

BORYS GRINCHENKO KYIV UNIVERSITY

«CERTIFIED»

Decision of the Academic Council of
Borys Grinchenko Kyiv University
June 17, 2021 p., protocol № 6

Head of Academic Council, Rector

_____ Viktor OGNEVIUK

EDUCATIONAL AND PROFESSIONAL PROGRAM

016.01.01 Speech Therapy

The first (bachelor's) level of higher education

Field of knowledge:	01 Education/Pedagogy
Specialty:	016 Special Education
Specialization:	016.01 Speech Therapy
Qualification:	Bachelor of Special Education in Specialization «Speech Therapy»

(new edition)

Effective date 01.09.2021
(Order of 17.06.2021 № 432)

Kyiv – 2021

CERTIFICATION LIST
of new edition of educational and professional program
016.01.01 «Speech Therapy»

Department of Special and Inclusive Education

Protocol of 20.04.2021, № 9

Head of Department _____ (Olena MARTYNCHUK)

Academic Council of Institute of Human Sciences

Protocol of 21.04.2021, № 4

Head of the Academic Council _____ (Nataliia KLISHEVYCH)

Scientific and Methodical Center of Standardization and Quality of Education

Head _____ (Olha LEOTIEVA)

__._.2021

Vice-rector for Scientific-Methodical and Academic Affairs

_____ (Oleksii ZHYLTSOV)

__._.2021

PREFACE

The educational and professional program is developed on the basis of the Standard of Higher Education in specialty 016 Special education for the first (bachelor's) level of higher education, approved by the Ministry of Education and Science of Ukraine (order of 16.06.2020, № 799)

Developed by a working group consisting of:

Head of the working group:

Nataliia Babych, PhD in Education, senior lecturer of the Department of Special and Inclusive Education of Institute of Human Sciences of Borys Grinchenko Kyiv University (guarantor of the educational program);

Members of the working group:

Olena Martynchuk, Doctor of Pedagogical Sciences, Associate Professor, Head of the Department of Special and Inclusive Education of Institute of Human Sciences of Borys Grinchenko Kyiv University;

Tetiana Skrypnyk, Doctor of Psychology, Senior Researcher, Professor of the Department of Special and Inclusive Education of Institute of Human Sciences of Borys Grinchenko Kyiv University;

Kateryna Tychyna, PhD in Psychology, Senior Lecturer of the Department of Special and Inclusive Education of Institute of Human Sciences of Borys Grinchenko Kyiv University;

Daria Koshman, applicant of the second (master's) level in specialty 016 Special education, educational and professional program "Speech Therapy".

External reviewers:

Svitlana Fedorenko, Doctor of Pedagogical Sciences, Professor, Head of the Department of Speech Therapy and Speech Psychology, Dragomanov National Pedagogical University;

Iryna Omelchenko, Doctor of Psychology, Senior Researcher Department of Psychological and Pedagogical Support of Children with Special Needs of Mykola Yarmachenko Institute of Special Pedagogy and Psychology of National Academy of Pedagogical Sciences of Ukraine;

Oleksandr Havrylov, PhD in Psychology, Associate Professor, Head of the Department of Speech Therapy and Special Methods of Ivan Ohiienko Kamyanets-Podilsky National University.

Feedback from representatives of professional associations / employers:

Liudmyla Nikitiuk, director of I-II degrees special boarding school №7 of Kyiv;

Olena Bevz, director of preschool education institution №485, Dniprovskyi District, Kyiv.

The educational and professional program has been implemented since 2017.

Updated:

Date of EPP review				
Signature				
Name of the guarantor				

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SUBSTANTIATION

Changes to the educational and professional program are due to the need to clarify the content of the educational and professional program 016.01.01 "Speech Therapy", approved by the Academic Council of Borys Grinchenko Kyiv University from 23.03.2017 protocol № 3 (order from 26.05.2017 № 348) taking into account the order of the Ministry of Education and Science of Ukraine dated 16.06.2020 № 799 On approval of the standard of higher education in specialty 016 "Special education" for the first (bachelor's) level of higher education.

In addition, in the process of implementing the educational program (implementation of the curriculum, development of work programs of disciplines, practical training, certifications, surveys) during the 2017-2018, 2018-2019, 2019-2020, 2020-2021 academic years, the support group received feedback from teachers, applicants, managers of practice bases and employers with a number of wishes to optimize certain components of the educational and professional program. The need to acquire new knowledge, skills, and technologies was identified in the analysis of international experience in training special education; modern labour market in terms of requirements for the level of training of relevant professionals and the demand for graduates.

Thus, in accordance with the Standard of Higher Education of Ukraine for the first (bachelor's) level, field of knowledge 01 Education / Pedagogy, specialty 016 Special education and feedback from stakeholders was developed and amended in the following sections:

- general information about the educational program (qualification clarification);
- list of graduate program competencies;
- learning outcomes;
- list of components of the educational-professional program and their logical sequence.

These changes led to the development of a new edition of the description of the educational and professional program.

I. Profile of the educational and professional program

016.01.01 Speech Therapy

1 – General information	
Full name of the institution of higher education and structural unit	Borys Grinchenko Kyiv University Institute of Human Sciences
Level of higher education	First (bachelor's)
Degree of higher education	Bachelor
Field of knowledge	01 Education / Pedagogy
Specialty	016 Special education
Specialization	016.01 Speech Therapy
Educational program	Educational and professional program "Speech Therapy"
Qualification	Bachelor of Special Education in Specialization "Speech Therapy"
Qualification in diploma	degree of higher education - Bachelor specialty - Special education specialization - Speech Therapy educational program - Speech Therapy
Form of study	Institutional (full-time, part-time)
Teaching language	Ukrainian
Cycle / level	NRC of Ukraine – level 6, FQ-EHEA – the first cycle, QF-LLL – level 6
Type of diploma and scope of the program	Bachelor's degree, single. Scope of the educational program: <ul style="list-style-type: none"> – on the basis of complete general secondary education is 240 ECTS credits, term of study - 3 years 10 months; – on the basis of the degree of "junior bachelor" (educational qualification level "junior specialist") the University has the right to recognize and recalculate ECTS credits received under the previous educational program of junior bachelor (junior specialist) in other specialties not more than 60 ECTS credits.
Prerequisites	Availability of complete general secondary education
Availability of accreditation	Ministry of Education and Science of Ukraine, Certificate (YK № 11003448 on 19.02.2019) on accreditation of specialty 016 Special education, certificate validity period 01.07.2022. National Agency for Quality Assurance in Higher Education, Ukraine. The deadline for submitting the program for accreditation is 2022.
Internet address of the permanent post of the description of the educational program	https://kubg.edu.ua/
2 - The purpose of the educational program	
To train highly qualified and competitive specialists with an emphasis on their personal development and leadership development, able to solve complex and practical problems of special and inclusive education to ensure integrated development of people with special educational needs and implement speech therapy strategies at different ages.	
3 - Characteristics of the educational program	
Description of the subject area	Object of study: correctional and developmental and rehabilitation processes; theoretical and methodological differentiated systems for

