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Оригінал Положення про організацію
інклюзивного навчання здобувачів
вищої освіти в СумДУ
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MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

Sumy State University

REGULATION

on the Organization of Inclusive Education for Applicants for Higher Education at Sumy State University

(Version 01)

1. GENERAL PROVISIONS AND BASIC DEFINITIONS

1.1 “The Regulation on the Organization of Inclusive Education for Applicants for Higher Education at Sumy State University” (hereinafter – the Regulation) regulates the conditions and procedure for inclusive education of applicants for higher education of all forms and levels.

1.2 The Regulation is applied in the part that does not contradict the current legislation, the regulatory framework of the national and intra-university levels, orders and directives of the relevant officials.

1.3 The Regulation is placed in the electronic Register of the main current regulatory framework for the quality management system of the university, and is a component of its official website.

1.4 In this Regulation, the terms are used in the following meaning:

□ **Person with special educational needs** - a person who requires additional permanent or temporary support in the educational process in order to ensure his/her right to education.

□ **Applicant for education with special educational needs** - a person with special educational needs, who is receiving education at an institution of higher education.

□ **Inclusive education** - a system of educational services guaranteed by the state based on the principles of non-discrimination, considering human diversity, effective involvement and inclusion in the educational process of all its participants.

□ **Inclusive group** - a group in a higher education institution, where one or more persons with special educational needs study along with other applicants for education.

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□ **Inclusive educational environment** - a set of conditions, methods and means of their implementation for joint training, upbringing and development of applicants for education, considering their needs and capabilities.

2 ORGANIZATIONAL CONDITIONS FOR INCLUSIVE LEARNING

2.1 The main goal of organizing inclusive education at SumDU is to implement the right of persons with special educational needs to receive high-quality higher education, considering the needs and capabilities of such persons.

2.2 Inclusive education at SumDU is implemented using personality-oriented technologies - forms of organizing the educational process aimed at providing psychological and pedagogical conditions for motivating the educational activities of an applicant for higher education with special educational needs. These technologies are implemented through the variability and alternativeness of the content and forms of education, consider the individual characteristics of the applicant for higher education, his state of health, the characteristics of the perception of educational information and life goals to ensure conditions for active cognitive activity, self-control and creating a situation of success in educational activities.

2.3 Applicants for “Bachelor’s,” “Master’s” and “Ph.D.’s” degrees have the right to inclusive education, namely, the applicants with special educational needs of the following categories:

- with impaired vision, hearing, musculoskeletal system; diseases of the nervous system;
- with mental retardation, intellectual disabilities, complex speech disorders (including dyslexia), other complex developmental disorders (including autism spectrum disorders);
- with a pacemaker or other electronic implant or device;
- having diseases that require constant medical supervision, or the periodic implementation of individual medical procedures to ensure human life and/or control its condition;
- residing in the temporarily occupied territory, or in settlements on the territory of which state authorities temporarily do not exercise their powers, or in settlements located on the line of military contact;
- having the status of “internally displaced” and other categories defined by regulatory legal acts.

2.4 Inclusive training of applicants with special educational needs at SumDU provides individual training according to an individual schedule in general academic groups or training in inclusive groups.

2.5 The specifics of training applicants with special educational needs in the form of an individual schedule are regulated by the “Regulation on the procedure for training applicants for higher education according to an individual schedule” at Sumy State University.

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2.6 An inclusive group is created in the presence of a written request from an applicant with special educational needs according to the template in Appendix 1 or one of the parents (other legal representatives) according to the template in Appendix 2. An individual rehabilitation programme for a person with a disability (if any) is attached to the application as well as other documentation confirming that the person has special educational needs.

2.7 The maximum number of students with special educational needs in one group is determined based on the individual characteristics of educational and cognitive activities of such students, specialties, classroom suitability, etc.

2.8 An inclusive group is formed by the order of the Rector according to the template of Appendix 3 and provides for the granting of the status of an "inclusive group" to the one among whose applicants there is an applicant(s) with special educational needs.

3. PECULIARITIES OF IMPLEMENTATION OF INCLUSIVE LEARNING

3.1 Based on the application of paragraph 2.8, the Director of the institute/Dean of the faculty organizes work to provide applicants for education with special educational needs with special educational and rehabilitation support, which provides for:

- Training and organizational support, which includes:
 - preparation of an individual curriculum for the applicant using personality-oriented teaching methods and considering the individual characteristics of educational and cognitive activities, recommendations of an individual rehabilitation programme for a person with a disability (if any) and/or a conclusion on a comprehensive psychological and pedagogical assessment of the applicant's development (if any) provided by inclusive resource centers. An individual curriculum may provide for, if required in a specific case, the introduction of the necessary modifications and adaptations of teaching methods and strategies, types of training sessions and tasks (replacing laboratory classes and/or practical exercises with the implementation of tasks specially developed by the department, etc.), current and final assessment, etc.;
 - preparation of special individual tasks, covering the content of the disciplines of the curriculum, with the use of optimal forms of interaction of the applicant for higher education, including distance technology, e-learning and blended learning;
 - ensuring the accessibility of classrooms for students with special needs or inclusive groups in which they study;
 - planning classes in buildings and classrooms equipped in accordance with state building codes, rules and standards - ДБН В.2.2-17: 2006 “Buildings and structures. Availability of buildings and structures for low mobility groups”;
 - monitoring the implementation of the individual curriculum;
 - organization of individual consultations and control measures.

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- Psychological and pedagogical support, including the provision of psychological and pedagogical assistance (individual counseling, psychological diagnostics, psychoprophylactic and training work, etc.) to applicants for education with special educational needs during the educational process, which is provided by the staff of the Psychological Service of SumDU.
- Social support, which provides for the creation of conditions for social and household support for applicants for education with special educational needs, including the provision of information and assistance in settling in a hostel, obtaining technical means of rehabilitation, organizing volunteer assistance to support such applicants for education. Social support is provided by the staff of the Department of Social Work with Student Youth of SumDU.

4. FINAL PROVISIONS

4.1 The Regulation enters into force from the next day after its approval by order of the Rector.

4.2 By order of the Rector or by order of the Rector by decision of the Academic Council of the University or the relevant advisory body, the Regulations may be amended and supplemented. In the same order, the Regulations shall be repealed.

4.3 University officials are responsible for updating the Regulations and monitoring compliance with its requirements in accordance with their functional responsibilities.

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Template version 01.
Approved by order
No. 0823-I dated November 11, 2019

AGREED

(Signature)

To the First Vice-Rector _____
(surname and initials)

From the applicant for higher education _____

(Surname, name and patronymic name of the applicant for higher education)

(Bachelor/Master/Ph.D.)

of the group _____
(Abbreviation of the group)

APPLICATION for transfer to study in an inclusive group

I kindly ask you to transfer me to study in an inclusive group due to

(Give reason ¹⁾)

for the period from _____, 20__ to _____, 20__.

I have read and agree with the terms of transfer to study in an inclusive group.

Find attached to the application:

_____ 2).

_____, 20__.

(Signature)

_____ Include in the list of applicants to the academic group _____, which has/does not have inclusive status

(Position³⁾)

(Abbreviation of the unit)

(Signature)

(Surname and initials)

¹⁾ Specify "disability" as "inability to attend an educational institution (according to the recommendations of the health and social protection authorities)," etc.;

²⁾ Specify the type of document confirming that a person has special educational needs (individual rehabilitation programme for a person with a disability, etc.);

³⁾ Specify:

- Director of the Institute (Dean of the Faculty) - for applicants for educational degrees "Bachelor" and "Master" of full-time education;
- Director of the Department for Human Resources and Staff Development - for applicants for the degree of "Doctor of Philosophy";

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- Director of the Center for Extramural and Distance Education - for the transfer of applicants for educational degrees "Bachelor" and "Master" of distance learning.

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Approved by order
No. 0823-I dated November 11,
2019

AGREED

(Signature)

To the First Vice-Rector _____

(Surname and initials)

(Surname, name and patronymic name of one of the relatives (other legal representatives of the applicant for higher education))

APPLICATION for transfer to study in an inclusive group

I kindly ask you to transfer

(Surname, name and patronymic name of the applicant for higher education)

to study in an inclusive group due to

(Give reason ¹⁾)

for the period from _____, 20__ to _____, 20__.

The applicant has read and agrees with the terms of transfer to study in an inclusive group.

Find attached to the application:

_____ ²⁾.

_____, 20__.

(Signature)

Include in the list of applicants to the academic group. _____, which has/does not have inclusive status

(Position³⁾)

(Abbreviation of the unit)

(Signature)

(Surname and initials)

¹⁾ Indicate as "disability", "inability to attend an educational institution (according to the recommendations of the health and social protection authorities)", etc.;

²⁾ Indicate the type of document confirming that a person has special educational needs (an individual rehabilitation programme for a person with a disability, etc.);

³⁾ Indicate:

- Director of the Institute (Dean of the Faculty) - for transferring to individual training in personal technologies of applicants for educational degrees "bachelor" and "master" of full-time education;
- Director of the Department for Human Resources and Staff Development - for transfer to individual training in personal technologies of applicants for the educational degree "Doctor of Philosophy";
- Director of the Center for Extramural and Distance Education - for transferring to individual training in personal technologies of applicants for educational degrees "bachelor" and "master" of correspondence courses