

CURRICULUM

Valid starting with academic year 2023-2024

Faculty:	Faculty of Sociology and Psychology
University studies:	Bachelor
Name of the bachelor degree programme:	Special education
Name of the qualification¹ acquired on completion of the study programme:	Special education
Title awarded:	Bachelor in special psychopedagogy
Duration of studies (in years):	3
Number of credits (ECTS)	180
Education form²:	Full-time education (IF)
Teaching language:	Romanian
Geographical location of studies:	Timisoara, Romania
Classification of the study programme in fields of science	
Fundamental field:	Social sciences
Branch of science:	Psychology and behavioural sciences
Undergraduate field of study:	Educational sciences
Name of the <u>broad</u> field of study (according to DL-ISCED F-2013):	01 - Education
Name of the <u>narrow</u> field of study (according to DR-ISCED F-2013):	011 - Education
Name of the <u>detailed</u> field of study (according to DDS-ISCED F-2013):	0111 - Education sciences

¹ *Qualification* is the formal outcome of an assessment and validation process, which is obtained when a competent body/authority determines that a person has achieved learning outcomes corresponding to pre-established standards. Qualifications acquired by graduates of higher education study programmes are attested by diplomas, certificates and other academic documents issued only by accredited higher education institutions.

² Full-time education (IF), part-time education (IFR) or distance learning (ID)

OVERVIEW OF THE UNIVERSITY STUDIES PROGRAMME

1. Mission of the study programme³

The mission of this undergraduate study programme is in line with the mission of the West University of Timisoara to train specialists in education, with a focus on the professionalisation of specialists in the field of special education. The undergraduate programme *Special Educational Psychology* develops professional competences necessary for the development, planning and implementation of complex education and therapy programmes for people with disabilities.

³ *The mission and objectives of the degree programme are in line with the mission of the West University of Timisoara and the requirements identified on the labour market.*

According to *University Charter* (Article 5), the **general mission of UVT is advanced scientific research and education, generating and transferring knowledge to society** through:

a) scientific research, development, innovation and technology transfer, through individual and collective creation, in the fields of science, engineering, literature and the arts, by ensuring physical and sports performance and development, and the exploitation and dissemination of their results;

b) initial and continuing training at university level, with a view to personal development, the professional integration of the individual and meeting the skills needs of the socio-economic environment.

UVT assumes its mission as a catalyst for the development of Romanian society by creating an innovative and participatory environment for scientific research, learning, cultural-artistic creation and sports performance, transferring skills and knowledge to the community through the education, research and consultancy services it offers to partners in the economic and socio-cultural environment.

The realisation of the UVT mission is concretised in (*Article 6 of the UVT Charter*):

- promoting scientific research, literary and artistic creation and sporting performance;
- initial and continuous training of qualified and highly qualified human resources;
- development of critical thinking and creative potential of members of the university community;
- creating, storing and spreading the values of human culture and civilisation;
- promoting multicultural, multilingual and interfaith interference;
- the affirmation of Romanian culture and science in the world circuit of values;
- the development of Romanian society within the framework of a free and democratic state governed by the rule of law.

2. Competences and expected learning outcomes formed in the study programme

A. COMPETENCES⁴

Key competences⁵:

- Literacy skills;
- Multilingual competences;
- Personal, social and learning to learn competences.

Professional competences⁶:

- **C1. Comprehensive (psycho-socio-pedagogical) assessment of** the psycho-pedagogical characteristics of people with disabilities, with specific tools to identify intellectual, sensory, physical, social, emotional, etc. abilities and difficulties and to evaluate school development and progress;
- **C2. Specific psycho-pedagogical intervention (compensation - rehabilitation - therapy) for people with disabilities, by planning and implementing specific therapy programmes and activities, using special educational strategies and techniques, adapted to the individual characteristics and needs of the students;**
- **C3. Design and implementation curriculum adaptation, through adapted educational programmes, lessons, activities and individual educational plans, which promote the development and school progress of pupils and individuals with disabilities;**
- **C4. Counselling, guidance and psycho-pedagogical assistance to various categories of persons/educational groups (children/students, families, teachers, employees, etc.);**
- **C5. Producing and managing administrative and special relevant documents, by collecting data, recording, storing and producing specialised reports;**
- **C6. To promote and facilitate the educational, professional and social inclusion of people with disabilities;**

