

# **BORYS GRINCHENKO KYIV UNIVERSITY**

«CERTIFIED»

Decision of the Academic Council of Faculty of  
Psychology, Social Work and Special Education  
May 17, 2023, protocol № 4

Head of Academic Council, Dean  
Nataliia A. Klishevych

---

## **CHANGES TO EDUCATIONAL AND PROFESSIONAL PROGRAM 016.00.02 Autism interventions**

**The second (master's) level of higher education**

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

Effective date 01.09.2023  
(order on \_\_\_\_\_.\_\_\_\_\_.2023, № \_\_\_\_)

Kyiv – 2023

**CERTIFICATION LIST**  
**of new edition of educational and professional program**  
**016.00.02 Autism interventions**

Department of Special and Inclusive Education

Protocol on 05.05.2023, № 9

Head of Department \_\_\_\_\_ (Olena V. Martynchuk)

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

Protocol on 17.05.2023, № 4

Head of Academic Council \_\_\_\_\_ (Nataliia A. Klishevych)

Scientific-methodical centre of standardization and education quality

Head \_\_\_\_\_ (Yevhen B. Antypin)

\_\_\_.\_\_.2023

Vice-rector on scientific-methodological and educational work

\_\_\_\_\_ (Oleksii B. Zhyltsov)

\_\_\_.\_\_.2023

## **I. Profile of the educational program**

### **016.00.02 Autism interventions**

<b>1 – General information</b>	
Full name of the higher educational institution and structural division	Borys Grinchenko Kyiv University Faculty of Psychology, Social Work and Special Education
Higher education level	Second (master's)
Higher education degree	Master
Field of knowledge	01 Education / Pedagogy
Specialty	016 Special education
Educational program	016.00.02 Autism interventions
Qualification	Master of Special Education
Diploma qualification	Higher education degree – Master, Specialty – Special education Educational program – Autism interventions
Form of study	Institutional (full-time)
Language(s) of teaching	Ukrainian
Cycle / level	NQF of Ukraine – level 7, FQ-EHEA – second cycle, EQF-LLL – 7 level
Type of diploma and scope of the program	Master's degree, single, 90 ECTS credits, term of study – 1 year 4 months
Preconditions	Having a bachelor's degree
Accreditation availability	National Agency for Quality Assurance of Higher Education Certificate No. 3794 dated 19.12.2022 on accreditation with the definition of "exemplary" educational and professional program " Autism interventions " in specialty 016 "Special education" at the second (master's) level of higher education The validity period of the certificate is until 01.07.2028
Internet address of the permanent placement of the description of the educational program	<a href="https://kubg.edu.ua/">https://kubg.edu.ua/</a>
<b>2 – The purpose of the educational program</b>	
Training highly qualified and competitive specialists as leaders in the development of high-quality special and inclusive education, able to solve complex tasks of a research and innovation nature and to carry out positive transformations in the education of persons with autism spectrum disorders, in particular, in the context of serving a person, community, society.	
<b>3 – Characteristics of the educational program</b>	
Description of the subject area	<b>Objects of study:</b> corrective and developmental and rehabilitation processes; ways of organizing the effective interaction of participants in the educational process determined by the regularities and features of the content of correctional and pedagogical activities; organization of special and inclusive education; intervention strategies for individuals with autism spectrum disorders.

