

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research

Standard Template
For Presenting a New Training Program

Academic/Professional Bachelor's Degree

Institution	Faculty/Institute 	Department

Field	Branch	Specialization
Human and Social Sciences	Social Sciences – Psychology	Clinical Psychology

Academic Year: 2022–2023

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Second: Semester-Based Educational Organization Sheet

(Semesters: 1 - 2 - 3 - 4 - 5 - 6)

Third Semester

Teaching Units	Course Titles	Credits	Coefficients	Weekly Hours			Total Hours (15 weeks) Lecture	Other	Assessment Method	
				Lecture	TD	TP				
Core Unit (UEF 1.1) Credits: 20 Coefficients: 8	1. Developmental Psychology 1	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	2. School Psychology	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	3. Personality Theories 1	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	4 Introduction to Psychopathology 1	5	2	1h30	1h30	-	45h00	45h00	40%	60%
Methodological Unit (UEM 1.1) Credits: 6 Coefficients: 4	1. Research Methodology and Techniques 1	3	2	1h30	1h30	-	45h00	45h00	40%	60%
	2. Psychometrics 1	3	2	-	1h30	-	22h30	45h00	100%	-
Discovery Unit (UED 1.1)	1. Social Psychology	1	1	1h30	1h30	-	45h00	45h00	40%	60%
	2. Psychophysiology	1	1	1h30	1h30	-	45h00	45h00	40%	60%

Credits: 2 Coefficients: 2										
Transversal Unit (UET 1.1) Credits: 2 Coefficients: 2	1. Communication Psychology	1	1	-	1h30	-	22h30	45h00	100%	-
	2. Foreign Language 1	1	1	-	1h30	-	22h30	45h00	100 %	-
Total Semestre 3		30	16	13h30	9h00	-	337h30	450h00		

- **Other** = Supplementary work during semester consultations
- **CC** = Continuous assessment

Semestre 4

Teaching Units	Course Titles	Credits	Coefficients	Weekly Hours			Total Hours (15 weeks) Lecture	Other	Assessment Method	
				Lecture	TD	TP				
Core Unit (UEF 1.1) Credits: 20 Coefficients: 8	• Developmental Psychology 2	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	• Work and Organizational Psychology	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	• Personality Theories 2	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	• Introduction to Psychopathology 2	5	2	1h30	1h30	-	45h00	45h00	40%	60%

Methodological Unit (UEM 1.1) Credits: 6 Coefficients: 4	1. Research Methodology and Techniques 2	3	2	1h30	1h30	-	45h00	45h00	40%	60%
	2. Psychometrics 2	3	2	-	1h30	-	22h30	45h00	100%	-
Discovery Unit (UED 1.1) Credits: 2 Coefficients: 2	• Cognitive Psychology	1	1	1h30	1h30	-	45h00	45h00	40%	60%
	• Learning Theories	1	1	1h30	1h30	-	45h00	45h00	40%	60%
Transversal Unit (UET 1.1) Credits: 2 Coefficients: 2	Problèmes psycho-sociaux	1	1	-	1h30	-	22h30	45h00	100%	-
	Langue étrangère 2	1	1	-	1h30	-	22h30	45h00	100 %	-
Total Semestre 4		30	16	13h30	09h00		337h30	450h00		

- **Other** = Supplementary work during semester consultations
- **CC** = Continuous assessment

Semestre 5

Teaching Units	Course Titles	Credits	Coefficients	Weekly Hours	Total	Other	Assessment
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							Hours (15 weeks) Lecture		Method	
				Lecture	TD	TP				
Core Unit (UEF 1.1) Credits: 20 Coefficients: 8	• Child and Adolescent Psychopathology 1	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	• Adult Psychopathology 1	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	• Systemic and Family Approach	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	• Sensorimotor and Instrumental Disorders	5	2	1h30	1h30	-	45h00	45h00	40%	60%
Methodological Unit (UEM 1.1) Credits: 6 Coefficients: 4	• Psychological Assessment	3	2	1h30	1h30	-	45h00	45h00	40%	60%
	• Research Methodology and Data Analysis	3	2	-	1h30	-	22h30	45h00	100%	-
Discovery Unit (UED 1.1) Credits: 2 Coefficients: 2	• Psychology of Trauma and Victimology	1	1	1h30	1h30	-	45h00	45h00	40%	60%
	• Language and Symbolic Function Disorders	1	1	1h30	1h30	-	45h00	45h00	40%	60%
Transversal Unit (UET 1.1) Credits: 2 Coefficients: 2	• Deontology and Ethics of Practice in Clinical Psychology	1	1	-	1h30	-	22h30	45h00	100%	-
	• Foreign Language 1	1	1	-	1h30	-	22h30	45h00	100 %	-
Total Semestre 5		30	16	12h00	10h30		337h30	450h00		

- **Other** = Supplementary work during semester consultations

- CC = Continuous assessment

Semestre 6

Teaching Units	Course Titles	Credits	Coefficients	Weekly Hours			Total Hours (15 weeks) Lecture	Other	Assessment Method	
				Lecture	TD	TP				
Core Unit (UEF 1.1) Credits: 20 Coefficients: 8	• Child and Adolescent Psychopathology 2	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	• Adult Psychopathology 2	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	• Psychoanalytically-Inspired Psychotherapies	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	• Cognitive and Behavioral Therapies	5	2	1h30	1h30	-	45h00	45h00	40%	60%
Methodological Unit (UEM 1.1) Credits: 6 Coefficients: 4	• Internship	3	2		3h00	-	45h00	45h00	40%	
	• Final Thesis	3	2	3h00		-	45h00	45h00		100%
Discovery Unit (UED 1.1) Credits: 2 Coefficients: 2	• Clinical Neuropsychology and Psychopharmacology	1	1	1h30		-	22h30	45h00		100%
	• Health Psychology	1	1	1h30		-	22h30	45h00		100%
Transversal Unit (UET 1.1) Credits: 2 Coefficients: 2	Entreprenariat	1	1	1h30		-	22h30	45h00		100%
	Langue étrangère 2	1	1	-	1h30	-	22h30	45h00	100 %	-

Total Semestre -	30	16	13h30	10h30		360h00	450h00
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- **Other** = Supplementary work during semester consultations
- **CC** = Continuous assessment

Third: Detailed Syllabus for Each Course from Semester 1 to Semester 6

(Provide a detailed course description card for each subject)

Semester: First

Unit Title: Core Unit

Course Title: *Introduction to Anthropology*

Credits: 5

Coefficient: 2

Learning Objectives:

- To introduce students to the fundamentals of anthropology.

- To help students understand the significance of anthropological studies.
- To develop students' ability to appreciate the importance of empirical studies.

Required Prior Knowledge:

1. Basic training in social sciences.
2. Proficiency in foreign languages.
3. General knowledge acquired from previous levels of education.

Acquired Competencies:

1. Mastery of the fundamentals of anthropology.
2. Awareness of the importance of anthropological studies.
3. Acquisition of skills related to empirical research methods.

