



**UNIVERSITY OF ZAGREB, FACULTY OF EDUCATION AND  
REHABILITATION SCIENCES**

**PROPOSAL OF THE DOCTORAL STUDY PROGRAMME**

**SPEECH, LANGUAGE AND HEARING DISORDERS**

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## A. OVERVIEW OF THE STUDY PROGRAMME

### A.1. GENERAL INFORMATION ON THE PROPOSED DOCTORAL STUDY

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**A.1.1. NAME OF THE PROPOSED DOCTORAL STUDY**

Postgraduate doctoral programme Speech, language and hearing disorders

**A.1.2. NAME OF THE PROVIDER OF THE STUDY PROGRAMME AND THE COOPERATING INSTITUTION(S) PARTICIPATING IN THE STARTING AND IMPLEMENTATION OF THE DOCTORAL STUDY**

Faculty of Education and Rehabilitation Sciences

**A.1.3. NAME OF THE IMPLEMENTER OF THE STUDY PROGRAMME**

Faculty of Education and Rehabilitation Sciences, Department of Speech and Language Pathology

**A.1.4. SCIENTIFIC FIELD AND DISCIPLINE OF THE PROPOSED STUDY PROGRAMME**

**Area:** Social sciences

**Field:** Speech and Language Pathology

**Branch (if the doctoral study is performed in a branch):**

**A.1.5. DURATION OF THE DOCTORAL STUDY IN ACCORDANCE WITH THE REGULATIONS (IN YEARS)**

3

**A.1.6. NUMBER OF REQUIRED COURSES/MODULES**

8 courses

**A.1.7. NUMBER OF ELECTIVE COURSES/MODULES OFFERED WITHIN THE DOCTORAL STUDY**

16 courses in 3 modules

**A.1.8. ACADEMIC TITLE EARNED UPON COMPLETION OF THE DOCTORAL STUDY**

Doctor of Philosophy (Ph.D.) in Social Sciences, in the field of Speech and Language Pathology

**A.1.9. PROPOSED SMALLEST NUMBER OF DOCTORAL STUDENTS FOR ONE ACADEMIC YEAR**

8

**A.1.10 PROPOSED HIGHEST NUMBER OF DOCTORAL STUDENTS FOR ONE ACADEMIC YEAR**

12



## A.2. INTRODUCTION

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### A.2.1. REASONS FOR STARTING THE PROPOSED DOCTORAL STUDY

#### A.2.1.1. Justifiability of starting the new doctoral study with regard to existence of similar doctoral studies at the University of Zagreb

Postgraduate doctoral programme *Speech, Language and Hearing disorders* is the highest earned educational level (degree) designed as a research oriented programme of study intended for further scientific development of professionals who obtained a degree in speech and language pathology, but also graduates with degrees in other related areas whose scientific interests are aimed at issues embodied in speech, language and hearing sciences. Study programme of Speech and Language Pathology is organised according to the principles of the Bologna process. Currently, the programme is organised at the undergraduate and graduate level at the University of Zagreb and as such, represents a unique programme in the Republic of Croatia. Accordingly, it is justifiable that the highest earned educational degree – postgraduate level – is offered at the same university, at the Department of Speech and Language Pathology of the Faculty of Education and Rehabilitation Sciences.

#### A.2.1.2. Usefulness of the proposed doctoral study with regard to needs of research activities in the public and private sectors, and possibilities of employment;

Postgraduate programme *Speech, Language and Hearing disorders* is the highest degree of research advancement in scientific field of speech and language pathology which enables doctoral students to perform complex research tasks in order to enable them to develop research careers as independent researchers or members of interdisciplinary research teams in the field of speech and language pathology. This doctoral program encompasses all four branches of the scientific field of speech and language pathology: 5.09.01. communication and language disorders, specific learning disability; 5.09.02. voice and speech disorders; 5.09.03. hearing loss; 5.09.04. swallowing and feeding disorders. However, special emphasis is placed on research methodology and application of current assessment materials in addition to comprehensive research designs aiming to examine the nature of the phenomena of interest, correlations between them, as well as the causes of their origin. Focusing on current research trends and topics, involvement of leading researchers in the area of speech and language area in the doctoral program and collaboration with other researchers and doctoral programmes represent some of the principles included in the creation of this programme which are in concordance with establishing doctoral programmes within the Bologna process framework.

Speech and language pathology (SLP) services are greatly needed in the society, which is reflected in high numbers of employed SLPs. A high percentage of developmental disorders (approximately 10% of various language, speech and communication difficulties in preschool and school children) and a growing number of neurological disorders and the overall ageing of Croatian population indicate that the needs for the services provided by the SLP profession are growing. Likewise, the necessity of the development of novel therapy approaches, clinical tests as well as technological and computer based solutions to serve as therapy and daily life support for individuals with developmental and acquired difficulties are growing more pronounced. Development and application of novel solutions in diagnostics and therapy (in public and private sector) will be possible only with the support of basic theoretical and methodological knowledge provided by the new doctoral programme.

#### A.2.1.3. Usefulness of the proposed doctoral study with regard to stimulation of social and economic development

There is an expectancy for doctoral students to become competent in activities associated with applied and developmental research upon completion of their programmes by integrating various theoretical and methodological approaches within their research. European research network aims to increase the number of applied research initiatives to significantly surpass the number of studies focused on basic science research studies. Such applied research efforts can enhance national economies by primarily supporting small and mid-size entrepreneurship companies with direct benefit for the society. Such research directly

ensures transfer of knowledge and newly developed services to the market. In order to achieve such transfer, it is necessary to develop high technology solutions characterised by wide applicability and long-term usability.

Direct products of applied research contribute to the social component of sustainable development as well, as they increase the quality of life of individuals with language, speech, hearing and communication disorders. For example, development of different computer softwares and applications created to assist individuals with language, speech and communication disorders focuses on the perspective of ensuring equal access to education, social inclusion and competitiveness at the labour market.

#### **A.2.1.4. Foundation of the proposed study programme on competitive scientific research, and on new insights, knowledge and skills**

The proposed doctoral programme *Speech, Language and Hearing disorders* is founded on competitive scientific research initiatives funded by national or European funding agencies. In the last five years, the professors at the Department of Speech and Language Pathology have been involved in the following projects:

- *Adult language processing* (Croatian Research Fund, HRZZ-2421) (2014-2017) PI: Jelena Kuvač Kraljević, PhD;
- *Coordinating parenthood and work life through multidisciplinary social services* (EU - European social fund; HR.2.3.04-0166) within the Call for proposals – Expanding the social services network in the community – phase 3 (2015-2016) PI: Jasmina Ivšac Pavliša, PhD;
- *Interdisciplinary approach in development of linguistic and cognitive model of dyslexia in adults* (HR.3.2.01-0247) within the Call for proposals HR.3.2.01 Research scholarship for professional development of young researchers and postdoctoral fellows (2015-2016) PI: Jelena Kuvač Kraljević, PhD;
- *Computer assistant supporting text input for individuals with language disorders* (EU – Structural fund; RC.2.2.08-050) within the Call for proposals – Strengthening capacities for research, development and innovation (2014-2016) PI: Jelena Kuvač Kraljević, PhD;
- *Prerequisites of academic equality: Early recognition of language disorders* (EU - Human Resources Development) with the Call for proposals – Integration of groups in adverse positions into the mainstream educational system (2013-2015) PI: Jelena Kuvač Kraljević, PhD;
- *Development of diagnostic procedures assessing language disorders using neurocognitive methods* within the Call of proposals – University of Zagreb Development Fund (2012-2013) PI: Marijan Palmović, PhD;
- *Cognitive and language development of children with neurodevelopmental risk* (MZOS 013-1081870-2627; 2007-2013) PI: Marta Ljubešić, PhD;
- *Higher cortical functions and language: developmental and acquired disorders* (MZOS 013-0131484-1488; 2007-2013) PI: Melita Kovačević, PhD;
- *Auditory processing disorders in school aged children* (MZOS 013-0000000-3278; 2007-2013) PI: Mladen Heđever, PhD;
- *Bilingual communication between the deaf and the hearing* (MZOS 013-1301001-0910; 2007-2013) PI: Sandra Bradarić-Jončić, PhD;
- *Aphasia and traumatic brain injuries* (MZOS 013-0000000-2350; 2007-2013) PI: Tatjana Prizl-Jakovac, PhD;
- *Introduction of the system of research based (early) autism diagnostics in the Republic of Croatia* (Croatian Energy, Adris Foundation, Croatian Telekom; 2011-2012.) PI: Maja Capanec, PhD

This list of projects reflects the ability of researchers proposing the current doctoral program to successfully apply and receive funds from national as well as European research funding agencies. Also, members of the Department of Speech and Language Pathology have been leading projects funded by research grants awarded by the University of Zagreb since 2013. These projects are:

- *Profiles of communicative and adaptive skills in various clinical subgroups* (2015) PI: Maja Ceganec, PhD;
- *Language processing in adult Croatian speakers* (2015) PI: Marijan Palmović, PhD;
- *Language function in individuals with aphasia* (2014) PI: Marijan Palmović, PhD;
- *Analysis of key behavioural characteristics of children with autism as a prerequisite of quantification of developmental profiles* (2014) PI: Maja Ceganec, PhD;
- *Auditory processing in children with speech and language disorders* (2013-2014) PI: Mladen Heđever, PhD;
- *Word processing in individuals with language impairment* (2013-2014) PI: Marijan Palmović, PhD;
- *From early communication to literacy development in children with autistic spectrum disorder: the role of executive functions* (2013- 2014) PI: Marta Ljubešić, PhD.

Active participation of the members of the Department of Speech and Language Pathology who are proposing this doctoral programme has been noted in projects led by other faculties and schools of the University of Zagreb, highlighting interdisciplinary scientific approach:

- *Autism Diagnostic Observation with Robot Evaluator (ADORE)* (2014-2018), funded by Croatian Science Fund (HRZZ-1024); PI: Zdenko Kovačić, PhD, Faculty of Electrical Engineering; collaborators from the Faculty of Education and Rehabilitation Sciences, Maja Ceganec, PhD and Sanja Šimleša, PhD;
- *Development of the transcriptomes of specific neuronal populations in cortical areas of human brain important for language and mirror neuron systems* (2012-2015) funded by Croatian Science Fund (HRZZ); PI: Miloš Judaš, PhD, School of Medicine at the University of Zagreb; collaborator from the Faculty of Education and Rehabilitation Sciences, Maja Ceganec, PhD;
- *ICT Competence Network for Innovative Services for Persons with Complex Communication Needs* (2013-2015); IPA2007/HR/16IPO/001-040505; Science and Innovation Investment Fund - SIIF; Reference of the Call: EuropeAid/131920/M/ACT/HR; PI: Vedran Podobnik, PhD, Faculty of Electrical Engineering; coordinator of collaboration with the Faculty of Education and Rehabilitation Sciences - Jasmina Ivšac Pavliša, PhD;
- *Analysis of the effects of dental procedures on speech quality* (2007-2013); PI: Vlado Carek, PhD, School of Dental Medicine at the University of Zagreb; collaborator from the Faculty of Education and Rehabilitation Sciences, Mladen Heđever, PhD.

The listed projects produced new knowledge regarding language processing in individuals with different developmental and acquired language and communication disorders that is directly related to diagnostic and therapy procedures, and education of students with language, speech and communication disorders.

Based on successful national projects, the members of the Department of Speech and Language Pathology were invited to collaborate on several projects funded by different EU agencies and directed by various European universities:

- *Enhancing children`s oral language skills across Europe and beyond: a collaboration focusing on interventions for children with difficulties learning their first language* (ISCH COST Action IS1406; PI: James Law, PhD, University NewCastle, UK, 2015-2019);

- *Strengthening Europeans' capabilities by establishing the European literacy network* (ISCH COST Action IS1401; PI: Rui Alves, PhD, University of Porto, Portugal, 2014-2018);
- *The Collaboration of Aphasia Trialists* (COST IS1208; PI: Marian O'Brady, PhD, University of Glasgow, UK, 2013-2017);
- *Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment* (COST ISO804, PI: Sharon Armon-Lotem, Bar-Ilan University, Ramat-Gan, 2010-2013);
- *Preference for Approximation* (ESF, University of Cambridge, UK and Zentrum für Allgemeine Sprachwissenschaft, 2010-2012);
- *Vagueness, Approximation, Granularity* (ESF, HRZZ, Zentrum für Allgemeine Sprachwissenschaft and University of Zagreb, 2009-2011);
- *Cross-linguistically Robust Stages of Children's Linguistic Performance with Application to the Diagnosis of Specific Language Impairment* (COST A33, PI: prof. Ulrich Sauerland, PhD, Zentrum für Allgemeine Sprachwissenschaft, Berlin, 2006-2010).

#### **A.2.1.5. Innovativeness of the proposed study programme, that is, potential of the proposed study programme for creation of new and relevant knowledge or artistic practices**

Postgraduate programme *Speech, Language and Hearing disorders* is a unique doctoral programme in the Republic of Croatia designed after European and American doctoral programmes in the field of speech, language and hearing sciences, but simultaneously considering idiosyncrasies of Croatian research and clinical context as well as economic development and its needs.

This programme supports knowledge development, problem solving skills and application of that knowledge and skills within a research based curriculum that incorporates research experiences, ethical conduct and best practice approach. Innovativeness of the proposed programme is reflected in the focus of the doctoral programme on relevant topics in speech, language and hearing sciences, following new findings of leading European and world research in this area, introducing various methodological approaches as well as respecting societal needs. Such foundation is a good starting point for understanding and application of interdisciplinary and multidisciplinary based information in all aspects of the speech and language pathology practice. Focusing on a research topic, with individual mentor guidance, encourages doctoral students to develop analytical and synthetical skills, as well as critical thinking in theoretically based research.

#### **A.2.2. ANALYSIS OF THE COMPATIBILITY OF THE DOCTORAL STUDY WITH THE RESEARCH STRATEGY OF THE UNIVERSITY OF ZAGREB**

The proposed doctoral programme is created in line with Research, Technology Transfer and Innovation Strategy of the University of Zagreb adopted in July, 2014. The goals set by this Strategy at the University level overlap with the goals set within the proposed doctoral programme *Speech, Language and Hearing disorders*. Primarily, the goals refer to supporting academic excellence through strengthening research activities, creating encouraging research atmosphere and highlighting a multidisciplinary approach. These goals are directly related to innovativeness and interdisciplinary approach as core principles of the proposed doctoral programme. It will aim to fulfil goals presented in the Strategy by continuous ensurance of programme quality (such as introducing novel content and knowledge important for labour market and direct involvement of doctoral students in research activities). For example, goals set by the doctoral programme include setting up a system of doctoral students' progress monitoring that will support high completion rates or support education of students who will, upon completion of the programme, have knowledge and skills, internalised through new careers and evident productivity which will partly be realised in synergy with the economic sector.



### **A.2.3. PRIOR EXPERIENCES OF THE PROGRAMME PROPOSER IN IMPLEMENTATION OF DOCTORAL STUDIES**

Faculty of Education and Rehabilitation Sciences, the proposer of the doctoral programme, is experienced in proposing and conducting doctoral programmes. A postgraduate programme with the emphasis on research has been continuously offered at the Faculty for forty-three years. The programme was initially organised within the Centre for postgraduate studies at University of Zagreb (initiated in 1972/1973). The Faculty of Education and Rehabilitation Sciences continued offering the programme in 1979/1980 as it got officially accredited to independently organise and offer a research oriented postgraduate programme in a scientific area of special education. In 2003, a postgraduate research based programme of special education studies was established. The study plan and the curriculum of the proposed programme, approved by the University Senate on April 14<sup>th</sup> 2003, incorporated three major areas related to three graduate study programmes offered by the Faculty: speech and language pathology, inclusive education and rehabilitation and behavioural disorders. Along with basic core courses, after the second year doctoral students selected one of six possible modules.

Equalising the Croatian higher education system with the Bologna process in education in addition to dissociating speech and language pathology from the field of educational sciences and establishing it as a separate field within social sciences area (Act of Science and arts areas, fields and branches, Official Gazette 118/09) has set legal prerequisites for initiation and launching of a postgraduate programme in a newly established field of speech and language pathology.

Growing of the scientific field of speech and language pathology has been followed by the need for faster and more efficient implementation of new findings in clinical activities. In 2006, a postgraduate clinical programme titled *Early Intervention in educational rehabilitation* was established as an answer to a fast growing need for continued clinical education based on research findings. In 2014/2015, the 5<sup>th</sup> generation of students was enrolled in this postgraduate clinical programme.

Finally, instituting a doctoral programme in the field of speech and language pathology is a logical consequence of a number of changes in science at a national level considering educational system structure and the changes in scientific fields' classification, but also a result of growing visibility of speech and language pathology in research and clinical settings.

### **A.2.4. INTERNATIONAL RECOGNISABILITY OF THE PROPOSER OF THE DOCTORAL STUDY IN SCIENTIFIC OR ARTISTIC RESEARCH, OR ARTISTIC CREATION**

The speech and language pathology programme has been offered for more than 60 years at the Department of Speech and Language Pathology of the Faculty of Education and Rehabilitation Sciences at the University of Zagreb (until 1998, the Faculty carried a different name – Faculty of Defectology). In the six decades of its existence, the Department of Speech and Language Pathology has become recognised, especially in European research networks, which is evident from the collaboration of the Department members on various European projects.

### **A.2.5. COMPARABILITY WITH SIMILAR DOCTORAL PROGRAMMES OF HIGHLY RANKED FOREIGN UNIVERSITIES**

The proposed doctoral programme in speech and language pathology has goals, content and organisation comparable to renown doctoral programmes in the USA, such as:

- Research Doctoral Degree in Speech and Hearing Science; University of Illinois <http://shs.illinois.edu/Graduates/Doctorate/Philosophy.aspx>
- Ph. D. Program in Speech-Language-Hearing Sciences; Graduate School and University Center of the City University of New York (CUNY) <http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Speech-Language-Hearing-Sciences>

and Europe, such as:



- Doctoral Programme in Speech and Language Sciences, PhD; University of NewCastle <http://www.ncl.ac.uk/postgraduate/courses/degrees/speech-language-sciences-mphil-phd/#training&skills>

#### **A.2.6. REQUIREMENTS FOR ADMISSION TO THE STUDY PROGRAMME**

A requirement for admission to the doctoral programme *Speech, Language and Hearing disorders* is a graduate (Master's) degree in speech and language pathology, or a entry level degree in speech and language pathology received before the Bologna process implementation to the Croatian higher education system, or a graduate (Master's) degree in the field of medical, social, and technical sciences area.

The requirements for enrolment are identical for all applicants:

1. a university graduate degree diploma (a total of 300 ECTS points)
2. graduate study grade average higher than 3,5
3. fluency in English language
4. cover letter containing a short description of research interests and research plan
5. curriculum vitae in Europass format

#### **A.2.7. DESCRIPTION OF THE SELECTION OF APPLICANTS WITH A SPECIAL EMPHASIS ON DESCRIPTION OF ADMISSION REQUIREMENTS CRITERIA AND TRANSPARENCY OF THE APPLICANT SELECTION PROCEDURE**

After the doctoral programme application procedure is completed, candidates who satisfy the admission requirements are selected on the basis of the supplied documents (diploma, GPA) and the cover letter. The chosen candidates are then invited for an interview with the members of the doctoral programme board. The interview is structured based on a previously created questionnaire. The three members of the Board individually score the candidates' answers. The applicants are ranked on the basis of the total score from all three Board members, and the ranked list is publicly available on the Faculty web site. Each candidate has the right to access the selection procedure documents. Considering current teaching capacities and available material and technical resources, it is estimated that the realistic number of enrolled doctoral students in the three year enrolment interval is 10 (the maximum number of enrolled students per generation is 12, whereas the minimum is 8). However, it is important to note that in case of extraordinary needs for doctoral education in speech, language and hearing sciences, the doctoral programme board can, with the approval of the Faculty Board, increase the enrolled students' quota.

After the candidate selection procedure is finalised, each admitted student needs to sign: 1) a statement regarding the enrollment model (full-time or part-time) and 2) a statement of study plan requirements and obligations (only for students in the part-time model). After the statements are signed, the doctoral programme board provides each student with a programme advisor.

#### **A.2.8. DESCRIPTION OF THE INSTITUTIONAL MANAGEMENT OF THE STUDY**

The doctoral programme board is responsible for the proposed doctoral programme *Speech, Language and Hearing disorders*. The board is comprised of three members: the Programme Director and two other members. All three members are selected based on the recommendation of members who participate in the doctoral programme. The final decision is then confirmed by the Faculty Board of the Faculty of Education and Rehabilitation Sciences, the institution of the proposed doctoral programme.

The role of the doctoral programme board is to coordinate and carry out activities crucial for successful programme organisation:

- setting up the application procedure,
- applicants' selection procedure,



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- providing a programme advisor to each student who will monitor student's progress in the program,
- coordination of teaching activities,
- supervision of the mandatory research-related activities,
- evaluation of elective activities,
- programme quality assessment,
- enhancing the programme quality.

The role of the programme director is to distribute information to teaching staff and doctoral students in concordance with decisions of the doctoral programme board, along with administrative support of postgraduate programmes' office. Additionally, the programme director schedules meetings of the doctoral programme board at least twice in an academic year or more frequently as needed.

## A.3. CURRICULUM OF THE DOCTORAL STUDY

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### A3.1. DESCRIPTION OF THE STRUCTURE OF THE PROGRAMME OF THE DOCTORAL STUDY

The duration of the proposed doctoral programme is three years or six (6) semesters. By defending the doctoral thesis, a doctoral candidate is awarded the Doctor of Philosophy (Ph.D.) degree in social sciences, in scientific field of speech and language pathology.

Postgraduate programme *Speech, Language and Hearing disorders* follows guidelines for organisation of doctoral programmes at the University of Zagreb set by the Regulation of doctoral programmes at the University of Zagreb (2010). The organisation of the programme is determined through three main activities: course work, mandatory research-related activities and elective activities (including course and related research work) (see Table 2).

The course work is defined by a required module with the total of 8 courses aimed at basic knowledge and skills needed for autonomous research and literature reviews. Additionally, these courses offer new scientific findings from all areas of speech and language pathology. In addition to the required courses, there are 16 elective courses divided in three modules: 1) Language and communication disorders and specific learning disability, 2) Voice, speech and swallowing disorders and 3) Hearing impairment. The courses, required and elective, are offered in the first two years of the programme.

The mandatory research-related activities in the first semester, the students are actively involved in presenting theoretical and methodological information from their future doctoral thesis. They are required to write and publicly defend their thesis, publish research papers and independently conduct doctoral research.

The elective activities represent a sequence of formalised activities and tasks supporting the development of analytical and metacognitive learning, critical approach to new information, team work skills, strengthening of communication skills and other generic academic skills.

The study plan is structured based on requirements students are expected to meet each year. Accordingly, in the first year, doctoral students need to take and pass all required courses in addition to engaging in mandatory research-related activities leading to the selection of doctoral thesis topic and choosing the thesis mentor.

In the second year, students select one of the three offered elective modules (the total of three courses in a module). If the doctoral thesis topic encompasses two modules, it is permitted to select one course from another module. In addition to attending elective modules' courses and passing exams, the students are expected to publicly defend the topic of the doctoral thesis and initiate working on the thesis in the second year.

In the third year, students are expected to independently engage in research activities related to their thesis and to finally write the thesis manuscript itself. After the thesis has been completed, the doctoral thesis committee evaluates the manuscript. The students' requirements in the doctoral programme are finalised with the public thesis defense, positively evaluated by the thesis committee.

The structure of ECTS points/credits is organised to cover all students' activities/requirements. The total ECTS points earned by attending and passing required and elective courses is 37 ECTS (20%). The next 47% of the activities are aimed at gaining practical experience in other activities, including writing and publishing papers, actively participating in conferences, giving public talks, activities related to science popularisation to public community. The final 33% of the activities are focused on working on the doctoral thesis (preparation of the methodological framework, public defense of the

topic of the doctoral thesis, individual consultation, research activities and thesis writing) (see Table 1).

|                      | Course work       | Mandatory research-related activities | Elective activities |
|----------------------|-------------------|---------------------------------------|---------------------|
| 1 <sup>st</sup> year | 28                | 17                                    | 15                  |
| 2 <sup>nd</sup> year | 9                 | 10                                    | 41                  |
| 3 <sup>rd</sup> year | /                 | 58                                    | 2                   |
|                      | <b>37 (20,5%)</b> | <b>85 (47%)</b>                       | <b>58 (32,5%)</b>   |

Table 1. The structure of the programme considering the year in the programme and work load in ECTS.

The doctoral programme board selects a programme advisor to each student at the time of admission to the doctoral programme. Their role is mostly advisory, but they also serve as evaluators as they monitor students' progress through accrued ECTS. Programme advisor submits a students' progress year report to doctoral programme board. Doctoral student has his/her program advisor until mentor is officially approved.

### **A3.2. DESCRIPTION OF THE MANNER OF TRAINING DOCTORAL STUDENTS FOR ACQUISITION OF SCIENTIFIC OR ARTISTIC KNOWLEDGE, EXPERIENCES AND SKILLS THAT WILL ENABLE THEM TO SOLVE COMPLEX SOCIAL AND ECONOMIC PROBLEMS CREATIVELY AND ON THE BASIS OF RELY USING SEARCH**

Course work during doctoral programme is designed to allow students to acquire scientific knowledge, experiences and skills that will enable them to solve comprehensive social and economic problems creatively using a research based solutions. A doctoral student is expected to demonstrate the ability to create and interpret new knowledge in their own small-scale research projects, to publish and publicly present the findings of their own research. He/she is systematically encouraged to think critically and to understand research studies in the area of speech and language pathology and similar disciplines. Their problem solving ability is evaluated through tasks involving writing seminar papers, research design, qualifying methodology exam, etc. and then verified by the ability to publish in domestic and international research journals. Students are especially encouraged to develop abilities to perform research activities independently, use critical analysis, evaluate and develop new and complex ideas, form opinions on comprehensive topics involving social, scientific and ethical responsibility. Finally, their ability to present research findings and conclusions in a clear, brief and effective manner is evaluated in their written assignments and papers as well as in their public oral presentations and talks.

### **A3.3. DESCRIPTION OF THE PROGRAMME POTENTIAL FOR TRAINING DOCTORAL STUDENTS FOR AN INDEPENDENT, RESEARCH-BASED AND INTERDISCIPLINARY APPROACH TO PROBLEMS, FOR INDEPENDENT RESEARCH AND FOR CRITICAL EVALUATION OF THE WORK OF OTHERS**

One of the main goals of the coursework in the proposed doctoral programme is to support and enable student for an independent, research-based and interdisciplinary approach to problems as well as for critical approach in assessing the work of others. These goals are achieved through a number of activities offered at different stages of the programme within different requirements. In the required courses, the students are taught research methodology, data analysis and interpretation of results, which represent the foundation of skills crucial for independent research activities. Besides that, they acquire important knowledge related to research ethical conduct. Interdisciplinary approach to problems is promoted in all course work and interdisciplinary knowledge and approach to problem solving are strongly encouraged and expected in all students' tasks. Required and elective research-related activities are a straightforward way to ensure independent student's work. The analytical approach to literature review, active participation in conferences and publishing single author papers and manuscripts are only some of the ways of encouraging

independent research work, as well as interdisciplinary research approach. Critical evaluation of other researchers' studies and papers is encouraged in seminars, organised focus groups and workshops.

#### **A3.4. DESCRIPTION OF THE PROGRAMME POTENTIAL FOR ACQUISITION OF WORK COMPETENCES, INCLUDING LIST OF COURSES FOR DEVELOPMENT OF GENERIC AND TRANSFER SKILLS**

Doctoral programme *Speech, Language and Hearing disorders* offers a distinct required course labelled *Academic writing and effective public communication* that is directly focused on acquiring generic skills. However, other courses with their content and assignments are directly aimed at acquiring work-related competencies and developing generic and transfer skills. Generic skills developed through all courses include: professional writing skills, conceptual skills (data collection and organisation, defining and solving problems, innovative and systematic thinking style), personal skills (responsibility towards own academic and research-related obligations, flexibility, time management, interdisciplinary collaboration) and socially relevant skills (social responsiveness collaboration with the local community, civil engagement and ethics). There are a number of opportunities for students to publicly present research findings (other's work and their own research) to show and practice their generic and transfer skills, such as time management skills, discussion leading skills, creative and analytical thinking skills as well as skill needed to effectively disseminate knowledge. Acquiring transfer skills is encouraged by including doctoral students in preparing teaching materials and literature for certain courses or inviting them as guest lecturers in undergraduate and graduate programmes.

#### **A3.5. POTENTIAL OF THE STUDY FOR ESTABLISHING COOPERATION WITH OTHER HIGHER EDUCATION INSTITUTIONS, RESEARCH INSTITUTES, AND PRIVATE AND PUBLIC BUSINESS SECTORS**

Established collaboration with other higher education institutions and research institutes is further promoted and cooperation with other institutions, especially the international ones is supported. Collaboration with the Faculty of Electrical Engineering and Computing at the University of Zagreb, the Croatian Institute for Brain Research at the University of Zagreb Medical School and the Faculty of Humanities and Social Sciences (Department of Linguistics and Department of Psychology) has already been established. There is a longstanding teaching collaboration with the SUVAG Polyclinic which has, in the past few years, extended to a research collaboration through projects led by the Faculty, especially those financed by the EU funding agencies. Many associates employed in these institutions are involved in teaching activities and research projects. Lately, funded projects have been focused on the development of technologies, products and services appealing to the market and the business sector. Despite the significant potential for the application of research studies' results, the interest of the public business sector is mostly lacking. However, by advancing speech and language pathology in both research and clinic, and by better access to European funds in the last decade, a successful collaboration with the private sector has been established, for example with Naklada Slap d.o.o., the leading publisher of scientific and clinic-related literature in psychology, speech and language pathology, medicine and other related areas, or with Omni Aspect d.o.o., a company focused on designing and producing advanced ICT solutions for business systems.