	<p><b>Learning objectives</b> – training of specialists capable of solving complex tasks of a research and/or innovative nature in the field of special and inclusive education, in particular psychological and pedagogical support of persons with autism.</p> <p><b>Theoretical content:</b> a system of scientific theories and concepts regarding special and inclusive education, functioning, limitation of life activities, development, training, upbringing and socialization of persons with special educational needs; technologies for the development of persons with special educational needs, in particular persons with autism spectrum disorders.</p> <p><b>Methods, techniques and technologies:</b> general scientific (theoretical, empirical, mathematical, statistical), psychological and pedagogical methods of analyzing the problems of special and inclusive education; information and communication technologies; methods, technologies and intervention strategies for children with autism spectrum disorders.</p>
Program structure	<p>The ratio of the volumes of mandatory and optional components of the EP:</p> <p><u>Compulsory part (67,5 credits, 75 %)</u>: disciplines aimed at the formation of general competences and special (professional) competences (36.5 credits), certification (5.5 credits). Share of internship and pre-diploma practice: 25.5 credits.</p> <p><u>Selective part (22,5 credits, 25%)</u>: disciplines of free choice</p>
<b>4 – Graduates' suitability for employment and further education</b>	
Suitability for employment	<p>Workplaces: special preschool and general secondary education institutions, preschool and general secondary education institutions with special and inclusive groups/classes, inclusive resource centers, extracurricular educational institutions, educational rehabilitation centers, rehabilitation institutions, scientific research institutions and other state and private institutions of the Ministry of Education and Science of Ukraine, the Ministry of Social Policy of Ukraine, which provide psychological-pedagogical, correctional-developmental and rehabilitation services to children with special educational needs and persons with disabilities.</p> <p>According to the National Classifier of Professions ДК 003:2010, specialists who have obtained an education under the educational program «Autism interventions» can hold the following positions:</p> <p>2340 – special education teacher,  2340 – correctional education teacher,  2340 – teacher-rehabilitator.  2340 – specialist (consultant) of the inclusive resource center.</p>
Academic rights	The opportunity to continue studying at the third (educational and scientific) level of higher education. Acquisition of additional qualifications in the post-diploma education system.
<b>5 – Teaching and assessment</b>	
Teaching and training	<p>The educational process is built on the principles of: student-centered, person-oriented learning, competence-based, system-integrative approaches, research-based learning.</p> <p>Teaching is carried out in the form of: lectures, seminars, practical classes, laboratory works. Independent work is provided (performance of individual tasks, based on textbooks, manuals, Internet sources); consultations with teachers; e-learning according to individual educational components, passing practices, writing a qualifying master's thesis.</p>

	<p>E-learning, group project work, mentoring support for practitioners, training in practical training center «Autism Academy» are introduced. Teaching is carried out using information technologies on the distance learning platform "Moodle" in the digital university campus, organizing communication on the Google Meet platform, ZOOM, etc. Educational and methodological support of the educational process is carried out through the use of electronic training courses. Stimulation of self-study of higher education students and organization of group work with the aim of acquiring teamwork skills and independent search for problem solving, in particular, when solving practical cases. The use of elements of non-formal education when studying individual modules of disciplines on educational online platforms and during participation in scientific conferences, congresses, webinars, master classes, professional festivals, etc.</p>
Assessment	<p>Cumulative point-rating system, which provides assessment of students for all types of classroom and extracurricular educational activities in the form of intermediate, final (semester) control, as well as certification. Intermediate control (oral survey, essay, written express control/computer testing, etc.), module control, final semester control (credits, exams in oral, written (testing), combined forms, defense of practice reports), certification (defense final qualification work). The evaluation of higher education applicants is carried out in accordance with the unified system of evaluation of academic achievements of students of Borys Grinchenko Kyiv University.</p>

#### **6 – Program competences**

Integral competence	The ability to solve complex tasks of a research and/or innovative nature in the field of special and inclusive education.
General competences	<p><b>GC-1.</b> Ability to act based on ethical considerations (motives).  <b>GC-2.</b> Ability to act socially responsible and consciously.  <b>GC-3.</b> Ability to work in a team.  <b>GC-4.</b> Ability to communicate in the national language both orally and in writing.  <b>GC-5.</b> Ability to communicate in a foreign language.  <b>GC-6.</b> Ability to make informed decisions.  <b>GC-7.</b> Ability to search, process and analyze information from various sources.  <b>GC-8.</b> Ability to apply knowledge in practical situations.  <b>GC-9.</b> Ability to generate new ideas (creativity).  <b>GC-10.</b> Ability to conduct research at an appropriate level.</p>
Special (professional, subject) competences	<p><b>SC-1.</b> Ability to carry out theoretical, methodological and empirical analysis of current problems of special and inclusive education.  <b>SC-2.</b> Ability to develop and implement innovative methods of speech therapy influence and technologies of corrective and developmental work with persons with special educational needs, in particular, with severe speech disorders.  <b>SC-3.</b> Ability to carry out diagnostic-analytical, corrective-developmental, advisory activities, taking into account the special educational needs of applicants.  <b>SC-4.</b> Ability to effectively interact with parents, colleagues, other specialists in the process of psychological and pedagogical support of a child with special educational needs on the basis of partnership.  <b>SC-5.</b> Ability to make effective decisions in difficult and unpredictable</p>

