents.		
COURSE OBJECTIVES	Understanding and knowing about development of adolescents		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	Understanding of teachers, teaching and educational psychology. Understanding of personal development Understanding of moral development Understanding of social development Understanding of problems of children Understanding of children' intimate relationships		
TEXTBOOK	Haluk Yavuzer.(2000). Çocuk Psikolojisi.Remzi Kitapevi İstanbul		
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS

WEEK	TOPICS
1	Concepts of development
2	Psychical development
3	Cognitive development
4	Personality development
5	Moral development
6	Social development
7-8	MID-TERM EXAM
9	Families
10	Schools
11	Work and Leisure
12	Identify & Autonomy
13	Sexuality
14	General evaluation
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.		x	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.	x		
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		x	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies	x		
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.		x	
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development	x		
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		x	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development		x	
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling	x		
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.		x	
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.		x	
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.	x		
13	Being able to understand the individuals by using techniques of individual recognition		x	

14	Being capable of developing and evaluating psychological guidance and counselling programmes.		x	
15	Being able to set up and direct a psychological counseling and guidance centre.	x		
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		x	
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Spring

COURSE CODE	171612007	COURSE NAME	Literature Review and Report Writing
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAG E
II	1	2	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	x		General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term		
	Quiz		
	Homework	1	40
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	Homework, The rules of Report research, Scanning literature, Stages of research, Methods of scientific research
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COURSE OBJECTIVES	The main purpose of this course is to teach Natures of science and learn what Report scientific research
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	-
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COURSE OUTCOMES	Students will be able to at the end of the course; 1. Know efficient and short ways which are used in literature review from library and web. - Find resources and examine them. 2. Know how to report homework, take- home and term paper 3. Write report by following the steps of the scientific research process - Understand scientific report's rules - Refers to research results in scientific notation 4. Implement basic APA style in scientific reports
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TEXTBOOK	1. Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö.E., Karadeniz, Ş. & Demirel, F. (2008). Bilimsel Araştırma Yöntemleri. Ankara: Pegem Yayıncılık
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OTHER REFERENCES	1. Karasar Niyazi (2007). Araştırmalarda Rapor Hazırlama. Ankara: Nobel Yayınevi 2. Karasar, Niyazi (2002). Bilimsel Araştırma Yöntemi. Ankara: Nobel Yayınevi 3. Akın, Galip (2009). <i>Bilimsel Araştırma ve Yazım Teknikleri</i> . Tiydem Yayıncılık.
TOOLS AND EQUIPMENTS REQUIRED	-

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction : Explaining The Aim of Report Writing Course And Its Content, Knowledge of Evaluation and Recourses. To Distribute Course Topics Between Students.
2	Scientific Research, Science, Scientific Methods and Research
3	Scientific Research Process and Techniques
4	Research Ethics
5	Ways Used To Find Scientific Knowledge
6	Database On Ways Used To Find Scientific Knowledge and Using Library.
7-8	MID-TERM EXAM
9	Presenting Basic APA Style in Scientific Reports, Term Papers Etc.
10	Presenting Basic APA Style in Scientific Reports, Term Papers Etc.
11	Presenting Tabulations and Cross-Tabulations in Required Scientific Way For Scientific Reporting
12	Presenting Tabulations and Cross-Tabulations in Required Scientific Way For Scientific Reporting
13	Presentations of Students' Term Papers And Their Criticism According To The Appropriate Report Writing Rules
14	Presentations of Students' Term Papers And Their Criticism According To The Appropriate Report Writing Rules
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.	X		
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information			X
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies			X
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development			X
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures			X
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X

9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition	X		
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s): Yr

Signature:

Date:

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ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER Spring

COURSE CODE	171612008	COURSE NAME	Philosophy of Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAG E
II	2	0	0	2	2	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	1	40
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	Basic concepts related to educational philosophy, functions of educational philosophy, effects of philosophical approaches on education (idealism, realism, pragmatism, and existentialism), philosophical approaches (perrenialism, essentialism, progressivism, reconstructionism, existentialism, constructivism), contemporary philosophical approaches
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COURSE OBJECTIVES	Helping teacher candidates to recognize different perspectives and giving ability of classroom management by respecting individual differences
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	To understand basic concepts and main problems of philosophy To question the relationship between education and philosphy To provide different point of views
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TEXTBOOK	<i>Aydın, A. (2011). Felsefe ve düşünce tarihi (6.bs.). Ankara: Pegem Akademi Yayıncılık.</i>
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OTHER REFERENCES	Aydın, A. (2010). <i>Yaşama sanatı</i> . Ankara: Pegem Akademi Yayıncılık Bolay, S.H. (2009). <i>Felsefe doktrinleri ve terimleri sözlüğü</i> (10.bs.). Ankara: Nobel Yayın Dağıtım. Cevizci, A. (2011). <i>Eğitim felsefesi</i> . Ankara: Say Yayınları.
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	Ergün, M. (2009). <i>Eğitim felsefesi</i> . Ankara: Pegem Akademi Yayınları.
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Definition and basic concepts of philosophy
2	The relationship between philosophy and education
3	Concepts of educational philosophy
4	Functions of educational philosophy
5	Philosophical approaches on education (idealism and realism)
6	Philosophical approaches on education (pragmatism and existentialism)
7-8	MID-TERM EXAM
9	Perennialism
10	Essentialism
11	Progressivism
12	Reconstructionism
13	Contemporary philosophical approaches
14	Producing solutions to philosophical problems in Turkish education system
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.		X	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.	X		
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures			X
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development	X		
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.		X	
13	Being able to understand the individuals by using techniques of individual recognition		X	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		X	
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature: Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Spring

COURSE CODE	171612009	COURSE NAME	History of Turkish Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theor y	Practice	Labratory	Credit	ECTS	TYPE	LANGUAG E
2	2	0	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
X			General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	1	40
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)

-

COURSE DESCRIPTION

Importance of history of Turkish education as regards education concept. The state of education and teacher training institutions before the republic. Turkish Educational Revolution 1: The historical background of the revolution, philosophical, ideological and political foundations. Turkish Educational Revolution 2: Unification of Education Law: historical background, scope, application and importance in Turkish education system, secularization in Turkish education system. Turkish Educational Revolution 3: Co-education and education of girls, Writing Revaluation, public schools, public houses. The basic principles of Turkish education system. Village Institutes, Training Institutes, Teacher Schools. Universities and teacher training. Developments in the field of Turkish education.

COURSE OBJECTIVES

The purpose of this course is to comprehend teacher candidates history of Turkish education, Turkish education revolution, main elements of Turkish education system and teacher training from past to present day.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

1. to comprehend general characteristics of Turkish Education before Islam.

	<p>2. to comprehend general characteristics of Turkish Education after Islam.</p> <p>3. to explain development of Turkish education in Otoman Empire with connection to reform movements.</p> <p>4. to classify reforms in the field of education according to school levels and teacher training politics throughout Republic period.</p> <p>5. to recognize philosophers and their contributions in the field of Turkish education</p> <p>6. to understand educational differences in Otoman Empire and Republic.</p> <p>7. to understand changes in education from beginning of the Republic to present day.</p>
TEXTBOOK	<i>Sakaoğlu, N. (2009). Osmanlıdan günümüze eğitim tarihi. İstanbul: Bilgi Üniversitesi</i>
OTHER REFERENCES	<i>Akyüz, Y. (2008). Türk eğitim tarihi. Ankara: Pegem</i> <i>Binbaşıoğlu, C. (2009). Türk eğitim düşüncesi tarihi. Ankara: Anı</i>
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	History of Turkish education before and after Islam
2	Education in Seljuks and Anatolian seigniories
3	The first reform movements of the Ottomans until the educational institution (1299-1776)
4	The first period of educational reform movements (1776-1839)
5	History of Education in the Tanzimat Period
6	Education in I.Constitutionalism and II. Constitutionalism periods
7-8	MID-TERM EXAM
9	The early years of reform: the adoption of the Unification of Education Law and the Latin alphabet.
10	Pre-school and primary education reforms in the Republic period.
11	Secondary and higher education reforms during the Republic period.
12	General characteristics of education in the Republic period (developments from 1970 to the present day)
13	Changes experienced in the field of teacher training during the Republic period
14	Educational philosophers in the Republican period and their contributions to education
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.		X	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information			X
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies			X
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.		X	
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering			X

	psychological counseling and guidance services through sensitivity towards different cultures			
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition		X	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.		X	
15	Being able to set up and direct a psychological counseling and guidance centre.		X	
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		X	
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Fall

COURSE CODE	171613001	COURSE NAME	Psychological Counseling and Guidance
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
3	3	0	0	3	6	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge () Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	1	40
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUISITE(S)

-

COURSE DESCRIPTION

This course includes basics of psychological counseling and guidance, the role and duties of counselors, ethical rules of psychological counseling and guidance and the working areas of psychological counselors.

COURSE OBJECTIVES

The course aims to provide the students with a general knowledge about historical development of counseling and guidance in Turkey and in the world, basic concepts and principles of counseling and guidance, aims of guidance and principles of guidance.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

-

COURSE OUTCOMES

At the end of this course; Students

- To know basic concept and principles of the course of guidance
 - To communicate with students according to humanistic approach
 - To communicate with students according to ethical principles
 - To know guidance, psychological counseling, individual guidance, educational guidance and vocational guidance
- To use guidance principles and understanding in relationship with student, parent, administrator, and teaching staff
 - To know guidance and counseling service effectiveness on collaboration with student, parent, administrator, and teaching staff

	<p>3. To interest in students personality development's need.</p> <ul style="list-style-type: none"> - To know how help to students to individual recognition - To know how help to students to self realization <p>4. To interest in students educational development's need</p> <ul style="list-style-type: none"> - To provide students to use appropriate learning style and strategies by knowing themselves. - To bring students in skills that they can use efficient method of studying while they study. <p>5. To interest in students vocational development's need.</p> <ul style="list-style-type: none"> - To introduce students vocations. - To give information students about their vocational guidance <p>6. To take in consideration the needs of students in educational institution in giving guidance services.</p> <ul style="list-style-type: none"> - To determine the needs of students in educational institution - To prepare guidance activity that will supply with student's needs. - To give guidance activity prepared to class teacher to implement. <p>7. If necessary, he/she will do psychological counseling.</p> <ul style="list-style-type: none"> - To know function of psychological counseling service. - To determine which students need psychological counselor. <p>8. Conduct based on ethical principles of the profession of counseling and guidance profession.</p>
TEXTBOOK	Yeşilyaprak, B. (2005). Eğitimde Rehberlik Hizmetleri, Ankara: Nobel Yayınları
OTHER REFERENCES	<p>Kuzgun, Y. 2011. Rehberlik ve Psikolojik Danışma Ankara: Nobel Yayın.</p> <p>Aydın, B. (2007) (Ed.) Rehberlik Ankara: Pegema Yayıncılık.</p> <p>Can, G. (2003) (Ed) Psikolojik Danışma ve Rehberlik Ankara: Pegema Yayıncılık</p> <p><i>Gazioğlu, E., Mertol, Ş. (2008) (Ed). Öğretmen ve Öğretmen adayları için Rehberlik, İstanbul: Pegema Yayıncılık.</i></p>
TOOLS AND EQUIPMENTS REQUIRED	-

COURSE SYLLABUS	
WEEK	TOPICS
1	Student personnel services and guidance in modern educational system
2	Foundation, history, and principles of guidance
3	Basic types of guidance
4	Students recognition
5	Educational guidance
6	Personal guidance
7-8	MIDTERM EXAM
9	Vocational guidance
10	Theories of psychological counseling
11	Process of psychological counseling
12	Test and non- test techniques of understanding individual
13	Ethical principles in guidance and pyshological counseling
14	Organization of guidance services
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.	X		
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.		X	
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures			X
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development		X	
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling		X	
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.	X		
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in theri activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.		X	
13	Being able to undertsand the individuals by using techniques of individual recognition	X		
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Fall
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COURSE CODE	171613002	COURSE NAME	STATISTICS I
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
3	3	0	0	3	3	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Mechanical Engineering Profession [if it contains considerable design, mark with (√)]	Social Science
X			

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	40
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60
PREREQUIEITE(S)	None		
COURSE DESCRIPTION	Basic terms of statistics, universe, sample, types of variables, categorizing the variables, descriptive statistics, transforming the raw scores to standardized scores. Normal distribution, z-distribution, statistical error, hypothesis tests and decision, one-sample t-test, chi-square test.		
COURSE OBJECTIVES	Knowledge of basic terms of statistics, categorizing the variables, calculating the descriptive statistics, transforming the raw scores to standardized scores. Comprehension the statistical error. Administration one-sample t-test and chi-square test and deciding through results.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	Knows the basic terms of statistics. Calculates the basic descriptive statistics, transforms the raw scores to standardized scores, administers the one-sample t-test and chi-square test and decides through results.		
TEXTBOOK	<i>Nilgün Köklü, Şener Büyüköztürk, Ömay Çokluk Bökeoğlu, Sosyal Bilimler İçin İstatistik, Pegem Akademi Yayıncılık.</i>		

OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	None

COURSE SYLLABUS	
WEEK	TOPICS
1	Introducing
2	Basic terms, universe and sample.
3	Variable types, categorizing the data.
4	Descriptive statistics.
5	Transforming the raw score to standardized score.
6	Mid-Term
7	Mid-Term
8	Normal and Z distribution.
9	Statistical error and decision.
10	Hypothesis types and hypothesis tests.
11	One-sample t-test.
12	One-sample t-test.
13	Chi-square test.
14	Chi-square test.
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.	X		
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development			X
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures			X
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development		X	
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.		X	
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:



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Educational Sciences Department
Guidance and Psychological Counseling Program
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SEMESTER | **Güz**

COURSE CODE	171613003	COURSE NAME	History of Science
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAG E
3	3	0	0	3	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
		X	General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	Mid-Term	1
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	Definition of science: objectives, characteristics, development and stages. Hitory of science: scientific phiosophy, philosophical approaches and its effect on development of science, history of inventions. Science in ancient civilizations: Egypt and Mesopotamia, Ancient Greece and Hellenistic Period; Science in Romans; Science in Medieval Europe and Islam; Renaissance and Modern Science. Epistemology, ontology; the nature of scientific knowledge, scientific knowledge nd its characteristics. The concept of existence. Scientific method: scientific thinking, scientific inquiry. Science and society: sociology f science and anthropology, science ethics.
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COURSE OBJECTIVES	The purpose of the coure is to examine history of civilizations within the framework of development and progress of science and to investigate interruptions and and continuity at these ages by increasing trust to mathematics and creativity. The period from
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	Hellenic era to the beginning of the nineteenth century, especially Plato, Aristotle, Ptolemy, Copernicus, Descartes, Kepler and Newton will be examined. Movement of students' one-dimensional history thought comprises the course aim.
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	
COURSE OUTCOMES	<p>At the end of the course, the students will be able</p> <ol style="list-style-type: none"> 1. to understand main concepts of history of science, place of history of science among other sciences with its importance. 2. to involve in discussions about the progress steps of history of science. 3. to comprehend historical change and transformation of science with respect to historical ages. 4. to get knowledge in classification of science and establishment of the parallelism between science and society. 5. to recognize prominent scientists in science history. 6. to make general assessment about the relationship between development level of a country and the importance given to scientists. 7. to understand the current level of technology in science as a product of scientific developments.
TEXTBOOK	<i>Bilim Tarihi - H. Gazi Topdemir – Pegem A</i>
OTHER REFERENCES	<i>Bilim Tarihi – J. D. Bernal</i>
TOOLS AND EQUIPMENTS REQUIRED	Documentary DVD.

