

INDEPENDENT UNIVERSITY OF BANJA LUKA FACULTY OF EDUCATION

**STUDY PROGRAM: *SPECIAL EDUCATION AND SOCIAL REHABILITATION***

CURRICULUM

from academic 2016/2017

The study program Special Education and Social Rehabilitation will be implemented in the first cycle of studies, which lasts four years and is valued at 240 ECTS credits.

The program is designed to clearly indicate its place and role in the educational system of the Republic of Srpska and Bosnia and Herzegovina. The purpose, objectives, outcomes, learning, knowledge and skills acquired through its implementation are precisely stated and are aligned with the key goals and tasks defined in the Development Strategy of the Independent University.

The study program provides the necessary knowledge and skills to acquire the graduate profile of a professor of special education and rehabilitation (240 *ECTS* credits ) . The program structure is designed to provide an appropriate representation of key subject groups.

Teaching in this study program will be conducted using modern teaching and scientific methods, with the aim of students mastering various abilities and skills, anticipating the diversity of individual characteristics and learning styles, and acquiring new knowledge and skills under approximately the same conditions.

I PURPOSE OF THE STUDY PROGRAM

School and the educational process have always been viewed in the current social context, and aimed at meeting the expectations placed on them. In the context of the European and generally global dimension of quality in education, which primarily relates to respect for human rights (and in this sense, the rights of children), inclusion appears as a philosophy, movement and process aimed at meeting basic human rights. A social process directed in this way views inclusion as a basic human right, within which is the right to quality education, with the task of society to create the prerequisites for unhindered social inclusion.

The upbringing and education of children in the Republika Srpska, but also in the Federation of Bosnia and Herzegovina, still takes place in a traditional way, i.e. through the dominant class-hour system, although the need for its change and adaptation to the developmental needs of children and current changes in society is increasingly emphasized. The main change in thinking is that instead of preparing children for school, we prepare school to be a place accessible to all children.

*Education for all* is essentially the goal set in a "child-friendly school", which should be organized in a way that meets the needs of every student. A special issue is the role of teachers, professional associates and all professionals, who should respond with their professional competencies to the newly emerging demands imposed by social inclusion, and in this direction, inclusion in education. Inclusive education also focuses on the additional role of parents (guardians) in this and such a system, whose competencies will be developed with expertly guided support and cooperation of system actors.

This requirement implies a change in the overall policy, and the implementation of partial and inadequately prepared inclusion limits the contribution towards sustainable educational development. The development of inclusion in education enables the creation of conditions for learning outside of educational institutions.

In the field of special education, there has also been a need, not only for a terminological change in the definition of terms such as: special education, special education specialist, special education child, special education person, inherited from Russian terminology. Modern approaches to the terminological definition of special education are defined differently depending on the country and language area. In our country, the approach to this problem was solved by deriving the name itself from the issues that special education deals with for the most part, which is the education and social rehabilitation of children, youth and adults with developmental disabilities. The education and socialization of students with developmental disabilities, as a special area within inclusion, arose as a need due to the general and special developmental abilities of children and youth with developmental disabilities. This process begins and takes place in a planned and organized manner, even in preschool institutions, and as such continues throughout schooling and professional training.

Therefore, working with students with developmental disabilities is more specific, more complex, and more complex than working with students from the so-called regular population. Through the teaching and educational process, students acquire not only the necessary knowledge and skills, but also habits that they will be able to use in everyday life.

The Law on Social Protection (2012) clearly specifies that special education teachers/special educators and rehabilitators are mandatory professional staff in day care centers (social protection rights). The number of adults exercising social protection rights (day care centers, but also residential institutions, etc.) is also very high, which increases the need for special education staff.

The strong influence of many civil society organizations, unions and associations of persons with disabilities, which are recognized as associations of public interest, exert a strong influence on all areas of the system, and especially on the education and social protection system, to ensure that the rights and needs of persons with disabilities are respected. In this regard, a special place is occupied by the education system, which is expected to engage experts who will be sufficiently professionally trained to know and be able to respond to many specific needs when working with their children and family members.

II OBJECTIVES OF THE STUDY PROGRAM

It is basically a studio concept that recognizes the individual and their needs, with the aim of creating a system that will be able to respond to the individual's many and varied needs.

The profile of the experts of this study should provide support to the individual, but also to the system(s) in order to achieve social inclusion in its broadest sense. The social model that we support in this way places society (with all its systems) at the center of the problem, which, through the development of a network of institutions, primarily schools, must find ways to ensure support for people with developmental disabilities. In the study program Special Education and Social Rehabilitation, students are trained to study and constantly improve the methods used in special education and social rehabilitation of this population.