#### **A3.6. REQUIREMENTS FOR STUDENTS' ADVANCING TO THE SUBSEQUENT YEAR OF THE STUDY**

The total sum of ECTS needed for completion of the doctoral programme is 180. One credit refers to a 25-hour student's workload.

According to the guidelines comprised in Regulation of doctoral programmes, the course work accounts for 20% of the total doctoral students' work load. The required courses contribute to the total credit sum with 28 ECTS, whereas students is required to accrue 9 ECTS from elective courses. It is essential to note that the course content will only minimally be presented in a classic teaching manner. It will mostly be structured in



an interactive manner with tasks encouraging critical thinking, team work or supporting active participation of students in the learning process.

The student will select elective courses and the pace of fulfilling the mandatory and elective research-related activities in accordance to his/her research interests after discussing these issues with his/her programme advisor. The student is required to accrue 85 ECTS during the three years of the programme in mandatory research-related activities aimed towards dissertation completion. The remaining credits can be gained by selecting different proposed elective activities within the three-year period (see Table 2).

Requirements for advancement from year 1 to year 2:

- all required module courses are taken and all exams in that module are passed (8 courses),
- written and defended two qualifying exams - the first one is a theoretical literature review and the second one is a methodological design of the future doctoral thesis
- thesis synopsis is made, the topic of the dissertation is registered and the dissertation mentor has been suggested
- the dissertation research funding proposal is submitted.

In the first year, a student needs to accrue at least 45 credits (of the total of 60 credits in the first year), out of which 28 credits needs to be gained from course related activities and 17 from mandatory research-related activities in order to be able to enroll in the second year of the programme. The 15 credit difference can be acquired during the second year.

Requirements for advancement from year 2 to year 3:

- elective module courses are taken and exams in that module are passed,
- successful public defense of the thesis synopsis,
- Ethics Committee's approval for dissertation research has been obtained.

In the second year, a student is required to have at least 45 ECTS (of the total of 60 credits in the second year) until the end of the 4<sup>th</sup> semester, out of which 9 credits need to be course work related (gained from elective courses) and 10 credits from mandatory research-related activities in order to be able to advance to the third year. The 15 credit difference can be acquired during the third year.

Within the third year of the programme, a student is expected to independently carry out a dissertation research study, to publish one research paper and to present a research paper at a conference.

Table 2. Plan of study overview

|   |  | First year  |           | Second year         |            | Third year         |       |  |
|---|--|---|-----------|---------------------|------------|--------------------|-------|--|
|   |  | I   | II        | III                 | IV         | V                  | VI    |  |
| <b>COURSE WORK</b>                            | <i>Research methods</i>  | 4   |           |                     |            |                    |       |  |
|   | <i>Research ethics</i>   | 2   |           |                     |            |                    |       |  |
|   | <i>Data analysis in speech and language pathology research - selected topics</i>                                       | 4   |           |                     |            |                    |       |  |
|   | <i>Academic writing and effective public communication</i>   | 3   |           |                     |            |                    |       |  |
|   | <i>Multivariate statistical methods</i>  |   | 4         |                     |            |                    |       |  |
|   | <i>Language and communication disorders and specific learning disability</i>   |   | 4         |                     |            |                    |       |  |
|   | <i>Voice, speech and swallowing disorders</i>  |   | 4         |                     |            |                    |       |  |
|   | <i>Hearing impairments</i>   |   | 3         |                     |            |                    |       |  |
|   | <i>Elective module 1: Language impairment, communication disorders and specific learning disability</i>                |   |           | 3                   |            |                    |       |  |
|   | <i>Elective module 2: Voice, speech and swallowing disorders</i>   |   |           |                     | 3          |                    |       |  |
| <i>Elective module 3: Hearing impairments</i> |  |   |           | 3                   |            |                    |       |  |
| <b>MANDATORY RESEARCH-RELATED ACTIVITIES</b>  | Write and present a seminar literature review paper related to the dissertation topic                                  | 6   |           |                     |            |                    |       |  |
|   | Write and present a seminar paper concerning dissertation methodology  |   | 6         |                     |            |                    |       |  |
|   | Write and submit the thesis synopsis   |   | 5         |                     |            |                    |       |  |
|   | Prepare documents for the Ethics Committee   |   |           | 3                   |            |                    |       |  |
|   | Public defense of thesis synopsis  |   |           | 5                   |            |                    |       |  |
|   | Individual consultation with the mentor and dissertation committee members   |   |           | 2                   |            |                    |       |  |
|   | Publish one paper related to the dissertation research in a journal with international peer review process             |   |           |                     |            | 10                 |       |  |
|   | Active participation at a scientific conference/congress with a single authored research paper                         |   |           |                     |            | 3                  |       |  |
|   | Individual consultation with the thesis mentor and co-mentor   |   |           |                     |            | 5                  |       |  |
|   | Independent research work related to the dissertation topic  |   |           |                     |            | 40                 |       |  |
| <b>ELECTIVE ACTIVITIES</b>                    | Passive participation at a scientific conference/congress  | 1   |           | 1                   |            | 1                  |       |  |
|   | Active participation at a conference:  | poster, domestic conference                                   | max 2     |                     | max 2      |                    | max 2 |  |
|   |  | poster, international conference                              | max 3     |                     | max 3      |                    | max 3 |  |
|   |  | oral presentation, domestic conference                        | 3         |                     | 3          |                    | 3     |  |
|   |  | oral presentation, international conference                   | 4         |                     | 4          |                    | 4     |  |
|   |  | paper published in the proceedings - domestic conference      | 5         |                     | 5          |                    | 5     |  |
|   |  | paper published in the proceedings – international conference | 6         |                     | 6          |                    | 6     |  |
|   | A1 paper   | domestic journal – single author                              | 10        |                     | 10         |                    | 10    |  |
|   |  | domestic journal – co-authorship                              | 8         |                     | 8          |                    | 8     |  |
|   |  | Foreign journal with international peer-review                | 15        |                     | 15         |                    | 15    |  |
|   | Attending relevant research school, workshop or a short course   | 1 – 6   |           | 1 - 6               |            | 1 – 6              |       |  |
|   | Public lecture related to the research topic   | 1 – 3   |           | 1 - 3               |            | 1 – 3              |       |  |
|   | Assistance in teaching activities in undergraduate or graduate courses   | max 2   |           | max 2               |            | max 2              |       |  |
|   | Guided research-related activities and public presentation of results within the programme (not related to the thesis) | 6   |           | 6                   |            | 6                  |       |  |
|   | Science popularisation (Brain week, The night of the researchers, etc.)  | 6   |           | 6                   |            | 6                  |       |  |
| Doctoral focus groups                         | 0,5  |   | 0,5       |                     | 0,5        |                    |       |  |
| <b>TOTAL ECTS</b>                             | <b>Course work</b>   | <b>13</b>   | <b>15</b> | <b>3</b>            | <b>6</b>   | <b>-</b>           |       |  |
|   | <b>Mandatory research-related activities</b>   | <b>6</b>  | <b>11</b> | <b>8-10</b>         | <b>0-2</b> | <b>58</b>          |       |  |
|   | <b>Elective activities</b>   | <b>Minimally 15</b>   |           | <b>Minimally 41</b> |            | <b>Minimally 2</b> |       |  |

**A3.7. REQUIREMENTS FOR APPROVING THE TOPIC OF THE DOCTORAL DISSERTATION**

All forms of a doctoral dissertation outlined by the Regulation of doctoral programmes at the University of Zagreb (2010) are deemed acceptable within the current doctoral programmes. Thus, a doctoral dissertation can be written as a monograph or in a form of three topic-related research papers, published in journals indexed in Web of Science /ERIH databases or as complete manuscript prepared in classical form of doctoral dissertation.

The student suggests the doctoral thesis topic after consulting with the thesis mentor. The requirement for initiating the thesis proposal evaluation procedure is enrolment in the second year in the programme. After the student completes the doctoral thesis design in the required format and filled out form (form DR.SC.-01 Registration of the doctoral thesis topic), the doctoral programme board appoints the committee for the thesis proposal evaluation. The doctoral student publicly presents and discusses the thesis proposal with the committee. The committee members provide their insights, comments, remarks and suggestions. If necessary, the thesis proposal is modified, and if required, defended again. The thesis proposal defense report (DR.SC.-02) and the final proposition of the thesis title and the thesis mentor is submitted to the faculty board of the Faculty of Education and Rehabilitation Sciences to pass and then referred further to the Council of Social Sciences and the Senate of the University of Zagreb.

**A3.8. REQUIREMENTS FOR PROGRAMME COMPLETION**

The requirements for doctoral programme completion are: fulfilment of all coursework, required and elective research-related requirements (a total of 180 ECTS); scholarship fees paid in full, completed doctoral dissertation, a positive report of the thesis mentor and the committee for thesis evaluation, and successful defense of the doctoral thesis.

The following procedure for submission and defense of the doctoral dissertation is to be followed:

Three unbound copies of the finished thesis and the written mentor's approval are required. The doctoral programme board suggests the Committee for thesis defense evaluation, whose members are denoted by the Faculty Council. The Committee contains an odd number of members (minimum of 3, maximum of 5), whose research area is similar to the student's thesis topic. The Committee members cannot serve as mentors or co-mentors of the thesis and they need to be elected in research-and-teaching and/or art-and-teaching rank. At least one member of the Committee is a person who is not employed by the Faculty of Education and Rehabilitation Sciences nor is a teacher in the doctoral programme. The Committee evaluates the thesis and submits the committee report to the Faculty Council within the maximum period of two months since the day they received the committee member appointment. The members can issue their individual reports as well. Descriptive evaluation results are entered in the University of Zagreb's dissertation proposal evaluation form (DR.SC.-10). The Committee can accept the thesis, return it for revision according to the written comments or reject it. The thesis can be accepted or rejected if that decision is supported by more than one half of the Committee members. If the thesis needs to be revised according to the committees' comments, it is returned to the student for corrections. After the corrections are entered, the evaluation report is further referred to the Faculty Council. The dissertation defense is scheduled after the positive Committee report is adopted during the Faculty Council meeting.

Dissertation defense is open to public and held in front of the dissertation evaluation committee. Minutes of the defense protocol are kept. A dissertation is defended successfully if it is positively evaluated by the majority of the Committee members. In alignment with University's Regulations, a dissertation is evaluated using a pass/fail criteria (defended/not defended).

After successful dissertation defense, the student is issued a doctoral diploma to confirm the completion of the programme and acquisition of the academic Doctor of Philosophy degree (Ph.D.)

Doctoral diplomas are issued by the University of Zagreb.



**A3.9. POSSIBILITY OF IMPLEMENTATION OF THE DOCTORAL STUDY PROGRAMME IN THE ENGLISH LANGUAGE;**

The official language of the programme is Croatian. The possibility of implementation of the complete doctoral programme in English cannot currently be realised institutionally, but can be achieved in individual courses (such as, in courses international exchange students are interested in). Research-oriented activities can be performed in English, as well as seminar papers and other written work in designated courses. Also, participation of teachers, professors and mentors from other domestic and foreign universities is planned, in addition to doctoral workshops and round tables which can also be organised in English.

**A3.10. LIST OF COURSES/MODULES THAT CAN BE OFFERED IN ENGLISH**

Currently, the following courses can be offered in English:

- Research methods
- Multivariate statistical methods
- Academic writing and effective public communication
- Language and cognitive development
- Auditory processing disorders
- Research based approach to motor disorders
- Research in sign languages.

However, it is important to emphasize that other courses can be offered in English, especially courses with a number of teachers associated with them, which is the majority of the required ones. If interest is expressed, the doctoral programme board can decide to offer courses in English after discussion with the designated teachers of those courses. It is expected that these decisions might occur more often with the increase of international collaboration. They will be processed as needed, after the doctoral programme board receives requests for additional courses offered in English.

**A3.11. CRITERIA AND REQUIREMENTS FOR ENROLLING IN COURSES/MODULES FROM OTHER DOCTORAL STUDIES**

The doctoral programme board can, according to programme advisor's or mentor's recommendation, allow the student to take a course or a module from other postgraduate doctoral programmes in Croatia or abroad. The criteria for approval to enrol in a course/module is the student's explanation how the course fits his/her dissertation topic. The requirements for enrolment are ECTS compatibility and the student's affirmation that enrolment in a course/module will not interfere with his/her obligations in the programme.

**A3.12. ORGANIZATION OF THE FULL-TIME STUDY AND THE PART-TIME STUDY**

Duration of the doctoral programme is three years. It is expected that full-time student completes all programme requirements and defends the dissertation in a four-year period. The status of a doctoral student can be upheld for the maximum of 5 years. The doctoral programme board decides upon the programme duration extension based on the student's request containing a plausible explanation. The requests are processed individually.

The duration of the programme for part-time doctoral students (who work and study) is five years, which can be extended up to seven years by submitting a request to the doctoral programme board.

After eight consecutive years in the programme, the doctoral student loses the right to defend the doctoral thesis.

Also, doctoral students who started the programme as either full-time or part-time, can change their status due to work related changes (for example, full-time students can switch to studying part-time or vice versa).

**A3.13. DESCRIPTION OF THE SYSTEM OF ADVISING AND GUIDING DOCTORAL STUDENTS THROUGH THE DOCTORAL STUDY, APPOINTMENT OF STUDY ADVISOR IN THE PROCESS OF ENROLMENT INTO THE DOCTORAL STUDY, AND HIS/HER DUTIES**

Soon after enrolment, each doctoral student is assigned a programme advisor proposed by the doctoral programme board based exclusively on the student's previous education and research interests. Programme advisor, along with the student, discusses the study plan (assisting with elective courses, counseling and supporting with research-related requirements, etc.) and submits a yearly student's progress report. In the third semester, each student chooses a thesis mentor, who takes over all responsibilities of the previous programme advisor for a student after official appointment.

A mentor is responsible for student's research activities and through individual meetings and consultations helps the student in developing the thesis proposal, thesis research study and the dissertation writing. If needed, the student can have a co-mentor who has equal responsibilities as the mentor.

A teacher in the research-and-teaching and/or art-and-teaching rank can be a programme advisor to a maximum of three students, and a mentor or co-mentor to a maximum of two students in one generation. Mentors are required to submit yearly student's progress reports to the doctoral programme board on official forms of the University of Zagreb (DR.SC-04 i DR.SC-05).

**A3.14. RIGHTS AND OBLIGATIONS OF DOCTORAL STUDENTS, MENTORS AND STUDY PROVIDERS**

The doctoral student, the mentor and the programme provider are required to comply with all regulations of the Faculty of Education and Rehabilitation Sciences at the University of Zagreb as well as the University of Zagreb's regulations, including the ones regarding ethical conduct.

Doctoral students have the right to a regular, appropriate, systematic and responsible support from their program advisor and mentor. The students are required to responsibly fulfill their obligations stated in the programme and to regularly meet/consult with their programme advisor and mentor who submit a yearly student's progress report to the doctoral programme board.

Students have the right to withdraw from the programme and are required to notify the doctoral programme board about the change. Students who have withdrawn from the programme can enroll again and continue the semester they did not complete, with acknowledgment of the previously earned credits. They have the right to continue with the programme under the conditions valid when they were first admitted in the programme, within the time period of validity of their dissertation proposal, which is determined by the overseeing board. Requests for doctoral study continuation is submitted to the doctoral programme board which makes decisions regarding fulfilled requirements and the acknowledgment of earned credits.

Transfers of students from foreign universities are processed in concordance with the Foreign educational qualifications recognition law (Official Gazette, No. 158/03.).

Mentors are required to guide and support doctoral students in research activities. They need to regularly, appropriately, systematically and responsibly engage in consultations and research tasks, as well as to submit yearly student's progress report. Mentor has a right to ask students to meet regularly and consult to encourage their research endeavors. The co-mentor or the second mentor has equal rights and responsibilities as the first mentor.

**A3.15. COST OF THE STUDY PROGRAMME PER DOCTORAL STUDENT**

It is estimated that the doctoral programme fee will be 11.000,00 kunas.



## A.4. METHODS OF MONITORING QUALITY OF THE DOCTORAL STUDY

### A.4.1. LIST OF QUALITY INDICATORS SUCH AS SCIENTIFIC OR ARTISTIC PRODUCTION OF TEACHERS AND DOCTORAL STUDENTS, QUALITY OF INSTRUCTION, RELEVANCE AND QUALITY OF DOCTORAL DISSERTATIONS, STATISTICAL DATA ON DURATION OF STUDY, STATISTICAL DATA ON THE NUMBERS OF NEW HOLDERS OF DOCTORAL DEGREES IN RELATION TO THE NUMBERS OF DOCTORAL STUDENTS ANNUALLY, INTERNATIONAL COOPERATION REALIZED, EMPLOYABILITY OF NEW HOLDERS OF DOCTORAL DEGREES

Indicators used to measure the quality of the doctoral programme are the following:

- new research projects that will actively include doctoral students in project activities;
- additional participation of doctoral students on research oriented conferences, besides the participation in mandatory research-related activities;
- students publishing research papers in co-authorship with the mentor or project team members;
- students' evaluation of teachers and coursework;
- the time frame of the doctoral programme concerning the model of studying (*full-time* and *part-time*);
- the number of defended dissertations.

### A.4.2. DESCRIPTION OF THE METHOD OF PARTICIPATION BY DOCTORAL STUDENTS IN PROCEDURES OF EVALUATION OF THE PROGRAMME OF THE DOCTORAL STUDY

Doctoral programme quality monitoring will be conducted via anonymous questionnaires filled out by doctoral students. The results will serve as feedback regarding teaching and content quality, in addition to evaluation of quality of other mandatory and elective -related activities organised within the programme, as well as an assessment of support provided for realisation of the research-related activities carried out as a part of the programme. Anonymous evaluations will be organized each semester by the doctoral programme board.

Also, an evaluation of graduated doctoral students is being considered to assess their skills of implementation of knowledge, especially in the transfer of knowledge to economy. This type of evaluation can be carried out in 5-year intervals after graduation. Evaluation will be conducted electronically.

### A.4.3. PROCEDURES FOR MONITORING AND IMPROVING THE QUALITY OF THE DOCTORAL STUDY PROGRAMME, AS WELL AS FOR MONITORING OF SUCCESS IN IMPLEMENTATION OF THE DOCTORAL STUDY (PROCEDURES OF EVALUATION AND SELF-EVALUATION – ANNUAL SELF-EVALUATION OF THE STUDY PROGRAMME, ANNUAL SELF-EVALUATION OF DOCTORAL STUDENTS, REVISION AND IMPROVEMENT OF THE DOCTORAL STUDY IN ACCORDANCE WITH QUALITY MONITORING RESULTS AND RESULTS OF SELF-EVALUATION OF THE PARTICIPANTS IN THE DOCTORAL PROGRAMME)

Based on the students' questionnaire data and interviews with the students, certain parts of the programme can be revised. Monitoring and analysing the quality indicators is a responsibility of the doctoral programme board, which will continuously work on advancing the doctoral programme according to these indicators. Doctoral programme quality related revisions will be conducted every third year, before enrolling a new cohort of doctoral students.



## A.5. LIST OF COURSES/MODULES

### REQUIRED COURSES LIST

| #  | Head instructor             | Instructor(s)   | Course title  | SEMESTER |    |    |    |    |    | hrs        | ECTS      |
|----|-----------------------------|---|---|----------|----|----|----|----|----|------------|-----------|
|    |                             |   |   | 1.       | 2. | 3. | 4. | 5. | 6. |            |           |
| 1. | Goran Milas, PhD            | Goran Milas, PhD  | Research methods  | •        |    |    |    |    |    | 20         | 4         |
| 2. | Maja Cepanec, PhD           | Maja Cepanec, PhD   | Research ethics   | •        |    |    |    |    |    | 10         | 2         |
| 3. | Sanja Šimleša, PhD          | Sanja Šimleša, PhD  | Data analysis in speech and language pathology research - selected topics | •        |    |    |    |    |    | 25         | 4         |
| 4. | Melita Kovačević, PhD       | Melita Kovačević, PhD   | Academic writing and effective public communication                       | •        |    |    |    |    |    | 12         | 3         |
| 5. | Zvonimir Galić, PhD         | Zvonimir Galić, PhD   | Multivariate statistical methods  |          | •  |    |    |    |    | 20         | 4         |
| 6. | Mirjana Lenček, PhD         | Mirjana Lenček, PhD<br>Tatjana Prizl Jakovac, PhD<br>Jelena Kuvač Kraljević, PhD  | Language and communication disorders and specific learning disability     |          | •  |    |    |    |    | 20         | 4         |
| 7. | Draženka Blaži, PhD         | Draženka Blaži, PhD<br>Mladen Heđever, PhD<br>Emica Farago, PhD<br>Ana Bonetti, PhD<br>Ana Leko, PhD  | Voice, speech and swallowing disorders                                    |          | •  |    |    |    |    | 20         | 4         |
| 8. | Sandra Bradarić-Jončić, PhD | Sandra Bradarić-Jončić, PhD<br>Iva Hrastinski, PhD<br>Marina Milković, PhD<br>Luka Bonetti, PhD<br>Ninoslava Kuhn, PhD<br>Vesna Ivasović, PhD | Hearing impairments   |          | •  |    |    |    |    | 15         | 3         |
|    |                             |   | <b>TOTAL</b>  |          |    |    |    |    |    | <b>142</b> | <b>28</b> |



## ELECTIVE COURSES LIST

|  | Head | Instructor(s)               | Course  | SEMESTER   |    |    |    |    |    | ECTS |      |   |
|--|------|-----------------------------|---|--|----|----|----|----|----|------|------|---|
|  |      |                             |   | 1.   | 2. | 3. | 4. | 5. | 6. |      | sati |   |
| MODULE 1<br>LANGUAGE IMPAIRMENT, COMMUNICATION DISORDER AND SPECIFIC LEARNING DISABILITY | 9.   | Melita Kovačević, PhD       | Melita Kovačević, PhD                             | Language and cognitive development   |    |    | •  |    |    |      | 12   | 3 |
|  | 10.  | Jasmina Ivšac Pavliša, PhD  | Jasmina Ivšac Pavliša, PhD<br>Sanja Šimleša, PhD  | Autism spectrum disorders  |    |    | •  |    |    |      | 15   | 3 |
|  | 11.  | Jelena Kuvač Kraljević, PhD | Jelena Kuvač Kraljević, PhD                       | Developmental and acquired language disorders                                    |    |    | •  |    |    |      | 12   | 3 |
|  | 12.  | Mirjana Lenček, PhD         | Mirjana Lenček, PhD                               | Dysgraphia   |    |    |    | •  |    |      | 12   | 3 |
|  | 13.  | Tatjana Prizl Jakovac, PhD  | Tatjana Prizl Jakovac, PhD<br>Ana Leko Krhen, PhD | Adult neurogenic language disorders  |    |    |    | •  |    |      | 12   | 3 |
|  | 14.  | Jasmina Ivšac Pavliša, PhD  | Jasmina Ivšac Pavliša, PhD<br>Marin Vuković, PhD  | Augmentative and alternative communication – intervention and technology aspects |    |    |    | •  |    |      | 10   | 2 |
| MODULE 2<br>VOICE, SPEECH AND SWALLOWING DISORDERS                                       | 15.  | Draženka Blaži, PhD         | Draženka Blaži, PhD                               | Childhood apraxia of speech  |    |    | •  |    |    |      | 12   | 3 |
|  | 16.  | Ana Bonetti, PhD            | Ana Bonetti, PhD<br>Boris Šimunjak, PhD           | Multidimensional assessment of voice quality                                     |    |    | •  |    |    |      | 12   | 3 |
|  | 17.  | Emica Farago, PhD           | Claire Sangster Jokić, PhD                        | Research based approaches to motor disorders                                     |    |    | •  |    |    |      | 12   | 3 |
|  | 18.  | Ana Leko Krhen, PhD         | Ana Leko Krhen, PhD                               | Neural basis of fluency disorders  |    |    |    | •  |    |      | 12   | 3 |
|  | 19.  | Emica Farago, PhD           | Emica Farago, PhD                                 | Dysphagia and neuromuscular disorders  |    |    |    | •  |    |      | 12   | 3 |
|  | 20.  | Mladen Heđever, PhD         | Mladen Heđever, PhD<br>Iva                        | Auditory processing disorders  |    |    |    | •  |    |      | 12   | 3 |



PROPOSAL OF THE DOCTORAL STUDY PROGRAMME

|  |    |                             |  |   |  |  |   |   |  |  |    |   |
|--|----|-----------------------------|--|---|--|--|---|---|--|--|----|---|
|  |    |                             | Hrastinski,<br>PhD                       |   |  |  |   |   |  |  |    |   |
| <b>MODULE 3</b><br>HEARING IMPAIRMENTS | 21 | Sandra Bradarić Jončić, PhD | Sandra Bradarić Jončić, PhD              | Inclusive education of deaf children and youth  |  |  | • |   |  |  | 12 | 3 |
|  | 22 | Ljubica Pribanić, PhD       | Iva Hrastinski, PhD                      | Early communication and speech and language development of children with hearing loss |  |  | • |   |  |  | 12 | 3 |
|  | 23 | Luka Bonetti, PhD           | Luka Bonetti, PhD<br>Iva Hrastinski, PhD | Listening and communication in adults with hearing loss                               |  |  |   | • |  |  | 12 | 3 |
|  | 24 | Marina Milković, PhD        | Marina Milković, PhD                     | Research in sign languages  |  |  |   | • |  |  | 12 | 3 |



**ORDINAL NUMBER:** 01

**TITLE OF COURSE/MODULE:** Research methods

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Required

**NAME OF COURSE/MODULE TEACHER:** Goran Milas, professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:**

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian and English

**NUMBER OF INSTRUCTION HOURS:** 20

**OUTLINE OF COURSE/MODULE CONTENT**

There are two main aims of this course. It is primarily focused on enabling doctoral students to understand research methods and critical interpretation of research results and their implications. The secondary goal is to enable students to apply their knowledge by selecting adequate research methods adapted to a specific research problem and their own research projects within or outside the scope of the doctoral programme. The following topics will be covered in the course:

- foundations of research;
- process of testing and theory verification;
- qualitative research methods;
- quantitative research methods;
- experimental and quasi-experimental research designs.

**READING LIST**

Required:

1. Milas, G. (2005 or newer) *Istraživačke metode u psihologiji i drugim društvenim znanostima*. Jastrebarsko: Naklada Slap.

Additional reading:

2. Bordens, K. S., Abbott, B. B. (2010) *Research Design and Methods: A Process Approach* (8<sup>th</sup> edition). New York: McGraw-Hill.
3. Frost, N. (2011) *Qualitative Research Methods in Psychology*. New York: McGraw-Hill.
4. Goodwin, C. J. (2010) *Research in Psychology: Methods and Design* (6<sup>th</sup> edition). Hoboken: Wiley & Sons.
5. Kantowitz, B. H., Roediger, H. L. & Elmes, D. G. (2009) *Experimental Psychology* (9<sup>th</sup> edition) Belmont: Wadsworth.

**DESCRIPTION OF INSTRUCTION METHODS**

Lectures

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Class attendance, written exam

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**



- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS: 4**



**ORDINAL NUMBER:** 02

**TITLE OF COURSE/MODULE:** Research ethics

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Required

**NAME OF COURSE/MODULE TEACHER:** Maja Cepanec, assistant professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:**

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian

**NUMBER OF INSTRUCTION HOURS:** 10

**OUTLINE OF COURSE/MODULE CONTENT**

The aim of the course is to teach students about contemporary principles and procedures crucial in different phases of the research study; before, during (communication with research participants, research procedures, etc.) and after the research study (data archiving, publishing results, etc.).

The topics include:

- importance of applying ethical principles in research;
- research participants' protection of well-being procedures;
- potential risks in conducting research related to privacy protection and research participant well-being (documentation of data, public presentation of data, etc.);
- ethical standards in conducting research with special populations, including children and individuals unable to give consent independently;
- ethical principles in writing and publishing research papers;
- influence of modern technology on ethical issues in research.

**READING LIST**

1. Ajduković, M., Kolesarić, V. (ed) (2003) *Etički kodeks istraživanja s djecom*. Državni zavod za zaštitu obitelji, materinstva i mladeži. Zagreb: Vijeće za djecu Vlade Republike Hrvatske.
2. American Psychological Association. (2010) *Ethical principles of psychologists and code of conduct*. Available at: <http://www.apa.org/ethics/code/>
3. Borovečki, A., i Lacković, Z. (2009) *Odgovorno ponašanje u znanosti, odabrani međunarodni i hrvatski dokumenti*. Zagreb: Medicinska naklada.
4. British Psychological Society (2010) *Code of human research ethics*. Available at: [http://www.bps.org.uk/sites/default/files/documents/code\\_of\\_human\\_research\\_ethics.pdf](http://www.bps.org.uk/sites/default/files/documents/code_of_human_research_ethics.pdf)
5. Christensen, L. B. (2004) *Ethics*. In: *Experimental methodology*, 9<sup>th</sup> edition. Boston: Pearson Education.
6. European Commission (2010) *European textbook on ethics in research*. Luxembourg: Publications Office of the European Union. Available at: [https://ec.europa.eu/research/science-society/document\\_library/pdf\\_06/textbook-on-ethics-report\\_en.pdf](https://ec.europa.eu/research/science-society/document_library/pdf_06/textbook-on-ethics-report_en.pdf)
7. European Commission (2013) *Ethics for researchers: facilitating research excellence in FP7*. Luxembourg: Publications Office of the European Union. Available at: [http://ec.europa.eu/research/participants/data/ref/fp7/89888/ethics-for-researchers\\_en.pdf](http://ec.europa.eu/research/participants/data/ref/fp7/89888/ethics-for-researchers_en.pdf)



8. Graf, C., Wager, E., Bowman, A., Fiack, S., Scott-Lichter, D., Robinson, A. (2007) Best practice guidelines on publication ethics: a publisher's perspective. *International Journal of Clinical Practice*, 61. 1-26.
9. Vine, E. (2011) Ethics. In: P. Richardson, A. Goodwin, E. Vine (eds) *Research methods and design in psychology*. Exeter: Learning Matters. 17-33.
10. Shaughnessy, J. J., Zechmeister, E. B., Zechmeister, J. S. (2003) Ethical issues in the conduct of psychological research. U: *Research methods in psychology*. New York: McGraw-Hill. 44-82.