COURSE SYLLABUS	
WEEK	TOPICS
1	Objectives and definitions of history of science
2	Importance of history of science, stages of scientific developments
3	Science in ancient civilizations
4	Science in Middle Ages in West and Islam
5	The birth of modern science
6	Developments leading to the scientific revolution
7-8	MID-TERM EXAM
9	Prominent scientists in Scientific revolution
10	Age of Enlightenment and science
11	Effects of industrial revolution and scientific inventions
12	The history of science in 18th century
13	The history of science in 19th century
14	Science and technological revolutions in 20th century
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.	X		
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling		X	
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.		X	
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.		X	
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		X	
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Fall

COURSE CODE	171613004	COURSE NAME	Special Education
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAG E
3	3	0	0	3	5	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
X			General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	1	40
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	Basic concepts and principles in special education, Enuresis, Autism, Rett Syndrome, Down Syndrome, Frigal x Syndrome, Asperger syndrome, Learning disabilities, Intellectual disability, Pysical disabilities, Gifted and talented. Children, classification of children in the need of special education.
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COURSE OBJECTIVES	The course aims make the students comprehend the meaning of a child for families and reactions of families with disabled children, classification of children in need of special education.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	To explaine basic concepts about special education To understand the tasks of the counselors working in special education settings To comprehend diagnosis and cause of handicapped children's diseases. To explain integration applications and support services
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COURSE OUTCOMES	
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TEXTBOOK	Akçamete, G. 2009; Özel Eğitim, Kök Yayoncılık, Ankara
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OTHER REFERENCES	Enç, M., Çağlar, D., Özsoy, Y. (1981) Özel Eğitime Giriş, . A.Ü. Eğitim fakültesi Yayınları. No:95. Sevinç Matbaası, Ankara. Ercan, S.E.; Aydın, C. (1999). Dikkat Eksikliği Hiperaktivite bozukluğu . Gendaş A.Ş. :İstanbul.
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TOOLS AND EQUIPMENTS REQUIRED	
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COURSE SYLLABUS	
WEEK	TOPICS
1	Foundations of Special Education
2	Foundations of Special Education
3	Hearing Impairment.
4	Intellectual disability
5	Learning disabilities
6	Visiual Impairment.
7-8	MID-TERM EXAM
9	Emotional and behavioral disorders
10	Pysical disabilities
11	Gifted and talented.Children
12	Down Syndrome
13	Enuresis, Autism, Rett Syndrome
14	Frigal x Syndrome, Asperger syndroem
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures			X
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Fall

COURSE CODE	171613005	COURSE NAME	MEASUREMENT AND EVALUATION
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
5	3	0	0	3	5	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Mechanical Engineering Profession [if it contains considerable design, mark with (√)]	Social Science
	X		

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	50

PREREQUIEITE(S)	None
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COURSE DESCRIPTION	The place and the importance of measurement and evaluation in education, basis of measurement and evaluation, psychometric properties of educational psychometric instruments. The psychometric instruments which in use in education and their properties. Basic statistical techniques that in use for analyze the scores that taken from psychometric instruments. Measuring the intelligence, interest, ability, attitude etc.
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COURSE OBJECTIVES	Comprehension the importance of measurement and evaluation in education. The knowledge of basic concepts of measurement and evaluation. Developing and administering a proper psychometric instrument. Administer the basic statistical techniques, recognition of various psychometric instruments.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	Comprehend the importance of measurement and evaluation in education and basic terms that related to it. Measure the reliability and validity of a psychometric instrument. Develop, administer and score psychometric instruments. Analyze the test and item statistics of test scores.
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TEXTBOOK	<i>Halil Tekin, Eğitimde Ölçme ve Değerlendirme, Yargı Yayınevi.</i>
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OTHER REFERENCES	<i>İbrahim Ethem Özgüven, Psikolojik Testler, Nobel Yayın Dağıtım.</i>
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TOOLS AND EQUIPMENTS REQUIRED	None
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COURSE SYLLABUS

WEEK	TOPICS
1	Introducing
2	Place and importance of measurement and evaluation in education.
3	Basic terms (measurement, types of measurement, types of scales and their properties, evaluation).
4	Error in measurement, techniques to determine reliability of a psychometric instrument.
5	Validity, techniques to determine validity of a psychometric instrument. Usefulness.
6	Mid-Term
7	Mid-Term
8	Psychometric instruments that use in education and their properties, essay questions, oral exams and short-answered questions.
9	Matching items, true/false items, and multiple choice tests.
10	Performance assessment.
11	Test statistics, distribution statistics, item statistics
12	Measuring the intelligence. Intelligence tests that in use in Turkey.
13	Measuring the interest and ability.
14	Measuring the attitude, stress and anxiety. Projective tests.
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.	X		
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development			X
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures			X
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development		X	
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in theri activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to undertsand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	X		

1:None. 2:Partially contribution. 3: Completely contribution.

Instructor(s):

Signature:

Date:



**Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form**

SEMESTER	FALL
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COURSE CODE	171613006	COURSE NAME	Developmental Psychology II
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
3	3	0	0	3	4	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
x			General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	x	40
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		x	60

PREREQUIEITE(S)	There is no perquisites
COURSE DESCRIPTION	Introduces basic developmental concepts. Examines development of adolescents.
COURSE OBJECTIVES	Understanding and knowing about development of adolescents
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
COURSE OUTCOMES	Understanding of teachers, teaching and educational psychology . Understanding of personal development Understanding of moral development Understanding of social development Understanding of problems of adolescents Understanding of adolescents' intimate relationships
TEXTBOOK	Laurence Steinberg. (2009). Ergenlik. Ankara: İmge Yayınevi
OTHER REFERENCES	Adams (1995). Ergenliği Anlamak. Ankara: İmge Yayınevi

TOOLS AND EQUIPMENTS REQUIRED	
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COURSE SYLLABUS

WEEK	TOPICS
1	Concepts of development
2	Psychical development
3	Cognitive development
4	Personality development
5	Moral development
6	Social development
7-8	MID-TERM EXAM
9	Families
10	Schools
11	Work and Leisure
12	Identify & Autonomy
13	Sexuality
14	General evaluation
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.		x	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.	x		
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.		x	
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development	x		
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		x	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development		x	
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling	x		
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.		x	
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.		x	
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.	x		
13	Being able to understand the individuals by using techniques of individual recognition		x	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.		x	
15	Being able to set up and direct a psychological counseling and guidance centre.	x		
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		x	

1: None. 2: Partially contribution. 3: Completely contribution.

Instructor(s): Return



ESOGU
Educational Sciences Department
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Course Information Form

SEMESTER	Fall
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COURSE CODE	171613007	COURSE NAME	Observation at School
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
3	2	2	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term		
	Quiz		
	Homework		
	Project		
	Report	1	50
	Others (.....)		
FINAL EXAM		1	50

PREREQUISITE(S)	There is no prerequisite or co-requisite for this course.
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COURSE DESCRIPTION	of describing the school and school environment and guidance services.
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COURSE OBJECTIVES	The purpose of the course is to gain the abilities of describing the school and school environment, knowing student's profile and needs, education programs and teachers' roles. and knowing the guidance service in the school
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	
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COURSE OUTCOMES	Students will be able to; 1.Describe the school and school environment. 2.Tell student's profile and needs. 3.Query education programs and teachers' roles. 4. Know the guidance service in the school 5. Know the Guidance and Counselling Service studying process. 6. Know the cooperation process between teacher, school principle and guidance service in the school.
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TEXTBOOK	
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction of the course
2	Courses management
3	Counseling profession guided by a supervisor counselor
4	School organisation and management
5	Daily life of a school counselor at school
6	Daily life of a student at school
7-8	Mid Term
9	School-family cooperation
10	Observation of individual guidance activities
11	Observation of group guidance activities
12	Observation of group guidance activities
13	School and its problems,
14	Materials and documents in counseling and guidance activities, various aspects of counseling profession
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.	X		
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures	X		
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development	X		
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling	X		
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.	X		
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X

12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition	X		
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



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Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Spring

COURSE CODE	171614001	COURSE NAME	Non-test Techniques
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
4	3	0	0	3	4	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge () Content Knowledge ()

ASSESSMENT CRITERIA

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

PREREQUISITE(S)	-
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COURSE DESCRIPTION	This course involves important topics such as individual differences, description of individual, test and other test techniques,
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COURSE OBJECTIVES	The course aims to provide the students with a general knowledge on application and evaluation of non-test techniques by using tests and non-test techniques.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	-
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COURSE OUTCOMES	<p>At the end of this course; Students</p> <ol style="list-style-type: none">1. Comprehend purpose of individual recognition, individual recognition techniques and importance of individual differences.<ul style="list-style-type: none">- Know the individual recognition ways.- Know the importance of individual differences.2. Have knowledge of individual recognition techniques used for individual recognition3. Choose the appropriate individual recognition techniques4. Have skill to apply individual recognition techniques <p>Comment result of individual recognition techniques applied for individual recognition</p>
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TEXTBOOK	Özgüven, İ. E.(2000). “Bireyi Tanıma Teknikleri”. Ankara: PDRM Yayınları
OTHER REFERENCES	Özgüven, İ. E. (2004). “Görüşme İlke ve Teknikleri. 3. baskı”. Ankara: PDRM Yayınları Gülsar, A. (2008). Rehberlik Hizmetleri ve Bireyi Tanıma Teknikleri. Adana: Nobel Kitabevi. Kuzgun, Y. (2011). Rehberlik ve Psikolojik Danışma. Ankara: Nobel Yayınları. Yeşilyaprak, B. (2005). <i>Eğitimde Rehberlik Hizmetleri</i> , Ankara: Nobel Yayınları
TOOLS AND EQUIPMENTS REQUIRED	-

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction to course, course content and students responsibility.
2	Individuals recognized for the purposes, principles
3	Students need to recognize the directions and the classification of the non technical tests
4	Interviewing, Questionnaires
5	Inventory and Inventory Scan Problem
6	Autobiography, Game, Request Lists
7-8	MIDTERM EXAM
9	Observational Techniques, Observation
10	Rating Scales
11	Event registration and Event review
12	Sosyometri, Who is this?
13	Psychodrama
14	Sosyodrama
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.	X		
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures	X		
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development	X		
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling	X		
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.	X		
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition	X		
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | **SPRING**

COURSE CODE	171614003	COURSE NAME	Human Relationships and Communication
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
4	2	2	0	3	4	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
x			General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	x	40
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		x	60

PREREQUISITE(S)	There is no prerequisites
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COURSE DESCRIPTION	Introduction to interpersonal relationships and human relations in a social context.
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COURSE OBJECTIVES	Provide the opportunity to gain new perspectives in the acceptance and understanding of others. Demonstrate “diversity skills” and greater appreciation for individual differences. Increase ability to communicate effectively in a variety of settings. To get greater awareness of self and interaction style.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	
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COURSE OUTCOMES	Understand broader scope of behaviors that improve human relations. To get skills for dealing with relations . Apply information on how to deal more effectively communicate with people To improve group interactions, and increase in positive comments from other students about their changes in behavior.
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TEXTBOOK	Hortaçsu Nuran (1997). İnsan ilişkileri. İmge kitabevi. Ankara.
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OTHER REFERENCES	Swenson, C. H. (1973). Introduction to interpersonal relations. Glenview, <i>IL: Scott, Foresman and Co.</i>
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	İnsan ilişkileri Human relations
2	The factors which are important relationships
3	Intimate relationships
4	Communcation
5	Verbal and nonverbal message
6	Self in relationships
7-8	MID-TERM EXAM
9	Self-disclosure
10	Self monitoring
11	Satisfaction of relationships
12	Confilict in relationships
13	Decay of relationships
14	General Evaluation
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.		x	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.	x		
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.		x	
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development	x		
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		x	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development		x	
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling	x		
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.		x	
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.		x	
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in theri activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.	x		
13	Being able to undertsand the individuals by using techniques of individual recognition		x	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.		x	
15	Being able to set up and direct a psychological counseling and guidance centre.	x		
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		x	
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Spring

COURSE CODE	171614002	COURSE NAME	STATISTICS-II
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
4	3	0	0	3	5	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATAGORY

Basic Science	Educational Science	Mechanical Engineering Profession [if it contains considerable design, mark with (√)]	Social Science
X			

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	40
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60
PREREQUIEITE(S)	None		
COURSE DESCRIPTION	Hypothesis tests, comparing means (independent samples t-test, dependent samples t-test, one-way ANOVA, non-parametric techniques.) Correlation and regression.		
COURSE OBJECTIVES	Checking the assumptions of the hypothesis tests, applying the tests and making statistical decision.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	Creates a database via package software. Enters the data, makes the transformation, edit and categorizing which required. Applies several of statistical tests and decides through results.		
TEXTBOOK	<i>Şener Büyükoztürk, Sosyal Bilimler İçin Veri Analizi El Kitabı, Pegem Akademi Yayıncılık.</i>		
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED	None		

COURSE SYLLABUS	
WEEK	TOPICS
1	Introducing
2	Introducing to statistical software.
3	Creation of a database and descriptive statistics.
4	Data editing and ki-square test.
5	Normality test and independent samples t-test.
6	Mid-Term
7	Mid-Term
8	One-way ANOVA and Post-hoc tests.
9	Dependent samples t-test.
10	Non-parametric tests.
11	Non-parametric tests.
12	Correlation techniques.
13	Regression
14	Regression.
15-16	Final Exam

NO	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.	X		
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development			X
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures			X
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development		X	
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X

12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.		X	
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
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SEMESTER	SPRING
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COURSE CODE	171614004	COURSE NAME	SOCIAL PSYCHOLOGY
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
4	3	0	0	3	5	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	1	30
	Quiz	-	-
	Homework	-	-
	Project	-	-
	Report	-	-
	Others (Oral Examination)	1	20
FINAL EXAM		1	50

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	Scope of Social Psychology, basic concepts, theories, methods and researchs.
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COURSE OBJECTIVES	Encourage students to think of social psychological theories and practices as central to understanding higher-level mental processes.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	<i>Students understands social psychological perspsctives relate to their lives; appreciate the effects of social relations on human behaviors.</i>
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COURSE OUTCOMES	At the end of this course; Students; <ol style="list-style-type: none"> 1. will know the basic theoretical approaches and research methods related to Social Psychology. 2. will know the process of creating impression. <ul style="list-style-type: none"> ♦ know the process of creating impression and the integration of impressions. ♦ describe attribution theories. 3. will know the process of ego development and getting social
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	<p>cognition.</p> <ul style="list-style-type: none"> ♦ know the process of ego development. ♦ know the stages of social inference. ♦ define the cognitive short cuts on social inference. <p>4. will know the processes of developing and changing attitude. 5. will know the process of developing prejudice and the factors affecting this process. 6. will know the reasons of being obey. 7. will know the factors that affect interpersonal relationships.</p> <ul style="list-style-type: none"> ♦ know the impact of love and attraction on interpersonal relationships. ♦ know the factors that affect personal relationships. ♦ know the factors that affect behavior within the group. ♦ know the factors that affect altruism and positive social behavior. <p>8. will know the reasons of doing aggressive behaviors.</p>
TEXTBOOK	<i>Taylor, S.E., Peplau, L.A. & Sears, D.O. (2010). Sosyal psikoloji. (çev. Dönmez, A.) Ankara: İmge Yayınları.</i>
OTHER REFERENCES	<ul style="list-style-type: none"> • Sakallı, N. (2001). <i>Sosyal etkiler: kim kimi nasıl etkiler?</i>. Ankara: İmge Yayınları. • Freedman, J.L., Sears, D.O. & Carlsmith, J.M. (1998). <i>Sosyal psikoloji. (çev. Dönmez, A.) Ankara: İmge Yayınları.</i> • Other books, articles and movies covering the topics related to Social Psychology.
TOOLS AND EQUIPMENTS REQUIRED	-

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction; meeting, information about course content, resources and assessment. Concepts of Social Psychology and social analysis; the basic theoretical approaches and research method related to social psychology.
2	The process of creating impression and the integration of impressions; attribution theories.
3	The stages of social inference, the cognitive short cuts on social inference.
4	The process of ego development.
5	The processes of developing and changing attitudes.
6	The process of developing prejudice and the factors affecting this process.
7-8	MID-TERM EXAM
9	Being obey and the reasons of obeying.
10	The impact of love and attraction on interpersonal relationships.
11	Personal relationships and the factors that affect personal relationships.
12	Group behavior and the factors that affect behavior within the group.
13	The factors that affect altruism and positive social behavior.
14	The reasons of doing aggressive behaviors.
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development	X		
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures	X		
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development	X		
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition		X	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.		X	
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | **SPRING**

COURSE CODE	171614005	COURSE NAME	LEARNING PSYCHOLOGY
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
4	3	0	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge () Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	1	30
	Quiz	-	-
	Homework	-	-
	Project	-	-
	Report	-	-
	Others (Oral Examination)	1	20
FINAL EXAM		1	50

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	Scope of Learning Psychology, basic concepts, theories, methods and researchs.
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COURSE OBJECTIVES	Encourage students to try to better understand how the learning process works and to be able to discuss coherently on any issue or matter relating to the psychology of learning or its application in classroom situations.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	<i>Students understands learning psychological issues relate to their lives; appreciate the effects of learning psychological approaches on changing human behaviors.</i>
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COURSE OUTCOMES	At the end of this course; Students; 1. will know the meaning of basic concepts related to Psychology of Learning. ♦ know the concepts of learning, experience, behavior, response, reflex, transfer, motivation.
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	<p>2. will know the basic learning approaches.</p> <ul style="list-style-type: none"> ♦ know the basic learning approaches. ♦ know the features that separate basic learning approaches from each other. <p>3. will know the behavioral approach theories on learning.</p> <ul style="list-style-type: none"> ♦ know Classical Conditioning Theory, Contiguity Theories, Connectionism Theory, Operant Conditioning Theory, Gestalt Theory. ♦ evaluate the limitations and superior aspects of behavioral approach theories. <p>4. will know the cognitive approach theories on learning.</p> <ul style="list-style-type: none"> ♦ know Social Cognitive Theory, Gestalt Theory, Information Processing Theory, Neurophysiologic Theory, Brain Based Learning Theory. ♦ evaluate the limitations and superior aspects of cognitive approach theories. <p>5. will know Constructivism.</p> <ul style="list-style-type: none"> ♦ know the different constructivist perspectives. ♦ know the principles of constructivist teaching practices. <p>6. will know the students' characteristics which affect learning.</p>
TEXTBOOK	<i>Senemoğlu, N. (2010). Gelişim, öğrenme ve öğretim: Kuramdan Uygulamaya. Ankara: Pegem Akademi.</i>
OTHER REFERENCES	<ul style="list-style-type: none"> • Schunk, D.H. (2009). <i>Öğrenme teorileri: Eğitimsel bir bakış</i> (çev. Ed. Şahin, M.) Ankara: Nobel Yayınları. • Duman, B. (2007). <i>Neden beyin temelli öğrenme?.</i> Ankara: Pegem Akademi. • Ün Açıkgöz, K. (2003). <i>Aktif öğrenme.</i> İzmir: Eğitim Dünyası Yayınları. • Other books and articles covering topics related to Psychology of Learning.
TOOLS AND EQUIPMENTS REQUIRED	-

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction; meeting, information about course content, resources and assessment. Introduction of the concepts of learning, experience, behavior, response, reflex, transfer, motivation.
2	Behavioral and Cognitive Learning Approaches.
3	Behavioral approach theories on learning. (Classical Conditioning Theory, Contiguity Theories)
4	Behavioral approach theories on learning. (Connectionism Theory, Operant Conditioning Theory).
5	Behavioral approach theories on learning. (Gestalt Theory).
6	Cognitive approach theories on learning. (Social Cognitive Theory, Gestalt Theory).
7-8	MID-TERM EXAM
9	Cognitive approach theories on learning. (Information Processing Theory).
10	Cognitive approach theories on learning. (Neurophysiologic Theory).
11	Cognitive approach theories on learning.