	<p>conditions, adapt to new situations of professional activity.</p> <p><b>SC-6.</b> Ability to assess the limits of one's own professional competence, make decisions and continue training and/or improving professional qualifications in accordance with existing needs and requests.</p> <p><b>SC-7.</b> Ability to organize the educational process in special preschool and general secondary education institutions using modern means, methods, techniques, technologies.</p> <p><b>SC-8.</b> Ability to organize the process of learning, upbringing and development of children with special educational needs in the conditions of an inclusive educational space.</p> <p><b>SC-9.</b> Ability to organize a safe and healthy educational space, including an inclusive educational space.</p> <p><b>SC-10.</b> Ability to develop and implement scientific and/or educational projects in the field of special and inclusive education..</p> <p><b>SCU-11</b> The ability to plan and provide systemic care for individuals with autism and their families.</p>
--	--

## **7 – The normative content of the training of students of higher education, formulated in terms of learning outcomes**

<b>LO 1.</b> Carry out an analysis of evolutionary processes in the field of education of persons with special educational needs, to justify one's own vision of ways to solve existing problems.
<b>LO 2.</b> Conduct research and/or conduct innovative activities in order to obtain new knowledge, create new and improve traditional teaching and support technologies and in wider multidisciplinary contexts.
<b>LO 3.</b> Develop and implement innovative methods and technologies of correctional and developmental work with persons with special educational needs, generate new ideas for improving education, upbringing, development and socialization of these persons.
<b>LO 4.</b> Select and apply effective methods of comprehensive assessment of children's development, reflect and critically analyze the reliability of the obtained assessment results, determine, based on their interpretation, the special educational needs of children and the level of educational support.
<b>LO 5.</b> Argue, plan and provide psychological-pedagogical and correctional-developmental services (assistance) in accordance with the level of functioning, limitation of life activities and development of a child with special educational needs, ensure the effectiveness of own actions.
<b>LO 6.</b> Establish effective interaction with parents, colleagues, specialists, various social institutions in order to ensure the quality of special and inclusive education on the basis of partnership.
<b>LO 7.</b> Make a professional contribution to professional knowledge and practice and to evaluate the results of the team's activities in the field of psychological and pedagogical support of children with special educational needs in an inclusive educational space, to motivate the members of the support team to achieve common goals.
<b>LO 8.</b> Make effective decisions on issues of special and inclusive education, including in difficult and unpredictable conditions; to forecast their development; determine the factors affecting the achievement of set goals, in particular, consumer requirements; analyze and compare alternatives; to assess the risks and possible consequences of decisions.
<b>LO 9.</b> Communicate freely orally and in writing in Ukrainian and foreign languages when discussing professional issues, research and innovations in the field of special and inclusive education.
<b>LO 10.</b> Search for the necessary data in scientific literature, databases and other sources, analyze and evaluate this data.
<b>LO 11.</b> Manage complex activities in the field of special and inclusive education and in wider contexts, develop plans and measures for their implementation, ensure the quality of education, evaluate the effectiveness and efficiency of activities.
<b>LO 12.</b> Organize and provide methodological support for the process of learning, upbringing and development of children with special educational needs in the conditions of special educational

institutions and an inclusive educational space.