	<p>prevention and overcoming of disorders of mental and (or) physical development and correctional training and education of persons with special educational needs of different age categories; ways to organize effective interaction of participants in the educational process, due to the laws and features of the content of correctional and pedagogical activities.</p> <p>Objectives of training: training of specialists who are able to solve complex problems and practical problems of special education in order to correct and compensate for disorders of psychophysical development of persons with special educational needs of different age groups, including speech development disorders.</p> <p>Theoretical content of the subject area: concepts, categories, terminology, concepts in the field of special and inclusive education, speech therapy, principles and their use, methods of correctional (special) pedagogy and special psychology.</p> <p>Methods, techniques and technologies: general scientific and psychological-pedagogical methods; modern methods of correctional training (theoretical-informational, practical-operational, exploratory-creative, methods of organizing independent work, control and evaluation), explanatory-illustrative, reproductive, partial-exploratory, heuristic, research, inductive, deductive, technical; ways to organize the correctional educational process; technologies of classroom and extracurricular activities in special and inclusive educational institutions.</p> <p>Tools and equipment: modern universal and specialized information systems and software products; library resources and technologies, including electronic; speech therapy tools, special equipment and tools needed in the process of providing psychological, pedagogical and correctional and developmental services to people with special educational needs, including people with speech disorders.</p>
Program structure	<p>The ratio of the volume of mandatory (general and professional) and selective components of the EP:</p> <p><u>Mandatory part (180 credits, 75%):</u> disciplines aimed at the formation of general competencies (32 credits) and special (subject, professional) competencies (96 credits), certification (1 credit). Share of practices: 51 ECTS credits (28%).</p> <p><u>Elective part (60 credits, 25%):</u> free choice disciplines.</p>
4 – Suitability of graduates for employment and further study	
Suitability for employment	<p>Workplaces: special institutions of preschool and general secondary education, institutions of preschool and general secondary education with special and inclusive groups / classes, out-of-school educational institutions, training and rehabilitation centres, rehabilitation and medical institutions, other institutions of the Ministry of Education and Science of Ukraine, The Ministry of Social Policy of Ukraine, the Ministry of Health, which provide psychological and pedagogical, correctional and developmental and rehabilitation services to children with special educational needs, persons with disabilities, clients in need of speech therapy.</p> <p>According to the Classifier of Professions ДК 003: 2010 specialists who have received education in the educational-professional program "Speech Therapy" of the first (bachelor's) level, may hold the following primary positions:</p> <p>3330 – assistant teacher-speech therapist, assistant teacher of correctional</p>

	education, assistant teacher-rehabilitation specialist, 3340 – assistant teacher-defectologist, assistant teacher, 3229.23169 – speech therapist.
Further training	Opportunity to continue studying at the second (master's) level of higher education. Acquisition of additional qualifications in the system of postgraduate education.
5 – Teaching and assessment	
Teaching and learning	<p>The educational process is based on the principles of: student-centered, personality-oriented learning, competence, system-integrative approaches, research-based learning, practice-oriented learning.</p> <p>Teaching is carried out in the form of: lectures, seminars, practical classes, laboratory work. Independent work (performance of individual tasks, on the basis of textbooks, manuals, Internet sources) is provided; consultations with teachers; e-learning for individual educational components, internships, implementation and defence of course work.</p> <p>E-learning, practice-oriented learning is being introduced in practical training centres: "LogoTrainer", "Autism Academy", "Centre for Inclusive Education", problem-oriented learning, training through trainings, master classes of practitioners, etc.</p> <p>Teaching with the use of information technology on the distance learning platform "Moodle" on the digital university campus, organization of communication on the platform Google Meet, ZOOM, etc.</p> <p>Educational and methodological support of the educational process is carried out through the use of electronic training courses.</p> <p>Encouraging self-study of higher education students and organizing group work in order to acquire teamwork skills and independently find a solution to the problem, in particular, when solving practical cases.</p> <p>The use of elements of non-formal education in the study of individual modules of disciplines on educational online platforms and in participation in scientific conferences, congresses, webinars, workshops, professional festivals.</p>
Assessment	<p>Accumulative point-rating system, which provides for the assessment of students for all types of classroom and extracurricular educational activities in the form of intermediate, final (semester) control, as well as certification.</p> <p>Intermediate control (oral examination, essay, written express control / computer testing, etc.), modular control, final semester control (tests, exams in oral, written (testing), combined forms, defence of practice reports), defence of course work, certification.</p> <p>Assessment of higher education students is carried out in accordance with the Unified system of assessment of academic achievement of students of Borys Grinchenko Kyiv University.</p>
6 – Program competencies	
Integral competence	Ability to solve complex specialized problems and practical problems of special and inclusive education in the process of correctional and pedagogical, diagnostic-advisory, research and cultural-educational activities or in the learning process, which involves the use of basic theories and methods of special education and is characterized by complexity and uncertainty.

<p>General Competences (GC)</p>	<p>GC-1 Ability to exercise one's rights and responsibilities as a member of society, to realize the values of civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine.</p> <p>GC -2 Ability to preserve and increase moral, cultural, scientific values and achievements of society based on understanding the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, techniques and technologies, use different types and forms of physical activity for active recreation and healthy living.</p> <p>GC -3 Ability to abstract thinking, analysis and synthesis.</p> <p>GC -4 Ability to apply knowledge in practical situations.</p> <p>GC -5 Ability to communicate in the state language both orally and in writing.</p> <p>GC -6 Ability to use information and communication technologies.</p> <p>GC -7 Ability to learn and master modern knowledge.</p> <p>GC -8 Ability to work in a team.</p> <p>GC -9 Ability to interpersonal interaction.</p> <p>GC -10 Ability to act on the basis of ethical considerations (motives).</p>
<p>Special (professional, subject) competencies (SC)</p>	<p>SC-1 Awareness of modern concepts and theories of functioning, limitation of life, development, training, education and socialization of people with special educational needs.</p> <p>SC -2 Ability to analyse national and foreign experience in the formation and development of special and inclusive education.</p> <p>SC-3 Ability to apply psychological and pedagogical, defectological, medical and biological, linguistic knowledge in the field of professional activity.</p> <p>SC-4 Ability to plan and organize educational and corrective work taking into account the structure and features of disorders (intelligence, speech, hearing, vision, musculoskeletal functions, etc.), the current state and potential of people with special educational needs.</p> <p>SC-5 Ability to implement effective correctional and educational technologies in working with children, adolescents, adults with special educational needs, it is advisable to choose methodological and information and computer support.</p> <p>SC-6 Ability to work in a team, to provide comprehensive correctional and pedagogical, psychological and social support for children with special educational needs, including those with disabilities in various types of institutions.</p> <p>SC-7 Ability to comply with the requirements for the organization of correctional and developmental educational space.</p> <p>SC-8 Readiness for diagnostic and consulting activities.</p> <p>SC-9 Ability to apply theoretical, empirical methods of psychological and pedagogical research, statistical methods of processing the information obtained, to determine the reliability of research results.</p> <p>SC-10 Ability to provide systematic psychological and pedagogical support to a family raising a child with special educational needs.</p> <p>SC-11 Ability to adhere to the basic principles, rules, techniques and forms of subject-subject communication.</p> <p>SC-12 Ability to organize a children's team, to create an equal climate and comfortable conditions for personal development of pupils and their social integration.</p>

