

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
RIVNE STATE HUMANITARIAN UNIVERSITY

APPROVED

By the decision of the academic council
Rivne State Humanitarian University
Protocol No 8 of June 29, 2017

The head of the academic council


prof. Postolovsky R. M.



EDUCATIONAL PROGRAM OF HIGHER EDUCATION

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| HIGHER EDUCATION LEVEL | first (bachelor) |
| STUDY OF HIGHER EDUCATION | bachelor |
| BRANCH OF KNOWLEDGE | 01 «Education / Pedagogy» |
| SPECIALTY | 016 «Special education» |
| SPECIALIZATION (ADDITIONAL SPECIALTIES) | 016 «Speech therapy. Special Psychology» |
| QUALIFICATION | Bachelor of special education, teacher-defectologist. Educator of children with mental retardation problems, assistant teacher of a comprehensive educational institution with inclusive and integrated training. |

Rivne – 2017

Educational-professional program of bachelor of the field of knowledge 01 «Education / Pedagogy» in specialty 016 Special education before the introduction of the Standard of Higher Education at the appropriate level of higher education by the design team Rivne State Humanitarian University as part of:

project team leader (guarantor of the educational program):

Kosareva Galina Nikolaevna, Ph.D. in Pedagogy;

project team members:

Rudenko Volodymyr Nikolaevich, doctor of pedagogical sciences, professor;

Rudenko Natalia Nikolaevna, Ph.D. in Pedagogy;

Fedorova Natalia Vladimirovna, Senior Lecturer.

The educational-professional program has been discussed and approved at the meeting of the academic council of Rivne State Humanitarian University.

Minutes No. 7 of August 31, 2017

Head of the Academic Council
of the RSHU



prof. Postolovsky R. M.

Entered into force by order of the Rector of the Rivne State Humanitarian University from August 31, 2017, No. 158-01-01 as a temporary document for the introduction of the Standard of Higher Education at the appropriate level of higher education by specialty 016 Special Education.

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| 1. Bachelor's program profile from specialty 016 Special Education | |
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| 1 – General information | |
| Full name of the institution of higher education and the structural unit | Rivne State Humanitarian University |
| The official name of the educational and professional program | Educational and professional program of bachelor of science 01 Education / Pedagogy in specialty 016 Special Education |
| Type of diploma and the volume of educational-professional progra | Bachelor's degree. Unitary 240 ECTS credits / 4 years |
| Accrediting organization | National Agency for Quality Assurance in Higher Education |
| Cycle / Level | NQF Ukraine - level 6, FQ-EHEA - first cycle, EQF-LLL - level 6 |
| Prerequisites | Full general education (11-12 years old); Higher education of the first level - educational qualification level - junior specialist, educational degree - bachelor's degree, educational-qualification level specialist in other specialties, higher education of the second level - educational degree master of other specialties |
| Language (s) of teaching | Ukrainian |
| Basic concepts and their definition | The program uses the basic concepts and their definitions in accordance with the Law of Ukraine "On Higher Education" No. 1556-VII from 01.07.2014, "Methodological Recommendations for the Development of Higher Education Standards", approved by the order of the Ministry of Education and Science of Ukraine No. 600 dated 01.06.2016 p. |
| 2 – The purpose of the educational program | |
| | Acquiring an academic (professional) qualification for a specialist specialist in pre-school, general, general educational institutions with inclusive and integrated training, general educational institutions. |
| 3 – Characteristics of the educational program | |
| Subject area (branch of knowledge, specialty) | <ul style="list-style-type: none"> ▪ <i>Object of study and activity:</i> there is a holistic correctional and pedagogical, educational and rehabilitation processes, in particular, methodological systems for the prevention and |

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| | <p>overcoming of violations of mental and (or) physical development and correctional training and education of persons with violations of psychophysical development, methods of organization of practical and theoretical the interaction of participants in the educational correction process, due to the regularities and features of the content of correctional and pedagogical activities.</p> <ul style="list-style-type: none"> ▪ <i>The object of study</i> (philosophical, general scientific, pedagogical principles of special education, actual problems of the remedial, training and educational process, innovative remedial activities, modern approaches to diagnostics, rehabilitation, advisory and educational and correctional process). ▪ <i>The theoretical content of the subject area includes:</i> the concepts, theoretical and methodological principles of the correctional and pedagogical process, defined by the State Standard, including the theoretical foundations of scientific fields that correspond to the training of a specialist of special education. ▪ <i>Methods and means.</i> Applicant must possess higher education system methods and means used in related sciences and the methods and techniques used in the theory and methods of organization of correctional and rehabilitation educational process, to gain experience in applying them in practice. ▪ <i>Instruments and equipment:</i> acquisition of methods of correctional education and upbringing; skills and abilities of the use of tools and equipment, information and communication technologies necessary in the educational correctional educational process. |
| Orientation of the educational program | Professional |
| The main focus of the educational program and specialization | <p>Professional education in special education.</p> <p>Key words: special education, speech therapy, correctional and pedagogical process, correctional training and education of persons with violations of psychophysical development, compensation, rehabilitation, inclusive education, scientific research,</p> |