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

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

**LOU-15** To plan and provide systematic assistance to persons with autism and their families.

#### **8 – Resource support and program implementation**

Staff	<p>The personnel support of the educational and professional program consists of professors and teachers of the Department of Special and Inclusive education of Institute of Human Sciences, who provide 90% of professionally oriented disciplines.</p> <p>The teaching staff of the Department of Foreign Languages (Faculty of Law and International Relations) and the Department of Information Technologies and Mathematical Disciplines (Faculty of Information Technologies and Management) are involved in the teaching of individual disciplines in accordance with their competencies and experience.</p> <p>The practically oriented nature of the educational and professional program provides mentoring support of practitioners who correspond to the direction of the program, which strengthens the synergistic connection between theoretical and practical training.</p> <p>Personnel support of the EP meets the requirements defined by the License conditions for the conduct of educational activities.</p>
Material and technical support	<p>Teaching of academic disciplines is carried out in general and special classrooms, for practical classes - practical training center "Autism Academy". The University has a sufficient number of specialized computer classes and laboratories, which are equipped with computers with appropriate software, multimedia equipment complexes, visual and methodical materials. All workplaces in computer classes are connected to the Internet.</p> <p>The areas of the premises used in the educational process meet accessibility requirements, sanitary standards, and requirements of fire safety rules.</p> <p>All the necessary social and household infrastructure, canteen, buffets are available, the number of places in the dormitories meets the requirements.</p>
Informational and educational and methodological support	<ul style="list-style-type: none"> <li>– The official website of the Borys Grinchenko Kyiv University <a href="https://kubg.edu.ua/">https://kubg.edu.ua/</a>, which contains information about educational programs, educational, scientific and educational activities, structural subdivisions, admission rules, contacts, etc.</li> <li>– digital campus <a href="https://digital.kubg.edu.ua/">https://digital.kubg.edu.ua/</a>, which contains information about: all digital education services, digital science with access to various platforms; digital management of regulatory bases, registers, document flow; image and leadership; digital space with personal offices and corporate mail; infrastructure of the university</li> <li>– e-learning system Moodle</li> <li>– services for organizing online classes: Google Meet (corporate), Google Chat, Google Hangouts, Google Classroom</li> <li>– wireless Internet access points</li> <li>– library, reading rooms</li> <li>– electronic library, repository <a href="http://elibrary.kubg.edu.ua/">http://elibrary.kubg.edu.ua/</a></li> </ul>

	<ul style="list-style-type: none"> <li>– access to electronic scientific databases Scopus, Web of Science, EBSCO, etc.</li> <li>– study and work curricula</li> <li>– educational process schedule</li> <li>– working programs of academic disciplines</li> <li>– internship programs</li> <li>– methodical recommendations for writing and design of master's theses, etc</li> </ul>
<b>9 – Academic mobility</b>	
National credit mobility	–
International credit mobility	–
Education of foreign students of higher education	–

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

### **2.1. List of EPP components**

Component code	Code	Components of the educational program (educational disciplines, course projects (works), practices, qualification work)	Number of credits	Final control form
1	2	3	4	5
<b>Mandatory components</b>				
MC 1	MD.01	Foreign language professional communication	4	Exam
MC 2	MD.02	Digital technologies in professional activity	4	Credit
MC 3	MD.03	Actual problems and research methodology in special and inclusive education	4	Exam
MC 4	MD.04	Management of special and inclusive education	5	Exam
MC 5	MD.05	Assessment of special educational needs, planning, implementation and monitoring of the effectiveness of support, advisory support of families	5	Credit
MC 6	MD.06	Scientific approaches to the study of autism, systematic assistance to children of early and preschool age with autism spectrum disorders	6	Exam
MC 7	MD.07	Systemic assistance to children of primary school age with autistic spectrum disorders	4	Credit
MC 8	MD.8	Systemic assistance to teenagers and young people with autism spectrum disorders	4	Credit
MC 10	MP.1	Internship (in institutions/facilities for children of early and preschool age)	6	Credit
MC 11	MP.2	Internship (in inclusive resource centers)	4,5	Credit
MC 12	MP.3	Internship (in institutions/facilities for school-aged children)	7,5	Credit
MC 13	MP.4	Pre-diploma practice (research)	7,5	Credit
MC 14	MS.01	Writing and defense of a qualifying master's thesis	5,5	Захист
<b>The total volume of mandatory components:</b>			<b>67,5</b>	