	(Brain Based Learning Theory).
12	Constructivism and constructivist perspectives.
13	Constructivist teaching practices and principles to be complied with.
14	Students' characteristics which affect learning.
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development	X		
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development	X		
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition		X	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.		X	
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		X	
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Spring
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COURSE CODE	171614006	COURSE NAME	Principles and Methods Of Teaching
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
4	3	0	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATEGORY			
Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
X			General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA			
	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	40
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUISITE(S)	There are no prerequisite for this course
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COURSE DESCRIPTION	Basic concepts related to education and training, program development process and elements that make up this process, planning of teaching, teaching principles, different teaching strategies, methods and techniques and their issues on the implementation
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COURSE OBJECTIVES	Planning of teaching activities for the realization of an effective training, student-centered learning approaches used in the regulation of the teaching-learning processes, for the implementation of instructional strategies and teaching methods and techniques to develop the knowledge and skills.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	
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COURSE OUTCOMES	Knows the basic concepts of education and training. Analyze the program development process. Recognize the elements of program development. Queries relationships between the components of the program development process. Explain the principles of teaching.
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	Examines the different approaches to learning. Determine the teaching strategies which are appropriate the purpose, content and student properties. Uses different teaching methods and techniques. Effectively plan educational activities. Describes the plan types which are used in teaching. To make a plan of teaching appropriate for field by using appropriate teaching strategies, methods and techniques.
TEXTBOOK	<i>Duman, B. (2011). Öğretim İlke ve Yöntemleri. Ankara: Anı Yayıncılık.</i>
OTHER REFERENCES	<i>Demriyel, Ö. (2011). Öğretim İlke ve Yöntemleri "Öğretme Sanatı". Ankara: Pegem Akademi Yayıncılık.</i> <i>Hesapçıoğlu, M. (2011). Öğretim İlke ve Yöntemleri. Ankara: Nobel Yayın Dağıtım.</i> <i>Sönmez, V. (2010). Öğretim İlke ve Yöntemleri. Ankara: Anı Yayıncılık.</i>
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Basic concepts
2	Program to analyze the development process
3	Examination of elements of the program development process
4	Planning of the teaching process
5	Approaches to learning
6	Teaching strategies
7	MID-TERM EXAM
8	Teaching methods and techniques
9	Teaching methods and techniques
10	Teaching methods and techniques
11	Teaching tools and equipment
12	The duties and responsibilities of the teacher to improve the quality of instruction
13	Teacher competencies
14	Planning teaching activities
15	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.	X		
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development			X
7	Being able to accept and respect differences and diversity in delivering			X

	psychological counseling and guidance services through sensitivity towards different cultures			
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development	X		
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Spring
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COURSE CODE	171614007	COURSE NAME	Classroom Management
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
4	2	0	0	2	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
X			General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	30
	2nd Mid-Term		
	Quiz		
	Homework	1	30
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	40

PREREQUISITE(S)	There are no prerequisite for this course.
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COURSE DESCRIPTION	The teaching of basic concepts and relationships specific to the area, Turkey, the development of teacher education and teacher training and classroom management in the field of process innovations and developments in the legal foundations of education, classroom management, psychological foundations, philosophical foundations of education, historical foundations of education, education, economic fundamentals, political foundations of education, educational sciences, methods, functions of education, perspective of social change and modernization of education sciences.
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COURSE OBJECTIVES	ICT in schools by providing basic information about affiliated teaching, teachers' classroom management strategies to determine their opinions.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	Student teachers in this course, thanks to information technologies in schools affiliated handling of course, application examples, new approaches to information technology in teaching the course, will have information on methods and techniques.
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COURSE OUTCOMES	1. Relates to the teaching of basic concepts of specific information technology classroom management. 2. Classroom management takes into account student
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	<p>characteristics.</p> <p>3. Explain the principles of classroom management, teaching faculty.</p> <p>4. Evaluates education program within the framework of classroom management.</p> <p>5. Determine the appropriate methods and techniques of classroom management.</p> <p>6. Class adapts to the teaching of information technology management.</p>
TEXTBOOK	<i>Editör: Zeki Kaya, Pegem Akademi, Sınıf Yönetimi</i>
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction to Class
2	Individual differences that are effective in Classroom Management
3	Source of our actions: Motivation
4	Creating and modifying behavior
5	Identify and implement classroom rules
6	Manage the classroom discussions
7-8	MID-TERM EXAM
9	Positive teacher-student relationship
10	Positive Classroom Climate
11	Disturbing behavior and discipline
12	Coping with difficult students
13	Preventing and solving disciplinary problems
14	Student behaviors and ways of coping with unwanted
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.		X	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in		X	

	providing educational development			
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Fall
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COURSE CODE	171615001	COURSE NAME	Principles And Technics Of Psychological Counseling
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
5	3	0	0	3	6	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	1	30
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	50

PREREQUIEITE(S)	There is no prerequisite or co-requisite for this course.
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COURSE DESCRIPTION	Expressing and applying the basic skills used in the process of psychological counseling.
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COURSE OBJECTIVES	The purpose of this course is to gain to students the capabilities of express and apply the basic skills used in the process of psychological counseling, knowing the therapeutıc setting and showing the therapeutıc skills.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	At the end of this course; Students 1. Express the basic skills used in the process of psychological counseling. 2. Ap ply the basic skills used in the process of psychological counseling 3. Explain the basic skills used in the process of psychological consultation with each other and the relationship between. 4. Know the therapeutıc setting 5. Show the therapeutıc skills. 6. Associate psychological counseling and basic skills in the basic therapeutıc conditions.
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	7.Create therapeutic conditions. 8.Perform psychological consultation process to start and end rules.
TEXTBOOK	Hackney,H. And Cormier, S. (2005) Psikolojik Danışma İlke ve Teknikleri: Psikolojik Yardım El kitabı. Çeviren:Tuncay Ergene ve Seher Sevim AydemirBoston: Pearson Education Inc.
OTHER REFERENCES	Egan, G. (1998). The skilled helper : A problem-management approach to helping. (6th ed.) Pacific Groove : Brooks/Cole. Egan, G. (1994). Yardım becerileri alıştırmaları. Çeviren: Füsün Akkoyun. Ankara: Form Ofset. Hill, C. E. & O'Brien, K.M. (1999). Helping skills : Facilitating exploration, insight and action. Washington, DC : American Psychological Association. Ivey, A. E. & Ivey, M. B. (1999). Intentional interviewing and counseling; Facilitating client development in a multicultural society. California: Brooks/Cole. Meier, S. T. & , Davis, S.R. (2001). The elements of counseling. Canada : Brooks/Cole. Voltan-Acar, N. (2003). Terapötik iletişim. Kişilerarası ilişkiler (Geliştirilmiş 4. Baskı). Ankara: US-A Yayıncılık
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Counseling process, and skills,
2	Basic Principles on counseling skills
3	Attention
4	Questioning
5	Observing skills of client
6	Reflection of feeling
7-8	Mid Term
9	Attending, reflection of feeling and meaning, summarizing
10	Integration of basic counseling skills Interview process in five phase
11	Counseling skills in advanced level
12	Confrontation
13	Focusing, skills and strategies, overview
14	Integration of basic and advance counseling skills
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
2	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X

6	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.		X	
7	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.	X		
8	Being able to understand the individuals by using techniques of individual recognition	X		
9	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	X		
10	To be able to establish constructive, ethical, secure relationship with counselors in the process of psychological counseling and guidance and to use the appropriate approach to the client's needs by using effective listening skills.	X		
11	Begin, sustain and terminate the process of psychological counseling and guidance with the group. To be able to lead the group. To know and apply psychological counseling and guidance theories and approaches with the group.		X	
12	Knowing professional organizations in the field of psychological counseling and guidance and participating in professional organizations. Participation in congress, symposium and meetings related to the field. Follow scientific publications related to the field.			X
13	To be able to recognize individual by using individual recognition techniques.	X		
14	Developing and evaluating psychological counseling and guidance programs.		X	
15	Establishing and managing psychological counseling and guidance centers.	X		
16	To be able to apply and report appropriate measurement and evaluation methods in line with ethical principles in order to determine the social and psychological characteristics of students and to support their development.	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	FALL
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COURSE CODE	171615002	COURSE NAME	Life Stages and Adjustment Problems
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAG E
5	3	0	0	3	5	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	-	-
	Quiz	-	-
	Homework	-	-
	Project	-	-
	Report	-	-
	Others (Oral Examination)	1	40
FINAL EXAM		1	60

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	Developmental adjustment problems, causes, the relationship among the disorder in family relations and interactions, the difficulties and problems within the family and the adjustment and behavioral disorder of the child.
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COURSE OBJECTIVES	Students know what the developmental adjustment problems are, understand the causes of developmental adjustment problems.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	<i>Students will analyse and asses case studies related to the adjustment and behavioral disorders that can be seen in life.</i>
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COURSE OUTCOMES	<p>At the end of this course; Students;</p> <ol style="list-style-type: none"> 1. will know the meaning of basic concepts related to developmental adjustment problems. <ul style="list-style-type: none"> ♦ know the concepts of compliance, noncompliance, behavioral disorder, mental disorder, normal and abnormal. 2. will know the criteria for distinguishing compatible behavior from incompatible one and normal behavior from abnormal one. <ul style="list-style-type: none"> ♦ know the criteria for normal behavior. ♦ know the criteria for compatible and incompatible behaviors. 3. will know the causes of adjustment and behavioral disorders. <ul style="list-style-type: none"> ♦ know the relationship among the disorder in family relations and interactions, the difficulties and problems within the family and the adjustment and behavioral disorder of the child.
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	<ul style="list-style-type: none"> ♦ know the relationship between wrong discipline methods and the adjustment and behavioral disorder of the child. ♦ know the relationship among the difficulties within the school, low school achievement, bad friends and the adjustment and behavioral disorder of the child. 4. will know the adjustment and behavioral disorders that can be seen in different periods. ♦ know the adjustment and behavioral disorders that can be seen in infancy and childhood. ♦ know the adjustment and behavioral disorders that can be seen in puberty and youth. ♦ know the adjustment and behavioral disorders that can be seen in adulthood and old age. 5. will know the childhood neurosis and formation of neurosis. ♦ define the childhood neurosis. ♦ know the causes of the formation of childhood neurosis. ♦ identify the major childhood neurosis and their symptoms. 6. will know the psychosomatic illness that can be seen in different developmental periods.
TEXTBOOK	<ul style="list-style-type: none"> • Yavuzer, H. (2009). <i>Evlilik okulu: Evlikte kişiler arası ilişkiler ve iletişim becerileri</i>. İstanbul: Remzi Kitabevi. • Bakırcıoğlu, R. (2007). <i>Çocuk ruh sağlığı ve uyum bozuklukları</i>. İstanbul: Seçkin Yayıncılık. • Yörükoğlu, A. (1989) <i>Gençlik çağı</i>. İstanbul: Özgür Yayıncılık
OTHER REFERENCES	<ul style="list-style-type: none"> • Yörükoğlu, A. (2010) <i>Çocuk ruh sağlığı</i>. İstanbul: ÖzgürYayıncılık. • Yavuzer, H.(2003). <i>Okul çağı çocuğu</i>. İstanbul: Remzi Kitabevi. • Yavuzer, H. (2002).<i>Çocuk psikolojisi</i>. İstanbul: Remzi Kitabevi. • Yaşam dönemlerinde görülebilecek uyum problemleriyle ilgili konuları kapsayan diğer kitaplar, makaleler ve filmler.
TOOLS AND EQUIPMENTS REQUIRED	-

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction; meeting, information about course content, resources and assessment. The concepts of compliance, noncompliance, behavioral disorder, mental disorder, normal and abnormal.
2	The criteria for distinguishing compatible behavior from incompatible one and normal behavior from abnormal one.
3	The causes of adjustment and behavioral disorder.
4	The adjustment and behavioral disorders that can be seen in infancy and in childhood.
5	The adjustment and behavioral disorders that can be seen in infancy and in childhood
6	The adjustment and behavioral disorders that can be seen in puberty and in youth.
7-8	MID-TERM EXAM
9	The adjustment and behavioral disorders that can be seen in adulthood and in old age.
10	Childhood neurosis, the causes of the formation of childhood neurosis, main childhood neurosis and their symptoms.
11	The psychosomatic illnesses that may be seen in different developmental periods.
12	What can be done to improve the adjustment and behavioral disorders that can be seen in different developmental periods?

13	Analysis and assessment on case studies related to the adjustment and behavioral disorders that can be seen in life.
14	Analysis and assessment on case studies related to the adjustment and behavioral disorders that can be seen in life.
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development	X		
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development	X		
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition		X	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.		X	
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Fall

COURSE CODE	171615003	COURSE NAME	Personality Theories
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
5	3	0	0	3	5	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge () Content Knowledge ()

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		1
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	50

PREREQUIEITE(S)	To be achieve, the courses of Guidance and Counselling Developmental Psychology I ve II , Introduction to Psychology for this course.
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COURSE DESCRIPTION	To know all the basic theories of human personality and the theorists of Personality Theories
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COURSE OBJECTIVES	The purpose of this course to gain capabilities of knowing all the basic theories of human personality, knowing the Theorists of Personality Theories and Making connections between personality theories and counseling and guidance practices
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	At the end of this course; Students 1) Know all the basic theories of human personality 2) Know the Theorists of Personality Theories 3) Explain the strength and weakness of theories in the understanding of human development 4) Know the differences between personality theories 5. Apply the concepts of theories on cases. 6) Know the affective theories on related cases 7) Make connections between personality theories and counseling and guidance practices
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TEXTBOOK	Burger, J. (2006). Kişilik, Kaknüs Yay.: İstanbul
OTHER REFERENCES	İnanç, Yazgan, B. ve Yerlikaya E.E.(2009) Kişilik Kuramları, Ankara: Pegema Yayınları
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction to personality and personality research
2	Freud and pschoanalytic theory I
3	Freud and pschoanalytic theory II
4	Alfred Adler
5	Carl G. Jung
6	Karen Horney
7-8	Mid term
9	H. S. Sullivan
10	E. Erikson, E. Fromm
11	Big Five Theory
12	Behaviorist Approcah
13	Trait Theoires
14	Biological Theoires
15-16	Final Exam

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development	X		
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development	X		
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition		X	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.		X	
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Fall

COURSE CODE	171615004	COURSE NAME	Vocational Guidance and Counseling
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAG E
5	3	0	0	3	6	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	1	40
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	Basic concepts and principles in career guidance and counseling, Individual recognition techniques used career counseling and guidance, terms and definitions in the field of vocational guidance and vocational guidance approaches.
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COURSE OBJECTIVES	This course aims that students comprehend career decision-making process, role and functional of counselor in career decision-making process and individual recognition techniques used career counseling and guidance.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	-
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COURSE OUTCOMES	At the end of this course; Students 1. Know basic concepts and principles related to career and career counseling. 2. Know the development of career counseling services 3. Know the factors influencing the development of vocational 4. Know theory of vocational guidance. 5. Know the principles and techniques of career counseling 6. Know the classification of occupations 7. Know the evaluation in career counseling.
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TEXTBOOK	1. Kuzgun, Y. (2009). Mesleki Rehberlik ve Danışma. Ankara: Nobel.
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OTHER REFERENCES	<p><i>Kuzgun, Y. (2009). Meslek Gelişimi ve Danışmanlığı. Ankara: Nobel.</i></p> <p><i>Kuzgun, Y. (2000). Meslek Danışmanlığı: Kuramlar ve uygulamalar. Ankara: Nobel.</i></p> <p><i>Yeşilyaprak, B. (2011). Mesleki Rehberlik ve Kariyer Danışmanlığı, Ankara: Pegem Yayınları.</i></p>
TOOLS AND EQUIPMENTS REQUIRED	-

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction to course, basic concepts related to choosing vocation, principles and importance of choice of profession, history of career guidance and development.
2	Historical development of career guidance service.
3	Factors career selection is influenced (ability, interests and vocational values)
4	Factors career selection is influenced (psychological needs, socio- economic level, sex)
5	Feature-factor theory
6	Psychodynamic Approaches
7-8	MIDTERM EXAM
9	Social Cognitive Approaches
10	Developmental Theories
11	Contemporary Approaches to Career Counseling
12	System of occupational classification
13	Techniques and principles of career counseling
14	Evaluation in career counseling
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.		X	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development		X	
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling		X	
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.	X		
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition	X		
14	Being capable of developing and evaluating psychological guidance and counselling programmes.		X	
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Fall
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COURSE CODE	171615007	COURSE NAME	Communication in the Family
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
5	3	0	0	3	4	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge() Content Knowledge (X)

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	30
	2nd Mid-Term	-	-
	Quiz	-	-
	Homework	1	20
	Project	-	-
	Report	-	-
	Others (.....)	-	-
FINAL EXAM		1	50

PREREQUISITE(S)	-
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COURSE DESCRIPTION	<p>Communication in the Family utilizes social construction, family systems, theories to analyze the ways that families communication. Communication in the Family course examines communication patterns in functional families. Major emphasis is placed upon developing skills to use in analyzing family interactions. Sub-topics of the course include family, family systems, family types, <i>family</i> life cycle, communication and effective communication, communication barriers, interpersonal relations and communication skills, communication between child and family members divorce, communication conflict between couples, problems in marriage and dealing ways with these problems and attachment theory.</p>
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COURSE OBJECTIVES	<p>The purpose of the course is that make university students comprehend importance of characteristics' functional families and approaches to improving family communication. The overall goal is to help university students understand how, through communication, we develop, maintain, enhance or disturb family relationships.</p>
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	<p>Each person's experience with his or her family is different but shares some semblance of similarity to another's experience. Many of one find that no matter how much he or she try to change unwanted family patterns and relationships, we fail. Much of his or her failure is due to our focus on individual family members and</p>
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	their attributes. If one know factor which is important on communication between family members, they can solve their and also their client' problems.
COURSE OUTCOMES	<ul style="list-style-type: none"> • Define key terms of family communication. • To understand the major theoretical perspective underlying the area of communication in the family. • Analyze family problems, challenges, stressors, and influences, and learn ways to manage them. • Identify functional and dysfunctional communication patterns in families.
TEXTBOOK	1) <i>Dönmez, İbrahim.(2009). Ailede İletişim ve Etkileşim. Ankara. Sistem Yayıncılık.</i>
OTHER REFERENCES	1) <i>Çetinkaya, Bünyamin, (2010). Ruhsal Açından Sağlıklı Aile Sağlıklı Çocuk Ankara: Pegema Yayıncılık.</i> 2) <i>Akbaba, Fatih (2010). İletişim Ailede Başlar. Ankara:Öncü Kitap.</i> 3) <i>Yavuzer, H. (2007). Ana Baba ve Çocuk. İstanbul: Remzi Kitapevi</i>
TOOLS AND EQUIPMENTS REQUIRED	-