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| | teaching methods in higher educational establishment . |
| Features and differences | Educational and professional program is developed taking into account own long-term experience of training specialists in specialty 016 Special education and relevant experience of leading national universities. |
| 4 – Employment of graduates of the educational program and further education | |
| Professional rights | code КП 2330, code 3КПІІТТ 25160 Teacher-defectologist; Code KP 2332 Educator of preschool educational institution; code KP 3330, 3340 assistant teacher of correctional education, assistant teacher-speech therapist, assistant teacher-defectologist, assistant teacher of preschool educational institution, assistant educator of social work with children-invalids (according to the current edition of the National Classifier of Ukraine: Classifier of occupations DK 003: 2010). |
| Continuation of education (academic rights) | Possibility of continuing education under the program of the second (master's) level of higher education |
| 5 – Teaching and evaluation | |
| Teaching and learning | Teaching and learning is conducted in the form of: lectures, multimedia lectures, interactive lectures, practical classes, laboratory classes, self-study, individual classes, consultations, preparation of theses |
| Evaluation | Oral and written examinations, credits, defence of the practice report, defence of the thesis, attestation |
| 6 – Software competencies | |
| Integral competence | IC Ability to solve complex specialized problems and practical problems in the field of special and inclusive education or in the process of professional activity (correctional educational, educational and rehabilitation), which involves the application of certain theories and methods of the corresponding science and is characterized by complexity and uncertainty of the conditions. |
| General Competence (GC) | GC-1. Personal: <i>GC-1.1. Worldview Competence.</i> Ability to understand the subject area of professional activity; possession of a scientific outlook; knowledge of the basic theories, concepts, teachings that form the |

scientific picture of the world; ability to defend their own professional strategies.

GC-1.2. Moral and ethical competence. Ability to act on the basis of principles and norms of ethics, rules of culture of behavior in relations with adults and children on the basis of universal and national values, norms of social morality; adhere to the principles of pedagogical ethics (professional ethics of the elementary school teacher), (knowledge of the basic moral norms, ethical and etiquette rules, the experience of observance of the acquired moral norms, ethical and etiquette rules in their own daily and professional activities).

GC-1.3. Functional-behavioral competence in special education. Ability to perform their own professional and functional responsibilities; ability to adhere to the norms of universal and professional etiquette; ability to show honesty, decency, principledness, tolerance during educational and professional activities; experience of responsible and conscientious attitude to fulfill their professional duties).

GC-1.4. Socio-cultural. Ability to apply knowledge related to the social structure and national specificity of society, with features of social roles; ability to orient in social situations, understanding of the social context of artistic works. Ability to act socially and consciously; the ability to identify oneself with the values of the professional environment; presence of a professional position of a specialist-defectologist, educator of children with disorders of psychophysical development, teacher's assistant. Ability to value and respect for diversity and multiculturalism; providing equal opportunities to students of different nationalities and different mental faculties, tolerant attitude to their cultural heritage, individual characteristics. Knowledge of the most outstanding cultural achievements of Ukraine; the ability to apply culturological knowledge in practice; aesthetic experience.

GC-1.5. Interpersonal interaction. Ability to effective interpersonal interaction; in particular, the ability to successfully interact with management, colleagues,

children without and with disorders of psychophysical development and their parents; possession of algorithms for the constructive solution of correctional and pedagogical and educational-rehabilitation situations and conflicts. Ability to work in a team, ability to cooperate, group and cooperative activities. Ability to be critical and self-critical, persistent in relation to the tasks and commitments undertaken.

GC -1.6. Adaptive. Ability to adapt in the correctional and pedagogical environment and actions in new situations, in particular those involving correctional training, development and upbringing and rehabilitation of children of preschool, school age and adolescents, communication with their parents, communication with school administration and colleagues.

GC -1.7. Reflexive. The ability to effectively and adequately carry out reflexive processes that promotes the effectiveness of the correction and rehabilitation process, development and self-development of a person with violations of psychophysical development, a creative approach to correctional and rehabilitation educational process in special and general educational institutions, educational and rehabilitation centers. The ability to evaluate the results of correctional and pedagogical influences and ensure the quality of the correctional process in the institutions of the Ministry of Education and Science, the Ministry of Health and the Ministry of Social Policy; the ability to correctional and pedagogical and rehabilitation reflections.

