

BORYS GRINCHENKO KYIV UNIVERSITY

«CERTIFIED»

Decision of the Academic Council of
Borys Grinchenko Kyiv University
March 23, 2017, protocol № 3

Head of Academic Council, Rector
Viktor O. Ogneviuk



EDUCATIONAL AND PROFESSIONAL PROGRAM

016.00.01 «Speech therapy»

The second (master's) level of higher education

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

Effective date 01.09. 2017
(Order of May 26, 2017, № 348)

Kyiv – 2017

CERTIFICATION LIST
of educational and professional program

Department of Special Psychology, Special and Inclusive Education

March 15, 2017, protocol № 14

Head of Department  (Olena V. Martynchuk)

Academic Council of Institute of Human Sciences

March 22, 2017. protocol № 6

Head of Academic Council  (Nataliia A. Klishevych)

Scientific-methodical centre of standardization and education quality

Head  (Olha V. Leontieva)

22.03.2017.

Vice-rector on scientific-methodological and educational work

 (Oleksii B. Zhyltsov)

22.03.2017.

PREFACE

The standard of higher education is absent. Meets the interim standard of Borys Grinchenko Kyiv University before the introduction of the officially approved standard of higher education.

Developed by a working group consisting of:

Olena V. Martynchuk, PhD in Education, Assistant Professor, Head of Department of Special Psychology, Special and Inclusive Education;

Tetiana V. Skrypnyk, Doctor of Psychology, Senior Researcher, Professor of Department of Special Psychology, Special and Inclusive Education;

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External reviewers:

Mariia K. Sheremet, Doctor of Pedagogy, Professor, Head of Department of Speech Therapy of Faculty of Special Pedagogy and Psychology of Dragomanov National Pedagogical University;

Eliana A. Danilavichiutie, PhD in Education, Senior Researcher, Head of Speech Therapy Department of Institute of Special Pedagogy of National Academy of Pedagogical Sciences of Ukraine.

Reviews from representatives of professional associations / employers:

Olena V. Bokhno, Head of Department of Preschool, General Secondary and Out-of-School Education of Department of Education and Science, Youth and Sports of Kyiv City Council (Kyiv City State Administration).

The educational program has been implemented since 2017.

The term for viewing the educational program once every 2 years.

Actualized:

Date of revision EP / EP amending			
Signature			
EP guarantor's name			

I. Profile of educational program

Specialty 016 Special education Specialization 016.00.01. Speech therapy

1 – General information	
Full name of higher educational institution and structural unit	Borys Grinchenko Kyiv University Institute of Human Sciences
The degree of higher education and qualification title	higher education degree: Master specialty: 016 - Special education educational program: 016.00.01 Speech therapy selective specialization: special psychology Educational qualification: Master of special education professional qualification: teacher-speech therapist, speech therapist
Official name of the educational program	016.00.01 – Speech therapy
Diploma's type and scope of the educational program	Master's degree, unitary, 90 ECTS credits, term of study - 1 year 4 months
Availability of accreditation	Accreditation commission. Ukraine. Certificate - Series НД №1191688 issued on September 25, 2017 Validity - 1.07.2022
Cycle / Level	National Qualifications Framework of Ukraine - 8th level, FQ-EHEA - second cycle, EQF-LLL – 7ep level
Background	Availability of a bachelor's degree.
Language (s) of teaching	Ukrainian
The validity of the educational program	2 years
Internet address of the permanent description of the educational program	http://kubg.edu.ua/images/stories/Departaments/vstupnikam/il/+%20ОП%20Магістр%20Логопедія.pdf
2 - The purpose of the educational program	
To prepare competitive professionals in the field of special education (speech therapy) who have professionally significant personal qualities and are able to carry out diagnostic, correctional, educational, advisory, research, teaching, organizational and managerial, cultural and educational activities in institutions of education, health care and social protection.	
3 - Characteristics of the educational program	
Subject area (branch of knowledge, specialty, specialization (if any))	The program of educational and professional direction of training. Special education. Branch of Knowledge - Special Pedagogy, Speech Therapy, Special Psychology, Inclusive Education. Disciplines aimed at the formation of professional competencies: 70%. Disciplines aimed at the formation of general competences (Professional communication in a foreign language, Pedagogy and Psychology of Higher Education) - 5%. Selective academic disciplines (including specialization) - 25%
Orientation of the educational program	Educational and professional. Focused on logodiagnostic, log correctional, leadership, organizational and managerial, teaching, technological competencies.
The main focus of the	Special, aimed at training a speech therapist, a teacher-speech therapist.