#### **DESCRIPTION OF INSTRUCTION METHODS**

Classes will be organised in the form of lectures and structured in-class discussions

#### **DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Doctoral students are required to attend classes and actively participate in discussions as well as to submit a seminar paper (5 standard pages long).

#### **DESCRIPTION OF MONITORING OF TEACHING QUALITY**

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content

**APPOINTED ECTS: 2**

**ORDINAL NUMBER:** 03

**TITLE OF COURSE/MODULE:** Data analysis in speech and language pathology research - selected topics

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Required

**NAME OF COURSE/MODULE TEACHER:** Sanja Šimleša, assistant professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:**

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian

**NUMBER OF INSTRUCTION HOURS:** 25

**OUTLINE OF COURSE/MODULE CONTENT**

The aim of the course is to enable students to understand fundamental concepts and principles in measurement theory and testing in speech and language pathology as well as to comprehend complex statistical concepts and their theoretical foundations important for data analysis. Furthermore, the goal of this course is to train students to be able to use and apply their knowledge of inferential statistics, parametric and non-parametric statistics in social sciences.

Topics include

- test as construct measures;
- classification of tests considering the nature of items, administration, object of measurement and duration of administration;
- basic metric characteristics of test results: overview and definitions, objectivity, reliability, validity and sensitivity;
- correlation;
- use of correlation coefficient: determination coefficient; prediction of results;
- non-parametric tests for dependent samples;
- non-parametric tests for independent samples;
- introduction to comprehensive analysis of variance.

**READING LIST**

1. Jackson, C. (2000) *Psihologijsko testiranje*. Jastrebarsko: Naklada Slap.
2. Pallant, J. (2013) *SPSS Survival Manual*, 5<sup>th</sup> edition. Berkshire: Open University Press.
3. Petz B., Kolesarić, V., Ivanec, D. (2012) *Petzova statistika*. Jastrebarsko: Naklada Slap.
4. Maxwell, D., Satake, E. (2006). *Research and Statistical Methods in Communication Sciences and Disorders*. Thomson Delmar Learning.
5. Salkind, N. J. (2014) *Statistics for People Who (Think They) Hate Statistics*. Los Angeles: SAGE Publications, Inc.

**DESCRIPTION OF INSTRUCTION METHODS**

- Lectures
- Exercises
- Independent work



**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Doctoral students are required to attend classes and practicum (exercises) as well as pass written and oral exam.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS: 4**

**ORDINAL NUMBER:** 04

**TITLE OF COURSE/MODULE:** Academic writing and effective public communication

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Required

**NAME OF COURSE/MODULE TEACHER:** Melita Kovačević, professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:**

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian and English

**NUMBER OF INSTRUCTION HOURS:** 12

**OUTLINE OF COURSE/MODULE CONTENT:**

This course is aimed at preparing doctoral students for writing research and clinical papers by developing ways of presenting their own research to the public. The students will be acquainted with characteristics of academic writing, different writing styles and purposes. The course will cover differences in writing a research paper in a foreign language (e.g. English). Also, science popularisation and communication with general public will be covered as a special topic.

**READING LIST**

1. Brause, R. S. (2000) *Writing your doctoral dissertation - invisible rules for success*. Routledge: London and New York.
2. Chastain, E. (2006) *How to Write a Research Paper*. New York: Spark Publishing.
3. Gačić, M. (2012) *Pisanje znanstvenih i stručnih radova*. Zagreb: Školska knjiga.
4. O'Connor, M. (1991) *Writing successfully in science*. E&FN Spon: London and New York.
5. Oraić Tolić, D. (2011) *Akademsko pismo: Strategije i tehnike znanstvenoga rada*. Zagreb: Naklada Ljevak.
6. Pirie, D. B. (1985) *How to write critical essays*. Routledge: London and New York.
7. Woods, P. (2006) *Successful writing for qualitative researchers*. Routledge: London and New York.

**DESCRIPTION OF INSTRUCTION METHODS**

Instructional methods will include lectures and organised discussion. Doctoral students will be able to develop necessary skills on real-life examples.

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Doctoral students are required to attend lectures and actively participate in discussions and write a seminar paper.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS:** 3

**ORDINAL NUMBER:** 05

**TITLE OF COURSE/MODULE:** Multivariate statistical methods

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Required

**NAME OF COURSE/MODULE TEACHER:** Zvonimir Galić, assistant professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:**

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian/English

**NUMBER OF INSTRUCTION HOURS:** 20

**OUTLINE OF COURSE/MODULE CONTENT**

Introduction to multivariate statistical data analysis methods. ANOVA: complex models of analysis of variance; ANOVA – multiple measurements; mixed models of analysis of variance; introduction to multivariate analysis of variance (MANOVA). Multifactorial regression analysis: basics of regression analysis with more than two predictors; hierarchical regression analysis; logistic regression. Factor analysis: factor extraction method in factor analysis; factor rotation, interpretation of factor results; introduction to confirmatory Factor analysis. Cluster analysis: clustering participants and variables; similarity measures between clustering objects; procedures for determining number of clusters.

**READING LIST**

Required:

1. Field, A. (2013) Discovering statistics using IBM SPSS statistics. London: Sage.
2. Tabachnick, B. G., Fidell, L. S. (2013) Using multivariate statistics. Upper Saddle River, New Jersey: Pearson Education.

Additional readings:

3. Cohen, J., Cohen, P., West, S. G., Aiken, L. S. (2013) Applied multiple regression/correlation analysis for the behaviour sciences. Routledge.
4. Fabrigar, L. R., Wegener, D. T., MacCallum, R. C., Strahan, E. J. (1999) Evaluating the use of exploratory factor analysis in psychological research. *Psychological Methods*, 4. 272-299. doi: 10.1037//1082-989X.4.3.272

**DESCRIPTION OF INSTRUCTION METHODS**

The course will include three parts: (1) lectures, (2) demonstration and (3) examples. In a short introductory lecture, the instructor will explain the basics of each of the mentioned multivariate methods, after which he will demonstrate how to run it in SPSS using own data. Finally, the students will attempt to apply these analyses to data and interpret the findings independently.

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Doctoral students are required to actively participate in class. The exam will consist of a seminar project and oral exam. The aim of the seminar project is for the students to use one or more covered data analysis methods on their own data and to interpret the obtained findings.



**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

Theoretical knowledge is evaluated by continuous interaction with doctoral students and partly in the final oral exam, whereas applied knowledge is assessed via seminar project and partly in the final oral exam. After the class ends, the students will evaluate the course and the content by filling out a questionnaire.

**APPOINTED ECTS: 4**

**ORDINAL NUMBER:** 06

**TITLE OF COURSE/MODULE:** Language and communication disorders and specific learning disability

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Required

**NAME OF COURSE/MODULE TEACHER:** Mirjana Lenček, PhD

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:** Tatjana Prizl Jakovac, PhD; Jelena Kuvač Kraljević, PhD; Gordana Hržica, PhD

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian

**NUMBER OF INSTRUCTION HOURS:** 20

**OUTLINE OF COURSE/MODULE CONTENT**

The goal of this course is to present new findings of current research and the application of novel research methods in the area of communication and language disorders in children and adults and specific learning disability. The majority of results indicate an existence of a continuum of such problems from the earliest age, requiring knowledge of a developmental course of different processes as well as possibilities of learning effects and metacognitive aspects on the outcome in order to have an adequate research approach.

Topics include:

- new approaches to delays in communication, language and learning at an early age (for example, a psycholinguistic approach);
- idiosyncrasies of school age children;
- characteristics of problems caused by brain damage in adults (aphasia, traumatic brain injury, dementia);
- disfunction and underdeveloped abilities (such as working memory, phonological decoding, etc.) in individuals with language impairment, communication disorders and specific learning disability

**READING LIST**

1. Berninger, V. W., O'Malley, M. (2011) Evidence-Based Diagnosis and Treatment for Specific Learning Disabilities Involving Impairments in Written and/or Oral Language. *Journal of Learning Disabilities*. 44, 2. 167-183.
2. Brooksire R. H. (2007) *Introduction to neurogenic Communication Disorders*. (7<sup>th</sup> ed.) Mosby, Elsevier
3. Halpern, H., Goldfarb, R. (2013) *Language and motor Speech Disorders in Adults*. (3<sup>th</sup> ed.) Burlington, MA: Jones and Bartlett Publisher.
4. Scanlon, D. (2013) Specific Learning Disability and Its Newest Definition. Which Is Comprehensive? And Which Is Insufficient. *Journal of Learning Disabilities*. 46, 1. 26-33.
5. Stackhouse, J., Wells, B. (1997) *Children`s Speech and Literacy Difficulties: A Psycholinguistic framework*. London: Whurr Publishers Ltd. (Chapters 1 and 6)





6. Swanson, H. L., Harris, K. R., Graham, S. (2013) *Handbook of Specific Learning Disorders*. (2<sup>nd</sup> ed.) NY: Guilford Press. (Chapters 5, 6,7, 8, 10)
7. Vinson, B. P. (2011) *Language disorders across the lifespan*. (3<sup>rd</sup> ed.) USA: Cengage Learning.

**DESCRIPTION OF INSTRUCTION METHODS**

Course will be organised in the form of interactive lectures.

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Doctoral students are required to attend classes and actively participate in discussions. Doctoral students need to pass a written and an oral examination.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS: 4**

**ORDINAL NUMBER:** 07

**TITLE OF COURSE/MODULE:** Voice, speech and swallowing disorders

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Required

**NAME OF COURSE/MODULE TEACHER:** Draženka Blaži, professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:** Ana Bonetti, assistant professor; Emica Farago, professor; Mladen Heđever, professor; Ana Leko Krhen, assistant professor

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian

**NUMBER OF INSTRUCTION HOURS:** 20

**OUTLINE OF COURSE/MODULE CONTENT**

The goal of this course is to provide students with new knowledge and methodology in voice, speech and swallowing research, encourage critical thinking and discussion regarding different research questions, methods and results highlighting differential parameters of similar disorders.

Recent research methodology as well as new findings in voice disorders considering subpopulations, speech disorders (fluency disorders, dysarthria and apraxia) and swallowing and feeding disorders will be covered in this course.

**READING LIST**

1. Cykowski, M. D., Fox, P. T., Ingham, R. J., Ingham, J. C., Robin, D. A. (2010) A study of the reproducibility and etiology of diffusion anisotropy differences in developmental stuttering: A potential role for impaired myelination. *Neuroimage*, 52. 1495-1504.
2. Dodd, B. (2009) *Differential Diagnosis and Treatment of Children with Speech Disorder*. Whurr Publisher Ltd.: West Sussex. (selected chapters)
3. Yiu, E. (ed.) (2013) *International Perspective on Voice Disorders. Multilingual Matters*. (Chapters 10, 11 and 12). 103-148.
4. Watkins, K. E., Smith, S. M., Davis, S., Howell, P. (2008) Structural and functional abnormalities of the motor system in developmental stuttering. *Brain*, 131 (1). 50-59.
5. Swigert, N. (2010) *The Source for Pediatric Dysphagia*. (2<sup>nd</sup> edition). LinguiSystems, Inc.

**DESCRIPTION OF INSTRUCTION METHODS**

The course will include 15 hours of lectures and 5 hours of group work (3 hours of selected topic discussion and 2 hours of research work in the Laboratory for auditory and speech acoustics).

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

- Attend lectures and actively participate in discussions
- Create and submit a literature review seminar paper including a critical review of the topic



**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS: 4**



**ORDINAL NUMBER:** 08

**TITLE OF COURSE/MODULE:** Hearing Impairments

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Required

**NAME OF COURSE/MODULE TEACHER:** Sandra Bradarić-Jončić, professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:** Luka Bonetti, assistant professor; Marina Milković, assistant professor; Iva Hrastinski, PhD; Nina Kuhn, PhD; Vesna Ivasović, PhD

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian

**NUMBER OF INSTRUCTION HOURS:** 15

**OUTLINE OF COURSE/MODULE CONTENT**

The aim of this course is to provide students with knowledge regarding recent trends in research concerning hearing loss.

Topics include research-oriented themes in:

- early communication; language and speech development of hard-of-hearing and deaf children;
- (postlingually) acquired hearing loss in adults;
- sign languages;
- inclusive education of hard-of-hearing and deaf children.

**READING LIST**

1. Emmorey, K. (2002) *Language, Cognition and the Brain. Insights from Sign Language research*. Mahwah, NJ: Lawrence Erlbaum.
2. Marschark, M., Tang, G., Knoors, H. (2014) *Bilingualism and Bilingual Deaf Education*. Oxford University Press.
3. Mathur, G., Napoli, D. J. (2011) *Deaf around the World: The Impact of Language*. Oxford University Press.
4. Moeller, M.P. Ertmer, D.J. & Stoel-Gammon, C. (Eds) (2016). *Promoting Language and Literacy in Children Who Are Deaf or Hard of Hearing*. Brookes Publishing Co.
5. Montano, J. J., Spitzer, J. B. (2013) *Adult Audiologic Rehabilitation*, Second Edition. San Diego: Plural Publishing.
6. Pfau, R., Steinbach, M., Woll, B. (2012) *Sign language. An international handbook (HSK - Handbooks of linguistics and communication science)*. Berlin: Mouton de Gruyter.

**DESCRIPTION OF INSTRUCTION METHODS**

- Lectures
- Independent literature reviews
- Consultation



**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Students are required to submit a literature review paper covering recent research in some of the topics in the course.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS: 3**

**ORDINAL NUMBER:** 09

**TITLE OF COURSE/MODULE:** Language and cognitive development / Language and communication disorders and specific learning disability

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Elective

**NAME OF COURSE/MODULE TEACHER:** Melita Kovačević, professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:**

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian and English

**NUMBER OF INSTRUCTION HOURS:** 12

**OUTLINE OF COURSE/MODULE CONTENT**

The goal of this course is to introduce students to characteristics of language and cognitive development in light of the most recent research findings relevant for speech and language sciences. Also, the aim of the course is to prepare students for comprehension and application of recent theories and theoretical models in order to be able to develop new research studies. Using comparative approach, development of new knowledge and its influence on psycholinguistic research will be analysed. Special emphasis will be placed on explaining and comprehending (psycho)linguistic and psychological findings with the framework of interdisciplinary research.

**READING LIST**

Bavin, E. L. (2009) *The Cambridge Handbook of Child Language*. Cambridge: Cambridge University Press.

Gleitman, L. R., Liberman, M. (1995) *Language - An Invitation to Cognitive Science*. Cambridge: MIT Press (selected chapters)

Nelson, K. (1998) *Language in Cognitive Development*. Cambridge: Cambridge University Press.

Siegal, M., Surian, L. (2011) *Access to Language and Cognitive Development*. Oxford: Oxford University Press.

**DESCRIPTION OF INSTRUCTION METHODS**

The course will be based on lectures and guided discussions.

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Doctoral student are required to attend lectures and actively participate during class in addition to writing a final seminar paper.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS:** 3

**ORDINAL NUMBER:** 10

**TITLE OF COURSE/MODULE:** Autism spectrum disorders / Language and communication disorders and specific learning disability

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Elective

**NAME OF COURSE/MODULE TEACHER:** Jasmina Ivšac Pavliša, assistant professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:** Sanja Šimleša, assistant professor

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian

**NUMBER OF INSTRUCTION HOURS:** 15

**OUTLINE OF COURSE/MODULE CONTENT:**

The aim of the course is to present recent research in the area of diagnostics and research based treatments/interventions of social communication disorders and autism spectrum disorders. Considering the plethora of interventions for children and adults with autism spectrum disorders, in the last few years there has been an emphasis on scientific foundation of available approaches.

In this course, students will be acquainted with approaches that are research based, in addition to those lacking such validity. Students will conceptualize, conduct and evaluate intervention/treatment approach with an individual with autism spectrum disorder.

**READING LIST**

1. Prelock, P. A., McCauley, R. J. (2013) *Treatment of Autism Spectrum Disorders*. Paul H. Brookes Publishing Co.
2. Kasari C., Locke, J., Gulsrud, A., Rotheram-Fuller, E. (2010) Social networks and friendships at school: Comparing children with and without autism. *Journal of Autism and Developmental Disorders*, 41(5). 533-544.
3. Mahoney, G. (2011) The Parenting Model of Developmental Intervention. U: R. M. Hodapp (ed.) *International Review Of Research In Developmental Disabilities*. Oxford: Oxford Academic Press, 41. 73-126.
4. National Autism Center (2009) *National Standards Report - Addressing the need for evidence-based practice guidelines for Autism Spectrum Disorders*. Massachusetts: National Autism Center.
5. Mahoney, G., MacDonald, J. D. (2007) *Autism and Developmental Delays in Young Children: The Responsive Teaching Curriculum for Parents and Professionals*. Texas: PRO-ED.

**DESCRIPTION OF INSTRUCTION METHODS**

- Lectures
- Seminar paper

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Doctoral students are required to attend classes and seminar paper, submit a seminar paper (5 standard pages) and read the required literature/reading list.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**



- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS: 3**



**ORDINAL NUMBER: 11**

**TITLE OF COURSE/MODULE:** Developmental and acquired language disorders/ Language and communication disorders and specific learning disability

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Elective

**NAME OF COURSE/MODULE TEACHER:** Jelena Kuvač Kraljević, assistant professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:** Gordana Hržica, PhD

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian

**NUMBER OF INSTRUCTION HOURS:** 12

**OUTLINE OF COURSE/MODULE CONTENT:**

This course aims to provide doctoral students with information regarding current issues and research questions in the area of developmental and acquired language disorders, inclusive educational needs of individuals with these disorders, ranging in age and challenges of modern world that affect this population, such as bilingualism and IT literacy.

Topics include:

- methodology of research in language disorders considering linguistic activity/skill, age and aetiology of the disorder;
- distinct features of spoken and written language;
- educational aspects of individuals with language disorders;
- bilingualism and language disorders.

**READING LIST**

1. Vinson, B. P. (2011) *Language disorders across the lifespan* (3<sup>th</sup> edition). USA: Cengage Learning.
2. Kohnert, K (2008) *Language Disorders in Bilingual Children and Adults*. San Diego: Plural Publishing.
3. Causton, J., Tracy-Bronson, C. P. (2014) *The Speech-Language Pathologist's Handbook For Inclusive School Practices*. Baltimore: Paul Brooks Publisher.

**DESCRIPTION OF INSTRUCTION METHODS**

- Interactive lectures
- Group work and discussions

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

- Oral exam

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS: 3**

**ORDINAL NUMBER:** 12

**TITLE OF COURSE/MODULE:** Dysgraphia/ Language impairment, communication disorders and specific learning disability

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Elective

**NAME OF COURSE/MODULE TEACHER:** Mirjana Lenček, professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:**

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian

**NUMBER OF INSTRUCTION HOURS:** 12

**OUTLINE OF COURSE/MODULE CONTENT:**

This course provides insights related to novel research and clinical knowledge of dysgraphia as a separate phenomenon within specific learning disabilities. The goal of the course is to develop understanding of the writing process and problems in writing (dysgraphia) from performance and content aspects, starting from monitoring early pre-writing skills development to skills involved in the writing process. The course will cover research findings regarding writing planning processes, motor act of writing and components of writing content in assessment situations. Additional research studies will cover dysgraphia treatment and possibilities of using IT technologies.

Topics:

- early writing skills – early stage of writing and possible risks for writing difficulties and dysgraphia;
- writing as a language skill: deviations in language performance as a risk factor for dysgraphia;
- novel definitions of dysgraphia;
- content and performance aspect of writing: the basis of writing and dysgraphia assessment;
- dysgraphia treatment;
- using IT technology in dysgraphia treatment.

#### READING LIST

1. Berninger, V. W., Richards, T. L., Abbott, R. D. (2015) Differential diagnosis of dysgraphia, dyslexia, and OWL LD: behavioral and neuroimaging evidence. *Reading and Writing*. 28, 1119–1153.
2. Clarc, G. J. (2010) The relationship between handwriting, reading, fine motor and visual-motor skills in kindergarteners. Graduate Theses and Dissertations. Paper 11399. Iowa State University Digital Repository @ Iowa State University.  
<http://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=2432&context=etd>
3. Connelly, V., Gee, D., Walsh, E. (2007) A comparison of keyboarded and handwritten compositions and the relationship with transcription speed. *British Journal of Educational Psychology*, 77. 479–492.
4. Kumar, N. C. (2013) A Single Session of NCK Therapy in Ameliorating Excessive Pressure while Writing in a Child with Writing Difficulty: A Case Study. *International Journal of Science and Research*. 4(6). 373-389.
5. Poobrasert, O., Gestubtim W. (2015) When Write is (not) Wrong: Assistive Technology Tools for Dysgraphia. *International Journal of Computer Engineering and Applications*. 9, VI (I), 122-129.



6. Rostami, A., Allahverdi, F., Mousavi; F. (2014) Dysgraphia: The Causes and Solutions. *International Journal of Academic Research in Business and Social Sciences*. 4 (2). 7-11.
7. Schott, G. D. (2007) Mirror writing: neurological reflections on an unusual phenomenon. *Journal of Neurology, Neurosurgery & Psychiatry*, 78. 5-13.
8. Van Hoorn, J. F., Maathuis, C. G. B., Peters, L. H. J., Haddeers-Algra, M. (2010) Handwriting, visuomotor integration, and neurological condition at school age. *Developmental Medicine & Child Neurology*, 52. 941–947.
9. Van Hoorn, J. F., Maathuis, C. G. B., Haddeers-Algra, M. (2013) Neural correlates of paediatric dysgraphia. *Developmental Medicine & Child Neurology*. 55 (Supp. 4). 65–68.

#### **DESCRIPTION OF INSTRUCTION METHODS**

Instruction methods will include lectures and structured discussion during class.

#### **DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Doctoral students are required to attend classes and actively participate in discussions in addition to submitting written discussion preparation (3 standard pages long).

#### **DESCRIPTION OF MONITORING OF TEACHING QUALITY**

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

#### **APPOINTED ECTS: 3**

**ORDINAL NUMBER: 13**

**TITLE OF COURSE/MODULE:** Adult neurogenic language disorders/ Language and communication disorders and specific learning disability

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Elective

**NAME OF COURSE/MODULE TEACHER:** Tatjana Prizl-Jakovac, professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:** Ana Leko Krhen, PhD

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian

**NUMBER OF INSTRUCTION HOURS:** 12

**OUTLINE OF COURSE/MODULE CONTENT:**

Doctoral students will be provided with novel research findings in the area of adult acquired language disorders of various neurological etiologies. In addition to developing understanding of basic pathophysiology of diseases and language disorders, the course will place emphasis on functional effects on quality of life. New, innovative approaches in assessment of cognitive and communication assessment as well as new directions in treating language disorders of individuals with acquired brain damage.

**READING LIST**

1. Albyn Davis, G. (2014) *Aphasia and related cognitive-communicative disorders*. Boston: Pearson.
2. Halpern, H., Goldfarb, R. (2013) *Language and motor speech disorders in adults*. Burlington, MA: Jones & Bartlett Learning.
3. Murdoch, B. E. (2010) *Acquired speech and language disorders: Neuroanatomical and functional neurological approach*. Chichester, U.K.: Wiley-Blackwell.
4. Papathanasious, I., Coppens, P., Potagas, C. (2013) *Aphasia and related neurogenic communication disorder*. Sudbury, MA: Jones & Bartlett Learning.
5. Peach, R. K., Shapiro, L. P. (2012) *Cognition and acquired language disorders*. St. Louis, MO: Elsevier Mosby.

**DESCRIPTION OF INSTRUCTION METHODS**

- Lectures
- Literature study
- Case studies
- Video
- Links
- Discussion

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

- Literature study
- Consultation
- Seminar paper (individual work, 5 standard pages long based on critical literature overview and critical review of study case)



**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS: 3**

**ORDINAL NUMBER:** 14

**TITLE OF COURSE/MODULE:** Augmentative and alternative communication – intervention and technology aspects/ Language and communication disorders and specific learning disability

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Elective

**NAME OF COURSE/MODULE TEACHER:** Jasmina Ivšac Pavliša, assistant professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:** Marin Vuković, assistant professor

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian

**NUMBER OF INSTRUCTION HOURS:** 10

**OUTLINE OF COURSE/MODULE CONTENT:**

The aim of the course is to provide information regarding recent research findings and methods in the area of augmentative and alternative communication. Implementation of augmentative and alternative communication in individuals who cannot communicate in a commonly used manner is well accepted world-wide, and research in this area is aimed at usage of high tech devices (e.g. eye tracking devices).

The course will present a contemporary view of augmentative and alternative communication in individuals with complex communication needs, along with various high tech solutions (such as applications for Android and iOS systems). The course will highlight aspects of individual approach and multimodality, which are crucial for implementation and research in the areas of augmentative and alternative communication.

**READING LIST**

1. Beukelman, D., Mirenda, P. (2013) *Augmentative and alternative communication: Supporting children and adults with complex communication needs*, 4th edition. Baltimore: Paul H. Brookes.
2. McNaughton, D., Light, J. (2013) The iPad and Mobile Technology Revolution: Benefits and Challenges for Individuals who require Augmentative and Alternative Communication. *Augmentative and Alternative Communication*, 29(2). 107-116.
3. McNaughton, D., Light, J. (2014) From Basic to Applied Research to Improve Outcomes for Individuals Who Require Augmentative and Alternative Communication: Potential Contributions of Eye Tracking Research Methods. *Augmentative and Alternative Communication*, 30(2). 99-106.
4. Pat, M., Iacono, T. (2009) *Autism Spectrum Disorders and AAC*. Baltimore, Maryland: Paul H. Brookes Publishing.
5. Reichle, J., Beukelman, D. R., Light, J. C. (2002) *Exemplary Practices for Beginning Communicators, Implication for AAC*. Paul H. Brookes, Publishing Co.

**DESCRIPTION OF INSTRUCTION METHODS**

- Lectures
- Observation

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**



Doctoral students are required to attend classes and clinical exercises, write a seminar paper (4 standard pages long) and read the required reading list.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS: 2**

**ORDINAL NUMBER: 15****TITLE OF COURSE/MODULE:** Childhood apraxia of speech (CAS) / Voice, speech and swallowing disorders**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Elective**NAME OF COURSE/MODULE TEACHER:** Draženka Blaži, professor**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:** Blaženka Brozović, PhD**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian**NUMBER OF INSTRUCTION HOURS:** 12**OUTLINE OF COURSE/MODULE CONTENT:**

This course is aimed at presenting research in the area of childhood apraxia of speech, related to determining causes, symptoms, diagnosis and implications for communication and speech and language development, reading and writing skills development and speech and language therapy procedures that are research based.

Doctoral students will be presented with research methodology in this area and will develop skills important for relevant literature review, preparation of research studies in the area of childhood apraxia of speech, critical thinking and critical review of presented research findings.

**READING LIST**

1. Alcock, K. J., Passingham, R. E., Watkins, K. E., Vargha-Khadem, F. (2000) Oral Dyspraxia in Inherited Speech and Language Impairment and Acquired Dysphasia. *Brain and Language*, 75. 17-33.
2. Dale, P. S., Hayden, D. A. (2013) Treating Speech Subsystems in Childhood Apraxia of Speech With Tactual Input: The PROMPT Approach. *American Journal of Speech-Language Pathology*, 22. 644-661.
3. Dodd, B. (2009) *Differential Diagnosis and Treatment of Children with Speech Disorder*. Whurr Publisher Ltd., West Sussex.
4. Kirk C., Vigeland L. (2014) A Psychometric Review of Norm-Referenced Tests Used to Assess Phonological Error Patterns. *Language, Speech, and Hearing Services in Schools*. *LSHSS*, 45 (4). 365-377.
5. Skelton, S. L., Hagopian, A. L. (2014) Using Randomized Variable Practice in the Treatment of Childhood Apraxia of Speech. *American Journal of Speech-Language Pathology*, 23. 599-611.

**DESCRIPTION OF INSTRUCTION METHODS**

- 4 hours of lectures
- 8 hours of activities (group work, research project preparation and writing an original research paper, preparation for writing a literature review paper, presentation and evaluation of conducted research, critical review).

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

- Attending lectures and actively participating in discussions
- Writing and submitting a seminar paper (literature review paper or a small-scale research paper related to CSA), individually or in a small group of 2 or 3 doctoral students.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**





- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS: 3**

**ORDINAL NUMBER: 16**

**TITLE OF COURSE/MODULE:** Multidimensional assessment of voice quality / Voice, speech and swallowing disorders

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Elective

**NAME OF COURSE/MODULE TEACHER:** Ana Bonetti, assistant professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:** Boris Šimunjak, PhD

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian

**NUMBER OF INSTRUCTION HOURS:** 12

**OUTLINE OF COURSE/MODULE CONTENT:**

Contemporary interdisciplinary approaches measuring voice quality, objective and subjective assessment of voice disorders and their effect on the quality of life in different populations.