GC -2. Social:

GC -2.1. Civic competence. Ability to actively, responsibly and effectively exercise civil rights and responsibilities for the development of a democratic society. Ability to navigate the problems of modern socio-political life in Ukraine, to apply procedures and technologies for the protection of own interests, rights and freedoms of own and other citizens, in particular persons with violations of psychophysical development; use the ways of activity and behavior patterns that are in accordance with the current legislation of Ukraine

(knowledge of constitutional rights and responsibilities, ability to establish interpersonal relations, experience of social interaction in the process of educational and professional activities).

GC -3. Instrumental:

GC -3.1. Communicative competence. Ability to communicate the state language and possess the necessary lexical minimum of foreign languages within the scope of their professional activities. Knowledge of the main ways and means of interpersonal communication, speech styles, practical experience of communication in different languages; the ability to enrich their own speech constantly, to establish professional and pedagogical communication, apply information and communication technologies in the specialty.

GC -3.2. Research-praxeological competence. Ability to identify, put and solve problems, in particular, in the process of correctional and pedagogical activity.

Knowledge of the basic methods of scientific research; the ability to summarize the obtained results, to process and analyze information from different sources, to formulate and present the results of scientific activity in accordance with requirements in the process of correctional and pedagogical , educational and rehabilitation activities.

GC -3.3. Healthcare-saving competence. The ability to address the tasks of preserving and strengthening the health effectively (physical, mental, social and spiritual) of both their own and others. Ability to apply knowledge, skills, values and experience of practical activity on issues of culture of health and healthy lifestyle, readiness for health and preservation activities in the correctional and educational, educational and rehabilitation environment and creation of psychological and pedagogical conditions for the formation of a healthy lifestyle of children with special educational needs.

GC -3.4. Information and communication (respectively, nosology). Ability to use modern means of

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| | <p>information and computer technologies, non-verbal means of communication taking into account the psychophysical impairment of the child in order to resolve abilitic, corrective, rehabilitation and communicative-speech problems in the professional activities of a specialist-defectologist, educator, assistant teacher and in everyday life.</p> <p><i>GC -3.5. General education.</i> Ability to learn and master modern knowledge, in particular, innovative methodical approaches, modern systems, methods, technologies of teaching, development and upbringing of children of preschool and school age with violations of psychophysical development; the current normative provision of special education, etc.</p> <p><i>GC -3.6. Informational and analytical.</i> Ability to search, process and analyze, systematize and generalize information, in particular correctional and pedagogical (in all nosologies), from different sources and formulation of logical conclusions.</p> |
| <p>Special (Professional) Competence (SC)</p> | <p>Professional (professional, special)</p> <p><i>SC-1 Theoretical and methodological.</i> Ability to apply the knowledge of leading humanistic theories, concepts, teachings on education and training of persons with limited psychophysical capabilities; the ability to defend their own correctional and pedagogical, educational and rehabilitation persuasion, to adhere to them in life and professional activity.</p> <p><i>SC.-2 Special and methodical (in accordance with nosology).</i> Ability to apply psychological and pedagogical, correctional and methodical and professional knowledge; the ability to select and systematize diagnostic, correctional and pedagogical material taking into account age-specific, individual characteristics of those who study; the ability to apply appropriate methods, techniques, forms, means of rehabilitation and correctional training and education; the experience of organization of correctional and pedagogical and educational and rehabilitation processes; formation of the system of didactic and methodical knowledge and skills; the ability to improve their own professional activities. Ability to perform educational and correctional process taking into account psychophysical, age characteristics and individual educational needs of people with developmental disabilities (speech, hearing, vision, intelligence,</p> |

locomotory system, etc.) in special and inclusive preschool and general educational institutions; rehabilitation institutions, etc.

SC.-3 *Communicative-pedagogical (accordingly, nosology)*. Ability to apply knowledge of the basic principles, rules, methods and forms of pedagogical communication; the ability to use various sources of information and ways of obtaining information for professional purposes, to think carefully and carefully on the process of correctional and pedagogical communication; the ability to establish productive professional correctional, educational and rehabilitation interaction, subject and subjective communication.

SC.-4 *Designing (general and based on nosologies)*. Ability to apply knowledge of the main types and technological approaches to planning their own professional correctional activities in accordance with violations of psychophysical development and taking into account the individual and age characteristics of the person; the ability to carry out the current planning, determine the conditions of its practical implementation, the ability to plan, organize and effectively carry out correction and pedagogical process in general education and special educational institutions with inclusive and integrated training, taking into account the age and individual characteristics of children of preschool and school age.

SC.-5 *Organizational (in accordance with nosology)* Ability to apply knowledge of the basic rules of the organization of educational, correctional, training and rehabilitation processes; the ability to organize their own correctional and pedagogical activity efficiently, independently control its effectiveness, improve the system of self-organization on the basis of modern correction and pedagogical technologies.