Course Content

(The semester must include 15 lessons/modules):

1. Concept of Anthropology (Anthropology – Ethnology – Ethnography)
2. Relationship of Anthropology with Social Sciences: (Origin – Subject – Method – Anthropology and Philosophy – Psychology – History – Sociology)
3. History of Anthropology
4. Applications of Anthropology before Its Establishment:
 - Hydraulic Civilizations
 - Greece and Rome
 - Islamic Arab Civilization
 - Middle Ages
 - Renaissance and Enlightenment Europe
 - 19th Century and Colonial Expansion
5. Emergence of Anthropology
6. From Sociology to Anthropology

7. Traditional Anthropology: Subject and Objective
8. Anthropological Currents:
 - Evolutionary
 - Historical Diffusionist
 - Functionalist
 - Culturalist
9. Modern Anthropology: Subject and Objective
10. Importance of Anthropology in the Contemporary Era
11. Major Theories in Anthropology
12. Anthropological Studies in Algeria Before Independence
13. Research Methodology and Techniques in Anthropology (Ethnographic – Functionalist – Structuralist – Fieldwork Techniques)
14. Archaeology (Origins and Development)
15. Schools, Branches, Specializations, and Auxiliary Sciences in Archaeology

Assessment Method:

- Continuous assessment + Written examination
-

References:

In Arabic (translated works):

- Angers, Maurice: *Scientific Research Methodology in Human Sciences*, translated by B. Sahraoui et al., Dar El Qasba, Algeria, 2004.
- Lévi-Strauss, Claude: *Structural Anthropology*, translated by Hassan Qabssi, Arab Cultural Center, Casablanca, 1995.
- Copans, Jean: *Ethnological Field Survey*, translated by Jahida Lawand, Institute for Strategic Studies, Beirut, 2007.
- Toynbee, Arnold: *A Study of History*, translated by Nicola Ziyada, Al-Ahlia Publishing, Beirut, 1981.
- Kerouzel, Edith: *The Structuralist Era from Lévi-Strauss to Foucault*, translated by Jaber Asfour, Qurtuba Publishing, Casablanca, 2002.
- Asim Mohamed Rizq: *Archaeology between Theory and Practice*, Madbouli Library, 1996.
- Robert Silverberg: *Sunken Archaeology*, translated by Mohamed El-Shaht, Arab Record Foundation, Cairo, 1965.
- Ahmed El-Shawki: *Excavation Archaeology*, Faculty of Arts, Ain Shams University, Cairo, 2003.

In French/English:

- ABELÈS, M., *Anthropologie et marxisme*, Paris, Éditions Complexe, PUF, 1976.
- ADDI, L., *Sociologie et anthropologie chez Pierre Bourdieu*, Paris, La Découverte, 2002.
- BALANDIER, G., *Sociologie actuelle de l'Afrique Noire*, Paris, PUF, 1955.
- BELHACHEMI, F., “Nouvelle interprétation du processus du peuplement dans le massif du Hoggar...”, *Revue de géographie alpine*, 1991.
- BOURDIEU, P., *Travail et travailleurs en Algérie*, Paris, Mouton & Co, 1964.
- COPANS, J., *Anthropologie et impérialisme*, Paris, Maspero, 1975.
- GEERTZ, C. et al., *Meaning and Order in Moroccan Society*
- GEERTZ, C., *The Interpretation of Cultures*, New York, Basic Books, 1973.
- GODELIER, M., *Rationalité et irrationalité en économie*, Paris, Maspero, 1966.
- GURVITCH, G., *Dialectique et Sociologie*, Paris, Flammarion, 1962.
- LÉVI-STRAUSS, C., *Tristes Tropiques*, Paris, Plon, 1955.

emester: First

Unit Title: Core Unit

Course Title: *Introduction to Psychology*

Credits: 5

Coefficient: 2

Learning Objectives:

1. To understand the historical emergence of psychology and its independence from other sciences.
 2. To become familiar with the main branches of psychology and its research methods.
 3. To gain knowledge of major psychological theories.
 4. To grasp the key concepts and fundamental principles in psychology.
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Required Prior Knowledge:

1. Basic principles of philosophy and its relation to psychology.
 2. Principles of scientific thinking and research methodology.
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Acquired Competencies:

1. Understanding the key principles, theories, and methodologies of psychology.
 2. Mastery of core psychological concepts.
 3. Developing a forward-looking perspective on the applications of psychology.
-

Course Content

(The semester should include 15 lessons/modules):

1. Historical overview of the emergence and development of psychology
 - Definition of psychology
 - Branches of psychology
2. Research Methods in Psychology I (Descriptive method – Comparative method)
3. Research Methods in Psychology II (Experimental method – Clinical method)
4. Theories and Schools of Psychology: Definition of theory and school, and the differences between them
5. Classical Psychoanalytic Theory
6. Modern Psychoanalytic Theory
7. Classical Behavioral Theory
8. Operant Behavioral Theory
9. Cognitive Theory of Aaron Beck
10. Cognitive Theory of Albert Ellis
11. Self Theory

12. Humanistic Approach
 13. **Intelligence:** Its definition, characteristics, levels, and measurement methods
 14. **Attention:** Its definition, types, influencing factors, and characteristics
 15. **Memory:** Its definition, functions, and types
-

Assessment Method:

- Continuous assessment + Written examination
-

References:

- Jaber Abdel Hamid Jaber, Safaa El-Aasar, Ibrahim Qashqoush (1985). *Introduction to Psychology*. Cairo: Dar Al-Nahda Al-Arabiya.
- Fakhri Al-Dabbagh (1982). *Introduction to Psychology for Medical Students*. Iraq, First Edition.
- Talaat Mansour, Anwar El-Sharqawi, Adel Ezz El-Din, Farouk Abu Awf (2003). *Foundations of General Psychology*. Cairo: Anglo Egyptian Bookshop.
- Ahmed Mohamed Abdel Khaleq & Abdel Fattah Mohamed Dweidar (1999). *Psychology: Its Origins and Principles*. Egypt: University Knowledge House.
- Ahmed Ezzat Ragheb (1999). *Foundations of Psychology*. Cairo: Dar Al-Maaref.
- Ahmed Mohamed Abdel Khaleq (2005). *Foundations of Psychology*, 3rd Edition. Alexandria: University Knowledge House.
- Ibrahim Esmat Matawa (1981). *Psychology and Its Importance in Our Lives*. Cairo: Dar Al-Maaref.
- Faraj Abdel Qader Taha (1999). *Psychology and Contemporary Issues* (Collected Articles and Research). Egypt: Ain for Human and Social Studies, 7th Edition.
- Bashir Saleh Al-Rashidi (2000). *Educational Research Methods: A Simplified Practical Vision*. Kuwait: Dar Al-Kitab Al-Hadith, 1st Edition.

Semester: First

Unit Title: Core Unit

Course Title: *Introduction to Sociology*

Credits: 5
Coefficient: 2

Learning Objectives:

1. To understand the circumstances of the emergence and development of sociology.
 2. To learn about the founding figures of sociology and their contributions.
 3. To understand the identity of sociology (its subject matter, concepts, methods, and theories).
 4. To explore the relationship between sociology and other sciences.
-

Required Prior Knowledge:

1. Background in basic social concepts.
 2. Introductory abilities in analysis and theorization.
 3. Knowledge of the historical development of humanity.
-

Acquired Competencies:

1. Ability to distinguish between sociology and other social sciences.
 2. Ability to differentiate between social and non-social phenomena.
 3. Ability to understand and compare the contributions of sociology's pioneers.
 4. Ability to grasp and apply basic sociological concepts.
-

Course Content

(The semester must include 15 lessons/modules):

1. **Concept of Sociology** (Lesson 1)
2. **History of Sociology** – From social thought to sociology (Lessons 2 + 3)
3. **Subject Matter of Sociology** (Lesson 4)
4. **Pioneers of Sociology** (Lessons 5 + 6):
 - Ibn Khaldun
 - Auguste Comte
 - Karl Marx
 - Max Weber
 - Émile Durkheim
5. **Major Theoretical Approaches in Sociology** (Lessons 7 + 8 + 9):
 - Ibn Khaldun's approach
 - Positivist approach and its branches (Functionalism, Structuralism, Theory of Action)
 - Marxist approach and its branches (Classical and Neo-Marxist theory)
6. **Fields of Sociology** (Lesson 10)
7. **Sociology and the Scientific Method** (Lesson 11)
8. **Key Concepts in Sociology** (Lessons 12 + 13):
 - Society
 - Social group
 - Social processes
 - Individual and personality
 - Social action and social interaction
 - Systems, structures, traits, and symbols
 - Status and role
 - Social change, evolution, and growth
9. **Relationship Between Sociology and Other Sciences** (Lessons 14 + 15):
 - Philosophy
 - Psychology
 - Education sciences
 - Anthropology
 - Political sciences

- Economics
 - Legal and administrative sciences
 - Medical sciences
-

Assessment Method:

- Continuous assessment + Written examination
-

References:

(The list includes more than 70 references in Arabic, French, and English. Here's a selection for brevity; a complete list can be provided in table or bibliography format upon request.)