**READING LIST**

1. Dejonckere, P. H., Bradley, P., Clemente, P., Cornut, G., Crevier-Buchman, L., Friedrich, G., Van De Heyning, P., Remacle, M., Woisard, V. (2001) A basic protocol for functional assessment of voice pathology, especially for investigating the efficacy of (phonosurgical) treatments and evaluating new assessment techniques. *European Archives of Oto-Rhino-Laryngology*, 258(2). 77-82.
2. Gillespie, A. I., Gooding, W., Rosen, C., Gartner-Schmidt, J. (2014) Correlation of VHI-10 to voice laboratory measurements across five common voice disorders. *Journal of Voice*, 28 (4). 440-8.
3. Hawkshaw, M. J., Sataloff, J. B., Sataloff, R. (2013) New Concepts in Vocal Fold Imaging: A Review. *Journal of Voice*, 27 (6). 738–743.
4. Lu, F. L., Matteson S. (2014) Speech Tasks and Interrater Reliability in Perceptual Voice Evaluation. *Journal of Voice*, 28(6). 725-732
5. Reynolds, V., Buckland, A., Bailey, J., Lipscombe, J., Nathan, E., Vijayasekaran, S., Kelly, R., Maryn, Y., French, N. (2012) Objective assessment of pediatric voice disorders with the acoustic voice quality index. *Journal of Voice*, 26 (5). 672.e1-7
6. Uloza, V., Vegienė, A., Pribušienė, R., Šaferis, V. (2013) Quantitative Evaluation of Video Laryngostroboscopy: Reliability of the Basic Parameters. *Journal of Voice*, 27 (3). 361–368.

**DESCRIPTION OF INSTRUCTION METHODS**

- Lectures
- Independent literature review
- Consultation

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Doctoral students are required to pass a written exam.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS: 3**

**ORDINAL NUMBER: 17**

**TITLE OF COURSE/MODULE:** Research based approach to motor disorders / Voice, speech and swallowing disorders

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Elective

**NAME OF COURSE/MODULE TEACHER:** Emica Farago, associate professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:** Claire Sangster Jokić, PhD

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** English

**NUMBER OF INSTRUCTION HOURS:** 12

**OUTLINE OF COURSE/MODULE CONTENT:**

The goal of the course is to give overview of current research providing best practice examples in the area of assessment and intervention of children with motor disorders. This course will, from a research based viewpoint, focus on critical analysis of current evidence-based approaches in this area.

Topics will include: introduction to motor development (inclusive of gross motor and fine motor development), basic tenets of motor development and theories of motor learning. Theoretical knowledge will be supplemented with examples of typical performances of children with motor disorders such as cerebral palsy and other neurological and musculoskeletal conditions, developmental disabilities, dyspraxia and attention and learning disorders. The course provides an introduction to different approaches to assessment of motor skills (including standard evaluation and performance observation) and presentation of findings supporting each approach. Finally, different intervention approaches (neurodevelopmental, cognitive and adaptive) will be presented.

**READING LIST**

1. Blanche, E. I., Botticelli, T. M., Hallway, M. K. (1998) *Combining Neuro-Developmental Treatment and Sensory Integration Principles: An Approach to Pediatric Therapy*. Philadelphia, PA: Therapy Skill Builders Inc.
2. Keenan, T., Evans, S. (2009) *An Introduction to Child Development* (2<sup>nd</sup> edition). New York: Sage Publications Ltd.
3. King, G., McDougall, J., Tucker, M. A., Gritzan, J., Malloy-Miller, T., Alambets, P., Cunning, D., Thomas, K., Gregory, K. (1999) An evaluation of functional, school-based therapy services for children with special needs. *Physical & Occupational Therapy in Pediatrics*, 19(2), 5-29.
4. Miller, S. A., Booth Church, E., Poole, C. (2015) *Ages & Stages: How Children Develop Motor Skills*. Scholastic, Inc.
5. Mulligan, S. E. (2014) *Occupational Therapy Evaluation for Children: A Pocket guide* (2<sup>nd</sup> edition). Philadelphia, PA: Lippincott, Williams & Wilkins.
6. Nguyen, T., Freeman, M., Gorter, J. W. (2013) *Developmental trajectories of youth with disabilities*. Hamilton, ON: CanChild Centre for Childhood Disability Research.
7. Polatajko, H.J. & Mandich, A. (2004) *Enabling Occupation in Children: The Cognitive Orientation to daily Occupational Performance (CO-OP) Approach*. Ottawa, ON: CAOT ACE.



**DESCRIPTION OF INSTRUCTION METHODS**

- Lectures
- Observation

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Doctoral students are required to attend lectures and clinical exercises in addition to writing a seminar paper (4 standard pages long) and reading the relevant reading list.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS: 3**

**ORDINAL NUMBER: 18**

**TITLE OF COURSE/MODULE:** Neural basis of fluency disorders / Voice, speech and swallowing disorders

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Elective

**NAME OF COURSE/MODULE TEACHER:** Ana Leko Krhen, assistant professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:**

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian

**NUMBER OF INSTRUCTION HOURS:** 12

**OUTLINE OF COURSE/MODULE CONTENT:**

The goal of the course is to present doctoral students with recent findings from neurophysiological research attempting to explain development of stuttering, especially concerning different symptoms.

Topics include:

- interconnected dynamic activity of cortical and subcortical systems responsible for planning, performance and monitoring of speech production;
- functional and structural abnormalities of motor system of individuals with developmental stuttering;
- neuroanatomical differences between children and adults who stutter;
- acquired (neurogenic) stuttering – different lesion areas – different symptoms of neural basis of cluttering.

**READING LIST**

1. Alm, P. (2011) Cluttering: a neurological perspective. In: D. Ward, K. Scaler Scott (eds.) *Cluttering: A Handbook of Research, Intervention and Education*. New York: Psychology Press. 3-28.
2. Beal, S. B., Lerch, J. P., Cameron, B., Rhaeling, H., Gracco, V. L., DeNil, L. (2015) The trajectory of gray matter development in Broca's area is abnormal in people who stutter. *Frontiers in Human Neuroscience*, Volume 9. DOI: 10.3389/frhum.2015.00089
3. Chang, S. E., Erickson, K. I., Ambrose, N. G., Hasegawa-Johnson, M. A., Ludlow, C.L. (2008) Brain anatomy differences in childhood stuttering. *Neuroimage*, 39. 1333-1344.
4. Connally, E. L., Ward, D., Howell, P., Watkins, K. E. (2014) Disrupted white matter in language and motor tract in developmental stuttering. *Brain & Language*, 131. 25-35.
5. Cykowski, M.D., Fox, P. T., Ingham, R.J., Ingham, J. C., Robin, D.A. (2010) A study of the reproducibility and etiology of diffusion anisotropy differences in developmental stuttering: A potential role for impaired myelination. *Neuroimage*, 52. 1495-1504.
6. Krishnan, G., Nair, R. P., Tiwari S. (2010) Clinical evidence for the compensatory role of the right frontal lobe and a novel neural substrate in developmental stuttering: A single case study. *Journal of Neurolinguistics*, 23. 501-510.
7. Lu, C., Ning, N., Peng, D., Ding, G., Li, K., Yang, Y., Lin, C. (2009) The role of large-scale neural interactions for developmental stuttering. *Neuroscience*, 161. 1008-1026.



8. Shangibg, C., Tourville, J.A., Beal, D.S., Perkell, J.S., Guenther, F.H., Satrajit, S. G. (2014) Diffusion imaging of cerebral white matter in persons who stutter: evidence for network-level anomalies, *Frontiers in Human Neuroscience*, Volume 8. DOI:10.3389/fnhu.2014.00054
9. Tani, T., Sakai, Y. (2011) Analysis of five cases with neurogenic stuttering following brain injury in the basal ganglia. *Journal of Fluency Disorders*, 36 (1).1-16.
10. Watkins, K. E., Smith, S. M., Davis, S., Howell, P. (2008) Structural and functional abnormalities of the motor system in developmental stuttering. *Brain*, 131 (1). 50-59.

**DESCRIPTION OF INSTRUCTION METHODS**

- Lectures

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

- Written exam

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS: 3**

**ORDINAL NUMBER: 19****TITLE OF COURSE/MODULE:** Dysphagia and neuromuscular disorders / Voice, speech and swallowing disorders**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Elective**NAME OF COURSE/MODULE TEACHER:** Emica Farago, associate professor**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:****LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian**NUMBER OF INSTRUCTION HOURS:** 12**OUTLINE OF COURSE/MODULE CONTENT:**

The contents of this course aim to provide insight to specific feeding and swallowing disorders in populations with dysfunctional movement patterns due to different pathologies and conditions such as Parkinson's disease, progressive supranuclear paralysis, Huntington's disease, dystonia and other lesions of brain structures responsible for motor planning and programming.

Topics include:

- characteristics of normal movement patterns;
- classification of movement disorders;
- hyperkinetic movement disorders and feeding and swallowing disorders;
- the influence of central and peripheral nervous system lesion locations on feeding and swallowing parameters.

**READING LIST**

1. Aydogdu, I., Tanriverdi, Z., Ertekin, C. (2010) Dysfunction of bulbar central pattern generator in ALS patients with dysphagia during sequential deglutition. *Clinical Neurophysiology*, 122. 1219-1228.
2. Ertekin, C., Kiylioglu, N., Tarlaci, S., Turman, A. B., Secil, Y., Aydogdu, I. (2001) Voluntary and reflex influences on the initiation of swallowing reflex in man. *Dysphagia*, 16. 40-47.
3. Heemskerk, A. W., Roos, R. A. (2011) Dysphagia in Huntington's Disease: A Review. *Dysphagia*, 26. 62-66.
4. Isono, C., Hirano, M., Sakamoto, H., Ueno, S., Kusunoki, S., Nakamura, Y. (2013) Differences in Dysphagia Between Spinocerebellar Ataxia Type 3 and Type 6. *Dysphagia*, 28. 413-418.
5. Johnston, B. T., Castell, J. A., Stumacher, S., Colcher, A., Gideon, R. M., Li, Q., Castell, D. O. (1997) Comparison of swallowing function in Parkinson's disease and progressive supranuclear palsy. *Movement Disorders*, 12(3), 322-327.
6. Leonard, R., Kendall, K. (2014). Dysphagia assessment and treatment planning. A team approach. (3<sup>rd</sup> edition). San Diego: Plural Publishing.
7. Litvan, I., Sastry, N., Sonies, B. C. (1997) Characterizing swallowing abnormalities in progressive supranuclear palsy. *Neurology*, 48 (6). 1654-1662.
8. Luchesi, K. F., Kitamura, S., Mourão, L. F. (2011) Dysphagia progression and swallowing management in Parkinson's disease: an observational study. *Clinical Neurophysiology*, 122 (6). 1219-1228.



9. Monte, F. S., da Silva-Júnior, F. P., Braga-Neto, P., Nobre e Souza, M. A., de Bruin, V. M. (2005) Swallowing Abnormalities and Dyskinesia in Parkinson's Disease. *Movement Disorders*, 20(4). 457-462.
10. Vogel, A. P., Brown, S. E., Folker, J. E., Corben, L. A., Delatycki, M. B. (2014) Dysphagia and swallowing-related quality of life in Friedreich Ataxia. *Journal of Neurology*, 261(2). 392-399.

#### DESCRIPTION OF INSTRUCTION METHODS

- Lectures
- Seminar paper (preparation of a research project and writing an original research paper, preparation for writing a literature review paper, presentation)
- Consultation

#### DESCRIPTION OF COURSE/MODULE REQUIREMENTS

- Attending lectures and actively participating in discussions
- Writing and submitting a seminar paper (research or literature review paper)

#### DESCRIPTION OF MONITORING OF TEACHING QUALITY

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS: 3**



**ORDINAL NUMBER: 20**

**TITLE OF COURSE/MODULE:** Auditory processing disorders / Voice, speech and swallowing disorders

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Elective

**NAME OF COURSE/MODULE TEACHER:** Mladen Heđever, professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:** Iva Hrastinski, PhD

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian and English

**NUMBER OF INSTRUCTION HOURS:** 12

**OUTLINE OF COURSE/MODULE CONTENT:**

In this course, doctoral students will be presented with the definition of auditory processing disorders (APD), in addition to overviewing neuroanatomical and physiological bases of auditory sound processing. Different diagnostics and research procedures in APD will be covered in addition to APD intervention and rehabilitation methods. Student will be familiarised with tests for APD assessment and studies conducted within the research project 'Auditory processing disorders in school-age children', presented in a way to support critical thinking.

Topics include:

- definition and description of APD;
- neuroanatomical and physiological basis of APD;
- APD and other disorders;
- methods and tests for APD assessment;
- overview of 'PSP-1' test;
- APD diagnostics;
- APD therapy;
- acoustic environmental modifications for alleviation of APD symptoms.

**READING LIST**

1. Bellis, T. J. (2003) *Assessment and Management of Central Auditory Processing Disorders in the Educational Setting: From Science to Practice*. 2<sup>nd</sup> Edition. Thomson Delmar Learning.
2. Bellis, T. J. (2006) Audiologic Behavioral Assessment of APD. In: T. K. Parthasarathy (ed) *An Introduction to Auditory Processing Disorders in Children*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.
3. Chermak, G. D., Bellis, T. J., Musiek, F. E. (2007) Neurobiology, Cognitive Science, and Intervention. In: *Handbook of (Central) Auditory Processing Disorder: Volume II – Comprehensive Intervention*. San Diego: Plural Publishing Inc.
4. Geffner, D., Ross-Swain, D. (2013). Auditory processing disorders: assessment, management and treatment. Second Edition. San Diego: Plural Publishing.
5. Heđever, M. (2010) Ispitivanje poremećaja slušnog procesiranja u učenika osnovne škole pomoću dihotičkog testa riječi. In: V. Mildner, M. Liker (ur.) *Proizvodnja i percepcija govora: profesoru Damiru*

*Horgi povodom njegovog sedamdesetog rođendana.* Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, Odsjek za fonetiku, Odjel za fonetiku Hrvatskoga filološkog društva, FF press. 198-207.

6. Heđever, M., Bonetti, A. (2010) Ispitivanje poremećaja slušnog procesiranja pomoću filtriranih riječi kod učenika nižih razreda osnovne škole. *Hrvatska revija za rehabilitacijska istraživanja*, 46, (2). 50-60.
7. Heđever, M., Nikolić, B., Fabijanović, A. *Dihotički test riječi: metrijska svojstva.* Hrvatska revija za rehabilitacijska istraživanja. *Hrvatska revija za rehabilitacijska istraživanja*, 49, (1). 49-64.
8. Keith, R. W. (2000) *SCAN-C. Test for Auditory Processing Disorders in Children - Revised.* The Psychological Corporation, Harcourt Assessment company.
9. Mueller, G., Bright, K. (1994) Monosyllabic procedures in central testing. In: J. Katz (ed) *Handbook of clinical audiology.* Baltimore: Williams & Wilkins. 222-238.

#### **DESCRIPTION OF INSTRUCTION METHODS**

- 4 hours of lectures
- 8 hours of activities (group work, research project preparation and writing an original research paper, preparation for writing a literature review paper, presentation and evaluation of conducted research, critical review).

#### **DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

- Attending lectures and actively participating in discussions
- Writing and submitting a seminar paper (literature review paper or a small-scale research paper related to auditory processing disorder), individually or in a small group of 2 or 3 doctoral students.

#### **DESCRIPTION OF MONITORING OF TEACHING QUALITY**

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS: 3**





**ORDINAL NUMBER: 21**

**TITLE OF COURSE/MODULE:** Inclusive education of deaf children and youth / Hearing Impairments

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Elective

**NAME OF COURSE/MODULE TEACHER:** Sandra Bradarić-Jončić, professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:**

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian

**NUMBER OF INSTRUCTION HOURS:** 12

**OUTLINE OF COURSE/MODULE CONTENT:**

The aim of the course is to provide information regarding recent research findings concerning language and psychosocial performance and academic achievement of deaf children and youth in monolingual and bilingual inclusive education programs in addition to presenting research methodology used in such studies.

Topics include:

- Monolingual and bilingual inclusive education of deaf children and youth – language performance, social interaction, self respect, behavioural disorders, quality of life and academic achievement of deaf children and youth in two inclusive education models.

**READING LIST**

1. Antia, Sh. D., Jones, P. B., Reed, S., Kreimeyer, K. H. (2009) Academic Status and Progress of Deaf and Hard-of-Hearing Students in General Education Classrooms. *The Journal of Deaf Studies and Deaf Education*, 14 (3). 293-311.
2. Batten, G., Oakes, P. M., Alexander, T. (2014) Factors Associated With Social Interactions Between Deaf Children and Their Hearing Peers: A Systematic Literature Review. *The Journal of Deaf Studies and Deaf Education*, 19 (3). 285-302.
3. Hintermair, M. (2013) Executive Functions and Behavioral Problems in Deaf and Hard-of-Hearing Students at General and Special Schools. *The Journal of Deaf Studies and Deaf Education*, 18 (3). 344-359.
4. Lange, Ch. M., Lane-Outlaw, S., Lange, W. E., Sherwood, D. L. (2013) American Sign Language/English Bilingual Model: A Longitudinal Study of Academic Growth. *The Journal of Deaf Studies and Deaf Education*, 18 (4). 532-544.
5. Marschark, M., Tang, G., Knoors, H. (2014) *Bilingualism and Bilingual Deaf Education*. Oxford: Oxford University Press.
6. Most, T., Ingber, S., Heled-Ariam, E. (2012) Social Competence, Sense of Loneliness, and Speech Intelligibility of Young Children With Hearing Loss in Individual Inclusion and Group Inclusion. *The Journal of Deaf Studies and Deaf Education*, 17(2). 259-272.



7. Richardson, J. T. E., Marschark, M., Sarchet, T., Sapere, P. (2010) Deaf and Hard-of-Hearing Students' Experiences in Mainstream and Separate Postsecondary Education. *The Journal of Deaf Studies and Deaf Education*, 15(4). 358-382.
8. Schick, B., Skalicky, A., Edwards, T., Kushalnagar, P., Topolski, T., Patrick, D. (2013) School Placement and Perceived Quality of Life in Youth Who Are Deaf or Hard of Hearing. *The Journal of Deaf Studies and Deaf Education*, 18(1). 47-61.
9. Shaver, D. M., Marschark, M., Newman, L., Marder, C. (2014) Who Is Where? Characteristics of Deaf and Hard-of-Hearing Students in Regular and Special Schools. *The Journal of Deaf Studies and Deaf Education*, 19(2). 203-219.
10. Wauters, L. N., Knoors, H. (2008) Social Integration of Deaf Children in Inclusive Settings. *The Journal of Deaf Studies and Deaf Education*, 13(1). 21-36.
11. Xie, Y., Potmėšil, M., Peters, B. (2014) Children Who Are Deaf or Hard of Hearing in Inclusive Educational Settings: A Literature Review on Interactions With Peers. *The Journal of Deaf Studies and Deaf Education*, 19(4). 423-437.

#### **DESCRIPTION OF INSTRUCTION METHODS**

- Lectures
- Independent literature study
- Consultation

#### **DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Doctoral students are required to write a literature review paper concerning inclusive education of deaf children and youth.

#### **DESCRIPTION OF MONITORING OF TEACHING QUALITY**

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS: 3**

**ORDINAL NUMBER: 22**

**TITLE OF COURSE/MODULE:** Early communication and speech and language development of children with hearing loss / Hearing Impairments

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Elective

**NAME OF COURSE/MODULE TEACHER:** Ljubica Pribanić, associate professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:** Iva Hrastinski, PhD

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian

**NUMBER OF INSTRUCTION HOURS:** 12

**OUTLINE OF COURSE/MODULE CONTENT:**

The goal of this course is to present students with the recent research findings in the area of prelinguistic communication, speech and language development and early bimodal bilingual development of children with hearing loss (fitted with hearing aids and/or cochlear implants). The aim of the course is to enable students to plan research in this area.

Topics include:

- prelinguistic communication, speech and language development and early bimodal bilingual development of children with hearing aids and/or cochlear implants;
- early bimodal bilingual (spoken and sign language) development of children with hearing loss.

**READING LIST**

1. Davidson, K., Lillo-Martin, D., Pichler, D. C. (2014) Spoken English Language Development Among Native Signing Children With Cochlear Implants. *Journal of deaf studies and deaf education*, 19 (2). 238-250. doi:10.1093/deafed/ent045
2. Dunn, C. C., Walker, E. A., Oleson, J., Kenworthy, M., Van Voorst, T., Tomblin, J. B., Gantz, B. J. (2014) Longitudinal speech perception and language performance in pediatric cochlear implant users: The effect of age at implantation. *Ear and hearing*, 35(2). 148-160.
3. Campbell, R., MacSweeney, M., Woll, B. (2014) Cochlear implantation (CI) for prelingual deafness: the relevance of studies of brain organization and the role of first language acquisition in considering outcome success. *Frontiers in human neuroscience*, 8. 834.
4. Geers, A., Nicholas, J. (2007) Will they catch up? The role of age at cochlear implantation in the spoken language development of children with severe to profound hearing loss. *Journal of Speech, Language, and Hearing Research*, 50. 1048-1062.
5. Lederberg, A. R., Schick, B., Spencer, P. E. (2013) Language and literacy development of deaf and hard-of-hearing children: Successes and challenges. *Developmental psychology*, 49(1).15-30.
6. Lieberman, A. M., Hatrak, M., Mayberry, R. I. (2014) Learning to look for language: Development of joint attention in young deaf children. *Language Learning and Development*, 10(1). 19-35.
7. Lyness, C. R., Woll, B., Campbell, R., Cardin, V. (2013) How does visual language affect crossmodal plasticity and cochlear implant success? *Neuroscience & Biobehavioral Reviews*, 37(10). 2621-2630.
8. Marschark, M., Wauters, L. (2008) Language comprehension and learning by deaf students. In: M. Marschark, P. C. Hauser (eds.) *Deaf cognition: Foundations and outcomes*. New York: Oxford University Press. 309-350.



9. Niparko, J. K., Tobey, E. A., Thal, D. J., Eisenberg, L. S., Wang, N. Y., Quittner, A. L. (2010) Spoken language development in children following cochlear implantation. *Jama*, 303(15). 1498-1506.
10. Walker, E. A., Tomblin, J. B. (2014) The Influence of Communication Mode on Language Development in Children with Cochlear Implants. In: M. Marschark, G. Tang, H. Knoors (eds.) *Bilingualism and Bilingual Deaf Education*. New York, NY: Oxford University Press. 134-151.

#### **DESCRIPTION OF INSTRUCTION METHODS**

- Lectures
- Independent literature study
- Consultation

#### **DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Doctoral students are required to write a literature review paper concerning speech and language development of children with hearing loss.

#### **DESCRIPTION OF MONITORING OF TEACHING QUALITY**

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS: 3**



**ORDINAL NUMBER: 23**

**TITLE OF COURSE/MODULE:** Listening and communication in adults with hearing loss / Hearing Impairments

**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Elective

**NAME OF COURSE/MODULE TEACHER:** Luka Bonetti, assistant professor

**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:** Iva Hrastinski, PhD

**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian

**NUMBER OF INSTRUCTION HOURS:** 12

**OUTLINE OF COURSE/MODULE CONTENT:**

Contemporary interdisciplinary approaches to aural rehabilitation in adults with acquired hearing loss; contemporary methods of measuring effects of hearing loss on quality of life and quantifying aural rehabilitation outcomes; procedures of social reintegration of adults with acquired hearing loss.

**READING LIST**

1. Hull, R. H. (2011) *Hearing and Aging*. San Diego: Plural Publishing.
2. Johnson, C. E. (2012) *Introduction to auditory rehabilitation: A contemporary issues approach*. Boston: Pearson, Allyn and Bacon.
3. Montano, J. J., Spitzer, J. B. (2013) *Adult Audiologic Rehabilitation*. Second Edition. San Diego: Plural Publishing.

**DESCRIPTION OF INSTRUCTION METHODS**

- Lectures
- Independent literature study
- Consultation

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Doctoral students are required to submit a written paper.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS:** 3



**ORDINAL NUMBER: 24****TITLE OF COURSE/MODULE:** Research in sign languages / Hearing Impairments**STATUS OF COURSE/MODULE (REQUIRED/ELECTIVE):** Elective**NAME OF COURSE/MODULE TEACHER:** Marina Milković, assistant professor**NAMES OF COURSE/MODULE TEACHER/ASSOCIATE TEACHER:** Ronnie Wilbur, professor and Dietmar Roehm, professor**LANGUAGE OF INSTRUCTION IN COURSE/MODULE:** Croatian and English**NUMBER OF INSTRUCTION HOURS:** 12**OUTLINE OF COURSE/MODULE CONTENT:**

The goal of this course is to present students with recent issues related to history, structure, processing and acquisition of sign languages. A wide selection of topics, including ethical and political questions and especially data collection and analysis methodology will be covered.

Topics include:

- contemporary approaches in sign language structure research;
- novel data collection, processing and analysis methodology;
- research in the area of sign language linguistics, psycholinguistics and neurolinguistics.

**READING LIST**

1. Brentari, D. (2010) *Sign Languages*. Cambridge: Cambridge University Press.
2. Emmorey, K. (2002) *Language, Cognition and the Brain. Insights from Sign Language research*. Mahwah, NJ: Lawrence Erlbaum.
3. Fischer, S. (2014) Sign languages in their Historical Context. In: C. Bower, B. Evans (eds.) *The Routledge Handbook of Historical Linguistics*. Routledge. 442-465.
4. Malaia, E., Wilbur, R. B., Milković, M. (2013) Kinematic Parameters of Signed Verbs. *Journal of Speech, Language, and Hearing Research*, 56. 1677-1688.
5. Malaia, E., Wilbur, R. B. (2010) Early acquisition of sign language. What neuroimaging data tell us. *Sign language and linguistics*, 13(2). 183-199.
6. Malaia, E., Wilbur, R. B. (2010) Sign Languages: Contribution to Neurolinguistics from Cross-Modal Research. *Lingua* 120 (12). 2704-2706.
7. Mathur, G., Napoli, D. J. (2011) *Deaf around the World: The Impact of Language*. Oxford: Oxford University Press.
8. Pfau, R., Steinbach, M. (2011) Grammaticalization in Sign Languages. In: Narrog, Heiko, Heine, Bernd (ed) *The Oxford Handbook of Grammaticalization*. Oxford: Oxford University Press. 683-695.
9. Pfau, R., Steinbach, M., Woll, B. (2012) *Sign language. An international handbook (HSK - Hand books of linguistics and communication science)*. Berlin: Mouton d Gruyter.
10. Sandler, W., Lillo-Martin, D. (2006) *Sign Languages and Linguistic Universals*. Cambridge: Cambridge University Press.



**DESCRIPTION OF INSTRUCTION METHODS**

- Lectures
- Independent literature study
- Consultation

**DESCRIPTION OF COURSE/MODULE REQUIREMENTS**

Doctoral students are required to submit a literature review paper concerning sign language research.

**DESCRIPTION OF MONITORING OF TEACHING QUALITY**

- Evaluation of students' success/grades.
- Questionnaires filled out by doctoral students as feedback regarding the course and the content.

**APPOINTED ECTS: 3**



## A.6. TEACHING AND RESEARCH CONDITIONS FOR IMPLEMENTATION OF THE DOCTORAL STUDY

### A.6.1. LIST OF TEACHERS

**Ordinal number:** 01

**First name, last name, and title of the teacher:** Mladen Heđever, professor

**Name of institution of employment of the teacher:** Faculty of Education and Rehabilitation Sciences

#### Biography

Mladen Heđever was born on August 12<sup>th</sup>, 1954 in Kutina. He graduated from the Faculty of Defectology at the University of Zagreb in 1983. After graduation, he started working at the Faculty of Defectology, where he is still employed. He received his Master's degree in 1991 and his Doctor of Philosophy degree in 1996. Since 1983 he has held a full time position at the Department of Speech and Language Pathology at the Faculty of Education and Rehabilitation Sciences. In 2013 he became a full professor. His area of expertise involves physiological and speech acoustics (production and perception of voice and speech), digital processing and sound analysis and auditory sound processing. He taught 15 different courses within the undergraduate, graduate and post graduate programmes at the Faculty of Education and Rehabilitation Sciences, programme in Phonetics at the Faculty of Humanities and Social Sciences at the University of Zagreb and Speech and Language Pathology programme at the Faculty of Special Education in Tuzla. He was a mentor to two doctoral students who successfully defended their theses.

He has published approximately 50 scientific and professional papers and has served as an editorial board member for the 'Defectology' journal as well as a technical editor for 'Logopedija' journal. He is the author of the auditory processing disorders test.

He also held positions of an academic advisor to the dean for finance and organisation, vice dean for science, head of the Department of Speech and Language Pathology and director of the Speech Language Pathology programme at the Faculty of Education and Rehabilitation Sciences. He is also the director of the Auditory and Speech Acoustics Laboratory and a court expert for forensic phonetics and acoustics.

He received an award of the Faculty of Education and Rehabilitation Sciences at the University of Tuzla for contribution to teaching and professional development and for the support in reaching and promoting new perspectives in education and rehabilitation. He also received a recognition of the Association of the Croatian Speech and Language Pathologists for promoting the professional position of speech and language pathologists.