⁴ Competence is the proven ability to select, combine and use appropriately personal, social and/or methodological knowledge, skills and abilities and other acquisitions consisting of values and attitudes, for the successful resolution of a given category of work or learning situations and for professional or personal development in an effective and efficient manner.

⁵ [Key competences for lifelong learning](#) are those competences that all citizens need for personal fulfilment and development, employment, social inclusion and active citizenship, and are developed in the perspective of lifelong learning, from early childhood and throughout adult life, through formal, non-formal and informal learning.

⁶ Professional competences is the ability to perform the activities required in the workplace to the quality level specified in the occupational standard. They are acquired formally, i.e. by completing a programme organised by an accredited institution.

- *C7. Design and implement research designs to evaluate the effectiveness of specific interventions and assess the progress of people with disabilities.*

Cross competences⁷:

a) Personal competences:

- The use of effective lifelong learning methods and techniques for continuous training and professional development;
- The application of principles and rules of professional ethics based on explicit value choices in relation to the rights and dignity of people with disabilities;
- Autonomy, discipline, perseverance in learning;
- The ability to reflect critically on the object and purpose of learning.

b) Interpersonal competences:

- Effective cooperation in professional, interdisciplinary working teams, specific to the development of projects and programmes in the field of educational sciences;
- The ability to create trust and empathy in other individuals.

c) Global citizenship competences:

- The ability to show solidarity in solving problems affecting the local or wider community;
- The ability to communicate constructively in different social situations (tolerating other points of view, realising individual and collective responsibility);
- The ability to observe and understand points of view from different cultural contexts.

⁷*Cross-competences* represent value and attitudinal acquisitions that go beyond a specific field/programme of study and are expressed through the following descriptors: autonomy and responsibility, social interaction, personal and professional development.

B. EXPECTED LEARNING OUTCOMES⁸

a) **Knowledge**⁹ - According to *the European Qualifications Framework (EQF)*, the learning outcomes at **level 6 of qualification**, corresponding to undergraduate studies, involve *advanced knowledge in a field of work or study involving critical understanding of theories and principles*:

- ESRC1. The student will be able to explain and critically interpret the relevant theories of human development and learning, the laws of psychological processes and the psychological characteristics of people with disabilities;
- ESRC2. The learner will be able to present, categorise and demonstrate the main techniques and tools for complex assessment of people with disabilities;
- ESRC3. The student will be able to explain and critically interpret the principles, strategies, objectives and stages of curricular adaptation and planning of the instructional-educational process for people with disabilities;
- ESRC4. The student will be able to explain and critically interpret the principles, objectives and stages of psycho-pedagogical interventions, complex therapies and counselling of people with disabilities;
- ESRC5. The student will be able to present, classify and illustrate the main administrative documents and the procedures for their production and management;
- ESRC6. The student will be able to critically analyse and interpret emancipatory paradigms, arguments for inclusion of people with disabilities and strategies to promote and facilitate it;
- ESRC7. The student will be able to indicate and explain the principles, aims and stages of educational research to evaluate the progress and effectiveness of specific interventions.

⁸ *Learning outcomes* are statements that refer to what a learner knows, understands and is able to do at the end of a learning process and are defined as knowledge, skills, responsibility and autonomy.