	<p>SC-13 Ability to build harmonious relationships with people with mental and physical disabilities, their families and community members without prejudice to their individual needs.</p> <p>SC-14 Ability to work with the community - at local, regional, national, European and wider global levels to develop a tolerant, humane attitude towards people with special educational needs, to develop the ability to reflect, including the ability to reflect on their own and other value systems.</p> <p>SC-15 Ability to defend one's own professional beliefs with arguments, to adhere to them in one's own professional activity.</p> <p>SC-16 Ability to personal and professional self-improvement, learning and self-development.</p> <p>SCU-17 Ability to implement basic knowledge of clinical approaches to determine the difficulties of the child's body with typical and impaired development; features of the central nervous system and higher mental functions of persons with speech disorders to ensure effective speech therapy influence on the development of their speech activity at different ages.</p> <p>SCU-18 Ability to integrate and implement knowledge about the patterns and features of speech development in ontogenesis and dysontogenesis; the relationship of speech, thinking and consciousness; psycholinguistic bases of speech activity as bases of realization of strategies of speech therapy influence in different age periods.</p> <p>SCU-19 Ability to use in professional activities knowledge about the causes, mechanisms, structure, symptoms of dyslalia, rinolalia, dysarthria, voice disorders, speech delay, phonetic and phonemic underdevelopment, general speech underdevelopment, disorders of tempo-rhythmic component of speech, alleles, learning difficulties (dysgraphia, dyslexia, dyscalculia), acquired speech and communication disorders.</p> <p>SCU-20 Ability to assess (diagnose) the level of formation of speech functions and speech activity; analyse and systematize the results obtained in the process of drawing up psychological, pedagogical and speech therapy conclusions.</p> <p>SCU-21 Ability to use in professional activities systematic knowledge of methods, technologies and means of corrective and developmental impact on psychomotor, cognitive and speech development of persons with speech disorders.</p>
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7 – Normative content of training of higher education applicants, formulated in terms of learning outcomes

- LO 1.** Know modern theoretical bases of special education according to specialization, to apply methods of theoretical and experimental research in professional activity, relevant statistical methods of processing of the received information, to generalize results of research.
- LO 2.** Search, analyse and synthesize information from a variety of sources to address specific special and inclusive education challenges.
- LO 3.** Understand the patterns and features of development and functioning, limitations of life in the context of professional tasks.
- LO 4.** Apply modern methods of diagnosing the psychophysical development of children to solve complex problems of special education, critically assess the reliability of the results of assessment, determine based on their interpretation of special educational needs of children and recommendations

for creating the best conditions for education.

LO 5. Understand the principles, methods, forms and essence of the organization of educational and correctional process in different types of institutions.

LO 6. Plan educational and corrective work on the basis of the results of psychological and pedagogical diagnostics of persons with special educational needs taking into account their age and individual-typological differences.

LO 7. Fluent in state and foreign languages in a professional space, have professional terminology and professional discourse.

LO 8. Organize and carry out psychological and pedagogical study of children with psychophysical development, diagnostic and counselling activities.

LO 9. Have the skills of staffing and organizing the activities of special educational institutions, special groups in preschool education institutions, special classes in general secondary education institutions, etc.

LO 10. Observe children with psychophysical disorders (intelligence, speech, vision, hearing, musculoskeletal functions, etc.), implement correctional and pedagogical work taking into account their psychophysical, age, individual educational needs, abilities and capabilities.

LO 11. Apply in professional activities knowledge about methods, technologies, forms and means of rehabilitation and correctional and developmental training of children with special educational needs.

LO 12. Argue, plan and provide psychological, pedagogical and correctional and developmental services (assistance) in accordance with the level of development and functioning, limiting the life of a child with special educational needs.

LO 13. Have methods of promoting the social adaptation of people with special educational needs, their preparation for social and industrial activities.

LO 14. Implement psychological and pedagogical support for children with special educational needs in terms of inclusion in the role of special teacher, assistant teacher of preschool education, assistant teacher of general secondary education, etc.

LO 15. Apply modern universal and specialized information systems and software products in professional activities; library resources and technologies, including electronic; special equipment and tools.

LO 16. Make informed decisions taking into account the goals, resource and legal constraints, values.

LO 17. Have the skills to study independently and search for the necessary information.

LOU 18. Apply in professional activities basic knowledge of clinical approaches to determining the difficulties of the child's body with typical and impaired development; features of the central nervous system and higher mental functions; determination of localization of speech zones of the cerebral cortex and mechanisms of disorders in their defeat to ensure effective speech therapy in dysontogenesis at different ages.

LOU 19. Integrate into professional activities knowledge about the patterns and features of speech development in ontogenesis and dysontogenesis; the relationship of speech, thinking and consciousness; psycholinguistic bases of speech activity for realization of strategies of speech therapy influence in different age periods.

LOU 20. Know and understand the causes, mechanisms, structure, symptoms of dyslalia, rhinolalia, dysarthria, voice disorders, speech delay, phonetic and phonemic underdevelopment, general speech underdevelopment, disorders of the tempo-rhythmic component of speech, alalia, learning difficulties (dysgraphia, dyslexia, dyscalculia), acquired speech and communication disorders.

LOU 21. Select and apply methods of psychological, pedagogical and speech therapy examination of persons with speech disorders, determine the state of speech formation at different ages; to reflect and critically evaluate the reliability of the obtained results, to determine on the basis of their interpretation the special educational needs of children and to formulate psychological, pedagogical and speech therapy conclusions.

LOU 22. Select and apply in professional activities methods, technologies, means of speech therapy and rehabilitation of persons with speech disorders at different ages to carry out corrective and developmental impact on psychomotor, cognitive and speech development of persons with various

<p>speech disorders.</p> <p>LOU 23. Understand the importance of responsible health and be able to rationally use personal resources.</p> <p>LOU 24. Be able to solve problems and make decisions in difficult practical situations, demonstrating leadership qualities and skills of effective teamwork.</p> <p>LOU 25. Demonstrate socially responsible and conscious behaviour; follow humanistic and democratic values in professional and social activities.</p>	
8 – Resource support for program implementation	
Staffing	<p>Staffing of the educational and professional program consists of the teaching staff of the Department of Special and Inclusive Education of Institute of Human Sciences, providing 90% of professionally oriented disciplines. According to their competence and experience, the teaching staff of the departments of foreign languages (Faculty of Law and International Relations), philosophy and history of Ukraine (Faculty of History and Philosophy), department of Ukrainian language (Institute of Philology), physical education and sports pedagogy, physical rehabilitation and bio kinesiology (Faculty of Health, Physical Education and Sports) is involved in teaching certain disciplines.</p> <p>The practice-oriented nature of the educational-professional program involves a wide participation of specialists-practitioners who correspond to the direction of the program, which strengthens the synergetic connection of theoretical and practical training.</p> <p>The staffing of the EP meets the requirements set by the Licensing Conditions for Educational Activities.</p>
Material and technical support	<p>Teaching disciplines are carried out in general and special purpose classrooms, for practical classes – centres of practical training "LogoTrainer", "Autism Academy", "Centre for Inclusive Education", gyms, sports grounds. The University has a sufficient number of specialized computer classes and laboratories, which are equipped with computers with appropriate software, multimedia equipment, visual and methodological materials. All workstations in computer classrooms are connected to the Internet. The areas of the premises used in the educational process meet the requirements of accessibility, sanitary norms, and requirements of fire safety rules.</p> <p>There is the entire necessary social and household infrastructure, dining room, cafeterias; the number of places in dormitories meets the requirements.</p>
Information, educational and methodological support	<ul style="list-style-type: none"> – Official website of the Borys Grinchenko Kyiv University https://kubg.edu.ua/, which contains information about educational programs, educational, scientific activities, structural units, admission rules, contacts, etc.; – digital campus https://digital.kubg.edu.ua/, which contains information about: all digital education services, digital science with access to various platforms; digital management of regulatory bases, registers, document flow; image and leadership; digital space with personal accounts and corporate mail; university infrastructure; – e-learning system Moodle; – services for organizing online classes: Google Meet (corporate), Google Chat, Google Hangouts, Google Classroom; – wireless access points to the Internet;

	<ul style="list-style-type: none"> – library, reading rooms; – electronic library, repository http://elibrary.kubg.edu.ua/; – access to electronic scientific databases Scopus, Web of Science, EBSCO, etc.; – curricula and work curricula; – schedule of educational process; – working programs of academic disciplines; – internship programs; – methodical recommendations on writing and registration of course works (projects), etc.
9 – Academic mobility	
National credit mobility	Ivan Ohienko Kamianets-Podilskyi National University ("SAM Ukraine" (House of Europe, British Council in Ukraine)).
International credit mobility	Within the framework of concluded agreements and won Erasmus + academic mobility projects.
Training of foreign students	According to the license. The learning process is conducted in Ukrainian, so citizens of other countries who speak Ukrainian at least B1+ can receive education under this educational program.

