

Educational Programme	Special Education
Degree Awarded	BA in Special Education
Standard Length of Studies (Number of ECTS Credits)	3 years -118 credits for obligatory subjects -62 credits for optional subjects -18 credits for facultative subjects -6 credits for a foreign language -20 credits for graduate diploma
Type of Study	Bachelor Program, Full time program
Higher Education Institution	Babes-Bolyai University Cluj-Napoca, Romania
Faculty/ Department	Faculty of Psychology and Educational Sciences, Special Education Department
Contact person	Senior lecturer Maria Anca, PhD (for full time program) Lecturer Andrea Hathazi, PhD (for long distance learning program)
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Website	psihoped.ubbcluj.ro
Profile of the Degree Programme	Special Education
Target group/ Addressees	High schools graduates students with interests in the domains of educational sciences, social sciences, education, health, organizations.
Entrance Conditions	Baccalaureate grade and the grades of the 4 years of study of highschool
Further education Possibilities	Master program, PhD program
Description of study	Students will have to acquire knowledge and skills in the following <b>obligatory subjects</b> : General and Personality Psychology Childhood Developmental Psychology Fundamentals of Special Education Foreign Language Sports Developmental Psychology in Adolescence and Youth Educational Psychology Introduction to Pedagogy(Theory and Methods of Curriculum) Fundamentals of Inclusive Education  2nd year of study Special Education for the Intellectually Impaired Special Education for the Visually Impaired Special Education for the Hearing Impaired

	<p>Basic Elements of Psychodiagnosis  Foreign Language  Introduction to Speech Therapy  Early Intervention Psychopedagogy for Disabled Children  Pedagogical Practice and Traineeship  Special Techniques of Speech Therapy</p> <p>3rd year of study  Special Education for Children with Learning Disabilities  Theory and Practice in the Instruction and Assessment of Children with Cognitive Disabilities  Psychopedagogical Methods and Data Analysis  Pedagogical Practice and Traineeship  Individual and Group Psychotherapies for Disabled Persons  Special Education for the Physically Impaired  Special Education for Multiple Disabled Persons  Family and Disabled Persons Counseling  Pedagogical Practice and Traineeship</p> <p><b>Optional objects</b>  Human Anatomy and Physiology  Genetics  Information and Communication Technology  Social Psychology of Disabled Persons  Social Assistance of People in Difficulty  IT Teaching Aids Applied in Special Education</p> <p>2nd year of study  Special Education of Emotional and Behavioural Disorders  Methods and Techniques of Psychological Evaluation for Children with Special Needs  Rehabilitation and school Integration for the Visually Impaired  Rehabilitation and school Integration for the Hearing Impaired  Management of Special and Integrative Education  Clinical Psychology for Disabled Persons</p> <p><b>3d year of study</b>  Psycho-social Intervention at the Elderly  Cognitive-Behavioural Modifications in Disabled People  Psychomotor Education  Corrective Therapies for the Integration of Disabled Persons  Occupational Therapies for Disabled People</p> <p><b>Facultative objects</b>  Braille System  Sign language</p>
Purposes of the Programme	Training in Special Education for BA level
Specialization/Area of Expertise	Special Education and Inclusive Education

Extra Peculiarities	Long Distance Learning Programe Practice based teaching strategies and adaptations
Practical training	In the third year of study in special schools and intensive schools, speech therapy labs, NGOs
Final examinations	Presentation and examination of Graduate diploma
Gained Abilities and Skills	<ol style="list-style-type: none"> <li>1. Systematic evaluation of children with different disabilities (cognitive, sensory and motor) and language disorders taking into consideration their specific needs and potential.</li> <li>2. Interpreting and using the results of the assessment of children's cognitive potential, but also of their behavior in different learning and life situations.</li> <li>3. Development of curriculum according to the level of development, chronological age and cultural level of each child.</li> <li>4. The development, aplication, monitoring and evaluation of the Individualised Educational Plan and the Individualised Intervention Plan for children with different disabilities (cognitive, sensory and motor) and language disorders.</li> <li>5. To correlate the learning styles of the pupils with instructional strategies and teaching resources.</li> <li>6. To cooperate with the teaching staff of the classes in which pupils with disabilities are included, specifying the adequate working methods for each individual.</li> <li>7. To offer the time that is necessary for each type of activity, taking into consideration the child's rhythm.</li> <li>8. To develop and realise the itinerant and individualised learning activity, that aims curricular learning, adapted to a certain context, different from the one specific to class.</li> </ol>
Job placement, Potential Field of Professional Activity	Special Schools, Inclusive Schools, NGOs Fields: School, Clinical, Work organization, Community