SC.-6. *Psychological competence (according to nosology)*. Ability to apply modern knowledge about the peculiarities of the development of the child as subjects of educational, correctional and educational and rehabilitation processes on the basis of knowledge and skills about their age, individual characteristics and social factors of development and dizontogenesis. The components of psychological competence are differential-psychological, special-psychological, neuropsychological, psycholinguistic and others Ability to apply knowledge about the psychological

mechanisms of education and upbringing of the child in order to ensure directed socialization and integration of the person with disorders of psychophysical development.

SC-7. Medico-biological competence (general and according to nosology). Ability to use professional medical and biological knowledge and practical skills and skills, which are the theoretical basis for constructing the content of the correctional, training and rehabilitation process of the relevant educational field. Ability to evaluate the structure of the defect in psychophysical disorders (speech, intelligence, functions of the musculoskeletal system and sensory systems); the potential opportunities development of different aspects of the personality of each category of children with such disabilities; the ability to assess the clinical and physiological features and patterns of physical and mental development of children with speech, sensory, intellectual disorders.

The components of medical and biological competence are anatomical and physiological, genetic, neurological, clinical, psychopathological, etc. (the components of competence are filled in accordance with the nosology).

SC-8. Correction-oriented competence. Ability to perform correctional educational and upbringing work on prevention, overcoming of deficiencies of psychophysical development of children with psychophysical disorders (depending on nosology) in the educational and upbringing, rehabilitation process, regardless of the type of institution and the form of organization of educational activities. Possession of means and methods of correction of cognitive mental processes, speech, sensory disturbances, violations of locomotor functions, emotional and volitional sphere in the process of raising children. Ability to direct the activities of children's team correctionally, which has a child / children with psychophysical disorders. Ability to organize an inclusive children's team, create conditions for personal development for pupils and their social integration. Ability to carry out comprehensive correction-pedagogical, psychological and social support for children with disabilities in various types of institutions subordinated to the Ministry of Education

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| | and Science, the Ministry of Health, and the Ministry of Education and Science. labor and social policy. |
| 7 – Program learning outcomes | |
| Knowledge (Kn) | <ol style="list-style-type: none"> 1. Basic knowledge of fundamental sciences, to the extent necessary for mastering of professional disciplines. 2. Knowledge of modern methodology and educational technologies to ensure the quality of mastering academic achievements. 3. Knowledge of modern theoretical foundations of subject specialization, ability to apply elements of theoretical and experimental research in professional activity. 4. Knowledge in the field of special education in solving educational and upbringing, scientific and methodological problems, taking into account age and individual and typological differences of students, socio-psychological characteristics of student groups and specific psychological and pedagogical situations. 5. Knowledge of modern methods of diagnosing the mental and physical development of a child of preschool and school age. 6. Modern methods of conducting research in the professional field and in related fields of science. 7. Basic principles of using a personal computer to plan an experiment and process its results. 8. Ability to plan a correctional and pedagogical process in secondary schools, provide its implementation and evaluate the obtained results. 9. Ability to use modern correctional and pedagogical technologies in the educational process. 10. Psychological and correction-methodical approaches to the organization and carrying out of speech therapy work with children having different forms of speech pathology. 11. Features of development of children with psychophysical disorders. 12. To interpret the content and requirements of state documents and programs of special education recommended by the Ministry of Education and Science of Ukraine, to select appropriate methods for their provision. |
| Ability (Ab) | <ol style="list-style-type: none"> 1. Ability for reflection, the skills to assess unpredictable problems in professional activities and a deliberate choice of ways to solve them. 2. Ability to organize and conduct psychological and |

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| | <p>pedagogical study of children with peculiarities of psychophysical development.</p> <p>3. Ability to solve issues related to the complexity and organization of activities of special educational institutions, to monitor children with disorders of speech, intelligence, vision, hearing, musculoskeletal functions and conduct educational, correctional and pedagogical work with them on the basis of differentiated and individual approaches.</p> <p>4. Ability to supervise children with disorders of psychophysical development, to plan and conduct correctional and developmental work with them on the basis of a differentiated and individual approach.</p> <p>5. Ability to promote social adaptation of children with disorders of psychophysical development; prepare them for social and productive activities.</p> <p>6. Ability to organize a team of children with disorders of psychophysical development and an integrated team.</p> <p>7. Ability to carry out pedagogical support for children with peculiarities of psychophysical development as an assistant teacher of the inclusive class.</p> <p>8. Ability to use a variety of methods and forms of educational work, progressive techniques of leadership in the educational, labour and social activities of students.</p> <p>9. Ability to use modern technical means of education and upbringing of children with disorders of psychophysical development according to nosology, special equipment, computer programs, etc.</p> <p>10. Ability to cooperate with parents of children, persons who replace them, specialists of other branches (doctors, psychologists, teachers, educators).</p> <p>11. Ability to increase their professional competence systematically.</p> <p>12. Ability to apply the latest achievements in special education, carry out research and methodological activities.</p> <p>13. Ability to apply methods of diagnosing the achievements of students, provide pedagogical support to the processes of socialization and professional self-determination of students, preparing them for a conscious choice of life path.</p> |
| <p>Communication (Com)</p> | <p>1. To observe in his activity the modern principles of tolerance, dialogue and cooperation.</p> <p>2. To have a culture of communication, its forms, methods, verbal and non-verbal means.</p> |