II. List of components of the educational and professional program and their logical sequence

2.1. List of EP components

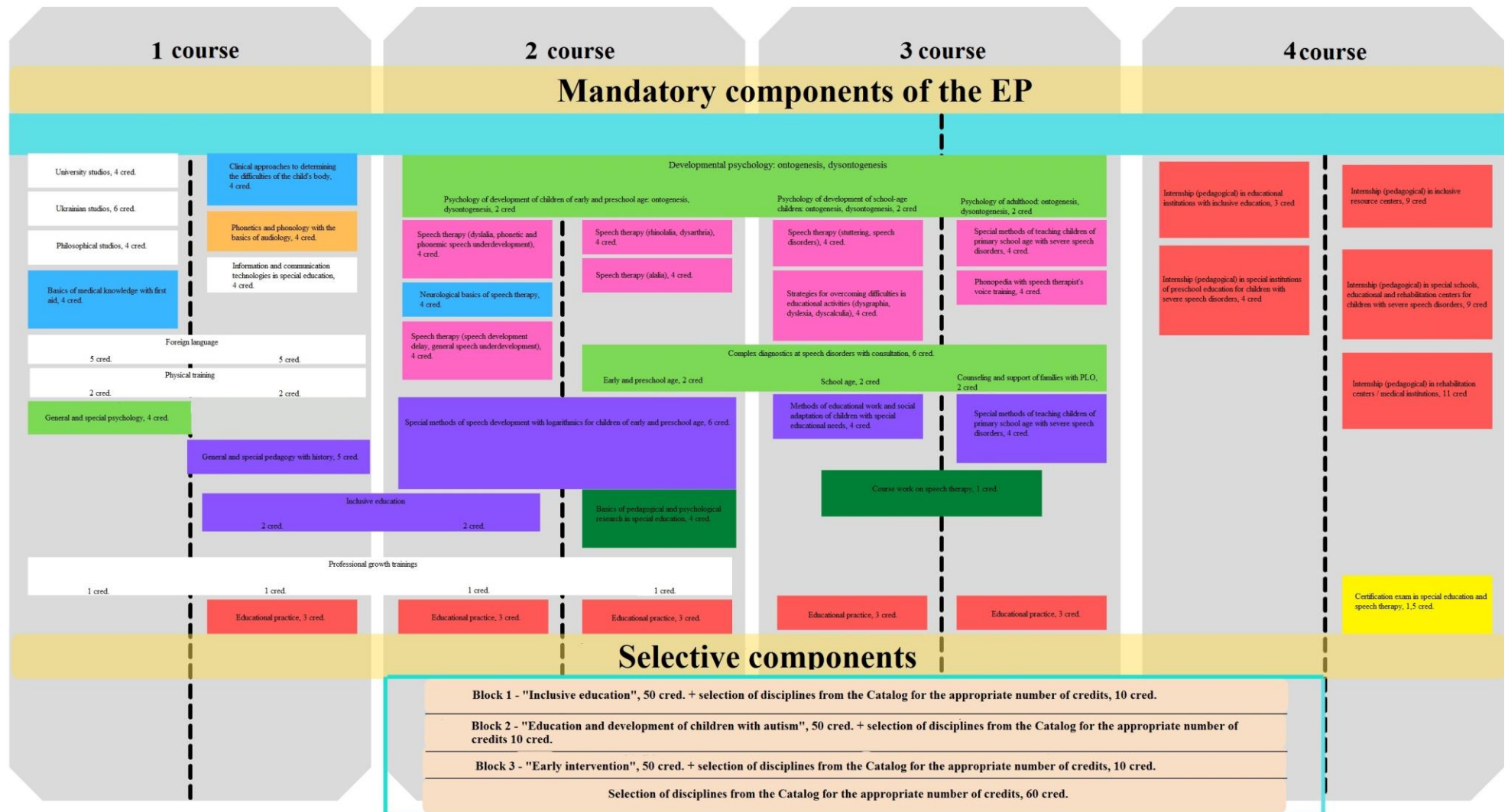
Component code	Code (н/д, пр., ат.)	Components of the educational program (academic disciplines, course projects (works), practices, qualification work)	Number of credits	Form of final control
1	2	3	4	5
Mandatory components of the EP				
EC 1	MC.01	University studios	4	Credit
EC 2	MC.02	Ukrainian studios	6	Exam
EC 3	MC.03	Philosophical studios	4	Exam
EC 4	MC.04	Foreign language	10	Credit, Exam
EC 5	MC.05	Information and communication technologies in special education	4	Exam
EC 6	MC.06	Physical training	4	Credit
EC 7	MC.07	Basics of medical knowledge with first aid	4	Credit
EC 8	MC.08	General and special psychology	4	Exam
EC 9	MC.09	General and special pedagogy with history	5	Exam
EC 10	MC.10	Clinical approaches to determining the difficulties of the child's body	4	Credit
EC 11	MC.11	Professional growth trainings	4	Credit
EC 12	MC.12	Phonetics and phonology with the basics of audiology	4	Credit
EC 13	MC.13	Inclusive education	4	Credit
EC 14	MC.14	Basics of pedagogical and psychological research in special education	4	Credit
EC 15	MC.15	Neurological basics of speech therapy	4	Exam
EC 16	MC.16	Developmental psychology: ontogenesis, dysontogenesis	6	Credit
EC 17	MC.17	Complex diagnostics at speech disorders with consultation	6	Credit
EC 18	MC.18	Course work on speech therapy	1	Defence
EC 19	MC.19	Speech therapy (dyslalia, phonetic and phonemic speech underdevelopment)	4	Exam
EC 20	MC.20	Speech therapy (speech development delay, general speech underdevelopment)	4	Exam
EC 21	MC.21	Special methods of speech development with logarithmics for children of early and preschool age	6	Credit
EC 22	MC.22	Speech therapy (rhinolalia, dysarthria)	4	Exam
EC 23	MC.23	Speech therapy (alalia)	4	Exam
EC 24	MC.24	Speech therapy (stuttering, speech disorders)	4	Exam
EC 25	MC.25	Strategies for overcoming difficulties	4	Exam