1	2	3	4	5
<b>Selective components of the EP (appendix 1)</b>				
<i>Selective block 1 - «Methods with scientifically proven effectiveness for individuals with autism»</i>				
SC 1.1	SD.1.01	Methods of sensorimotor and physical development	6	Credit
SC 1.2	SD.1.02	Structured learning	4	Credit
SC 1.3	SD.1.03	Behavior management methods	4	Exam
SC 1.4	SD.1.04	Alternative and auxiliary communication	5	Exam
SC 1.5	SD.1.05	Methods of formation of social skills	4	Credit
Total		23		
<i>Selective block 2 - «Early intervention in autism»</i>				
SC 1.1	SD.2.01	Standard requirements for the organization of early intervention services	6	Credit
SC 1.2	SD.2.02	Mental development of a young child in normal and functional disorders	4	Credit
SC 1.3	SD.2.03	Case management technology in early intervention for children with autism and their families	4	Exam
SC 1.4	SD.2.04	The Denver model of early intervention as a systematic approach with scientifically proven effectiveness	5	Exam
SC 1.5	SD.2.05	Educational and developmental space for young children with autism spectrum disorders	4	Credit
Total		23		
<i>Selection from the catalog of courses</i>				
SC	SD. 3	Selection of academic disciplines from the catalog for the appropriate number of credits	23	Credit, Exam
Total		23		
<b>The total amount of selective components:</b>			<b>23</b>	
<b>TOTAL VOLUME OF THE EDUCATIONAL PROGRAM</b>			<b>90</b>	

## 2.2. Structural and logical scheme

1 semester	2 semester	3 semester
Foreign language professional communication		
Digital technologies in professional activity		
Actual problems and research methodology in special and inclusive education		
Management of special and inclusive education		
Assessment of special educational needs, planning, implementation and monitoring of the effectiveness of support, advisory support of families	Systemic assistance to children of primary school age with autistic spectrum disorders	Systemic assistance to teenagers and young people with autism spectrum disorders
Scientific approaches to the study of autism, systematic assistance to children of early and preschool age with autism spectrum disorders	Internship (in institutions/facilities for children of early and preschool age) Internship (in inclusive resource centers)	Internship (in institutions/facilities for school-aged children) Pre-diploma practice (research)
Selective components	Selective components	Selective components
	Writing of a qualifying master's thesis	Defense of a qualifying master's thesis

### **III. Form of attestation of applicants of higher education**

Certification of graduates of the educational and professional program 016.00.02 Autism interventions of the second (master's) level of higher education is carried out in the form of ***public defense of the master's thesis***.

The certification is carried out openly and publicly.

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

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

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

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

#### **IV. Matrix of correspondence of program competencies to the components of the educational program**

## **V. Matrix of ensuring learning outcomes with the relevant components of the educational program**

## APPENDIX 1

### SELECTIVE PART OF THE EDUCATIONAL AND PROFESSIONAL PROGRAM

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

#### 1. Selective block 1 - "Methods with scientifically proven effectiveness for persons with autism"

The student's choice of block 1 "Methods with scientifically proven effectiveness for persons with autism" creates conditions for deepening professional knowledge within the chosen educational and professional program.

Studying the disciplines of this block is aimed at deepening professional competences in the application of knowledge of theory and practice in the development of methodologically conditioned and individually oriented intervention strategies. In this block, emphasis is placed on: conceptual guidelines, according to which one or another method acquires the status of methods with scientifically proven effectiveness; a systematic approach to the idea of highly qualified support for people with autism; methodical and technological detailing of each method.

During the study of the disciplines of block 1 "Methods with scientifically proven effectiveness for persons with autism", students of higher education of the second (master's) level master modern international and national experience in the application of knowledge from the theory and practice of approaches and methods with scientifically proven effectiveness; will work out the content of each of the presented methods, the conditions for their implementation and the requirements for the specialist who will implement them.

Mastering the presented methods with scientifically proven effectiveness will enable the applicants to become successful practitioners and coordinators of support teams for people with autism spectrum disorders in the context of planning, implementing and monitoring the success dynamics of intervention strategies that include methods of influencing the holistic development of these people.

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

List of selective components of block 1 «Methods with scientifically proven effectiveness for individuals with autism»

SC 1.1	SD.1.01	Methods of sensorimotor and physical development	6	Credit
SC 1.2	SD.1.02	Structured learning	4	Credit
SC 1.3	SD.1.03	Behavior management methods	4	Exam
SC 1.4	SD.1.04	Alternative and auxiliary communication	5	Exam
SC 1.5	SD.1.05	Methods of formation of social skills	4	Credit
Total			23	

The structural and logical scheme of the selective components of block 1 is given below

Methods of sensorimotor and physical development		
Structured learning	Behavior management methods	
	Alternative and auxiliary communication	Alternative and auxiliary communication
		Methods of formation of social skills

