



CURRICULA FOR ACADEMIC

Field of study: Sciences of Education

Study programme: Resilience in Education

Type of programme: professional master program

Form of study: full time

Duration: 2 years (4 semesters)

Validity: starting with the first year, 2025/2026 academic year

Requierments for obtaning the master degree diploma:

120 credits according to the Curricula for Academic

10 credits for the final exam

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Prof. univ. dr.

Conf. univ. dr. Aurora-Adina COLOMEISCHI

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RESPONSIBLE DEGREE PROGRAM

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FIRST YEAR

No.	Mandatory subjects	Course Unit Code USV.FSE.M.RIE	Sem. 1						Credit rating	Sem. 2						Credit rating
			C	S	L	P	I*	Assesment methods		C	S	L	P	I*	Assesment methods	
1	Resilience in Human Development	DAP.DO.01.01	2	2				E	10							
2	Competences and Pedagogy in Resilience Education	DAP.DO.01.02	2	2				E	10							
3	Planning, Implementing and Evaluating Resilience Programmes	DAP.DO.01.03	1	1				E	5							
4	Contextual Processes in Resilience Enhancement: Classroom and School Climates	DAP.DO.02.04								2	2				E	10
5	Working with Parents and Professionals in Enhancing Resilience	DAP.DO.02.05								2	1				E	5
6	Research Methods in Resilience Education	DSI.DO.02.06								2	2				E	10
Total number of hours for mandatory subjects per week			5	5				3E	25	6	5				3E	25
			10							11						

No.	Optional subjects	Course Unit Code USV.FSE.M.RIE	Sem. 1						Credit rating	Sem. 2						Credit rating
			C	S	L	P	I*	Assesment methods		C	S	L	P	I*	Assesment methods	
7	A Systemic and Family Understanding of Resilience	DSI.DA.01.07						C	5							
8	Barriers to Learning Development	DSI.DA.01.08	2	2												
9	Selected Topics on Resilience and Applications in Individual Educational Needs	DAP.DA.02.09														
10	Prevention Programs for Vulnerable Preschool and Elementary School Children	DAP.DA.02.10								2	1				E	5
11	Ethics and Academic Integrity. Academic Writing.	DAP.DA.02.11														
Total number of hours for optional subjects per week			2	2				1C	5	2	1				1E	5
			4							3						

SUMMARY

7	7					3E/1C	30	8	6						4E	30
14								14								

E - Examination; CA - Continuous assesment; C - Lecture; S - Seminary; L - Laboratory work, P - Project

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CURRICULA FOR ACADEMIC

Aprobat
Consiliul Științific
în data 25.09.2025

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SECOND YEAR

No.	Mandatory subjects	Course Unit Code USV.FSE.M.CSEE.	Sem. 3						Credit rating	Sem. 4						Credit rating
			C	S	L	P	I*	Assesment methods		C	S	L	P	I*	Assesment methods	
1	Strengthening the Resilience of Educational Professionals	DAP.DO.03.01	4	1				E	10							
2	Observation and Practice Placements I	DAP.DO.03.02				3		C	5							
3	Observation and Practice Placements II	DAP.DO.03.03				2		C	5							
4	Dissertation Elaboration	DSI.DO.04.04											14		E	30
Total number of hours for mandatory subjects per week			4	1		5		1E 2C	20	0	0		14		1E	30
			10							14						

No.	Optional subjects	Course Unit Code USV.FSE.M.RIE	Sem. 3						Credit rating	Sem. 4						Credit rating
			C	S	L	P	I*	Assesment methods		C	S	L	P	I*	Assesment methods	
8	Organizational Relationships and Supportive Networking in Resilience Enhancement	DAP.DA.03.08	2	2				E	10							
9	Positive Psychology and Education	DAP.DA.03.09														
Total number of hours for optional subjects per week			2	2				1E	10							
			4													

SUMMARY

6	3		5		2E/2C	30	0	0	0	14		1E	30
14							14						

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I* - No. of individual study hours