1. Ibrahim Isa Othman, *Contemporary Theory in Sociology*, Dar Al-Sharq, 2008.
2. Ahmed Zayed, *Sociology and the Study of Society: Theoretical Approaches*, Cairo, 2006.
3. Anthony Giddens, *Sociology*, translated by Fayez Al-Sabbagh, Arab Organization for Translation, Beirut, 2005.
4. Emile Durkheim, *Suicide*, translated by Hassan Ouda, Syrian General Book Authority, Damascus, 2011.
5. Jean-Pierre Durand, *The Sociology of Marx*, Paris, La Découverte, 2018.
6. Pierre Bréchon, *Major Currents in Sociology*, Presses Universitaires de Grenoble, 2000.
7. Martine Mespoulet, *The Renaissance of Sociology in the USSR (1958–1972)*, 2007.
8. Claude Dubar, *Sociology – The Major Currents*, Encyclopædia Universalis.
9. Michel De Coster et al., *Introduction to Sociology*, De Boeck Université, 2001.
10. Michel Lallement, *History of Sociological Ideas*, Armand Colin, 2012.
11. Geoffrey Duncan Mitchell, *A New Dictionary of Sociology*, 1970.

Semester: First

Unit Title: Core Unit

Course Title: *Introduction to Philosophy*

Credits: 5

Coefficient: 2

Learning Objectives:

1. To distinguish between different forms of human thinking and situate philosophy among them.
 2. To understand the importance of philosophical thought in the development of civilization.
 3. To recognize the relevance of philosophy in scientific research.
-

Prerequisite Knowledge:

1. History of civilizations and peoples.
 2. The evolution of thought across civilizations.
 3. Classification of sciences and knowledge.
-

Acquired Skills:

1. Ability to practice systematic and critical thinking.
 2. Ability to contribute to disciplined methodological dialogue and discussion.
 3. Ability to draw values from philosophical theories and positions.
-

Course Content (*15 lessons required*):

1. Philosophy: from etymology to terminological definitions.
2. Characteristics of philosophical thinking.
3. Main domains of philosophical thought.
4. Philosophy beyond mythological thinking.
5. Philosophy as rational and methodological thinking.
6. Philosophy, culture, and nature.
7. Religious truth vs. philosophical truth.
8. Philosophical vs. scientific thinking.
9. The role of philosophy in understanding religion and rationalizing religious behavior.
10. The interactive and complementary relationship between philosophy and science.
11. Philosophy and civilization.
12. Philosophy and education.
13. Philosophy and the rationalization of political action; its role in shaping civil society.
14. Philosophy and citizenship; philosophy and human rights.
15. Challenges facing philosophy in Arab and Islamic societies.

Assessment Method:

Continuous assessment + Written examination

References:

- Azmi Taha Al-Sayed Ahmad, *The Other Face of Philosophy*, Modern Book World, Jordan, 2015.
- Bukhari Hamana, *Reflections on Life and Religion*, Dar Al-Quds Al-Arabi, 2012.
- Mostafa Al-Nashar, *Philosophical Thinking*, Dar Al-Masriah Al-Lubnaniah, 2015.
- Zakaria Ibrahim, *The Problem of Philosophy*, Maktabat Misr.
- Abdel-Haffar Makawy, *The School of Wisdom*, Dar Al-Kitab Al-Arabi, Cairo.
- Hunter Mead, *Philosophy: Its Types and Problems*, Maktabat Misr, Cairo, 1969.

- *Pioneers of Idealism in Western Philosophy*, Dar Al-Thaqafa, Cairo, 1975.
 - Ahmad Mahmoud Sobhi, Mahmoud Fahmi Zidan, *On the Philosophy of Medicine*, Dar Al-Ma'arifa Al-Jami'iya, 1995.
 - Mohamed Chtouti, *Introduction to General Philosophy*, Dar Talitla, Algeria, 2009.
 - Mohamed Tabet Al-Afandi, *With the Philosopher*, Dar Al-Ma'arifa Al-Jami'iya, Egypt, 1998.
 - Zakaria Ibrahim, *Studies in Contemporary Philosophy*, Maktabat Misr, 1968.
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Semester: First

Unit Title: Methodology

Course Title: *Epistemology of the Social Sciences*

Credits: 3

Coefficient: 2

Learning Objectives:

1. To analyze the nature of knowledge.
 2. To understand the relationship between knowledge and the concept of epistemological rupture.
 3. To study the means of producing knowledge.
-

Prerequisite Knowledge:

1. Understanding of what knowledge is.
2. Knowledge acquisition methods.
3. Foundations and principles of epistemology.

Acquired Skills:

1. Ability for scientific thinking.
2. Ability to analyze and synthesize.
3. Ability to make inferences in science and knowledge domains.

Course Content (*15 lessons required*):

1. Definition of epistemology.
2. Foundations of epistemology.
3. Subject matter of epistemology.
4. Epistemology and philosophy of science.
5. Criteria of science.
6. Scientific spirit: observation, questioning, reasoning.
7. Types of knowledge.
8. Characteristics of science.
9. Aims of science.
10. Sources of scientific knowledge.
11. (Repeat) Sources of scientific knowledge.
12. Main features of scientific concepts.
13. Objectivity.
14. Evolution of sciences and their criteria.
15. Interpretive models.

Assessment Method:

Continuous assessment + Written examination

References:

1. Mohamed Abed Al-Jabri, *Introduction to the Philosophy of Science: The Development of Mathematical Thinking and Contemporary Rationality*, Vol. 1, Dar Al-Tali'a, Beirut, 1982.
2. Paul Muiry, *Logic and Philosophy of Science*, translated by Fouad Zakaria, Cairo, Dar Al-Nahda, 1973.
3. Kamel Fouad et al., *Concise Philosophical Encyclopedia*, Beirut, Dar Al-Qalam.
4. Salem Yafout, Ben Abdessalam, *Lessons in Epistemology*, Casablanca, Dar Toubkal, 1988.
5. **Larousse**: *Encyclopedic Dictionary*, Larousse Bookstore, Paris, 1979, Vol. 13.
6. A. Lalande, *Technical and Critical Vocabulary of Philosophy*, Paris, PUF, 1986.
7. R. Blanché, *Epistemology*, Paris, PUF, 1972.

Semester: First

Unit Title: Methodology

Course Title: *Descriptive Statistics*

Credits: 3

Coefficient: 2

Learning Objectives:

1. Understand methods for organizing and presenting data.
2. Understand the measures of central tendency and their uses.
3. Understand the measures of dispersion and their uses.
4. Understand the relationship between central tendency and dispersion.

5. Understand shape measures and their applications.

Prerequisite Knowledge:

- Basic knowledge in mathematics and statistics (secondary education level).

Acquired Skills:

1. Mastery of data organization and presentation methods.
2. Proficiency in calculating measures of dispersion, central tendency, and shape.