From the above, the main goal of the study program is to educate *a graduate professor of special education and rehabilitation* , who is trained for work and employment in educational, social, and health institutions, in court for the protection of the rights of persons with developmental disabilities, mental health institutions and counseling centers, non-governmental sector institutions, private practice, research centers, etc.

Study objectives:

* introducing students to fundamental scientific knowledge in special education as an independent science in the system of its disciplines and subdisciplines;
* introducing students to the theoretical foundations and practical problems of raising and educating children and youth with developmental difficulties;
* introducing students to general pedagogical, psychological, didactic and methodological principles, as a basis for understanding the specifics of educational work with people with developmental disabilities;
* Knowledge acquired through medical subjects should enable students to understand the nature of developmental disorders and difficulties, the rehabilitation of which is the responsibility of a special educator and rehabilitator;
* in gaining knowledge about causes, prevalence, incidence, types, the manner of manifestation and consequences of developmental difficulties ;
* acquiring knowledge and skills for conducting a general special education assessment (necessary for the education system and the social welfare system);
* mastering knowledge that will enable understanding the specificities of certain aspects of developmental difficulties, which is why people with developmental difficulties encounter obstacles in the social environment;
* o mastering knowledge and skills in the field of the process of educating people with different types and levels of developmental difficulties throughout all periods of life ;
* acquiring the knowledge and skills necessary for understanding the principles of individualization and implementing the educational process with children and youth with different types and levels of developmental difficulties ;
* o mastering knowledge and skills in the field of professional training and social integration of persons with different types and levels of developmental difficulties ;
* acquiring knowledge and skills in the field of counseling, which enable active participation in the professional team for assisting people with developmental disabilities and their parents ;
* mastering the knowledge and skills necessary to participate in a team for developing and monitoring an individual support plan for children and adults with developmental disabilities;
* in developing attitudes and professional ethics that enable a constructive way of viewing people with developmental disabilities ;
* developing the ability to promote the rights of persons with developmental disabilities in the local community and the wider social environment ;
* developing professionally responsible behavior at all stages and towards all participants in the education and rehabilitation process ;
* o training in the use of information and communication technologies in the acquisition and application of knowledge.

III STUDENT COMPETENCES

The study program Special Education and Social Rehabilitation is based on a polysynthesis of interdisciplinary and transdisciplinary approaches and contemporary insights from educational and rehabilitation, biomedical, humanities, and other related social sciences. Students of this study program are enabled to acquire knowledge and skills for various professional identities, where they acquire a wide range of competencies needed in special education, rehabilitation, and social inclusion of children, youth, and adults with developmental disabilities.

A graduate professor of special education and rehabilitation will be qualified to work on the diagnosis, education and social rehabilitation of children and young people, as well as adults with developmental disabilities who need support in meeting their needs in the process of social inclusion.

General competencies of students of basic academic studies in Special Education and Social Rehabilitation are: implementation of programs for detection, assessment , and individual support of persons with developmental disabilities; professional special education work in the education system, participation in committees for needs assessment and guidance of children and youth with developmental disabilities, participation in the implementation of measures for the social integration of persons with developmental disabilities (social welfare system), cooperation with parents; promotion of the rights of persons with developmental disabilities .

Subject-specific competencies of students of basic academic studies: implementation of the educational process and the educational process for children and young people with intellectual disabilities (ID); work in an inclusive educational environment, development and implementation of an Individual Educational Plan (IEP); participation in all phases of professional and work training and social integration of people with ID; assessment and treatment of people with ID, autism spectrum disorders, specific learning disabilities and multiple disabilities.

 Learning outcome: A student of basic academic studies has: general knowledge about the causes, prevalence, incidence, types, levels, manner of manifestation and consequences of developmental disabilities; knowledge and skills in the areas of primary prevention, early intervention, specific types of assessment, individual support and treatment of cognitive abilities and adaptive skills of persons with mental developmental disabilities (intellectual disability, autism spectrum disorder, specific learning disabilities, developmental attention disorders and associated disabilities); knowledge and skills in the areas of upbringing, education, professional and work training and social participation of persons with mental developmental disabilities; ability to provide advisory work and cooperate with parents and promote the rights of persons with mental developmental disabilities.