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Approved
Faculty of Psychology and Sciences of Education
25.09.2025
[Signature]

BALANCE SHEET

Structure of academic year	No. of weeks		No. of effective hours/ week* **	
year of study	Sem. I	Sem. II	Sem. I	Sem. II
I	14	14	14	14
II	14	14	14	14

*Mandatory and optional subjects

** 8 hours of practice

No.	Subject categories	Total number of effective hours	% Recommended
1	Mandatory subjects	630	80.36
	Practice	126	
2	Optional subjects	154	19.64
	TOTAL number of mandatory and optional subjects	784	100.00
	TOTAL number of hours for the MA programme	784	100.00

No.	Subject categories	Total number of effective hours	% Recommended	No. of hours	
				Lecture	Seminar
1	Professional area subjects DAP	476	60.71	238	238
2	Capstone subjects DSI	308	39.29	56	252
	TOTAL	784	100.00	294	490

Number of hours devoted to seminar activities/ Ratio number of teaching hours	1.67
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No.	Forms of assesment and evaluation	No. of assesment forms		Total	
		Year I	Year II	No.	%
1	Examination	7	3	10	76.92
2	Continuous assesment	1	2	3	23.08
	TOTAL	8	5	13	100.00

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ESCO Professional Competences

- PC1. promote educational programmes
- PC2. develop individual learning plans
- PC3. provide support to pupils and students in the learning process
- PC4. reinforce positive behaviour
- PC5. comply with the code of ethical conduct in assessment situations
- PC6. provide support in educational management activities
- PC7. support children's well-being
- PC8. collaborate with education professionals
- PC9. communicate about young people's wellbeing
- PC10. encourage pupils and students to value their own achievements
- PC11. consult with members of the pupil support system
- PC12. provide services flexibly

ESCO Transversal Competences

- TC1. solve conflicts
- TC2. maintain psychological wellbeing
- TC3. adapt to change
- TC4. manage personal development

Ocupații conform COR ISCO 08:

- Cod COR/ESCO: 263412 – Denumire COR/ESCO: Psihopedagog
- Cod COR/ESCO: 263415 – Denumire COR/ESCO: Cercetător în psihologie
- Cod COR/ESCO: 263417 – Denumire COR/ESCO: Cercetător în psihopedagogie specială
- Cod COR/ESCO: 263416 – Denumire COR/ESCO: Asistent de cercetare în psihologie
- Cod COR/ESCO: 263418 – Denumire COR/ESCO: Asistent de cercetare în psihopedagogie specială
- Cod COR/ESCO: 242401 – Denumire COR/ESCO: Formator
- Cod COR/ESCO: 235904 – Denumire COR/ESCO: Designer instrucțional
- Cod COR/ESCO: 235902 – Denumire COR/ESCO: Mentor
- Cod COR/ESCO: 242322 – Denumire COR/ESCO: Specialist în dezvoltare organizațională
- Cod COR/ESCO: 242319 – Denumire COR/ESCO: Specialist în formare
- Cod COR/ESCO: 242315 – Denumire COR/ESCO: Consilier vocațional
- Cod COR/ESCO: 242324 – Denumire COR/ESCO: Consilier pentru dezvoltare personală
- Cod COR/ESCO: 235916 – Denumire COR/ESCO: Inspector școlar pentru educație permanentă