Course Content (*15 Lessons Required*):**I. General Introduction (Lesson 1)**

- Nature and evolution of statistics and its relationship with other sciences.
- Statistical concepts and terminology (population, sample, variables, types of data, statistical scales).

II. Data Organization and Presentation (Lessons 2 & 3)

- Organizing and presenting quantitative data.
- Organizing and presenting nominal data.
- Data visualization through graphical representations.

III. Measures of Central Tendency:

1. Arithmetic Mean (Lessons 4 & 5)

- Definition and applications in social sciences.
- Calculating mean for ungrouped and grouped data.
- Estimating mean using graphs.

2. Median (Lessons 6 & 7)

- Definition and uses in social sciences.
- Calculating median for ungrouped and grouped data.
- Estimating median using graphs.

3. Mode (Lesson 8)

- Definition and uses in social sciences.
- Calculating mode for ungrouped and grouped data.
- Estimating mode using graphs.

IV. Measures of Dispersion:

1. Quartiles, Deciles, Percentiles (Lesson 9)

- Definitions and applications.
- Calculations for ungrouped and grouped data.

2. Standard Deviation and Variance (Lessons 10 & 11)

- Definitions and uses.
- Calculations for ungrouped and grouped data.

3. Standard Error (Lesson 12)

V. Relationship Measures:

- **Coefficient of Variation** (Lesson 13)

VI. Shape Measures:

1. Skewness (Lesson 14)

2. Kurtosis (Lesson 15)

Assessment Method:

Continuous assessment + Written examination

References:

1. Ahmed El-Sayed Amer: *Descriptive and Analytical Statistics*, Dar Al-Fajr, Cairo, 2007.
2. Abu Saleh Mohamed Sobhi et al.: *Introduction to Statistics*, Dar Al-Maseera, Jordan, 2012.
3. Ahmed Abdel-Samie Tibiya: *Principles of Statistics*, Dar Al-Bidaya, Amman, 2008.
4. Adam Amin Ibrahim: *Basic Principles in Non-parametric Applied Methods*, Dar Al-Mu'allif, Saudi Arabia, 2005.
5. Bouhafed Abdelkarim: *Applied Statistics in Social and Human Sciences*, University Publications Office, Algeria, 2005.
6. Hassan Mohamed Hassan: *Principles of Social Statistics*, Dar Al-Ma'arifa Al-Jami'ia, 2000.
7. Raad Idris Mahmoud Al-Khafaji & Abdullah Majid Hameed: *Statistical Tools in Educational and Psychological Research*, Dar Dijla, Amman, 2015.
8. Ziad Salim Ramadan: *Principles of Descriptive, Applied, and Biostatistics*, Dar Wael, Amman, 2010.
9. Salman Okab Al-Janabi & Haider Naji Al-Shawi: *Principles of Statistics in Physical Education*, Civil Society Library, Amman, 2015.
10. Adnan Abbas Hamidat, Fareed Ja'oudi et al.: *Applied Statistics*, University Publications, Damascus, 2006.
11. Gharib Mohamed Sayed Ahmed et al.: *Statistics and Measurement in Social Research*, Dar Al-Ma'arifa Al-Jami'ia, Alexandria, 1997.
12. Gharib Mohamed Sayed Ahmed: *Statistics and Measurement in Social Research*, Dar Al-Ma'arifa Al-Jami'ia, Alexandria, 1989.
13. Mohamed Bahjat Keshk: *Principles of Social Statistics*, Dar Al-Ma'arifa Al-Jami'ia, Alexandria, 1996.
14. Mohamed Abdel-Al Al-Nuaimi & Hassan Yassin Ta'ma: *Applied Statistics*, Dar Wael, Amman, 2008.
15. Abdullah Falah Al-Munaizel et al.: *Educational Statistics: Applications Using SPSS*, Dar Al-Maseera, Jordan, 2010.

Online Resources (eBooks):

16. Iyad Mohamed Al-Houbi: *Applied Statistics*
17. Abdullah Falah Al-Munaizel: *Educational Statistics*
18. Jamil Hamdawi: *Educational Statistics*

19. Sharaf Al-Din Khalil: *Descriptive Statistics*

20. Mahdi Mohamed Al-Qassas: *Principles of Statistics and Social Measurement*

Semester: First

Unit Title: Exploratory

Course Title: *Algerian History 1*

Credits: 1

Coefficient: 1

Learning Objectives:

- Familiarize students with the history of Algeria from ancient times to the present day.
- Help students understand the formation of the Algerian nation throughout history.
- Introduce the dimensions of Algerian identity across various historical periods.

Prerequisite Knowledge:

This course aims to help students explore the history of their country by providing foundational knowledge about Algeria's geography, the various states that have existed throughout ancient and medieval history, and general insights into the components of national identity.

Acquired Skills:

- Understand the concept and significance of national identity.
 - Contribute to the preservation of Algeria's collective national memory.
-

Course Content (*15 Required Lessons*):

1. Geography and toponymy of Algeria
 2. Prehistoric civilizations in Algeria
 3. The Berber kingdoms
 4. Relations between the Berber kingdoms and the Phoenicians
 5. Roman occupation and resistance
 6. Vandal occupation and resistance
 7. Byzantine occupation and resistance
 8. Islamic conquests
 9. The era of the governors (*ʿAsr al-Wulāʾt*)
 10. The Rustamid state
 11. The Fatimid state
 12. The Hammadid state
 13. The Almoravid state
 14. The Almohad state
 15. The Zayyanid state
-

Assessment Method:

Written Examination

References:

- Abdelrahman Al-Jilali, *General History of Algeria*
- Mahfoud Kaddache, *Algeria in Ancient Times*
- Mohamed Ben Al-Mubarak Al-Mili, *History of Algeria: Past and Present*
- Yahia Bouaziz, *A Concise History of Algeria*
- Lionel Balout, *Prehistoric Algeria*
- K. Brahimi, *Introduction to Prehistoric Algeria*
- Abdelhamid Hajiyat et al., *Algeria in History – The Islamic Era*

Semester: First

Unit Title: Exploratory Unit

Course Title: *Documentary Research 1*

Credits: 1

Coefficient: 1

Learning Objectives:

1. Help students understand both traditional and electronic methods of documentary research.
2. Introduce students to documentary research strategies.
3. Teach students how to use various tools and resources for research.

Prerequisite Knowledge:

- Basic ability to search for and use references.
- Initial familiarity with navigating the internet.

Acquired Skills:

1. Proficiency in using documentary research tools and resources.
2. Ability to distinguish between traditional and digital research approaches.
3. Understanding the steps involved in an effective documentary research strategy.

Course Content (*15 Required Lessons*):

1. Conceptual introduction to unit terminology
2. Information search: definition and methods
3. Information search: purposes, justifications, and objectives
4. Information search: obstacles and ways to overcome them
5. The role of the information specialist in documentary research
6. Techniques and tools of information search
7. Historical development of bibliographic tools
8. Documentary needs: sources of research and how to use them
9. Documentary needs: drafting a need assessment plan
10. Documentary needs: levels of documentary needs
11. Types of sources and reference materials
12. Principles and rules of documentary research
13. Methods and strategies of documentary research
14. Evaluation and filtering of research results
15. Techniques and standards for bibliographic referencing

Assessment Method:

References:

1. Heshmat, Qassem. *The Library and Research*. Cairo: Dar Gharib Publishing. [n.d.]
2. Khair Bek, Ammar. *Information Search on the Internet*. Damascus: Dar Al-Rida Publishing, 2000.
3. Boubée, Nicole; Tricot, André. *Qu'est-ce que rechercher de l'information?* Lyon: Presses de l'ENSSIB, 2017.