Course syllabus	
Week	Topics
1	To introduce textbook and other references to students and to distribute course topics between students.
2	Family And Family Systems.
3	Family Types
4	<i>Family</i> Life Cycle
5	Communication And Effective Communication
6	Communication Barriers
7	İnterpersonal Relations And Communication Skills
8	Mid-Term Exam Week
9	Mid-Term Exam Week
10	Communication Between Child And Family Members
11	Attachmetn Theory
12	Communication Conflict Between Couples
13	Problems İn Marriage And Dealing Ways With These Problems
14	Divorcement
15,16	Final Exam Week

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		

6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature

Date:

Return



SOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Fall

COURSE CODE	171615010	COURSE NAME	Positive Psychology
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	3	0	0	3	4	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Knowledge	Elective Course
			X

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	40
	2nd Mid-Term	-	-
	Quiz	-	-
	Homework	-	-
	Project	-	-
	Report	-	-
	Others (.....)	-	-
FINAL EXAM		1	60

PREREQUISITE(S)	-
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COURSE DESCRIPTION	Content of the course is as follows: Conceptual foundation, internal asset positive student development, contextual resources and positive student development, school based positive psychology intervention, positive psychology and culture.
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COURSE OBJECTIVES	The main aim of the course is to give information about positive psychology concepts to candidate of counselor. In addition to this aim, the students will benefit from positive on the point of school intervention.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	That's the whole point which will be learned in this lesson is importance of positive psychology concepts at school and counseling process when people counsel. It can be additives of course to apply professional education counted after this chief point. First of all, students' in psychological counseling and guidance department analyze and evaluate the capabilities of positive psychology how shape their personalities and social relationships in social surroundings. The other additives of course to apply professional education is students' in psychological counseling and guidance department use effective strategies to organize counseling session and use effective psychological counseling techniques while encounter psychological disorders by developing intervention programs. Because of this additive, students' in psychological counseling and guidance department can help their client effectively.
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COURSE OUTCOMES	<p>By the end of this course students will be able to:</p> <ol style="list-style-type: none"> 1. Know basic positive psychology concepts. 2. Get knowledge about internal asset positive student development 3. Know the contextual resources and positive student development. 4. Have information on the school based positive psychology intervention. 5. Have information on measurement and scales of positive psychology. 6. To know positive psychology and culture.. 7. Apply some preventive educational programs.
TEXTBOOK	Gilman, R., Huebner, E.S., & Furlong, M.J. (2009). Handbook of positive psychology in the School. New York: Routledge.
OTHER REFERENCES	Kate Hefferson ve Iiona Boniwell (2011). Positive Psychology. New York: McGraw Hill.
TOOLS AND EQUIPMENTS REQUIRED	-

ourse syllabus	
Week	Topics
1	To Introduce Textbook And Other References To Students And To Distribute Course Topics Between Students.
2	Basic concepts of positive psychology.
3	internal asset positive student development
4	Know the contextual resources and positive student development.
5	Have information on the school based positive psychology intervention.
6	Have information on measurement and scales of positive psychology.
7	To know positive psychology and culture..
8	Mid-Term Exam Week
9	Mid-Term Exam Week
10	Measurement of basic construct of positive psychology
11	Apply some preventive educational programs.
12	Psychological resilience
13	Hope
14	School satisfaction
15,16	Final Exam Week

NO	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.		x	
2	Being able to identify self-developmental goals related with the field, to choose	x		

	and implement relevant strategies and to evaluate the realization level of the goals.			
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.		x	
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development	x		
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		x	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development		x	
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling	x		
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.		x	
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.		x	
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.	x		
13	Being able to understand the individuals by using techniques of individual recognition		x	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.		x	
15	Being able to set up and direct a psychological counseling and guidance centre.	x		
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		x	
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	FALL
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COURSE CODE	171615006	COURSE NAME	Action Research At Schools
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	3	0	0	3	4	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge(X) Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	
	2nd Mid-Term	-	-
	Quiz	-	-
	Homework	1	
	Project	-	-
	Report	-	-
	Others (.....)	-	-
FINAL EXAM		1	

PREREQUISITE(S)	
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COURSE DESCRIPTION	This course will be able to develop students' aspects about research methods and will be focus on qualitative reseachs methods. Some case studies will be conduct to develop student competencies about collecting and interpreting data.
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COURSE OBJECTIVES	Focuses on developing education professionals' ability to critically reflect on problems arising in schools through the developing, implementing, and analyzing action research projects. Students will be exposed to quantitative and qualitative methods of scientific research, define an area of focus relating to area of study, conduct a literature review, formulate an action research design, collect and interpret data, and synthesize research into a report format.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	Students will be able to manage and conduct an action plan about school problems related with their specilization area.
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COURSE OUTCOMES	<p>At the end of this course students;</p> <ol style="list-style-type: none"> 1. Will have knowledge about research methods, 2. Will increase their competencies about qualitative research methods, 3. Will be describe an action research process 4. Will be able to conduct an action research plan
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	<p>5. Will be analyse an action reseach data</p> <p>6. Will write a report about action reseach project.</p>
TEXTBOOK	Johnson, A. P. (2005). A short guide to action research, Boston: Pearson Publishing
OTHER REFERENCES	Baumfield, V., Hall, E. & Wall, K. (2008). Action research in the classroom, California: Sage publication. Stringer, E. T. (2007). Action research, California: Sage publication.
TOOLS AND EQUIPMENTS REQUIRED	Projection,

Course syllabus	
Week	Topics
1	Introduction to qualitative reseach methods
2	Giving general information about action research, explaining its features and implication areas
3	Looking to action reseach process: defining an area, literature review
4	Developing an action plan
5	Giving information about data collection techniques
6	Conducting an action research plan and data colecetion
7	Conducting an action research plan and data colecetion
8	Mid-Term Exam Week
9	Mid-Term Exam Week
10	Data analysing
11	Data analysing
12	Developing an action plan
13	Presenting and discussing results
14	Reflecting the process
15,16	Final Exam Week

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to			X

	utilize the theories and concepts of psychological counseling and guidance in providing educational development			
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature

Date:

Return



ESOGÜ
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Fall
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COURSE CODE	171615005	COURSE NAME	Creative Drama
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
5	3	0	0	3	4	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge() Content Knowledge (X)

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	30
	2nd Mid-Term	-	-
	Quiz	-	-
	Homework	1	20
	Project	-	-
	Report	-	-
	Others (.....)	-	-
FINAL EXAM		1	50

PREREQUISITE(S)

-

COURSE DESCRIPTION

Definition and meaning of creative drama, similar to the difference of terms, history of drama, implementation phases of the structure of drama, creative drama in the classification according to age groups and fields of application, media and creative drama, teacher qualifications, special techniques of creative drama, creative drama, evaluation, applied examples of educational drama in the area for the purposes of training and development of new samples.

COURSE OBJECTIVES

Creative drama course, gives participants the opportunity to review the various social roles and social problems. The individuals get to know themselves by drama, and also drama helps them to understand their capabilities. Basic objectives of the drama is the skill of empathy. In other words, the most important one of the goals of drama is a better knowledge of the individual's environment, able to understand the surroundings, and other individuals.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	This course offers the individuals; to act democratically, to make connections among topics, independent thinking, being tolerant, is intended to provide opportunities to be creative. In addition, the creative drama lesson, drama leader offers individuals the opportunity to learn in different experiences.
COURSE OUTCOMES	<ul style="list-style-type: none"> • Knowing the steps of creative drama. • To apply the stages of creative drama. • Presence of the leader of the features required to know and to use creative drama. • Evaluate creative drama. • Planning stages of creative drama to become creative. • The ability to plan the empathy developer drama activities. • The ability to plan the problem-solving skills developer of drama activities. • Planning dramatic activities in the form of team work.
TEXTBOOK	Üstündağ, Tülay (2002).Yaratıcı Drama Öğretmeninin Günlüğü. Ankara.
OTHER REFERENCES	<p>1. Eğitimci, A. (1999). Yaratıcı Drama Lideri. Eğitimde Tiyatroda Yaratıcı Drama, <i>Çağdaş Drama Derneği Bülteni</i>,2: 14-15.</p> <p>2. MEB,(2004). İlköğretim Drama 1. Ankara: MEB Yayınevi. 3.Önder, Alev (2006). İlköğretimde Yaratıcı Drama. İstanbul: Morpa Yayınları.</p> <p>4.San, İ. (1996). Yaratıcılığı Geliştiren Bir Yöntem ve Yaratıcı Birey Yetiştirme Bir Disiplin: Eğitsel Yaratıcı Drama. <i>Yeni Türkiye Dergisi</i>, 7: 148-160.</p>
TOOLS AND EQUIPMENTS REQUIRED	Music player, variety of music CDs, accessories and gadgets of everyday life.

Course syllabus	
Week	Topics
1	Warm-up exercises and relaxation.
2	Warm-up and relaxation exercises, games.
3	Warm up and relax, play, improvisations (the school environment, peer environment and family environment based on the conflict).
4	Warm up and relax, play, improvisations (based on family conflicts related to environment).
5	Warm up and relax, play, formation (fairy tale), evaluation.
6	Warm up and relax, play, formation (poetry), evaluation.
7	Mid-Term Exam Week
8	Mid-Term Exam Week
9	Warm up and relax, play, formation (photo), evaluation.
10	Sensory studies.
11	Confidence studies.
12	Warm up and relax, play, formation (of consciousness corridor), evaluation.
13	Warm up and relax, play, formation (visual reading-visual presentation: objects-emotions) evaluation.
14	Warm up and relax, play, formation (idioms and proverbs), evaluation.
15,16	Final Exam Week

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development			X
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures			X
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the	X		

	students and to support their development and of reporting.			
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature

Date:



ESOGÜ
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Fall
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COURSE CODE	171616001	COURSE NAME	Vocational Guidance and Counseling Practice
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
6	1	4	0	3	4	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	1	40
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	Basic concepts and principles in career guidance and counseling, Individual recognition techniques used career counseling and guidance, terms and definitions in the field of vocational guidance and vocational guidance approaches.
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COURSE OBJECTIVES	This course aims that students comprehend career decision-making process, role and functional of counselor in career decision-making process and individual recognition techniques used career counseling and guidance.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	-
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COURSE OUTCOMES	At the end of this course; Students 1. Know basic concepts and principles related to career and career counseling. 2. Know the development of career counseling services 3. Know the factors influencing the development of vocational 4. Know theory of vocational guidance. 5. Know the principles and techniques of career counseling 6. Know the classification of occupations 7. Know the evaluation in career counseling.
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TEXTBOOK	1. Kuzgun, Y. (2009). Mesleki Rehberlik ve Danışma. Ankara: Nobel.
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COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction to course, basic concepts related to choosing vocation, principles and importance of choice of profession, history of career guidance and development.
2	Historical development of career guidance service.
3	Factors career selection is influenced (ability, interests and vocational values)
4	Factors career selection is influenced (psychological needs, socio- economic level, sex)
5	Feature-factor theory
6	Psychodynamic Approaches
7-8	MIDTERM EXAM
9	Social Cognitive Approaches
10	Developmental Theories
11	Contemporary Approaches to Career Counseling
12	System of occupational classification
13	Techniques and principles of career counseling
14	Evaluation in career counseling
15-16	FINAL EXAM
OTHER REFERENCES	<p><i>Kuzgun, Y. (2009). Meslek Gelişimi ve Danışmanlığı. Ankara: Nobel.</i></p> <p><i>Kuzgun, Y. (2000). Meslek Danışmanlığı: Kuramlar ve uygulamalar. Ankara: Nobel.</i></p> <p><i>Yeşilyaprak, B. (2011). Mesleki Rehberlik ve Kariyer Danışmanlığı, Ankara: Pegem Yayınları.</i></p>
TOOLS AND EQUIPMENTS REQUIRED	-

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.		X	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development		X	
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling		X	
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.	X		
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition	X		
14	Being capable of developing and evaluating psychological guidance and counselling programmes.		X	
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Spring

COURSE CODE	171616002	COURSE NAME	Program Development in Guidance
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAG E
6	3	0	0	3	4	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	Mid-Term	1
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	The basic concepts about curriculum development, philosophy of education, essential programme development process, Developing of school counseling and guidance program, Roles and responsibilities of school counselors in developing, managing, evaluationing of school counseling and guidance program, teaching annual and daily plans development.
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COURSE OBJECTIVES	The aim of this course is make students learning in school psychological counselor about curriculum preparation process. concepts, principles and classifications in curriculum development in counseling, teaching annual and daily plans development.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	-
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COURSE OUTCOMES	To recognize the fundamental concepts of curriculum development. To comprehend program development process To compare avaiable guidance program To analyze the processes of preaparing a program To comprehend developing, managing, evaluationing of school counseling and guidance program
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	To develop of group guidance activities To evaluate the results of implementation of the program
TEXTBOOK	<i>Erkan, S (2004). Okul Psikolojik Danışma Ve Rehberlik Programlarının Hazırlanması. Ankara. Nobel Yayıncılık</i>
OTHER REFERENCES	<i>Erkan, S. (2000). Örnek Grup rehberliği Etkinlikleri. Ankara. Pegem</i> <i>Erkan, S. Ve A. Kaya (2005). Grup Rehberliği Programları. Ankara. PegemA Yayıncılık</i> <i>M.E.B. (2000). Özel Eğitim Rehberlik Ve Psikolojik Danışma Hizmetleri Genel Müdürlüğü Orta Öğretim Kurumları Sınıf Öğretmenleri İçin 9-10-11 Sınıf Rehberlik Programı.</i>
TOOLS AND EQUIPMENTS REQUIRED	-

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction to course and first meeting
2	Main sources of curriculum development
3	Curriculum development principles.
4	Program Development Approaches
5	Program Development Approaches
6	Curriculum development in counseling
7-8	MIDTERM EXAM
9	Guidance Programs in school
10	Process of development group guidance activities
11	Analyzing guidance program in accord with its aim and students' abilities
12	Choosing guidance program in accord with its aim and students' abilities
13	Criteria for program evaluation
14	Criteria for program evaluation
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.		X	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.	X		
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development			X
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development		X	
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling		X	
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.		X	
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		X	

1:None. 2:Partially contribution. 3: Completely contribution.

Instructor(s):

Signature: Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | **SPRING**

COURSE CODE	171616003	COURSE NAME	BEHAVIORAL DISORDERS
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
6	3	0	0	3	5	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	-	-
	Quiz	-	-
	Homework	-	-
	Project	-	-
	Report	-	-
	Others (Oral Examination)	1	40
FINAL EXAM		1	60

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	Abnormality, theories and treatment of abnormality. Type of abnormality.
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COURSE OBJECTIVES	Knowing type of abnormality and way of treatment.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	<i>When it is necessary will be able to treat to behavioral disorders.</i>
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COURSE OUTCOMES	At the end of this course; Students; 1. will know theoretic knowledge of individual behavioral disorders. 2. will recognize the individual behavioral disorders. 3. will learn individual disorders and how to cope with disorders. 4. will understand the causes of abnormal behaviors.
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TEXTBOOK	<i>Austin, V.L., & Sciarra, D.T. (2012). Çocuk ve ergenlerde duygusal ve davranışsal bozukluklar. (çev. Ed. Özkes, M.) Ankara: Nobel Yayınları.</i>
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OTHER REFERENCES	<i>Akbaba, S. (2010). Psikolojik danışma ve sınıf ortamlarında</i>
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	<i>öğrenme psikolojisi</i> . Ankara: Pegem Akademi.
TOOLS AND EQUIPMENTS REQUIRED	-

COURSE SYLLABUS	
WEEK	TOPICS
1	Looking at abnormality
2	Theories and treatment of abnormality
3	Anxiety disorders
4	Mood disorders and suicide
5	Schizophrenia and related psychotic disorders
6	Personality disorders
7-8	MID-TERM EXAM
9	Childhood disorders
10	Cognitive disorders
11	Eating disorders
12	Sexual disorders
13	Substance related and impulse control disorders
14	Assesment
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development	X		
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development	X		
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in theri activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to undertsand the individuals by using techniques of individual recognition		X	

14	Being capable of developing and evaluating psychological guidance and counselling programmes.		X	
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Spring

COURSE CODE	171616004	COURSE NAME	Psychological Counseling Theories
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAG E
6	3	0	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	1	30
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	50