⁹ *Knowledge* is the result of assimilating information through learning. Knowledge is the body of facts, principles, theories and practices related to a particular field of work or study. Knowledge is described as theoretical and/or factual. Knowledge is expressed through the following descriptors: knowledge, understanding and use of specific language, explanation and interpretation.

b) Skills¹⁰ - According to *the European Qualifications Framework (EQF)*, the learning outcomes for **level 6 qualifications**, corresponding to undergraduate studies, require *advanced skills, showing control and innovation, needed to solve complex and unpredictable problems in a specialised field of work or study*:

- ESRA1. The student will be able to apply psychological and pedagogical principles to the planning of instructional-educational activities;
- ESRA2. The student will be able to assess the level of development of the targeted competences and to formulate the learning needs of students with disabilities;
- ESRA3. The student will be able to select learning content and instruction methods appropriate for people with disabilities;
- ESRA4. The student will be able to create, plan and implement psycho-pedagogical intervention programmes, personalised intervention plans for different types of disabilities.
- ESRA5. The student will be able to create, plan and implement individualised instructional programmes, lessons and educational plans for students with disabilities;
- ESRA6. The student will be able to apply special educational strategies and techniques during the training for the development of sensory and motor skills, higher mental processes (language, cognition/thinking, attention, memory, etc.);
- ESRA7. The student will be able to organise the teaching of school subjects and the creation of programmes for the development of practical skills and personal autonomy for students with disabilities;
- ESRA8. The student will be able to plan and implement individual and group counselling sessions and specific therapies for people with disabilities;
- ESRA9. The student will be able to organise and plan learning activities for students with disabilities;
- ESRA10. The learner will be able to apply different forms of assessment and document management in order to collect, record, store student data and produce specialised reports;
- ESRA11. The student will be able to organise meetings with pupils, parents, school management and other relevant professionals involved in the care of pupils to develop individualised educational plans that promote pupils' development;
- ESRA12. The student will be able to apply the acquired knowledge to the realisation and implementation of educational research (action research, case studies, etc.).

¹⁰ *Skill* is the ability to apply and use knowledge to accomplish tasks and solve problems. Skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments). Skills are expressed by the following descriptors: application, transfer and problem solving, critical and constructive reflection, creativity and innovation.

c) Responsibility and autonomy¹¹ - According to the European Qualifications Framework (EQF), the learning outcomes at level 6 of qualification, corresponding to undergraduate studies, involve *managing complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study situations and taking responsibility for managing the professional development of individuals and groups:*

- ESRRA1. Managing complex technical or professional activities or projects by taking responsibility for decision making in unpredictable work or study situations;
- ESRRA2. Taking responsibility for managing the professional development of individuals and groups;
- ESRRA3. Knowledge of specific legislation and governance;
- ESRRA4. Promoting non-discrimination and equity in society;
- ESRRA5. Promoting and campaigning for the rights of people with disabilities;
- ESRRA6. Promoting and campaigning for the social, educational and professional integration of people with disabilities;
- ESRRA7. Observe the ethical code and professional ethics.

3. Occupations that can be practiced on the labour market

- *Psychologist specialising in special pedagogical psychology - COR Code 263408*
- *Psycho-educational Teacher - COR Code 263412*
- *Speech and language therapist - Code COR 226603*
- *Researcher in special educational psychology - COR Code 263417*
- *School Counsellor - COR Code 235903*

4. Providing flexible learning pathways within the study programme

Flexible learning pathways within the *Special Educational Psychology* study programme are ensured by offering 9 packages of optional subjects, which include: *Specialised practice in special education, Specialised practice in integrated special education, Social psychology of disability, Behavioural psychotherapies, Non-formal education and community development, Alternative and augmentative communication systems. Braille and LMG, Assistive and access technologies for people with disabilities, Introduction to psychotherapy, Advocacy for people with disabilities, Specific interventions in neurodevelopmental disorders, Psychopedagogy of*

¹¹ *Responsibility and autonomy* means the learner's ability to apply his/her knowledge and skills autonomously and responsibly.

multiple/associated disabilities, Early identification and early intervention, Family counselling, Case management in inclusive education.

Students can choose one of two or three subjects for each package.