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| Autonomy and responsibility (A&R) | <ol style="list-style-type: none"> 1. Ability to analyze socially and personally significant worldview problems, make decisions based on the established value guidelines. 2. Ability to create an equal and favorable climate in the correctional, pedagogical and inclusive environment. 3. Ability to make decision making in complex and unpredictable conditions requiring new approaches and forecasting. 4. Ability to further education, which is largely autonomous and independent. |
| 8 – Resource support for the implementation of the program | |
| Specific characteristics of staffing | Conducting lectures on educational disciplines by scientific and pedagogical workers of the corresponding specialty having a degree and / or academic rank and operating at the main place of work is more than 50% of the number of hours specified by the curriculum; who have a Ph.D. degree or a professor's degree - more than 10%. |
| Specific characteristics of logistics | Use of modern software in the chosen specialty |
| Specific characteristics of information and methodological support | The use of the virtual learning environment of the Rivne State Humanitarian University and the author's development of the teaching staff |
| 9 – The main components of the educational program | |
| List of educational components (disciplines, practices, coursework and qualification works) | The matrix of compliance of program competences with the curriculum and the structure of the curriculum is given in the Appendices. |
| 10 – Academic mobility (regulated by the Resolution of the Cabinet of Ministers of Ukraine No. 579 "On Approval of the Regulation on the Implementation of the Right to Academic Mobility" of August 12, 2015) | |
| National Credit Mobility | On the basis of bilateral agreements between Rivne State Humanitarian University and higher educational institutions and scientific institutions of Ukraine |
| International Credit Mobility | On the basis of bilateral agreements between Rivne State Humanitarian University and foreign educational institutions |
| Teaching foreign applicants for higher education | Possible |

1. Distribution of the content of the educational program by groups of components and training cycles

| № з/п | Training cycle | Educational load of the applicant of higher education (credits /%) | | |
|----------|-------------------------------------|--|--|-------------------------------------|
| | | The normative components of the educational-professional program | Selective components of the educational-professional program | Total for the whole period of study |
| 1. | General training cycle | 42/ 70 | 18/ 30 | 60 / 25 |
| 2. | Cycle of professional training | 116,5 / 72,6 | 44 / 27,4 | 160,5 / 66,9 |
| 3. | Practical training | 16,5 / 100 | 0 / 0 | 16,5 / 6,9 |
| 4. | Courseworks | 2 / 100 | 0 / 0 | 2 / 0,8 |
| | Preparation for certification | 1 / 100 | 0 / 0 | 1/ 0,4 |
| | Total for the whole period of study | 178 / 74,2 | 62 / 25,8 | 240 / 100 |

2. List of components of the educational program

| Discipline code | Semester | Components of the educational program (academic disciplines, practice, thesis) | Number of credits | Form of final control |
|---|----------|--|-------------------|-----------------------|
| 1. General training cycle (60 credits) | | | | |
| 1.1. Compulsory courses (42 credits) | | | | |
| O3 01 | 4 | Ukrainian language (professional course) | 3 | Exam |
| O3 02 | 2 | History of Ukraine | 3 | Exam |
| O3 03 | 5 | History of Ukrainian Culture | 3 | Exam |
| O3 04 | 5 | Philosophy | 3 | Exam |
| O3 05 | 3 | Principles of Ecology | 3 | Test |
| O3 06 | 2 | Basics of medical knowledge | 3 | Exam |
| O3 07 | 1 | Information and communication technologies | 3 | Test |
| O3 08 | 1 | Anatomy, physiology, pathology of children with basics of valeology | 3 | Exam |
| O3 09 | 1 | Fundamentals of Genetics | 3 | Test |
| O3 10 | 2 | Neuropathology with the basics of psychopathology | 5 | Exam |
| O3 11 | 6 | Hygiene of children and adolescents in the system of correctional education | 3 | Test |
| O3 12 | 4 | Neurological foundations of speech therapy | 3 | Exam |
| O3 13 | 2 | Clinic of Intellectual Disorders | 4 | Exam |
| 1.2. Discipline of choice (18 credits) | | | | |
| B3 14 | 2 | Foreign language(professional course) | 6 | Exam |
| B3 15 | 7 | Economics / Religious Studies / Ethics and Etiquette | 3 | Test |
| B3 16 | 8 | Jurisprudence / Sociology / Political science | 3 | Test |
| B3 17 | 3 | The history of world civilizations / Values of European civilization | 3 | Test |
| B3 18 | 8 | Philosophy of education / Philosophy of science | 3 | Test |
| 2. Professional training cycle (160.5 credits) | | | | |
| 2.1. Mandatory courses (116,5 credits) | | | | |
| ОП01 | 2,3 | Psychology | 7 | Test, exam |
| ОП02 | 2,8 | Safety of life with the basics of labor protection | 3 | Test, exam |
| ОП03 | 1 | Pedagogy | 5 | Exam |
| ОП04 | 4 | History of pedagogy | 3 | Exam |
| ОП05 | 6 | Pedagogical creativity | 3 | Test |