At the Inventions and technical development fair he received an award for two technical advancements for devices used in speech and language therapy.

**Date of last appointment to a research-and-teaching or art-and-teaching rank:** March 12<sup>th</sup>, 2013.

**List of published work in the last five years which qualify him/her for implementation of the programme, that is, which are relevant for the field of the doctoral programme**

1. **Heđever M.**, Nikolić B., Fabijanović A. (2013) Dihotički test riječi: metrijska svojstva. *Hrvatska revija za rehabilitacijska istraživanja*, 49(1). 49-64.
2. Lanc, S., Barun, M., **Heđever, M.**, Bonetti, A. (2012) Poremećaj slušnog procesiranja u djece. *Logopedija*, 3(1). 31-34.

3. **Heđever, M.**, Sardelić, S., Farago, E. (2011) Test za otkrivanje poremećaja slušnog procesiranja. U: N. Glumbić, V. Vučinić (ur.) *Zbornik znanstvenog skupa: Specijalna edukacija i rehabilitacija danas*. Beograd: Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju. 24-31.
4. **Heđever, M.** (2010) Ispitivanje poremećaja slušnog procesiranja u učenika osnovne škole pomoću dihotičkog testa riječi. In: V. Mildner i M. Liker (eds.) *Proizvodnja i percepcija govora: profesoru Damiru Horgi povodom njegovog sedamdesetog rođendana*. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, Odsjek za fonetiku, Odjel za fonetiku Hrvatskoga filološkog društva, FF press. 198-207.
5. **Heđever, M.** (2010) Digitalni logopedski set: digitalno signalno procesiranje u logopedskoj rehabilitaciji. *Logopedija*, 2(1). 21-26.

**List of scientific and artistic projects in which he or she participated in the last five years, and which are relevant for the field of the doctoral programme**

Principal investigator:

- *Auditory processing in children with speech and language disorders* (2013-2014);
- *Auditory processing disorders in school aged children*.

Collaborator:

- *Analysis of the effects of dental procedures on speech quality* (2007-2013); PI: Vlado Carek, PhD, School of Dental Medicine at the University of Zagreb.

**Ordinal number:** 02

**First name, last name, and title of the teacher:** Melita Kovačević, professor

**Name of institution of employment of the teacher:** Faculty of Education and Rehabilitation Sciences

**Biography**

Melita Kovačević was born on July 26<sup>th</sup>, 1958 in Osijek. She received a graduate degree in psychology in 1983 and phonetics in 1984 from the Faculty of Humanities and Social Sciences at the University of Zagreb. In 1986 she graduated with a Master's degree in clinical psychology with the school's scholarship from the University of Eastern Washington, USA. She earned a Doctor of Philosophy degree in 1996 from the Medical School at the University of Zagreb in an interdisciplinary field exploring a psychological parental response during prenatal ultrasound diagnostics. She was employed as a research assistant in 1998 at the Faculty of Humanities and Social Sciences at the University of Zagreb and in 1989 continued her scientific and teaching development as an associate at the Department of Speech and Language Pathology at the Faculty of Education and Rehabilitation Sciences. She became a research assistant in 1991, an assistant professor in 1998, associate professor in 2001 and a full professor in 2007.

Her research is focused on the areas of language acquisition, processing and language disorders. Her research papers, book chapters in publications of renowned publishers and international projects supporting collaboration with several European and American institutions contributed to recognition of Croatian psycholinguistic research efforts at the world level.

She gained her first teaching experiences at the University of Eastern Washington and the Faculty of Humanities and Social Sciences at the University of Zagreb. After tenure, she created and offered courses at all programme levels at the Faculty of Education and Rehabilitation Sciences, such as Psycholinguistics, Neurolinguistics and Bilingualism/Multilingualism. She is a visiting professor at the University of the Basque Country in Spain and teacher in the Bilingualism and specific language impairment course offered within a graduate programme Language Acquisition in Multilingual Settings. Until the 2008/2009 academic year, she participated in teaching the courses Cognitive psychology and Psychology of Speech and Communication within the psychology programme at the Centre for Croatian Studies at the University of Zagreb. She also teaches two courses: Language acquisition and Cognitive neuroscience of language at University of Zagreb's postgraduate programme Language and cognitive neuroscience (JEKON). Additionally, she taught two courses in a doctoral programme Glotodidactics at the Faculty of Humanities and Social Sciences at the University of Zagreb: First language acquisition process and Language disorders in monolingual and bilingual speakers.

Prof. Kovačević was a principal investigator and collaborator in numerous research and clinical projects. In 2005 she received a special recognition from the rector of the University of Zagreb for collaboration on developmental projects aimed at University restructuring and quality enhancing, as well as promoting the University (setting up the Laboratory, doctoral programme and promoting the field of cognitive neuroscience). She was a recipient of the Fulbright scholarship (*senior scholar award*) for academic year 1997/98. In 1986 she received an award for the best foreign student from the University of Eastern Washington.

From 2006 to 2014 she held a position of a vice rector for research and technology at the University of Zagreb. During that period, for a few months in 2010, she was the acting dean of the Faculty of Economics and Business at the University of Zagreb.

**Date of last appointment to a research-and-teaching or art-and-teaching rank:** 18.9.2012.

**List of published work in the last five years which qualify him/her for implementation of the programme, that is, which are relevant for the field of the doctoral programme**

1. Blaha Pfeiler, B., Hržica, G., Palmović, M., **Kovačević, M.** (2014) A crosslinguistic study on the acquisition of subject agreement in Croatian and Yukatek. In: Akbarov, A. (ur.) *Applying Intercultural Linguistic Competence to Foreign Language Teaching And Learning*. Sarajevo: AMOS GRAF D.O.O. 329-351.
2. Eriksson, M., Marschik, B. P., Tulviste, T., Almgren, M., Pérez Pereira, M., Wehberg, S., Marjanović Umek, L., Gayraud, F., **Kovačević, M.**, Gallego, C. (2011) Differences between girls and boys in emerging language skills: Evidence from 10 language communities. *British journal of developmental psychology*, 30. 326-326.
3. Hržica, G., Padovan, N., **Kovačević, M.** (2011) Različnost dvojezičnih zajednica s obzirom na socioekonomski status člana zajednice, status jezika i okolinske utjecaje. *Lahor: časopis za hrvatski kao materinski, drugi i strani jezik*, 2(12). 175-196.
4. Xanthos, A., Laaha, S., Gillis, S., Stephany, U., Aksu-Koç, A., Christofidou, A., Gagarina, N., Hržica, G., Ketrez, Nihan, F., Kilani-Schoch, M., Korecky-Kröll, K., **Kovačević, M.**, Laalo, K., Palmović, M., Pfeiler, B., Voeikova, M. D., Dressler, W. U. (2011) On the role of morphological richness in the early development of noun and verb inflection. *First Language*, 31 (2). 461-479.
5. Habek, D., **Kovačević, M.** (2010) Adverse pregnancy outcomes and long-term morbidity after early fetal hypokinesia in maternal smoking pregnancies. *Archives of gynecology and obstetrics*, 283 (3). 491-495.
6. Radić, Ž., Kuvač Kraljević, J., **Kovačević, M.** (2010) Udžbenik kao poticaj ili prepreka leksičkomu razvoju. *Lahor: časopis za hrvatski kao materinski, drugi i strani jezik*, 1(9). 43-59.

**List of scientific and artistic projects in which he or she participated in the last five years, and which are relevant for the field of the doctoral programme**

**Principal investigator:**

- *Higher cortical functions and language: developmental and acquired disorders* (Ministry of Science, Education and Sports (MZOS); 2007-2013);

**Collaborator**

- *Adult language processing* (HRZZ-2421, 2014.-2017., PI: Jelena Kuvač Kraljević, PhD)
- *Computer assistant supporting text input for individuals with language disorders* (EU - Structural fund; RC.2.2.08-050, 2014-2016, PI: Jelena Kuvač Kraljević, PhD);
- *Enhancing children`s oral language skills across Europe and beyond: a collaboration focusing on interventions for children with difficulties learning their first language* (EU - COST, 2015-2019, PI: James Law, PhD)
- *Collaboration of Aphasia Trialists* (EU-COST, 2013-2017, PI: Marian Brady, PhD)



**Ordinal number:** 03

**First name, last name, and title of the teacher:** Sandra Bradarić-Jončić, professor

**Name of institution of employment of the teacher:** Faculty of Education and Rehabilitation Sciences (ERF)

**Biography**

Sandra Bradarić-Jončić was born in 1962 in Zagreb. She graduated from the Faculty of Defectology (currently the Faculty of Education and rehabilitation Sciences – ERF) at the University of Zagreb in 1986 with a degree in special education in elementary school. She received a Master’s degree in 1991 and a doctoral degree in 1997, both from the Faculty of Defectology. Since 1987 she has been employed at the Department of Hearing Impairments, currently as a full professor.

Her research interests include acquisition of Croatian by deaf children and youth and inclusive education, especially inclusive bilingual education.

She also teaches courses in the undergraduate and graduate speech and language pathology programme at ERF in Zagreb. She has also taught several undergraduate and graduate courses at the Faculty of Education and Rehabilitation Sciences in Tuzla, Bosnia and Herzegovina.

From 2007 to 2015 she was the principal investigator of a research project ‘Bilingual communication of the deaf and the hearing’, funded by the Ministry of Science, Education and Sports (MZOS). She participated in several professional projects in collaboration with associations of the deaf, hard-of-hearing and deaf-blind individuals.

In addition to publishing 50 research and professional papers, she is a co-author of an editorial book „Sign Language, Deaf Culture & Bilingual Education“. She translated one Italian professional book and a part of a book from English to Croatian.

She is the editor-in-chief of the ‘Croatian Review of Rehabilitation Research’ journal.

She has been the head of the Department of Hearing Impairments for twelve years.

**Date of last appointment to a research-and-teaching or art-and-teaching rank:** April 14<sup>th</sup>, 2015.

**List of published work in the last five years which qualify him/her for implementation of the programme, that is, which are relevant for the field of the doctoral programme**

1. Mohr Nemčić, R., **Bradarić-Jončić, S.** (2015) Motivacija u učenju Hrvatskog znakovnog jezika (HZJ). *Logopedija*, 5(2). 10 -17.
2. **Bradarić-Jončić, S.**, Kolarić, B. (2012) Dvojezično obrazovanje gluhe djece. *Hrvatska revija za rehabilitacijska istraživanja*. 48 (1). 104-116.
3. **Bradarić-Jončić, S.**, Mohr, R. (2012) Ovladanost imeničkom morfologijom u slušnooštećenih osnovnoškolaca. *Zbornik radova VII. Međunarodnog simpozija Verbotonalnog sistema: Čovjek i govor*. 139-146.
4. **Bradarić-Jončić, S.**, Milković, M., Mohr, R. (2011) Stavovi odraslih gluhih osoba prema znakovnom jeziku i školovanju gluhe djece. U: M. Prstačić (ur.) *Umjetnost i znanost u razvoju životnog potencijala*. Hrvatska udruga za psihosocijalnu onkologiju. Zagreb: Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu. 93-99.



5. **Bradarić-Jončić, S.**, Mohr, R. (2011) Odstupanja u sprezanju prezenta glagola u slušnooštećenih srednjoškolaca. *Govor*, 28(1). 45-65.
6. **Bradarić-Jončić, S.**, Avelini, R., Pajtak, J. (2010) Present glagola u slušnooštećenih osnovnoškolaca. U: V. Mildner i M. Liker (ur.) *Proizvodnja i percepcija govora*. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, Odsjek za fonetiku, Odjel za fonetiku Hrvatskog filološkog društva. 229-247.

**List of scientific and artistic projects in which he or she participated in the last five years, and which are relevant for the field of the doctoral programme**

**Principal investigator:**

- *Bilingual communication of the deaf and the hearing* (MZOS, 2007-2013)





**Ordinal number:** 04

**First name, last name, and title of the teacher:** Goran Milas, professor

**Name of institution of employment of the teacher:** Institute of Social Sciences Ivo Pilar

### **Biography**

Goran Milas was born in 1963 in Bombay, India. He completed primary and secondary school in Zagreb, where he graduated and received a doctoral degree from the Faculty of Humanities and Social Sciences at the University of Zagreb in the area of psychology. He had worked in the Institute for Social Research at the University of Zagreb from 1989 to 1992. Since 1992 he has been employed full time at the Institute of Social Sciences Ivo Pilar. In addition to participating in planning and conducting more than 100 basic science and applied research studies, he has published three books, three teaching notes and more than 50 research papers and a hundred research reports as a single author or in a co-authorship.

Since 1996 he has taught at the Centre for Croatian Studies, offering undergraduate and graduate courses: *Research methods I*, *Research methods II*, *Introduction to research*, *Experimental methods*, *Non-experimental methods* and *Psychology of marketing*. In a period from 2004 to 2009 he taught a course named *Consumer behaviour* at Zagreb School of Economy and Management. In 2014 he was elected to a tenured position of a research advisor at the Institute of Social Sciences Ivo Pilar and in 2010 to a tenured full professor at the Centre for Croatian Studies at the University of Zagreb. Currently he participated in a research project 'Stress in modern world, youth and migrations', financed by the Croatian Science Fund.

His research interest are focused on research methodology, psychometry, psychology of personality and social psychology. Also, he has held a number of positions in research and professional associations. From 2000 to 2004 he was a member of the administrative board of the Institute Ivo Pilar. Also, in a period from 2005 to 2013 he was the head of the science board in the same institution. From 2008 to 2012, he was a member of a council for state research awards in the field of social sciences. He has also held a position of acting head of the Department of psychology at the Centre for Croatian Studies from 2009 to 2011. Since 2009 he has been a member of the Core committee for the field of psychology and the member of the editorial board of the 'Journal for General Social Issues' ('Društvena istraživanja'). He was the recipient of the yearly state award for science in 2006 for significant achievement in the area of social sciences.

**Date of last appointment to a research-and-teaching or art-and-teaching rank:** September 14<sup>th</sup>, 2010.

**List of published work in the last five years which qualify him/her for implementation of the programme, that is, which are relevant for the field of the doctoral programme**

1. Mlačić, B., **Milas, G.** (2015) Personality Changes During Adolescence Across Cultures. In: James D. Wright (ur.) *International Encyclopedia of the Social & Behavioral Sciences* (2. edition). Vol 17. Oxford: Elsevier. 863–869.
2. Jakšić, N., **Milas, G.** Ivezić, E. Wertag, A. Jokić-Begić, N., Pincus, A. L. (2014) The Pathological Narcissism Inventory (PNI) in Transitional Post-War Croatia: Psychometric and Cultural Considerations. *Journal of psychopathology and behavioral assessment*, 36. 640-652.
3. **Milas, G.** Mlačić, B., Mikloušić, I. (2013) Construct validation of a General Social Attitudes Scale (SAS\_G). *Journal of Individual Differences*, 34. 203-213.
4. Prpić, R., Mlačić, B., **Milas, G.** (2013) Velepatori model ličnosti, suočavanje sa slikom tijela i sklonost prejedanju. *Socijalna psihijatrija*, 41. 147-155.

5. Mikloušić, I. Mlačić, B., **Milas, G.** (2012) Paranormal beliefs and personality traits in Croatia. *Društvena istraživanja*, 21. 181-201.
6. Mirjanić, L., **Milas, G.** (2011) Uloga samopoštovanja u održavanju subjektivne dobrobiti u primjeni strategija suočavanja sa stresom. *Društvena istraživanja*, 20. 711-727.
7. Jozić, S., **Milas, G.**, Mlačić, B. (2011) Odnos Eriksonovih osnovnih snaga ličnosti, emocionalne kompetentnosti i privrženosti prema ljubavnim partnerima u osoba mlađe odrasle dobi. *Društvena istraživanja*, 20. 729-750.
8. Ferguson, C. J., Colwell, J., Mlačić, B., **Milas, G.**, Mikloušić, I. (2011) Personality and media influences on violence and depression in a cross-national 3 sample of young adults: Data from Mexican–Americans, English and Croatian. *Computers in Human Behavior*, 27. 1195-1200.
9. Kozarić Kovačić, D. Jambrošić Sakoman, A., Jovanović, T., **Milas, G.** (2010) Psychophysiological indicators of acute stress disorder. In: B. K. Wiederhold, G. Riva, S. I. Kim (eds.) *Annual Review of Cybertherapy and Telemedicine 2010*. Amsterdam: IOS Press. 185-189.
10. **Milas, G.** (2010). Smrt u obitelji i religioznost. *Društvena istraživanja*, 19. 29-45.
11. **Milas, G.**, Ferić, I., Šakić, V. (2010). Osuđeni na socijalnu isključenost? Životni uvjeti i kvaliteta življenja mladih bez završene srednje škole. *Društvena istraživanja*, 19. 669-689.
12. Ferić, I., **Milas, G.**, Rihtar, S. (2010). Razlozi i odrednice ranog napuštanja školovanja. *Društvena istraživanja*, 19. 621-642.
13. **Milas, G.** (2005; 2009) *Istraživačke metode u psihologiji i drugim društvenim znanostima*. Jastrebarsko: Naklada Slap.

**List of scientific and artistic projects in which he or she participated in the last five years, and which are relevant for the field of the doctoral programme**

**Collaborator:**

- Modernity Stress, Youth and Migrations (HRZZ, 2012-2015, PI: Irena Martinović Klarić, PhD)
- WEBDATANET: webbased data-collection - methodological challenges, solutions and implementations (EU-COST: IS1004, 2011- 2015, PI: Pablo de Pedraza, PhD)
- Personality characteristics, natural language and cognitive development (MZOS, 2007-2013., PI: Boris Mlačić, PhD)
- World-wide research of values – Croatia in globalised world (MZOS, 2007-2013., PI: Ivan Rimac, PhD)



**Ordinal number:** 05

**First name, last name, and title of the teacher:** Draženka Blaži, professor

**Name of institution of employment of the teacher:** Faculty of Education and Rehabilitation Sciences

### **Biography**

Draženka Blaži was born in Zagreb in 1968. She graduated from the Faculty of Education and Rehabilitation Sciences (previously named Faculty of Defectology) at the University of Zagreb in 1990 with a degree in speech and language pathology. She earned her Master's degree in 1994 and a Doctor of Philosophy degree in 1999 from the same Faculty in the field of educational sciences, branch of speech and language pathology. In 1991 she was employed at the Department of Speech and Language Pathology at the Faculty of Education and Rehabilitation Sciences as a research novice. In 2000 she has been tenured as an assistant professor, and in 2005 she became an associate professor. In 2011 she has been promoted to a full professor position. Since 2003 to 2007 she has held a position of the vice dean for students, and from 2007 until 2011 she had been the dean of the Faculty of Education and Rehabilitation Sciences at the University of Zagreb. Since 2012 she has held a position of the head of the Speech and Language Pathology programme.

Her research interests include early language and speech development and its disorders, as well as speech and language intervention in early childhood. In 1989 she received the University of Zagreb award for high GPA and involvement in research projects.

She is also active in teaching undergraduate and graduate courses within the Speech and Language Pathology programme at the Faculty of Education and Rehabilitation Sciences. As a visiting professor, she has taught postgraduate courses at the Faculty of Education and Rehabilitation Sciences at the University of Tuzla and at the Faculty of Humanities of University of Cyril and Method in Skopje.

She was a research associate on five research projects, funded by the Ministry of Science, Education and Sports of Croatia and a consultant on a project financed by the Croatian Science Fund.

She has published approximately 40 research and professional papers in addition to a large number of popular articles aimed at science popularisation. Besides actively participating in more than 60 domestic and international scientific and professional conferences, she gave plenary talks at 7 of them.

She is a member of the editorial board of the 'Logopedija' journal.

In the period from 2000 to 2009, and from 2014 until the present day, she has held a presidential position at the Association of Croatian Speech and Language Pathologists. In addition, she is a member of the Croatian Dyslexia Association, Croatian Association for Early Intervention, Academy for developmental rehabilitation, Croatian Association for Neuroscience and International Association of Speech and Language Pathologists (CPLOL).

From 2009 to 2013 she was also a member of the directing board of the National Centre for external educational assessment and the head of the Working group for state exam modification for students with special needs, associated with the National Centre for external educational assessment. Additionally, she was a member of the Working group for establishing the Social care law at the Ministry of Health and Social Care as well as a member of numerous professional associations and government committees for establishment of laws and guidelines in health, social care and education, regarding individuals with language and speech disabilities.

**Date of last appointment to a research-and-teaching or art-and-teaching rank:** November 22<sup>nd</sup>, 2011.

**List of published work in the last five years which qualify him/her for implementation of the programme, that is, which are relevant for the field of the doctoral programme**

1. **Blaži, D.**, Balažinec, M., Obučina, H. (2014) Slušno procesiranje kod djece s jezičnim teškoćama. *Hrvatska revija za rehabilitacijska istraživanja*, 50 (2). 80-88.
2. **Blaži, D.**, Buzdum, I., Kozarić-Ciković, M. (2011) Povezanost uspješnosti vještine čitanja s nekim aspektima fonološkog razvoja. *Hrvatska revija za rehabilitacijska istraživanja*, 47 (2). 14 - 25.
3. **Blaži, D.**, Opačak, I. (2011) Teorijski prikaz dječje govorne apraksije i ostalih jezično - govornih poremećaja na temelju diferencijalno - dijagnostičkih parametara. *Hrvatska revija za rehabilitacijska istraživanja*, 47 (1). 49-63.
4. Kolundžić, Z., **Blaži, D.** (2011) Morfološka znanja u prijevremeno rođenih sedmogodišnjaka. *Paediatrica Croatica*, 55 (3). 211-216.
5. **Blaži, D.**, Ljubojević, N. (2010) Radna memorija i obrada jezičnih i nejezičnih podražaja u djece s posebnim jezičnim teškoćama. U: V. Mildner, M. Liker (ur.) *Proizvodnja i percepcija govora*. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu. 340-350.

**List of scientific and artistic projects in which he or she participated in the last five years, and which are relevant for the field of the doctoral programme**

**Collaborator:**

- *Cognitive and language development of children with neurodevelopmental risk* (MZOS 013-1081870-2627; 2007-2013); PI: Marta Ljubešić, PhD – the project was a part of the collaborative programme 'Development, plasticity and brain recovery after perinatal brain injury', PI: Ivica Kostović, PhD)
- *Microcircuitry of higher cognitive functions* (HRZZ, 2014-2018., PI: Zdravko Petanjek, PhD)

**Ordinal number:** 06

**First name, last name, and title of the teacher:** Mirjana Lenček, professor

**Name of institution of employment of the teacher:** Faculty of Education and Rehabilitation Sciences (ERF)

**Biography**

Mirjana Lenček was born in 1966 in Zagreb. She graduated cum laude in 1991. In 1994, she received her Master's degree and subsequently, in 1999, a doctoral degree from the Faculty of Education and Rehabilitation Sciences at the University of Zagreb (previously Faculty of Defectology), in the field of social sciences, area of education sciences, branch of speech and language pathology. Her dissertation is titled *Language ability as a prerequisite to reading acquisition*.

Since September of 1991 she has been employed at the Faculty of Education and Rehabilitation Sciences (Department of Speech and Language Pathology), initially as a research novice (1991-1999), postdoctoral fellow on a research project (1999-2001), assistant professor (2001-2006), associate professor (2006-2012) and a full professor from 2012. In a period from 2003 to 2011 she was a director of the Centre for rehabilitation at ERF and from 2013 she has been a vice dean for academic affairs at ERF.

Her research interests involve exploring characteristics of reading and writing and difficulties in these skills, the phenomenon of dyslexia and other specific learning disabilities, with an emphasis on processes of assessment and intervention considering idiosyncrasies of language and the writing system.

Since 1991, she has participated in 10 research projects (as a collaborator in 7 of them, an advisor in one, a research novice in one and as a director of a project aimed at supporting research novices) and six professional projects (she was the leader in 3 projects, a collaborator in 2 projects and a main coordinator for Croatia for a ISHEDS Tempus project).

She teaches undergraduate and graduate courses in the Speech and Language Pathology programme. Additionally, she has participated in teaching courses in the doctoral programme at the Faculty of Education and Rehabilitation Sciences.

Along with publishing 40 research papers and 5 professional papers, she is a co-author of the test for assessment of pre-reading and writing skills and is working on development of new tests in the area of reading and writing.

**Date of last appointment to a research-and-teaching or art-and-teaching rank:** April 17<sup>th</sup>, 2012.

**List of published work in the last five years which qualify him/her for implementation of the programme, that is, which are relevant for the field of the doctoral programme**

1. **Lenček, M.**, Anđel, M. (2013) Anfängliches Schreiben in Deutsch als Fremdsprache in den ersten Klassen der Grundschule. In: E. Karagiannidou, C. O. Papadopoulou, E. Skourtou (eds.) *Language Diversity and Language Learning: New Paths to Literacy*. Proceedings of the 42nd Linguistics Colloquium. Frankfurt am Main: Peter Lang. 375-384.
2. **Lenček, M.**, Kolundžić, Z., Arapović, D. (2012) Značaj ranog prepoznavanja rizičnih čimbenika u prevenciji teškoća čitanja. *Paediatrica Croatica*, 56. 21-27.
3. Kuvač Kraljević, J., **Lenček, M.** (2012) Frazeologija dječjega jezika: psiholingvistički pristup. *Logopedija*, 3(1). 26-30.

4. **Lenček, M.**, Anđel, M. (2012) Dyslexia in Croatian - some specific features with respect to spoken and written language. Proceedings: Learning Disabilities at School: Research and Education. SUPSI, Department Formation and Learning (DFA), Locarno.
5. **Lenček, M.** (2012) Procjena disleksije u hrvatskome: neke značajke čitanja i pisanja odraslih. *Hrvatska revija za rehabilitacijska istraživanja*. 48(1). 11-27.
6. Ivšac Pavliša, J., **Lenček, M.** (2011) Fonološke vještine i fonološko pamćenje: neke razlike između djece urednoga jezičnoga razvoja, djece s perinatalnim oštećenjem mozga i djece s posebnim jezičnim teškoćama kao temeljni prediktor čitanja. *Hrvatska revija za rehabilitacijska istraživanja*. 47( 1). 1-16.
7. **Lenček M.**, Ivšac Pavliša, J. (2011) Važnost semantičkoga znanja prije početka školovanje. *Hrvatska revija za rehabilitacijska istraživanja*. 47(2). 26-42.
8. **Lenček, M.**, Peretić, M.; Arapović, D. (2010) Od “matematika mi ne ide” do diskalkulije. In: R. Bacalja, (ur.) *Perspektive cjeloživotnog obrazovanja učitelja i odgojitelja*. Zbornik radova s međunarodnog znanstveno-stručnog skupa. Zadar: Sveučilište u Zadru. 240-257.

**List of scientific and artistic projects in which he or she participated in the last five years, and which are relevant for the field of the doctoral programme**

**Collaborator:**

- *Higher cortical functions and language: developmental and acquired disorders* (MZOS, 2007-2013) PI: Melita Kovačević, PhD;
- *Profiles of communicative and adaptive skills in various clinical subgroups* (2015) PI: Maja Capanec, PhD;
- *Analysis of key behavioural characteristics of children with autism as a prerequisite of quantification of developmental profiles* (2014) PI: Maja Capanec, PhD;
- *From early communication to literacy development in children with autistic spectrum disorder: the role of executive functions* (2013- 2014) PI: Marta Ljubešić, PhD.



**Ordinal number:** 07

**First name, last name, and title of the teacher:** Ljubica Pribanić, associate professor

**Name of institution of employment of the teacher:** Faculty of Education and Rehabilitation Sciences (ERF)

**Biography**

Ljubica Pribanić was born in 1955 in Zagreb. After graduating from 4<sup>th</sup> gymnasium high school in Zagreb, she enrolled in the Faculty of Defectology (now Faculty of Education and Rehabilitation Sciences) in 1974. She double majored in Hearing Impairments (4 year programme) and Yugoslavian languages and literature (3 year programme), graduating in 1979. She obtained her Master's degree in 1991 and her doctoral degree in 1998. She began working at the Faculty of Defectology (now Faculty of Education and Rehabilitation Sciences) in 1980 as an assistant at the Department of Hearing Impairments. In 2011, she was promoted to the rank of associate professor in the field of humanities, the field of speech language pathology, branch of hearing impairments.

She has taught several courses in the undergraduate and graduate Speech and language pathology programme and the programme in Educational rehabilitation as well as in a postgraduate professional programme Early intervention in educational rehabilitation. Additionally, she teaches a course at the Catholic Faculty of Theology of the University of Zagreb. From 1997 - 2004 she was involved in planning and organisation of the university undergraduate and graduate programmes at the Faculty of Education and Rehabilitation Sciences at the University of Tuzla in Bosnia and Herzegovina.

A significant part of her professional work was dedicated to various activities: conceptualising and realisation of rehabilitation and early intervention programme for children with hearing loss, especially children with hearing loss and additional developmental disabilities. The biggest contribution to clinical/professional work is establishing the Unit for Hearing Impairments at the Centre for Rehabilitation at the Faculty of Education and Rehabilitation Sciences in 2006. She has participated as an external expert in numerous professional projects. In 2005, she founded and organised the Laboratory for sign language research and Deaf culture, where scientific and professional research is conducted in addition to teaching courses.

Besides her Master's and doctoral theses, she published numerous research and professional papers and handbooks. She has actively participated on many research and professional domestic and international conferences. As a collaborator, she has participated in seven research projects (two of them were international) and was a principal investigator in one domestic research project.

She is a member of several professional associations: Association of special teachers of the city of Zagreb and Zagreb county, the Association of Croatian Speech and Language Pathologists, Academy for developmental rehabilitation, Croatian Association for Early Intervention in Childhood and the Department for Early Language Development at the Croatian Association of Philology.

