

BORYS GRINCHENKO KYIV UNIVERSITY

«CERTIFIED»

Decision of the Academic Council of
Borys Grinchenko Kyiv University
____.____ 2023, protocol № ____

Head of Academic Council
_____ Nataliia M. Vinnikova

EDUCATIONAL AND PROFESSIONAL PROGRAM

016.00.03 «Strategies and practices of inclusive education»

The second (master's) level of higher education

Field of knowledge:	01 Education/Pedagogy
Specialty:	016 Special Education
Qualification:	Master of Special Education

Effective date 01.09.2023
(order on _____.____.2023 № ____)

CERTIFICATION LIST
of educational and professional program
016.00.03 «Strategies and practices of inclusive education»

Department of Special and Inclusive Education

Protocol on 05.05.2023, № 9

Head of Department _____ (Olena V. Martynchuk)

Academic Council of Faculty of Psychology, Social Work and Special Education

Protocol on 17.05.2023, № 4

Head of Academic Council _____ (Nataliia A. Klishevych)

Scientific-methodical centre of standardization and education quality

Head _____ (Yevhen B. Antypin)

__.__.2023

Vice-rector on scientific-methodological and educational work

_____ (Oleksii B. Zhylytsov)

__.__.2023

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I. Profile of the educational program

016.00.03 Strategies and practices of inclusive education

1 – General information	
Full name of the higher educational institution and structural division	Borys Grinchenko Kyiv University Faculty of Psychology, Social Work and Special Education
Higher education level	Second (master's)
Higher education degree	Master
Field of knowledge	01 Education / Pedagogy
Specialty	016 Special education
Educational program	016.00.03 Strategies and practices of inclusive education
Qualification	Master of Special Education
Diploma qualification	degree of higher education – Master specialty - Special education educational program - Strategies and practices of inclusive education
Form of study	Institutional (full-time, part-time)
Language(s) of teaching	Ukrainian, Polish
Cycle / level	NQF of Ukraine – level 7, FQ-EHEA – second cycle, EQF-LLL – 7 level
Type of diploma and scope of the program	Master's degree, single, 90 ECTS credits, term of study – 1 year 4 months
Preconditions	Having a bachelor's degree
Accreditation availability	National Agency for Quality Assurance of Higher Education, Ukraine. The deadline for submitting the program for accreditation is 2024.
Internet address of the permanent placement of the description of the educational program	https://kubg.edu.ua/
2 – The purpose of the educational program	
<p>To ensure the training of highly qualified and competitive specialists in the field of special education as leaders in the development of high-quality inclusive education, capable:</p> <ul style="list-style-type: none"> ✓ to carry out positive transformations in the inclusive education of persons with special educational needs; ✓ to solve complex specialized tasks of a research and innovation nature and solve practical problems in professional activity; ✓ to ensure effective interaction of all subjects of the inclusive educational process in the context of service to the person, community, society. 	
3 – Characteristics of the educational program	
Description of the subject area	Objects of study: organization of inclusive and special education; ways of organizing the effective interaction of participants in the educational process determined by the regularities and features of the content of correctional and pedagogical activities; intervention strategies for