educational program and specialization	<p>Focused on knowledge, skills and practical skills in the field of education, education and development of children with systemic speech disorders and early intervention, as well as management of special and inclusive education.</p> <p>Key words: special education, speech therapy, special psychology, inclusive education, correction-development work, psychological and pedagogical support.</p>
Features of the program	Research-based training; some modules are taught in an interactive form
4 – Suitability of graduates for employment and further training	
Suitability for employment	<p>Work places in special and inclusive institutions of pre-school and general secondary education, out-of-school educational institutions, rehabilitation centers, inclusive-resource centers, medical institutions, institutions of the Ministry of Education and Science, Ministry of Health, Ministry of Social Policy, etc.</p> <p>According to the National classification of professions ДК 003: 2010 specialists who have received education through the educational program "Speech Therapy" may hold the following primary positions:</p> <p>code КII 2340 Teacher of correctional education code КII 2340 code 3KIIIITP 25160 Teacher-defectologist, code КII 2340 code 3KIIIITP 25161 Teacher-speech therapist, code КII 3229 code 3KIIIITP 23169 Speech therapist</p>
Further training	Post-graduate, PhD programs.
5 – Teaching and evaluation	
Teaching and learning	The educational process is based on the principles of student-centred, personally oriented learning, on the basis of competency, system, integrative approaches. It is introduced e-learning for specific educational components, training at Centres for Practical Training.
Evaluation	Written and oral exams, computer testing, defence of reports on pedagogical practices, defence of master's work.
6 – Program competencies	
Integral	Ability to solve complex problems in the field of special and inclusive education of people with special educational needs, which involves conducting research, implementing innovations and characterized by uncertainty of the conditions.
General Competencies (GC)	<p>GC 1 Communicative Ability to communicate in the second (foreign) language, to carry out business communication in professional sphere, ability to work out professionally orientated foreign scientific and methodical sources.</p>
	<p>GC 2 Informational Ability to find, process and analyse information from different sources in the process of performing professional theoretical and practical tasks; ability to apply various information resources for designing solutions to the actual problems of special pedagogy and psychology in the process of professional activity.</p>
	<p>GC 3 Scientific Ability to conduct research: to plan, implement, analyse, interpret and present the results of their own research.</p>
	<p>GC 4 Information and communication Ability to use information and communication technologies in the educational space of special and inclusive educational institutions, rehabilitation centres.</p>
	<p>GC 5 Self-education Ability to learn. Ability to apply modern methods and technologies for</p>

	<p>personal and professional growth.</p> <p>GC 6 Problem-prognostic Ability to identify, put and solve problems in professional activities. Ability to apply knowledge and understanding of the basic concepts, theories and facts for forecasting the strategy of professional activity.</p> <p>GC 7 Interpersonal interaction Ability to work in a team to establish effective interpersonal interaction and coordination with the management, colleagues, children and their parents. Ability to apply emotional intelligence in professional situations.</p> <p>GC 8 Deontological Ability to act on the basis of ethical judgments; constructively interact on the basis of ethics, tolerance and respect for diversity; understand the pedagogical, psychological and social consequences of their own influences in professional activity.</p>
Professional competencies (PC)	<p>PC 1 Psychological and pedagogical Ability to design individual paths of development, education, social adaptation and integration of people with severe speech disorders on the basis of the results of their psychological and pedagogical study and the results of speech therapist examination.</p> <p>PC 2 Diagnostic and analytical Ability to integrate assessment of development and special needs of people with speech impairment in order to carry out psychological and pedagogical support; forecasting their needs in correctional and pedagogical, special psychological, medical and social services.</p> <p>PC 3 Logo correction Ability to carry out purposeful selection of speech therapist technologies for correction of psychomotor and speech development of children with severe speech impairment, ability to demonstrate possession of methods of correction and development of speech activity in various speech disorders.</p> <p>PC 4 Advisory Ability to counsel people with violations of psychophysical development, parents (legal representatives) of a child with special educational needs in order to identify and implement his or her individual educational trajectory in a special and inclusive educational environment.</p> <p>PC 5 Organizational-managerial Ability to apply professionally-formed knowledge of educational management in the management of a special and inclusive institution of education, the ability to work with individuals and teams to promote high-quality comprehensive care for a child with special educational needs.</p> <p>PC 6 Competence in inclusive education Ability to organize and provide qualitative inclusive education in pre-school and general secondary education institutions.</p>
7 - Program learning outcomes	
	<p>PLO 1. Ability to demonstrate solid knowledge of comparative special pedagogy and speech therapy (systemic speech abnormalities, early intervention).</p> <p>PLO 2. Ability to demonstrate solid professional knowledge and skills in the process of providing psychological and pedagogical support for people with severe speech impairment taking into account their psychophysical, age-specific characteristics and individual educational needs in educational institutions; rehabilitation institutions.</p> <p>PLO 3. Ability to demonstrate knowledge and skills in organizing the</p>