In a period from 2002 - 2004, she had held a position of the director of the Centre for rehabilitation at the Faculty of Education and Rehabilitation Sciences and from 2007 to 2011 she was the vice dean for academic affairs at ERF.

**Date of last appointment to a research-and-teaching or art-and-teaching rank:** May 18<sup>th</sup>, 2011.

**List of published work in the last five years which qualify him/her for implementation of the programme, that is, which are relevant for the field of the doctoral programme**



1. Hrastinski, I., **Pribanić, Lj.**, Degač, J. (2014) Razumijevanje pročitano<sup>g</sup> kod učenika s oštećenjem sluha. *Logopedija*, 4 (1). 10-18.
2. Tarczay, S., **Pribanić, Lj.** (2014) Prevoditelji znakovnoga jezika - kako ih vide korisnici usluge prevođenja. *Hrvatska revija za rehabilitacijska istraživanja*, 50 (2). 1-16.
3. Milković, M., **Pribanić, Lj.** (2012) Što znamo nakon pet godina istraživanja gramatike HZJ? U: M. Juriša, J. Držaić (ur.) *Zbornik radova sa stručnih skupova*, Zagreb: URIHO. 15-20.
4. **Pribanić, Lj.**, Milković, M. (2012) Gluhi pacijent u sustavu zaštite zdravlja. *Hrvatski časopis za javno zdravlje*, 30 (8). 5-24.
5. Kobašlić, K., **Pribanić, Lj.** (2010) Receptivni rječnik u odraslih gluhih osoba. *Hrvatska revija za rehabilitacijska istraživanja*, 46 (2). 34-49.

**List of scientific and artistic projects in which he or she participated in the last five years, and which are relevant for the field of the doctoral programme**





**Ordinal number:** 08

**First name, last name, and title of the teacher:** Emica Farago, associate professor

**Name of institution of employment of the teacher:** Faculty of Education and Rehabilitation Sciences (ERF)

**Biography**

Emica Farago was born in Zagreb 1956. In 1987 she defended a Master's thesis titled *Relations between written expression, academic achievement, lateralisation and some psycholinguistic abilities* and in 1996, a doctoral thesis titled *Structures of the writing process of children with reading and writing difficulties*. She has published a number of research and professional papers. Since 1981, she has been employed at the Department of Speech and Language Pathology at the Faculty of Education and Rehabilitation Sciences. In 2011 she was elected in research-teaching rank of associate professor in the area of social sciences, branch of speech language pathology. Her research interests include motor speech disorders, feeding and swallowing disorders and language and speech skills of individuals with intellectual disabilities.

She teaches undergraduate and graduate courses in the speech and language pathology programme at ERF.

She has also taught classes at the phonetics programme at the Faculty of Humanities and Social Sciences at the University of Zagreb as well as the Faculty of Education and Rehabilitation Sciences in Tuzla. From 1991 she has taught a graduate course 'Speech and language pathology and hearing impairments'. In addition to teaching courses in a postgraduate, research-oriented programme at ERF, she was a director of the postgraduate programme module – speech and language pathology and hearing impairments. She was a mentor to one doctoral student who successfully defended the thesis. Moreover, she participated in five research projects and was a reviewer for domestic and international scientific journals in addition to participating in programme and organisation boards of research and professional conferences.

Finally, in a period from 2001 – 2005 as well as currently, she was the head of the Department of Speech and Language Pathology. She is a member of the editorial board of the 'Logopedija' journal and a member of a number of professional associations.

**Date of last appointment to a research-and-teaching or art-and-teaching rank:** October 19<sup>th</sup>, 2011.

**List of published work in the last five years which qualify him/her for implementation of the programme, that is, which are relevant for the field of the doctoral programme**

1. Sardelić, S., Farago, E., **Berišić, M.** (2014) Orofacijalne sposobnosti djece koja mucaju. *Hrvatska revija za rehabilitacijska istraživanja*, 50(2). 89-101.
2. Kovačić, G., **Farago, E.** (2013) Kvaliteta glasa nastavnica s vokalnim zamoroma. *Hrvatska revija za rehabilitacijska istraživanja*, 49 (1). 92-107
3. Sardelić, S., **Farago, E.** (2012) Procjena govora i glasa kod bolesnice oboljele of Parkinsonove bolesti. *Hrvatska revija za rehabilitacijska istraživanja*, 48 (2). 98-108.
4. Heđever, M., Sardelić, S., **Farago, E.** (2011) Test za otkrivanje poremećaja slušnog procesiranja. V međunarodni naučni skup Specijalna edukacija I rehabilitacija danas. *Zbornik radova fakulteta za specijalnu edukaciju i rehabilitaciju*, Beograd. 24-31.
5. Sardelić, S., **Farago, E.** (2011) Role of speech language pathologist in diagnosis of Parkinson's disease. Conference Proceedings, 3. Congress of Slovenian Logopedists with international participation, Ljubljana, 157-163.



6. Sardelić, S., Boltužić, M., **Farago, E.** (2010) Stavovi prema mucanju različitih grupa ispitanika. U: V. Mildner, M. Liker (ur.) *Proizvodnja i percepcija govora*. Zagreb: FF Press. 208-220.
7. **Farago E.**, Brestovci, B., Sardelić, S. (2010) Obilježja fonacije djece s motoričkim poremećajima. U: V. Mildner, M. Liker (ur.) *Proizvodnja i percepcija govora*. Zagreb: FF Press. 88-99.
8. **Farago, E.** (2010) Formant features of vowels produced by children with cerebral palsy. *European Journal of Pediatric Neurology*, 14, 549.

**List of scientific and artistic projects in which he or she participated in the last five years, and which are relevant for the field of the doctoral programme**

**Collaborator:**

- *Auditory processing disorders in school aged children* (MZOS, 2007-2013; PI: Mladen Heđever, PhD.)

**Ordinal number:** 9

**First name, last name, and title of the teacher:** Tatjana Prizl-Jakovac, associate professor

**Name of institution of employment of the teacher:** Faculty of Education and Rehabilitation Sciences (ERF)

**Biography**

Tatjana Prizl Jakovac was born in 1966 in Varaždin. She graduated from the Faculty of Education and Rehabilitation Sciences at the University of Zagreb in 1989 with a degree in speech and language pathology. She received her Master's degree in 1994 and a doctoral degree in 1999 from the same Faculty. For a year (1990-1991) she worked as a speech and language pathologist at a preschool and was employed as an assistant at the Department of Speech and Language Pathology in 1991. She was promoted to an assistant professor position in 2001, and then to an associate professor in 2006.

Her primary scientific interest include language and speech disorders in children and adults caused by brain injury. Her research is aimed at aphasia and traumatic brain injury and language and speech difficulties of geriatric population (dementia).

She teaches undergraduate and graduate courses in the Speech and language pathology programme.

She was leading a national project *Aphasia and traumatic brain injury* financed by the Ministry of Science Education and Sports and a collaborator on an international project '*Social Awareness of Aphasia*'.

From 2010 to 2014 she was the head of the Department of Speech and Language Pathology, and from 2011 she has been the head of the Unit for communication disorders in adults.

She is a member of the Croatian Association of Speech and Language Pathologists, Croatian Association for Dyslexia and British Aphasiology Society.

She has published over 30 research and professional papers.

**Date of last appointment to a research-and-teaching or art-and-teaching rank:** July 11<sup>th</sup>, 2012.

**List of published work in the last five years which qualify him/her for implementation of the programme, that is, which are relevant for the field of the doctoral programme**

1. Leko, A., Prizl Jakovac, T. (2015) Afazija - što je to? *Logopedija*, 5 (1). 15-19.
2. Prizl Jakovac, T., Leko, A. (2012) Jezične teškoće u osoba s oštećenjem mozga. *Hrvatska revija za rehabilitacijska istraživanja*, 48 (1). 55-63.
3. Prizl Jakovac, T. (2010) Audio-vizualno razumijevanje osoba s oštećenjem mozga. U: V. Mildner, M. Liker (ur.) *Proizvodnja i percepcija govora*. Zagreb: FF Press. 221-229.
4. Prizl Jakovac, T., Brestovci B. (2010) Prostorne sposobnosti i računski postupci kod osoba s afazijom. *Logopedija* 2 (1), 45-47.
5. Prizl Jakovac, T., Leko, A., Kuvalja, M. (2010) Spontani govor osoba s afazijom. U: V. Mildner, M. Liker (ur.) *Proizvodnja i percepcija govora*. Zagreb: FF Press. 80-87.

**List of scientific and artistic projects in which he or she participated in the last five years, and which are relevant for the field of the doctoral programme**

**Principal Investigator:**

- *Aphasia and traumatic brain injury* (MZOS, 2007 - 2011)



**Collaborator:**

- *ICT Competence Network for Innovative Services for Persons with Complex Communication Needs* (EU, 2013-2015, PI: Vedran Podobnik, PhD)



**Ordinal number:** 10

**First name, last name, and title of the teacher:** Jelena Kuvač Kraljević, assistant professor

**Name of institution of employment of the teacher:** Faculty of Education and Rehabilitation Sciences (ERF)

**Biography**

Jelena Kuvač Kraljević was born in 1977 in Šibenik. She graduated from the Faculty of Education and Rehabilitation Sciences at the University of Zagreb in 2000 with a degree in Speech and Language Pathology. She received her Master's degree in 2004 and her doctoral degree in 2008 from the Faculty of Humanities and Social Sciences at the University of Zagreb in the field of linguistics. Since 2000 she has been employed at the Department of Speech and Language Pathology at ERF, initially as a research and teaching assistant and from 2010, as an assistant professor.

Her research interests are focused on language development and language disorders. She was awarded several scholarships (The British Scholarship Trust, Republic of Hungary Government Scholarship, Southern Denmark University scholarship) and furthered her education at several European universities (University of Queen Margaret, University of Manchester, University College London, Budapest University, University of Heidelberg).

She teaches undergraduate and graduate courses in the Speech and Language Pathology programme at ERF and courses in the linguistics programme at the Faculty of Humanities and Social Sciences at the University of Zagreb.

She is a principal investigator of one national project funded by the Croatian Science Fund, two research projects financed by EU funding sources and two COST projects as the Croatian representative.

In addition to publishing over 50 research and professional papers, she is a co-author of the book 'Methodology of child language research' and the author of the book 'Handbook for recognising and education of children with language impairment'. She is a co-author of five tests for assessment of language and communication skills and pre-reading and writing skills of preschool children. She is also the editorial assistant for the journal 'Lahor'.

She received an award for the most successful scientist of the Faculty of Education and Rehabilitation Sciences in 2014.

**Date of last appointment to a research-and-teaching or art-and-teaching rank:** April, 6<sup>th</sup> 2016.

**List of published work in the last five years which qualify him/her for implementation of the programme, that is, which are relevant for the field of the doctoral programme**

1. **Kuvač Kraljević, J.** (ur.) (2015) *Prepoznavanje i obrazovanje djece s jezičnim teškoćama*. Zagreb: Edukacijsko-rehabilitacijski fakulteta Sveučilišta u Zagrebu.
2. Varlokosta, S., Belletti, A., Costa, J., Friedmann, N., Gavarró, A., Grohmann, K. K., Guasti, M. T., Tuller, L., Lobo, M., Anđelković, D., Argemí, N., Avram, L., Berends, S., Brunetto, V., Delage, H., Ezeizabarrena, M.-J., Fattal, I., Haman, E., van Hout, A., Jensen de López, K., Katsos, N., Kologranic, L., Krstić, N., **Kuvač Kraljević, J.**, Miękisz, A., Nerantzini, M., Queraltó, C., Radić, Ž., Ruiz, S., Sauerland, U., Sevcenco, A., Smoczyńska, M., Theodorou, E., van der Lely, H., Veenstra, A., Weston, J., Yachini, M., Yatsushiro, K. A (2015) Cross-Linguistic Study of the Acquisition of Clitic and Pronoun Production. *Language Acquisition*. DOI: 10.1080/10489223.2015.1028628

3. **Kuvač Kraljević, J.**, Cepanec, M., Šimleša, S. (2014) Gestural development and its relation to a child's early vocabulary. *Infant Behavior and Development*, 37. 192-202.
4. Olujić, M., **Kuvač Kraljević, J.**, Hržica, G., Srebačić, I., Matić, A., Kologranić Belić, L., Padovan, N., Peretić, M. (2014) Probir jezičnih sposobnosti u predškolskoj dobi: individualni ili grupni? *Logopedija*, 4(1). 23-30.
5. Ščapec, K., **Kuvač Kraljević, J.** (2013) Rana pismenost kod djece s posebnim jezičnim teškoćama. *Hrvatska revija za rehabilitacijska istraživanja*, 49(1). 120-134.
6. Hržica, G., **Kuvač Kraljević, J.**, Šnajder, J. (2013) Hrvatski čestotni rječnik dječjeg jezika. *Lahor*, 2(16). 189-205.
7. Balija, M., Hržica, G., **Kuvač Kraljević, J.** (2012) Odnosne rečenice bez pomaka i traga: proizvodnja odnosnih rečenica kod djece s posebnim jezičnim teškoćama. *Suvremena lingvistika*, 38(2). 139-154.
8. Dobravac, G., Cvikić, L., **Kuvač Kraljević, J.** (2012) Obavijesna vrijednost morfoloških i semantičkih ukazivača u određivanju vršitelja radnje u hrvatskome jeziku. *Lahor: časopis za hrvatski kao materinski, drugi i strani jezik*, 2(12). 135-149.
9. Katsos, N., Ezeizabarrena, M., Gavarró, A., **Kuvač Kraljević, J.**, Hržica, G., A. Skordi, Jensen de López, K., Sundahl, L., van Hout, A., Hollebrandse, B., Overweg, J., Faber, M., van Koert, M., Cummins, C., Smith, N., Vija, M., Parm, S., Kunnari, S., Morisseau, T., Yatsushiro, K., Hubert, A., Varlokosta, S., Konstantzou, K., Farby, S., Guasti, M. T., Vernice, M., Balčiūnienė, I., Ruzaitė, J., Grech, H., Gatt, D., Asbjørnsen, A., Torkildsen, J., Haman, E., Miękisz, A., Gagarina, N., Puzanova, J., Andjelković, D., Savić, M., Jošić, S., Slančová, D., Kapalková, S., Barberán Recalde, T., Özge, D., Hassan, S., van der Lely, H., Sauerland, U., Okubo, T., Noveck, I. (2012) *The Acquisition of Quantification across Languages: Some Predictions*. In: A. K. Biller, E. Y. Chung, A. E. Kimball (eds.) BUCLD 36: Proceedings of the 36th Annual Boston University Conference on Language Development. Boston, USA: Cascadilla Press. 258-268.
10. Kelić, M., Hržica, G., **Kuvač Kraljević, J.** (2012) Mjere jezičnog razvoja kao klinički pokazatelji posebnih jezičnih teškoća. *Hrvatska revija za rehabilitacijska istraživanja*, 48(2). 23-40.
11. **Kuvač Kraljević, J.**, Lenček, M. (2012) Frazeologija dječjega jezika: psiholingvistički pristup. *Logopedija*, 3(1). 26-30
12. **Kuvač Kraljević, J.**, Palmović, M. (2011) Spatial and Temporal Measurements of Eye Movement in Children with Dyslexia. *Collegium antropologicum*, 35(1). 191-198.
13. Pranjić, V., Arapović, D., **Kuvač Kraljević, J.** (2010) Receptivni rječnik djevojčice s Williamsovim sindromom. *Govor*, XXVII (1). 17-34.
14. Radić, Ž., **Kuvač Kraljević, J.**, Kovačević, M. (2010) Udžbenik kao poticaj ili prepreka leksičkomu razvoju. *Lahor: časopis za hrvatski kao materinski, drugi i strani jezik*, 1 (9). 43-59.

**List of scientific and artistic projects in which he or she participated in the last five years, and which are relevant for the field of the doctoral programme**

**Principal investigator:**

- *Interdisciplinary approach in development of linguistic and cognitive model of dyslexia in adults* (EU-ESF, 2015.-2016.)
- *Adult language processing* (HRZZ, 2014-2017)



- *Prerequisites of academic equality: Early recognition of language disorders* (EU - Human Resources Development, 2013-2015)
- *Computer assistant supporting text input for individuals with language disorders* (EU – Structural fund; RC.2.2.08-050, 2014-2016)

**Collaborator:**

- *Enhancing children`s oral language skills across Europe and beyond: a collaboration focusing on interventions for children with difficulties learning their first language* (EU-COST, 2015-2019., PI: James Law, PhD)
- *Collaboration of Aphasia Trialists* (EU-COST, 2013-2017., PI: Marian Brady, PhD)
- *Higher cortical functions and language: developmental and acquired disorders* (MZOS, 2007-2013, PI: Melita Kovačević, PhD)

**Ordinal number:** 11

**First name, last name, and title of the teacher:** Zvonimir Galić, assistant professor

**Name of institution of employment of the teacher:** Faculty of Humanities and Social Sciences

**Biography**

Zvonimir Galić was born in Požega in 1980. He graduated from the Faculty of Humanities and Social Sciences in 2003 with a degree in psychology. Since then, he has been employed at the Department of Psychology at the Faculty of Humanities and Social Sciences in Zagreb, first as a research novice at the Unit for work psychology and ergonomics. He received his doctoral degree in 2008, and was promoted to an assistant professor position in 2009. He was elected to a scientific rank of a senior research associate in 2015.

His primary research interests include research in psychology of work and organisational psychology as well as using complex statistical methods in the analysis of different social phenomena. He furthered his education at different international institutions. By attending the 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> Swiss summer school 'Methods in social sciences' in Lugano, Switzerland (2005-2007) and CARMA Short Courses in Detroit, USA in 2013, he developed additional expertise in application of complex quantitative methods in social sciences (structural modelling, general linear models and multilevel modelling). As a Fulbright scholar (*Fulbright Postdoctoral Research Award*), he spent a year (2012-2013) as a postdoctoral fellow at Purdue University, USA.

He teaches courses in work psychology, organisational psychology and consumer behaviour in undergraduate, graduate and doctoral programmes in psychology at the Department of Psychology of the Faculty of Humanities and Social Sciences. In the course 'Contemporary theories and development research methods', taught at the doctoral programme in psychology, he teaches data analysis methods in longitudinal research. He also works as an adjunct professor at the professional programme of medicine of work and sports at the Medical School in Zagreb and teaches a course 'Psychology of work and sports'. He is a principal investigator of a research project 'Implicit personality and work behaviour', funded by the Croatian Science Fund and collaborates on a project 'Coordinating study programmes in social sciences and humanities with labour market needs' (PI: Dragan Bagić, PhD), financed by the European Social Fund.

He has published 28 research papers. The majority of them is published in renowned international journals such as: *Journal of Vocational Behavior*, *Journal of Personality Assessment*, *International Journal of Selection and Assessment*, *Journal of Personnel Psychology*, *European Journal of Work and Organizational Psychology*, and *Journal of Economic Psychology*. He is a reviewer for more than 15 international and domestic scientific journals and has reviewed several books, including 'Petz's statistics', authored by B. Petz, V. Kolesarić & D. Ivanec, Jastrebarsko: Naklada Slap).

He is a member of the European Association for Work and Organisational Psychology (EAWOP) and the International Association for Applied Psychology (IAAP).

**Date of last appointment to a research-and-teaching or art-and-teaching rank:** November 15<sup>th</sup>, 2009.

**List of published work in the last five years which qualify him/her for implementation of the programme, that is, which are relevant for the field of the doctoral programme**

1. **Galić, Z.** (2016) Conditiional Reasoning test for Aggression: Futher evidences about incremental validity. *International Journal of Selection and Assessment*, 24(1). 24-33.



2. Šverko, B., **Galić, Z.** (2014) The Perceived Quality of Working Life in Croatia and the European Union. *Društvena istraživanja*, 33. 557-591.
3. **Galić, Z.**, Scherer, K., LeBreton, J. M. (2014) Validity evidence for Croatian version of the Conditional Reasoning Test for Aggression. *International Journal of Selection and Assessment*, 22. 343-354.
4. **Galić, Z.**, Scherer, K., LeBreton, J. M. (2014) Examining the Measurement Equivalence of the Conditional Reasoning Test for Aggression across U.S. and Croatian Samples. *Psychological Test and Assessment Modeling*, 56. 195-216.
5. Erceg, N., **Galić, Z.** (2014) Overconfidence bias and conjunction fallacy in predicting outcomes of football matches. *Journal of Economic Psychology*, 42. 52-62.
6. Parmač Kovačić, M., **Galić, Z.**, Jernei, Ž. (2014) Socially desirability scales as indicators of self-enhancement and impression management. *Journal of Personality Assessment*, 96. 532-543.
7. Parmač Kovačić, M., **Galić, Z.**, Andreis, L. (2014) Upozorenje o mogućnosti detekcije lažiranja odgovora u upitnicima ličnosti: jesu li upozoreni ispitanici iskreniji? *Suvremena psihologija*. 17(1). 35-52
8. **Galić, Z.**, Jernei, Ž. (2013) Usefulness of Communal and Agentive Management scales for measuring faking on personality questionnaires. *Journal of Personnel Psychology*, 12. 115-123.
9. Tonković, M., Jernei, Ž. **Galić, Z.** (2013) The effects of faking on the construct validity of personality questionnaires: A direct faking measure approach, *Psychological topics*, 455. -472.
10. **Galić, Z.**, Jernei, Ž., Parmač, M. (2012) Do applicants fake their personality questionnaire responses and how successful are their attempts? A case of military pilot selection. *International Journal of Selection and Assessment*, 20, 229.-241.
11. **Galić, Z.**, Plečaš, M. (2012) Quality of working life during recession: The case of Croatia. *Croatian Economic Survey*, 14 (1). 5-41
12. Tonković, M., **Galić, Z.**, Jernei, Ž. (2011) *The construct validity of over-claiming as a measure of egoistic enhancement*. *Review of psychology*, 18 (1). 13-21
13. **Galić, Z.** (2011) Job search and (re)employment: Taking time varying nature in concern. *Revija za socijalnu politiku*, 18 (1). 1-23.

**List of scientific and artistic projects in which he or she participated in the last five years, and which are relevant for the field of the doctoral programme**

**Principal Investigator:**

- Implicit personality and work behaviour (HRZZ, 2014-2017)
- Predicting (dis)honesty at work: a cross-cultural study of two integrity measures" (Fulbright foundation; 2012.-2013.)

**Collaborator:**

- Personality and socially desirable response (MZOS, 2009-2012, PI: Željko Jernei, PhD)



**Ordinal number:** 12

**First name, last name, and title of the teacher:** Luka Bonetti, assistant professor

**Name of institution of employment of the teacher:** Faculty of Education and Rehabilitation Sciences (ERF)

**Biography**

Luka Bonetti was born in 1976 in Zagreb, where he finished elementary school and then high school – II. general gymnasium in 1995 and was admitted to the speech and language pathology programme at the Faculty of Defectology (now Faculty of Education and Rehabilitation Sciences). He graduated with a degree in speech and language pathology in 1999. After collaborating with SOS Children's Village Lekenik as a visiting SLP, in 2001 he was employed as a research novice at the Faculty of Education and Rehabilitation Sciences, where he still works. He received a Master's degree in 2003 and a doctoral degree in 2008 from the Faculty of Education and Rehabilitation Sciences.

His research interests encompass aural (re)habilitation in children, communication and aural rehabilitation in individuals with acquired hearing loss and prevention of hearing loss in adulthood. His professional/clinical interests include early intervention in children with hearing loss and implementation of holistic, family-oriented approach to habilitation of their language and speech communication. He has been actively involved in working clinically at the Unit for Hearing Impairments at the Centre for rehabilitation of the Faculty of Education and Rehabilitation Sciences for several years, and was the head of the Unit Hearing Impairments from 2011-2015.

He teaches three courses in the Speech and Language Pathology programme at the Faculty of Education and Rehabilitation Sciences at the University of Zagreb, two undergraduate and one graduate course. He was a mentor or a co-mentor to 14 successfully defended Master's thesis and one doctoral dissertation.

He has participated in numerous teaching, research and professional activities in the Speech and Language Pathology programme. He was a collaborator in three research projects funded by the Ministry of Science, Education and Sports and one research project funded by the Central Finance and Contracting Agency and with the support of the EU Fund for Science and Innovation Investment. Also, he participated in five professional projects, in four of them as a principal leader, in the area of health, education and social care, funded by the corresponding Ministries or local government.

He published 14 research papers (8 A1 and 6 A2 categories) and has actively participated in 24 international conferences with 27 presentations.

He is a member of the editorial board of the journal 'Croatian Review of Rehabilitation Research' and was previously a member of the editorial board of the journal 'Speech and Language Pathology'. Additionally, he has served as a reviewer for national and international scientific journals and participated in organisational boards of scientific conferences.

Currently, he holds a position of the director of the Centre for Rehabilitation at the Faculty of Education and Rehabilitation Sciences of the University of Zagreb and a head of the Department of Hearing Impairments of the Faculty of Education and Rehabilitation Sciences.

**Date of last appointment to a research-and-teaching or art-and-teaching rank:** May 20<sup>th</sup>, 2015.

**List of published work in the last five years which qualify him/her for implementation of the programme, that is, which are relevant for the field of the doctoral programme**



1. Božić Bakušić, M., **Bonetti, L.** (2014) Odnos obilježja prozodije, slušne rehabilitacije i razumljivosti govora kod osoba s prelingvalnim oštećenjem sluha. *Hrvatska revija za rehabilitacijska istraživanja*, 50(2). 43-60.
2. Rosandić, M., **Bonetti, L.** (2014) Izloženost mladih u Hrvatskoj buci – navike, stavovi, svijest o riziku, uporaba zaštite i rane posljedice. *Logopedija*, 4 (1). 31-41.
3. Bonetti, A., **Bonetti, L.** (2013) Cross-Cultural Adaptation and Validation of the Voice Handicap Index into Croatian. *Journal of Voice*, 27 (1). 1307-1314.
4. **Bonetti, L.** (2012) Iskoristivost mjera čujnosti za predviđanje kvalitete slušanja. *Logopedija*, 3(1), 12-18.
5. **Bonetti, L.**, Vodanović, D. (2011) Upitnik za samoprocjenu slušanja kao sredstvo probira oštećenja sluha u starijih osoba. *Govor - časopis za fonetiku*, 28 (2). 117-138.

**List of scientific and artistic projects in which he or she participated in the last five years, and which are relevant for the field of the doctoral programme**

**Collaborator:**

- *Bilingual communication between the deaf and the hearing* (MZOS, 2007-2013; PI: Sandra Bradarić-Jončić, PhD);
- *ICT Competence Network for Innovative Services for Persons with Complex Communication Needs* (2013-2015; PI: Vedran Podobnik, PhD).

**Ordinal number:** 13

**First name, last name, and title of the teacher:** Jasmina Ivšac Pavliša, assistant professor

**Name of institution of employment of the teacher:** Faculty of Education and Rehabilitation Sciences (ERF)

**Biography**

Jasmina Ivšac Pavliša was born in 1977 in Zagreb. After completing the Classical gymnasium high school, she enrolled in the speech and language pathology programme at the Faculty of Education and Rehabilitation Sciences in 1995. She was employed at the Department of Speech and Language Pathology at ERF in 2001 as a research novice on a project 'Developmental language disorders in Croatian', PI: Marta Ljubešić, PhD. In July of 2009 she successfully defended her doctoral dissertation titled Pre-reading skills in children at-risk for learning disabilities, mentored by professor Marta Ljubešić and co-mentored by professor Mirjana Lenček. She works as an assistant professor, elected in the area of social sciences, field of educational sciences and the branch of speech and language pathology.

Her research activities are primarily focused on working on research project led by professor Marta Ljubešić, conducted in the Laboratory for developmental neurolinguistics and the Unit for Early Communication and funded by the Ministry of Science, Education and Sports or the University of Zagreb. She has authored numerous papers presented at international and domestic conferences and 20 research and professional papers published in journals, books and proceedings.

**Date of last appointment to a research-and-teaching or art-and-teaching rank:** March 20<sup>th</sup>, 2013.

**List of published work in the last five years which qualify him/her for implementation of the programme, that is, which are relevant for the field of the doctoral programme**

1. Matijaš, T., **Ivšac Pavliša, J.**, Ljubešić, M. (2014) Sustav zdravlja u domeni rane intervencije u djetinjstvu. *Paediatrica Croatica*, 58. 303-309.
2. **Ivšac Pavliša, J.** (2009) Atipični komunikacijski razvoj i socioadaptivno funkcioniranje u ranoj dobi. *Društvena istraživanja*, 19 (1-2). 279-303.
3. **Ivšac Pavliša, J.**, Ljubešić, M., Jerečić, I. (2012) The Use of AAC with Young Children in Croatia-from the Speech and Language Pathologist's view. In: G. Jezic, M. Kusek, N. T. Nguyen, R. J. Howlett, L. C. Jain (eds.) *Agent and Multi-Agent Systems: Technology and Proceedings of 6<sup>th</sup> International Conference Applications*. Springer-Verlag: Berlin Heidelberg. 221-230.
4. **Ivšac Pavliša, J.**, Šimleša, S., Ljubešić, M. (2011) Cognitive Abilities and Language Comprehension in Preschool Children with Perinatal Brain Lesion. *Collegium Antropologicum*, 35. 31-38.

**List of scientific and artistic projects in which he or she participated in the last five years, and which are relevant for the field of the doctoral programme**

**Principal investigator:**

- *Coordinating parenthood and work life through multidisciplinary social services* (EU - European social fund, 2015-2017).