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Apudat
09.2025

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Nr. crt.	ESCO Professional / Transversal Competences	LEARNING OUTCOMES			Academic disciplines contributing to the attainment of learning outcomes
	Knowledge and understanding	Skills	Responsability and autonomy		
CPS1	SPC1. Designing the programs/activities for resilience promotion through optimal valorification of human and curricular resources RAI 1 - Designs and adapts resilience promotion programmes by applying theoretical frameworks and evidence-informed approaches, demonstrating autonomy in aligning human and curricular resources to learners' needs.				
	PC1. promote educational programmes PC2. develop individual learning plans	The student / graduate A) Critically analyse the processes that influence children's acquisition of resilience competences through instructional, curricular and contextual approaches; B) Identify the risk and protective factors for children and young people from marginalised contexts;e și internaționale, în raport cu nevoile grupurilor țintă.	The student / graduate: a)Apply the prevention science framework to promote the resilience of children and young people; b) Make use of an evidence-informed framework in their resilience-related practice;	The student / graduate: a)Takes responsibility for planning, implementing, and promoting educational programmes in alignment with institutional and community needs, showing autonomy in adapting activities to different learning contexts. B) Acts autonomously in designing and adapting personalised learning plans, while assuming responsibility for meeting learners' specific needs and educational objectives	<ul style="list-style-type: none">• Resilience in Human Development;• Competences and Pedagogy in Resilience Education;• Planning, Implementing and Evaluating Resilience Programmes;• Contextual Processes in Resilience Enhancement: Classroom and School Climates;• Observation and Practice Placements I;• Dissertation Elaboration
CPS2	SPC2. Implementing and developing programs/activities for resilience promotion by using specific methodologies RAI 2 -Implements resilience-building activities through interactive and collaborative methods, taking responsibility for fostering positive participation and adapting pedagogical strategies to diverse groups.				

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	PC3. provide support to pupils and students in the learning process PC4. reinforce positive behaviour	The student / graduate: A) Analyse the use of experiential and collaborative approaches in resilience teaching and learning within universal interventions catering for diverse learning needs; B) Critically review the evidence on the effectiveness of resilience programmes for children and young people, and effectiveness processes may vary across cultures;	The student / graduate: a)- Deliver and facilitate resilience activities in group contexts through an experiential, interactive and collaborative pedagogy; b) Engage in positive interpersonal and collaborative interactions with children and young people;	The student / graduate: Assumes responsibility for guiding and supporting pupils and students, demonstrating autonomy in adjusting strategies to different learning styles and developmental stages; b) Takes responsibility for creating a supportive environment and acts independently to reinforce positive behaviours, ensuring consistency and fairness in practice.	<ul style="list-style-type: none"> • Resilience in Human Development; • Competences and Pedagogy in Resilience Education; • Contextual Processes in Resilience Enhancement: Classroom and School Climates; • Prevention Programs for Vulnerable Preschool and Elementary School Children; • Observation and Practice Placements I; • Dissertation Elaboration
SPC3	SPC3. Evaluation of the programs/activities of resilience promotion using the specific quality standards RA13. Selects and applies appropriate assessment tools to evaluate resilience competences and programme effectiveness, acting autonomously in ensuring quality standards and adaptation to different contexts.				
	PC5. comply with the code of ethical conduct in assessment situations PC6. provide support in educational management activities	The student / graduate: A) Evaluate the different methods required for the assessment of resilience competences; b) Identify the key factors that influence programme implementation quality, including adaptation issues;	The student / graduate: a) implement, monitor and evaluate resilience programmes in different settings and cultural contexts; b) Select and apply methods of assessment of resilience competences, with particular reference to formative assessment;	The student/graduate: a) Assumes responsibility for applying ethical standards in assessment, demonstrating autonomy in decision-making while respecting fairness, transparency, and integrity. B) Takes responsibility for contributing to management processes, working autonomously within delegated authority while ensuring alignment with institutional policies.	<ul style="list-style-type: none"> • Resilience in Human Development; • Competences and Pedagogy in Resilience Education; • Working with Parents and Professionals in Enhancing Resilience; • Research Methods in Resilience Education; • Selected Topics on Resilience and Applications in Individual Educational Needs; • Prevention Programs for Vulnerable Preschool and Elementary School Children; • Ethics and Academic Integrity. Academic Writing; • Strengthening the Resilience of Educational Professionals; • Observation and Practice Placements I; • Observation and Practice Placements II; • Dissertation Elaboration; • Organizational Relationships and Supportive Networking in Resilience Enhancement; • Positive Psychology and Education
SPC4	SPC4. Management of the key components of caring and inclusive classroom and school climates for the enhancement of students' resilience within a whole school approach to resilience and wellbeing RA14. Creates and sustains inclusive, collaborative classroom and school climates, taking responsibility for identifying additional support needs and ensuring equitable access to resources.				