The optional subjects offered are *Entrepreneurship Competences* and *Entrepreneurship Competences - practical applications, Didactics of mathematics in primary education, Didactics of Romanian language and literature, Physical education, psychomotor education and didactics, Plastic education and didactics of plastic education.*

At the West University of Timisoara, all the curricula of the undergraduate degree programmes have a compulsory complementary subject that generates transversal competences, in each of the 3rd, 4th and 5th semesters, which students choose from an annual offer of more than 160 subjects from different fields than the one in which they study (the offer of complementary subjects that generate transversal competences for students of the undergraduate degree programmes at UVT can be consulted on the platform www.dct.uvt.ro). Also, all the curricula of the undergraduate degree programmes contain the four-semester *Physical Education* subject as a compulsory subject, with students having the possibility to opt for a wide range of sports subjects each semester.

In accordance with the provisions of *the Regulation on the development of curricula for study programmes at the West University of Timisoara*, in order for students to receive credits for volunteering activities based on the provisions of the National Education Law no. 1/2011, as amended (Article 203, paragraph (9)), the subject of Volunteering is available every semester in the curricula of all undergraduate and master's degree programmes, with the status of optional subject, with a number of 2 ECTS credits.

5. Professional activity and student assessment

The rights, obligations and conditions for the professional activity of students at the West University of Timisoara are regulated by the *Code of Students' Rights and Obligations and the Regulation on the professional activity of students in undergraduate and master's degree courses at the West University of Timisoara*, approved by the Senate of the West University of Timisoara.

The form and methods of assessment/examination for each subject in the curriculum are set out in the subject descriptions.

6. Final exam

In accordance with the *Regulations on the organisation and conduct of the examinations for the completion of undergraduate and master's degree studies at the West University of Timisoara*, approved by the UVT Senate, the examination for the completion of undergraduate studies in any undergraduate degree programme organised at UVT consists of two parts:

- test 1 assessing basic and specialist knowledge: **5 credits**;
- test 2 of elaboration and presentation of the results of the bachelor thesis: **5 credits**.

The topics and bibliography corresponding to the final exams are published on the website of each faculty and/or on the UVT website before the beginning of each academic year.

Registration for the final examination is subject to the student's choice of the subject of the final thesis within 60 days of the beginning of the academic year of the final year of study.

Submission of the final version of the final paper on the e-learning platform must be done at least 5 working days before the scheduled starting date of the exam.

Each graduation thesis will be accompanied, at the time of submission, by the *Similarity Report* resulting from the verification of the originality of the graduation thesis through a specialised software on the UVT e-learning platform.

According to the structure of the academic year, at UVT the final exams for the completion of the university studies can be organized in 3 sessions, usually in July, September and February.

7. Preparation for the teaching profession

For the undergraduate programme *Special Psycho-pedagogy*, the psycho-pedagogical subjects related to the *Psycho-pedagogical Training Programme for the Certification of Competences for the Teaching Profession, Level I*, are included in the curriculum as follows:

- *Educational Psychology* (2-2, 6 credits, first year);
- *Pedagogy I (Foundations of Pedagogy and Curriculum Theory and Methodology, 2-2, 2-2, 10 credits, first year)*
- *Pedagogy II (Theory and Methodology of Training, Theory and Methodology of Assessment, 2-2, 2-2, 10 credits, year II)*
- *Classroom Management (Classroom Management of Students with CES, 2-1, 3 credits, year III)*
- *Speciality Didactics (Didactics of teaching in special/integrated education, 2-2, 5 credits, year II)*
- *IAC (Computer Assisted Training, 1-1, 3 credits, year I)*
- *Pedagogical Practice (Pedagogical Practice I, 3 hours, 4 credits, year III, sem. I)*
- *Pedagogical Practice (Pedagogical Practice II, 3 hours, 3 credits, year III, sem. II)*

Thus, for the Bachelor's degree programme in *Special Psychopedagogy*, students do not need to complete the *Psycho-pedagogical Training Programme for the Certification of Competences for the Teaching Profession, Level I*, in order to enter the teaching profession.