Semester: First

Unit Title: Horizontal

Course Title: *Introduction to Economics*

Credits: 1

Coefficient: 1

Learning Objectives:

1. To understand the principles and foundations of economics.
 2. To become familiar with key concepts used in economic sciences.
 3. To learn about the major theoretical and intellectual schools in economics.
 4. To understand research methodologies in economics.
 5. To identify the pillars of economic transactions.
-

Prerequisite Knowledge:

- History of sciences
 - Introduction to social sciences
-

Acquired Skills:

1. Ability to understand economic phenomena
 2. Understanding of factors governing economic transactions
 3. Awareness of drivers of economic growth
 4. Competence in economic analysis
-

Course Content (*15 Lessons Required*):

1. **General Introduction to Economics:** Definition, types of economic analysis, basic concepts (scarcity, resources, needs, economic problem), methodologies
2. **Relationship between Economics and Social Sciences**
3. **Development of Economic Thought:** In ancient Egypt, Greece, Rome, and the Islamic world
4. **Economic Schools:** Physiocrats and Mercantilists
5. **Economic Schools:** Classical and Neoclassical
6. **Economic Schools:** Liberals and Marxists
7. **Supply Theory**
8. **Demand Theory**
9. **Production and Cost Theory**
10. **Consumer Behavior Theory**
11. **Economic Systems:** Capitalist, Socialist, Mixed, Islamic
12. **Economic Exchange:** Markets and prices
13. **Economic Activities:** Production, distribution, consumption, saving, investment

14. **State and the Economy:** Taxes, inflation, public debt, social sufficiency
 15. **New Economy:** Knowledge economy
-

Assessment Method:

Written Examination

References:

1. Michael Ebdgeman, *Macroeconomics: Theory and Policy*, Dar Al-Mareekh, Saudi Arabia, 1999.
2. Ahmed Al-Ashqar, *Macroeconomics*, Scientific House and House of Culture, Jordan, 2002.
3. Ali Faisal Ali Al-Ansari, *Essential Differences between Islamic Economics and Capitalism*, Kuwait University, 2008–2009.
4. Mohamed Al-Tantawi Al-Baz, *Principles of Economics*, Golden Eagle Press, Egypt, 2000.
5. Hazem Al-Beblawi, *History of Economic Thought*, Egyptian General Book Authority, Egypt, 1997.
6. Rashid Al-Barawi, *Economic Encyclopedia*, Dar Al-Nahda Al-Arabiya, Egypt, 1997.
7. Mahdi Karim Al-Hasnawi, *Principles of Economics*, Offset Press, Baghdad, 1990.
8. Abdelaziz Fathi Al-Rawashi, *Economy and Market*, Tayba Publishing, Egypt, 2007.
9. Mohamed Marwan Al-Samman et al., *Principles of Economic Analysis*, Dar Al-Thaqafa, Jordan, 2008.
10. Saeed Ali Mohamed Al-Obaidi, *Islamic Economics*, Dar Zahran, Jordan, 2010.
11. Medhat Al-Quraishi, *History of Economic Thought*, Dar Wael, Jordan, 2011.
12. Khaled Ahmed Farhan Al-Mashhadani, *Principles of Economics*, Dar Al-Ayyam, Jordan, 2015.
13. Salem Tawfiq Al-Najafi, *Basics of Economics*, International House for Cultural Investments, Egypt, 2000.
14. Mahmoud Hussein Al-Wadi, *Analytical Economics*, Arab Company for Marketing and Supplies, Egypt, 1989.
15. Sakinah Ben Mahmoud, *Introduction to Economics*, Dar Al-Muhammadiya, Algeria, 2009.
16. Michael Todaro, *Economic Development*, trans. Hosni Mahmoud, Dar Al-Mareekh, Saudi Arabia, 2008.
17. Mokhtar Abdel Hakim Talaba, *Introduction to the Economic Problem*, Cairo University, Egypt, 2007.
18. Yousry Ahmed Abdel Rahman, *History of Economic Thought*, Alexandria Publishing, Egypt, 1994.
19. Ziad Mohamed Abdel, *Principles of Economics*, Dar Al-Bidaya, Jordan, 2010.

Semester: First

Unit Title: Horizontal

Course Title: *Foreign Language*

Credits: 1

Coefficient: 1

Learning Objectives:

- Read and understand a text in order to produce a summary.
- Develop learners' listening skills.
- Practice oral summarization.

Prerequisite Knowledge:

- Diagnostic evaluation.
- Identification of learners' prior knowledge.
- Identification of learners' deficiencies.

Acquired Skills:

Develop the four language skills:

- Reading and listening comprehension
 - Written and oral expression
-

Course Content (*15 Lessons Required*):

1. Sociological vocabulary
 2. Communication
 - The communication model
 - Effective communication
 - Communication barriers
 3. Culture
 4. Cultural diversity
 5. ICT (Information and Communication Technologies) in social sciences
 6. Telematics
 7. Psychological vocabulary
 8. Social phenomena
 9. Social problems
 10. From social phenomenon to social problem
 11. Philosophical vocabulary
 12. Social problems in Algeria
-

Assessment Method:

Continuous assessment

References:

- Websites
- Books
- Articles

Semester: Second

Unit Title: Core

Course Title: *Introduction to Educational Sciences*

Credits: 5

Coefficient: 2

Learning Objectives:

- Enable students to become familiar with educational sciences, their fields, and their historical development.
- Understand the functions, goals, and foundations of education.
- Recognize the relationship between educational sciences and other disciplines.
- Explore major educational theories.

Prerequisite Knowledge:

- Successful completion of semester one units.

Acquired Skills:

- Understand the importance of education and its effects on individuals and society.
 - Identify and comprehend major theoretical approaches in the field of education.
-

Course Content (*15 Lessons Required*):

1. Concept and fields of educational sciences
 2. Disciplines that make up educational sciences
 3. Emergence and development of educational sciences
 4. Concept and functions of education
 5. Goals and aims of education
 6. General foundations of education
 7. Relationship between education and other sciences (1)
 8. Relationship between education and other sciences (2)
 9. Formal and informal education
 10. Major educational schools (1)
 11. Major educational schools (2)
 12. Education and socialization
 13. Education in ancient Greece
 14. Education in the Islamic world
 15. Education during the Renaissance
-

Assessment Method:

Continuous assessment + Written examination

References:

- Ayoub Dakhlallah, *Educational Sciences: Their History, Philosophy, and Methods*, Dar Al-Kitab Al-Ilmiyah, Beirut, 2015.
- Renald Legendre, *Dictionnaire actuel de l'éducation*, Guérin, Eska, Paris, Montréal, 2005.
- Gaston Mialaret, *Les sciences de l'éducation*, PUF Paris, 1976.
- Matheson, D. (2005). *An Introduction to the Study of Education*, UTH New York.
- Murphy, L., Mufti, E., & Kassem, D. (2009). *Education Studies: An Introduction*, Oxford University Press, England.