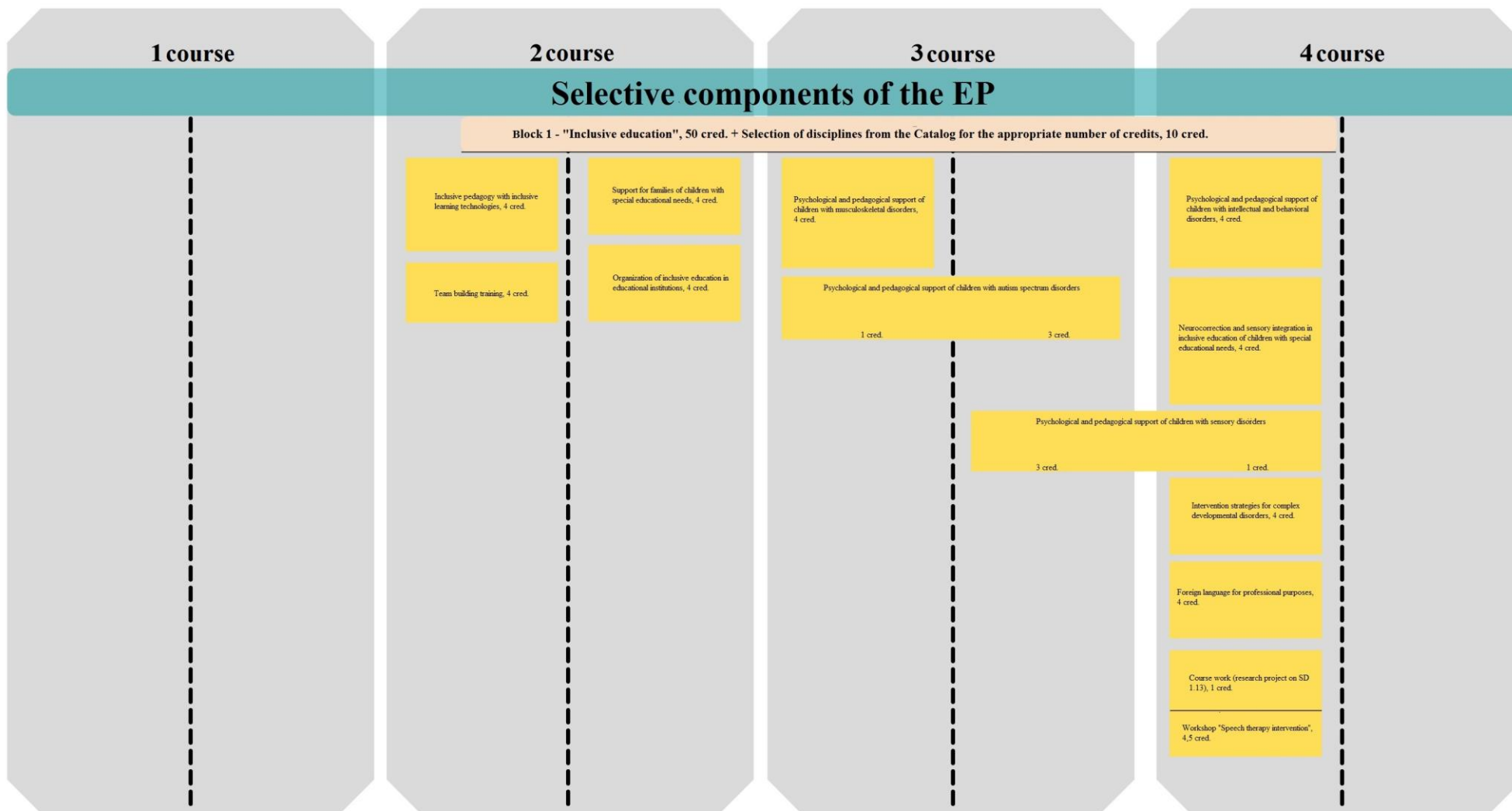
		in educational activities (dysgraphia, dyslexia, dyscalculia)		
EC 26	MC.26	Methods of educational work and social adaptation of children with special educational needs	4	Credit
EC 27	MC.27	Special methods of teaching children of primary school age with severe speech disorders	4	Exam
EC 28	MC.28	Speech therapy (acquired speech and communication disorders)	4	Exam
EC 29	MC.29	Phonopedia with speech therapist's voice training	4	Exam
EC 30	MP.01	Educational	15	Credit
EC 31	MP.02	Internship	36	Credit
EC 32	MC.01	Certification exam in special education and speech therapy	1	Exam
Total required components:			180	
Selective components of the EP (Appendix 1)				
<i>Block 1 - "Inclusive education"</i>				
SC 1.1	SD.1.01	Inclusive pedagogy with inclusive learning technologies	4	Exam
SC 1.2	SD.1.02	Team building training	4	Credit
SC 1.3	SD.1.03	Organization of inclusive education in educational institutions	4	Credit
SC 1.4	SD.1.04	Support for families of children with special educational needs	4	Exam
SC 1.5	SD.1.05	Psychological and pedagogical support of children with musculoskeletal disorders	4	Credit
SC 1.6	SD.1.06	Psychological and pedagogical support of children with autism spectrum disorders	4	Credit
SC 1.7	SD.1.07	Psychological and pedagogical support of children with sensory disorders	4	Exam
SC 1.8	SD.1.08	Psychological and pedagogical support of children with intellectual and behavioural disorders	4	Credit
SC 1.9	SD.1.09	Neurocorrection and sensory integration in inclusive education of children with special educational needs	4	Exam
SC 1.10	SD.1.10	Intervention strategies for complex developmental disorders	4	Credit
SC 1.11	SD.1.11	Foreign language for professional purposes	4	Credit
SC 1.12	SD.1.12	Course work (research project on SD 1.13)	1	Defence
SC 1.13	SD.1.13	Workshop "Speech therapy intervention"	5	Credit
SC 1.14	SD.1	Selection of disciplines from the Catalogue for the appropriate number of credits	10	Credit