	<p>educational process of people with severe speech impairment taking into account their psychophysical, age-specific characteristics and individual educational needs.</p> <p>PLO 4. Ability to demonstrate at sufficiently high level skills to conduct psycho-pedagogical examination of people with special needs and to analyze its results.</p> <p>PLO 5. Ability to demonstrate a sufficiently high level of possession of a set of logodiagnostic techniques for determining the level of the formation of speech functions and speech activity and the possession of methods for correction and development of speech activity in various speech disorders.</p> <p>PLO 6. Ability to demonstrate the integration of the results of diagnosis in the process of compilation of psycho-pedagogical and logopedic conclusion.</p> <p>PLO 7. The ability to demonstrate at a sufficiently high level a rational choice of techniques and technologies for correcting disorders of cognitive and speech development of people with special educational needs; Ability to carry out correctional and pedagogical activities in educational, health and social protection institutions.</p> <p>PLO 8. Ability to demonstrate the use of modern technologies (including information and communication) for the development of speech activity of persons with disorders of psychophysical development.</p> <p>PLO 9. Ability to demonstrate the skills in concealing people with mental and physical disorders, members of their families on education, development, family education and social adaptation; teachers of educational institutions, which provide inclusive education for children with special educational needs.</p> <p>PLO 10. Ability to demonstrate knowledge about the leadership of the educational staff of the educational institution, which carries out training, education and development of children with severe speech disorders.</p> <p>PLO 11. Ability to demonstrate knowledge of educational management regarding the algorithm of the organization of special and inclusive education and management activities of special and inclusive educational institutions.</p> <p>PLO 12. Ability to demonstrate the skills to develop a strategy, structure and procedure for conducting research work through a master's study, writing articles, etc.</p> <p>PLO 13. Ability to demonstrate at a sufficiently high level the skills to work independently (in the process of writing a master's paper, performing individual research tasks) and in a group (in the process of performing tasks in practical classes, during a pedagogical practice).</p> <p>PLO 14. Ability to act according to the principles of deontology, associated with the professional activities of teacher-speech therapist, speech therapist; awareness of pedagogical, psychological and social consequences in the field of professional activity.</p> <p>PLO 15. Ability to demonstrate fluency and communication in a foreign language (in English) in the process of solving professional and research tasks.</p>
8 – Resource support for the implementation of the program	
Staffing	The staffing of the educational program consists of the teaching staff of the department of special psychology, special and inclusive education of Institute of Human Sciences. Also it is involved the staff of the Department

	<p>of English language of Faculty of Law and International Affairs for teaching of certain disciplines according to their competencies.</p> <p>The practice-oriented nature of the educational program involves a broad participation of practitioners who are in line with the direction of the program, which enhances the synergy of theoretical and practical training.</p> <p>The head of the project team and the teaching staff that ensures its implementation complies with the requirements defined by the Licensing Conditions for conducting educational activities of educational institutions.</p>
Material and technical support	Relevant
Information, teaching and methodological support	Relevant
9 – Academic mobility	
National Credit Mobility	---
International Credit Mobility	---
Education of foreign applicants of education	---

II. The list of components of the educational-professional program and their logical consistency

2.1. List of components of EP

Component code	Code	Components of the educational program (academic disciplines, course projects (work), practice, qualification work)	Credits	Form of final control
1	2	3	4	5
Required components of EP				
<i>Formation of general competencies</i>				
RC 1	EDG.01	Foreign language professional communication	4	Exam
<i>Formation of special (professional) competencies</i>				
RC 2	EDP.01	Comparative special pedagogy	4	Exam
RC 3	EDP.02	Methodology of psychological and pedagogical research	4	Exam
RC 4	EDP.03	Management of special and inclusive education	6	Exam
RC 5	EDP.04	Innovative techniques of speech therapy massage	4	Credit
RC 6	EDP.05	Modern speech therapies	4	Credit
RC 7	EDP.06	Speech therapy Theory and methods of early diagnosis and correction of development of children with severe speech disorders	5	Exam
RC 8	EDP.07	Logopedic correction of systemic speech disorders	4	Exam
RC 9	EDP.08	Modern information and communication technologies in special education	4	Credit
<i>Practice</i>				
RC 10	P.01	Practical training (in the field of training in educational institutions)	7,5	Credit
RC 11	P.02	Practical training (in the field of training in medical institutions)	7,5	Credit
RC 12	P.03	Pre-diploma (research)	6	Credit
<i>Certification</i>				
RC 13	EA.01	Writing the master's paper	6	Exam
RC 14	EA.02	Defence of master's paper	1,5	
The total volume of required components:			67,5	
Optional EP components				
<i>Optional block 1 (Select specialization "Special Psychology")</i>				
OC 1.1	ODS.1.01	Neuropsychology	4	Credit
OC 1.2	ODS.1.02	Psychological and pedagogical help for children with autism	4	Exam
OC 1.3	ODS.1.03	Pathopsychology	4	Credit
OC 1.4	ODS.1.04	Children's practical professional psychology	4,5	Exam
OC 1.5	OP.1.01	Practical training in specialization	6	Credit
<i>Optional block 2 (selection from the catalogue of courses)</i>				
The total volume of optional components:			22,5	
THE TOTAL VOLUME OF EDUCATIONAL PROGRAM			90	