LIST OF SUBJECTS STUDIED, GROUPED BY YEAR AND SEMESTER OF STUDY

SPECIAL EDUCATION

Year of study I

Academic year 2023-2024

It. no.	Subject	C1	C2	Subject code	Semester I				Semester II					
					Number of hours/week				No. of credits	Number of hours/week				No. of credits
					C	S	L	P		C	S	L	P	
1.	Foundations of Pedagogy	DF	DO	FSPSE001	2	2			5					
2.	Foundations of Psychology	DF	DO	FSPSE002	2	2			5					
3.	History of educational paradigms	DF	DO	FSPSE004	2				2					
4.	Foundations of special educational psychology	DF	DO	FSPSE003	2	2			5					
5.	Curriculum theory and methodology	DF	DO	FSPSE005						2	2			5
6.	Introduction to social pedagogy	DF	DO	FSPSE006						2	1			3
7.	Developmental psychology	DS	DO	FSPSE009						2	2			4
8.	Educational psychology of children with learning difficulties	DS	DO	FSPDSE101	2	1			4					
9.	Learning theories, methods and techniques	DS	DO	FSPSE007	1	1			2					
10.	Introduction to special psychodiagnosis	DS	DO	FSPSE102	2	2			5					
11.	Educational psychology	DS	DO	FSPSE008						2	2			5
12.	Computer assisted instruction	DS	DO	FSPSE010						1		1		3
13.	Introduction to psychopathology	DS	DO	FSPSE103						2	1			3
14.	Specialised practice	DS	DO	FSPSE104									2	2
15.	Neurodevelopmental disorders	DS	DO	FSPSE105						2	1			3
16.	Foreign language I	DC	DOP	FSPSE011		2			2					
17.	Foreign language II	DC	DOP	FSPSE012							2			2
18.	Physical Education I	DC	DO	FSPSE013				1	1					
19.	Physical Education II	DC	DO	FSPSE014									1	1

20	Professional counselling and career guidance	DC	DO	FSPSE015		1			1					
21.	Ethics, Integrity and Academic Writing	DC	DO	FSPSE016	1	1			2					
TOTAL					14	14			30	13	11	1	2 + 1	30
Total teaching hours per week					28+1					27+1				

ELECTIVE SUBJECTS

Elective subjects														
It. no.	Subject	C1	C2	Subject code	Semester I				Semester II				Number of credits	
					Number of hours/week				Number of hours/week					
					C	S	L	P	C	S	L	P		
1.	Volunteering I	DC	DFAC	FSPSE133				1	2					
2.	Volunteering II	DC	DFAC	FSPSE134								1	2	

Caption

C1	content criterion
C2	mandatory criterion
DF	core subjects
DD	field subjects (where applicable)
DS	specialist subjects
DC	complementary subjects
DO	compulsory (required) subjects
DOP	elective subjects
DFAC	optional subjects
CP	professional competence
CT	cross-competence
C	course-type teaching activity
S	seminar-type teaching activity
L	practical laboratory-type teaching activity
P	teaching activity as an internship