PREREQUIEITE(S)	There is no prerequisite or co-requisite for this course.
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COURSE DESCRIPTION	
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COURSE OBJECTIVES	The purpose of this course is to gain the capabilities of knowing philosophical basis of major counseling theories Gain insight on personality theories of counseling approaches And learning counseling processes in different theories.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	At the end of this course; Students 1. Identify philosophical basis of major counseling theories 2. Gain insight on personality theories of counseling approaches 3. Learn counseling processes in different theories 4. Learn counseling techniques of various approaches
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TEXTBOOK	Nelson-Jones, R. (1995). Danışma psikolojisi kuramları. (Cev. F.Akkoyun-Ed.). Ankara: Nobel.
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OTHER REFERENCES	<ul style="list-style-type: none">• Altıntaş, E. & Gültekin, M. (2003). Psikolojik danışma kuramları: İst: Alfa.• Karahan, T.F. & Sardoğan, M.E. (2004). Samsun: Deniz Kültür Yay.
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction: Counseling Relationship
2	General features of counseling theories
3	Psychoanalysis and Sigmund Freud
4	Individual Psychology and Alfred Adler
5	Behavioristic approach to counseling
6	Gestalt Therapy
7-8	Midterm Exam
9	Person-centered approach
10	Existential counseling
11	Cognitive therapy
12	Rational Emotive Behavior Therapy
13	Transactional Analysis
14	Reality therapy and choice theory
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	To conduct research using scientific research methods in order to produce solutions to the problems in the vicinity.		X	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Preservation of universal, local and cultural values, human and animal rights, having sufficient consciousness about environmental protection issues and understanding and resolving existing problems.	X		
6	To be able to distinguish the basic developmental characteristics by knowing the basic theoretical approaches to human development.	X		
7	Being sensitive to different cultures, accepting and respecting differences in psychological counseling and guidance services.	X		
8	To be able to benefit from the basic theories of educational sciences and guidance and psychological counseling theories and approaches in educational development	X		
9	To be able to evaluate, apply and interpret concepts and scientific methods in the field of psychological counseling.	X		
10	To be able to establish constructive, ethical, secure relationship with counselors in the process of psychological counseling and guidance and to use the appropriate approach to the client's needs by using effective listening skills.	X		
11	Begin, sustain and terminate the process of psychological counseling and guidance with the group. To be able to lead the group. To know and apply psychological counseling and guidance theories and approaches with the group.	X		
12	Knowing professional organizations in the field of psychological counseling and guidance and participating in professional organizations. Participation in congress, symposium and meetings related to the field. Follow scientific publications related to the field.	X		
13	Bireyi tanıma teknikleri kullanarak, bireyi tanıyabilme.	X		

14	Developing and evaluating psychological counseling and guidance programs.	X		
15	Establishing and managing psychological counseling and guidance centers.		X	
16	To be able to apply and report appropriate measurement and evaluation methods in line with ethical principles in order to determine the social and psychological characteristics of students and to support their development.	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	SPRING
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COURSE CODE	171616005	COURSE NAME	Group Counseling
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	3	-	-	3	4	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
x			General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	x	40
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		x	60

PREREQUISITE(S)	There is no prerequisites
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COURSE DESCRIPTION	Introduces basic group counseling concepts. Examines stages of group counseling
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COURSE OBJECTIVES	Understanding and knowing about process of group counseling.
--------------------------	--

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	
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COURSE OUTCOMES	<p>To know therapeutic conditions during group counseling process</p> <p>Applying counseling skills during group counseling process</p> <p>Knowing the principles and rules of starting and finishing group counseling sessions</p> <p>To use appropriate counseling intervention to counseling and problem</p> <p>Applying group counseling skills while working with real clients to develop their own leadership style depending on group counseling theories</p>
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TEXTBOOK	Voltan-Acar, N. (2004). Grupla psikolojik danışma. Ankara: Nobel
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	yayınları.
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	To have knowledge about group counseling from theory to practices
2	Knowing the group counseling techniques
3	To Prepare the group counseling program
4	Developing coping strategies against problems appeared in group and investigate the applications for group
5	To have skills about facilitating, opening, and closing
6	To Work with tension and conflict
7-8	MID-TERM EXAM
9	To Take risks in communication
10	Knowing some techniques
11	Method of stirring the pot
12	To have skills of termination
13	Further development of the group leader
14	General Evaluation
15-16	FINAL EXAM

NO	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.	X		
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development	X		
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures	X		
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development	X		
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling	X		
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.	X		
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.		X	
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in theri activities. Attending conferences, symposia and meetings in the field. Following academic and scientific		X	

	resources in the field.			
13	Being able to understand the individuals by using techniques of individual recognition		X	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.	X		
15	Being able to set up and direct a psychological counseling and guidance centre.	X		
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		x	
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	SPRING
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COURSE CODE	171616006	COURSE NAME	MENTAL HEALTH IN INSTITUTION
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	3	0	0	3	4	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge() Content Knowledge (X)

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	40
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)	There is no prerequieite for this course.
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COURSE DESCRIPTION	This course is a systematic study of personality growth and development from conception through early childhood. Mental Health in Institution course examines characteristics of individual who are mental healthy. Also, this course emphasizes psychological counselling tehcnics and principle which are used for helping mental unhealthy person.
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COURSE OBJECTIVES	The purpose of the course is that make university students comprehend factors which are effective on individual mental health and also personality development. The other aim of this course is that make university students comprehend characteristics' mental healthy individuals and approaches to improving mental health.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Upon completion, students will be able to use knowledge of how individual differ in features mental health and approaches to learning to provide opportunities that supports personality development.
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COURSE OUTCOMES	Recognize the basic concepts of mental health Comprehend the importance of mental health in development personality and individual life.
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	Understand the major theoretical perspective underlying the area of personality Explain the characteristics of individual who mental healthy Discuss the roles of hereditary factors and environmental factors in the development of personality Be able to distinguish individuals who need psychological counselling
TEXTBOOK	1- Morgan, C. (2009). <i>Psikolojiye Giriş</i> . Konya: Eğitim Kitapevi.
OTHER REFERENCES	1- Bakırcıoğlu, R. (2010). <i>Çocuk ve Ergende Ruh Sağlığı</i> . Ankara: Anı Yayıncılık. 2- Yörükoğlu, Atalay (1984). <i>Çocuk Ruh Sağlığı</i> , Ankara: Türk Tarih Kurumu Basımevi, 3- Çelen,N.(2010). <i>Ergenlik ve Gençlik Yetişkinlik Bir Dönüşüm Süreci</i> . İstanbul: Papatya Yayıncılık.
TOOLS AND EQUIPMENTS REQUIRED	Projector and textbook will be used in this course.

Course syllabus	
Week	Topics
1	To Introduce Textbook and Other References To Students And To Distribute Course Topics Between Students.
2	Historical Development Process and Mental Health's Definition
3	Mental Health's Importance and People's Who Features Mental Healthy
4	Mental Health Approaches
5	Personality and Mental Health
6	Effective Factors on Personality Development
7	Effective Factors on Mental Health
8	Mid-Term Exam Week
9	Mid-Term Exam Week
10	Mental Health in Prescholl Institutions
11	Mental Health in Primary School
12	Mental Health in Secondary School
13	Mental Health in The Higher Education
14	Mental Health in other Institutions
15,16	Final Exam Week

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	

7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures			X
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Spring
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COURSE CODE	171616007	COURSE NAME	School Violence
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAG E
6	3	0	0	3	4	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge() Content Knowledge (X)

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	1	30
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	50

PREREQUIEITE(S)	There is no prerequisite or co-requisite for this course.
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COURSE DESCRIPTION	The school violence concepts and intervention technics
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COURSE OBJECTIVES	The purpose of this course to gain the capabilities of knowing School violence, describe and discriminate the kinds of violence from each other, _to develop intervention programs to address violence in schools.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	<p>At the end of this course; Students</p> <ol style="list-style-type: none"> 1.To know the School violence, 2.To describe and discriminate the kinds of violence from each other. 3.To develop intervention programs to address violence in schools. 4.To know the properties of the persons have violence tendency and victims. 5.To be aware of the legal obligations. 6.Awareness of the role and functions of school counselors in preventing violence.
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	7. To know cooperating agencies and organizations about violence.
TEXTBOOK	<i>Korkut, F. (2004). School-based preventive guidance and counseling. Ankara: Anı Press.</i>
OTHER REFERENCES	<p>Öğülmüş, S. (1995a). Violence in School. <i>Ankara: Ankara Üniversitesi Eğitim Bilimleri Fakültesi.</i></p> <p>Allen ve diğ. (2002). The preparation of school psychologists for crisis intervention. <i>Psychology in School</i>, 39, 427-439.</p> <p>Arın C (1996). Violence against women . <i>Cogito</i>, 6(7);305-312.</p> <p>Avcı, R. ve Güçray, S. S. (2010). The examination of ways of expressing anger and rage That showing that violent behavior of adolescents and their families, family functioning, problems related to family members . <i>Kuram ve Uygulamada Eğitim Bilimleri Dergisi</i>, 10(1), 45-76.</p>
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction to course topics
2	Discussion about violence and violence types
3	Violence Types
4	<i>School Violence</i>
5	Approaches for violence
6	Intervention programs for Violence
7-8	Mid-Term Exam
9	Law and Rules for Violence
10	Case Studies
11	The role of Counsellors
12	The Coordination with the agencies
13	The Prevention Studies against violence for children
14	The Case Studies
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	To conduct research using scientific research methods in order to produce solutions to the problems in the vicinity.		X	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Preservation of universal, local and cultural values, human and animal rights, having sufficient consciousness about environmental protection issues and understanding and resolving existing problems.	X		
6	To be able to distinguish the basic developmental characteristics by knowing the basic theoretical approaches to human development.	X		
7	Being sensitive to different cultures, accepting and respecting differences in psychological counseling and guidance services.	X		
8	To be able to benefit from the basic theories of educational sciences and guidance and psychological counseling theories and approaches in educational development		X	
9	To be able to evaluate, apply and interpret concepts and scientific methods in the field of psychological counseling.	X		
10	To be able to establish constructive, ethical, secure relationship with counselors in	X		

	the process of psychological counseling and guidance and to use the appropriate approach to the client's needs by using effective listening skills.			
11	Begin, sustain and terminate the process of psychological counseling and guidance with the group. To be able to lead the group. To know and apply psychological counseling and guidance theories and approaches with the group.			X
12	Knowing professional organizations in the field of psychological counseling and guidance and participating in professional organizations. Participation in congress, symposium and meetings related to the field. Follow scientific publications related to the field.		X	
13	To be able to recognize individual by using individual recognition techniques.			X
14	Developing and evaluating psychological counseling and guidance programs.		X	
15	Establishing and managing psychological counseling and guidance centers.		X	
16	To be able to apply and report appropriate measurement and evaluation methods in line with ethical principles in order to determine the social and psychological characteristics of students and to support their development.	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:
Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Spring
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COURSE CODE	171616008	COURSE NAME	Behavior Problems In Early Childhood
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	3	0	0	3	4	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge(X) Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	30
	2nd Mid-Term	-	-
	Quiz	-	-
	Homework	1	20
	Project	-	-
	Report	-	-
	Others (.....)	-	-
FINAL EXAM		1	50

PREREQUISITE(S)	-
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COURSE DESCRIPTION	Recognition of violence at early childhood and proposing solutions, effective conflict management ability, development of social problem-solving skills, ability in establishing positive interpersonal relationships, ability in managing anger, gaining social skills in early childhood, diagnosing behavior problems, staretjeji and methods used in preventing the development of behavior problems, recognition of early childhood behavioral problems frequently encountered and proposing solutions.
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COURSE OBJECTIVES	To increase the readiness level of Guidance and Counseling students' about "Early Childhood" , to recognize violence of early childhood and propose solutions, to effective conflict management, to develop social problem-solving skills, to establish positive interpersonal relationships, to integrate as anger management, to gain social skills in early childhood, to diagnostics behavior problems, to develop strategies and methods used in the prevention of behavioral problems, to recognition of early childhood behavioral problems frequently encountered and proposing solutions.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	"Early Childhood Behavior Problems" Guidance and Counseling on course to increase students' readiness levels, detect and behavioral problems during this period, to bring proposals for solutions, to take precautions to ensure that early intervention will be most important contribution to the field.
COURSE OUTCOMES	<ol style="list-style-type: none"> 1. To define violence and aggression 2. To prevent of violence and aggression 3. To know anger management strategies 4. To practice anger management strategies 5. To recognition social problem-solving sequence 6. To solve problems in accordance with the steps of social problem-solving 7. To recognize the need to teach basic social skills 8. To develop strategies for social skills to gain 9. To recognize the emotion and behavior problems 10. To develop strategies for preventing behavior and emotion problems 11. To bring proposed solutions for behavior and emotion problems
TEXTBOOK	Dereli, E. (2009). <i>Social Problem Solving to Children</i>. Konya: The Tablet Publishing.
OTHER REFERENCES	<p>Cetin, F., Alpa, B. A. and Kaymak, D. A. (2011). Social skills to children. New York: Epsilon Publishing House.</p> <p>Dodson, F. (1998). Discipline with love. (Ans Van Den Born, I.). Istanbul: Illegal Publications.</p> <p>Kuzucu, Y. (2007). Child and Adolescent Mental Health. Ankara: Nobel Publishing.</p>
TOOLS AND EQUIPMENTS REQUIRED	Projection, Camera

Course syllabus	
Week	Topics
1	Early childhood
2	Behavior problems in early childhood
3	Prevent of behavior problems in early childhood
4	Solutions to behavioral problems in early childhood
5	Violence and aggression
6	Prevent of violence and aggression
7	Recognition of anger management
8	Mid-Term Exam Week
9	Mid-Term Exam Week
10	Anger management strategies and steps
11	Gain of needed basic social skills in children
12	Acquisition of social skills in children
13	Social problem solving in children
14	Application social problem-solving steps
15,16	Final Exam Week

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Spring

COURSE CODE | 171616010 | **COURSE NAME** | **LEARNING TO LEARN**

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	3	0	0	3	4	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge (X) Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	30
	2nd Mid-Term	-	-
	Quiz	-	-
	Homework	1	20
	Project	-	-
	Report	-	-
	Others (.....)	-	-
FINAL EXAM		1	50

PREREQUISITE(S) | -

COURSE DESCRIPTION | Learning to learn, include learning strategies and learning styles models. Techniques for learning strategies. Cognitive and affective learning strategies; iteration, meaning, organization, comprehension monitoring, motivation, attention, attitude, anxiety. With both cognitive and affective aspects of teaching learning strategies. Examination of models of learning styles.

COURSE OBJECTIVES | The main purpose of this course, to gain the effective students qualifications. Meta-cognition student's emphasis on student self-awareness techniques to facilitate learning and to raise awareness about the importance of individual differences in learning.
By the students to internalize the importance of education to inform all stakeholders on this issue is aimed to provide.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION | Learning to learn, with the course will use an individual's cognitive and affective learning strategies and is expected to use the techniques to know. At the same time, in this context to help students in their professional lives and students' learning styles collaborate in determining the teachers and parents are expected to contribute.

COURSE OUTCOMES | 1. To know the techniques of cognitive learning strategies.
2. To know the techniques of affective learning strategies.

	<p>3. Able to guide the teaching of learning strategies.</p> <p>4. To know learning style models.</p> <p>5. To know determine the models of students' learning style.</p> <p>6. Able to guide the implementation of learning styles in the classroom.</p> <p>7. Able guidance to parents about learning styles and strategies.</p>
TEXTBOOK	Özer, Bekir. “Öğrenmeyi Öğretme”. Öğretimde Planlama ve Değerlendirme. Editör: Mehmet Gültekin. Eskişehir: Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, 161-174, 2001
OTHER REFERENCES	<p>1. Sağlam, Mustafa. “Uzaktan Eğitim Yoluyla Öğrenim Gören Sınıf Öğretmenlerinin Etkili Ders Çalışma ve Öğrenme Stratejilerini Uygulama Düzeyleri” Anadolu Üniversitesi Eğitim Fakültesi Dergisi. Cilt 9, sayı1-2 Güz 1999 ss17-35.</p> <p>2. Somuncuoğlu, Y. ve Ali Yıldırım. “Öğrenme Stratejileri: Teorik Boyutları, Araştırma Bulguları ve Uygulama İçin Ortaya Koyduğu Sonuçlar” Eğitim ve Bilim. 1990.</p> <p>3. Yüksel, S. ve Edip Koşar. “Eğitim Fakültesi Öğrencilerinin Çalışırken Kullandıkları Öğrenme Stratejileri” Çağdaş Eğitim. 278, 29-36, 2001.</p>
TOOLS AND EQUIPMENTS REQUIRED	Computer, projection, ppt presentations on models of learning styles and learning strategies, learning styles inventories.

