

<b>Study programme:</b> Special Education and Rehabilitation			
<b>Type and level of studies:</b> Basic Academic			
<b>Title of the subject:</b> Inclusion and Integration			
<b>Lecturers:</b> Jasmina M. Kovačević, Ivana B. Veselinović			
<b>Course status:</b> Elective mutual course for multiple modules			
<b>ECTS:</b> 5			
<b>Prerequisites:</b> /			
<b>Aim:</b> Introducing inclusive education models, preparing students for the implementation of inclusive education and development of individual educational plans in support of inclusive education. Development of positive attitudes towards inclusive education.			
<b>Outcomes:</b> Students are able to implement inclusive education, develop individual educational plans, support and assist teachers, parents and students in inclusive education.			
<b>Content</b>			
<p><i>Lectures:</i> From integration to inclusion; Legal framework for inclusive education; Models of inclusive education; Types of indirect and direct support in inclusive education; Individual educational plan; Assessment of students by IEP( Individual Educational Plan); Monitoring the application and evaluation of IEPs; Preparedness of regular schools for inclusive education; Preparedness of a disabled child for inclusion in inclusive education. Partner relationship of parents and school. Connecting schools with associations of parents of children with disabilities and children of proper development. Cooperation of the school with health, social security and other institutions.</p> <p><i>Practical Exercises:</i> Preparing students to accept children with disabilities. Development of individual plans and programs for support in educational work. Assessment and monitoring of development and educational achievements of children with developmental disabilities. - individualization in evaluation of school results. Organization and realization of additional work, free activities with children with developmental disabilities.</p>			
<b>Literature</b>			
<ol style="list-style-type: none"> <li>1. Kovacevic, J., Macesic-Petrovic, D. (2012). Inclusive education-Empirical experience from Serbia, <i>Intertational Journal of Educational Development</i>, vol.32.br. 3.str. 463-470</li> <li>2. Kovačević, J. (2011). <i>Dete sa posebnim potrebama u redovnoj školi</i>, Univerzitet u Beogradu-Učiteljski fakultet. ISBN 978-86-7849-147-4</li> <li>3. Radić-Šestić, M., Kovačević, J. (2010). <i>Upravljanje inkluzivnom školom i uloga specijalnog edukatora-rehabilitatora</i>, Univerzitet u Beogradu-Fakultet za specijalnu edukaciju i rehabilitaciju, ISBN 978-86-6203-000-9, str. 334</li> <li>4. Jasmina Kovačević, Zora Jachova (2016). Creating Inclusive Practice, In Vlado Timovski (Eds) <i>10th International Balkan Education and Science Congress on the topic of "Education and globalization"</i>. (pp.921-932). Ss. Cyril and Methodius University-Skopje Faculty of Pedagogy „St. Kliment Ohridski“-Skopje, Republic of Macedonia, ISBN 978-9989-823-49-7</li> </ol>			
<b>Number of active classes per week:</b> 3	<b>Lecture:</b> 2		<b>Practical work:</b> 1
<b>Teaching methods:</b> collaborative learning; group work, interactive teaching; cooperative work model with the application of individual, group and tandem work; work on research tasks; term paper; literature review; class presentations.			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	10		
practical teaching	10	<i>Oral examination</i>	50
midterm(s)	15	.....	
seminars	15		