**Collaborator:**



- *ICT systems for individuals with complex communication needs* (2012-2013, PI: Faculty of Electrical Engineering and Computing, University of Zagreb);
- *Cognitive and language development of children with neurodevelopmental risk* (MZOS, 2007-2013, PI: Marta Ljubešić, PhD);
- *ICT Competence Network for Innovative Services for Persons with Complex Communication Needs* (2013-2015; PI: Vedran Podobnik, PhD, coordinator of the ERF team: Jasmina Ivšac Pavliša, PhD);
- *Introduction of the system of research based (early) autism diagnostics in the Republic of Croatia* (Croatian Energy, Adris Foundation, Croatian Telekom; 2011-2012; PI: Maja Ceganec, PhD)



**Ordinal number:** 14

**First name, last name, and title of the teacher:** Maja Cepanec, assistant professor

**Name of institution of employment of the teacher:** Faculty of Education and Rehabilitation Sciences (ERF)

**Biography**

Maja Cepanec was born in Zagreb in 1980. She graduated in 2003 from the Faculty of Education and Rehabilitation Sciences at the University of Zagreb with a degree in speech and language pathology. In 2009, she completed an interdisciplinary doctoral programme 'Language communication and cognitive neuroscience' at the University of Zagreb and received her doctoral degree in 2009. Since 2003 she has been employed at the Faculty of Education and Rehabilitation Sciences and in 2014 she was tenured as an assistant professor.

Her research interests include development of communication and language, autism spectrum disorders, neurobiological bases of development (ontogenetic and phylogenetic) and brain development. She furthered her education at several international universities (Yale University, University of California, University of Washington, University of Michigan, Universität Graz) and attended five international summer schools in neuroscience.

She is the head of the Laboratory for child communication and the editor-in-chief of the journal 'Speech and Language Pathology'. Moreover, she is a leader on projects funded by the University of Zagreb and collaborator in two projects funded by the Croatian Science Fund (principal institutions: Faculty of Electrical Engineering and Computing and the Medical School).

She teaches courses in undergraduate and graduate speech and language pathology programmes and several postgraduate programmes at the University of Zagreb (Faculty of Education and Rehabilitation Sciences, Medical School). She has also created numerous workshops regarding early assessment of child development.

She has published 25 research and professional papers and co-authored a Communication developmental scale KORALJE. She has been actively pursuing standardisation of new assessment scales and tests.

She received an award of the Faculty of Education and Rehabilitation Sciences in 2014 for promoting continuing education.

**Date of last appointment to a research-and-teaching or art-and-teaching rank:** May 21<sup>st</sup>, 2014.

**List of published work in the last five years which qualify him/her for implementation of the programme, that is, which are relevant for the field of the doctoral programme**

1. Šimleša, S., **Cepanec, M.**, (2015) Executive functions during childhood. In: J. D. Wright (eds.) *International Encyclopedia of the Social & Behavioral Sciences, (2. edition) Vol 8*. Oxford: Elsevier. 489-496.
2. Kuvač-Kraljević, J., **Cepanec, M.**, Šimleša, S. (2014) Gestural development and its relation to a child's early vocabulary. *Infant Behavior and Development, 37*. 192-202.
3. **Cepanec, M.**, Lice, K., Šimleša, S. (2012) Mother-father differences in screening for developmental delay in infants and toddlers. *Journal of Communication Disorders, 45 (4)*. 255-262.
4. Judaš, M., **Cepanec, M.**, Sedmak, G. (2012) Brodmann's map of the human cerebral cortex – or Brodmann's maps? *Translational Neuroscience, 3 (1)*. 67-74.

5. Maričić, A., Kelić, M., **Cepanec, M.** (2012) Učestalost i funkcije majčinih verbalnih iskaza i gesta u ranom jezičnom razvoju. *Hrvatska revija za rehabilitacijska istraživanja*, 48 (1). 44-54.
6. Polšek, D., Jagatić, M., **Cepanec, M.**, Hof, P. R., Šimić, G. (2011) Recent developments in neuropathology of autism spectrum disorders. *Translational Neuroscience*, 2 (3). 256-264.
7. Judaš, M., **Cepanec, M.** (2010) Oskar Vogt: the first myeloarchitectonic map of the human frontal cortex. *Translational Neuroscience*, 1. 72-94.
8. **Cepanec, M.**, Gmajnić, I., Ljubešić, M. (2010) Early communication development in socially deprived children - similar to autism? *Translational Neuroscience*, 1 (3). 244-254.
9. **Cepanec, M.**, Judaš, M. (2010) Postnatal development of layer IV in fronto-opercular region (Broca's area). *Translational Neuroscience*, 1. 24-29.
10. Šimleša, S., Ivšac, J., **Cepanec, M.**, Mejaški-Bošnjak, V., Ljubešić, M. (2010) Što znamo o sociokognitivnim obilježjima djece s pre/perinatalnim oštećenjem mozga? *Paediatrica Croatica*, 54. 65-72.

**List of scientific and artistic projects in which he or she participated in the last five years, and which are relevant for the field of the doctoral programme**

**Principal investigator:**

- *Analysis of key behavioural characteristics of children with autism as a prerequisite of quantification of developmental profiles* (2014)
- *Profiles of communicative and adaptive skills in various clinical subgroups* (2015)
- *Introduction of the system of research based (early) autism diagnostics in the Republic of Croatia* (Croatian Energy, Adris Foundation, Croatian Telekom; 2011-2012)

**Collaborator:**

- *From early communication to literacy development in children with autistic spectrum disorder: the role of executive functions* (2013- 2014; PI: Marta Ljubešić, PhD);
- *Autism Diagnostic Observation with Robot Evaluator (ADORE)* (HRZZ, 2014-2018; IP: Zdenko Kovačić, PhD);
- *Cognitive and language development of children with neurodevelopmental risk* (MZOS, 2007-2013; PI: Marta Ljubešić, PhD);
- *Development of the transcriptomes of specific neuronal populations in cortical areas of human brain important for language and mirror neuron systems* (2012-2015; funded by Croatian Science Fund (HRZZ), PI: Miloš Judaš, PhD).



**Ordinal number:** 15

**First name, last name, and title of the teacher:** Marina Milković, assistant professor

**Name of institution of employment of the teacher:** Faculty of Education and Rehabilitation Sciences (ERF)

### **Biography**

Marina Milković was born in Zagreb in 1974. She graduated in 1999 from the Faculty of Education and Rehabilitation Sciences with a degree in special education. Subsequently, she received her Master's degree in 2005 and her doctoral degree in 2011 from the same faculty, in the field of speech and language pathology, the branch of hearing impairments. She has been employed at the Department for Hearing Impairments since 2003, initially as a research novice and then, from 2014, as an assistant professor.

Her research interests encompass sign language and Deaf culture, acquisition and teaching sign language as L1 and L2, sign language interpreting, education of deaf and hard-of-hearing children and manual signs in augmentative and alternative communication. She has furthered her education at American Sign Language Research Lab at Purdue University, Section for Sign Linguistics at the University of Warsaw and Institut for German Sign Language at Hamburg University.

She teaches undergraduate and graduate courses in the Speech and Language Pathology programme as well as courses at the postgraduate programme Early Intervention in Educational Rehabilitation at ERF.

She was an assistant to the editor for the 'Croatian Review of Rehabilitation Research' journal and a secretary of the 8<sup>th</sup> international scientific conference of the Faculty of Education and Rehabilitation Sciences.

Furthermore, she published 15 research and professional papers and participated with more than 50 presentations at domestic and international research and professional conferences.

Also, she is the member of the Sign Language Linguistic Society and a member and a co-founder of the Croatian Association of Sign Language Interpreters.

Her research and professional efforts contributed to the recognition of Croatian Sign Language as a legally acknowledged, natural language and to science popularisation. As a member of the working group, she participated in passing the Law of Croatian Sign Language and other communication systems used by deaf and deaf-blind individuals in Croatia.

**Date of last appointment to a research-and-teaching or art-and-teaching rank:** February 19<sup>th</sup>, 2014.

### **List of published work in the last five years which qualify him/her for implementation of the programme, that is, which are relevant for the field of the doctoral programme**

1. Malaia, E., **Milković, M.** (in press) Aspect - Theoretical and Experimental Perspective. In: J. Quer Pfau, R. A. Herrmann (ur.) *Routledge Handbook of Theoretical and Experimental Sign Language Research*.
2. Malaia, E., Wilbur, R. B., **Milković, M.** (2013) Kinematic Parameters of Signed Verbs. *Journal of Speech, Language, and Hearing Research*, 56. 1677-1688.
3. Marcaš, A., **Milković, M.** (2013) Mouth Actions in Sign Languages: The Role of Mouthing in HZJ. In: M. Sovilj, M. Subotić (eds.) *Zbornik radova Speech and Language 2013: 4th International Conference on Fundamental and Applied Aspects of Speech and Language*, Beograd, Srbija, 25- 26 October 2013. 126-136.





4. Pribanić, Lj., **Milković, M.** (2012) Gluhi pacijent u sustavu zaštite zdravlja. *Hrvatski časopis za javno zdravstvo*, 8(30). 5-24.
5. Bradarić-Jončić, S., **Milković, M.**, Mohr, R. (2011) Stavovi gluhih prema znakovnom jeziku i školovanju gluhe djece. U: M. Prstačić (ur.) *Umjetnost i znanost u razvoju životnog potencijala*. Hrvatska udruga za psihosocijalnu onkologiju. Zagreb: Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu. 70-74.

**List of scientific and artistic projects in which he or she participated in the last five years, and which are relevant for the field of the doctoral programme**



**Ordinal number:** 16

**First name, last name, and title of the teacher:** Ana Bonetti, assistant professor

**Name of institution of employment of the teacher:** Faculty of Education and Rehabilitation Sciences (ERF)

**Biography**

Ana Bonetti was born in 1977 in Zagreb. She graduated with a degree in speech and language pathology in 1999 from the Faculty of Education and Rehabilitation Sciences. She also received her doctoral degree in 2011 from the same faculty. Since 2001, she has been employed at the Department of Speech and Language Pathology and in 2014 she was promoted to an assistant professor position.

Her research interests are focused on voice disorders, especially voice disorders in vocal professionals as well as voice disorders assessment. She teaches undergraduate and graduate courses in the speech and language pathology programme.

She is currently collaborating on one research project and has published 20 research papers in addition to actively participating in 22 conferences.

Finally, she is an assistant to the editor for the journal 'Speech and Language Pathology'. Also, she is the head of the Unit for Speech and Language Pathology at the Centre for Rehabilitation at ERF and is a member of the Croatian Association of Speech and Language Pathologists.

**Date of last appointment to a research-and-teaching or art-and-teaching rank:** September 24<sup>th</sup>, 2014.

**List of published work in the last five years which qualify him/her for implementation of the programme, that is, which are relevant for the field of the doctoral programme**

1. Jakelić, A., **Bonetti, A.**, Šimunjak, B. (2015) Akustička procjena i samoprocjena glasa žena s bolestima štitnjače. *Logopedija*, 5 (1). 9-14.
2. **Bonetti, A.**, Bonetti, L. (2013) Cross-Cultural Adaptation and Validation of the Voice Handicap Index Into Croatian. *Journal of voice*, 27 (1). 1307-1314.
3. Pušić, M., **Bonetti, A.**, Vuletić, V. (2013) Akustička procjena i samoprocjena glasa osoba s Parkinsonovom bolesti. *Govor*, 30(2). 103-116.
4. **Bonetti, A.** (2011) Perceptivna procjena glasa. *Hrvatska revija za rehabilitacijska istraživanja*, 47(1). 64-71.
5. **Bonetti, A.**, Heđever, M., Šimunjak, B. (2010) Promjene u kvaliteti glasa nastavnica tijekom radnog dana. *Govor: časopis za fonetiku*, XXVII (2). 117-128.
6. Heđever, M., **Bonetti, A.** (2010) Ispitivanje poremećaja slušnog procesiranja pomoću filtriranih riječi kod učenika nižih razreda osnovne škole. *Hrvatska revija za rehabilitacijska istraživanja*, 46 (2). 50-60.

**List of scientific and artistic projects in which he or she participated in the last five years, and which are relevant for the field of the doctoral programme**

**Collaborator:**

- *Auditory processing in children with speech and language disorders* (2013-2014; PI: Mladen Heđever, PhD);
- *Auditory processing disorders in school aged children* (2007-2013; PI: Mladen Heđever, PhD);
- *Profiles of communicative and adaptive skills in various clinical subgroups* (2015; PI: Maja Cepanec, PhD).



**Ordinal number:** 17

**First name, last name, and title of the teacher:** Sanja Šimleša, assistant professor

**Name of institution of employment of the teacher:** Faculty of Education and Rehabilitation Sciences (ERF)

### **Biography**

Sanja Šimleša was born in Split in 1980. She graduated from the Faculty of Humanities and Social Sciences at the University of Zagreb in 2004 and received her doctoral degree from the same Faculty in the field of psychology. Since 2008 she has been employed at the Department of Speech and Language Pathology at the Faculty of Education and Rehabilitation Sciences as an assistant and from 2015 as an assistant professor.

Her research interests are focused on cognitive and communication development of children and child psychopathology. She continued her education and broadened her expertise at several American universities: Yale University, University of California and University of Washington. In 2013, she was licensed for a research application of one instrument for autism spectrum disorder assessment and is one of the two individuals holding the licence in Croatia.

She teaches undergraduate and graduate courses in the speech and language pathology programme in the area of developmental psychology and statistics in social sciences, in the specialist programme Early intervention in educational rehabilitation as well as in the psychology programme at the Faculty of Humanities and Social Sciences at the University of Zagreb.

As a researcher, she is currently involved in three research projects, two funded by the Croatian Science Fund and one by the University of Zagreb. She has published 15 research and professional papers. In the last four years she has been teaching a 60-hour workshop 'Developmental assessment of children aged 0-6' within the Centre for Continuing Education at the University of Zagreb. In the last year she taught a 20-hour workshop titled 'Supporting communication and social skills in children with developmental difficulties'. She received an award of the Faculty of Education and Rehabilitation Sciences for the best teacher at the postgraduate specialist programme Early intervention in educational rehabilitation according to the students' evaluations and for promoting continuing education in 2014.

**Date of last appointment to a research-and-teaching or art-and-teaching rank:** July 15<sup>th</sup>, 2015.

**List of published work in the last five years which qualify him/her for implementation of the programme, that is, which are relevant for the field of the doctoral programme**

1. **Šimleša, S.**, Cepanec, M., (2015) Executive functions during childhood. In: J. D. Wright (eds.) *International Encyclopedia of the Social & Behavioral Sciences (2. edition), Vol 8*. Oxford: Elsevier. 489-496.
2. Kuvač-Kraljević, J., Cepanec, M., **Šimleša, S.** (2014). Gestural development and its relation to a child's early vocabulary. *Infant Behavior and Development*, 37. 192-202.
3. Cepanec, M., Lice, K., **Šimleša, S.** (2012) Mother-father differences in screening for developmental delay in infants and toddlers. *Journal of Communication Disorders*, 45 (4). 255-262.
4. Ivšac Pavliša, J., **Šimleša, S.**, Ljubešić, M. (2011) Cognitive Abilities and Language Comprehension in Preschool Children with Perinatal Brain Lesion. *Collegium Antropologicum*, 35. 31-38.
5. **Šimleša, S.** (2011) Izvršne funkcije i teorija uma kod osoba s poremećajem iz autističnog spektra. *Psihologijske teme*, 20. 91-114.

6. **Šimleša, S.**, Ljubešić M. (2009) Aspergerov sindrom u dječjoj dobi. *Suvremena Psihologija*, 12. 357-374.

**List of scientific and artistic projects in which he or she participated in the last five years, and which are relevant for the field of the doctoral programme**

**Collaborator:**

- *Adult language processing* (HRZZ, 2014-2017; PI: Jelena Kuvač Kraljević, PhD);
- *Analysis of key behavioural characteristics of children with autism as a prerequisite of quantification of developmental profiles* (2014; PI: Maja Ceganec, PhD);
- *Autism Diagnostic Observation with Robot Evaluator (ADORE)* (HRZZ, 2014-2018; IP: Zdenko Kovačić, PhD)
- *Cognitive and language development of children with neurodevelopmental risk* (MZOS, 2007-2013; PI: Marta Ljubešić, PhD);
- *From early communication to literacy development in children with autistic spectrum disorder: the role of executive functions* (2013- 2014; PI: Marta Ljubešić, PhD);
- *Accommodation and pilot test of the instrument for autism diagnostics Autism Diagnostic Observation Schedule (ADOS) in Croatia* (HAZU, 2011-2012., PI: Maja Ceganec, PhD)
- *Introduction of the system of research based (early) autism diagnostics in the Republic of Croatia* (Croatian Energy, Adris Foundation, Croatian Telekom; 2011-2012, PI: Maja Ceganec, PhD)



**Ordinal number:** 18

**First name, last name, and title of the teacher:** Ana Leko Krhen, assistant professor

**Name of institution of employment of the teacher:** Faculty of Education and Rehabilitation Sciences (ERF)

**Biography**

Ana Leko Krhen was born in Zagreb in 1978. She graduated with a bachelor's degree in speech and language pathology in 2000, received her Master's degree in 2008 and a doctoral degree in 2011, all from the Faculty of Education and Rehabilitation Sciences. Since 2005, she has been employed at the Department of Speech and Language Pathology as an assistant and in 2016, she was promoted to an assistant professor.

Her research interests include fluency disorders, as well as adult acquired communication disorders. She teaches undergraduate and graduate courses within the Speech and Language Pathology programme at the Faculty of Education and Rehabilitation Sciences at the University of Zagreb.

She has participated in research projects funded by the Ministry of science, education and sports and well as in those funded by the FU funding agencies. As a first author or a co-author, she has actively participated in 30 domestic and international scientific conferences and has published 10 research papers.

**Date of last appointment to a research-and-teaching or art-and-teaching rank:** February 3rd, 2016.

**List of published work in the last five years which qualify him/her for implementation of the programme, that is, which are relevant for the field of the doctoral programme**

1. **Leko Krhen, A.**, Prizl Jakovac, T. (2015): Afazija – što je to? Logopedija, 5 (1), 15-19.
2. Code, C., Papathanasiou, I., Rubio-Bruno, S., Mar'ia de la Paz Cabana, Villanueva, M. M., Haaland-Johansen, Prizl-Jakovac, T., **Leko, A.**, Zemva, N., Patterson, R., Berry, R., Rochon, E., Leonard, C. and Robert, A.(2015): International patterns of of the public awareness of aphasia, International Journal of Language&Communication Disorders – Article first published online: 27 NOV 2015, DOI: 10.1111/1460-6984.12204
3. Prizl Jakovac, **Leko, A.(2012)**: Jezične teškoće u osoba s oštećenjem mozga, Hrvatska revija za rehabilitacijska istraživanja, Vol. 48, br. 1, 5-63.
4. Prizl Jakovac, T., **Leko, A.** (2010): Prostorne sposobnosti i računski postupci kod osoba s afazijom, Logopedija, 2 (1), 45-47.
5. Prizl Jakovac, T. **Leko, A.**, Kuvalja, M.:(2010): Spontani govor osoba s afazijom, Proizvodnja i percepcija govora, posebno izdanje časopisa GOVOR, Mildner, V., Liker. M.; Zagreb, 80-87.

**List of scientific and artistic projects in which he or she participated in the last five years, and which are relevant for the field of the doctoral programme**

**Collaborator:**

- *ICT Competence Network for Innovative Services for Persons with Complex Communication Needs* (EU, 2013-2015, PI: Vedran Podobnik, PhD)
- *Aphasia and traumatic brain injury* (MZOS, 2007 – 2011; PI: Tatjana Prizl-Jakovac, PhD).

**A.6.2. LIST OF POTENTIAL SUPERVISORS EMPLOYED AT THE INSTITUTION THAT PROPOSES THE STUDY PROGRAMME**

**Ordinal number:** 01

**First name, last name, and title of the supervisor:** Mladen Heđever, full professor

**Name of institution of employment of the supervisor:** Faculty of Education and Rehabilitation Sciences

**List of published work in the last five years which qualify him/her as an active researcher or artist in the scientific or artistic field in which the doctoral study is proposed**

6. **Heđever M.**, Nikolić B., Fabijanović A. (2013) Dihotički test riječi: metrijska svojstva. *Hrvatska revija za rehabilitacijska istraživanja*, 49(1). 49-64.
7. Lanc, S., Barun, M., **Heđever, M.**, Bonetti, A. (2012) Poremećaj slušnog procesiranja u djece. *Logopedija*, 3(1). 31-34.
8. **Heđever, M.**, Sardelić, S., Farago, E. (2011) Test za otkrivanje poremećaja slušnog procesiranja. U: N. Glumbić, V. Vučinić (ur.) *Zbornik znanstvenog skupa: Specijalna edukacija i rehabilitacija danas*. Beograd: Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju. 24-31.
9. **Heđever, M.** (2010) Ispitivanje poremećaja slušnog procesiranja u učenika osnovne škole pomoću dihotičkog testa riječi. In: V. Mildner i M. Liker (eds.) *Proizvodnja i percepcija govora: profesoru Damiru Horgi povodom njegovog sedamdesetog rođendana*. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, Odsjek za fonetiku, Odjel za fonetiku Hrvatskoga filološkog društva, FF press. 198-207.
10. **Heđever, M.** (2010) Digitalni logopedski set: digitalno signalno procesiranje u logopedskoj rehabilitaciji. *Logopedija*, 2(1). 21-26.

**Number of successful mentorships that resulted in dissertation defence**

2

**Ordinal number:** 02

**First name, last name, and title of the supervisor:** Melita Kovačević, full professor

**Name of institution of employment of the supervisor:** Faculty of Education and Rehabilitation Sciences

**List of published work in the last five years which qualify him/her as an active researcher or artist in the scientific or artistic field in which the doctoral study is proposed**

1. Blaha Pfeiler, B., Hržica, G., Palmović, M., **Kovačević, M.** (2014) A crosslinguistic study on the acquisition of subject agreement in Croatian and Yukatek. In: Akbarov, A. (eds.) *Applying Intercultural Linguistic Competence to Foreign Language Teaching And Learning*. Sarajevo: AMOS GRAF D.O.O. 329-351.
2. Eriksson, M., Marschik, B.P., Tulviste, T., Almgren, M., Pérez Pereira, M., Wehberg, S., Marjanovič Umek, L., Gayraud, F., **Kovačević, M.**, Gallego, C. (2011) Differences between girls and boys in emerging language skills: Evidence from 10 language communities. *British journal of developmental psychology*, 30. 326-326.
3. Hržica, G., Padovan, N., **Kovačević, M.** (2011) Različitost dvojezičnih zajednica s obzirom na socioekonomski status članova zajednice, status jezika i okolinske utjecaje. *Lahor: časopis za hrvatski kao materinski, drugi i strani jezik* 2(12). 175-196.
4. Xanthos, A., Laaha, S., Gillis, S., Stephany, U., Aksu-Koç, A., Christofidou, A., Gagarina, N., Hržica, G., Ketrez, Nihan, F., Kilani-Schoch, M., Korecky-Kröll, K., **Kovačević, M.**, Laalo, K., Palmović, M., Pfeiler, B., Voeikova, M. D., Dressler, W. U. (2011) On the role of morphological richness in the early development of noun and verb inflection. *First Language*, 31(2). 461-479.
5. Habek, D., **Kovačević, M.** (2010) Adverse pregnancy outcomes and long-term morbidity after early fetal hypokinesia in maternal smoking pregnancies. *Archives of gynecology and obstetrics*, 283(3). 491-495.
6. Radić, Ž., Kuvač Kraljević, J., **Kovačević, M.** (2010) Udžbenik kao poticaj ili prepreka leksičkomu razvoju. *Lahor: časopis za hrvatski kao materinski, drugi i strani jezik*, 1(9). 43-59.

**Number of successful mentorships that resulted in dissertation defence**

5

**Ordinal number:** 03

**First name, last name, and title of the supervisor:** Sandra Bradarić-Jončić, full professor

**Name of institution of employment of the supervisor:** Faculty of Education and Rehabilitation Sciences

**List of published work in the last five years which qualify him/her as an active researcher or artist in the scientific or artistic field in which the doctoral study is proposed**

1. Mohr Nemčić, R., **Bradarić-Jončić, S.** (u tisku) Motivacija u učenju Hrvatskog znakovnog jezika (HZJ). *Logopedija*, 5(2). 10 -17.
2. **Bradarić-Jončić, S.**, Kolarić, B. (2012) Dvojezično obrazovanje gluhe djece. *Hrvatska revija za rehabilitacijska istraživanja*. 48 (1). 104-116.
3. **Bradarić-Jončić, S.**, Mohr, R. (2012) Ovladanost imeničkom morfologijom u slušnooštećenih osnovnoškolaca. *Zbornik radova VII. Međunarodnog simpozija Verbotonalnog sistema: Čovjek i govor*. 139-146.
4. **Bradarić-Jončić, S.**, Milković, M., Mohr, R. (2011) Stavovi odraslih gluhih osoba prema znakovnom jeziku i školovanju gluhe djece. U: M. Prstačić (ur.) *Umjetnost i znanost u razvoju životnog potencijala*. Hrvatska udruga za psihosocijalnu onkologiju. Zagreb: Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu. 93-99.
5. **Bradarić-Jončić, S.**, Mohr, R. (2011) Odstupanja u sprezanju prezenta glagola u slušnooštećenih srednjoškolaca. *Govor*, 28(1). 45-65.
6. **Bradarić-Jončić, S.**, Avelini, R., Pajtak, J. (2010) Prezent glagola u slušnooštećenih osnovnoškolaca. U: V. Mildner i M. Liker (ur.) *Proizvodnja i percepcija govora*. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, Odsjek za fonetiku, Odjel za fonetiku Hrvatskog filološkog društva. 229-247.

**Number of successful mentorships that resulted in dissertation defence**

1



**Ordinal number:** 04

**First name, last name, and title of the supervisor:** Draženka Blaži, full professor

**Name of institution of employment of the supervisor:** Faculty of Education and Rehabilitation Sciences

**List of published work in the last five years which qualify him/her as an active researcher or artist in the scientific or artistic field in which the doctoral study is proposed**

1. **Blaži, D.**, Balažinec, M., Obučina, H. (2014) Slušno procesiranje kod djece s jezičnim teškoćama. *Hrvatska revija za rehabilitacijska istraživanja*, 50 (2). 80-88.
2. **Blaži, D.**, Buzdum, I., Kozarić-Ciković, M. (2011) Povezanost uspješnosti vještine čitanja s nekim aspektima fonološkog razvoja. *Hrvatska revija za rehabilitacijska istraživanja*, 47(2). 14 -25.
3. **Blaži, D.**, Opačak, I. (2011) Teorijski prikaz dječje govorne apraksije i ostalih jezično - govornih poremećaja na temelju diferencijalno - dijagnostičkih parametara. *Hrvatska revija za rehabilitacijska istraživanja*, 47 (1). 49-63.
4. Kolundžić, Z., **Blaži, D.** (2011) Morfološka znanja u prijevremeno rođenih sedmogodišnjaka. *Paediatrica Croatica*, 55 (3). 211-216.
5. **Blaži, D.**, Ljubojević, N. (2010) Radna memorija i obrada jezičnih i nejezičnih podražaja u djece s posebnim jezičnim teškoćama. U: V. Mildner, M. Liker (ur.) *Proizvodnja i percepcija govora*. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu. 340-350.

**Number of successful mentorships that resulted in dissertation defence**

2

**Ordinal number:** 05

**First name, last name, and title of the supervisor:** Mirjana Lenček, full professor

**Name of institution of employment of the supervisor:** Faculty of Education and Rehabilitation Sciences

**List of published work in the last five years which qualify him/her as an active researcher or artist in the scientific or artistic field in which the doctoral study is proposed**

1. **Lenček, M.**, Anđel, M. (2013) Anfängliches Schreiben in Deutsch als Fremdsprache in den ersten Klassen der Grundschule. In: E. Karagiannidou, C. O. Papadopoulou, E. Skourtou (eds.) *Language Diversity and Language Learning: New Paths to Literacy*. Proceedings of the 42nd Linguistics Colloquium. Frankfurt a./M. : Peter Lang. 375-384.
2. **Lenček, M.**, Kolundžić, Z., Arapović, D. (2012) Značaj ranog prepoznavanja rizičnih čimbenika u prevenciji teškoća čitanja. *Paediatrica Croatica*, 56. 21-27.
3. Kuvač Kraljević, J., **Lenček, M.** (2012) Frazeologija dječjega jezika: psiholingvistički pristup. *Logopedija*, 3 (1). 26-30.
4. **Lenček, M.**, Anđel, M. (2012) Dyslexia in Croatian - some specific features with respect to spoken and written language. Proceedings: Learning Disabilities at School: Research and Education. SUPSI, Department Formation and Learning (DFA), Locarno.
5. **Lenček, M.** (2012) Procjena disleksije u hrvatskome: neke značajke čitanja i pisanja odraslih. *Hrvatska revija za rehabilitacijska istraživanja*. 48 (1). 11-27.
6. Ivšac Pavliša, J., **Lenček, M.** (2011) Fonološke vještine i fonološko pamćenje: neke razlike između djece urednoga jezičnoga razvoja, djece s perinatalnim oštećenjem mozga i djece s posebnim jezičnim teškoćama kao temeljni prediktor čitanja. *Hrvatska revija za rehabilitacijska istraživanja*. 47(1). 1-16.
7. **Lenček M.**, Ivšac Pavliša, J. (2011) Važnost semantičkoga znanja prije početka školovanje. *Hrvatska revija za rehabilitacijska istraživanja*. 47(2). 26-42.
8. **Lenček, M.**, Peretić, M.; Arapović, D. (2010) Od "matematika mi ne ide" do diskalkulije. In : R. Bacalja, (ed.) *Perspektive cjeloživotnog obrazovanja učitelja i odgojitelja*. Zbornik radova s međunarodnog znanstveno-stručnog skupa. Zadar: Sveučilište u Zadru. 240-257.