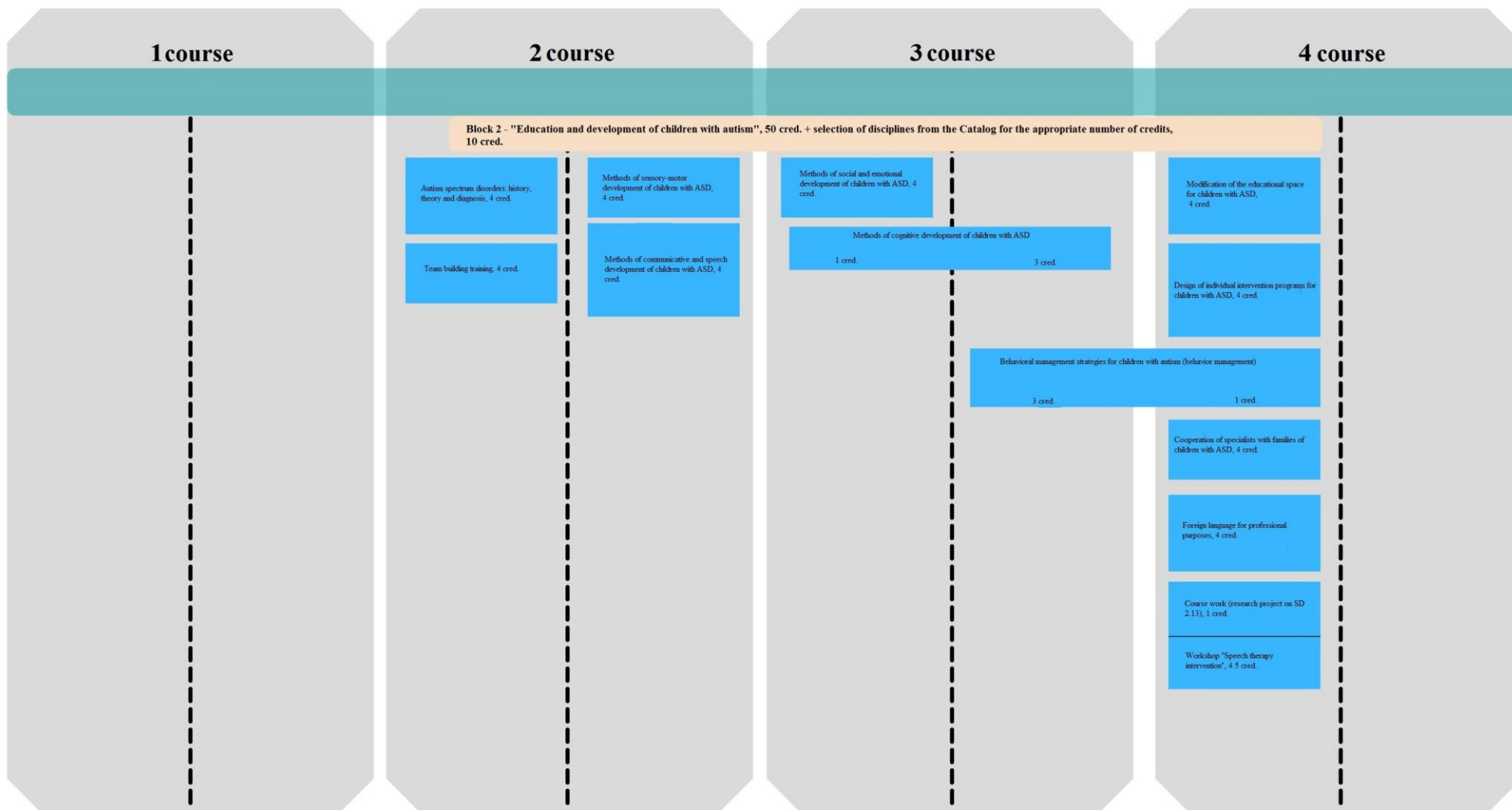
			Total	60
<i>Block 2 - "Education and development of children with autism"</i>				
SC 1.1	SD.2.01	Autism spectrum disorders: history, theory and diagnosis	4	Exam
SC 1.2	SD.2.02	Team building training	4	Credit
SC 1.3	SD.2.03	Methods of sensory-motor development of children with ASD	4	Credit
SC 1.4	SD.2.04	Methods of communicative and speech development of children with ASD	4	Exam
SC 1.5	SD.2.05	Methods of social and emotional development of children with ASD	4	Credit
SC 1.6	SD.2.06	Methods of cognitive development of children with ASD	4	Credit
SC 1.7	SD.2.07	Behavioural management strategies for children with autism (behaviour management)	4	Exam
SC 1.8	SD.2.08	Modification of the educational space for children with ASD	4	Credit
SC 1.9	SD.2.09	Design of individual intervention programs for children with ASD	4	Exam
SC 1.10	SD.2.10	Cooperation of specialists with families of children with ASD	4	Credit
SC 1.11	SD.2.11	Foreign language for professional purposes	4	Credit
SC 1.12	SD.2.12	Course work (research project on SD 2.13)	1	Defence
SC 1.13	SD.2.13	Workshop "Speech therapy intervention"	5	Credit
SC 1.14	SD.2	Selection of disciplines from the Catalogue for the appropriate number of credits	10	Credit
			Total	60
<i>Block 3 - "Early intervention"</i>				
SC 1.1	SD.3.01	Basics of early intervention	4	Exam
SC 1.2	SD.3.02	Team building training	4	Credit
SC 1.3	SD.3.03	Neonatology and paediatrics	4	Credit
SC 1.4	SD.3.04	Psychological and pedagogical determinants of child development	4	Exam
SC 1.5	SD.3.05	Clinical neuropsychology of infants	4	Credit
SC 1.6	SD.3.06	Psycholinguistics of development: speech and communication	4	Credit
SC 1.7	SD.3.07	Functional diagnosis of children's development: infant - early age	4	Exam
SC 1.8	SD.3.08	Early speech therapy intervention	4	Credit
SC 1.9	SD.3.09	Strategies of early intervention in various functional disorders of the child's body	4	Exam
SC 1.10	SD.3.10	Organization of early intervention services and work with the family	4	Credit
SC 1.11	SD.3.11	Foreign language for professional purposes	4	Credit

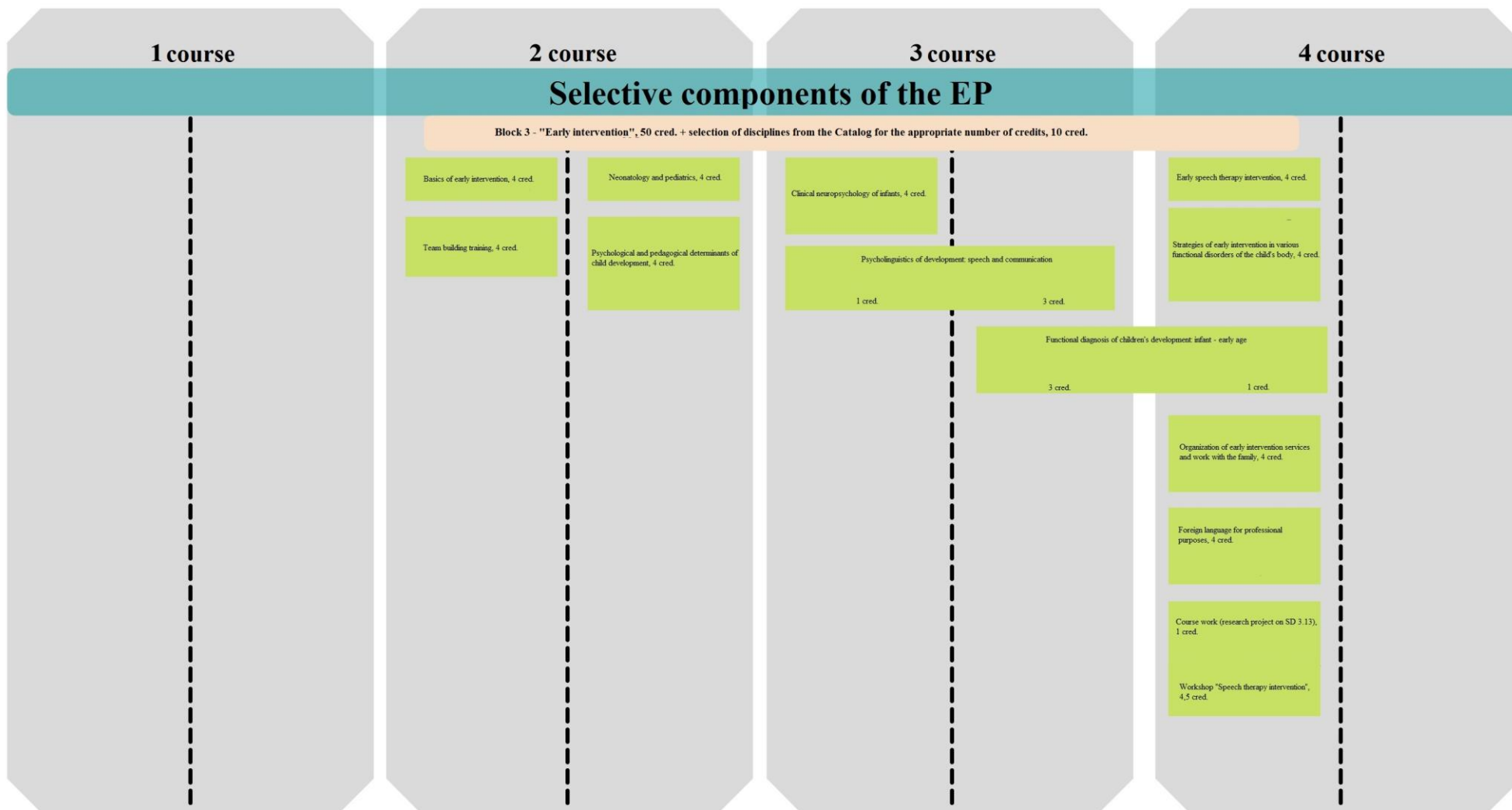
SC 1.12	SD.3.12	Course work (research project on SD 3.13)	1	Defence
SC 1.13	SD.3.13	Workshop "Speech therapy intervention"	5	Credit
SC 1.14	SD.3	Selection of disciplines from the Catalogue for the appropriate number of credits	10	Credit
Total			60	
<i>Block 4 - Selection from the catalogue of courses</i>				
SC 1-14	SD.4	Selection of disciplines from the Catalogue for the appropriate number of credits	60	Credit
Total			60	
Total amount of selective components:			60	
TOTAL VOLUME OF THE EDUCATIONAL PROGRAM			240	