Course syllabus	
Week	Topics
1	The scope of learning to learn course.
2	Learning strategies; repetition, and meaning techniques.
3	Learning strategies, organizing and monitoring techniques.
4	Learning strategies, attention, motivation.
5	Learning strategies, attitudes and anxiety
6	Approaches for teaching learning strategies.
7	Mid-Term Exam Week
8	Mid-Term Exam Week
9	Individual differences and learning styles in learning.
10	Learning style models.
11	Learning style models.
12	Learning style inventories.
13	The steps of the implementation of learning styles in the classroom, sample applications.
14	Action plans for parents about learning styles and strategies, and the concept of meta-cognition student.
15,16	Final Exam Week

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		

6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Spring
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COURSE CODE	171616009	COURSE NAME	Basic Language Skills
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
6	3	0	0	3	4	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge() Content Knowledge (X)

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	35
	2nd Mid-Term	-	-
	Quiz	-	-
	Homework	1	15
	Project	-	-
	Report	-	-
	Others (.....)	-	-
FINAL EXAM		1	50

PREREQUISITE(S)	-
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COURSE DESCRIPTION	The importance of developing basic language skills. Forming language education according to basic language skills. Domains of basic language skills. Role of basic language skills in communication. Classifying attainments of course according to basic language skills.
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COURSE OBJECTIVES	Comprehending point of basic language skills in teaching language. Teaching which methods to teach basic language skills.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	Determine importance of language skills in teaching language and language acquisition and having information about applying of modern methods and techniques for developing language skills.
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COURSE OUTCOMES	<ol style="list-style-type: none"> 1. He/she learns importance of developing basic language skills in teaching language. 2. He/she learns forming language education according to basic language skills. 3. He/she learns domains of basic language skills. 4. He/she learns role of basic language skills in communication.
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TEXTBOOK	Fray, N., & Fisher, D. (2006). Language Arts Workshop, Ohio: Merrill Prentice Hall.
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OTHER REFERENCES	<p>Aktaş, Ş. vd, (2008). Written and Verbal Expression, Ankara: Akçağ Yayınevi.</p> <p>Ammelburg, G. (2003) Art of speaking education of speaking . Trans. Nurettin Yıldırım. Ankara: Doruk Yayıncılık.</p> <p>Anderson, H. Teaching the Art of Listening, School Review, S. 57, s. 63-67, 1949.</p> <p>Arıcı, A. F. (2008). Reading training, Ankara: Pegem Akademi</p> <p>Chomsky, N. (1998). On Language. New York: The New Free Press.</p> <p>Cole, R. (1997). Survey of the State of the Art in Human Language Technology. Cambridge University Press.</p> <p>Grunkemeyer, F.B. (1992). All About Listening," Business Education Forum, S. 46 , S.2831.</p> <p>Özbay, M. (2005). Listening training is as a listening skill, Ankara: Akçağ Yayınları.</p> <p>Özbay, M. (2009). Comprehension techniques: Reading training . Ankara: Öncü Kitap.</p> <p>Özbay, M. (2009). Comprehension techniques: Listening training, Ankara: Öncü Kitap.</p> <p>Widdowson, H. G. (1990). Aspects Of Language Teaching. Oxford: Oxford University Pres.</p>
TOOLS AND EQUIPMENTS REQUIRED	Projection, Computer

Course syllabus	
Week	Topics
1	Basic concepts about teaching language
2	İmportance and point of basic language skills in life.
3	In terms of teaching basic language skills: Listening
4	In terms of teaching basic language skills: Speaking
5	In terms of teaching basic language skills: Reading
6	In terms of teaching basic language skills: Writing
7	Developing skills of visual reading and presentation.
8	Mid-Term Exam Week
9	Mid-Term Exam Week
10	Determine methods and techniques for developing language skills.
11	Literary texts' role of acquiring language skill.
12	Activities for acquiring language skills with sample texts.
13	Planing educational environments for developing basic language skills.
14	Using course materials and other materials for developing basic language skills.
15,16	Final Exam Week

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values,	X		

	human and animal rights and of environmental preservation as well as understand and solve current related problems.			
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Fall

COURSE CODE | 171617001 | **COURSE NAME** | Psychological Tests

SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
7	2	4	0	4	6	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	Mid-Term	1
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)

-

COURSE DESCRIPTION

This course involves variant topics in psychological testing, namely psychology and measurement, characteristics of psychological tests, validity and realibility in psychological tests and approaches to improving psychological tests and social and ethical issues in psychological test development.

COURSE OBJECTIVES

The aim of this course is help students to comprehend construct of psychological testing, the stages of development, which the tests can be used and evaluated and introduce psychological tests.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

-

COURSE OUTCOMES

To explain basic concepts and principals of psychological tests
To Know the development process of the psychological tests
To know the concepts of the reliability and validity
To recognize the ability test, interest inventory, attitude scale and personality test
To choose psychological test according to aim and individual traits
To report psychological test result

TEXTBOOK

Psikolojik testler, İbrahim Ethem Özgüven PDREM Yayınları, Ankara (2005)

OTHER REFERENCES

Anastasi, A. & Urbina, S. (1997). Psychological Testing. (7th ed.). New Jersey: Prentice-Hall.

	Weiner, E. A.; Steward, B. J. (1984). Assessing Individuals: Psychological and Educational Tests and Measurements. Boston: Little, Brown and Company
TOOLS AND EQUIPMENTS REQUIRED	-

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction : Explaining The Aim of Report Writing Course And Its Content, Knowledge of Evaluation and Recourses.
2	basic concepts and principals of psychological tests
3	Historical development of psychological tests
4	Social and Ethical issues in usage of the psychological tests
5	Individual and group intelligent tests
6	Ability Tests
7-8	MIDTERM EXAM
9	Personality tests
10	Interest Inventory
11	Attitude tests
12	Process of psychological tests development
13	Process of psychological tests development
14	Evaluation of psychological test
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.	X		
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information			X
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling		X	
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in theri activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X

13	Being able to understand the individuals by using techniques of individual recognition	X		
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s): All faculty members

Signature:

Date: 14.11.2017

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Fall
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COURSE CODE	171617002	COURSE NAME	Individual Counseling Practice
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
7	1	4	0	3	6	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

MID-TERM	Evaluation Type	Quantity	%
	Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM			100

PREREQUIEITE(S)

There is no prerequisite or co-requisite for this course.

COURSE DESCRIPTION

COURSE OBJECTIVES

The purpose of this course is to gain basic counseling knowledge and skills , conceptualize client problems, develop supervision relationship

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION

COURSE OUTCOMES

Students will be able to;
Show basic counseling knowledge and skills
Conceptualize client problems
Formulate a counseling plan
Develop supervision relationship
Learn case management skills
Learn case reporting skills
Develop ones own counseling style

TEXTBOOK

OTHER REFERENCES

COURSE SYLLABUS	
WEEK	TOPICS
1	giving course content and scope; determining practicum sites; reviewing practicum conditions; giving required knowledge and skills in the scope of the course
2	giving course content and scope; determining practicum sites; reviewing practicum conditions; giving required knowledge and skills in the scope of the course
3	giving course content and scope; determining practicum sites; reviewing practicum conditions; giving required knowledge and skills in the scope of the course
4	giving course content and scope; determining practicum sites; reviewing practicum conditions; giving required knowledge and skills in the scope of the course
5	session wise listening weekly counseling sessions as group under supervision
6	session wise listening weekly counseling sessions as group under supervision
7-8	
9	session wise listening weekly counseling sessions as group under supervision
10	session wise listening weekly counseling sessions as group under supervision
11	session wise listening weekly counseling sessions as group under supervision
12	session wise listening weekly counseling sessions as group under supervision
13	session wise listening weekly counseling sessions as group under supervision
14	session wise listening weekly counseling sessions as group under supervision
15-16	FINAL EXAM

TOOLS AND EQUIPMENTS REQUIRED	
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ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.		x	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		x	
3	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		x	
4	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		x	
5	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling		x	
6	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.	x		
7	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches..	x		
8	Being able to understand the individuals by using techniques of individual recognition	x		
9	Being capable of developing and evaluating psychological guidance and counselling programmes.	x		
10	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		x	
11	Begin, sustain and terminate the process of psychological counseling and guidance with the group. To be able to lead the group. To know and apply psychological counseling and guidance theories and approaches with the group		x	
12	Knowing professional organizations in the field of psychological counseling and guidance and participating in professional organizations. Participation in congress, symposium and meetings related to the field. Follow scientific publications related to the field.			x
13	To be able to recognize individual by using individual recognition techniques.	x		
14	Developing and evaluating psychological counseling and guidance programs.			x
15	Establishing and managing psychological counseling and guidance centers.	x		
16	To be able to apply and report appropriate measurement and evaluation methods in line with ethical principles in order to determine the social and psychological characteristics of students and to support their development.	x		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s): All faculty members

Signature:

Date: 14.11.2017

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | **FALL**

COURSE CODE	171617003	COURSE NAME	LEARNING DIFFICULTIES
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
7	3	0	0	3	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

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

PREREQUIEITE(S)	In order to be able to take the Learning Difficulties course, students need to take the Special Education course and be successful in previous semesters.
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COURSE DESCRIPTION	Within the content of the Learning Difficulties course, topics including foundational issues in learning difficulties, characteristics of children with learning difficulties, identification of students with learning difficulties, and manifestation areas of learning difficulties will be covered.
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COURSE OBJECTIVES	Teacher candidates completing this course will be acquainted with overall information and experience about children with learning difficulties and education of those children, and will be able to discuss those information and experience with their colleagues.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	The Learning Difficulties course will help Guidance and Psychological Counseling teacher candidates to understand students with learning difficulties who will be frequently present in their work environments, and to learn teaching methods and techniques targeted students with learning difficulties.
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COURSE OUTCOMES	At the end of this course, teacher candidates will learn definition of learning difficulties, historical development of learning difficulties,
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	causes of learning difficulties, warning signs of learning difficulties, overall characteristics of children with learning difficulties, academic problems, speech and language disorders, social-emotional problems, procedures for assessment of students with learning difficulties, types of learning difficulties, response to intervention model, reading difficulties, writing problems, mathematics problems, learning strategies.
TEXTBOOK	Sarı, H. (2012) Öğrenme Güçlüğü Olan Bireyler ve Eğitimleri. Nobel Yayıncılık: Ankara.
OTHER REFERENCES	Diken, İ.H. (2010). Özel Eğitime Gereksinimi Olan Öğrenciler ve Özel Eğitim. Pegem Akademi: Ankara.
TOOLS AND EQUIPMENTS REQUIRED	Projector and computer for lecture presentation

COURSE SYLLABUS	
WEEK	TOPICS
1	Introduction to learning difficulties
2	Causes of learning difficulties
3	Characteristics of students with learning difficulties
4	Social-emotional problems of students with learning difficulties
5	Preliminary procedures for assessment of students with learning difficulties
6	Assessment of learning difficulties
7-8	MIDTERM EXAM
9	Reading problems of students with learning difficulties
10	Written expression problems of students with learning difficulties
11	Mathematics problems of students with learning difficulties
12	Learning strategies for students with learning difficulties
13	Effective teaching methods towards students with learning difficulties
14	Transition services for students with learning difficulties
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.		X	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information			X
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies			X
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	

8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development		X	
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.		X	
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition		X	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.		X	
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		X	
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Fall

COURSE CODE	171617004	COURSE NAME	Scientific Research Methods
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAG E
7	2	0	0	2	4	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
		X	General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	1	40
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	Science and basic concepts (facts, knowledge, certain, true, false, universal knowledge, etc.), basic information about the history of science, the structure of scientific research, types of scientific research, scientific methods and different opinions about these methods, problem, research design, sampling, data collection and data collection methods (quantitative and qualitative data collection techniques), data recording and analyzing, interpretation and reporting, basic statistical information, examing articles and thesis.
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COURSE OBJECTIVES	The purpose of this course is to understand theoretical knowledge about scientific research methods in social sciences with using this knowledge to join the discussion, as a result a teacher candidate can prepare scientific research proposal report.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	At the end of the course, the students will be able 1. to define basic concepts about scientific research methods. 2. to refer to the importance of scientific research. 3. to explain process of writing a scientific research proposal. 4. to practice process of preparing a scientific research proposal. 5. to conduct literature review. 6. to explain basic concepts related to statistics. 7. to write a statistical hypothesis.
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TEXTBOOK	Büyüköztürk, Ş. (2009). Bilimsel araştırma yöntemleri. Ankara: Pegem.
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	Balcı, A. (2009). Sosyal bilimlerde araştırma yöntemleri. Ankara: Pegem
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS	
WEEK	TOPICS
1	General information about the course
2	Introduction to science and scientific research
3	Stages of the research process, ethics in scientific research
4	Selection of a research topic, literature review, defining the research problem, hypotheses and strategies
5	Research population and sampling in scientific research process
6	Data collection techniques in scientific research process
7-8	MID-TERM EXAM
9	Quantitative analysis methods
10	Quantitative analysis methods
11	Qualitative analysis methods
12	Qualitative analysis methods
13	Reporting the research
14	Presenting the prepared research
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.	X		
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.	X		
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information			X
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development			X
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures			X
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X

12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:14.11.2017

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ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Fall
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COURSE CODE	171617005	COURSE NAME	Community Services
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAG E
	Theor y	Practice	Labratory	Credit	ECTS	TYPE	
7	1	2	0	2	3	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
		X	General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM			100
PREREQUIEITE(S)	There is no prerequisite or co-requisite for this course.		
COURSE DESCRIPTION			
COURSE OBJECTIVES	The purpose of this course is to gain to realize the importance of the community services, participate the projects for the community benefit, contribute to the developmentation of the social responsibility knowledge.		
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION			
COURSE OUTCOMES	At the end of this course, the student will be able to; 1. realize the importance of the community services. 2. participate the projects for the community benefit 3. contribute to the developmentation of the social responsibility knowledge.		
TEXTBOOK			
OTHER REFERENCES			
TOOLS AND EQUIPMENTS REQUIRED			

COURSE SYLLABUS

WEEK	TOPICS
1	Importance of the taking responsibility for community services
2	Developing social projects for community benefit
3	Developing projects for community benefits
4	Carrying out community services at schools environment
5	Carrying out community services for schools
6	Community services for nursing home
7-8	Community services for nursing home
9	Community services for the people with disabilities
10	Community services for the people with disabilities
11	Community services for child welfare institutions
12	Community services for children welfare institutions
13	Tree planting
14	Developing environmental knowledge
15-16	Final Exam

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.	x		
2	To be able to identify goals related to self-development related to the field, to select and apply appropriate strategies to their goals, to evaluate and monitor the attainment of their goals.			
3	Accessing information, sharing and producing information in written and verbally			x
4	To be able to use the information and communication technologies with the computer software at the level required by the field			x
5	Preservation of universal, local and cultural values, human and animal rights, having sufficient consciousness about environmental protection issues and understanding and resolving existing problems.	x		
6	To be able to distinguish basic developmental characteristics by knowing basic theoretical approaches to human development	x		
7	Being sensitive to different cultures, accepting and respecting differences in psychological counseling and guidance services.	x		
8	To be able to benefit from the basic theories of educational sciences and the guidance and psychological counseling theories and approaches without educational development.	x		
9	To be able to benefit from psychological counseling theories and approaches of educational sciences.			x
10	To be able to establish constructive, ethical, secure relationship with counselors in the process of psychological counseling and guidance and to use the appropriate approach to the client's needs by using effective listening skills.	x		
11	Begin, sustain and terminate the process of psychological counseling and guidance with the group. To be able to lead the group. To know and apply psychological counseling and guidance theories and approaches with the group.			x
12	Knowing professional organizations in the field of psychological counseling and guidance and participating in professional organizations. Participation in congress, symposium and meetings related to the field. Follow scientific publications related		x	

	to the field.			
13	To be able to recognize individual by using individual recognition techniques.	x		
14	Developing and evaluating psychological counseling and guidance programs.		x	
15	Establish and manage psychological counseling and guidance center		x	
16	To be able to apply and report appropriate measurement and evaluation methods in line with ethical principles in order to determine social and psychological characteristics of students and to support their development	x		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s): All Faculty Members

Signature:

Date: 14.11.2017



Return

ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | **FALL**

COURSE CODE	171617006	COURSE NAME	Educational Management
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUA GE
7	3	0	0	3	3	COMPULSORY (x) ELECTIVE ()	Turkish
COURSE CATAGORY							
Professional Knowledge		Content Knowledge		General Culture Knowledge		Elective Course	
X						General Knowledge() Content Knowledge ()	
ASSESSMENT CRITERIA							
MID-TERM				Evaluation Type		Quantity	%
				Mid-Term		1	40
				Quiz			
				Homework			
				Project			
				Report			
Others (.....)							
FINAL EXAM						1	60
PREREQUIEITE(S)							
COURSE DESCRIPTION				The basic concepts of organization and management, the theoretical foundations of education and school administration, the development of education and the school management area in Turkey, management processes, training and employment of education and school administrators in Turkey and around the world, school culture, communication and power relations in schools, the school's external relation to the environment, leadership in schools.			
COURSE OBJECTIVES				The purpose of this course, to gain basic knowledge and skills related to management of educational organization to teacher candidate.			
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION				-			

COURSE OUTCOMES	<p>By the end of the course students should be able to:</p> <p>Know the basic concepts of organization and management Know the theoretical developments and approaches about education and school administration understand developing the field of educational administration in the world and Turkey.</p> <p>Recognize the fundamental processes of education and school administration, Offers suggestions for effective management of an educational organization</p>
TEXTBOOK	<p>Bursalıoğlu, Z. (1991). Eğitim Yönetiminde Teori ve Uygulama. Ankara: Pegema Bursalıoğlu, Z. (1999). Okul Yönetiminde Yeni Yapı ve Davranış. Ankara: Pegema. Şişman, M. (2002). Örgütler ve Kültürler, Ankara: Pegema. Taymaz, H. (2001) Okul Yönetimi. Ankara: Pegema Turan, S. (Editör) (2010). Eğitim Yönetimi: Teori, Araştırma ve Uygulama. Ankara: Nobel Yayıncılık.</p>
OTHER REFERENCES	<p>Özden, Y. (Editör) (2004). Eğitim ve Okul Yöneticiliği El Kitabı. Ankara: Pegema. Şişman, M. (2009). Türk Eğitim Sistemi ve Okul Yönetimi. Ankara: Pegema.</p>
TOOLS AND EQUIPMENTS REQUIRED	Computer

COURSE SYLLABUS	
WEEK	TOPICS
1	The Basic Concepts of Organization And Management
2	Classic Management Theories
3	Neoclassical Theories Of Management
4	The Development of Education Management Area Around The World
5	The Development of Education Management Area In Turkey
6	Management Processes
7-8	MID-TERM EXAM
9	Training And Employment of Education And School Administrators In Turkey And Around The World
10	School Culture
11	Communication in Schools
12	Power Relations in Schools
13	Relationship between school and environment
14	Leadership In Schools
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.		x	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		x	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information			x
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies			x
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.		x	
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		x	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		x	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development	x		
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling		x	
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.		x	
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.		x	
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			x
13	Being able to understand the individuals by using techniques of individual recognition		x	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			x
15	Being able to set up and direct a psychological counseling and guidance centre.	x		
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		x	
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Fall

COURSE CODE	171617007	COURSE NAME	Cultural Psychology
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
7	3	0	0	3	4	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge() Content Knowledge (X)

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	1st Mid-Term	1
2nd Mid-Term		-	-
Quiz		-	-
Homework		1	20
Project		-	-
Report		-	-
Others (.....)		-	-
FINAL EXAM		1	50

PREREQUISITE(S)

-

COURSE DESCRIPTION

Scope of Cultural Psychology, basic concepts, theories, methods and implications of mutual constitution of culture and self for cross-culturally divergent psychological patterns in cognition, emotion, motivation, moral reasoning, and psychopathologies.