STUDY PROGRAM SPECIAL EDUCATION And SOCIAL REHABILITATION – FIRST CYCLE

I year – I semester

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| --- | --- | --- | --- | --- |
| Subject code | Subject | Lectures | Exercises | ECTS |
| DEF- 001 | Didactics | 3 | 2 | 7 |
| DEF- 002 | Developmental psychology | 3 | 2 | 7 |
| DEF- 003 | General pedagogy | 2 | 0 | 5 |
| DEF- 004 | Introduction in special education and social rehabilitation | 3 | 3 | 7 |
| DEF- 005 | English language 1 | 2 | 2 | 4 |
| TOTAL |  | 13 | 9 | 30 |
|  |  |  |  |  |
| I year – II semester |
| Subject code | Subject | Lectures | Exercises | ECTS |
| DEF- 006 | Pedagogical psychology | 2 | 2 | 7 |
| DEF- 007 | Basics neuropsychology | 2 | 2 | 5 |
| DEF- 008 | Inclusion in education | 2 | 3 | 7 |
| DEF- 009 | Human genetics | 3 | 2 | 7 |
| DEF- 010 | English language 2 | 2 | 2 | 4 |
| TOTAL |  | 11 | 11 | 30 |
| II year – III semester |
| Subject code | Subject | Lectures | Exercises | ECTS |
| DEF- 011 | General defectologist assessment | 2 | 3 | 7 |
| DEF- 012 | Basics typhlology | 2 | 2 | 6 |
| DEF- 013 | Basics somatopedia | 2 | 2 | 6 |
| DEF- 014 | Basics oligophrenology | 2 | 2 | 5 |
| DEF- 015 | Basics speech therapy and deafology | 2 | 2 | 6 |
| TOTAL |  | 10 | 11 | 30 |
| III year – IV semester |
| Subject code | Subject | Lectures | Exercises | ECTS |
| DEF- 016 | Wounds interventional programs | 3 | 2 | 7 |
| DEF- 017 | Sensory integration | 2 | 2 | 5 |
| DEF- 018 | Reeducation psychomotor skills | 2 | 2 | 6 |
| DEF- 019 | Introduction in sociology with sociology of marginalized groups | 2 | 2 | 5 |
| DEF- 020 | Specific interference in learning | 2 | 3 | 7 |
| TOTAL |  | 11 | 11 | 30 |

III year – V semester

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| --- | --- | --- | --- | --- |
| Subject code | Subject | Lectures | Exercises | ECTS |
| DEF- 021 | Methodology classes mathematics | 2 | 2 | 6 |
| DEF- 022 | Methodology classes Serbian language and literature | 2 | 2 | 6 |
| DEF- 023 | Methodology classes nature and societies | 2 | 2 | 6 |
| DEF–024 | Methodology classes skill | 2 | 2 | 6 |
| DEF- 025 | Electorala) Production individual educational plans b) Creative workshops | 2 | 3 | 6 |
| TOTAL |  | 10 | 11 | 30 |
| III year – VI semester |
| Subject code | Subject | Lectures | Exercises | ECTS |
| DEFF-026 | Methods in special education and socialrehabilitation | 2 | 2 | 6 |
| DEF- 027 | Programs and methods educational work with children with developmental disorders and disabilities | 2 | 2 | 5 |
| DEF- 028 | Custom and modified sports activities | 2 | 2 | 6 |
| DEF- 029 | Advisory work in special education and social rehabilitation | 2 | 2 | 6 |
| DEF- 030 | Electorala) Extracurricular activitiesb) Methodology educational- rehabilitation working with children with developmental disorders and disabilities | 2 | 3 | 7 |
| TOTAL |  | 10 | 11 | 30 |
| IV year – VII semester |
| Subject code | Subject | Lectures | Exercises | ECTS |
| DEF- 031 | Methodology pedagogical research | 2 | 2 | 6 |
| DEF- 032 | Basics work with children and to the young with dissocial behavior | 2 | 2 | 6 |
| DEF- 033 | Assistive technologies for children with disordersand disturbances in development | 2 | 2 | 6 |
| DEF- 034 | Electorala) Sports and therapeutic riding person with a disabilityb) Inclusive approach in relationship with peers | 2 | 3 | 6 |
| DEF- 035 | Practice |  | 8 | 6 |
| TOTAL |  | 8 | 17 | 30 |

IV year – VIII semester

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject code | Subject | Lectures | Exercises | ECTS |
| DEF- 036 | Methodology education and social rehabilitation with children with multiple disorders anddisturbances | 2 | 2 | 6 |
| DEF- 037 | Professional training and employment of people with disabilities | 2 | 2 | 6 |
| DEF- 038 | Systems supports adult persons withdisability | 2 | 2 | 6 |
| DEF- 039 | Electorala) Media and marginalized group b) Rights of persons with disabilities | 2 | 2 | 6 |
| DEF- 040 | Practice |  | 8 | 6 |
| TOTAL |  | 8 | 16 | 30 |