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| ОП06 | 4 | Special pedagogy with history | 5 | Exam |
| ОП07 | 1 | Introduction to the specialty "Correctional education" and pedagogical deontology | 3 | Test |
| ОП08 | 1 | Rhetoric, speech culture of correctional teacher | 3,5 | Exam |
| ОП09 | 6 | Theory and methodology of education of children with speech disorders | 3 | Exam |
| ОП10 | 5 | Special preschool pedagogy | 3 | Test |
| ОП11 | 2,3 | General, age and pedagogical logopsychology | 8 | Test, exam |
| ОП12 | 4 | Psycholinguistics | 3 | Test |
| ОП13 | 1 | Speech and sensory systems and their violations | 3 | Test |
| ОП14 | 3-7 | Speech therapy | 34 | Test, exam |
| ОП15 | 7 | Special methodology of speech development | 6 | Exam |
| ОП16 | 7 | Special methodology of mathematics with the basics of mathematics | 5 | Exam |
| ОП17 | 6 | Special methodology for the formation of elementary mathematical representations | 4 | Exam |
| ОП18 | 7-8 | Special methodology of initial language learning | 6 | Залік, Екзамен |
| ОП19 | 7 | Special methodology for the study of natural science | 3 | Test |
| ОП20 | 8 | Special methodology of physical education | 3 | Test |
| ОП21 | 6 | Special method of preschool education | 3 | Exam |
| 2.2. Discipline of choice (44 credits) | | | | |
| БП 22 | 7 | Psycho-pedagogical diagnostics and selection of children in special establishments | 3 | Test |
| БП 23 | 5 | Logoticism with teaching methods | 3 | Exam |
| БП 24 | 3 | Physical rehabilitation of people with speech disorders | 4 | Test |
| БП 25 | 6 | Basics of psycho counseling, psychotraining and psycho-correction of persons with TSD | 6 | Exam |
| БП 26 | 7 | Basics of pathopsychology and psychotherapy | 3 | Exam |
| БП 27 | 5 | Children's practical psychology | 3 | Test |
| БП 28 | 8 | Inclusive education | 4 | Exam |
| БП 29 | 3 | Basics of neurophysiology | 3 | Exam |
| БП 30 | 5 | Games in logopedic work | 3 | Test |
| БП 31 | 8 | Methods of application of computer technology (for professional course) | 3 | Test |
| БП 32 | 5 | Correctional and rehabilitation services and legal support | 3 | Test |
| БП 33 | 4 | Fine arts and labor education with methodology | 3 | Test |
| БП 34 | 3 | Correctional andragogy | 3 | Test |
| 3. Practical training (16,5 credits) | | | | |
| ПП 01 | 4,6 | Educational practice | 7,5 | Test |
| ПП 02 | 8 | Training practice | 9 | Test |
| 4. Course work (2 credits) | | | | |
| | 6,7 | Courseworks | 2 | Test |
| 5. Preparation for certification (1 credit) | | | | |
| | | Preparation for certification | 1 | |

3. Matrix of compliance of program competencies to the components of the educational program

| | 3K-1 | 3K-2 | 3K-3 | CK-1 | CK-2 | CK.-3 | CK.-4 | CK.-5 | CK.-6. | CK.-7. | CK.-8. |
|-------|------|------|------|------|------|-------|-------|-------|--------|--------|--------|
| O3 01 | • | • | • | • | | | | | | | |
| O3 02 | • | • | • | • | | | • | • | | | • |
| O3 03 | • | • | • | | | • | | | | | |
| O3 04 | • | • | • | • | | | | | | | • |
| O3 05 | • | • | | | | | | | | | |
| O3 06 | • | | | • | | | | | | • | • |
| O3 07 | | | • | | | | | • | | | |
| O3 08 | | | • | • | • | | • | | | • | • |
| O3 09 | | | | • | | | | | | • | • |
| O3 10 | | | | | | | | | | • | • |
| O3 11 | | | | | | | • | • | | • | • |
| O3 12 | | | | • | | • | • | • | | • | • |
| O3 13 | | | • | • | • | • | • | • | • | • | • |
| B3 14 | • | • | • | • | | • | | | | | • |
| B3 15 | • | • | • | • | | • | | • | | | |
| B3 16 | • | • | • | • | | • | | | | | |
| B3 17 | • | • | • | • | | • | | | | | |
| B3 18 | • | • | • | • | | • | | | | | |
| ОП 01 | • | | • | • | • | | | | • | | • |
| ОП 02 | • | • | • | • | | | | • | | • | • |
| ОП 03 | • | • | • | • | | • | • | • | • | | |
| ОП 04 | • | • | • | • | | • | • | • | | | • |
| ОП 05 | • | • | • | • | | • | • | • | | | |
| ОП 06 | • | | • | • | • | • | • | • | | | • |
| ОП 07 | • | • | • | • | | • | • | • | • | | • |
| ОП 08 | • | | • | • | | • | | | | | • |
| ОП 09 | • | • | • | • | • | • | • | • | | | • |
| ОП 10 | • | | • | • | • | • | • | • | | | • |
| ОП 11 | • | | • | • | • | • | • | • | • | • | • |
| ОП 12 | • | | • | • | • | • | • | • | • | | • |
| ОП 13 | • | | • | • | • | • | • | • | • | • | • |
| ОП 14 | | | • | • | • | • | • | • | | • | • |
| ОП 15 | | | • | • | • | • | • | • | | | • |