Semester: Second

Unit Title: Core

Course Title: *Introduction to Demography*

Credits: 5

Coefficient: 2

Learning Objectives:

1. Understand the field of demography, its areas of focus, and historical development.
 2. Learn about the major pioneers in the field since its inception.
 3. Explore the main data collection methods and demographic indicators, including how they are calculated.
-

Prerequisite Knowledge:

1. Understanding of the concept of theory.
 2. Basic knowledge of prominent sociologists and economists.
-

Acquired Skills:

1. Grasp the concept of demography, its relationship with other disciplines, its origins, and key theories.
 2. Ability to calculate and analyze major demographic indicators.
 3. Proficiency in identifying and using the main sources of population data.
-

Course Content (*15 Lessons Required*):

Module 1: Nature of Demography

Lecture 1: Concept, Emergence, and Development of Demography

- Definition of demography
- Factors influencing the development of demography
- Historical context of its evolution
- Importance of demography

Lecture 2: Demography and Other Disciplines

- Relationship with sociology
- Relationship with history
- Relationship with economics and political science
- Relationship with geography
- Relationship with biology, nutrition, and medicine

Lecture 3: Types of Demography

- Social demography
- Geographical demography

- Medical demography
- Economic demography
- Historical demography
- Mathematical demography

Module 2: Sources of Population Data

Lecture 4: Static Data Sources

- Types of demographic data sources
- Population census
- Sample surveys

Lecture 5: Dynamic Data Sources

- Vital records
- Secondary sources

Module 3: Demographic Theories

Lecture 6: Malthusian and Natural Theories

- Definition of theory
- Malthusian theory
- Natural theories:
 - Doubleday theory
 - Sadler theory
 - Herbert Spencer theory
 - Corrado Gini theory

Lecture 7: Social Theories

- Emile Durkheim's theory
- Arsène Dumont's theory
- Kingsley Davis's theory

Lecture 8: Economic Theories

- Classical economic theories
- Modern economic theories

Module 4: Major Demographic Phenomena

Lecture 9: Fertility

- Definition
- Types and indicators of fertility

Lecture 10: Mortality

Lecture 11: Nuptiality (Marriage Patterns)

Lecture 12: Migration

Lecture 13: Demographic Growth

Lecture 14: Population Mobility

Lecture 15: Population Pyramid

Assessment Method:

Continuous assessment + Written examination

References:

- Fawzi Sahawneh (1982): *Principles of Demography*, University of Jordan, Amman.
- Abdel Majid Faraj (1975): *Statistical Foundations in Population Studies*, Dar Al-Nahda Al-Arabiya, Cairo.
- Mustafa Omar Hamada (2009): *Studies in Demography*, Dar Al-Maarefa Al-Jami'iyah, Egypt.
- Khalil Abdelhadi Al-Badu (2009): *Sociology of Population*, Dar Al-Hamed, Amman.
- Mounir Abdullah Karadsheh (2009): *Social Demography*, Modern Books World, Jordan.
- Firas Al-Bayati (2011): *Population Morphology: Topics in Demography*, Al-Intishar Foundation, Beirut.
- Abdelrazzaq Jalabi (2011): *Sociology of Population*, Dar Maysara, Amman.
- Dr. Younes Hamadi Ali (2010): *Principles of Demography*, Dar Wael, Amman.
- Catherine Rollet (1995): *Introduction to Demography*, University of Paris, France.
- Fabrice Mazerolle (2005): *Economic Demography*, Paris.
- France Meslé, Laurent Toulemon & Jacques Véron (2011): *Dictionary of Demography and Population Sciences*, Armand Colin, Paris.
- Georges Tapinos (1997): *Demography*, Paris.
- Graziella Gaselli, Jacques Vallin & Guillaume J. Wunsch (2006): *History of Population Policies and Ideas*, INED Publications.

Semester: Second

Unit Title: Core

Course Title: *Introduction to Speech and Language Therapy (Orthophony)*

Credits: 5

Coefficient: 2

Learning Objectives:

- Acquire basic knowledge of speech and language therapy (orthophony).
- Understand its relationship with other relevant sciences and its fields of application.

Prerequisite Knowledge:

- Familiarity with basic concepts in psychology, biology, and the nervous system.

Acquired Skills:

- Identify the scope of orthophony and recognize various language and communication disorders.

Course Content (*15 Lessons Required*):

1. Definition of orthophony and equivalent Arabic terms drawn from the Arab linguistic heritage.
2. The relationship between orthophony and related sciences.
3. Fields and domains of application of orthophony.
4. Oral language disorders related to developmental context.
5. Written language disorders related to developmental context.
6. Hearing impairments.
7. Voice disorders due to vocal dysfunction.
8. Aphasiology (language disorders resulting from brain injury).
9. Language disorders related to intellectual disability.
10. Language disorders in individuals with pervasive developmental disorders.
11. Language and communication disorders in psychiatric conditions.
12. Language disorders in behaviorally disturbed individuals.
13. Language disorders in the elderly.
14. Language disorders in individuals with multiple disabilities.
15. Diagnostic approach (assessment tools and tests), and therapeutic approach (treatment tools and methods).
16. Profession and clinical practice.

Assessment Method:

Continuous assessment + Written examination

References:

- **Abderrahmane El-Hadj Saleh** (2004): *Modern Linguistic Theories and the Khalilian Theory*, Lectures, University of Tlemcen.
- **Nouani, H.** (2018): *Orthophony and the Arabic Language: An Introduction to Speech Disorders*, El-Khaldounia, Algeria.
- **Brin-Henry, F., Courier, C., Lederlé, E., & Masy, V.** (2018): *Dictionnaire d'orthophonie*, Ortho-édition.
- **Pialloux, P. et al.** (1975): *Précis d'orthophonie*, Masson, Paris.
- **Kremer, J.-M., & Lederlé, E.** (1991, 1994): *L'orthophonie en France*, Que sais-je?, PUF.

Semester: Second

Unit Title: Core

Course Title: *Intellectual Currents*

Credits: 5

Coefficient: 2

Learning Objectives:

1. Introduce students to major intellectual currents.
2. Enable students to examine the theoretical foundations of research in the human and social sciences.

3. Understand the fundamental determinants and diversity of intellectual stances.
-

Prerequisite Knowledge:

1. History of thought.
 2. Familiarity with key social and intellectual issues.
 3. Understanding of the essential characteristics of human reasoning.
-

Acquired Skills:

1. Ability to classify various intellectual positions.
 2. Ability to critique theoretical stances and their foundations.
 3. Ability to identify both implicit and explicit orientations in research and scholarly studies.
-

Course Content (*15 Lessons Required*):

1. Conceptual introduction (movement, school, doctrine, etc.)
2. Idealism
3. Rationalism
4. Empiricism
5. Materialism
6. Structuralist currents
7. Functionalism
8. Marxism
9. Darwinian evolutionism
10. Existentialism

11. Psychoanalytic approach
 12. Behaviorism
 13. Pragmatism
 14. Phenomenology
 15. The interpretive trend
-

Assessment Method:

Continuous assessment + Written examination

References:

1. **Othman Amin**, *The Pioneers of Idealism in Modern Western Philosophy*, Dar Al-Thaqafa.
2. **Plato**, *The Pioneer of Idealism*.
3. **John Cottingham**, *Rationalism*.
4. **Sakharova**, *From the Philosophy of Existence to Structuralism*, trans. Ahmad Barqawi, Dar Damascus, 1st ed., 1984.
5. **William James**, *Pragmatism*, trans. Walid Shahada, Dar Al-Farqad, Damascus, 1st ed., 2014.
6. **John Lechte**, *Fifty Key Thinkers from Structuralism to Postmodernity*, trans. Faten Al-Bustani, Center for Arab Unity Studies, 1st ed., 2008.
7. **Fouad Kamel et al.**, *Concise Philosophical Encyclopedia*, Dar Al-Qalam, Beirut.
8. **André Lalande**, *Philosophical Dictionary*, trans. Khalil Ahmad Khalil, Oweidat Publications, Beirut–Paris.
9. **Jamil Saliba**, *Philosophical Lexicon*, Dar Al-Kitab Al-Lubnani, Beirut, 1982.
10. **Georges Gusdorf**, *Foundations of Hermeneutics*, trans. Fathi Iqzou, Mominoun Without Borders Foundation, Casablanca, 1st ed., 2018.
11. **Group of Soviet Professors**, *Dialectical Materialism*, trans. Badr Al-Din Al-Siba'i et al., Dar Al-Jamahir.
12. **Lenin**, *Materialism and Empirio-Criticism*, Progress Publishers, Moscow.
13. **Peter Kunzmann et al.**, *Philosophy Atlas (dtv)*, trans. Georges Cattoura, Eastern Library, Beirut, 1st ed., 2001.
14. **Robert Woodworth**, *Schools of Contemporary Psychology*, trans. Kamal Dessouky.