Structural-logical scheme of EP

1 year		2 year
1 semester	2 semester	3 semester
<i>Formation of general competencies</i>		
Foreign language professional communication, 4 credits		
<i>Formation of special (professional) competencies</i>		
Comparative special pedagogy, 4 credits		
Methodology of psychological and pedagogical research, 4 credits		
Management of special and inclusive education, 4 credits	Management of special and inclusive education, 2 credits	
Innovative techniques of speech therapy massage, 4 credits		
	Modern speech therapies, 4 credits	
	Speech therapy Theory and methods of early diagnosis and correction of development of children with severe speech disorders, 5 credits	
Logopedic correction of systemic speech disorders, 2 credits	Logopedic correction of systemic speech disorders, 2 credits	
	Modern information and communication technologies in special education, 4 credits	
<i>Practice</i>		
	Practical training (in the field of training in educational institutions), 4,5 credits	Practical training (in the field of training in educational institutions), 3 credits
		Practical training (in the field of training in medical institutions), 7,5 credits
		Pre-diploma (research), 6 credits
<i>Certification</i>		
	Writing the master's paper, 6 credits	Defence of master's paper, 1,5 credits
<i>Select specialization "Special Psychology"</i>		
Neuropsychology, 4 credits		
Psychological and		

pedagogical help for children with autism, 4 credits		
	Pathopsychology, 4 credits	
	Children's practical professional psychology, 4,5 credits	
		Practical training in specialization, 6 credits
<i>Selection from the catalogue of courses</i>		
8 credits	9 credits	6 credits

III. Form of certification of applicants for higher education

Certification of graduates in educational program of the specialty 016 Special education is carried out in the form of defence of the qualification master's paper and ends with the issuance of a state-issued document awarding him a Master's degree in qualification: "Master of Special Education, Teacher-Speech Therapist, Speech therapist". The certification is carried out openly and publicly.

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

	RC 1	RC 2	RC 3	RC 4	RC 5	RC 6	RC 7	RC 8	RC 9	RC 10	RC 11	RC 12	RC 13	RC 14	OC 1.1.	OC 1.2	OC 1.3	OC 1.4	OC 1.5
GC 1	+	+		+					+				+						
GC 2	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
GC 3			+									+	+	+					
GC 4									+	+	+			+					+
GC 5	+	+	+	+	+	+	+	+	+	+	+	+	+		+	+	+	+	+
GC 6		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
GC 7	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
GC 8										+	+	+							+
PC 1		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
PC 2				+	+	+	+	+		+	+		+		+	+	+	+	+
PC 3					+	+	+	+	+	+	+		+						
PC 4				+		+	+	+		+	+				+	+	+	+	+
PC 5				+			+	+											
PC 6				+		+				+			+			+			

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

	RC 1	RC 2	RC 3	RC 4	RC 5	RC 6	RC 7	RC 8	RC 9	RC 10	RC 11	RC 12	RC 13	RC 14	OC 1.1.	OC 1.2	OC 1.3	OC 1.4	OC 1.5
PLO 1		+	+		+	+	+	+	+	+	+								
PLO 2				+	+	+	+	+	+	+	+								+
PLO 3				+			+	+		+									
PLO 4						+	+	+		+	+								+
PLO 5						+	+	+		+	+		+						
PLO 6								+		+	+								+
PLO 7				+	+	+	+	+	+	+	+	+			+		+	+	+
PLO 8					+	+	+	+	+	+	+								
PLO 9				+			+	+		+	+				+	+	+	+	+
PLO 10				+						+									
PLO 11				+						+									
PLO 12			+									+	+	+					
PLO 13	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
PLO 14				+						+	+	+						+	+
PLO 15	+												+						