2.2. Structural and logical scheme of the educational program









III. Form of certification of applicants for higher education

Certification of graduates of the educational-professional program 016.01.01 Speech therapy of the first (bachelor's) level of higher education is carried out in the form of a *certification exam in special education and speech therapy*.

Certification is carried out openly and publicly.

The certification exam is aimed at checking the level of achievement of learning outcomes defined by the standard of higher education for the specialty 016 Special education for the first (bachelor's) level and this educational and professional program.

The program of the certification exam determines:

- a list of learning outcomes identified by the educational program to assess the level of their achievement by applicants;
- methods and form of its conduct (oral, written, test or combined);
- evaluation criteria (in the combined form of the exam, the distribution of points between each of the defined forms is indicated);
- list of topics (questions) to be taken for the exam;
- list of recommended sources;
- list of visual aids, reference materials, technical and didactic tools and equipment that are allowed for use by applicants in the process of preparation and answers to questions during the certification exam.

The programs of certification exams are approved in accordance with the established procedure and published on the website of Institute Human Sciences not later than three months before the attestation.

Implementation of the educational and professional program in full ends with the issuance of a document of the established standard to the graduate.

V. Matrix for providing learning outcomes with relevant components of the educational program

	EC 1	EC 2	EC 3	EC 4	EC 5	EC 6	EC 7	EC 8	EC 9	EC 10	EC 11	EC 12	EC 13	EC 14	EC 15	EC 16	EC 17	EC 18	EC 19	EC 20	EC 21	EC 22	EC 23	EC 24	EC 25	EC 26	EC 27	EC 28	EC 29	EC 30	EC 31	EC 32	
LO 1			+		+			+	+	+				+			+	+	+	+		+	+	+	+			+	+			+	
LO 2	+	+	+	+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	
LO 3							+	+	+	+		+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
LO 4										+				+			+															+	
LO 5									+				+														+				+	+	+
LO 6													+				+		+	+	+	+	+	+	+	+		+	+	+	+	+	
LO 7	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
LO 8																+	+	+														+	+
LO 9								+	+								+		+	+	+		+	+	+	+			+	+		+	
LO 10								+		+	+				+		+	+				+						+			+	+	
LO 11													+							+	+	+	+	+	+	+		+	+	+	+	+	
LO 12													+							+	+	+	+	+	+	+		+	+	+	+	+	
LO 13													+														+				+	+	
LO 14													+				+										+				+	+	
LO 15	+	+	+	+	+			+	+	+	+		+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
LO 16	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
LO 17	+	+	+	+	+			+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+	+
LOU18							+	+		+					+	+	+		+	+		+	+	+	+			+	+		+	+	
LOU19								+				+			+	+	+		+	+	+	+	+	+	+		+	+	+	+	+	+	+
LOU20															+			+	+	+	+	+	+	+	+		+	+	+	+	+	+	+
LOU21																	+		+	+	+	+	+	+	+		+	+	+	+	+	+	+
LOU22																				+	+	+	+	+	+		+	+	+	+	+	+	+
LOU23						+	+	+		+					+	+											+				+	+	
LOU24	+										+		+							+	+		+	+	+	+	+		+	+	+	+	
LOU25	+		+				+	+	+		+		+			+	+										+				+	+	

APPENDIX 1 - SELECTIVE PART OF THE EDUCATIONAL PROFESSIONAL PROGRAM

Exercise by students of the right to free choice of academic disciplines, provided for in paragraph 15 of the first part of Article 62 of the Law of Ukraine "On Higher Education" at the Borys Grinchenko Kyiv University in accordance with the Regulations on the procedure and conditions for the selection of disciplines by students, approved by the order of the Rector from 25.11.2016 № 642.

1. Selective block 1 - "Inclusive education".

The student's choice of the block "Inclusive education" creates conditions for the deepening of professional competencies within the selected educational and professional program.

The study of disciplines of this block is aimed at acquiring the ability of students: psychological and pedagogical support of children with different educational needs in an inclusive educational space, to prepare children and educational space for inclusive learning, to support families of children with special educational needs in inclusive educational space.

During the study of disciplines of block 1 "Inclusive education" applicants for higher education of the first (bachelor's) level will:

- acquire knowledge of modern international and national technologies to ensure the inclusiveness of the educational process;
- learn to organize the work of the team accompanying the child with different levels of functioning of the child's body in educational institutions of different types and different forms of ownership;
- master the ability to create professional (multidisciplinary) partnerships with professionals involved in educational, medical, social, rehabilitation and other services for a child with special educational needs and their family;
- receive high professional qualification in providing psychological and pedagogical support to children with various special educational needs in an inclusive educational space;
- master the practices of neurocorrection and sensory integration in inclusive education of children with special educational needs;
- develop management skills to ensure inclusiveness in educational institutions of different types and different forms of ownership;
- form their own professional position and learn to defend it on the basis of evidence-based practice and acquired professional knowledge.

Matrix of correspondences of program competencies to the selective components of the educational program (selective block 1)

	SD. 1.01	SD. 1.02	SD. 1.03	SD. 1.04	SD. 1.05	SD. 1.06	SD. 1.07	SD. 1.08	SD. 1.09	SD. 1.10	SD. 1.11	SD. 1.12	SD. 1.13
GC3												+	+
GC 4	+	+	+	+	+	+	+	+	+	+	+	+	+
GC 7	+	+	+	+	+	+	+	+	+	+	+	+	+
GC 8	+	+	+	+								+	+
GC 10	+	+	+	+	+	+	+	+	+	+		+	+
SC1	+				+	+	+	+		+			
SC 2	+				+	+	+	+		+		+	+
SC 4			+		+	+	+	+	+	+		+	+
SC 5									+			+	+
SC 6		+	+	+	+	+	+	+	+	+			
SC 7	+		+		+	+	+	+		+			
SC 8				+								+	+
SC 10				+									
SC 12					+	+	+	+		+			
SC 13		+	+										
SC 14	+		+	+							+		
SC 16											+	+	+

Matrix for providing learning outcomes with relevant selective components of the educational program (selective block 1)

	SD. 1.01	SD. 1.02	SD. 1.03	SD. 1.04	SD. 1.05	SD. 1.06	SD. 1.07	SD. 1.08	SD. 1.09	SD. 1.10	SD. 1.11	SD. 1.12	SD. 1.13
LO2	+	+	+	+	+	+	+	+	+	+	+	+	+
LO 3	+	+	+		+	+	+	+	+	+		+	+
LO 5			+		+	+	+	+		+			
LO 7											+	+	+
LO 10					+	+	+	+		+		+	+
LO 11					+	+	+	+	+	+		+	+
LO 12					+	+	+	+	+	+		+	+
LO 13					+	+	+	+		+			
LO 14	+	+	+	+	+	+	+	+		+		+	+
LOU23			+		+	+	+	+	+	+		+	+
LOU24		+	+	+									

2. Selective block 2 - "Education and development of children with autism"

The student's choice of the block "Education and development of children with autism" creates conditions for the deepening of professional competencies within the selected educational and professional program.