	<p>individuals with various special educational needs; corrective and developmental and rehabilitation processes.</p> <p>Learning objectives – training of specialists capable of solving complex tasks of a research and/or innovative nature in the field of inclusive and special education, in particular organization, implementation and coordination of inclusive education of persons with special educational needs.</p> <p>Theoretical content: a system of scientific theories and concepts regarding inclusive and special education, functioning, limitation of life activities, development, training, upbringing and socialization of persons with special educational needs; technologies of psychological and pedagogical support of persons with special educational needs in the conditions of an inclusive educational environment.</p> <p>Methods, techniques and technologies: general scientific (theoretical, empirical, mathematical, statistical), psychological and pedagogical methods of analyzing the problems of inclusive and special education; digital technologies; strategies and methods of assessment of development and special educational needs, technologies of inclusive education of persons with various educational difficulties.</p> <p>Instruments and equipment: modern universal and specialized information systems and software products used in special education and the field of scientific research.</p>
Program structure	<p>The ratio of the volumes of mandatory and optional components of the EP:</p> <p><u>Mandatory part (66 credits, 73%):</u> disciplines aimed at forming general competencies and special (professional) competencies (35 credits), certification (5.5 credits). Share of Internship and pre-diploma practice: 25.5 credits.</p> <p><u>Optional part (24 credits, 27%):</u> disciplines of free choice</p>
4 – Graduates' suitability for employment and further education	
Suitability for employment	<p>Jobs: preschool and general secondary education institutions with inclusive education, special groups / classes, inclusive resource centers. According to the Classifier of Professions ДК 003:2010, specialists who received an education under the educational program "Strategies and Practices of Inclusive Education" can hold the following primary positions:</p> <p>2340 – special education teacher, 2340 – correctional education teacher, 2340 – specialist (consultant) of the inclusive resource center.</p>
Further education	<p>The opportunity to continue studying at the third (educational and scientific) level of higher education. Acquisition of additional qualifications in the post-diploma education system</p>
5 – Teaching and assessment	
Teaching and training	<p>The educational process is built on the principles of: student-centered, person-oriented learning, competence-based, system-integrative approaches, research-based learning.</p> <p>Teaching is carried out in the form of: lectures, seminars, practical classes, laboratory classes using digital technologies on the distance learning platform "Moodle" in the digital university campus, organizing communication on the Google Meet platform, ZOOM, etc. Educational and methodical provision of educational components is carried out</p>

	<p>through the use of electronic training courses.</p> <p>Provided training in the center of practical training "Center for Inclusive Education", independent work (fulfillment of individual tasks based on textbooks, manuals, Internet sources); consultations with teachers; practical training, writing a qualifying master's thesis.</p> <p>Stimulation of self-study of students of higher education and organization of group work is used in order to acquire teamwork skills and independently search for a solution to a problem, in particular, when solving practical cases.</p> <p>Elements of non-formal education are used when studying individual modules of disciplines on educational online platforms and during participation in scientific conferences, congresses, webinars, master classes, professional festivals, etc..</p> <p>The teaching of elective block 1 "Integrated and inclusive education (Polish experience) / Edukacja integracyjna i wycieczająca (polskie doświadczenia)" and practical training in a Polish educational institution is provided by Maria Gzhegozhevska Academy of Special Pedagogy (Warsaw, Poland) in online / offline format (in accordance with the needs of the applicants).</p>
Assessment	<p>Cumulative point-rating system, which provides 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 survey, essay, written express control/computer testing, etc.), module control, final semester control (credits, exams in oral, written (testing), combined forms, defense of practice reports), certification (defense final qualification work).</p> <p>The evaluation of higher education applicants is carried out in accordance with the unified system of evaluation of academic achievements of students of Borys Grinchenko Kyiv University..</p> <p>Evaluation of the learning outcomes of the selective unit 1 "Integrated and inclusive education (Polish experience) / Edukacja integracyjna i włączająca (polskie doświadczenia)", the teaching of which is provided by Maria Gzhegozhevska Academy of Special Pedagogy, is carried out in accordance with the system for evaluating students' educational achievements adopted by the Academy. The re-enrollment of the results of studies obtained at Maria Gzhegozhevska Academy of Special Pedagogy at Borys Grinchenko Kyiv University is foreseen.</p>
6 – Program competences	
Integral competence	The ability to solve complex tasks of a research and/or innovative nature in the field of inclusive and special education, to carry out professional activities to ensure the quality of inclusive education of persons with special educational needs.
General competences	<p>GC-1. Ability to act based on ethical considerations (motives).</p> <p>GC-2. Ability to act socially responsible and consciously.</p> <p>GC-3. Ability to work in a team.</p> <p>GC-4. Ability to communicate in the national language both orally and in writing.</p> <p>GC-5. Ability to communicate in a foreign language.</p> <p>GC-6. Ability to make informed decisions.</p> <p>GC-7. Ability to search, process and analyze information from various sources.</p> <p>GC-8. Ability to apply knowledge in practical situations.</p>