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	<p>PC7. support children's well-being</p> <p>PC8. collaborate with education professionals</p>	<p>The student/ graduate: a)Identify the key components of resilience-enhancing classroom and school climates within a whole school approach to resilience and wellbeing; b) Appreciate the importance of identifying the need for additional support for some children and young people and ensure that this is adequately addressed;</p>	<p>The student / graduate: a) Create and contribute to caring, collaborative, inclusive and culturally responsive classroom and school climates; b) Identify children's needs for additional support and facilitate access to such support without stigmatising the users;</p>	<p>The student / graduate: Acts independently to safeguard and promote children's well-being, assuming responsibility for recognising needs and providing adequate support. B) Assumes shared responsibility in teamwork with education professionals, demonstrating autonomy in contributing expertise and engaging in collaborative decision-making</p>	<ul style="list-style-type: none"> • Resilience in Human Development; • Competences and Pedagogy in Resilience Education; • Planning, Implementing and Evaluating Resilience Programmes; • Contextual Processes in Resilience Enhancement: Classroom and School Climates; • Working with Parents and Professionals in Enhancing Resilience; • Research Methods in Resilience Education; • Barriers to Learning Development; • Selected Topics on Resilience and Applications in Individual Educational Needs; • Prevention Programs for Vulnerable Preschool and Elementary School Children; • Strengthening the Resilience of Educational Professionals; • Observation and Practice Placements II; • Dissertation Elaboration; • Organizational Relationships and Supportive Networking in Resilience Enhancement; • Positive Psychology and Education
SPC5	<p>SPC5. Personal and career development for children and youth through strategies of resilience promotion RAI5. Supports children's and young people's socio-emotional growth and career development by promoting resilience strategies, demonstrating autonomy in reinforcing positive behaviour and crisis management.</p>				
	<p>PC9.communicate about young people's well-being</p> <p>PC10. encourage pupils and students to value their own achievements</p>	<p>The student / graduate: a)Identify the key resilience competences children need for healthy development and relate them to the relevant theory and research across cultural contexts; b) Critically examine and evaluate the main theories of resilience in children and young people;</p>	<p>The student / graduate:a)Critically reflect on their own socio-emotional competences and actively and proactively participate in actions to increase their own growth and resilience; b) Provide crisis management and interventions in coping with trauma, loss, stress and adversity;</p>	<p>The student / graduate: Takes responsibility for accurate and sensitive communication about young people's wellbeing, demonstrating autonomy in selecting appropriate strategies and tools. B) Acts autonomously in creating opportunities for learners to recognise and celebrate achievements, assuming responsibility for fostering motivation and self-esteem.</p>	<ul style="list-style-type: none"> • Competences and Pedagogy in Resilience Education; • Contextual Processes in Resilience Enhancement: Classroom and School Climates; • Working with Parents and Professionals in Enhancing Resilience; • Research Methods in Resilience Education; • A Systemic and Family Understanding of Resilience • Barriers to Learning Development; • Selected Topics on Resilience and Applications in Individual Educational Needs; • Observation and Practice Placements II; • Dissertation Elaboration; • Positive Psychology and Education
SPC6	<p>SPC6. Elaboration of analysis, studies and researchers and implementing the results in professional practice RAI6. Conducts and applies research on resilience using appropriate methodologies, assuming responsibility for producing evidence-based solutions and integrating results into practice.</p>				