Unit Title: Methodology
Course: Scientific Research Methodology
Credits: 3
Coefficient: 2

Learning Objectives:

1. To help students overcome subjectivity.
2. To make students methodical in their thinking.
3. To guide students toward critical thinking and analysis.

Prerequisite Knowledge:

1. General familiarity with research methods.
2. Willingness to discard preconceived ideas.
3. Avoidance of subjectivity.

Acquired Skills:

1. Studying methodology helps students in preparing scientific research.
2. Formulating research problems and constructing a topic.
3. Ability to enter the experimental field and apply research techniques.

Course Content:

(The semester should include 15 educational units/lessons)

1. Stages in the development of scientific research
2. The concept of science and scientific research
3. Objectives of scientific research
4. Characteristics of scientific research

5. Research problems in the humanities and social sciences
6. Types of scientific research
7. Steps of scientific research
8. The concept of scientific methodology
9. Historical method
10. Case study method
11. Content analysis method
12. Descriptive method
13. Experimental method
14. Quantitative method in social sciences
15. Qualitative method in social sciences

Evaluation Method:

Continuous assessment + written exam

References:

1. Rachouane Hussein Abdelhamid, *Science and Scientific Research*, Modern University Book, Alexandria, 1992.
2. Hassan Hicham, *Scientific Research Methodology*, 2007.
3. Maurice Angers, *Scientific Research Methodology in Social Sciences*, Dar El-Kasbah Publishing, Algeria, 2004.
4. Grawitz, Madeleine, *Méthodes des sciences sociales*, Dalloz, Paris, 2002.
5. Loubet Delbaye, Jean-Louis, *Initiation aux méthodes des sciences sociales*, Harmattan, Paris, 2000.
6. Actouf, Omar, *Méthodologie des sciences sociales et approche qualitative*, Sillery, Presses de l'Université du Québec, 1987.

Semester: Second

Unit Type: Methodological

Credits: 3

Coefficient: 2

Learning Objectives:

1. Understand inferential statistics and its applications in social sciences.
2. Learn the main measures used for hypothesis testing and how to calculate them.

Prerequisite Knowledge:

- Knowledge of descriptive statistics.

Acquired Skills:

1. Mastery of inferential statistical measures.
2. Ability to test and measure hypotheses.

Course Content:

1. Concept and uses of inferential statistics
2. Statistical hypotheses: definitions, types (null and alternative; directed and non-directed)
3. Elements of statistical decision-making: degrees of freedom, error level, significance level, calculated value, critical value
4. Branches of inferential statistics: parametric and non-parametric
5. Tests for normality: Kolmogorov–Smirnov test as a model
6. Z-score (standard score)
7. Chi-square test for goodness-of-fit
8. Chi-square test for independence
9. Binomial test
10. Phi coefficient
11. Contingency coefficient
12. Cramér's V (concordance coefficient)
13. Pearson correlation coefficient (R. Pearson)
14. Spearman's rank correlation coefficient (R. Spearman)
15. Kendall's rank correlation coefficient (R. Kendall)

Evaluation Method:

Continuous assessment + Written exam

References:

(A selection of key sources)

1. Ahmed El-Sayed Amer, *Descriptive and Analytical Statistics*, Dar Al-Fajr, Cairo, 2007.
2. Adam Amin Ibrahim, *Basic Principles in Non-Parametric Methods*, Saudi Arabia, 2005.
3. Bouhafed Abdelkrim, *Applied Statistics in Social and Human Sciences*, University Publications Office, Algeria, 2005.
4. Hassan Mohamed Hassan, *Principles of Social Statistics*, University Knowledge House, 2000.
5. Raed Idris Mahmoud Al-Khafaji, Abdullah Majid Hameed, *Statistical Tools in Educational and Psychological Research*, Dar Dijla, Amman, 2015.
6. Ziad Salem Ramadan, *Principles of Descriptive, Applied and Biostatistics*, 6th ed., Dar Wael, Amman, 2010.
7. Abdel Monem Ahmed Al-Dardir, *Parametric and Non-parametric Statistics in Testing Research Hypotheses*, Cairo, 2006.
8. Adnan Abbas Humaidat et al., *Applied Statistics*, University of Damascus Publications, 2006.
9. Gharib Mohamed Sayed Ahmed et al., *Statistics and Measurement in Social Research*, Alexandria, 1997.
10. Farid Kamel Abu Zeina, *Statistics in Education and Human Sciences*, Juhaina Publishing, Amman, 2002.
11. Online references: [Links listed above]

Course Title: Algerian History II

Semester: Second

Unit Type: Exploratory

Credits: 1

Coefficient: 1

Learning Objectives:

- To introduce students to the history of Algeria from ancient times to the present.
- To understand the formation of the Algerian nation through history.
- To explore the dimensions of Algerian identity across different eras.

Prerequisite Knowledge:

- Awareness of the country's history and geography.
- Knowledge of historical Algerian states and general understanding of national identity.

Acquired Skills:

- Comprehension of Algerian historical content and its connection to national identity.

Course Content:

1. Ottoman arrival and political system in Algeria
2. The era of the Deys
3. Algeria's foreign relations during Ottoman rule
4. French colonization of Algeria
5. Resistance led by Emir Abdelkader
6. Organization of Emir Abdelkader's state
7. Resistance of Ahmed Bey
8. Resistance of Sheikh Bouamama
9. Other popular resistances
10. French colonial policy in Algeria
11. Algerian national movement 1 – Reformist and Independence movements
12. Algerian national movement 2 – Other movements
13. Outbreak and development of the revolution (1954–1962)
14. Post-independence Algeria – Governance

15. Post-independence Algeria – Society and economy

Evaluation Method:

Written exam

References:

1. Abdelrahman Al-Jilali, *General History of Algeria*
 2. Yahia Bouaziz, *Algerian Revolutions in the 19th–20th Centuries*
 3. Mohamed Ben El-Moubarak Al-Mili, *Ancient and Modern History of Algeria*
 4. Abu Al-Qasim Saadallah, *History of the Algerian National Movement*
 5. Djamel Ghenane, *Texts and Documents in Modern Algerian History*
-

◆ **Course Title: Documentary Research II**

Semester: Second

Unit Type: Exploratory

Credits: 1

Coefficient: 1

Learning Objectives:

1. Understand traditional and digital documentary research methods
2. Introduce strategies of documentary research
3. Learn how to use research tools and resources

Prerequisite Knowledge:

1. Ability to search for and use references
2. Basic skills in internet browsing

Acquired Skills:

1. Proficiency in using documentary research tools
2. Ability to differentiate between traditional and digital research methods
3. Familiarity with steps of research strategy

Course Content: (15 lessons required)

1. From bibliographies to webographies in documentary research
2. Reference sources and research tools in science and technology
3. Reference sources and tools in natural, life, medical, and agricultural sciences
4. Search engines as research tools
5. Catalogs and search directories
6. Electronic portals
7. Searching within databases
8. Online research
9. Basic and advanced search techniques
10. Searching national, Arab, and international catalogs
11. Searching restricted-access databases
12. Searching open-access journals
13. Searching institutional digital repositories
14. Semantic search engines and ontologies
15. Data mining and knowledge extraction from sources

Evaluation Method:

Written exam

References:

1. Heshmat Qassem, *Library and Research*, Cairo: Dar Gharib
2. Ammar Khair Bek, *Searching for Information on the Internet*, Damascus: Dar Al-Rida, 2000
3. Boubée, Nicole & Tricot, André. *Qu'est-ce que rechercher de l'information?*, Lyon: ENSSIB Press, 2017

◆ **Course Title: Introduction to the Information Society**

Semester: Second

Unit Type: Horizontal

Credits: 1

Coefficient: 1

Learning Objectives:

1. Understand the major role played by modern information technologies in the age of the information revolution.
2. Develop basic concepts related to: information, information society, and modern information technologies.
3. Recognize the importance of information in rational decision-making.