	<p>GC-9. Ability to generate new ideas (creativity).</p> <p>GC-10. Ability to conduct research at an appropriate level.</p>
<p>Спеціальні (фахові, предметні) компетентності</p>	<p>SC-1. Ability to carry out theoretical, methodological and empirical analysis of current problems of special and inclusive education.</p> <p>SC-2. Ability to develop and implement innovative methods of speech therapy influence and technologies of corrective and developmental work with persons with special educational needs, in particular, with severe speech disorders.</p> <p>SC-3. Ability to carry out diagnostic-analytical, corrective-developmental, advisory activities, taking into account the special educational needs of applicants.</p> <p>SC-4. Ability to effectively interact with parents, colleagues, other specialists in the process of psychological and pedagogical support of a child with special educational needs on the basis of partnership.</p> <p>SC-5. Ability to make effective decisions in difficult and unpredictable conditions, adapt to new situations of professional activity.</p> <p>SC-6. Ability to assess the limits of one's own professional competence, make decisions and continue training and/or improving professional qualifications in accordance with existing needs and requests.</p> <p>SC-7. Ability to organize the educational process in special preschool and general secondary education institutions using modern means, methods, techniques, technologies.</p> <p>SC-8. Ability to organize the process of learning, upbringing and development of children with special educational needs in the conditions of an inclusive educational space.</p> <p>SC-9. Ability to organize a safe and healthy educational space, including an inclusive educational space.</p> <p>SC-10. Ability to develop and implement scientific and/or educational projects in the field of special and inclusive education.</p> <p>SCU-11. Ability to organize, implement and monitor inclusive education of persons with special educational needs.</p> <p>SCU-12. Ability to coordinate the activities of a team of psychological and pedagogical support for a child with special educational needs.</p>
<p>7 – The normative content of the training of students of higher education, formulated in terms of learning outcomes.</p>	
<p>LO 1. Carry out an analysis of evolutionary processes in the field of education of persons with special educational needs, to justify one's own vision of ways to solve existing problems.</p> <p>LO 2. Conduct research and/or conduct innovative activities in order to obtain new knowledge, create new and improve traditional teaching and support technologies and in wider multidisciplinary contexts.</p> <p>LO 3. Develop and implement innovative methods and technologies of correctional and developmental work with persons with special educational needs, generate new ideas for improving education, upbringing, development and socialization of these persons.</p> <p>LO 4. Select and apply effective methods of comprehensive assessment of children's development, reflect and critically analyze the reliability of the obtained assessment results, determine, based on their interpretation, the special educational needs of children and the level of educational support.</p> <p>LO 5. Argue, plan and provide psychological-pedagogical and correctional-developmental services (assistance) in accordance with the level of functioning, limitation of life activities and development of a child with special educational needs, ensure the effectiveness of own actions.</p> <p>LO 6. Establish effective interaction with parents, colleagues, specialists, various social institutions in order to ensure the quality of special and inclusive education on the basis of partnership.</p> <p>LO 7. Make a professional contribution to professional knowledge and practice and to evaluate the</p>	

results of the team's activities in the field of psychological and pedagogical support of children with special educational needs in an inclusive educational space, to motivate the members of the support team to achieve common goals.

LO 8. Make effective decisions on issues of special and inclusive education, including in difficult and unpredictable conditions; to forecast their development; determine the factors affecting the achievement of set goals, in particular, consumer requirements; analyze and compare alternatives; to assess the risks and possible consequences of decisions.

LO 9. Communicate freely orally and in writing in Ukrainian and foreign languages when discussing professional issues, research and innovations in the field of special and inclusive education.

LO 10. Search for the necessary data in scientific literature, databases and other sources, analyze and evaluate this data.

LO 11. Manage complex activities in the field of special and inclusive education and in wider contexts, develop plans and measures for their implementation, ensure the quality of education, evaluate the effectiveness and efficiency of activities.

LO 12. Organize and provide methodological support for the process of learning, upbringing and development of children with special educational needs in the conditions of special educational institutions and an inclusive educational space.

LO 13. Develop and implement measures to create a safe and health-preserving educational space, ensure its quality and effectiveness of the educational process, taking into account the special educational needs, opportunities and abilities of children.

LO 14. Create and implement scientific developments and/or educational projects aimed at improving the quality of the organization of the educational space for children with special educational needs.

LOU15. Organize and implement high-quality inclusive education for children with special educational needs and monitor its success.

LOU16. Coordinate the activities of specialists of the interdisciplinary team of psychological and pedagogical support for children with special educational needs in order to ensure their effective support in an inclusive educational environment.

8 – Resource support and program implementation

Кадрове забезпечення	<p>The personnel support of the educational and professional program consists of professors and teachers of the Department of Special and Inclusive Education of the Faculty of Psychology, Social Work and Special Education, who provide 90% of professionally oriented disciplines.</p> <p>The teaching staff of the Faculty of Ukrainian Philology, Culture and Arts, the Faculty of Information Technologies and Management are involved in the teaching of individual disciplines in accordance with their competences and experience.</p> <p>The teachers of Maria Gzhegozhevska Academy of Special Pedagogy (Warsaw, Poland) are involved in the teaching of elective block 1 "Integrated and inclusive education (Polish experience) / Edukacja integracyjna i właskiejająca (polskie doświadczenia).</p> <p>The practically oriented nature of the educational and professional program provides mentoring support of practitioners who correspond to the direction of the program, which strengthens the synergistic connection between theoretical and practical training.</p> <p>Personnel support of the EP meets the requirements defined by the License conditions for the conduct of educational activities.</p>
Material and technical support	<p>Teaching of academic disciplines is carried out in general and special classrooms, for practical classes - practical training center "Center for Inclusive Education". The University has a sufficient number of</p>

	<p>specialized computer classes and laboratories, which are equipped with computers with appropriate software, multimedia equipment complexes, visual and methodical materials. All workplaces in computer classes are connected to the Internet.</p> <p>The areas of the premises used in the educational process meet accessibility requirements, sanitary standards, and requirements of fire safety rules.</p> <p>All the necessary social and household infrastructure, canteen, buffets are available, the number of places in the dormitories meets the requirements.</p>
Informational and educational and methodological support	<ul style="list-style-type: none"> – The official website of the Borys Grinchenko Kyiv University https://kubg.edu.ua/, which contains information about educational programs, educational, scientific and educational activities, structural subdivisions, 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 offices and corporate mail; infrastructure of the university – e-learning system Moodle – services for organizing online classes: Google Meet (corporate), Google Chat, Google Hangouts, Google Classroom – wireless Internet access points – library, reading rooms – electronic library, repository http://elibrary.kubg.edu.ua/ – access to electronic scientific databases Scopus, Web of Science, EBSCO, etc. – study and work curricula – educational process schedule – working programs of academic disciplines – internship programs – methodical recommendations for writing and design of master's theses, etc
9 – Academic mobility	
National credit mobility	–
International credit mobility	<p>Maria Gzhegozhevska Academy of Special Pedagogy (Warsaw, Poland) on the basis of the Agreement on International Cooperation from 2017, the term of the agreement is unlimited.</p> <p>On the basis of concluded agreements, which provide for academic mobility with foreign partner universities and within the framework of the EU Erasmus+ program.</p>
Education of foreign students of higher education	<p>According to the license, training of foreigners and stateless persons is provided. The education process is conducted in the Ukrainian language, so citizens of other countries who speak Ukrainian at least at the B1 level can receive an education under this educational program.</p>

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

2.1. List of EPP components

Component code	Code	Components of the educational program (educational disciplines, course projects (works), practices, qualification work)	Number of credits	Final control form
1	2	3	4	5
Mandatory EP components				
MC 1	MD.1	Foreign language professional communication	4	Exam
MC 2	MD.2	Digital technologies in professional activity	4	Credit
MC 3	MD.3	Actual problems and research methodology in special and inclusive education	4	Exam
MC 4	MD.4	Assessment of special educational needs of children and advisory support of families and specialists	4	Exam
		<i>Assessment of special educational needs and child development in the Inclusive Resource Center</i>		
		<i>Assessment of special educational needs and child development in educational institutions</i>		
MC 5	MD.5	Technologies of inclusive education and creation of an inclusive educational environment	10	Credit
		<i>Inclusive pedagogy</i>		
		<i>Technologies of inclusive education</i>		
		<i>Strategies for creating an inclusive educational environment</i>		
MC 6	MD.6	Technologies for developing an individual educational trajectory for children with special educational needs	4	Credit
		<i>Technologies for developing an individual development program</i>		
		<i>Intervention strategies based on SMART goals</i>		
MC 7	MD.7	Management of special and inclusive education	5	Exam
		<i>Methodical support of the educational process in a special educational institution</i>		
		<i>Methodological support of inclusive education in educational institutions</i>		
		<i>Leadership and team building training</i>		
MC 8	MP.1	Internship (in educational institutions with inclusive education)	13,5	Credit
MC 9	MP.2	Internship (in inclusive resource centers)	3	Credit
MC 10	MP.3	Pre-diploma practice (research)	9	Credit

MC 11	MS.1	Writing and defense of a qualifying master's thesis	5,5	Defense
The total volume of mandatory components:			66	
Selective components of the EP (appendix 1)				
<i>Optional block 1 "Integrated and inclusive education (Polish experience) / Edukacja integracyjna i włączająca (polskie doświadczenia)»</i>				
SC 1.1	SD.1.01	Psychological and pedagogical preparation for working with children and students with special educational needs / Wsparcie psychologiczno-pedagogiczne dzieci i uczniów ze specjalnymi potrzebami edukacyjnymi	4	Credit
		<i>Psychology of the development of children and students with special educational needs / Psychologia rozwoju dzieci i młodzieży ze SPE</i>		
		<i>Special pedagogy / Pedagogika specjalna</i>		
SC 1.2	SD.1.02	Special didactics / Dydaktyka specjalna	4	Credit
		<i>Theoretical foundations of special didactics / Teoretyczne zasady dydaktyki specjalnej</i>		
		<i>Support systems for students with special educational needs in Poland and the world / Systemy wsparcia uczniów ze SPE w Polsce i na świecie</i>		
		<i>Family of a child with special educational needs / Rodzina dziecka ze specjalnymi potrzebami edukacyjnymi</i>		
SC 1.3	SD.1.03	Theories of integrated and inclusive education / Teorie edukacji integracyjnej i włączającej	4	Credit
		<i>Theories of social exclusion / Teorie wykluczenia społecznego</i>		
		<i>Theoretical foundations of integrated and inclusive education / Podstawy edukacji integracyjnej i włączającej</i>		
		<i>Competencies of a special teacher / Kompetencje pedagoga wspierającego</i>		
SC 1.4	SD.1.04	Assessment of special educational needs, planning, implementation and monitoring of support measures / Ocena specjalnych potrzeb edukacyjnych, planowanie, realizacja i monitorowanie wsparcia	4	Credit
		<i>Diagnosis of a child's special educational needs / Diagnoza specjalnych potrzeb edukacyjnych ucznia</i>		
		<i>Diagnostics in special pedagogy / Diagnostyka w pedagogice specjalnej</i>		
SC 1.5	SD.1.05	Methods of teaching children and students with various special educational needs / Metody nauczania dzieci i uczniów z różnymi specjalnymi potrzebami edukacyjnymi	4	Credit
		<i>Teaching methods in mixed groups / Metodyka kształcenia w grupach zróżnicowanych</i>		
		<i>Individualization in work with the student - adaptation of educational requirements / Indywidualizacja w pracy z uczniem - dostosowywanie wymagań edukacyjnych</i>		
SC 1.6	SD.1.06	Educational programs in the conditions of an inclusive educational environment / Programy edukacyjne	4	Credit

		w włączającym środowisku edukacyjnym		
		<i>Programs for the development of socio-emotional competencies of children and students with disabilities / Programy rozwijające kompetencje społeczno-emocjonalne dzieci i uczniów z niepełnosprawnościami</i>		
		<i>Development of individual educational and therapeutic programs / Konstruowanie indywidualnych programów edukacyjno-terapeutycznych</i>		
		<i>Development of educational and preventive programs / Konstruowanie programów wychowawczych i profilaktycznych</i>		
Total			24	
<i>Selection from the catalog of courses</i>				
SC	SD.2.	Selection of academic disciplines from the catalog for the appropriate number of credits	24	Credit
Total			24	
The total amount of selective components:			24	
TOTAL VOLUME OF THE EDUCATIONAL PROGRAM			90	

2.2. Structural and logical scheme

1 semester	2 semester	3 semester
Foreign language professional communication		
Digital technologies in professional activity		
Actual problems and research methodology in special and inclusive education		
Assessment of special educational needs of children and advisory support of families and specialists		
Technologies of inclusive education and creation of an inclusive educational environment		
Technologies for developing an individual educational trajectory for children with special educational needs		
	Selective components	Management of special and inclusive education
	Internship (in educational institutions with inclusive education)	Internship (in educational institutions with inclusive education)
		Internship (in inclusive resource centers)
		Pre-diploma practice (research)
	Writing of a qualifying master's thesis	Defense of a qualifying master's thesis

III. Form of attestation of applicants of higher education

Certification of graduates of the educational and professional program 016.00.03 Strategies and practices of inclusive education of the second (master's) level of higher education is carried out in the form of *public defense of the master's thesis*.

The certification is carried out openly and publicly.

Qualification work involves the independent solution of a complex task or a complex problem in the field of psychology, which is accompanied by research and/or the use of innovative approaches and is characterized by the uncertainty of conditions and requirements.

The qualifying master's thesis is checked for plagiarism. The qualifying work must not contain academic plagiarism, fabrication and/or falsification.

The qualifying master's thesis is published on the University's website (in the repository).

Completion of the educational and professional program in its entirety is completed by issuing a document of the prescribed format to the graduate.

APPENDIX 1**SELECTIVE PART OF THE EDUCATIONAL AND PROFESSIONAL PROGRAM**

Students exercise the right to free choice of academic disciplines, provided for in clause 15 of part one of Article 62 of the Law of Ukraine «On Higher Education» at Borys Grinchenko Kyiv University, in accordance with the Regulation on the procedure and conditions for students' choice of academic disciplines, approved by the rector's order dated November 25, 2016 № 642.

Selective block 1**"Integrated and inclusive education (Polish experience)/ Edukacja integracyjna i włączająca (polskie doświadczenia)»**

The student's choice of block 1 "Integrated and inclusive education (Polish experience) / Edukacja integracyjna i włączająca (polskie doświadczenia)" creates conditions for deepening professional knowledge within the chosen educational and professional program.

The study of the disciplines of this block is aimed at deepening professional competences in the application of knowledge of the theory and practice of integration and inclusive education of children with special educational needs in the Republic of Poland. This block focuses on: conceptual guidelines of integration and inclusive education in the Republic of Poland; methodical and technological support for the assessment of educational needs of persons with special educational needs, organization, implementation and coordination of inclusive education and upbringing in general education.

During the study of the disciplines of block 1 "Integrated and inclusive education (Polish experience) / Edukacja integracyjna i włączająca (polskie doświadczenia)" applicants of the second (master's) level of higher education will have the opportunity to master the Polish experience of organizing and implementing integrative and inclusive education; work out the content of technologies for assessing special educational needs, developing individual educational, therapeutic, educational and preventive programs.

Mastering the Polish experience of organization, implementation and coordination of integrated and inclusive education will enable students to become successful practitioners and coordinators of support teams for persons with special educational needs in the context of planning, implementation and quality monitoring of inclusive education.

The block is selected during the first month of study. Each semester, students have forms of control on various components of this block.

List of components of selective block 1

SC 1.1	SD.1.01	Psychological and pedagogical preparation for working with children and students with special educational needs / Wsparcie psychologiczno-pedagogiczne dzieci i uczniów ze specjalnymi potrzebami edukacyjnymi	4	Credit
		<i>Psychology of the development of children and students with special educational needs / Psychologia rozwoju dzieci i młodzieży ze SPE</i>		
		<i>Special pedagogy / Pedagogika specjalna</i>		
SC 1.2	SD.1.02	Special didactics / Dydaktyka specjalna	4	Credit
		<i>Theoretical foundations of special didactics / Teoretyczne zasady dydaktyki specjalnej</i>		
		<i>Support systems for students with special educational needs in Poland and the world / Systemy wsparcia uczniów ze SPE w Polsce i na świecie</i>		
		<i>Family of a child with special educational needs / Rodzina dziecka ze specjalnymi potrzebami edukacyjnymi</i>		
SC 1.3	SD.1.03	Theories of integrated and inclusive education / Teorie edukacji integracyjnej i włączającej	4	Credit
		<i>Theories of social exclusion / Teorie wykluczenia społecznego</i>		
		<i>Theoretical foundations of integrated and inclusive education / Podstawy edukacji integracyjnej i włączającej</i>		
		<i>Competencies of a special teacher / Kompetencje pedagoga wspierającego</i>		
SC 1.4	SD.1.04	Assessment of special educational needs, planning, implementation and monitoring of support measures / Ocena specjalnych potrzeb edukacyjnych, planowanie, realizacja i monitorowanie wsparcia	4	Credit
		<i>Diagnosis of a child's special educational needs / Diagnoza specjalnych potrzeb edukacyjnych ucznia</i>		
		<i>Diagnostics in special pedagogy / Diagnostyka w pedagogice specjalnej</i>		
SC 1.5	SD.1.05	Methods of teaching children and students with various special educational needs / Metody nauczania dzieci i uczniów z różnymi specjalnymi potrzebami edukacyjnymi	4	Credit
		<i>Teaching methods in mixed groups / Metodyka kształcenia w grupach zróżnicowanych</i>		
		<i>Individualization in work with the student - adaptation of educational requirements / Indywidualizacja w pracy z uczniem - dostosowywanie wymagań edukacyjnych</i>		
SC 1.6	SD.1.06	Educational programs in the conditions of an inclusive educational environment / Programy edukacyjne w włączającym środowisku edukacyjnym	4	Credit
		<i>Programs for the development of socio-emotional competencies of children and students with disabilities / Programy rozwijające kompetencje społeczno-emocjonalne dzieci i uczniów z niepełnosprawnościami</i>		
		<i>Development of individual educational and therapeutic programs / Konstruowanie</i>		

		<i>indywidualnych programów edukacyjno-terapeutycznych</i>
		<i>Development of educational and preventive programs / Konstruowanie programów wychowawczych i profilaktycznych</i>
		Total
		24

The structural and logical scheme of the components of the selective block 1 "Integrated and inclusive education (Polish experience) / Edukacja integracyjna i włączająca (polskie doświadczenia)" is given below

1 semester	2 semester	3 semester
	Psychological and pedagogical preparation for working with children and students with special educational needs / Wsparcie psychologiczno-pedagogiczne dzieci i uczniów ze specjalnymi potrzebami	
	Special didactics / Dydaktyka specjalna	
	Theories of integrated and inclusive education / Teorie edukacji integracyjnej i włączającej	
	Assessment of special educational needs, planning, implementation and monitoring of support measures / Ocena specjalnych potrzeb edukacyjnych, planowanie, realizacja i monitorowanie wsparcia	
	Methods of teaching children and students with various special educational needs / Metody nauczania dzieci i uczniów z różnymi specjalnymi	
	Educational programs in the conditions of an inclusive educational environment / Programy edukacyjne w włączającym środowisku	

**Matrix of correspondence of program competencies to selective components
educational program (selective block 1)**

	SD.1.01	SD.1.01	SD.1.01	SD.1.01	SD.1.01	SD.1.01
GC1	+			+	+	+
GC8	+			+	+	+
SC3	+			+	+	+
SC4	+	+	+	+	+	+
SC8		+	+	+	+	+
SC9		+	+			+
SCU11			+	+	+	+
SCU12			+	+	+	+

**Матриця відповідності результатів навчання відповідним вибіркоким
компонентам освітньої програми (вибірковий блок 1)**

	SD.1.01	SD.1.01	SD.1.01	SD.1.01	SD.1.01	SD.1.01
LO 4	+			+	+	+
LO 5	+		+	+	+	+
LO 6	+	+	+	+	+	+
LO 11		+	+		+	+
LO 13		+	+			+
LOU 15			+	+	+	+
LO U16			+	+	+	+

2. Selection from the catalog of courses

The choice of disciplines from the Catalog of courses, taking into account one's own needs and interests, enables the applicant to deepen professional knowledge and acquire additional competences, in particular within related specialties of the field of knowledge, and/or to get acquainted with the current level of scientific research in various fields of knowledge and to expand and deepen knowledge in general and special (professional) competences.