Faculty	Department	Course Code	Name of the Course	Inst. Language	Academic Year	ECTS	Learning Outcomes	Dersin İşleyişine Yönelik Genel Bilgi	Requirements / Prerequisites for Students
Faculty of Education	Guidance and Psychological Counseling	RPD203	Developmental Psychology II	Turkish	Fall Semester-2026	4	Upon successful completion of this course, students will be able to: Explain the physical, cognitive, emotional, and social development processes from adolescence to late adulthood. Identify and compare major theories of human development. Analyze developmental changes occurring during adulthood and aging. Evaluate the effects of biological, environmental, and cultural factors on development. Interpret developmental issues and challenges using psychological concepts and research findings. Apply developmental psychology knowledge to educational, counseling, and professional contexts.	This course examines human development from adolescence through adulthood and old age. Topics include physical, cognitive, social, emotional, and personality development, identity formation, developmental tasks, adulthood transitions, aging, and factors that influence development throughout the lifespan. The course is delivered through lectures, assigned readings, classroom discussions, case analyses, and individual learning activities. Students are expected to participate actively in classroom activities and complete assigned coursework.	There is no prerequisite requirement for this course.
Faculty of Education	Guidance and Psychological Counseling	RPD313	Vocational Guidance	Turkish	Fall Semester-2026	2	Upon successful completion of this course, students will be able to: Explain the fundamental concepts, principles, and theories of vocational guidance. Understand career development processes across different life stages. Analyze individual differences affecting career choice and career development. Identify educational and occupational opportunities in relation to career planning. Use vocational guidance techniques and assessment tools in counseling settings. Assist individuals in making informed educational and career decisions.	This course introduces the basic concepts, theories, and practices of vocational guidance and career counseling. Topics include career development theories, factors affecting vocational choice, career decision-making processes, occupational information resources, vocational guidance services in educational settings, and contemporary approaches to career counseling. The course is conducted through lectures, classroom discussions, case studies, practical activities, and student-centered learning experiences.	There is no prerequisite requirement for this course.
Faculty of Education	Guidance and Psychological Counseling	RPD210	Life Stages and Adjustment Problems	Turkish	2026-2027 Spring Semester	2	Upon successful completion of this course, students will be able to: Explain the developmental characteristics of different life stages. Identify adjustment problems that may occur during childhood, adolescence, adulthood, and old age. Analyze biological, psychological, social, and environmental factors affecting adjustment. Evaluate common developmental crises and adaptation difficulties across the lifespan. Apply counseling perspectives to understand and address adjustment problems. Develop awareness of preventive and supportive approaches for promoting healthy adjustment.	This course examines major developmental periods throughout the lifespan and the adjustment problems that may emerge during these periods. Topics include developmental tasks of childhood, adolescence, adulthood, and old age; adaptation to life transitions; family, school, social, and occupational adjustment; psychological well-being; and risk and protective factors affecting adjustment. The course is conducted through lectures, classroom discussions, case analyses, and individual study activities. Students are expected to participate actively in learning activities and complete assigned coursework.	There is no prerequisite requirement for this course.
Faculty of Education	Guidance and Psychological Counseling	RPD106	Developmental Psychology I	Turkish	2026-2027 Spring Semester	4	Upon successful completion of this course, students will be able to: Explain the basic concepts, principles, and theories of developmental psychology. Describe physical, cognitive, social, and emotional development from prenatal development through childhood. Analyze the major developmental tasks and milestones of infancy, early childhood, and middle childhood. Evaluate the effects of biological, environmental, familial, and cultural factors on development. Compare different theoretical approaches to human development. Apply developmental psychology knowledge to educational and counseling settings.	This course provides an introduction to developmental psychology and focuses on human development from the prenatal period through childhood. Topics include physical, cognitive, language, social, and emotional development; developmental milestones; major developmental theories; and the influence of family, school, and culture on individual development. The course is delivered through lectures, classroom discussions, assigned readings, and case-based learning activities. Students are expected to actively participate in classroom activities and complete assigned coursework.	There is no prerequisite requirement for this course.

Faculty of Education	Department of Turkish and Social Sciences Education/ Turkish Language Teaching Program	TAE308	Teaching Writing	Turkish	2026-2027 Spring	3	1.Defines the basic concepts of writing skills. 2. It organizes the training according to different writing stages. 3. Plan a course for writing education and conduct the lesson in accordance with the purpose. 4. Produce appropriate activities for writing education and use them in the course. 5. Develop measuring tools appropriate to the content of writing education lesson and use them. 6. He/She correctly applies methods and techniques related to writing skills. 7. Gains the ability to give writing training in accordance with text types. 8. S/he explains writing approaches. 9. It correctly implements the learning outcomes in the Turkish Language Teaching Curriculum.	This course, conducted primarily through lectures and the question-and-answer method, also incorporates practical activities designed to develop writing skills. To equip prospective teachers with the ability to enhance their students' writing skills, training is provided in several key areas. These include writing methodologies, text types, the writing components of the Turkish language curriculum, the design of writing activities, and the assessment and evaluation of writing skills.	Students are required to meet attendance and practical participation requirements in order to pass the course.