COURSE OBJECTIVES

Encourage students to think of cultural meaning systems and practices as central to understanding higher-level mental processes.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

Students understands their own cultural backgrounds, the ways that cultural perspectives relate to their lives; appreciate the diversity of cultures and how culture influences behaviors.

COURSE OUTCOMES

- Interact effectively and sensitively with people of diverse backgrounds and cultural perspectives.
- Explain how individual differences influence beliefs, values and interactions with others and vice versa.
- Examine the socio-cultural and international contexts that influence individual differences.
- Recognize prejudicial attitudes and discriminatory behaviors that might exist in themselves and in others.

TEXTBOOK

- 1) Kağıtçıbaşı Ç. (2010). Benlik, Aile ve İnsan Gelişimi: Kültürel Psikoloji. İstanbul, Koç Üniversitesi Yayınları.
- 2) Heine, S. (2007). Cultural Psychology. NY: W.W.

	NORTON.
OTHER REFERENCES	1) Other books, articles and movies that contain cultural psychology.
TOOLS AND EQUIPMENTS REQUIRED	-

Course syllabus	
Week	Topics
1	Course introduction, methodology, evaluation and sources of the course
2	History of cultural psychology
3	Individualism and collectivism
4	Exploring the Turkish cultural model
5	Culture and self-concept
6	Culture and motivation
7	Culture and cognition
8	Mid-term exam
9	Mid-term exam
10	Culture and morality
11	Culture and emotion
12	Culture and mental health
13	Some particular cultural world
14	The search for universal
15,16	Final Week

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information			X
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies			X
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the			X

	appropriate approach for the needs of the clients using active listening skills.			
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Fall

COURSE CODE	171617008	COURSE NAME	Family Counselling
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Labratory	Credit	ECTS	TYPE	
7	3	0	0	3	4	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge() Content Knowledge (X)

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	1	30
	Quiz		
	Homework	1	20
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	50

PREREQUIEITE(S)	There is no prerequisite or co-requisite for this course.
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COURSE DESCRIPTION	The family counselling theories and applications
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COURSE OBJECTIVES	The purpose of this course to gain the capabilities of knowing personal psychological problems ,the family counselling approaches and applying the family counselling approaches.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	At the end of this course; Students <ol style="list-style-type: none">1. To know the personal psychological problems2. To know the family counselling approaches3. To apply the family counselling approaches4.To define the conflits in the family and between spouses
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TEXTBOOK	Nazlı, S. (2010) <i>Aile Danışmanlığı</i> . Ankara:Anı Yayıncılık.
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OTHER REFERENCES	<u>Dokur, M.; Profeta, Y. (2006) Aile Ve Çift Terapisi. İstanbul: Morpa Kültür Yayınları</u>
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TOOLS AND EQUIPMENTS REQUIRED	
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COURSE SYLLABUS	
WEEK	TOPICS
1	The Basic Theories and History
2	The Affects of Psychiatric diseases
3	The Purpose of Family Counseling
4	The Approaches on Family Counselling
5	Psychodynamic Approach
6	Constructivist Approaches, strategic Approach
7-8	Mid Term
9	Cognitive-Behavioristic Approaches
10	Humanistic Approaches
11	Educational Approaches
12	The Characteristics of Therapeutic Process
13	Case Studies
14	Case Studies
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling	x		
2	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.	x		
3	Accessing information, sharing and producing information in written and verbally.			x
4	To be able to use the information and communication technologies with the computer software at the level required by the field.		x	
5	Preservation of universal, local and cultural values, human and animal rights, having sufficient consciousness about environmental protection issues and understanding and resolving existing problems.	x		
6	To be able to distinguish the basic developmental characteristics by knowing the basic theoretical approaches to human development.	x		
7	Being sensitive to different cultures, accepting and respecting differences in psychological counseling and guidance services.	x		
8	To be able to benefit from the basic theories of educational sciences and the guidance and psychological counseling theories and approaches without educational development.	x		
9	To be able to evaluate, apply and interpret concepts and scientific methods in the field of psychological counseling.		x	
10	To be able to establish constructive, ethical, secure relationship with counselors in the process of psychological counseling and guidance and to use the appropriate approach to the client's needs by using effective listening skills.	x		
11	Begin, sustain and terminate the process of psychological counseling and guidance with the group. To be able to lead the group. To know and apply psychological counseling and guidance theories and approaches with the group		x	
12	Knowing professional organizations in the field of psychological counseling and guidance and participating in professional organizations. Participation in congress, symposium and meetings related to the field. Follow scientific publications related to the field.			x
13	Using individual recognition techniques to recognize individuals.	x		
14	Developing and evaluating psychological counseling and guidance programs.			x
15	Establishing and managing psychological counseling and guidance centers.	x		
16	To be able to apply and report appropriate measurement and evaluation methods in line with ethical principles in order to determine the social and psychological characteristics of students and to support their development.		x	
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):
Signature:
Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	SPRING
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COURSE CODE	171617009	COURSE NAME	Social Skills Training
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAG E
	Theor y	Practice	Laboratory	Credit	ECTS	TYPE	
7	3	0	0	3	4	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Knowledge	Elective Course
			X

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	30
	2nd Mid-Term	-	-
	Quiz	-	-
	Homework	1	20
	Project	-	-
	Report	-	-
	Others (.....)	-	-
FINAL EXAM		1	50

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	Content of the course is as follows: basic concepts of social skills, social intelligence, and social competency. Besides these concepts, it will be introduced social skill models such as machine social skill model, productive social skill model, three-system approach, self presentation approach. Also, this course contains introducing social skill scales and preparing social skill education programs.
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COURSE OBJECTIVES	The main aim of the course is to first introduce the significance of social skills in communication process and then teach students that social skills of individuals can be developed by educational programs once those individuals' social skills were identified.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	That's the whole point which will be learned in this lesson is importance of social skills role in communication process when people communicate. It can be additives of course to apply professional education counted after this chief point. First of all, students' in psychological counseling and guidance department analyze and evaluate the effectiveness of one's social skills how shape their social relationship in social surroundings. The other additives of course to apply professional education is students' in psychological counseling and guidance department use effective strategies to organize counseling session and use effective psychological counseling techniques while encounter a problem such as social phobia by developing social skills training programs.
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	Because of this additive, students' in psychological counseling and guidance department can help their client effectively.
COURSE OUTCOMES	By the end of this course students will be able to: 1. Know efficient communication in human life. 2. Comprehend the importance of social skills. 3. Know the concepts of social skill, social intelligence and social competency
TEXTBOOK	1. Bacanlı, H. (1999). Sosyal Beceri Eğitimi. Ankara: Nobel Yayınları
OTHER REFERENCES	1. Akkök, F. (1996). İlköğretimde Sosyal Becerilerin Geliştirilmesi: Öğretmen El Kitabı. Ankara: Milli Eğitim Bakanlığı Yayınları. 2. Navaro, L. (2001) Beni Duyuyor musun?. İstanbul: Yapa Yayınları 3. Cartledge, G. & Milburn; J: F: (1980). Teaching Social Skills To Children. New York: Pergamon Press. 4. Kaymak, D., Bilbay, A. & Çetin, F. (2003). Çocuklarda Sosyal Beceriler. İstanbul: Epsilon.
TOOLS AND EQUIPMENTS REQUIRED	-

Course syllabus	
Week	Topics
1	To Introduce Textbook And Other References To Students And To Distribute Course Topics Between Students.
2	Social And Emotional Intelligence: Emotional Intelligence's Factors.
3	Theory Of Multiple Intelligences, Social Intelligence Theory And Social- Cognitive Construction
4	Social Skills And Social Competence
5	Social Skills Models: Motor Social Skills Model, Producer Social Skills Model, Human Behaviour Model.
6	Social Skills Models: Social Learning Model, Three System Approach, Self-Assertion Approach.
7	Social Skills Analysis
8	Mid-Term Exam Week
9	Mid-Term Exam Week
10	Measurement of Social Skills
11	Social Skills Training
12	Activities in Social Skills Training
13	Social Skills Training's Steps.
14	Techniques in Social Skills Training
15,16	Final Exam Week

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information			X

4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies			X
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.		X	
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.		X	
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | **SPRING**

COURSE CODE	171618001	COURSE NAME	Psychological Counseling Seminar
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			LANGUAGE
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	
8	2	2	0	3	6	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
x			General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	x	40
	2nd Mid-Term		
	Quiz		
	Homework	x	60
	Project		
	Report		
	Others (.....)		
FINAL EXAM			

PREREQUISITE(S)	There is no prerequisites
COURSE DESCRIPTION	Preparing seminars about important topics of psychological counseling and guidance.
COURSE OBJECTIVES	Understanding and knowing about process of preparing seminar, and also to prepare it.
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	
COURSE OUTCOMES	To know seminar preparing process Applying counseling skills during seminar process Knowing the principles and rules of research To use appropriate methods. Applying seminar subjects while working with real clients
TEXTBOOK	
OTHER REFERENCES	
TOOLS AND EQUIPMENTS REQUIRED	

COURSE SYLLABUS

WEEK	TOPICS
1	To decide seminar subjects
2	Identification of appropriate seminar topic in the field of guidance and counseling
3	Make necessary research studies about the seminar topic.
4	Gathering data
5	To do necessary research about the seminar topic.
6	To do necessary research about the seminar topic.
7-8	MID-TERM EXAM
9	Presentation of the prepared seminar in front of the jury.
10	Presentation of the prepared seminar in front of the jury.
11	To finish report
14	To present the subject
15-16	FINAL EXAM

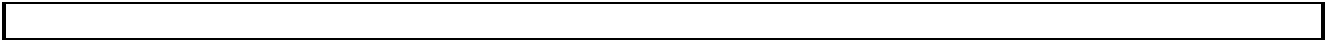
NO	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.		x	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.	x		
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		x	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies	x		
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.		x	
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development	x		
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		x	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development		x	
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling	x		
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.		x	
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.		x	
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.	x		
13	Being able to understand the individuals by using techniques of individual recognition		x	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.		x	
15	Being able to set up and direct a psychological counseling and guidance centre.	x		
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		x	

1: None. 2: Partially contribution. 3: Completely contribution.

Instructor(s):

Signature

Date:





ESOGU

Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | **SPRING**

COURSE CODE	171618002	COURSE NAME	Field Study in Counseling and Guidance
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAGE
8	1	4	0	3	5	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term		
	Quiz		
	Homework		
	Project	1	50
	Report		
	Others (.....)		
FINAL EXAM		1	50

PREREQUIEITE(S)	There is no prerequisite or co-requisite for this course.
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COURSE DESCRIPTION	Describe PDR application areas
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COURSE OBJECTIVES	The purpose of this course is to gain describing PDR application areas and explaining PDR applications in different institutions
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	
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COURSE OUTCOMES	Students will be able to; 1.Describe PDR application areas 2.Explain PDR applications in different institutions 3.Prepare personal guide services programs 4.Use test and non- technical testing techniques 5.Prepare applications for research
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TEXTBOOK	
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OTHER REFERENCES	
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TOOLS AND EQUIPMENTS REQUIRED	
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COURSE SYLLABUS	
WEEK	TOPICS
1	giving course content and scope; determining field work sites; reviewing practicum conditions; giving required knowledge and skills in the scope of the course
2	giving course content and scope; determining field work sites; reviewing practicum conditions; giving required knowledge and skills in the scope of the course
3	giving course content and scope; determining field work sites; reviewing practicum conditions; giving required knowledge and skills in the scope of the course
4	giving course content and scope; determining field work sites; reviewing practicum conditions; giving required knowledge and skills in the scope of the course
5	weekly supervision of field studies done in educational settings)
6	Mid Term
7-8	
9	weekly supervision of field studies done in educational settings)
10	weekly supervision of field studies done in educational settings)
11	weekly supervision of field studies done in educational settings)
12	weekly supervision of field studies done in educational settings)
13	weekly supervision of field studies done in educational settings)
14	weekly supervision of field studies done in educational settings)
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.		x	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.	x		
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		x	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies	x		
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.		x	
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development	x		
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		x	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development		x	
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling	x		
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.		x	
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.		x	
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.	x		

13	Being able to understand the individuals by using techniques of individual recognition		x	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.		x	
15	Being able to set up and direct a psychological counseling and guidance centre.	x		
16	To be able to apply and report appropriate measurement and evaluation methods in line with ethical principles in order to determine the social and psychological characteristics of students and to support their development.		x	
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Spring

COURSE CODE	171618003	COURSE NAME	Ethical and Legal Issues in Counseling and Guidance
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	2	0	0	2	5	COMPULSORY (x) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
	MID-TERM	Mid-Term	1
Quiz			
Homework			
Project			
Report			
Others (.....)			
FINAL EXAM		1	60

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	To examine psychological counseling and guidance as a vocation, responsibilities and tasks, coaching, vocational organization, ethic issues and problems of counseling in turkey and solutions.
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COURSE OBJECTIVES	This course aims to make students in psychological counseling department understand ethic rules of psychological counseling and guidance, occupational problems, solution suggestions of ethical dilemma.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	-
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COURSE OUTCOMES	Define the organizational structure of the institutions Recognize the ethical principles at Guidance and psychological counseling field Define the responsibilities and mission of psychological counselor in institutions Conduct psychological counseling and guidance activities according to ethical principles
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TEXTBOOK	Psikolojik Danışma ve Rehberlik Derneği (1995).Psikolojik Danışma ve Rehberlik Alanında Çalışanlar İçin Etik Kurallar
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OTHER REFERENCES	Bacanlı, F. (1992). Rehber Öğretmenlerin Mesleki Kimlik ve Mesleki Ünvanlarına İlişkin Sorunları. II. Psikolojik Danışma ve Rehberlik Kongresi'nde sunulan bildiri.Hacettepe Üniversitesi, Ankara.
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	Doğan, S. 1998; Türkiye’de Psikolojik Danışma ve Rehberlik Kimliği: Gelişme ve Sorunlar. Türk Milli Eğitim Dergisi, sayı: 139, 69-76
TOOLS AND EQUIPMENTS REQUIRED	-

Course syllabus	
Week	Topics
1	Introduction : explaining the aim of report writing course and its content, knowledge of evaluation and resources.
2	Vocational traits of psychological counseling and guidance field
3	Ethic rules for workers in psychological counseling and guidance field
4	Important and basic problems in psychological counseling and guidance field
5	To organize psychological counseling and guidance service in government institution
6	Organization of psychological counseling and guidance service in government institution and problem about this organization
7-8	MIDTERM EXAM
9	Duties and responsibilities of psychological counselors
10	Vocational title and justices of psychological counselors
11	Teaching the students in psychological counseling and guidance department as a psychological counselor
12	Ethical dilemmas which psychological counselor accounted while they give educational guidance service
13	Ethical dilemmas which psychological counselor accounted while they give vocational guidance service
14	Ethical dilemmas which psychological counselor accounted while they give personal and social guidance service
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.	X		
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.	X		
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		X	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies		X	
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development			X
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures	X		
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the	X		

	appropriate approach for the needs of the clients using active listening skills.			
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.	X		
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.	X		
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | **SPRING**

COURSE CODE	171618004	COURSE NAME	INSTITUTION EXPERIENCE
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Labratory	Credit	ECTS	TYPE	LANGUAG E
8	1	4	0	3	6	COMPULSORY (X) ELECTIVE ()	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
	X		General Knowledge() Content Knowledge ()

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	Mid-Term	-	-
	Quiz	-	-
	Homework	10	100
	Project	-	-
	Report	-	-
	Others (Oral Examination)	-	-
FINAL EXAM		-	-

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	Application at institutions
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COURSE OBJECTIVES	At the end of the course students are expected to have in depth knowledge about the vocational practices in various institutions, to learn professional procedures, responsibilities and roles and to get field experience at a school guidance and counseling setting.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Students are expected to develop practical models in accordance with the institutional needs on vocational, personal and educational guidance.
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COURSE OUTCOMES	At the end of this course; Students <ol style="list-style-type: none">1. will have depth knowledge about the vocational practices in various institutions.2. will be able to practice theoretical knowledge.3. will get experience on vocational, personal and educational guidance.4. will acquire the essential skills to work at a school setting.
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TEXTBOOK	-
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OTHER REFERENCES	-
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TOOLS AND EQUIPMENTS REQUIRED	Individual-Group reports, Guidance/Counseling Plans, Activity Books.
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COURSE SYLLABUS	
WEEK	TOPICS
1	Physical-organizational conditions
2	content-guidance/counseling service
3	roles-responsibilities of counselors
4	service: methods-tools
5	service: opportunities of collaboration
6	Guidance/Counseling practice: observation I
7	Guidance/Counseling practice: observation II
8	Guidance/Counseling practice under professional supervision I
9	Guidance/Counseling practice under professional supervision II
10	Guidance/Counseling practice under professional supervision III
11	Guidance/Counseling practice under professional supervision IV
12	Guidance/Counseling practice under professional supervision V
13	Guidance/Counseling practice under professional supervision VI
14	Final Evaluation: Feedback and evaluation with the supervisor and the target group
15-16	FINAL EXAM

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information (European Language Portfolio Global Scale 1, Level B1)			X
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies (European Computer Driving Licence, Advanced Level)			X
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.			X
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development	X		
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling	X		
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.	X		
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.		X	
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific	X		

	resources in the field.			
13	Being able to understand the individuals by using techniques of individual recognition	X		
14	Being capable of developing and evaluating psychological guidance and counselling programmes.	X		
15	Being able to set up and direct a psychological counseling and guidance centre.		X	
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.	X		
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature:

Date:



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Spring

COURSE CODE	171618005	COURSE NAME	Industrial Psychology
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	3	0	0	3	4	COMPULSORY () ELECTIVE (X)	Turkish
COURSE CATALOG							
Professional Knowledge	Content Knowledge	General Culture Knowledge			Elective Course		
					General Knowledge() Content Knowledge (X)		
ASSESSMENT CRITERIA							
MID-TERM		Evaluation Type	Quantity	%			
		1st Mid-Term	1	30			
		2nd Mid-Term	-	-			
		Quiz	-	-			
		Homework	1	20			
		Project	-	-			
		Report	-	-			
		Others (.....)	-	-			
FINAL EXAM			1	50			
PREREQUISITE(S)		-					
COURSE DESCRIPTION		Scope of Industrial Psychology, industrial psychologists studies and applications psychological principles and research methods to a variety of personnel issues.					
COURSE OBJECTIVES		To learn how industrial psychologists study and apply psychological principles and research methods to a variety of personnel issues.					
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION		Being more knowledgeable about how psychology and work related, make a person understand the importance of Industrial Psychology in the real world.					
COURSE OUTCOMES		<ul style="list-style-type: none">• Describe preparations for a career in industrial and organizational psychology.• Describe specializations in organizational psychology.• Summarize motivation and leadership.• Summarize techniques for employee selection.• Describe procedures for training and development.• Summarize organizational behavior.• Describe work, stress and family issues.					

