



AYDIN ADNAN MENDERES UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
EDUCATIONAL SCIENCES
CURRICULUM AND INSTRUCTION
CURRICULUM AND INSTRUCTION MASTER
COURSE INFORMATION FORM

Course Title	Curriculum Management								
Course Code	EPÖ544	Course Level			Second Cycle (Master's Degree)				
ECTS Credit	5	Workload	122 (Hours)	Theory	3	Practice	0	Laboratory	0
Objectives of the Course	Comprehending the role of the school administrators, education in the realization of the objectives of the educational programs of the school year in the planning, the need for education and training, and planning								
Course Content	Schools studies of during the summer holidays, arraangement of the branches of the physical arrangement of the spaces, class and the school's teaching capacity, Teaching load, and determination of teachers, course distribution program, Teachers Board meetings, meeting of the Board of teachers, the clan meeting of the Board of teachers, guidance services Branch, evaluation of the student's behavior, the management of the Club by administrators control of instruction, school parents association work, school and keeping environmental normalization, keeping briefing file.								
Work Placement	N/A								
Planned Learning Activities and Teaching Methods	Explanation (Presentation), Discussion, Project Based Study, Individual Study								
Name of Lecturer(s)									

Assessment Methods and Criteria

Method	Quantity	Percentage (%)
Midterm Examination	1	40
Final Examination	1	60

Recommended or Required Reading

1	Balcı, A. (2005). Eğitim Yönetimi Terimleri Sözlüğü. Ankara: Tekağaç Basım Yayım, Dağıtım Ltd. Şti. ? Başaran, İ. E. (2000). Eğitim Yönetimi. Ankara: Feryal.
2	Balcı, A., Aydın, İ. (2003). Anadolu Öğretmen Liseleri. İçin Eğitim Yönetimi. İstanbul: Milli Eğitim Basımevi. ? Başaran, İ. E. (2000). Yönetim. Anara: Umut Yayım.

Week	Weekly Detailed Course Contents	
2	Theoretical	Bases of the Turkish Education System. The Turkish National Education Goals. Basic Principles of Turkish National Education.
3	Theoretical	Structure Of The Turkish Educational System. Staging Instruction
4	Theoretical	System Theory. Education System Approach.
5	Theoretical	Theories of organization and management. Classical theories. Neo-classical theories.
6	Theoretical	Modern Management Theories. The Implementation of the organization and management theory training in the education management.
7	Theoretical	Management processes
8	Theoretical	Behaviours of school administrator
9	Intermediate Exam	Midterm Exam
10	Theoretical	School as an organization
11	Theoretical	Training Program Management. Student Affairs Management. Employee Services Management. Support and Budget Management
12	Theoretical	Supervision of education and instruction. Contemporary supervision approaches.
13	Theoretical	School-Environmental Relations
14	Theoretical	Protocol in the management and general assessment
15	Final Exam	Final Exam

Workload Calculation

Activity	Quantity	Preparation	Duration	Total Workload
Lecture - Theory	14	1	3	56



Assignment	8	2	3	40
Term Project	1	4	8	12
Midterm Examination	1	5	2	7
Final Examination	1	5	2	7
Total Workload (Hours)				122
[Total Workload (Hours) / 25*] = ECTS				5
*25 hour workload is accepted as 1 ECTS				

Learning Outcomes

1	To be able to know manage processes
2	To be able to evaluate social education institutions
3	To know main bases of Turkish National Education System
4	To be able to comprehend management theories
5	To understand the relationship between system theories and system approach in education

Programme Outcomes (Curriculum and Instruction Master)

1	To be able to use the basic concepts in the field of Curriculum Development and Instruction correctly
2	To be able to comprehend philosophical, social, historical and psychological principles influencing curriculum
3	To be able to analyze theoretical bases of learning-teaching theories and approaches
4	To be able to evaluate any curriculum in accordance with scientific principles
5	To be able to prepare a curriculum design cooperatively in accordance with principles and criteria
6	To be able to follow contemporary implementations, and national and international academic publications
7	To be able to prioritize scientific methods and ethical principles in educational sciences while considering and implementing field specific professional issues
8	To be willing to do scientific research in the field of Curriculum and Instruction
9	To be able to appreciate curriculum development profession as a professional identity

Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

	L1	L2	L3	L4	L5
P1	5	5	4	5	4
P2	3	4	4	4	5
P3	5	4	4	5	4
P4	5	4	5	4	4
P5	4	5	5	4	4
P6	4	5	5	4	4
P7	4	5	4	4	5
P8	4	5	4	5	5
P9	4	5	4	5	5