The study of disciplines of this block is aimed at acquiring the ability of students to: recognize and diagnose children with ASD; determine the ways of their development; take on the role of expert coordinator in the team accompanying a pupil with autism; develop an individual intervention strategy for them; to form preconditions of educational activity and to define educational trajectories; to carry out consultative and accompanying activities in relation to the families of children with ASD, as well as specialists who take care of the education and development of these children.

During the study of the disciplines of block 2 "Education and development of children with autism" applicants for higher education of the first (bachelor's) level will:

- acquire knowledge about the psychological features of the development of people with autism at different ages, features of their mental development and personal sphere;
- master the ability to apply modern methods of diagnosing the psychophysical development of children with autism to solve complex problems of special education;
- learn to critically evaluate the results of assessment, determine on the basis of their interpretation of special educational needs of children and provide recommendations for creating the best conditions for education;
- master the ability to plan educational and corrective work based on the results of psychological and pedagogical diagnosis of people with autism, taking into account their age and individual-typological differences;
- learn to apply in professional activities methods, technologies, forms and means of rehabilitation and correctional and developmental training with scientifically proven effectiveness for children with autism;
- master the skills to implement psychological and pedagogical support for children with autism in the context of inclusion in the role of special teacher, assistant teacher of preschool education, assistant teacher of general secondary education, etc .;
- form their own professional position and learn to defend it on the basis of evidence-based practice and acquired professional knowledge.

Matrix of correspondences of program competencies to the selective components of the educational program (selective block 2).

	SD. 2.01	SD. 2.02	SD. 2.03	SD. 2.04	SD. 2.05	SD. 2.06	SD. 2.07	SD. 2.08	SD. 2.09	SD. 2.10	SD. 2.11	SD. 2.12	SD. 2.13
GC 3												+	+
GC 4		+	+	+	+	+	+	+	+	+	+	+	+
GC 7	+	+	+	+	+	+	+	+	+	+	+	+	+
GC 8		+								+		+	+
GC 10			+	+	+	+	+					+	+
SC 4			+	+	+	+	+					+	+
SC 5			+	+	+	+	+	+	+	+		+	+
SC 6	+	+	+	+	+	+	+		+	+		+	+
SC 7								+	+			+	+
SC 8	+		+	+	+	+	+		+	+		+	+
SC 10	+		+	+	+	+	+			+			
SC 14	+								+		+		
SC 16		+									+	+	+

Matrix for providing learning outcomes with relevant selective components of the educational program (selective block 2)

	SD. 2.01	SD. 2.02	SD. 2.03	SD. 2.04	SD. 2.05	SD. 2.06	SD. 2.07	SD. 2.08	SD. 2.09	SD. 2.10	SD. 2.11	SD. 2.12	SD. 2.13
LO 2	+	+	+	+	+	+	+	+	+	+	+	+	+
LO 3	+		+	+	+	+	+					+	+

LO 4	+											+	+
LO 5				+	+	+			+			+	+
LO 7											+	+	+
LO 6			+				+					+	+
LO 11			+	+	+	+	+	+	+			+	+
LO 13					+					+			
LO 14		+							+				
LO 19				+								+	+
LOU23			+							+			+
LOU24		+											

3. Selective block 3 - "Early intervention"

The student's choice of block 3 "Early intervention" creates conditions for the deepening of professional competencies within the chosen educational program.

The study of disciplines of this unit is aimed at acquiring the ability of students to: screen for child development (infancy - early age), implement early intervention strategies in accordance with interdisciplinary and family-centred approaches, apply early intervention methods and monitor individual trajectory of child development. to organize a developmental environment taking into account the age characteristics of children, to implement a program of transition from early intervention to preschool education.

During the study of disciplines of block 3 "Early intervention" applicants for higher education of the first (bachelor's) level will:

- acquire knowledge of modern international and national technologies for the implementation of early intervention;
- master the basics of neonatology, paediatrics, neuropsychology, psycholinguistics;
- master the practices of speech therapy intervention in the early period of development, other intervention strategies for children with various functional disorders;
- learn to provide professional support to parents / guardians in accompanying early age children and infants;
- master the skills of directing the activities of the early support team, focusing on the needs of the child and family;
- master the skills to conduct functional diagnostics of the development (potential) of the child, speech and communication diagnostics;
- acquire knowledge of modern management practices for the development of early intervention services;
- form their own professional position and learn to defend it on the basis of evidence-based practice and acquired professional knowledge.

Matrix of correspondences of program competencies to the selective components of the educational program (selective block 3)

	SD. 3.01	SD. 3.02	SD. 3.03	SD. 3.04	SD. 3.05	SD. 3.06	SD. 3.07	SD. 3.08	SD. 3.09	SD. 3.10	SD. 3.11	SD. 3.12	SD. 3.13
GC 3												+	+
GC 4		+		+		+	+	+	+	+	+	+	+
GC 7	+	+	+	+	+	+	+	+	+	+	+	+	+
GC 8		+		+			+	+	+	+		+	+
GC 10	+	+	+	+	+	+	+	+	+	+		+	+
SC 4				+					+			+	+
SC 6		+						+		+			+
SC 7				+				+	+	+		+	+
SC 8			+		+		+	+					+
SC 10									+	+			
SC 14											+		
SC 16		+									+	+	+
SCU17	+		+	+	+	+	+						
SCU18				+		+	+	+				+	+
SCU19						+						+	+
SCU20						+	+					+	+
SCU21								+	+			+	+

Matrix for providing learning outcomes with relevant selective components of the educational program (selective block 3)

	SD. 3.01	SD. 3.02	SD. 3.03	SD. 3.04	SD. 3.05	SD. 3.06	SD. 3.07	SD. 3.08	SD. 3.09	SD. 3.10	SD. 3.11	SD. 3.12	SD. 3.13
LO 2	+	+	+	+	+	+	+	+	+	+	+	+	+
LO 4			+	+	+	+	+	+	+	+		+	+
LO 6				+		+				+		+	+
LO 7											+	+	+
LO 8			+	+	+	+	+	+	+	+		+	+
LO 11					+	+		+	+	+		+	+
LOU18	+		+	+	+	+		+	+			+	+
LOU19				+	+	+	+	+	+			+	+
LOU20								+				+	+
LOU21				+		+	+	+	+			+	+
LOU22						+		+	+			+	+
LOU23	+	+	+	+	+	+	+	+	+	+		+	+

4. Selective block 4 - Selection from the catalogue of courses

The choice of disciplines from the Catalogue of courses taking into account their own needs and interests in future professional activities allows the applicant to deepen professional knowledge and gain additional competencies within related specialties in the field of knowledge, and / or to get acquainted with the current level of scientific research in various fields of knowledge, to expand or deepen knowledge in general and special (professional) competencies.