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| ОП 16 | | | • | • | • | | • | • | | | • |
| ОП 17 | | | • | • | • | | • | • | | | • |
| ОП 18 | | | • | • | • | • | • | • | | | • |
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| ОП 20 | | | • | • | • | | • | • | | | • |
| ОП 21 | | | • | • | • | | • | • | | | • |
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| БП 27 | | | • | • | • | • | • | • | • | | • |
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| БП 34 | | | • | • | • | | • | • | | | • |
| ПП 01 | • | • | • | • | • | • | • | • | • | | • |
| ПП 02 | • | • | • | • | • | • | • | • | • | | • |

• - competency acquired;

ОЗ_j- compulsory courses of general training of the curriculum of a specialty;

БЗ_j - disciplines of choice from the cycle of general preparation of the curriculum of a specialty;

ОП_j - compulsory disciplines of the cycle of professional training of the specialty curriculum;

БП_j - discipline of choice from the cycle of professional training of the curriculum of a specialty;

ЗК_j - number of competencies in the list of general competencies of the program profile;

СК_j -the number of competencies in the list of special competencies of the program profile.

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| ОП 13 | • | • | | • | | | | • | • | | | • | • | • | | • | • | • | • | • | • | • | • | • | • | • | • | • |
| ОП 14 | • | • | • | • | • | • | | • | • | • | • | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| ОП 15 | • | • | • | • | | • | • | | | • | | | • | • | | | | • | • | • | • | | • | • | • | | • | • |
| ОП 16 | • | • | • | • | • | • | | | | • | | | • | • | | | | • | • | • | • | | • | • | • | • | • | • |
| ОП 17 | • | • | • | • | | | | • | | | | | • | • | | | | • | • | • | • | | • | • | | • | • | • |
| ОП 18 | • | • | • | • | • | | • | • | • | • | • | | • | • | | | • | • | • | | • | • | • | • | | | | • |
| ОП 19 | • | • | • | • | • | | • | • | • | • | • | | • | • | | | • | • | • | | • | • | • | • | | | • | • |
| ОП 20 | • | • | • | • | • | | • | | • | • | • | | • | • | | | • | • | • | | • | • | • | • | | | • | • |
| ОП 21 | • | • | • | • | • | | • | | • | • | • | | • | • | | | • | • | • | | • | • | • | • | | | • | • |
| БП 22 | • | • | • | • | • | • | • | • | • | • | • | • | | • | • | | • | • | • | • | • | • | • | • | • | • | • | • |
| БП 23 | • | • | • | • | • | • | • | • | | • | • | • | | • | • | • | • | • | • | • | | • | • | • | • | • | • | • |
| БП 24 | • | • | • | • | • | • | • | • | • | • | • | • | | • | • | • | • | • | • | | • | • | • | • | • | • | • | • |
| БП 25 | • | • | • | • | • | • | • | • | • | • | • | | | • | • | • | • | • | | • | • | • | • | • | • | • | • | • |
| БП 26 | • | • | • | • | • | • | • | • | • | | • | | • | • | • | • | • | • | | • | • | | • | • | • | • | • | • |
| БП 27 | • | • | • | • | | | • | • | • | • | • | | • | • | • | • | | • | • | | • | • | | • | • | • | • | • |
| БП 28 | • | • | • | • | • | • | | | • | | • | • | | • | • | • | | • | • | | • | • | | • | • | • | • | • |
| БП 29 | • | • | • | • | • | • | | | • | | • | • | | • | • | • | | • | • | | • | • | | • | • | • | • | • |
| БП 30 | • | • | • | • | | | • | • | • | • | | • | • | • | • | • | | • | • | | • | • | | • | • | • | • | • |
| БП 31 | • | • | • | • | | | • | | • | | | | | | | | | | | • | | • | • | • | • | • | • | • |
| БП 32 | • | • | • | • | | | • | • | • | • | | • | • | • | • | • | | • | • | | • | • | | • | • | • | • | • |
| БП 33 | • | • | • | • | | | • | | • | • | | | • | | | | | | | • | • | | • | • | • | • | • | • |
| БП 34 | • | • | • | • | | | • | | • | • | | • | • | • | • | | • | • | • | | • | • | | • | • | • | • | • |
| III 01 | • | • | • | • | | | • | • | • | • | • | | • | | | | | | | • | | • | • | • | • | • | • | • |
| III 02 | • | • | • | • | | | • | • | • | • | • | | • | | | | | | | • | | • | • | • | • | • | • | • |