Faculty of Education	Department of Turkish and Social Sciences Education/ Turkish Language Teaching Program	AEG305	Critical Reading	Turkish	2026-2027 Fall and Spring	4	1. Applies different critical thinking strategies in academic and social life. 2. Comprehends the requirements of critical reading skill. 3. Reads in accordance with the requirements of critical reading. 4. Distinguishes the structural features of different text types. 5. Evaluates the texts in accordance with the characteristics of the genre. 6. Reads different types of texts with a critical eye. (Informational, literary and poetic genres) 7. Designs critical reading activities. 8. Understands the concepts of criticism and critical thinking. 9. Tells critical thinking strategies. 10. Tells the scope of the concept of critical reading and thinks about this concept. 11. Does in-depth readings.	The course uses question-and-answer and discussion methods to promote inquiry, analysis, synthesis, and evaluation skills. Throughout the course, participants will learn about the fundamentals of critical thinking and explore the concept of critical reading, as well as its application across different types of texts. The course also addresses the question, "How do we engage in critical reading?" through various practical exercises.	Students are required to meet attendance and practical participation requirements in order to pass the course.
Faculty of Education	Elementary Mathematics Teaching	İMAE406	Concept Errors in Mathematics Teaching	Turkish	8th Semester	2	1. Explains the meanings of difficulty, error, misconception, and alternative conception, and the relationships among them. 2. Designs activities to overcome mathematical difficulties and misconceptions. 3. Analyzes mathematical errors encountered in the classroom along with their causes. 4. Knows how to intervene in errors encountered in the classroom. 5. Explains difficulties, misconceptions, and errors encountered in different mathematical learning areas. 6. Designs and implements activities to overcome difficulties, misconceptions, and errors encountered in different mathematical learning areas.	The education period lasts 14 weeks face-to-face, and success evaluation is carried out through midterms, assignments, and final exams.	-
Faculty of Education	Elementary Mathematics Teaching	İMAE209	Linear Algebra 1	Turkish	3rd Semester	4	1. The student knows the methods for finding the inverse of a matrix. 2. The student solves systems of linear equations using matrices and determinants. 3. The student understands the relationship between matrices and systems of linear equations. 4. The student applies techniques for solving systems of linear equations. 5. The student knows the relations between matrix rank, determinant, and invertibility.	The education period lasts 14 weeks face-to-face, and success evaluation is carried out through midterms and final exams.	-
Faculty of Education	Elementary Mathematics Teaching	İMAE216	Linear Algebra 2	Turkish	4th Semester	4	1. Recognizes and constructs Vector Spaces. 2. Determines linearly dependent/linearly independent sets. 3. Finds bases for vector spaces. 4. Determines whether a linear transformation is one-to-one, onto, or invertible. 5. Gains information about the properties of a linear transformation by representing it with matrices. 6. Computes the Jordan canonical form of a matrix.	The education period lasts 14 weeks face-to-face, and success evaluation is carried out through midterms and final exams.	-
Faculty of Education	Common Courses	GNSD135	Fundamentals of Artificial Intelligence in Education	Turkish		3	1. Evaluates the basic concepts and working principles of artificial intelligence in relation to different educational contexts, assessing their impact on teaching processes from a critical perspective. 2. Develops appropriate and effective usage scenarios for learning-teaching processes by analyzing AI tools used in education. 3. Identifies strengths and areas for improvement by evaluating AI-supported activities and lesson plans in terms of ethics, privacy, and pedagogical suitability.	The education period lasts 14 weeks face-to-face, and success evaluation is carried out through midterms and final exams.	-

Faculty of Education	Primary Teacher Education	AEG329	STEM Education and Applications	English	2026–2027 Fall	4	1. Explains the key concepts and interdisciplinary nature of STEM education. 2. Connects everyday problems with STEM activities. 3. Designs a STEM activity suitable for primary school pupils. 4. Tests and improves a design against specified criteria. 5. Evaluates the design process and learning experience.	The course uses short lectures, visual materials, group work and design activities with simple materials. Students develop a solution to an everyday problem, test their designs and present their work. Topics include the STEM approach, the engineering design process and examples of primary school applications. Instructions, discussions and student presentations are conducted in English.	Students are expected to have sufficient English proficiency to follow course activities and participate in group work.
Faculty of Education	Primary Teacher Education	AEG219	Assessment of Classroom Learning	English	2026–2027 Fall	4	1. Explains the key concepts of measurement and assessment. 2. Distinguishes between formative and summative assessment. 3. Develops assessment tools aligned with learning objectives. 4. Assesses student work using rubrics and checklists. 5. Provides feedback and proposes instructional adjustments based on assessment findings.	The course uses short lectures, case studies, sample student work and practical activities. Topics include classroom assessment, observation, performance tasks, rubrics, self-assessment and peer assessment. Students develop an assessment tool suitable for primary school pupils and apply it to sample work. Instructions, discussions and student presentations are conducted in English.	Students are expected to have sufficient English proficiency to follow course activities and participate in discussions.