



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

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|--|--|----------|-------------|-------------|--------------------------------|----------|---|------------|---|
| Course Title | Child Law | | | | | | | | |
| Course Code | EYT619 | | | Couse Level | Third Cycle (Doctorate Degree) | | | | |
| ECTS Credit | 5 | Workload | 125 (Hours) | Theory | 3 | Practice | 0 | Laboratory | 0 |
| Objectives of the Course | In this course, it is aim to gain knowledge to the students about the place of child in national and international laws, child rights and child law | | | | | | | | |
| Course Content | Child law, historical development of child law, child rights and their importance, international conventions on child rights, social help and security, child in education and labor law, guardianship, adoption | | | | | | | | |
| Work Placement | N/A | | | | | | | | |
| Planned Learning Activities and Teaching Methods | Explanation (Presentation), Discussion, Case Study, Problem Solving | | | | | | | | |
| Name of Lecturer(s) | | | | | | | | | |

Assessment Methods and Criteria

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

Recommended or Required Reading

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| 1 | Akyüz, E. (2010). Çocuk Hukuku. Ankara: Pegem Akademi |
| 2 | Karaman-Kepeneci, Y. (2008) Eğitimciler İçin İnsan Hakları ve Vatandaşlık, Ankara: Ekinoks |
| 3 | Yıldırım Doğru, S. (2014) Çocuk Hakları ve Koruma. Ankara: Eğiten Kitap |

| Week | Weekly Detailed Course Contents | |
|------|---------------------------------|---|
| 1 | Theoretical | The issue of child law |
| 2 | Theoretical | Characteristics and importance of child law, the concept of child rights and historical development |
| 3 | Theoretical | Child rights in international conventions and national regulations |
| 4 | Theoretical | Child rights violence, child ciolence and abuseament |
| 5 | Theoretical | Child and family |
| 6 | Theoretical | Adoption and requirements, child rights and legal investigation |
| 7 | Theoretical | Child in terms of social help and security, children in need of protection |
| 8 | Intermediate Exam | Midterm Exam |
| 9 | Theoretical | Children with special needs, their rights, legal basis |
| 10 | Theoretical | Child labor, their rights and legal basis |
| 11 | Theoretical | Refugee children, their rights and legal basis |
| 12 | Theoretical | Juvenile pushed to crime, child courts, punishments |



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| 13 | Theoretical | Chronically sicked children, education at hospital and legal basis |
| 14 | Theoretical | Child news, child rights and legal basis in press (TV, newspapers, etc.) |
| 15 | Theoretical | General Evaluation |
| 16 | Final Exam | Final Exam |

Workload Calculation

| Activity | Quantity | Preparation | Duration | Total Workload |
|---------------------------------------|----------|-------------|----------|----------------|
| Lecture - Theory | 14 | 5 | 3 | 112 |
| Midterm Examination | 1 | 5 | 1 | 6 |
| Final Examination | 1 | 6 | 1 | 7 |
| Total Workload (Hours) | | | | 125 |
| [Total Workload (Hours) / 25*] = ECTS | | | | 5 |

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

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|---|---|
| 1 | To be able to comprehend the context of child law |
| 2 | To be able to explain the characteristics and importance of child law, the concept of child rights and historical development |
| 3 | To be able to gain awareness against child rights violation, child violation and abuse |
| 4 | To be able to analyze the regulations about child rights in international conventions and national laws |
| 5 | To be able to gain awareness about child labor, their rights and legal basis |

Programme Outcomes (Educational Administration Supervision Planning and Economics Doctorate)

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| 1 | Deepening common knowledge accumulation concerning the educational science in the frame of basic theory and practices of EASPE (Educational Administration Supervision Planning and Economics). |
| 2 | Analyzing sub-subjects of Educational Administration Supervision Planning and Economics. |
| 3 | Comprehending the relationship between the other disciplines like sociology, philosophy, administration, economy, politics and EASPE (Educational Administration Supervision Planning and Economics), conducting interdisciplinary studies on the basis of internalized knowledge and skills |
| 4 | Applying accumulated knowledge related to EASPE to improve and managing educational organizations in different levels. |
| 5 | Defining problems in administration and supervision of educational system and developing new perspectives in the light of knowledge gathered from the other disciplines |
| 6 | Defining problems of EASPE in the frame of scientific problem solving; developing solution proposals by using quantitative and qualitative research methods |
| 7 | Getting skills of using statistical software in order to carry out scientific research and using required technologies. |
| 8 | Developing solution models in the light of theories and approaches of EASPE and applying the models to whole system. |
| 9 | Getting knowledge and research methods in order to carry out original scientific researches in the field of EASPE and applying team works for efficient results in interdisciplinary studies |
| 10 | Handling theories, hypothesis, opinions in the field of EASPE with an objective skeptic, logical, analytical manner and evaluating them in critical point of view. |
| 11 | Being aware of lifelong learning in terms of the field of EASPE and personal development and internalizing the principles of lifelong learning, personal development |
| 12 | Transferring the current developments and scientific studies to the people and institutions in and out of the field by visually, verbally, systematically and in written |
| 13 | Managing the social dynamics of relationships in order to enact people and applying needed leadership strategies in social and educational environments |
| 14 | Following national and international publications and attending social interactions and scientific studies in international level; communicating in at least in one foreign language at least in order to share studies international level. |
| 15 | Interpreting strategies, politics and plans related to educational system in terms of theories and principles of educational administration and supervision; and evaluating the results in terms of international quality standards. |

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 | 3 | 3 | 2 | 3 | 2 |
| P2 | 3 | 3 | 2 | 3 | 2 |
| P3 | 3 | 3 | 2 | 3 | 2 |



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|-----|---|---|---|---|---|
| P4 | 3 | 3 | 2 | 3 | 2 |
| P5 | 3 | 3 | 2 | 3 | 2 |
| P6 | 3 | 3 | 2 | 3 | 2 |
| P7 | 3 | 3 | 2 | 3 | 2 |
| P8 | 3 | 3 | 2 | 3 | 2 |
| P9 | 3 | 3 | 2 | 3 | 2 |
| P10 | 3 | 3 | 2 | 3 | 2 |
| P11 | 3 | 3 | 2 | 3 | 2 |
| P12 | 3 | 3 | 2 | 3 | 2 |
| P13 | 3 | 3 | 2 | 3 | 2 |
| P14 | 3 | 3 | 2 | 3 | 2 |
| P15 | 3 | 3 | 2 | 3 | 2 |

