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|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Scientific Research Methods** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 4620401 | 7 | 2 | 0 | 2 | 2 | 2 |
| **Level of course unit** | Associate degree ( ) Bachelor’s (X ) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must (X ) Optional ( ) |
| **Instructor (s)** |  |
| **Course objective** | To present detailed scientific approaches related to scientific research methods and to train qualified researcher candidates. |
| **Course content** | Scientific method in academic research, introduction to research. Definition of research problem, research design, questionnaire design, sampling methods, data collection methods. To be able to give accurate reference. Examples of research on domestic and foreign libraries. |
| **Prequisites** | There is no prerequisite or co-requisite for this course. |
| **Learning and teaching strategies**  | Lecture, question and answer, discussion, problem solving, project. |
| **References** | Balcı, A. (2015), Sosyal Bilimlerde Araştırma: Yöntem, Teknik ve İlkeler, Ankara: Pegem Akademi.Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E. , Karadeniz, Ş., ve Demirel, F. (2012). Bilimsel Araştırma Yöntemleri. Ankara: Pegem a Yayıncılık. |
| **Learning outcomes**  | Every student who completes this course successfully;* Learn basic concepts related to scientific research.
* Learns the stages of scientific research.
* Can do a scientific research.
 |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz | 1 | 20 |
| Exams |  |  |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment | 1 | 20 |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 2 | 40 |
| **Final exam** | Quiz |  |  |
| Exams | 1 | 30 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment | 1 | 30 |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 2 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | Introduction to Scientific Research Methods |
| 2 | Research process |
| 3 | Research process |
| 4 | Scientific Ethics |
| 5 | Assumptions and Variables / Sampling Method |
| 6 | Data Sources |
| 7 | Data Collection Techniques |
| 8 | Article Search Formats |
| 9 | Article Search Formats |
| 10 |  Article Writing Tabulation |
| 11 | Article Writing Graphics and Pictures |
| 12 |  Scientific Research Presentation Techniques |
| 13 | Scientific Research Presentation Techniques |
| 14 | General evaluation |
| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | Learn basic concepts related to scientific research. | 5 |
| PQ-2 | Learns the stages of scientific research. | 5 |
| PQ-3 | Can do a scientific research. | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |
| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice |  |  |  |
| Homework/ Seminar |  |  |  |
| Projects  | 6 | 3 | 18 |
| Practice (Laboratory, Atelier, Field work) |  |  |  |
| Study hours out of classroom |  |  |  |
| Quiz |  |  |  |
| Midterm exams | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 50 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 2 |
|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Adolescence Psychology** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 4620403 | 7 | 2 | 0 | 2 | 2 | 3 |
| **Level of course unit** | Associate degree ( ) Bachelor’s ( X) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must ( X) Optional ( ) |
| **Instructor (s)** |  |
| **Course objective** | The aim of the course is to have information about the period of adolescence and its general characteristics, problems of the period and practices to be done. |
| **Course content** | Theoretical and practical information on psychosocial development in adolescents, physical development, adolescent health, school and friendship relations, adolescent sexuality, behavioral problems in adolescents, adolescent pregnancy, nutrition, substance abuse, technology use and sports-art. |
| **Prequisites** | There is no prerequisite or co-requisite for this course. |
| **Learning and teaching strategies**  | Lecture, question and answer, discussion, problem solving, project. |
| **References** | Kulaksızoğlu, A. (2015). Ergenlik Psikolojisi. Remzi Kitabevi, İstanbul.Dolgin, K.G.(2014). Ergenlik Psikolojisi. Kaknüs Yayınları, İstanbul.Steinberg, L.(2007). Ergenlik. İmge Kitapevi, İstanbul. |
| **Learning outcomes**  | Every student who completes this course successfully;* Defines the adolescence period and reveals the characteristics of this period.
* Know the developmental characteristics of adolescence.
* Learns the relationship between adolescent-family, adolescent-friend and adolescent-school.
* Explains the problems that adolescents experience.
* Have knowledge about disadvantaged adolescents from the social side.
 |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz |  |  |
| Exams | 1 | 20 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment | 1 | 20 |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 2 | 40 |
| **Final exam** | Quiz |  |  |
| Exams | 1 | 30 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment | 1 | 30 |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 2 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | Psychosocial development in adolescents. |
| 2 | Physical development in adolescents. |
| 3 | Adolescent health. |
| 4 | Behavioral problems in adolescents. |
| 5 | Family and adolescents. |
| 6 | School and friendship associations. |
| 7 | School and friendship associations. |
| 8 | Ergenic sexuality - sexual information needs in adolescents. |
| 9 | Maternal pregnancies. |
| 10 | Nutrition, obesity and eating disorders in adolescents. |
| 11 | Drug addiction in adolescents. |
| 12 | Drug addiction in adolescents. |
| 13 | Adolescent and technology. |
| 14 | Adolescent and sports art. |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | They define the adolescence period and explain the characteristics of this period. | 5 |
| PQ-2 | Know the developmental characteristics of adolescence period. | 5 |
| PQ-4 | They explain the problems that the adolescents are experiencing. | 4 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |

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| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice |  |  |  |
| Homework/ Seminar | 10 | 4 | 40 |
| Projects  |  |  |  |
| Practice (Laboratory, Atelier, Field work) |  |  |  |
| Study hours out of classroom | 1 | 3 | 3 |
| Quiz |  |  |  |
| Midterm exams | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 75 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 3 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Graduational Thesis I** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 4620405 | 7 | 2 | 2 | 4 | 3 | 6 |
| **Level of course unit** | Associate degree ( ) Bachelor’s ( ) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must (X ) Optional ( ) |
| **Instructor (s)** |  |
| **Course objective** | The aim of the course is to acquire general knowledge in order to be able to conduct research in an objective way. |
| **Course content** | It includes planning studies related to the graduation thesis under the supervision of the advisor lecturer on a subject that the learner will determine in the direction of the theoretical and practical knowledge gained throughout his undergraduate study. |
| **Prequisites** | There is no prerequisite or co-requisite for this course. |
| **Learning and teaching strategies** | Lecture, question and answer, discussion, problem solving, project. |
| **References** | Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş. ve Demirel, F. (2008). Bilimsel Araştırma Yöntemleri, Pegem A Yayıncılık, Ankara.Arıkan, R. (2012). Araştırma Teknikleri ve Rapor Hazırlama, Asil Yayın Dağıtım, Ankara.Kaptan, S. (1995). Bilimsel Araştırma ve İstatistik Teknikleri, Tek Işık Ofset Tesisleri, Ankara. |
| **Learning outcomes**  | Every student who completes this course successfully;* Learn basic concepts and principles used in research.
* Determines research topic.
* determines research method.
* Pilot makes the application.
* Evaluates pilot work done.
* Rearrange measurement tools in the direction of evaluation.
 |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz |  |  |
| Exams | 1 | 20 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment | 1 | 20 |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 2 | 40 |
| **Final exam** | Quiz |  |  |
| Exams | 1 | 20 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment | 1 | 40 |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 2 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | Basic concepts and principles used in research. |
| 2 | Basic concepts and principles used in research. |
| 3 | Determining the research topic. |
| 4 | Determining the research topic. |
| 5 | Determination of research method. |
| 6 | Determination of research method. |
| 7 | Pilot application. |
| 8 | Pilot application. |
| 9 | Pilot application. |
| 10 | Pilot application. |
| 11 | The pilot evaluates the work. |
| 12 | The pilot evaluates the work. |
| 13 | Rearrange the measuring instruments in the evaluation direction. |
| 14 | Rearrange the measuring instruments in the evaluation direction. |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | Learn basic concepts and principles used in research. | 5 |
| PQ-2 | Determines the research topic. | 5 |
| PQ-3 | Determines research method. | 4 |
| PQ-4 | Pilot makes the application. | 4 |
| PQ-5 | The pilot evaluates the work. | 4 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |

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| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice | 14 | 2 | 28 |
| Homework/ Seminar | 14 | 4 | 56 |
| Projects  |  |  |  |
| Practice (Laboratory, Atelier, Field work) | 14 | 2 | 28 |
| Study hours out of classroom | 1 | 6 | 6 |
| Quiz |  |  |  |
| Midterm exams | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 150 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 6 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Special Education Practice I** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 4620407 | 7 | 2 | 2 | 4 | 3 | 4 |
| **Level of course unit** | Associate degree ( ) Bachelor’s ( X ) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must (X ) Optional ( ) |
| **Instructor (s)** |  |
| **Course objective** | The aim of the course is to have theoretical and applied knowledge in the field of special education, to make observations, to prepare educational programs, to implement and evaluate. |
| **Course content** | Theoretical information taken in the field of special education, observation, developmental evaluation and application, preparation of training program, implementation and evaluation. Within these applications, it is aimed to have knowledge about the individuals who need special education and to have knowledge about integration education. |
| **Prequisites** | There is no prerequisite or co-requisite for this course. |
| **Learning and teaching strategies** | Lecture, question and answer, discussion, problem solving, project. |
| **References** | Tekin,E. ve Kırcaali İftar, G.(2001) Özel Eğitimde Yanlışsız Öğretim Yöntemleri. Nobel Yayınları, Ankara.Diken., İ. H (2008).Özel Eğitime Gereksinimi Olan Öğrenciler ve Özel Eğitim (Ed. Diken., İ. H.), Pegem A Akademi, Ankara.Akçamete, G. (2009). Genel Eğitim Okullarında Özel Gereksinimli Olana Öğrenciler ve Özel Eğitim (Ed. Akçamete, G. ) Kök Yayıncılık, Ankara. |
| **Learning outcomes**  | Every student who completes this course successfully;* Plans educational programs tailored to the characteristics and educational needs of children with special needs.
* Makes the application.
* Makes the evaluation.
 |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz |  |  |
| Exams | 1 | 40 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 1 | 40 |
| **Final exam** | Quiz |  |  |
| Exams | 1 | 30 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment | 1 | 30 |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 2 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | Practice of the lessons learned in the theoretical lessons. |
| 2 | Making developmental evaluation. |
| 3 | Observation in the field of special education. |
| 4 | Practice in the field of special education. |
| 5 | Practice in the field of special education. |
| 6 | Practice in the field of special education. |
| 7 | Preparing educational programs for children with special needs. |
| 8 | Preparing educational programs for children with special needs. |
| 9 | Applying the training program. |
| 10 | Applying the training program. |
| 11 | Applying the training program. |
| 12 | Evaluation of the training program. |
| 13 | Evaluation of the training program. |
| 14 | Reporting applications and experiences. |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | They plan educational programs that are tailored to the characteristics and educational needs of children with special needs. | 5 |
| PQ-2 | It does the application. | 5 |
| PQ-3 | It makes an assessment. | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |

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| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice | 14 | 2 | 28 |
| Homework/ Seminar | 14 | 2 | 28 |
| Projects  | 1 | 8 | 8 |
| Practice (Laboratory, Atelier, Field work) |  |  |  |
| Study hours out of classroom |  |  |  |
| Quiz |  |  |  |
| Midterm exams | 1 | 4 | 4 |
| Final exam | 1 | 4 | 4 |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 100 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 4 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences  |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Institution Management** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 4620409 | 7 | 2 | 0 | 2 | 2 | 3 |
| **Level of course unit** | Associate degree ( ) Bachelor’s ( X ) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must ( X ) Optional ( ) |
| **Instructor (s)** |  |
| **Course objective** | The aim of this course is to provide competence in management principles and theories, regulations of institutions, features and responsibilities of personnel at institutions and resource and budget use at institutions. |
| **Course content** | Within the framework of this course, topics such as management principles and theories, regulations of institutions, features and responsibilities of personnel at institutions and resource and budget use at institutions are given place. |
| **Prequisites** | There is no prerequisite or co-requisite for this course. |
| **Learning and teaching strategies** | Oral presentation, discussion, demonstration, case study, brain storming, pait and group work |
| **References** | Ersan, N. (1987). Yönetim Süreçleri ve Teorileri, Semih Ofset Matbaacılık, Ankara.Uyanık Balat, G. (Ed.) .(2010). Okul Öncesi Eğitime Giriş, Pegem Akademi, Ankara.Diken, İ.H.(Ed.) .(2010). Erken Çocukluk Eğitimi, Pegem Akademi, Ankara.Yüksel, Ö. (2003). İnsan Kaynakları Yönetimi, Gazi Kitabevi, Ankara.Başaran, İ. E. 2000. Eğitim Yönetimi Nitelikli Okul. Feryal Matbaası, 4. Baskı, Ankara Anonim. 2002. Milli Eğitim Bakanlığı Okul Öncesi Eğitim Kurumları Yönetmeliği. Ya- Pa Yayınları, İstanbul. Çelik, V. 2002. Okul Kültürü ve Yönetimi. Pegem Yayıncılık, Ankara. Karakılçık, Y. ve Erkul, H. 2004. Kurumlar ve Yönetim. Detay Yayınevi, Ankara. Oktay, O.(Edit.) 2009. Türk Eğitim Sistemi ve Okul Yönetimi. Kriter Yayınları, İstanbul. Taymaz, H. 2003. Okul Yönetimi. Pegem Yayıncılık, Ankara. |
| **Learning outcomes**  | Every student who completes this course successfully;* He/she defines concepts of management
* He/she has information regarding management theories.
* He/she discusses management processes.
* He/she evaluates regulations of institutions.
* He/she summarizes features and responsibilites which should be present in personnel working at institution
* He/she sets examples to activities which support positive communication at institution
* He/she offers solutions to examples of problems regarding management
* He/she discusses examples regarding the regulation of resource use at institution
* He/she lists points which should be paid attention regarding budget use at institution.
* He/she makes comparisons regarding different applications of regulations.
* He/she effectively uses technology in applications of institution management
 |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz |  |  |
| Exams | 1 | 40 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 1 | 40 |
| **Final exam** | Quiz |  |  |
| Exams | 1 | 60 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 1 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | Concepts associated with management |
| 2 | Management theories |
| 3 | Management processes |
| 4 | Comparative discussion of management theories and processes |
| 5 | Regulations of different theories regarding child development |
| 6 | Regulations of different theories regarding child development |
| 7 | Features and responsibilities which should be present in personnel working at institution |
| 8 | Features and responsibilities which should be present in personnel working at institution |
| 9 | Activities which support positive communication within institution |
| 10 | Activities which support positive communication within institution |
| 11 | Management problems and suggestions of solution |
| 12 | Resource use within institutions |
| 13 | Budget use within institutions |
| 14 | Following innovations such as technology etc in institution management and its importance |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | Know the regulations about institutions. | 5 |
| PQ-2 | Learn the characteristics and responsibilities of the personnel in institutions | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |

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| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice |  |  |  |
| Homework/ Seminar |  |  |  |
| Projects  |  |  |  |
| Practice (Laboratory, Atelier, Field work) | 10 | 4 | 40 |
| Study hours out of classroom | 1 | 3 | 3 |
| Quiz |  |  |  |
| Midterm exams | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 75 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 3 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Theories in Child Development** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 4620411 | 7 | 2 | 0 | 2 | 2 | 4 |
| **Level of course unit** | Associate degree ( ) Bachelor’s (X ) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must (X ) Optional ( ) |
| **Instructor (s)** |  |
| **Course objective** | The aim of the course is to have knowledge about the theories involved in child development. |
| **Course content** | In addition to the psychoanalytic, cognitive, behavioral theories aiming to explain the changes in child development, the pioneers of ecological and etiological theories and the main theoreticians, concepts and techniques that follow them are introduced. |
| **Prequisites** | There is no prerequisite or co-requisite for this course. |
| **Learning and teaching strategies**  | Oral presentation, discussion, demonstration, case study, brain storming, pait and group work |
| **References** | Balat, G. (Edt.) (2010).Okul Öncesi Eğitime Giriş. Pegem A yayıncılık. Ankara.Can, G. (2000). Çocuk gelişimi kuramları (Edt. E. Ceyhan).Çocuk Gelişimi ve Psikolojisi. Anadolu Üniversitesi Yayınları, Eskişehir.Boyd, D.(2009). Çocuk Gelişim Psikolojisi. Kaknüs Yayınları, İstanbul.Magnavita, J.J. (2016). Kişilik Kuramları. Psikoterapi Enstitüsü Yayınları, İstanbul. |
| **Learning outcomes**  | Every student who completes this course successfully;• Learn the basic concepts of development.• Know development theories.• Learn learning theories. |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz |  |  |
| Exams | 1 | 40 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 1 | 40 |
| **Final exam** | Quiz |  |  |
| Exams | 1 | 60 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 1 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | Cognitive development theories. |
| 2 | Cognitive development theories. |
| 3 | Language theories. |
| 4 | Social development theories. |
| 5 | Social development theories. |
| 6 | Emotional development theories. |
| 7 | Emotional development theories. |
| 8 | Psychoanalytic theories. |
| 9 | Psychoanalytic theories. |
| 10 | Behavioral theories. |
| 11 | Behavioral theories. |
| 12 | Ecological theory. |
| 13 | Learning theories. |
| 14 | Learning theories. |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PY-1 | Learn basic concepts of development. | 5 |
| PY-2 | Know development theories. | 5 |
| PY-3 | Learns learning theories. | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |

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| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice |  |  |  |
| Homework/ Seminar | 14 | 2 | 28 |
| Projects  | 10 | 4 | 40 |
| Practice (Laboratory, Atelier, Field work) |  |  |  |
| Study hours out of classroom |  |  |  |
| Quiz |  |  |  |
| Midterm exams | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 100 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 4 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Hearing Disabled Children** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 4620413 | 7 | 2 | 0 | 2 | 2 | 3 |
| **Level of course unit** | Associate degree ( ) Bachelor’s ( X ) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must ( ) Optional (X) |
| **Instructor (s)** |  |
| **Course objective** | The aim of the course is to have knowledge about general characteristics of hearing impaired children, detection of hearing impairment, educational needs and educational methods. |
| **Course content** | Definition of hearing impaired children, techniques of recognition of hearing impaired children, education requirements, educational methods and models, educational techniques, integration programs, education of hearing impaired children, family education. |
| **Prequisites** | There is no prerequisite or co-requisite for this course. |
| **Learning and teaching strategies** | Oral presentation, discussion, demonstration, case study, brain storming, pait and group work |
| **References** | Tekin, E. ve Kırcaali-İftar, G.(2001) Özel Eğitimde Yanlışsız Öğretim Yöntemleri. Nobel Yayınları, Ankara.Diken, İ.H (2008) Özel Eğitime Gereksinimi Olan Öğrenciler ve Özel Eğitim (Ed. Diken,.İ.H), PegemA Akademi, Ankara.Akçamete, G. (2009) Genel Eğitim Okullarında Özel Gereksinimli Olana Öğrenciler ve Özel Eğitim (Ed. Akçamete, G. ) Kök Yayıncılık, Ankara. |
| **Learning outcomes**  | Every student who completes this course successfully;• Has knowledge about the hearing mechanism.• Defines the hearing impairment.• Explain the causes of hearing impairment.• Classify hearing impaired children.• Know the characteristics of hearing impaired children.• Diagnoses and evaluates children with hearing impairment.• Has knowledge about the education of children with hearing impairment. |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz |  |  |
| Exams | 1 | 40 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 1 | 40 |
| **Final exam** | Quiz |  |  |
| Exams | 1 | 60 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 1 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | Sound physis, anatomy and physiology of the ear. |
| 2 | Audiometry and audiogram. |
| 3 | Hearing instruments and measurement techniques. |
| 4 | Definition, causes, classification of hearing impairment. |
| 5 | Definition and development characteristics of the hearing impaired child. |
| 6 | Definition and development characteristics of the hearing impaired child. |
| 7 | Techniques of recognizing hearing impaired children. |
| 8 | Audio listening, the importance of team work and studies for hearing impaired children in Turkey, the importance of early diagnosis. |
| 9 | Training requirements, training methods, training models, training techniques. |
| 10 | Training requirements, training methods, training models, training techniques. |
| 11 | Mainstreaming programs. |
| 12 | Features that need attention in communication. |
| 13 | Education of hearing-impaired babies. |
| 14 | Supportive education and family education in early childhood |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-2 | It defines the hearing impairment. | 5 |
| PQ-3 | They explain the causes of hearing impairment. | 4 |
| PQ-5 | Know the properties of hearing impaired children. | 5 |
| PQ-6 |  Diagnoses and evaluates children with hearing impairment. | 4 |
| PQ-7 | Hearing impaired children have information about their education | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |
| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice |  |  |  |
| Homework/ Seminar | 5 | 5 | 25 |
| Projects  |  |  |  |
| Practice (Laboratory, Atelier, Field work) |  |  |  |
| Study hours out of classroom | 9 | 2 | 18 |
| Quiz |  |  |  |
| Midterm exams | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 75 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 3 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Chıldren’s habitats landscaping** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 4620415 | 7 | 2 | 0 | 2 | 2 | 3 |
| **Level of course unit** | Associate degree ( ) Bachelor’s ( X ) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must ( ) Optional (X) |
| **Instructor (s)** |  |
| **Course objective** | The aim of the course is to have knowledge about internal and external structure, safety and characteristics of pre-school education institutions. |
| **Course content** | The importance of safety in preschool education institutions, interior and exterior structure, characteristics of garden and outdoor play area, properties of space in the classroom, what pre-school education institutions in the world in Turkey, includes field trips for preschool education institutions. |
| **Prequisites** | There is no prerequisite or co-requisite for this course. |
| **Learning and teaching strategies**  | Oral presentation, discussion, demonstration, case study, brain storming, pait and group work |
| **References** | Koçer, D. (2005). Çocuklarımız ve Bilmediklerimiz, Eğitsel Tanıma, Eğitim Ortamı, Eğitim Yönetimi, Kaynaştırma Yoluyla Eğitim. Paragraf Yayınları. İstanbul. |
| **Learning outcomes**  | Every student who completes this course successfully;• Be aware of the importance of safety in pre-primary education institutions.• Knows the importance of appropriate indoor and outdoor features and aesthetics in pre-school education institutions.• Know the characteristics of interior and exterior spaces of pre-school education institutions.• Turkey and the world looks at the pre-school educational institutions.• Evaluate the educational institutions examined. |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz |  |  |
| Exams | 1 | 40 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 1 | 40 |
| **Final exam** | Quiz |  |  |
| Exams | 1 | 30 |
| Application  |  |  |
| Field activities  | 1 | 30 |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 2 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | Safety in pre-primary education institutions |
| 2 | In pre-primary education institutions, appropriate internal and external features and esthetic importance |
| 3 | The location of pre-school institutions and the external structure of preschool institutions |
| 4 | Characteristics of garden and outdoor playgrounds in pre-school institutions |
| 5 | In the pre-school education institutions, the building characteristics of interior spaces (windows - doors - corridors - heating system - sound insulation - floor - ceiling - color) |
| 6 | In the pre-primary education institutions, interior spaces (sinks and toilets-entrance hall and guardian hall-guard room-observation room-kitchen and dining room-administrative parts-multipurpose hall-art workshop-examination room) |
| 7 | Characteristics of classroom areas (table - chair - cupboard etc. properties - materials and materials) |
| 8 | Activity bars - features of art workspaces and playspaces |
| 9 | Turkey and preschool education institutions in the world |
| 10 | Turkey and preschool education institutions in the world |
| 11 | Examination of pre-school education institutions (Field study) |
| 12 | Examination of pre-school education institutions (Field study) |
| 13 | Evaluation of examined educational institutions |
| 14 | Evaluation of examined educational institutions |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | Gain the importance of safety in pre-school education institutions. | 5 |
| PQ-2 | Know the importance of appropriate indoor and outdoor features and aesthetics in pre-school education institutions. | 5 |
| PQ-3 | Know the characteristics of interior and exterior spaces of pre-school education institutions. | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |

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| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice |  |  |  |
| Homework/ Seminar |  |  |  |
| Projects  | 1 | 7 | 7 |
| Practice (Laboratory, Atelier, Field work) | 9 | 4 | 36 |
| Study hours out of classroom |  |  |  |
| Quiz |  |  |  |
| Midterm exams | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 75 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 3 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Learning Psychology** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 4620417 | 7 | 2 | 0 | 2 | 2 | 2 |
| **Level of course unit** | Associate degree ( ) Bachelor’s ( X ) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must ( ) Optional (X) |
| **Instructor (s)** |  |
| **Course objective** | The aim of the course is to have knowledge about learning process, factors affecting learning theories. |
| **Course content** | Learning psychology includes factors affecting learning, basics of learning theories and content. |
| **Prequisites** | There is no prerequisite or co-requisite for this course. |
| **Learning and teaching strategies**  | Oral presentation, discussion, demonstration, case study, brain storming, pait and group work |
| **References** | Driscoll, M.P.(2012). Öğretim Süreçleri ve Öğrenme Psikolojisi. Anı Yayınları, Ankara.Dilci, T.(2014). Öğrenme Psikolojisi. İdeal Kültür Yayıncılık, İstanbul.Howe, M.J.A.(2014). Öğrenme Psikolojisi. Alfa Yayıncılık, İstanbul.Komisyon(2014). Öğrenme Psikolojisi. Anı Yayınları, Ankara. |
| **Learning outcomes**  | Every student who completes this course successfully;• Explain the factors that influence learning.• Know learning theories. |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz |  |  |
| Exams | 1 | 40 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 1 | 40 |
| **Final exam** | Quiz |  |  |
| Exams | 1 | 60 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 1 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | Introduction to learning psychology. |
| 2 | Factors affecting learning. |
| 3 | Factors affecting learning. |
| 4 | Learning theories. |
| 5 | Behaviorist approach theories. |
| 6 | Behaviorist approach theories. |
| 7 | Classical conditioning and basic concepts. |
| 8 | Classical conditioning principles. |
| 9 | Systematic desensitization | Contradiction. |
| 10 | Systematic desensitization | Contradiction. |
| 11 | Reactive conditioning properties. |
| 12 | Reactive conditioning properties. |
| 13 | Operative conditioning process. |
| 14 | Operant conditioning and basic concepts. |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | They explain the factors that influence learning. | 5 |
| PQ-2 | Know learning theories | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |

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| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice |  |  |  |
| Homework/ Seminar | 6 | 3 | 18 |
| Projects  |  |  |  |
| Practice (Laboratory, Atelier, Field work) |  |  |  |
| Study hours out of classroom |  |  |  |
| Quiz |  |  |  |
| Midterm exams | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 50 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 2 |
|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Adolescent and Family** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 4620419 | 7 | 2 | 0 | 2 | 2 | 2 |
| **Level of course unit** | Associate degree ( ) Bachelor’s (X ) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must ( ) Optional (X) |
| **Instructor (s)** |  |
| **Course objective** | The developmental characteristics of adolescence, the problems that adolescents experience, the importance of family, their role, and their communication with their families. |
| **Course content** | Within the scope of this course, developmental characteristics of adolescence, problems experienced by adolescents, importance of family, role, communication with their families are included. |
| **Prequisites** | There is no prerequisite or co-requisite for this course. |
| **Learning and teaching strategies**  | Oral presentation, discussion, demonstration, case study, brain storming, pait and group work |
| **References** | Bee, H. and Boyd, D. 2010. The Developing Child. Pearson Education, Boston.Onur, B Bilgin, M. , İnanç, B.Y. Ve Atıcı, M.K. 2008. Çocuk ve Ergen Gelişimi. Pegem Aakademi Yayınıcılık, Ankara.. 1987. Ergenlik Psikolojisi. Hacettepe Taş, Ankara.Santrock, J. W. (2012). Ergenlik. (Çev. Ed: D.M. Siyez). Nobel Akademik Yayıncılık, Ankara. |
| **Learning outcomes**  | Every student who completes this course successfully;• Features of adolescence lists• Interpreting the relationships of the ergen family and the individual around them• Offers plans, suggestions for working with the families of the adolescents. |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz |  |  |
| Exams | 1 | 20 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment | 2 | 20 |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 3 | 40 |
| **Final exam** | Quiz |  |  |
| Exams | 1 | 40 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment | 4 | 20 |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 5 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | Definition of adolescence period, general characteristics |
| 2 | Profile of adolescents in Turkey |
| 3 | The role of family in adolescence |
| 4 | Self, identity and personality development during adolescence and role of family |
| 5 | Role of social development and family in adolescence |
| 6 | Emotional development and the role of family in adolescence |
| 7 | The role of family and sexual development and family in adolescence |
| 8 | The role of moral development, values and family in adolescence |
| 9 | Adolescence problems and family approach |
| 10 | Family communication and family attitudes during adolescence |
| 11 | School and working life during adolescence, success and career choice |
| 12 | Examining the research done for adolescents and their families in Turkey |
| 13 | Investigations of studies on adolescents and their families in the world |
| 14 | Presenting work to resolve the problems of adolescents and their families |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PY-1 | Characteristics of adolescence lists | 5 |
| PY-2 | Interpretation of relationships between the family and the individual in the ergen's family | 5 |
| PY-3 | It provides plans, suggestions for working with the families of the adolescents. | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |

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| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice |  |  |  |
| Homework/ Seminar | 6 | 3 | 18 |
| Projects  |  |  |  |
| Practice (Laboratory, Atelier, Field work) |  |  |  |
| Study hours out of classroom |  |  |  |
| Quiz |  |  |  |
| Midterm exams | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 50 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 2 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Social gender equality** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 1900002 | 7 | 3 | 0 | 3 | 3 | 3 |
| **Level of course unit** | Associate degree ( ) Bachelor’s (X ) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must ( ) Optional (X) |
| **Instructor (s)** |  |
| **Course objective** | The aim of the course is to examine the policies of gender equality by looking at the causes and consequences of gender inequality and to be able to look at social issues and events from a gender equality perspective and to follow developments in the world. |
| **Course content** | Gender equality, gender equality policies and women in the world and Turkey - in ensuring the equality of men and innovations made in Turkey, language, media and cinema gender equality |
| **Prequisites** | There is no prerequisite or co-requisite for this course. |
| **Learning and teaching strategies**  | Oral presentation, discussion, demonstration, case study, brain storming, pait and group work |
| **References** | Josephine Donovan, Feminist Teori, İletişim Yayınları, İstanbul, 1999Nükhet Sirman, (2002), Kadınların Milliyeti, Milliyetçilik: : Modern Türkiye de Siyasi Düşünce, cilt 4, İletişim Yayınları.Serpil SANCAR, Erkeklik: İmkansız İktidar. Ailede, Piyasada ve Sokakta Erkekler, Metis Kitap, 3. Baskı, 2013.Ayşe Berktay Hacımirzaoğlu, 75 Yılda Kadınlar ve Erkekler, Tarih Vakfı Yurt Yayınları, İstanbul, 1999.Osmanlı Kadın Hareketi. Serpil Çakır, Metis Yay. BM Kadının Statüsü Komisyonu Belge ve Raporları, CEDAW Ülke Raporları, İstanbul Sözleşmesi Metni |
| **Learning outcomes**  | Every student who completes this course successfully;• Understand what the concepts of gender and gender are.• Learn different theoretical approaches to gender equality.• Know that gender equality is important for the protection of human rights.• Evaluates and evaluates the policies necessary for the realization of gender equality. |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz |  |  |
| Exams | 1 | 40 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 1 | 40 |
| **Final exam** | Quiz |  |  |
| Exams | 1 | 60 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 1 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | Course Content, Methodology, Resources and Information about Evaluation |
| 2 | What is gender and gender? |
| 3 | The view of the modernization and Gender Equality in the World and Turkey |
| 4 | Gender Equality in Education |
| 5 | Gender Equality in Family |
| 6 | Political Gender Equality |
| 7 | Gender, Women and Health |
| 8 | Gender Equality Policies in the world and in Turkey: Equality Work Life Policy |
| 9 | Politics, Politics of Equality in Education and Family |
| 10 | Gender Equality in Language, Media and Cinema |
| 11 | Gender and law |
| 12 | Gender and space |
| 13 | Gender and culture |
| 14 | Course Evaluation |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | It is the judge at the level to evaluate the theoretical and practical implications of the relationships between concepts, concepts, concepts, and approaches to gender equality work. | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |

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| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 2 | 14 | 28 |
| Practice |  |  |  |
| Homework/ Seminar |  |  |  |
| Projects  |  |  |  |
| Practice (Laboratory, Atelier, Field work) |  |  |  |
| Study hours out of classroom |  |  |  |
| Quiz |  |  |  |
| Midterm exams | 1 | 10 | 10 |
| Final exam | 1 | 12 | 12 |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 50 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 2 |

**8th Semester**

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Job Ethics** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 4620402 | 8 | 2 | 0 | 2 | 2 | 2 |
| **Level of course unit** | Associate degree ( ) Bachelor’s ( X ) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must ( X ) Optional ( ) |
| **Instructor (s)** |  |
| **Course objective** | The aim of the course is to have knowledge about the profession ethics. |
| **Course content** | Concepts of ethics and ethics, ethical systems, factors that play a role in the formation of morality, case studies, occupational ethics, professional corruption and consequences of unethical behaviors in social life and social responsibility. |
| **Prequisites** | There is no prerequisite or co-requisite for this course. |
| **Learning and teaching strategies**  | Oral presentation, discussion, demonstration, case study, brain storming, pait and group work |
| **References** | Çakıroğlu, D.(2014). Meslek Etiği. Nobel Akademik Yayıncılık, İstanbul.Bahar, E.(2014). Meslek Etiği. Detay Yayıncılık, İstanbul.Sökmen, A.(2016). Meslek Etiği. Detay Yayıncılık, İstanbul.Kolçak, M.(2016). Meslek Etiği. Ekin Basın Yayın, İstanbul. |
| **Learning outcomes**  | Every student who completes this course successfully;• Learn the concepts of ethics and morality.• Gain competences related to professional ethics.• Has knowledge about managerial ethics. |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz |  |  |
| Exams | 1 | 40 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 1 | 40 |
| **Final exam** | Quiz |  |  |
| Exams | 1 | 60 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 1 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | To examine the concepts of ethics and morality |
| 2 | To examine ethical systems |
| 3 | To examine ethical systems |
| 4 | Factors that play a role in moral formation |
| 5 | Factors that play a role in moral formation |
| 6 | To examine the ethics of profession |
| 7 | To examine the ethics of profession |
| 8 | Ethical and unethical behavior in business life |
| 9 | Ethical and unethical behavior in business life |
| 10 | Managerial ethics and unethical behaviors |
| 11 | Managerial ethics and unethical behaviors |
| 12 | Moral decision making |
| 13 | Professional corruption |
| 14 | To examine the concept of social responsibility |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | Learns the concepts of ethics and morality. | 5 |
| PQ-2 | Acquires proficiency in professional ethics. | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |
| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice |  |  |  |
| Homework/ Seminar |  |  |  |
| Projects  | 9 | 2 | 18 |
| Practice (Laboratory, Atelier, Field work) |  |  |  |
| Study hours out of classroom |  |  |  |
| Quiz |  |  |  |
| Midterm exams | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 50 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 2 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Special Education Practice II** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 4620404 | 8 | 2 | 2 | 4 | 3 | 4 |
| **Level of course unit** | Associate degree ( ) Bachelor’s ( X ) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must ( X ) Optional ( ) |
| **Instructor (s)** |  |
| **Course objective** | The theoretical knowledge about the purpose of the course is to practice the field. |
| **Course content** | The fieldbands include performing the application. |
| **Prequisites** | The condition of having completed the course "Special Education Practices 1" is required. |
| **Learning and teaching strategies**  | Lecture, discussion, question-answer, case study, observation, group work, project. |
| **References** | Tekin,E. ve Kırcaali-İftar,G.(2001) Özel Eğitimde Yanlışsız Öğretim Yöntemleri.Nobel Yayınları,Ankara.Diken,.İ.H (2008) Özel Eğitime Gereksinimi Olan Öğrenciler ve Özel Eğitim (Ed. Diken,.İ.H), PegemA Akademi, Ankara.Akçamete, G. (2009) Genel Eğitim Okullarında Özel Gereksinimli Olana Öğrenciler ve Özel Eğitim (Ed.Akçamete, G. ) Kök Yayıncılık, Ankara. |
| **Learning outcomes**  | Every student who completes this course successfully;* Becomes gained experience in application in special education institutions.
 |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz |  |  |
| Exams | 1 | 40 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 1 | 40 |
| **Final exam** | Quiz |  |  |
| Exams | 1 | 60 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 1 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | Field work. |
| 2 | Field work. |
| 3 | Field work. |
| 4 | Field work. |
| 5 | Field work. |
| 6 | Field work. |
| 7 | Field work. |
| 8 | Field work. |
| 9 | Field work. |
| 10 | Field work. |
| 11 | Field work. |
| 12 | Field work. |
| 13 | Field work. |
| 14 | Field work. |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | Becomes gained experience in application in special education institutions. | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |

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| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice | 14 | 2 | 28 |
| Homework/ Seminar | 10 | 4 | 40 |
| Projects  |  |  |  |
| Practice (Laboratory, Atelier, Field work) |  |  |  |
| Study hours out of classroom |  |  |  |
| Quiz |  |  |  |
| Midterm exams | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 100 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 4 |
|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Value Education** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 4620406 | 8 | 2 | 0 | 2 | 2 | 4 |
| **Level of course unit** | Associate degree ( ) Bachelor’s (X ) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must ( X ) Optional ( ) |
| **Instructor (s)** |  |
| **Course objective** | The aim of the course is to get information about the values, education, factors and applications that effect. |
| **Course content** | Definition of value, classification of value, theories about values, factors affecting values, value education before school, role of teacher and family in values education, preparation of values education activities. |
| **Prequisites** | There is no prerequisite or co-requisite for this course. |
| **Learning and teaching strategies**  | Oral presentation, discussion, demonstration, case study, brain storming, pait and group work |
| **References** | Yaman, E. (2012). Değerler Eğitimi, Eğitimde Yeni Ufuklar Akçağ Yayınları, Ankara. |
| **Learning outcomes**  | Every student who completes this course successfully;• Define values and values• Classify and disclose values.• Learn the theories about values.• Know the factors that affect the formation of values.• Has knowledge about social values.• Know the values education and how to teach value education in the preschool period.• Values reveal the role of teacher and family in their education.• Values prepare activities related to education. |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz |  |  |
| Exams | 1 | 40 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 1 | 40 |
| **Final exam** | Quiz |  |  |
| Exams | 1 | 30 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment | 1 | 30 |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 2 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | Values and values. |
| 2 | Classification of values. |
| 3 | Classification of values. |
| 4 | Theories about values. |
| 5 | Theories about values. |
| 6 | Factors affecting values. |
| 7 | Factors affecting values. |
| 8 | Social values. |
| 9 | Values education. |
| 10 | Values education in pre-school period. |
| 11 | The role of the teacher in teaching values. |
| 12 | The role of the family in education of values. |
| 13 | Preparing activities related to values education. |
| 14 | Preparing activities related to values education. |
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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | Values education knows how to conduct value education in the pre-school period. | 5 |
| PQ-2 | Values reveal the role of teacher and family in their education. | 4 |
| PQ-3 | Values prepare activities related to education. | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |

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| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice |  |  |  |
| Homework/ Seminar | 9 | 2 | 18 |
| Projects  |  |  |  |
| Practice (Laboratory, Atelier, Field work) |  |  |  |
| Study hours out of classroom |  |  |  |
| Quiz |  |  |  |
| Midterm exams | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 50 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 2 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Graduational Thesis II** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 4620408 | 8 | 2 | 2 | 4 | 3 | 6 |
| **Level of course unit** | Associate degree ( ) Bachelor’s ( X ) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must (X ) Optional ( ) |
| **Instructor (s)** |  |
| **Course objective** | The aim of the course is to evaluate the data in order to conduct research in an objective way and to report the obtained data appropriately. |
| **Course content** | It includes the work of collecting data and preparing dissertation for planned work related to the graduation thesis under the supervision of the advisor lecturer on a subject that the learner will determine in the direction of the theoretical and practical knowledge gained throughout his undergraduate study. |
| **Prequisites** | It is required to have completed the "Graduation Thesis 1" course. |
| **Learning and teaching strategies**  | Lecture, discussion, question-answer, case study, observation, group work, project. |
| **References** | Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş. ve Demirel, F. (2008). Bilimsel Araştırma Yöntemleri, Pegem A Yayıncılık, Ankara.Arıkan, R. (2012). Araştırma Teknikleri ve Rapor Hazırlama, Asil Yayın Dağıtım, Ankara.Kaptan, S. (1995). Bilimsel Araştırma ve İstatistik Teknikleri, Tek Işık Ofset Tesisleri, Ankara. |
| **Learning outcomes**  | Every student who completes this course successfully;• Collect data.• Analyzes the data.• Gain competence in writing reports. |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz |  |  |
| Exams | 1 | 20 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment | 1 | 20 |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 2 | 40 |
| **Final exam** | Quiz |  |  |
| Exams | 1 | 20 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment | 1 | 40 |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 2 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | Data collecting |
| 2 | Data collecting |
| 3 | Data collecting |
| 4 | Data collecting |
| 5 | Data collecting |
| 6 | Data collecting |
| 7 | He analyzes the data. |
| 8 | He analyzes the data. |
| 9 | Report writing. |
| 10 | Report writing. |
| 11 | Report writing. |
| 12 | Report writing. |
| 13 | Report writing. |
| 14 | Report writing |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PY-1 | Collect data. | 5 |
| PY-2 | He analyzes the data. | 5 |
| PY-3 | They gain proficiency in writing reports | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |
| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice | 14 | 2 | 28 |
| Homework/ Seminar | 14 | 4 | 56 |
| Projects  |  |  |  |
| Practice (Laboratory, Atelier, Field work) | 14 | 2 | 28 |
| Study hours out of classroom | 1 | 6 | 6 |
| Quiz |  |  |  |
| Midterm exams | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 150 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 6 |
|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Field Applications** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 4620410 | 8 | 4 | 8 | 12 | 8 | 8 |
| **Level of course unit** | Associate degree ( ) Bachelor’s ( X ) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must ( X ) Optional ( ) |
| **Instructor (s)** |  |
| **Course objective** | The aim of the course is to learn the theoretical and practical knowledge learned, practices and constructs observed in institutions. |
| **Course content** | The students who graduate will be given both theoretical and practical vocational experience and the importance of training and application for the use of these experiences. In this framework, the unit related to students' own programs; nurseries, kindergartens, hospitals and health institutions, child care centers, etc. practice on application fields and practice skills to make the skills required in their professional lives functional. They recognize the working environments and support the acquisition of the understanding of cooperation and adaptation in these environments. |
| **Prequisites** | The condition is that you have successfully completed your courses. |
| **Learning and teaching strategies**  | Practice in institutions. |
| **References** |  |
| **Learning outcomes**  | Every student who completes this course successfully;• Gain enough experience to work in institutions |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz |  |  |
| Exams |  |  |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment | 1 | 40 |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 1 | 40 |
| **Final exam** | Quiz |  |  |
| Exams |  |  |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment | 1 | 60 |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 1 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | Application in Institutions. |
| 2 | Application in Institutions. |
| 3 | Application in Institutions. |
| 4 | Application in Institutions. |
| 5 | Application in Institutions. |
| 6 | Application in Institutions. |
| 7 | Application in Institutions. |
| 8 | Application in Institutions. |
| 9 | Application in Institutions. |
| 10 | Application in Institutions. |
| 11 | Application in Institutions. |
| 12 | Application in Institutions. |
| 13 | Application in Institutions. |
| 14 | Application in Institutions. |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PY-1 | Gain enough experience to work in institutions | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |

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| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 14 | 4 | 56 |
| Practice | 14 | 8 | 112 |
| Homework/ Seminar |  |  |  |
| Projects  | 8 | 4 | 32 |
| Practice (Laboratory, Atelier, Field work) |  |  |  |
| Study hours out of classroom |  |  |  |
| Quiz |  |  |  |
| Midterm exams |  |  |  |
| Final exam |  |  |  |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 200 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 8 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Visually-Impaired Children** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 4620412 | 8 | 2 | 0 | 2 | 2 | 2 |
| **Level of course unit** | Associate degree ( ) Bachelor’s ( X ) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must ( ) Optional (X) |
| **Instructor (s)** |  |
| **Course objective** | The aim of the course is to provide information about the definition of visual impairment, its causes, classification and characteristics of visually impaired children, diagnosis and evaluation and how to make their education. |
| **Course content** | Definition of visual acuity and vision, definition of visual impairment, causes of visual impairment, classification of visually impaired children, characteristics of visually impaired children, diagnosis and evaluation of visually impaired children, education of visually impaired children, program adaptations. |
| **Prequisites** | There is no prerequisite or co-requisite for this course. |
| **Learning and teaching strategies**  | Oral presentation, discussion, demonstration, case study, brain storming, pait and group work |
| **References** | Diken,. İ.H (2008) Özel Eğitime Gereksinimi Olan Öğrenciler ve Özel Eğitim (Ed. Diken,.İ.H), PegemA Akademi, Ankara.Akçamete, G. (2009) Genel Eğitim Okullarında Özel Gereksinimli Olan Öğrenciler ve Özel Eğitim (Ed. Akçamete, G. ) Kök Yayıncılık, Ankara. |
| **Learning outcomes**  | Every student who completes this course successfully;• It has knowledge about the structure of the eye and the formation of the visual.• Defines the visual impairment.• Explains the causes of visual impairment.• Classify visually impaired children.• Know the characteristics of visually impaired children.• Diagnoses and evaluates visually impaired children.• To have information about the education of visually impaired children. |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz |  |  |
| Exams | 1 | 40 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 1 | 40 |
| **Final exam** | Quiz |  |  |
| Exams | 1 | 60 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 1 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | Structure of the eye. |
| 2 | Formation of view. |
| 3 | Definition of visual impairment. |
| 4 | The causes of visual impairment. |
| 5 | Classification of visually impaired children (Blind). |
| 6 | Classification of visually impaired children (low vision). |
| 7 | Classification of visually impaired children (vision impairment). |
| 8 | Characteristics of children with visual impairments (Language development - Cognitive development). |
| 9 | Classification of children with visual impairments (Physical development - Social development). |
| 10 | Diagnosis and evaluation in visually impaired children. |
| 11 | Education of visually impaired children (adaptations in educational processes). |
| 12 | Classification of visually impaired children (Listening skills). |
| 13 | Classification of visually impaired children (Program adaptations). |
| 14 | Classification of visually impaired children (Program adaptations). |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | It defines the visual barrier. | 5 |
| PQ-2 | They explain the causes of visual impairment. | 5 |
| PQ-3 | Know the characteristics of visually impaired children. | 5 |
| PQ-4 | Diagnoses and evaluates visually impaired children. | 5 |
| PQ-5 | Have information about the education of visually impaired children | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |

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| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice |  |  |  |
| Homework/ Seminar | 3 | 3 | 9 |
| Projects  | 1 | 9 | 9 |
| Practice (Laboratory, Atelier, Field work) |  |  |  |
| Study hours out of classroom |  |  |  |
| Quiz |  |  |  |
| Midterm exams | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 50 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 2 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Sexual Development** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 4620414 | 8 | 2 | 0 | 2 | 2 | 2 |
| **Level of course unit** | Associate degree ( ) Bachelor’s ( X ) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must ( ) Optional (X) |
| **Instructor (s)** |  |
| **Course objective** | The aim of the course is to have knowledge about definition, importance, basic concepts, theories and characteristics of sexual development at different ages. |
| **Course content** | Definition of sexual development, prevention, concepts related to sexual development, theories of sexual development, gender diagrams, sexual development at different ages, factors affecting sexual development and guidance to parents. |
| **Prequisites** | There is no prerequisite or co-requisite for this course. |
| **Learning and teaching strategies**  | Oral presentation, discussion, demonstration, case study, brain storming, pait and group work |
| **References** | Boyd, D. ve Bee, H. (2009). Çocuk Gelişim Psikolojisi, Kaknüs Yayınları, İstanbul.San Bayhan P. ve Artan, İ. (2005). Çocuk Gelişimi ve Eğitimi, Morpa Yayınları. Ankara.Cinsel Eğitim. Ali İhsan Taşçı, İz Yayıncılık. |
| **Learning outcomes**  | Every student who completes this course successfully;• Define and appreciate sexual development.• Explain the concepts related to sexual development.• Learns sexual development theories.• Know the characteristics of sexual development in different age periods.• Explain factors that affect sexual development.• Can guide parents.• Explain the relationship of sexual development to other developmental periods. |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz |  |  |
| Exams | 1 | 40 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 1 | 40 |
| **Final exam** | Quiz |  |  |
| Exams | 1 | 60 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 1 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | Definition and importance of sexual development. |
| 2 | Concepts related to sexual development - (Sexual maturity - Sexual identity - Concepts related to sexual development). |
| 3 | Sexual development theories (Psychoanalytic theory). |
| 4 | Theories of sexual development (learning theories). |
| 5 | Theories of sexual development (Theory of mental development). |
| 6 | Gender diagrams. |
| 7 | Sexual development in different age periods (Pre-school period). |
| 8 | Sexual questions - Sexual games. |
| 9 | Masturbation. |
| 10 | Sexual development during different age periods (7-12 years period). |
| 11 | Sexual development during different age periods (adolescence period). |
| 12 | Factors affecting sexual development. |
| 13 | Guidance to family. |
| 14 | Relation of sexual development to other developmental periods. |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | Describe sexual development and understand its importance | 5 |
| PQ-4 | Know sexual development characteristics in different age periods. | 4 |
| PQ-5 | Explain factors that affect sexual development. | 5 |
| PQ-6 | They can guide parents. | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |

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| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice |  |  |  |
| Homework/ Seminar | 6 | 3 | 18 |
| Projects  |  |  |  |
| Practice (Laboratory, Atelier, Field work) |  |  |  |
| Study hours out of classroom |  |  |  |
| Quiz |  |  |  |
| Midterm exams | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 50 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 2 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Gifted Children** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 4620416 | 8 | 2 | 0 | 2 | 2 | 2 |
| **Level of course unit** | Associate degree ( ) Bachelor’s ( X ) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must ( ) Optional (X) |
| **Instructor (s)** |  |
| **Course objective** | The aim of the course is to give the theoretical knowledge about the characteristics and development of gifted children, theories of gifted intelligence, educational practices for gifted children. |
| **Course content** | Definition of giftedness, prevalence, characteristics and development of gifted children, gifted theories of intelligence, curriculum design and curriculum models for gifted children, curriculum design and program models, guidance, gifted students' teachers and suggestions to families. |
| **Prequisites** | There is no prerequisite or co-requisite for this course. |
| **Learning and teaching strategies**  | Oral presentation, discussion, demonstration, case study, brain storming, pait and group work |
| **References** | Tekin, E. ve Kırcaali-İftar, G.(2001) Özel Eğitimde Yanlışsız Öğretim Yöntemleri.Nobel Yayınları,Ankara.Erbaş, D. (2005) İşlevsel Davranış Analizi. Kök Yayınları, Ankara.Diken,.İ.H. (2008) Özel Eğitime Gereksinimi Olan Öğrenciler ve Özel Eğitim (Ed. Diken, .İ.H), PegemA Akademi, Ankara.Akçamete, G. (2009) Genel Eğitim Okullarında Özel Gereksinimli Olan Öğrenciler ve Özel Eğitim (Ed. Akçamete, G. ) Kök Yayıncılık, Ankara. |
| **Learning outcomes**  | Every student who completes this course successfully;• Defines superior intelligence.• Know the theories of superior intelligence.• Explains the characteristics and development of gifted.• Diagnostics.• Learns training strategies.• Design curriculum for gifted students and know curriculum models.• Design training programs for gifted students and know program models.• Evaluates the program.• Learn to guide.• Gifted students have knowledge of the teachers. |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz |  |  |
| Exams | 1 | 40 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 1 | 40 |
| **Final exam** | Quiz |  |  |
| Exams | 1 | 60 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment |  |  |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 1 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | Basic concepts. |
| 2 | Definition of superior intelligence. |
| 3 | Prevalence. |
| 4 | Superior intelligence theories. |
| 5 | Superior intelligence theories. |
| 6 | The characteristics and development of gifted. |
| 7 | Diagnostics. |
| 8 | Training strategies. |
| 9 | Curriculum design and curriculum models for gifted. |
| 10 | Curriculum design and program models for gifted students. |
| 11 |  Training program design and program models for gifted. |
| 12 | Guidance. |
| 13 | Teachers of gifted students. |
| 14 | Suggestions to family. |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-2 | He knows the theories of superior intelligence. | 5 |
| PQ-3 | They reveal the characteristics and development of gifted. | 5 |
| PQ-9 | He learns to guide. | 5 |
| PQ-10 | Gifted students have knowledge of their teachers. |  |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |

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| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice |  |  |  |
| Homework/ Seminar |  |  |  |
| Projects  |  |  |  |
| Practice (Laboratory, Atelier, Field work) |  |  |  |
| Study hours out of classroom | 6 | 3 | 18 |
| Quiz |  |  |  |
| Midterm exams | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 50 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 2 |

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|  | **HITIT UNIVERSITY COURSE FACT SHEET** |
| **Training Unit Name** | Faculty of Health Sciences |
| **Department/Program Name** | Child Development |
| **Course Name**  | **Diction and Body Language** |
| **Local credit** | **Code** | **Semester** | **Theory** | **Application** | **Total** | **Credit** | **ECTS** |
| 4620418 | 8 | 2 | 0 | 2 | 2 | 2 |
| **Level of course unit** | Associate degree ( ) Bachelor’s ( X ) Master's Degree ( ) Doctorate ( ) |
| **Course type** | Must ( ) Optional (X) |
| **Instructor (s)** |  |
| **Course objective** | To educate individuals who can use voice, breathing, body language correctly, dominant in Turkish, vocabulary rich, able to evaluate the text they read, not insulting the art of speaking. To enable the individual to empathize and express himself in society. |
| **Course content** | He knows Turkish grammar rules. Extends vocabulary. It uses voice and body language correctly. He has practical experience in preparing his voice and body for presentation. Communication gains skill. She can express herself. They know how to cope with the stresses they face in life. They are confident when speaking to the community. Choose the right gesture, mimic, words. It uses intonation, emphasis and stops in place. He is skilled at recognizing the target mass. In important negotiations, they know how to treat negotiations. |
| **Prequisites** | There is no prerequisite or co-requisite for this course. |
| **Learning and teaching strategies**  | Lecture, team / group work, demonstration, test, practice-exercise, case study |
| **References** | Şenbay, N.(1991). Alıştırmalı Diksiyon Sanatı. MEB Yayınları, İstanbul.Bingaman, C.E. (1993). Etkili Sunuş. Rota YayınAcar&Zuhal Batlaş (1995). Bedenin Dili. Remzi Kitabevi. Özdemir, E. (1996). Güzel ve Etkili Konuşma Sanatı. Remzi Kitabevi. |
| **Learning outcomes**  | Every student who completes this course successfully;• Uses body language correctly.• He is dominant in Turkish, vocabulary is rich, he can evaluate the text he reads, |
| **Assessment and evaluation** | **Methods**  | **Quantity**  | **Percentage** |
| **Midterm exam** | Quiz |  |  |
| Exams | 1 | 20 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment | 4 | 10 |
| Projects |  |  |
| Laboratuvary |  |  |
| Other (………………………..…..….) |  |  |
| **Semester total**  | 3 | 40 |
| **Final exam** | Quiz |  |  |
| Exams | 1 | 40 |
| Application  |  |  |
| Field activities  |  |  |
| Homework assignment | 4 | 20 |
| Projects |  |  |
| Laboratory |  |  |
| Other (………………………..…..….) |  |  |
| **Term total** | 5 | 60 |

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| **COURSE CONTENTS** |
| **Week** | **Contents** |
| 1 | Diction, Phonetic Concepts |
| 2 | Relaxation, Concentration |
| 3 | Breathing, Using Sound |
| 4 | Turkish Grammar Rules |
| 5 | Intensity, Intensity, Articulation Studies |
| 6 | Coming from the top of speech defects |
| 7 | Body language passwords |
| 8 | Body Language Learning |
| 9 | Stress Control |
| 10 | Improvisation Studies |
| 11 | Poetry Reading |
| 12 | Emotion Transfer, Storytelling |
| 13 | News Text Rating |
| 14 | Diction, Phonetic Concepts |

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| **CONTRIBUTION LEVEL OF THE COURSE UNIT TO THE KEY LEARNING OUTCOMES** |
| **No** | **Learning Outcomes of Program** | **Contribution level** |
| PQ-1 | The body uses the language correctly. | 5 |
| PQ-3 | He is dominant in Turkish, vocabulary is rich, he can evaluate the text he reads, | 5 |
| **Contribution level**: 0- None 1- Very low 2- low 3- moderate 4- high 5-very high |

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| **WORKLOAD AND ECTS CALCULATION** |
| **Activities** | **Quantity** | **Duration hour)**  | **TotalWork Load** |
| Lectures (face to face teaching) | 14 | 2 | 28 |
| Practice |  |  |  |
| Homework/ Seminar | 6 | 3 | 18 |
| Projects  |  |  |  |
| Practice (Laboratory, Atelier, Field work) |  |  |  |
| Study hours out of classroom |  |  |  |
| Quiz |  |  |  |
| Midterm exams | 1 | 2 | 2 |
| Final exam | 1 | 2 | 2 |
| Other (…………………………………………………………..) |  |  |  |
| **Total Work Load (Hour)** | 50 |
| *Total Work Load / Work Load Weekly (25)* **ECTS** | 2 |