Subject code: <faculty><department><subject no.>

SPECIAL EDUCATION

Year of study II
Academic year 2024-2025

It. no.	Subject	C1	C2	Subject code	Semester I				Semester II					
					Number of hours/week				No. of credits	Number of hours/week				No. of credits
					C	S	L	P		C	S	L	P	
1.	Theory and Methodology of Training	DF	DO	FSPSE017	2	2			5					
2.	Theory and Methodology of Assessment	DF	DO	FSPSE018						2	2		5	
3.	Research Methodology in Educational Sciences	DF	DO	FSPSE019						2	2		5	
4.	Educational psychology of children with emotional-behavioral disorders	DS	DO	FSPSE106	2	1			4					
5.	Didactics of activities in special and inclusive education	DS	DO	FSPSE107	2	2			4					
6.	Introduction to Speech Therapy	DS	DO	FSPSE048	2	1			3					
7.	Psychopedagogy of the visually impaired	DS	DO	FSPSE108	2	1			4					
8.	Specialised practice in special education	DS	DOP	FSPSE109										
	Specialised practice in integrated special education						2	2						
9.	Social psychology of disability	DS	DOP	FSPSE111	1	1			2					
	Behavioural psychotherapies			FSPSE143										
10.	Non-formal education and community development	DS	DOP	FSPSE029	1	1			2					
	Alternative and augmentative communication systems. Braille and LSR			FSPSE112										
11.	Educational psychology of people with intellectual disabilities	DS	DO	FSPSE113						2	1		4	
12.	Educational psychology of the hearing impaired	DS	DO	FSPSE114						2	1		4	
13.	Methodology of psychopedagogical intervention	DS	DO	FSPSE115						2	1		3	
14.	Management of educational programs and projects	DS	DOP	FSPSE031						2			2	
	Educational marketing			FSPSE049										
15.	Education of children with high abilities	DS	DOP	FSPSE036						1	1		2	

	Occupational therapies for people with disabilities	DS	DOP	FSPSE116										
16.	Specialised practice in special education	DS	DOP	FSPSE117									2	1
	Specialised practice in integrated special education			FSPSE118										
17.	Elective complementary subject forming cross-competences I	DC	DOP	FSPSE020	1	1			2					
18.	Elective complementary subject forming cross-competences II	DC	DOP	FSPSE021						1	1			2
19.	Foreign language III	DC	DOP	FSPSE022		2			2					
20.	Foreign language IV	DC	DOP	FSPSE023							2			2
21.	Physical Education III	DC	DO	FSPSE024				1	1					
22.	Physical Education IV	DC	DO	FSPSE025									1	1
	TOTAL				13	12		2	30	14	11		2	30
								+					+	
								1					1	
	Total teaching hours per week								27+1				27+1	

ELECTIVE SUBJECTS

Elective subjects														
It. no.	Subject	C1	C2	Subject code	Semester I				Semester II				Number of credits	
					Number of hours/week				Number of credits	Number of hours/week				
					C	S	L	P		C	S	L		P
1.	Volunteering III	DC	DFAC	FSPSE135				1	2					
2.	Volunteering IV	DC	DFAC	FSPSE136								1	2	
3.	Entrepreneurship Competences	DC	DFAC	FSPSE139	1	1			2					
4.	Entrepreneurship Competences - practical applications	DC	DFAC	FSPSE140							2	2		
5.	Didactics of mathematics in primary education	DC	DFAC	FSPSE081	2	2			4					
6.	Didactics of Romanian language and literature	DC	DFAC	FSPSE085						2	1			3

Caption

C1	content criterion
C2	mandatory criterion
DF	core subjects
DD	field subjects (where applicable)
DS	specialist subjects
DC	complementary subjects
DO	compulsory (required) subjects
DOP	elective subjects

DFAC	optional subjects
CP	professional competence
CT	cross-competence
C	course-type teaching activity
S	seminar-type teaching activity
L	practical laboratory-type teaching activity
P	teaching activity as an internship

Subject code: <faculty><department><subject no.>

SPECIAL EDUCATION

Year of study III
Academic year 2025-2026

It. no.	Subject	C1	C2	Subject code	Semester I				Semester II					
					Number of hours/week				No. of credits	Number of hours/week				No. of credits
					C	S	L	P		C	S	C	S	
1.	Educational research: data processing and interpretation	DF	DO	FSPSE026	2	2			4					
2.	Educational and social policies	DF	DO	FSPSE027						2	1			4
3.	Educational psychology of people with neuromotor disabilities	DS	DO	FSPDSE130	2	1			4					
4.	Therapy of language disorders	DS	DO	FSPDSE120	1	2			3					
5.	Classroom/preschool management	DS	DO	FSPSE028	2	1			4					
6.	Psycho-diagnosis of people with disabilities	DS	DO	FSPDSE121	1	2			3					
7.	Assistive and access technologies for people with disabilities	DS	DOP	FSPDSE122	2	1			3					
	Introduction to psychotherapy			FSPDSE123										
9.	Advocacy for people with disabilities	DS	DOP	FSPSE046	1	1			2					
	Specific interventions in neurodevelopmental disorders			FSPDSE124										
10.	Educational psychology of multiple/associated disabilities	DS	DOP	FSPDSE125	1	1			2					
	Early identification and early intervention			FSPDSE126										