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

	SD.1.01	SD.1.01	SD.1.01	SD.1.01	SD.1.01
GC 8	+	+	+	+	+
GC 9	+	+	+	+	+
SC 2	+	+	+	+	+
SC 3	+	+	+	+	+
SC 4	+	+	+	+	+
SC 8	+	+	+	+	+
SC 9	+	+	+	+	+
SCU 11	+	+	+	+	+

**Matrix of providing learning outcomes with the relevant selective components of the educational program (selective block 1)**

	SD.1.01	SD.1.01	SD.1.01	SD.1.01	SD.1.01
LO 3	+	+	+	+	+
LO 4	+	+	+	+	+
LO 6	+	+	+	+	+
LO 7	+	+	+	+	+
LO 13	+	+	+	+	+
LOU 15	+	+	+	+	+

## 2. Selective block 2 - "Early intervention in autism"

The student's choice of block 2 "Early intervention in autism" creates conditions for deepening professional knowledge within the chosen educational and professional program.

The study of the disciplines of this block is aimed at deepening professional competences in the application of knowledge of theory and practice of providing qualified support and assistance to children with autism spectrum disorders at an early age. The content of the disciplines that make up this selective block allows students to acquire a modern understanding of: the procedure for organizing the activities of early intervention services according to international

standards; the specifics of the development of young children with autism (in a comparative aspect); requirements for professionals who provide support to children and their families; the content of successful practices, which enables long-term planning, methodologically justified implementation and continuous monitoring of the dynamics of success in the process of accompanying young children with autism and their families.

While studying the disciplines of block 2 "Early intervention in autism", students of higher education of the second (master's) level will master internationally recognized technologies ("Case management in early intervention", "Denver model of early intervention", "Middle approach"), which will give them the ability to establish effective interaction with parents and other specialists of the support team; make effective decisions in the process of defining and developing individual programs of early intervention; analyze the effectiveness of implementing certain approaches; ensure the appropriate transition from the process of accompaniment within the framework of early intervention programs to the educational process in educational institutions.

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

#### List of selective components of block 2

SC 1.1	SD.2.01	Standard requirements for the organization of early intervention services	6	Credit
SC 1.2	SD.2.02	Mental development of a young child in normal and functional disorders	4	Credit
SC 1.3	SD.2.03	Case management technology in early intervention for children with autism and their families	4	Exam
SC 1.4	SD.2.04	The Denver model of early intervention as a systematic approach with scientifically proven effectiveness	5	Exam
SC 1.5	SD.2.05	Educational and developmental space for young children with autism spectrum disorders	4	Credit
Total			23	

The structural and logical scheme of the selective components of block 2 is given below

Standard requirements for the organization of early intervention services		
Mental development of a young child in normal and functional disorders	Case management technology in early intervention for children with autism and their families	
	The Denver model of early intervention as a systematic approach with scientifically proven effectiveness	The Denver model of early intervention as a systematic approach with scientifically proven effectiveness
		Educational and developmental space for young children with autism spectrum disorders

**Matrix of correspondence of program competencies to selective components educational program (selective block 2)**

	SD.2.01	SD.2.01	SD.2.01	SD.2.01	SD.2.01
GC 8			+	+	+
GC 9	+	+	+	+	+
SC 2			+	+	+
SC 3	+	+	+	+	+
SC 4	+	+	+	+	+
SC 6	+	+	+	+	+
SC 9	+		+	+	+
SCU 12	+	+	+	+	+

**Матриця забезпечення результатів навчання відповідним вибірковим компонентам освітньої програми (вибірковий блок 2)**

	SD.2.01	SD.2.01	SD.2.01	SD.2.01	SD.2.01
LO 3			+	+	+
LO 4	+	+		+	
LO 6	+	+	+	+	+
LO 8	+				+
LO 13	+		+	+	+
LOU 15	+		+	+	+

### **3. Selection from the catalog of courses**

The choice of disciplines from the Catalog of courses, taking into account one's own needs and interests, enables the applicant to deepen professional

knowledge and acquire additional competences, in particular within related specialties of the field of knowledge, and/or to get acquainted with the current level of scientific research in various fields of knowledge and to expand and deepen knowledge in general and special (professional) competences.