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	PC11. consult with members of the pupil support system PC12. provide services flexibly	The student / graduate: Demonstrate knowledge of quantitative and qualitative methodologies in research on the promotion of resilience in children and young people;	The student / graduate: a) Demonstrate competence in identifying research questions, reviewing relevant literature, selecting appropriate methodologies, using quantitative and qualitative research methods, and presenting findings; b) Produce evidence of skills in applying a scientific approach to the study of a professional practice issue;	The student / graduate: Assumes responsibility for consulting effectively with pupil support systems, acting autonomously in gathering information and contributing to coordinated interventions. B) Acts independently in adapting services to meet diverse needs, assuming responsibility for ensuring flexibility, accessibility, and responsiveness in provision.	<ul style="list-style-type: none"> • Contextual Processes in Resilience Enhancement: Classroom and School Climates; • Research Methods in Resilience Education; • A Systemic and Family Understanding of Resilience • Ethics and Academic Integrity. Academic Writing; • Strengthening the Resilience of Educational Professionals; • Observation and Practice Placements I; • Observation and Practice Placements II;
STC1	STC1. Applying the values, principles and professional deontological norms eliciting by the ethical issues of the domain RAI7. Acts in accordance with professional ethics and codes of conduct, taking responsibility for ensuring fairness, transparency, and integrity in resilience-related practice.				
	TC1. resolve conflicts TC2. maintain psychological well-being	The student / graduate: Demonstrate knowledge of ethical dilemmas and ethical codes of conduct when engaging in research and practice in their profession;	The student / graduate: - Engage in and role model resilience competences in their practice settings;	The student / graduate: a) Assumes responsibility for addressing and resolving conflicts in a constructive manner, demonstrating autonomy in applying negotiation, mediation, and problem-solving strategies. B) Takes responsibility for safeguarding own psychological wellbeing and supporting others when appropriate, acting autonomously in applying self-care, stress management, and resilience-building practices.	<ul style="list-style-type: none"> • Resilience in Human Development; • Planning, Implementing and Evaluating Resilience Programmes; • Contextual Processes in Resilience Enhancement: Classroom and School Climates; • A Systemic and Family Understanding of Resilience • Barriers to Learning Development; • Strengthening the Resilience of Educational Professionals; • Dissertation Elaboration; • Organizational Relationships and Supportive Networking in Resilience Enhancement;
STC2	STC2. Identifying the strategies in promoting resilience for developing leadership RAI8. Develops and applies strategies that foster resilience among practitioners and learners, demonstrating autonomy in leading collaborative initiatives and promoting shared responsibility.				
	TC3. adapt to change TC1. resolve conflicts	The student / graduate: Identify key strategies which promote the resilience of practitioners working with children and young people;	The student / graduate: - Engage collaboratively with parents, carers and other professionals in initiatives to develop the resilience of children and young people within a collaborative approach;	The student / graduate: Assumes responsibility for responding positively to change, demonstrating autonomy in adjusting behaviours, strategies, and goals to meet new demands and circumstances.	<ul style="list-style-type: none"> • Resilience in Human Development; • Planning, Implementing and Evaluating Resilience Programmes; • Contextual Processes in Resilience Enhancement: Classroom and School Climates; • Research Methods in Resilience Education; • Barriers to Learning Development; • Strengthening the Resilience of Educational Professionals; • Dissertation Elaboration; • Organizational Relationships and Supportive Networking in Resilience Enhancement;

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STC3	STC3. Using effective life long learning practices for continuing professional development and adapting professional skills to the dynamics of the professional and social context RA19. Engages in continuous self-reflection and lifelong learning, taking responsibility for personal development and adapting professional competences to evolving social and educational challenges.				
	TC4. manage personal development TC3. adapt to change	The student / graduate: a) Appreciate the relationship between practitioner and children's resilience and the need to promote the practitioners' resilience within the systemic, ecological framework; b) Identify the different ways in which practitioners can collaborate with parents, carers and other professionals in the development of children's resilience within a transdisciplinary approach;	The student / graduate: - Engage in continuous self-reflection in seeking to improve practice in resilience building;	The student / graduate: Takes responsibility for continuous personal and professional growth, showing autonomy in setting goals, monitoring progress, and adapting learning strategies to evolving contexts.	<ul style="list-style-type: none"> • Research Methods in Resilience Education; • Strengthening the Resilience of Educational Professionals; • Dissertation Elaboration;

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