Symbols for the matrix of providing programmatic learning outcomes by the relevant components of the educational program:

- The program results of the training, which are achieved;

O3j - compulsory courses of general training of the curriculum of a specialty;

B3j - disciplines of choice from the cycle of general preparation of the curriculum of a specialty;

ОПj - compulsory disciplines of the cycle of professional training of the specialty curriculum;

БПj - discipline of choice from the cycle of professional training of the curriculum of a specialty;

ППj - practical training;

Знj- the serial number of the "knowledge" category in the list of programmatic learning outcomes in the program profile;

Вмj - serial number of the category of "skill" in the list of programmatic learning outcomes in the program profile;

Комj - serial number of the category "communication" in the list of programmatic learning outcomes in the program profile;

АiВi - the serial number of the category "autonomy and responsibility" in the list of programmatic learning outcomes in the program profile.

II. Attestation

Student attestation is carried out by the examination commission after the completion of education at the educational level in order to establish the actual compliance of the level of training with the requirements of the educational program. A system of programmatic learning outcomes, defined in the educational curriculum of a specialist, is provided for the student's certification.

Form of attestation: a comprehensive exam and the defence of the theses.

The comprehensive examination on the specialty includes questions on speech therapy, the theory and methodology of education of children with speech impairments, methods of special education (special methods of preschool education, special methods of speech development, special methods of initial language training, special methods of forming elementary mathematical representations of children of preschool age, and others).

Theses involves conducting analysis and theoretical development (simulation and research of processes and objects) of actual issues, problems in the relevant field of knowledge. The list of diploma theses on the specialty is determined by the graduation department at the beginning of the academic year. Subject theses should be directly related to the general object of the activity of a specialist of the corresponding educational level. The list of themes is approved by the order of the rector before the beginning of graduation practice. Students have the right to propose their own topic of theses.

The assignment for the theses should reflect all the production functions and typical tasks of the specialist's work and must be promptly delivered to the student (before the beginning of pre-diploma practice).

Chiefs of theses may be professors, associate professors, senior lecturers of the graduate department, as well as leading specialists of the industrial sphere of the relevant branch.

Attestation of applicants for higher education of a bachelor's degree is carried out by an examination commission, which may include representatives of employers and their associations, in accordance with the order of the examination committee, approved by the Academic Council of Rivne State Humanitarian University.

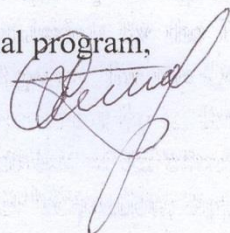
III. System of internal quality assurance of higher education

The Rivne State Humanitarian University has a system for providing higher education institutions with quality of educational activity and quality of higher education (internal quality assurance system), which provides for the following procedures and measures:

- 1) definition of principles and procedures for ensuring the quality of higher education;
- 2) monitoring and periodic review of educational programs;
- 3) the annual assessment of higher education graduates, scientific and pedagogical and pedagogical staff of a higher educational institution, and regular publication of the results of such assessments on the official website of the higher educational institution, on information stands and in any other way;
- 4) ensuring the professional development of pedagogical, scientific and scientific and pedagogical workers;
- 5) ensuring the availability of the necessary resources for the organization of the educational process, including the independent work of students for each educational program;
- 6) ensuring the availability of information systems for the effective management of the educational process;
- 7) ensuring publicity of information about educational programs, degrees of higher education and qualifications;
- 8) ensuring an effective system of preventing and detecting academic plagiarism in scientific works of higher education workers and higher education graduates;
- 9) other procedures and measures.

The system of providing higher education institutions with the quality of educational activity and the quality of higher education (the system of internal quality assurance) may, upon submission by the Rivne State Humanitarian University, be assessed by the National Agency for the Quality Assurance of Higher Education or independent institutions accredited by it, for the assessment and quality assurance of higher education on the subject of its compliance with the requirements systems of quality assurance in higher education, approved by the National Agency for the Quality Assurance of Higher Education, and international standards and guidelines for quality assurance.

Guarantor of the educational program,
project team leader



Associate Professor Kosareva G. M.