**Number of successful mentorships that resulted in dissertation defence**

3

**Ordinal number:** 06

**First name, last name, and title of the supervisor:** Ljubica Pribanić, associate professor

**Name of institution of employment of the supervisor:** Faculty of Education and Rehabilitation Sciences

**List of published work in the last five years which qualify him/her as an active researcher or artist in the scientific or artistic field in which the doctoral study is proposed**

1. Hrastinski, I., **Pribanić, Lj.**, Degač, J. (2014) Razumijevanje pročitanoog kod učenika s oštećenjem sluha. *Logopedija*, 4(1). 10-18.
2. Tarczay, S., **Pribanić, Lj.** (2014) Prevoditelji znakovnoga jezika - kako ih vide korisnici usluge prevođenja. *Hrvatska revija za rehabilitacijska istraživanja*, 50(2). 1-16.
3. Milković, M., **Pribanić, Lj.** (2012) Što znamo nakon pet godina istraživanja gramatike HZJ? U: M. Juriša, J. Držaić (ur.) *Zbornik radova sa stručnih skupova*, Zagreb: URIHO. 15-20.
4. **Pribanić, Lj.**, Milković, M. (2012) Gluhi pacijent u sustavu zaštite zdravlja. *Hrvatski časopis za javno zdravstvo*, 30(8). 5-24.
5. Kobašlić, K., **Pribanić, Lj.** (2010) Receptivni rječnik u odraslih gluhih osoba. *Hrvatska revija za rehabilitacijska istraživanja*, 46(2). 34-49.

**Number of successful mentorships that resulted in dissertation defence**

3

**Ordinal number:** 07

**First name, last name, and title of the supervisor:** Emica Farago, associate professor

**Name of institution of employment of the supervisor:** Faculty of Education and Rehabilitation Sciences

**List of published work in the last five years which qualify him/her as an active researcher or artist in the scientific or artistic field in which the doctoral study is proposed**

1. Sardelić, S., Farago, E., **Berišić, M.** (2014) Orofacijalne sposobnosti djece koja mucaju. *Hrvatska revija za rehabilitacijska istraživanja*, 50(2). 89-101.
2. Kovačić, G., **Farago, E.** (2013) Kvaliteta glasa nastavnica s vokalnim zamoroma. *Hrvatska revija za rehabilitacijska istraživanja*, 49(1). 92-107
3. Sardelić, S., **Farago, E.** (2012) Procjena govora i glasa kod bolesnice oboljele of Parkinsonove bolesti. *Hrvatska revija za rehabilitacijska istraživanja*, 48(2). 98-108.
4. Heđever, M., Sardelić, S., **Farago, E.** (2011) Test za otkrivanje poremećaja slušnog procesiranja. V međunarodni naučni skup Specijalna edukacija I rehabilitacija danas. *Zbornik radova fakulteta za specijalnu edukaciju i rehabilitaciju*, Beograd. 24-31.
5. Sardelić, S., **Farago, E.** (2011) Role of speech language pathologist in diagnosis of Parkinson's disease. Conference Proceedings, 3. Congress of Slovenian Logopedists with international participation, Ljubljana, 157-163.
6. Sardelić, S., Boltužić, M., **Farago, E.** (2010) Stavovi prema mucanju različitih grupa ispitanika. U: V. Mildner, M. Liker (ur.) *Proizvodnja i percepcija govora*. Zagreb: FF Press. 208-220.
7. **Farago E.**, Brestovci, B., Sardelić, S. (2010) Obilježja fonacije djece s motoričkim poremećajima. U: V. Mildner, M. Liker (ur.) *Proizvodnja i percepcija govora*. Zagreb: FF Press. 88-99.
8. **Farago, E.** (2010) Formant features of vowels produced by children with cerebral palsy. *European Journal of Pediatric Neurology*, 14. 549.

**Number of successful mentorships that resulted in dissertation defence**

1



**Ordinal number:** 08

**First name, last name, and title of the supervisor:** Tatjana Prizl-Jakovac, associate professor

**Name of institution of employment of the supervisor:** Faculty of Education and Rehabilitation Sciences

**List of published work in the last five years which qualify him/her as an active researcher or artist in the scientific or artistic field in which the doctoral study is proposed**

1. Leko, A., **Prizl Jakovac, T.** (2015) Afazija - što je to? *Logopedija*, 5 (1). 15-19.
2. **Prizl Jakovac, T.**, Leko, A. (2012) Jezične teškoće u osoba s oštećenjem mozga. *Hrvatska revija za rehabilitacijska istraživanja*, 48 (1). 55-63.
3. **Prizl Jakovac, T.** (2010) Audio-vizualno razumijevanje osoba s oštećenjem mozga. U: V. Mildner, M. Liker (ur.) *Proizvodnja i percepcija govora*. Zagreb: FF Press. 221-229.
4. **Prizl Jakovac, T.**, Brestovci B. (2010) Prostorne sposobnosti i računski postupci kod osoba s afazijom. *Logopedija*, 2(1). 45-47.
5. **Prizl Jakovac, T.**, Leko, A., Kvalja, M. (2010) Spontani govor osoba s afazijom. U: V. Mildner, M. Liker (ur.) *Proizvodnja i percepcija govora*. Zagreb: FF Press. 80- 87.

**Number of successful mentorships that resulted in dissertation defence**

1



**Ordinal number:** 9

**First name, last name, and title of the supervisor:** Jelena Kuvač Kraljević, associate professor

**Name of institution of employment of the supervisor:** Faculty of Education and Rehabilitation Sciences

**List of published work in the last five years which qualify him/her as an active researcher or artist in the scientific or artistic field in which the doctoral study is proposed**

1. **Kuvač Kraljević, J.** (ur.) (2015) *Prepoznavanje i obrazovanje djece s jezičnim teškoćama*. Zagreb: Edukacijsko-rehabilitacijski fakulteta Sveučilišta u Zagrebu.
2. Varlokosta, S., Belletti, A., Costa, J., Friedmann, N., Gavarró, A., Grohmann, K. K., Guasti, M. T., Tuller, L., Lobo, M., Anđelković, D., Argemí, N., Avram, L., Berends, S., Brunetto, V., Delage, H., Ezeizabarrena, M-J., Fattal, I., Haman, E., van Hout, A., Jensen de López, K., Katsos, N., Kologranic, L., Krstić, N., **Kuvač Kraljević, J.**, Miękisz, A., Nerantzini, M., Queraltó, C., Radić, Ž., Ruiz, S., Sauerland, U., Sevcenco, A., Smoczyńska, M., Theodorou, E., van der Lely, H., Veenstra, A., Weston, J., Yachini, M., Yatsushiro, K. A (2015) Cross-Linguistic Study of the Acquisition of Clitic and Pronoun Production. *Language Acquisition*. DOI: 10.1080/10489223.2015.1028628
3. **Kuvač Kraljević, J.**, Ceganec, M., Šimleša, S. (2014) Gestural development and its relation to a child's early vocabulary. *Infant Behavior and Development*, 37. 192-202.
4. Olujić, M., **Kuvač Kraljević, J.**, Hržica, G., Srebačić, I., Matić, A., Kologranic, L., Padovan, N., Peretić, M. (2014) Probir jezičnih sposobnosti u predškolskoj dobi: individualni ili grupni? *Logopedija*, 4(1). 23-30.
5. Ščapec, K., **Kuvač Kraljević, J.** (2013) Rana pismenost kod djece s posebnim jezičnim teškoćama. *Hrvatska revija za rehabilitacijska istraživanja*, 49(1). 120-134.
6. Hržica, G., **Kuvač Kraljević, J.**, Šnajder, J. (2013) Hrvatski čestotni rječnik dječjeg jezika. *Lahor*, 2(16). 189-205.
7. Balija, M., Hržica, G., **Kuvač Kraljević, J.** (2012) Odnosne rečenice bez pomaka i traga: proizvodnja odnosnih rečenica kod djece s posebnim jezičnim teškoćama. *Suvremena lingvistika*, 38(2). 139-154.
8. Dobravec, G., Cvikić, L., **Kuvač Kraljević, J.** (2012) Obavijesna vrijednost morfoloških i semantičkih ukazivača u određivanju vršitelja radnje u hrvatskome jeziku. *Lahor: časopis za hrvatski kao materinski, drugi i strani jezik*, 2(12). 135-149.
9. Katsos, N., Ezeizabarrena, M., Gavarró, A., **Kuvač Kraljević, J.**, Hržica, G., A. Skordi, Jensen de López, K., Sundahl, L., van Hout, A., Hollebrandse, B., Overweg, J., Faber, M., van Koert, M., Cummins, C., Smith, N., Vija, M., Parm, S., Kunnari, S., Morisseau, T., Yatsushiro, K., Hubert, A., Varlokosta, S., Konstantzou, K., Farby, S., Guasti, M.T., Vernice, M., Balčiūnienė, I., Ruzaitė, J., Grech, H., Gatt, D., Asbjørnsen, A., Torkildsen, J., Haman, E., Miękisz, A., Gagarina, N., Puzanova, J., Anđelković, D., Savić, M., Jošić, S., Slančová, D., Kapalková, S., Barberán Recalde, T., Özge, D., Hassan, S., van der Lely, H., Sauerland, U., Okubo, T., Noveck, I. (2012) *The Acquisition of Quantification across Languages: Some Predictions*. U: A. K. Biller, E. Y. Chung, A. E. Kimball (eds.) BUCLD 36: Proceedings of the 36th Annual Boston University Conference on Language Development. Boston, USA: Cascadilla Press. 258-268.
10. Kelić, M., Hržica, G., **Kuvač Kraljević, J.** (2012) Mjere jezičnog razvoja kao klinički pokazatelji posebnih jezičnih teškoća. *Hrvatska revija za rehabilitacijska istraživanja*, 48(2). 23-40.



11. **Kuvač Kraljević, J.**, Lenček, M. (2012) Frazeologija dječjega jezika: psiholingvistički pristup. *Logopedija*, 3(1). 26-30
12. **Kuvač Kraljević, J.**, Palmović, M. (2011) Spatial and Temporal Measurements of Eye Movement in Children with Dyslexia. *Collegium antropologicum*, 35(1). 191-198.
13. Pranjić, V., Arapović, D., **Kuvač Kraljević, J.** (2010) Receptivni rječnik djevojčice s Williamsovom sindromom. *Govor*, XXVII (1). 17-34.
14. Radić, Ž., **Kuvač Kraljević, J.**, Kovačević, M. (2010) Udžbenik kao poticaj ili prepreka leksičkomu razvoju. *Lahor: časopis za hrvatski kao materinski, drugi i strani jezik*, 1(9). 43-59.

**Number of successful mentorships that resulted in dissertation defence**

1



**Ordinal number:** 10

**First name, last name, and title of the supervisor:** Luka Bonetti, assistant professor

**Name of institution of employment of the supervisor:** Faculty of Education and Rehabilitation Sciences

**List of published work in the last five years which qualify him/her as an active researcher or artist in the scientific or artistic field in which the doctoral study is proposed**

6. Božić Bakušić, M., **Bonetti, L.** (2014) Odnos obilježja prozodije, slušne rehabilitacije i razumljivosti govora kod osoba s prelingvalnim oštećenjem sluha. *Hrvatska revija za rehabilitacijska istraživanja*, 50(2). 43-60.
7. Rosandić, M., **Bonetti, L.** (2014) Izloženost mladih u Hrvatskoj buci – navike, stavovi, svijest o riziku, uporaba zaštite i rane posljedice. *Logopedija*, 4 (1). 31-41.
8. Bonetti, A., **Bonetti, L.** (2013) Cross-Cultural Adaptation and Validation of the Voice Handicap Index into Croatian. *Journal of Voice*, 27(1). 1307-1314.
9. **Bonetti, L.** (2012) Iskoristivost mjera čujnosti za predviđanje kvalitete slušanja. *Logopedija*, 3(1). 12-18.
10. **Bonetti, L.**, Vodanović, D. (2011) Upitnik za samoprocjenu slušanja kao sredstvo probira oštećenja sluha u starijih osoba. *Govor - časopis za fonetiku*, 28(2). 117-138.

**Number of successful mentorships that resulted in dissertation defence**

1





**Ordinal number:** 11

**First name, last name, and title of the supervisor:** Jasmina Ivšac Pavliša, assistant professor

**Name of institution of employment of the supervisor:** Faculty of Education and Rehabilitation Sciences

**List of published work in the last five years which qualify him/her as an active researcher or artist in the scientific or artistic field in which the doctoral study is proposed**

1. Matijaš, T., **Ivšac Pavliša, J.**, Ljubešić, M. (2014) Sustav zdravlja u domeni rane intervencije u djetinjstvu. *Paediatrica Croatica, prihvaćen za objavljivanje*.
2. **Ivšac Pavliša, J.** (2009) Atipični komunikacijski razvoj i socioadaptivno funkcioniranje u ranoj dobi. *Društvena istraživanja, 19 (1-2)*. 279-303.
3. **Ivšac Pavliša, J.**, Ljubešić, M., Jerečić, I. (2012) The Use of AAC with Young Children in Croatia-from the Speech and Language Pathologist's view. In: G. Jezic, M. Kusek, N. T. Nguyen, R. J. Howlett, L. C. Jain (eds.) *Agent and Multi-Agent Systems: Technology and Proceedings of 6<sup>th</sup> International Conference Applications*. Springer-Verlag: Berlin Heidelberg. 221-230.
4. **Ivšac Pavliša, J.**, Šimleša, S., Ljubešić, M. (2011) Cognitive Abilities and Language Comprehension in Preschool Children with Perinatal Brain Lesion. *Collegium Antropologicum, 35*. 31-38.

**Number of successful mentorships that resulted in dissertation defence**

/

**Ordinal number:** 12

**First name, last name, and title of the supervisor:** Maja Cepanec, assistant professor

**Name of institution of employment of the supervisor:** Faculty of Education and Rehabilitation Sciences

**List of published work in the last five years which qualify him/her as an active researcher or artist in the scientific or artistic field in which the doctoral study is proposed**

1. Šimleša, S., **Cepanec, M.**, (2015) Executive functions during childhood. In: J. D. Wright (ed.) *International Encyclopedia of the Social & Behavioral Sciences, (2 edition) Vol 8*. Oxford: Elsevier. 489–496.
2. Kuvač-Kraljević, J., **Cepanec, M.**, Šimleša, S. (2014) Gestural development and its relation to a child's early vocabulary. *Infant Behavior and Development*, 37. 192-202.
3. **Cepanec, M.**, Lice, K., Šimleša, S. (2012) Mother-father differences in screening for developmental delay in infants and toddlers. *Journal of Communication Disorders*, 45 (4). 255-262.
4. Judaš, M., **Cepanec, M.**, Sedmak, G. (2012) Brodmann's map of the human cerebral cortex – or Brodmann's maps? *Translational Neuroscience*, 3 (1). 67-74.
5. Maričić, A., Kelić, M., **Cepanec, M.** (2012) Učestalost i funkcije majčinih verbalnih iskaza i gesta u ranom jezičnom razvoju. *Hrvatska revija za rehabilitacijska istraživanja*, 48 (1). 44-54.
6. Polšek, D., Jagatić, M., **Cepanec, M.**, Hof, P. R., Šimić, G. (2011) Recent developments in neuropathology of autism spectrum disorders. *Translational Neuroscience*, 2 (3). 256-264.
7. Judaš, M., **Cepanec, M.** (2010) Oskar Vogt: the first myeloarchitectonic map of the human frontal cortex. *Translational Neuroscience*, 1. 72-94.
8. **Cepanec, M.**, Gmajnić, I., Ljubešić, M. (2010) Early communication development in socially deprived children - similar to autism? *Translational Neuroscience*, 1 (3). 244-254.
9. **Cepanec, M.**, Judaš, M. (2010) Postnatal development of layer IV in fronto-opercular region (Broca's area). *Translational Neuroscience*, 1. 24-29.
10. Šimleša, S., Ivšac, J., **Cepanec, M.**, Mejaški-Bošnjak, V., Ljubešić, M. (2010) Što znamo o sociokognitivnim obilježjima djece s pre/perinatalnim oštećenjem mozga? *Paediatrica Croatica*, 54. 65-72.

**Number of successful mentorships that resulted in dissertation defence**

/

**Ordinal number:** 13

**First name, last name, and title of the supervisor:** Marina Milković, assistant professor

**Name of institution of employment of the supervisor:** Faculty of Education and Rehabilitation Sciences

**List of published work in the last five years which qualify him/her as an active researcher or artist in the scientific or artistic field in which the doctoral study is proposed**

1. Malaia, E., **Milković, M.** (in press) Aspect - Theoretical and Experimental Perspective. In: J. Quer Pfau, R. A. Herrmann (eds.) *Routledge Handbook of Theoretical and Experimental Sign Language Research*.
2. Malaia, E., Wilbur, R. B., **Milković, M.** (2013) Kinematic Parameters of Signed Verbs. *Journal of Speech, Language, and Hearing Research*, 56. 1677-1688.
3. Marcaš, A., **Milković, M.** (2013) Mouth Actions in Sign Languages: The Role of Mouthing in HZJ. In: M. Sovilj, M. Subotić (eds.) *Zbornik radova Speech and Language 2013: 4th International Conference on Fundamental and Applied Aspects of Speech and Language*, Beograd, Srbija, 25- 26 October 2013. 126-136.
4. Pribanić, Lj., **Milković, M.** (2012) Gluhi pacijent u sustavu zaštite zdravlja. *Hrvatski časopis za javno zdravstvo*, 8(30). 5-24.
5. Bradarić-Jončić, S., **Milković, M.**, Mohr, R. (2011) Stavovi gluhih prema znakovnom jeziku i školovanju gluhe djece. U: M. Prstačić (ur.) *Umjetnost i znanost u razvoju životnog potencijala*. Hrvatska udruga za psihosocijalnu onkologiju. Zagreb: Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu. 70-74.

**Number of successful mentorships that resulted in dissertation defence**

/

**Ordinal number:** 14

**First name, last name, and title of the supervisor:** Ana Bonetti, assistant professor

**Name of institution of employment of the supervisor:** Faculty of Education and Rehabilitation Sciences

**List of published work in the last five years which qualify him/her as an active researcher or artist in the scientific or artistic field in which the doctoral study is proposed**

1. Jakelić, A., **Bonetti, A.**, Šimunjak, B. (2015) Akustička procjena i samoprocjena glasa žena s bolestima štitnjače. *Logopedija*, 5(1). 9-14.
2. **Bonetti, A.**, Bonetti, L. (2013) Cross-Cultural Adaptation and Validation of the Voice Handicap Index Into Croatian. *Journal of voice*, 27(1). 1307-1314.
3. Pušić, M., **Bonetti, A.**, Vuletić, V. (2013) Akustička procjena i samoprocjena glasa osoba s Parkinsonovom bolesti. *Govor*, 30(2). 103-116.
4. **Bonetti, A.** (2011) Perceptivna procjena glasa. *Hrvatska revija za rehabilitacijska istraživanja*, 47(1). 64-71.
5. **Bonetti, A.**, Heđever, M., Šimunjak, B. (2010) Promjene u kvaliteti glasa nastavnica tijekom radnog dana. *Govor: časopis za fonetiku*, XXVII (2). 117-128.
6. Heđever, M., **Bonetti, A.** (2010) Ispitivanje poremećaja slušnog procesiranja pomoću filtriranih riječi kod učenika nižih razreda osnovne škole. *Hrvatska revija za rehabilitacijska istraživanja*, 46(2). 50-60.

**Number of successful mentorships that resulted in dissertation defence**

/



**Ordinal number:** 15

**First name, last name, and title of the supervisor:** Sanja Šimleša, assistant professor

**Name of institution of employment of the supervisor:** Faculty of Education and Rehabilitation Sciences

**List of published work in the last five years which qualify him/her as an active researcher or artist in the scientific or artistic field in which the doctoral study is proposed**

1. **Šimleša, S.**, Cepanec, M., (2015) Executive functions during childhood. In: J. D. Wright (ed.) *International Encyclopedia of the Social & Behavioral Sciences (2 edition), Vol 8*. Oxford: Elsevier. 489-496.
2. Kuvač-Kraljević, J., Cepanec, M., **Šimleša, S.** (2014). Gestural development and its relation to a child's early vocabulary. *Infant Behavior and Development*, 37. 192-202.
3. Cepanec, M., Lice, K., **Šimleša, S.** (2012) Mother-father differences in screening for developmental delay in infants and toddlers. *Journal of Communication Disorders*, 45 (4). 255-262.
4. Ivšac Pavliša, J., **Šimleša, S.**, Ljubešić, M. (2011) Cognitive Abilities and Language Comprehension in Preschool Children with Perinatal Brain Lesion. *Collegium Antropologicum*, 35. 31-38.
5. **Šimleša, S.** (2011) Izvršne funkcije i teorija uma kod osoba s poremećajem iz autističnog spektra. *Psihologijske teme*, 20. 91-114.
6. **Šimleša, S.**, Ljubešić M. (2009) Aspergerov sindrom u dječjoj dobi. *Suvremena Psihologija*, 12. 357-374.

**Number of successful mentorships that resulted in dissertation defence**

/

**A.6.3. LIST OF SCIENTIFIC, ARTISTIC AND DEVELOPMENTAL PROJECTS ON WHICH THE PROGRAMME OF THE DOCTORAL STUDY IS BASED**

The proposed doctoral programme is primarily founded on scientific knowledge of basic research as well as on innovative, contemporary technological solutions stemming from developmental projects that were recently completed or are still conducted at the Department of Speech and Language Pathology.

**Ordinal number:** 1

**Title of the project:** Adult language processing

**Project code:** HRZZ-2421

**Duration of the project (start and end date of the project):** September 15, 2014 - September 14, 2017

**Source of funding:** Croatian Research Fund

**Ordinal number:** 2

**Title of the project:** *Coordinating parenthood and work life through multidisciplinary social services*

**Project code:** HR.2.3.04-0166

**Duration of the project (start and end date of the project):** September 29, 2015 - October 28, 2016

**Source of funding:** EU - European social fund - Call for proposals – Expanding the social services network in the community – phase 3

**Ordinal number:** 3

**Title of the project:** *Interdisciplinary approach in development of linguistic and cognitive model of dyslexia in adults*

**Project code:** HR.3.2.01-0247

**Duration of the project (start and end date of the project):** July 24, 2015 – October 23, 2016

**Source of funding:** EU Call for proposals - Research scholarship for professional development of young researchers and postdoctoral fellows

**Ordinal number:** 4

**Title of the project:** *Computer assistant supporting text input for individuals with language disorders*

**Project code:** RC.2.2.08-050

**Duration of the project (start and end date of the project):** October 18, 2014 – February 17, 2016

**Source of funding:** EU – Structural fund, Call for proposals – Strengthening capacities for research, development and innovation

**Ordinal number: 5**

**Title of the project:** *Prerequisites of academic quality: Early recognition of language disorders*

**Project code:** 4.1.2.2.02.01.c02

**Duration of the project (start and end date of the project):** August 22, 2013 – February 21, 2015

**Source of funding:** EU - Human Resources Development with the Call for proposals – Integration of groups in adverse positions into the mainstream educational system

**Ordinal number: 6**

**Title of the project:** *Development of diagnostic procedures assessing language disorders using neurocognitive methods*

**Project code:**

**Duration of the project (start and end date of the project):** February 22, 2012. – December 31, 2013.

**Source of funding:** University of Zagreb Development Fund

**Ordinal number: 7**

**Title of the project:** *Cognitive and language development of children with neurodevelopmental risk*

**Project code:** 013-1081870-2627

**Duration of the project (start and end date of the project):** January 2, 2007 - December 31, 2013

**Source of funding:** Ministry of Education, Science and Sports

**Ordinal number: 8**

**Title of the project:** *Higher cortical functions and language: developmental and acquired disorders*

**Project code:** 013-0131484-1488

**Duration of the project (start and end date of the project):** January 2, 2007 - December 31, 2013

**Source of funding:** Ministry of Education, Science and Sports

**Ordinal number: 9**

**Title of the project:** *Auditory processing disorders in school aged children*

**Project code:** 013-0000000-3278

**Duration of the project (start and end date of the project):** March 1, 2007 - December 31, 2013

**Source of funding:** Ministry of Education, Science and Sports

**Ordinal number:** 10

**Title of the project:** *Bilingual communication between the deaf and the hearing*

**Project code:** 013-1301001-0910

**Duration of the project (start and end date of the project):** January 2, 2007 - December 31, 2013

**Source of funding:** Ministry of Education, Science and Sports

**Ordinal number:** 11

**Title of the project:** *Aphasia and traumatic brain injuries*

**Project code:** 013-0000000-2350

**Duration of the project (start and end date of the project):** January 2, 2007 - December 31, 2013

**Source of funding:** Ministry of Education, Science and Sports

**Ordinal number:** 12

**Title of the project:** *Introduction of the system of research based (early) autism diagnostics in the Republic of Croatia*

**Project code:**

**Duration of the project (start and end date of the project):** 2011-2012

**Source of funding:** Croatian Energy, Adris Foundation, Croatian Telekom

Interdisciplinary approach in research and science is evident in projects at the national and European level where teachers in the doctoral programme participate as collaborators. Experiences gained through such collaborative work are one of the most important guidelines of this doctoral programme which will ensure interdisciplinary approach to content at the doctoral level and inclusion of the students with educational backgrounds similar to speech and language pathology. Those projects are listed below.

**Ordinal number:** 13

**Title of the project:** *Autism Diagnostic Observation with Robot Evaluator (ADORE)*

**Project code:** HRZZ-1024

**Duration of the project (start and end date of the project):** 2014-2018

**Source of funding:** Croatian Science Fund – research project

**Ordinal number:** 14

**Title of the project:** *Microcircuitry of higher cognitive functions*

**Project code:** HRZZ-5943

**Duration of the project (start and end date of the project):** 2014-2018

**Source of funding:** Croatian Science Fund – research project



**Ordinal number: 15**

**Title of the project:** *Development of the transcriptomes of specific neuronal populations in cortical areas of human brain important for language and mirror neuron systems*

**Project code:** HRZZ-

**Duration of the project (start and end date of the project):** 2012-2015

**Source of funding:** Croatian Science Fund – research project

**Ordinal number: 16**

**Title of the project:** *ICT Competence Network for Innovative Services for Persons with Complex Communication Needs*

**Project code:** IPA2007/HR/16IPO/001-040505

**Duration of the project (start and end date of the project):** 2013-2015

**Source of funding:** EU - Science and Innovation Investment Fund - SIIF

**Ordinal number: 17**

**Title of the project:** *Enhancing children`s oral language skills across Europe and beyond: a collaboration focusing on interventions for children with difficulties learning their first language*

**Project code:** ISCH COST Action IS1406

**Duration of the project (start and end date of the project):** 2015-2019

**Source of funding:** EU - European Cooperation in Science and Technology

**Ordinal number: 18**

**Title of the project:** *Strengthening Europeans' capabilities by establishing the European literacy network*

**Project code:** ISCH COST Action IS1401

**Duration of the project (start and end date of the project):** 2014-2018

**Source of funding:** EU - European Cooperation in Science and Technology

**Ordinal number: 19**

**Title of the project:** *The Collaboration of Aphasia Trialists*

**Project code:** ISCH COST Action IS1208

**Duration of the project (start and end date of the project):** 2013-2017

**Source of funding:** EU - European Cooperation in Science and Technology



**Ordinal number:** 20

**Title of the project:** *Language Impairment in Multilingual Society*

**Project code:** ISCH COST Action IS0804

**Duration of the project (start and end date of the project):** 2010-2013

**Source of funding:** EU - European Cooperation in Science and Technology



## B. DOCUMENTS

**NOTE: Enclosed documents should be marked and attached respecting the order set in the table above.**

| <b>DOCUMENTS</b> (mark with YES or NO, depending on the documents you are enclosing)   | <b>YES /NO</b><br>(write) |
|--|---------------------------|
| <b>B.1.</b> Decision of Faculty Councils of research-and-teaching constituents, or Academy Councils of art-and-teaching constituents, or other competent bodies, on the proposed study programme   | ✓                         |
| <b>B.2.</b> Cost estimation with the projection of costs necessary for implementation of the proposed doctoral study   | ✓                         |
| <b>B.3.</b> Proof of accreditation of the university graduate study, or the university integrated undergraduate and graduate study, from the same scientific or art field, or, in the case of interdisciplinary studies, proof of accreditation of university graduate studies, or the university integrated undergraduate and graduate studies in all disciplines of the said interdisciplinary study   | ✓                         |
| <b>B.4.</b> Proof of secured financial resources needed for implementation of research and teaching in the form of a statement by the Proposer of the study programme, or in the form of a contract with the university with which the study programme is implemented jointly  | ✓                         |
| <b>B.5.</b> Proof of the adequate number of work contracts concluded with research and- teaching and/or art-and-teaching staff (out of the total number of equated hours for the proposed study programme, at least a half should be carried out by full-time employees with a research-and-teaching and/or art-and-teaching rank) of the programme Proposer. The ratio of the total number of full-time employees and the total number of students enrolled should not exceed the figure determined by the Regulations on accreditation content and by the requirements for issuance of accreditation for conducting higher education activities, implementation of a study programme, and reaccreditation of higher education universities | ✓                         |