11.	Pedagogical practice I	DS	DO	FSPDSE127				3	3							
12.	Didactics of organization and implementation of complex and integrated educational therapies (CIIT)	DS	DO	FSPDSE119						2	1				4	
13.	Educational support for vulnerable groups	DS	DO	FSPSE033						2	1				3	
14.	Inclusive education of children with SEN	DS	DO	FSPSE032						2	1				4	
15.	Management of education and care institutions for children with SEN	DS	DO	FSPDSE129						2	1				4	
16.	Educational Counseling	DS	DO	FSPSE030						2	1				3	
17.	Pedagogical Practice II	DS	DO	FSPDSE131									3		3	
18.	Research Practice (in relation to the license)	DS	DO	FSPDSE132									3		2	
19.	Family Counseling	DS	DOP	FSPSE034						2	1				3	
	Case Management in Inclusive Education			FSPSE050												
Elective subjects																
20.	Elective complementary subject forming cross-competences III	DC	DOP	FSPSE035	1	1				2						
TOTAL					13	12			3	30	14	7		6	30	
Total teaching hours per week					28					27						

ELECTIVE SUBJECTS

Elective subjects														
It. no.	Subject	C1	C2	Subject code	Semester I				Number of credits	Semester II				Number of credits
					Number of hours/week					Number of hours/week				
					C	S	L	P		C	S	L	P	
1.	Volunteering V	DC	DFAC	FSPSE137				1	2					
2.	Volunteering VI	DC	DFAC	FSPSE138								1	2	
3.	Physical education, psychomotor education and didactics	DC	DFAC	FSPSE141	1	1			3					
4.	Plastic education and didactics of plastic education	DC	DFAC	FSPSE142						1	2			3

Caption

C1	content criterion
C2	mandatory criterion
DF	core subjects
DD	field subjects (where applicable)

DS	specialist subjects
DC	complementary subjects
DO	compulsory (required) subjects
DOP	elective subjects
DFAC	optional subjects
CP	professional competence
CT	cross-competence
C	course-type teaching activity
S	seminar-type teaching activity
L	practical laboratory-type teaching activity
P	teaching activity as an internship

Subject code: <faculty><department><subject no.>

GENERAL ASSESSMENT I (by content criterion)

It. no.	Subject type	Total number of hours						Total		Provision for specific ARACIS standards
		1st year		2nd year		3rd year		Hours	% of total	
		Course	S/L	Course	S/L	Course	S/L			
1.	Core	12	9	6	6	4	3	40	24,84%	Minimum 20%
2.	Field (if any)									
3.	Specialist	14	14	19	13	22	24	106	65,83%	Minimum 50%
4.	Complementary	-	5	2	6	1	1	15	9,31%	Minimum 5%
TOTAL		26	28	27	25	27	28	161		

GENERAL ASSESSMENT II (according to the mandatory criterion)

It. no.	Subject type	Total number of hours						Total		Provision for specific ARACIS standards
		1st year		2nd year		3rd year		Hours	% of total	
		Course	S/L	Course	S/L	Course	S/L			
1.	Mandatory	26	24	20	16	20	22	128	79,51%	Minimum 70%
2.	Elective	0	4	7	9	7	6	33	20,49%	Minimum 20%
3.	Optional		2	5	8	2	5	22		<i>Not included in the calculation of totals</i>
TOTAL		26	28	27	25	27	28	161		

Head of study program,
Assoc. Prof. PhD Mihai PREDESCU

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