	<ul style="list-style-type: none"> Summarize conducting job analysis. Describe the use of psychometric testing.
TEXTBOOK	<p>3) Neil Anderson (Editör) Deniz S. Öneş (Editör) Handan Kepir Sinangil (Editör) Chockalingam Viswesvaran (Editör) , Endüstri, İş ve Örgüt Psikolojisi El Kitabı 1. Cilt "Personel Psikolojisi" 2 Cilt Takım, Literatür Yayıncılık / İşletme & Ekonomi Dizisi, İstanbul.</p> <p>4) Telman, N., Ünsal, P., Adanalı, A. (1998). Endüstri Psikolojisi. Çantay Kitabevi, İstanbul.</p>
OTHER REFERENCES	2) Other Industrial Psychology books and articles.
TOOLS AND EQUIPMENTS REQUIRED	-

Course syllabus	
Week	Topics
1	Course introduction, methodology, evaluation and sources of the course
2	History of industrial psychology
3	Research methods critical to industrial psychology
4	Job analysis
5	Job evaluation
6	Recruitment, selection, and role of criteria
7	Selection & placement: Methods for assessing/predicting performance
8	Mid-term exam
9	Mid-term exam
10	Utility of selection methods
11	Performance appraisal
12	Human factors & working conditions
13	Motivation and leadership
14	Work, stress, family issues and worker well-being
15,16	Final Week

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information			X
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies			X
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards		X	

	different cultures			
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature :

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Spring
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COURSE CODE	171618006	COURSE NAME	Multicultural Counseling
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	3	0	0	3	4	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge() Content Knowledge (X)

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	40
	2nd Mid-Term		
	Quiz		
	Homework		
	Project		
	Report		
	Others (.....)		
FINAL EXAM		1	60

PREREQUIEITE(S)	There is no prerequisite for this course.
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COURSE DESCRIPTION	This course examines the impact of culture on behavior and how to use that knowledge to increase effectiveness in counseling individuals from other cultures. Topical areas addressed in the course are: culture, ethnicity, religion, socio-economic status, worldview, gender, age, language, and history of multicultural counseling, culture in psychological counseling, techniques in multicultural counseling and multicultural counseling's competences.
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COURSE OBJECTIVES	The purpose of the course is that make university students comprehend cultural factors which are effective on relationship between psychological counselor and client. The other aim of this course is that make university students comprehend importance of culture in psychological counseling and human behavior.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	Each person's experience with his or her cultural around is different but shares some semblance of similarity to another's experience. As
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	<p>cultural factors influence individual cognition, emotional, language and also personality development, these factors influence relationship between psychological counselor and client. This course will help the trainee to become better skilled at understanding diverse populations and the use of appropriate therapeutic skills with these populations. It will be explored ways in which individual's culture forms individual worldview and how this worldview may impact individual's engagement in the counseling process.</p>
COURSE OUTCOMES	<ol style="list-style-type: none"> 1) Define culture, race, ethnicity, gender, gender role, socioeconomic class and religion. 2) Describe cultural beliefs, values, and biases. 3) Discuss the beliefs, values, behaviors, customs, and traditions of cultures other than their own. 4) Explain multicultural counseling skill and competency requirements 5) Display multicultural counseling skills and competency.
TEXTBOOK	<p>Kağıtçıbaşı, Ç. (2000). Kültürel psikoloji: Kültür bağlamında insan ve aile. İstanbul: Evrim Yayınevi.</p>
OTHER REFERENCES	<p>Güvenç, Bozkurt. (1972), İnsan ve Kültür:Antropolojiye Giriş, Türk Sosyal Bilimler Derneği Yayınları, Ankara.</p> <p>Kararımak, Ö. ve Aydın, G. (2007). Yapılandırmacı yaklaşım: Çağdaş psikolojik danışma anlayışını ve uygulamalarını biçimlendiren bir güç. Türk Psikolojik Danışma ve Rehberlik Dergisi, 27, 91-108.</p> <p>Koç, Z. (2003). Kültüre duyarlı psikolojik danışma yaklaşımı: Kuramsal bir açıklama. Gazi Üniversitesi Endüstriyel Sanatlar Eğitim Fakültesi Dergisi, 11, 1-17.</p>
TOOLS AND EQUIPMENTS REQUIRED	<p>Projector and textbook will be used in this course.</p>

Course syllabus	
Week	Topics
1	To Introduce Textbook and Other References To Students and To Distribute Course Topics Between Students.
2	Multicultural Counseling's Definition and Multicultural Counseling's Essential Principles
3	History Of Multicultural Counseling
4	Multicultural Counseling's Propose and Multicultural Counseling's Characteristics
5	Multicultural Counseling's Approaches
6	Multicultural Counseling's Approaches
7	Relationship Between Psychological Counselor and Client in Multicultural Counseling
8	Mid-Term Exam Week
9	Mid-Term Exam Week
10	Culture in Psychological Counseling
11	Techniques in Multicultural Counseling
12	Multicultural Counseling's Competences
13	Place of Multicultural Counseling's Competences in Psychological Counselor Education: In World
14	Place of Multicultural Counseling's Competences in Psychological Counselor Education: In Turkey
15,16	Final Exam Week

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information			X
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies			X
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual			X

	recognition			
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature.

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER | Spring

COURSE CODE	171618007	COURSE NAME	Brief Counseling
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	3	0	0	3	4	COMPULSORY () ELECTIVE (X)	Turkish
COURSE CATAGORY							
Professional Knowledge		Content Knowledge		General Culture Knowledge		Elective Course	
						General Knowledge() Content Knowledge (X)	
ASSESSMENT CRITERIA							
MID-TERM				Evaluation Type		Quantity	%
				1st Mid-Term		1	30
				2nd Mid-Term		-	-
				Quiz		-	-
				Homework		1	20
				Project		-	-
				Report		-	-
				Others (.....)		-	-
FINAL EXAM						1	50
PREREQUISITE(S)				--			
COURSE DESCRIPTION				<p>Brief Counseling, offers a systematic approach that focuses more on the solution of the problem than the problem itself. Strengths of the client are emphasized on. The solution is based on the client's self, which creates a positive impact on the client's self-confidence. It does not care about the things a client has never attempted and performed but about his past achievements; the client is encouraged to remember the periods when the problems are easier to deal with. It aims to create and increase positives instead of seeking to eliminate the present problem.</p> <p>Solution-Focused Brief Counseling, which is a very effective approach in achieving results as soon as possible in many problem areas, offers a very appropriate model for those counselors who work at schools that are required to offer services in limited time to many individuals and in need of effective and rapid remedies.</p>			

COURSE OBJECTIVES	<p>Solution-Focused Brief Counseling Objectives</p> <p>The system-focused approach to consulting in the context of systems approach.</p> <ul style="list-style-type: none"> - Solution-Focused Counseling Process: relationship building, problem listening, reframing, praise, exceptions identification, goal setting, miracle questions, rating, solution development, messaging, feeling the difference. <p>Solution-focused Consulting Strategies: Example questions</p> <ul style="list-style-type: none"> - Solution-Focused Approach to Schools Applications: individual, small group and classroom environment examples; with families to enhance students' skills in solution-oriented approach.
ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION	Brief therapy results in a short time in the field of course, many problems in obtaining an effective approach. Large number of people who are serving time in a short, effective and rapid remedies need for counselors working in schools offers a very suitable model.
COURSE OUTCOMES	<ul style="list-style-type: none"> - Solution-Focused Counseling Process: relationship building, problem listening, reframing, praise, exceptions identification, goal setting, miracle questions, scaling, solution development, messaging, to exchange the difference. - Solution-Oriented Consulting Strategies; Question Examples - Solution-Focused Approach to Schools Applications; individual, small group and classroom examples, solution-focused approach with families
TEXTBOOK	Gerald., S (2010) <i>Solution-Focused Brief Counseling</i>. New York: Memorial Publishing.
OTHER REFERENCES	-
TOOLS AND EQUIPMENTS REQUIRED	Projection, Camera

Course syllabus	
Week	Topics
1	The system-focused approach to consulting work in the context.
2	Solution-Focused Counseling Process: relationship building, listening to the problem, re-framing, praise, exceptions identification, goal setting, miracle questions, ratings, solution development, messaging, to exchange the difference.
3	Solution-Focused Consulting Strategies; Question Examples
4	Solution-Focused Approach to Schools Applications; individual, small group and classroom examples,
5	Solution-focused approach with families
6	Solution-focused approach with families
7	Solution-focused approach with families
8	Mid-Term Exam Week
9	Mid-Term Exam Week
10	The system-focused approach to consulting work in the context.
11	The system-focused approach to consulting work in the context.
12	Solution-focused Consulting Strategies; Question Examples
13	Educational Approaches
14	Therapy Process Features
15,16	Final Exam Week

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.			X
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.			X
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information			X
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies			X
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development		X	
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition			X
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X
1:None. 2:Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature :

Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Spring
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COURSE CODE	171618008	COURSE NAME	Positive Psychotherapy
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	3	0	0	3	4	COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATEGORY

Professional Knowledge	Content Knowledge	General Knowledge	Elective Course
			X

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	30
	2nd Mid-Term	-	-
	Quiz	-	-
	Homework	1	20
	Project	-	-
	Report	-	-
	Others (.....)	-	-
FINAL EXAM		1	50

PREREQUIEITE(S)	-
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COURSE DESCRIPTION	Content of the course is as follows: basic concepts of balance model, primary and secondary capabilities, key conflict, basic conflict, Besides these concepts, it will be introduced the positive psychotherapy techniques, and also stages of positive psychotherapy. Also, this course contains introducing Wiesbaden Positive Psychotherapy scale and preparing preventive education programs with respect to positive psychotherapy.
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COURSE OBJECTIVES	The main aim of the course is to give information about positive psychotherapy concepts to candidate of counselor. In addition to this aim, the students will benefit from positive psychotherapy on the point of self-help.
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ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION	That's the whole point which will be learned in this lesson is importance of positive psychotherapy concepts at counseling process when people counsel. It can be additives of course to apply professional education counted after this chief point. First of all, students' in psychological counseling and guidance department analyze and evaluate the capabilities of positive psychotherapy how shape their personalities and social relationships in social surroundings. The other additives of course to apply professional education is students' in psychological counseling and guidance
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	department use effective strategies to organize counseling session and use effective psychological counseling techniques while encounter psychological disorders by developing intervention programs. Because of this additive, students' in psychological counseling and guidance department can help their client effectively.
COURSE OUTCOMES	By the end of this course students will be able to: <ol style="list-style-type: none"> 1. Know basic positive psychotherapy concepts. 2. Get knowledge about techniques of positive psychotherapy. 3. Know the stages of positive psychotherapy. 4. Have information on the balance model. 5. Have information on measurement and scales of positive psychotherapy. 6. Apply some preventive educational programs.
TEXTBOOK	1. Pesseschkian, N.(2002a). <i>Günlük yaşamın psikoterapisi</i> (Çev. H. Fıfşilođlu). İstanbul:Beyaz Yayınları
OTHER REFERENCES	1. Pesseschkian, N.(2002b). <i>Pozitif aile terapisi</i> (Çev. M.Naim). İstanbul: Beyaz Yayınları. 2. Pesseschkian, N.(1998). <i>Dođu Hikayeleriyle psikoterapi</i> (Çev. H. Fıfşilođlu). İstanbul: Beyaz Yayınları
TOOLS AND EQUIPMENTS REQUIRED	-

Course syllabus	
Week	Topics
1	To Introduce Textbook And Other References To Students And To Distribute Course Topics Between Students.
2	Balance model.
3	Primary and secondary capabilities
4	First interview
5	The techniques of positive psychotherapy
6	The stages of positive psychotherapy
7	Self help
8	Mid-Term Exam Week
9	Mid-Term Exam Week
10	Measurement of basic construct of positive psychotherapy
11	The narrative and metaphors are used in positive psychotherapy
12	Homework of positive psychotherapy
13	Differential analysis
14	Using of positive psychotherapy at school context as preventive tool.
15,16	Final Exam Week

NO	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for teh problems of the field.		x	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.	x		
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information		x	
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies	x		

5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.		x	
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development	x		
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		x	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development		x	
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling	x		
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.		x	
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.		x	
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.	x		
13	Being able to understand the individuals by using techniques of individual recognition		x	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.		x	
15	Being able to set up and direct a psychological counseling and guidance centre.	x		
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.		x	
1: None. 2: Partially contribution. 3: Completely contribution.				

Instructor(s):

Signature

Date: Date:

Return



ESOGU
Educational Sciences Department
Guidance and Psychological Counseling Program
Course Information Form

SEMESTER	Spring
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COURSE CODE	171618009	COURSE NAME	Creativity, Intelligence & Critical Thinking
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SEMESTER	WEEKLY COURSE PERIOD			COURSE OF			
	Theory	Practice	Laboratory	Credit	ECTS	TYPE	LANGUAGE
8	3	0	0	3		COMPULSORY () ELECTIVE (X)	Turkish

COURSE CATAGORY

Professional Knowledge	Content Knowledge	General Culture Knowledge	Elective Course
			General Knowledge() Content Knowledge (X)

ASSESSMENT CRITERIA

	Evaluation Type	Quantity	%
MID-TERM	1st Mid-Term	1	30
	2nd Mid-Term	-	-
	Quiz	-	-
	Homework	2	30
	Project	-	-
	Report	-	-
	Others (.....)	-	-
FINAL EXAM		1	40

PREREQUISITE(S)

-

COURSE DESCRIPTION

This course provides an in-depth study of creativity, intelligence, and critical thinking.

COURSE OBJECTIVES

The emphasis in the course will be research articles related to those topics.

ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUCATION

This course will provide the understanding of how creativity impacts learning in different ways.

COURSE OUTCOMES

To gain an understanding of the basic theories and models of intelligence and creativity.

To explore the relationship between intelligence and creativity.

To gain an understanding of how an understanding of intelligence and creativity can impact educational practice.

TEXTBOOK

Sternberg, R. J. (2007). *Wisdom, Intelligence, and Creativity Synthesized*. Cambridge, NY: Cambridge University Press ISBN: 978-0-521-00271-4

Starko, A. J. (2010). *Creativity in the Classroom* (4th Ed). New York: Routledge ISBN: 978-0-415-99707-2

Ruf, D. L. (2005). *Losing our minds*. Scottsdale, AZ: Great Potential Press ISBN: 0-910707-70-7

OTHER REFERENCES

TOOLS AND EQUIPMENTS REQUIRED

Course syllabus	
Week	Topics
1	Introduction to Intelligence & Creativity Overview of the course.
2	Intelligence
3	Intelligence & Assessment of Intelligence
4	Creativity
5	Creativity & Assessment of Creativity
6	Creative People
7	Mid-Term
8	Mid-Term
9	Creativity and Talent Development
10	Teaching Creative Thinking Skills
11	Critical Thinking
12	Motivation, Critical Thinking & Creativity
13	Wisdom
14	Wisdom-Intelligence-Creativity
15,16	Final Exam Week

ID	PROGRAM OUTCOMES	3	2	1
1	Being able to conduct research using the relevant scientific methodology in order to produce solutions for the problems of the field.		X	
2	Being able to identify self-developmental goals related with the field, to choose and implement relevant strategies and to evaluate the realization level of the goals.		X	
3	Being able to acquire and use a valid foreign language in the field for accessing and sharing information verbally and in written form as well as producing information			X
4	Being able to utilize relevant computer skills necessary in the field as well as information and communication technologies			X
5	Possessing sufficient awareness of preserving universal, local and cultural values, human and animal rights and of environmental preservation as well as understand and solve current related problems.	X		
6	Being able to identify basic developmental qualities through the awareness of primary theoretical approaches related with human development			X
7	Being able to accept and respect differences and diversity in delivering psychological counseling and guidance services through sensitivity towards different cultures		X	
8	Being able to possess a knowledge of primary fields of educational sciences and to utilize the theories and concepts of psychological counseling and guidance in providing educational development			X
9	Being able to evaluate, implement and interpret concepts and scientific methods in the field of psychological counselling			X
10	Being able to build constructive, ethical and trustworthy relationship with the clients during the psychological counseling and guidance process and to utilize the appropriate approach for the needs of the clients using active listening skills.			X
11	Being capable of initiating group psychological counseling and guidance process, continue and finalize it. Being able to provide group leadership. Being able to possess the knowledge of group psychological counseling and guidance theories and approaches.			X
12	Being aware of the professional organizations in the field of psychological counseling and guidance and participating in their activities. Attending conferences, symposia and meetings in the field. Following academic and scientific resources in the field.			X
13	Being able to understand the individuals by using techniques of individual recognition		X	
14	Being capable of developing and evaluating psychological guidance and counselling programmes.			X
15	Being able to set up and direct a psychological counseling and guidance centre.			X
16	Being capable of implementing the appropriate measurement and evaluation techniques within ethical principles in order to determine social and psychological qualities of the students and to support their development and of reporting.			X

1:None. 2:Partially contribution. 3: Completely contribution.

Instructor(s): Signature:

Date:

