

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
TERNOPIL VOLODYMYR HNATIUK NATIONAL PEDAGOGICAL  
UNIVERSITY**

**EDUCATIONAL AND PROFESSIONAL PROGRAM**

**«INCLUSIVE EDUCATION»**

**THE SECOND (MASTER) LEVEL OF HIGHER EDUCATION**

**IN SPECIALTY 016 Special education**

**FIELD OF KNOWLEDGE 01 Education / Pedagogy**

**EDUCATIONAL QUALIFICATION: Master of special education**

**Approved by the Academic Council**

**The Head of the Academic Council**



**/ V.P.Kravets /**

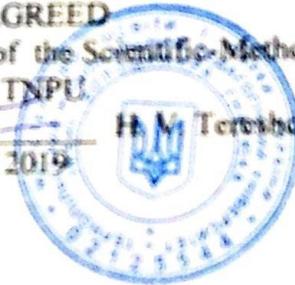
**Educational program enacts  
from «01» September 2019  
(order №97-p dated «23» August 2019)**

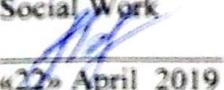
**Ternopil 2019**

**LETTER OF APPROVAL  
EDUCATIONAL AND PROFESSIONAL PROGRAM**

<b>FIELD OF KNOWLEDGE</b>	01 Education / Pedagogy
<b>SPECIALTY</b>	016 Special education
<b>STUDY PROGRAM</b>	Inclusive education
<b>LEVEL OF HIGHER EDUCATION</b>	second
<b>DEGREE</b>	Master
<b>EDUCATIONAL QUALIFICATION</b>	Master of special education

**AGREED**  
The Head of the Scientific-Methodical  
Council of TNPU  
  
«22» April 2019



The Head of the project group  
(the Head of educational program)  
PhD in Pedagogy, Associate Professor of  
the Department of Social Pedagogy and  
Social Work  
  
«22» April 2019

N.M.Horishna

## FOREWORD

The educational and professional program is developed by the project group of the Department of Social Pedagogy and Social Work of Ternopil Volodymyr Hnatiuk National Pedagogical University.

*The Head of the project group (the Head of the educational program):*

**Horishna Nadiia Myroslavivna** – PhD in Pedagogy, Associate Professor of the Department of Social Pedagogy and Social Work

*Members of the project group:*

**Slozanska Hanna Ivanivna** – PhD in Pedagogy, Associate Professor of the Department of Social Pedagogy and Social Work

**Vakulenko Liudmyla Oleksiivna** – PhD in Medicine, Associate Professor of the Department of Human Health, Physical Rehabilitation and Life Safety.

**Udych Zoriana Ihorivna** – PhD in Pedagogy, Associate Professor of the Department of Social Pedagogy and Social Work

**Shpak Mariia Mykolaivna** – Doctor of Psychological Sciences, Associate Professor of the Department of Practical Psychology

**1. Profile of the educational program**  
**Field of Knowledge 01 «Education / Pedagogy»**  
**Specialty 016 «Special Education»**  
**Specialization «Inclusive Education»**

<b>1 – General information</b>	
<b>Full name of higher educational institution and structural unit</b>	Ternopil Volodymyr Hnatyuk National Pedagogical University, Department of Social Pedagogy and Social Work
<b>The degree of higher education and the name of the qualification in the language of the original</b>	Specialist of inclusive education. Methodologist of special and inclusive education.
<b>The official name of the educational program</b>	Educational and professional training program for applicants of the second (master) level of higher education in the field of knowledge 01 “Education / Pedagogy” in specialty 016 “Special Education” in specialization “Inclusive Education”.
<b>Type of diploma and the volume of the educational program</b>	Master’s degree, unitary, 90 ECTS credits, term of study 1 year 4 months
<b>Availability of accreditation</b>	
<b>Cycle/Level</b>	NRC (NQF – national qualifications framework) of Ukraine – level 8, FQ-EHEA – second cycle, EQF LLL – level 7
<b>Prerequisites</b>	Bachelor's degree or the educational qualification level of the specialist in specialty “Special Education” or in another specialty of the same or another field of knowledge after successfully completing entrance examinations.
<b>Teaching language(s)</b>	Ukrainian, English
<b>The duration of the educational program</b>	2021
<b>Internet address of the permanent description of the educational program</b>	<a href="http://www.tnpu.edu.ua/">http://www.tnpu.edu.ua/</a>

<b>2 – The goal of the educational program</b>	
<p>Training specialists capable of solving complex problems in the field of special education and socio-pedagogical support of the educational process, psychological and pedagogical assistance to children with special educational needs in inclusive space, research and innovation activity involving deep rethinking of existing and creation of new holistic knowledge and professional practice.</p>	
<b>3 – Characteristics of the educational program</b>	
<b>Subject area (knowledge area, specialty, specialization)</b>	<p>Field of Knowledge 01 «Education / Pedagogy»  Specialty 016 «Special Education»  Specialization «Inclusive Education»</p>
<b>Orientation of the educational program</b>	<p>Educational and professional orientation with a focus on academic practice-oriented training of specialists capable of solving complex diagnostic, rehabilitation, counseling and educational, correctional problems in the field of special education in secondary and general education special educational institutions, out-of-school educational institutions, rehabilitation centres, producing new ideas and performing research work in the field of special education.</p>
<b>The main focus of the educational program and specialization</b>	<p>Formation and development of professional competence for work in the conditions of inclusive education, research and innovation in the field of special education taking into account modern European integration processes in order to ensure the educational process of children with special educational needs.</p> <p>Key words: special education, inclusive education, education of children with special educational needs, correctional and educational activities, institutions of special and inclusive education.</p>
<b>Peculiarities of the program</b>	<p>The program provides:</p> <ul style="list-style-type: none"> <li>a significant amount of practical training and its integration with theory through practical classes on the basis of special and inclusive institutions, rehabilitation centers;</li> <li>availability of a wide range of elective subjects, which allows the student to form their own learning trajectory;</li> <li>opportunity to participate in academic mobility programs;</li> <li>necessity to speak English.</li> </ul>
<b>4 – Eligibility of graduates for employment and further training</b>	
<b>Eligibility for</b>	<p>Graduates can work in governmental, public, private</p>

<b>employment</b>	<p>organizations and services, local governments and joint territorial communities that provide educational (preschool, secondary, special educational institutions, early development centres), socio-psychological (territorial centres of social services, centres of social services for families, children and youth, centres of social and psychological rehabilitation, boarding schools, social and psychological services, training centres), medical (sanatoriums, clinics, inpatient departments), cultural and leisure (leisure centres, youth centres, club establishments, children's health and recreation establishments) services to various categories of children with mental and physical disabilities and their families.</p> <p>Graduates are able to perform the specified professional work (according to SC 003: 2010):</p> <p>1143.4 Senior public official in the socio-cultural sphere</p> <p>1210.1 Head of the enterprise, institution and organization</p> <p>1229 Head of the main unit</p> <p>2310.2 Higher education lecturer</p> <p>2340 Correctional education teacher</p> <p>2340 Social educator for children with disabilities</p> <p>2340 Rehabilitation teacher</p>
<b>Further training</b>	<p>Graduates are eligible for further education in FQ-EHEA – 3 cycle, EQF-LLL – 8 level, NRC (NQF - national qualifications framework of Ukraine) – 8 level in the field of knowledge «Special Education» or related.</p>
<b>5 – Teaching and assessment</b>	
<b>Teaching and studying</b>	<p>The main approach to learning is practice- and problem-oriented student-centered learning with elements of self-education.</p>
<b>Assessment</b>	<p>Methods of assessing students' knowledge are current surveys and tests, essays, presentations, individual analytical tasks and projects, assessments, written and oral exams, defense of the practice report, public defense of the master's thesis.</p>
<b>6 – Program Competences</b>	
<b>Integral Competence</b>	<p>Ability to solve complex problems in the field of education and research and innovation, which involves a deep rethinking of existing and the creation of new holistic knowledge and</p>

	professional practice.
<b>General Competences (GC)</b>	<p>GC 1. Ability to cognition and self-knowledge; knowledge of basic theories, concepts, doctrines that form the scientific picture of the world, mastery of the scientific worldview; ability to defend one's own scientific views;</p> <p>GC 2. Ability to abstract thinking, analysis and synthesis; knowledge of cognitive processes and actions; ability to independently perform mental operations (analysis, synthesis, generalization, comparison, etc.) for cognitive purposes and in the organization of the correctional process;</p> <p>GC 3. Ability to conduct research in the field of professional activity; knowledge of basic methods of scientific research; ability to plan and organize research on applied topics, summarize the results, design and present their own scientific achievements in accordance with current requirements;</p> <p>GC 4. Ability to communicate effectively at the professional and social levels; knowledge of basic methods and means of interpersonal communication, speech styles, practical experience of communication in different languages in the field of special education; the ability to constantly enrich their own speech, to establish professional and correctional and pedagogical communication, to apply information and communication technologies in professional and scientific activities;</p> <p>GC 5. Ability to act socially responsibly and consciously; knowledge of the legal framework of professional activity and professional responsibilities; ability to establish interpersonal relationships; ability to develop own strategy and tactics of social behavior, professional activity taking into account interests of group (community);</p> <p>GC 6. Ability to show honesty, decency, principledness, tolerance, humanity during educational and professional correctional activities; knowledge of basic moral and ethical norms; ability to develop and implement assistance strategies taking into account the cultural and social differences of clients.</p> <p>GC 7. Ability to work independently and in a team. Ability to organize their own activities and perform work in cooperation with colleagues in a timely manner, organize joint work of interdisciplinary teams, set clear goals, determine the level of responsibility, role and contribution of each team member,</p>

	<p>including their own, to perform a common task.</p> <p>GC 8. Ability to understand the problems of special groups of clients due to their exclusion from society, to choose effective methods of intervention, to identify ways of integration for special groups of clients and to evaluate their effectiveness.</p>
<p><b>Professional competencies (PC)</b></p>	<p>PC 1. Ability to carry out psychological and pedagogical diagnostics of studying of features of psychophysical development, potential opportunities, needs and achievements of children with special educational needs;</p> <p>PC 2. Ability to apply knowledge of pedagogy and psychology, the implementation of mechanisms of education and upbringing the child to ensure the directed socialization and integration of the individual with psychophysical development disorders; ability to design, optimize and evaluate the quality of the educational process and inclusive educational environment;</p> <p>PC 3. Ability to demonstrate an understanding of inclusive values; possession of basic knowledge and understanding of basic concepts and theories of inclusive education; ability to apply knowledge in the implementation of modifications and adaptations of content and teaching methods, in the process of designing the educational process and a safe inclusive environment;</p> <p>PC 4. Ability to apply the skills to work in an interdisciplinary team during the development of an individual program of development of children with special educational needs, in the process of social and pedagogical support of children in the inclusive environment;</p> <p>PC 5. Ability to apply modern educational, rehabilitation, art-therapeutic and information and career guidance technologies in working with people with mental and physical disabilities in establishments, services, institutions, organizations in the field of education, health care, social protection;</p> <p>PC 6. Ability to organize and carry out training, correctional and educational work with people with mental and physical disabilities, taking into account the structure of the disorder, age and individual characteristics of individuals, the requirements of educational standards, training and education programs;</p> <p>PC 7. Ability to act in accordance with the principles of deontology of professional activity, awareness of pedagogical, psychological and social consequences in the field of</p>

	<p>professional activity;</p> <p>PC 8. Ability to identify and apply methods of psychological and pedagogical correction in working with children with special educational needs;</p> <p>PC 9. Ability to provide social and pedagogical support for children of different nosologies in an inclusive environment of secondary school and their families;</p> <p>PC 10. Ability to understand and use modern approaches to education, development, habilitation, rehabilitation and social adaptation of people with psychophysical disorders in educational institutions;</p> <p>PC 11. Ability to apply the skills to counsel people with mental and physical disabilities, their family members, teachers of inclusive educational institutions on education, development, family upbringing and social adaptation of children with special educational needs;</p> <p>PC 12. Ability to teach self-care / self-service, prevention of complications, diseases, injuries and disabilities, a healthy lifestyle;</p> <p>PC 13. Ability to represent and defend the interests and rights of children with special educational needs and their families by influencing public opinion and decisions in the political, economic, social sphere of state administration.</p>
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### **7 – Program learning outcomes**

<b>PLO 1</b>	Clear ability to critically comprehend the current state and development trends of special and inclusive education.
<b>PLO 2</b>	Clear ability to carry out scientific activities and use modern tools to cover the results of scientific research.
<b>PLO 3</b>	Clear ability to identify problems, search, collect and analyze information to justify management decisions.
<b>PLO 4</b>	Clear ability to understand the theoretical aspects of the development, education and upbringing of children with special educational needs, the peculiarities of their formation and socialization, etiology and pathogenesis, symptoms of major mental disorders, the principles of providing them with social and psychological, medical and social assistance.
<b>PLO 5</b>	Clear ability to understand the essence of modern theoretical foundations of psychological and pedagogical diagnostics, correction, physical, socio-pedagogical and psychological adaptation and

	rehabilitation, counseling of persons with special educational needs and their family members.
<b>PLO 6</b>	Clear ability to plan work with persons with special educational needs and their family members based on the assessment of their needs and interests, the implementation of advanced technologies, techniques and methods.
<b>PLO 7</b>	Clear ability to apply legal documents on social and legal protection of persons with psychophysiological developmental disorders and their families, modern strategies for providing social services.
<b>PLO 8</b>	Clear ability to carry out organizational, managerial and socio-pedagogical work in institutions of special and inclusive education based on ethical principles of professional activity, respect for the psycho-physiological characteristics of persons with special educational needs.
<b>PLO 9</b>	Clear ability to identify and prevent conflicts of interest, mediate conflict resolution in an inclusive environment, using mediation procedures.
<b>PLO 10</b>	Clear ability to apply educational, upbringing, art-therapeutic and informational techniques in working with people with special educational needs and their family members.
<b>PLO 11</b>	Clear ability to provide social and pedagogical support for the integration of people with special educational needs and their family members.
<b>PLO 12</b>	Clear ability to fulfill multivariate roles in professional activities, based on an understanding of the problems of persons with special educational needs and their family members.
<b>PLO 13</b>	Clear ability to build communications with persons with special educational needs and their family members, colleagues, partners, respecting the requirements of culture and ethics of public administration and official etiquette.
<b>PLO 14</b>	Ability to show initiative and generate qualitatively new ideas, clearly, logically and reasonably explain them in both familiar and unfamiliar situations.
<b>8 – Resource support for program implementation</b>	

<b>Staff</b>	<p>All scientific and pedagogical staff involved in the teaching of educational disciplines of the educational program, by qualification correspond to the profile and direction of disciplines. 100% of teachers have academic degrees and academic titles in the relevant or related specialties (12% – the academic title of professor and the academic degree of Doctor of Science, 30% – the academic title of Associate Professor and the academic degree of Doctor of Science, 58% – the academic title of Associate Professor and the academic degree of Candidate of Science).</p> <p>In order to improve the professional level, the teaching staff involved in the educational program undergo an internship once every five years.</p>
<b>Material and technical support</b>	<p>Material and technical support allows for high-quality training of specialists in the educational program. Training is conducted in classrooms equipped with modern technical teaching aids. Students have the opportunity to use computer labs with free Internet access, library, gyms and playgrounds, food services areas. Students-nonresidents are provided with dormitories. The condition of all premises meets the sanitary requirements, as evidenced by sanitary passports.</p>
<b>Information and educational-methodical support</b>	<p>Ternopil V. Hnatiuk National Pedagogical University has a powerful information support system, with the following components: the official website of the university (<a href="http://tnpu.edu.ua">http://tnpu.edu.ua</a>), the department's Facebook page (<a href="https://www.facebook.com/groups/204551090068625">https://www.facebook.com/groups/204551090068625</a>), wireless Internet access points; scientific library, reading rooms, virtual learning environment Moodle.</p> <p>Educational and methodical support of the educational process includes: curricula, educational and methodical complexes of disciplines, educational and working programs of disciplines; practical training programs; methodical instructions on performance of master's works; packages of complex control works; author's developments (textbooks, manuals, methodical materials) of the teaching staff.</p>
<b>9 – Academic mobility</b>	
<b>National credit mobility</b>	<p>It is carried out under individual agreements of the participants in the educational process.</p>

<b>International credit mobility</b>	Carrying out joint research, internships, internships, mutual exchange of students and teachers in projects on international credit mobility based on bilateral agreements with the Elblag University of Humanities and Economy, the Jan Dlugosz University in Czestochowa, Jan Kochanowski University in Kielce, University of South Bohemia in České Budějovice.
<b>Training of foreign applicants for higher education</b>	The possibility of training foreign students within the licensed scope of the specialty is provided, subject to preliminary language training.

**List of components of educational and professional programs and their logical sequence**

<b>Code</b>	<b>Components of the educational program</b> (academic disciplines, course projects (works), practices, qualification work)	<b>Credits</b>	<b>Form of final control</b>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<b>COMPULSORY COMPONENTS</b>			
<b>I. Cycle of fundamental, natural science training</b>			
Z.N.1.1.01	Ukrainian language for professional purposes, Ukrainian as a Foreign Language	3	Exam
Z.N.1.1.02	Ukrainian language for professional purposes	3	Exam
Z.N.1.1.03	Modern strategies of social services providing	4	Exam
Z.N.1.1.04	Methodology and organization of scientific researches	3	Exam
<b>II. Cycle of professional and practical training</b>			
P.N.2.1.01	Introduction to inclusive education	4	Exam
P.N.2.1.02	Introduction to defectology	4	Exam
P.N.2.1.03	Psychological and pedagogical diagnostics	4	Exam
P.N.2.1.04	Social work with different categories of clients with special educational needs	6	Exam
P.N.2.1.05	Socio-pedagogical practice in special and inclusive education institutions	7	Exam
P.N.2.1.06	Psychological and pedagogical correction	4	Exam
	<b>Attestation:</b>		
P.N.2.1.11	Qualification (master's) thesis	8	Exam
<b>Total number of compulsory components:</b>		<b>50</b>	
<b>ELECTIVE COMPONENTS</b>			
		4	Pass/fail exam
II.B.2.2.01	Socio-environmental orientation		
II.B.2.2.02	Social and legal protection of children with		

	special educational needs		
		4	Pass/fail exam
П.В.2.2.03	Organization of leisure for children with special educational needs		
П.В.2.2.04	Social Governance		
		4	Pass/fail exam
П.В.2.2.05	The basics of social and medical work		
П.В.2.2.06	Prevention of deviant behavior		
		4	Pass/fail exam
П.В.2.2.07	The basics of self-education		
П.В.2.2.08	Managing inclusion and special education		
		4	Pass/fail exam
П.В.2.2.09	The basics of professional communication		
П.В.2.2.10	The basics of professional orientation		
		4	Pass/fail exam
П.В.2.2.11	Social and pedagogical counseling		
П.В.2.2.12	Ethics of professional activity		
		4	Pass/fail exam
П.В.2.2.13	Social rehabilitation		
П.В.2.2.14	Social pedagogy		
		4	Pass/fail exam
П.В.2.2.15	Physical rehabilitation		
П.В.2.2.16	Socio-pedagogical support		
		4	Pass/fail exam
П.В.2.2.17	Art therapy		
П.В.2.2.18	Pedagogical rehabilitation		
		4	Pass/fail exam
П.В.2.2.19	Socialization of personality with special educational needs		
П.В.2.2.20	Mediation in education		
<b>Total number of elective components</b>		<b>40</b>	
<b>TOTAL VOLUME OF THE EDUCATIONAL PROFESSIONAL PROGRAM</b>		<b>90</b>	

## 2.2. Structural and logical scheme of the educational program

	I		III term
	I term	II term	
Cycle of fundamental, natural science	Ukrainian as a Foreign Language	Foreign language for professional purposes	
	Methodology and organization of scientific researches	Modern strategies of social services providing	
Cycle of professional and practical training	Introduction to inclusive education	Social work with different categories of clients with special educational needs	Social work with different categories of clients with special educational needs
	Introduction to defectology	Socio-pedagogical practice in special and inclusive education institutions	Socio-pedagogical practice in special and inclusive education institutions
	Psychological and pedagogical diagnostics	Psychological and pedagogical correction	Master's thesis
Cycle of elective components	Socio-environmental orientation	The basics of self-education	Social rehabilitation
	Social and legal protection of children with special educational needs	Managing inclusion and special education	Social pedagogy
	Organization of leisure for children with special educational needs	The basics of professional communication	Physical rehabilitation
	Social Governance	The basics of professional orientation	Socio-pedagogical support
	The basics of social and medical work	Social and pedagogical counseling	Art therapy
	Prevention of deviant behavior	Ethics of professional activity	Pedagogical rehabilitation
			Socialization of personality with special educational needs
		Mediation in education	

### **Form of certification of higher education applicants**

Certification of graduates of the educational program in specialty 016 «Special Education» is conducted in the form of the defense of the master's thesis and ends with the issuance of the document of the established model for the award of the master's degree with qualification: Master of special education in «Inclusive Education».

The certification is carried out openly and publicly.





The Head of the educational program (the Head of the project group)

  
N.M. Horishna

The program was confirmed at the meeting of the Department of Social Pedagogy and Social Work

Order № 8 dated January 10, 2019

The Head of the Department of Social Pedagogy and Social Work

  
V.A. Polishchuk

The program was approved by the Academic Council of the Faculty of Pedagogy and Psychology

Order № 4 dated February 4, 2019

The Head of the Faculty Council

  
V.M. Chaika

The educational program was recommended for implementation by the Academic Council of Ternopil Volodymyr Hnatyuk National Pedagogical University

Order № 11 dated April 23, 2019

The Academic Secretary of the University



  
L.S. Merva