Prerequisite Knowledge:

1. Communication and information technologies.
2. Concepts of technological modernity.
3. Technological societies.

Acquired Skills:

1. Acquire knowledge about the historical development of the information society concept.
2. Understand the central role of information in developing various aspects of life.
3. Identify major developments in the field of modern technology.

Course Content: (15 lessons required)

1. Concept of the information society
2. Characteristics of the information society
3. Criteria of the information society
4. Definition and characteristics of information
5. Foundations of the information society
6. Indicators of the information society
7. Information and communication technologies
8. Information and communication networks
9. Distance learning
10. The role of ICT in institutions
11. The digital divide
12. Elements of the Arab information society
13. Intellectual property and copyright
14. Ethical principles related to the information society
15. The information society and electronic trust

Evaluation Method:

Written exam

References:

1. Karim, Mourad. *Information Society and Its Impact on the Library Profession: The Algerian Case*, University of Constantine, 2006.

2. Abdel Hadi, Mohamed Fathy. *The Information Society Between Theory and Practice*, Cairo: Egyptian Lebanese House, 2007.
 3. Khouloud, Mohamed. *La société de l'information et de la communication*, 2010. (online)
-

◆ Course Title: Foreign Language

Semester: Second

Unit Type: Horizontal

Credits: 1

Coefficient: 1

Learning Objectives:

1. Equip students with a second language in addition to Arabic.
2. Enable students to interact with the Francophone world.
3. Develop communication and dialogue skills.

Prerequisite Knowledge:

1. Basic knowledge of the French language.
2. Ability to read, write, and pronounce French.
3. Willingness to learn.

Acquired Skills:

1. Ability to use French books in academic research.
2. Ability to translate from French to Arabic.
3. Access to key reference works in social sciences written in French.

Course Content: (15 lessons required)

1. Définition de la sociologie
2. Domaines de la sociologie
3. Les concepts de la sociologie
4. Définition de la psychologie
5. Domaines de la psychologie
6. Les concepts de la psychologie
7. Définition de la démographie
8. Domaines de la démographie
9. Concepts de la démographie
10. Définition de l'orthophonie
11. Domaines de l'orthophonie
12. Concepts de l'orthophonie
13. Définition des sciences de l'éducation
14. Domaines des sciences de l'éducation
15. Concepts des sciences de l'éducation

Evaluation Method:

Continuous assessment

References:

1. Selected texts
2. Manual of Social Sciences

Semester: Third
Unit Type: Core
Credits: 5
Coefficient: 2

Learning Objectives:

1. Understand theories explaining normal development.
2. Identify the characteristics and demands of each developmental stage in human life.
3. Learn research methods in developmental psychology.

Prerequisite Knowledge:

1. Basic concepts and principles in psychology.
2. General understanding of major psychological theories.

Acquired Skills:

1. Clear understanding of developmental stages in each theory.
2. Ability to choose the appropriate research method for each psychological study.
3. Comprehension of the course of normal development across life stages.

Course Content:

1. General introduction to developmental psychology
2. Aspects, demands, and characteristics of development
3. Factors influencing development
4. Theoretical foundations for classifying developmental stages
5. Biological and endocrine bases of development
6. Psychosexual basis (Freud's Psychoanalytic Theory)
7. Psychosocial basis (Erikson's Theory)

8. Cognitive basis (Jean Piaget's Cognitive Development Theory – Part I)
9. Stages of cognitive development (Jean Piaget – Part II)
10. Moral development (Kohlberg's Theory)
11. Emotional development (Henri Wallon's Theory)
12. Language development (John Odolf Rondal's Theory)
13. Jerome Bruner's systemic theory
14. Similarities and differences between developmental theories
15. Assessment and measurement in developmental psychology

Evaluation Method:

Continuous assessment + Written exam

References (selected):

- Hossam Ahmed Mohamed Youssef (2011). *Developmental Psychology*, Egypt.
- Saleh Ahmed Al-Dahri (2008). *Principles of Developmental Psychology*, Amman.
- Erikson, Erik H. *Childhood and Society*, Norton, 1954/1963.
- Thomas R. Murray & Claudine Michel (1994). *Theories of Child Development*, De Boeck.
- Bee, Helen & Boyd, Denise (2011). *The Ages of Life: Human Developmental Psychology*, 4e édition.
- Piaget, Jean (1966). *The Psychology of the Child*, “Que sais-je?” series.
- Golse, B. et al. (2008). *Emotional and Cognitive Development of the Child*, Masson, Paris.
- And others (full list available upon request)

Course Title: School Psychology

Semester: Third

Unit Type: Core

Credits: 5

Coefficient: 2

Learning Objectives:

- Understand the fundamentals of school psychology
- Learn theories of learning as applied in school psychology
- Identify learning difficulties and how to assess and diagnose them

Prerequisite Knowledge:

- General Psychology
- Introduction to Speech and Language Pathology
- Introduction to Educational Sciences

Acquired Skills:

1. Overview of school psychology from both pedagogical and clinical perspectives
2. Understanding the roles of school psychologists
3. Distinguishing between school, educational, and clinical psychology

Course Content: (15 lessons required)

1. Historical overview of school psychology
2. Subject matter and domains of school psychology
3. School-related problems in their various dimensions
4. Learning theories:
 - Behavioral theory
 - Cognitive theory
 - Gestalt theory
 - Constructivist theory

- Socioconstructivist theory
- Multiple intelligences theory
- 5. Learning difficulties:
 - Developmental learning difficulties
 - Academic learning difficulties
- 6. Roles of the school psychologist
- 7. Psychological assessment methods in school settings
- 8. Psychological support and intervention strategies in schools

Evaluation Method:

Continuous assessment + Written exam

References:

(A comprehensive list of Arabic and French/English references is available; sample entries include:)

- Ahmed Al-Zoghbi (2005), *Children's Psychological and Behavioral Problems*, Dar Al-

◆ Course Title: Personality Theories 1

Semester: Third

Unit Type: Core

Credits: 5

Coefficient: 2

Learning Objectives:

1. Understand the various concepts related to personality

2. Grasp the general approaches adopted by psychological schools in studying personality
 3. Train on the measurement and application of personality tests
-

Prerequisite Knowledge:

1. Distinguishing between temperament and personality
 2. Distinguishing between self and personality
 3. Distinguishing between the concept of the individual and personality
-

Acquired Skills:

1. Ability to classify individuals based on types or traits
 2. Understanding the concept of the "factor" in personality research
 3. Familiarity with the mechanisms of personality assessment and evaluation
-

Course Contents: (The semester must include 15 instructional units/lessons)

1. Personality: Concepts and Terminology
2. Personality and Temperament
3. Personality and Mood
4. Personality and Self
5. Personality and the Individual
6. Historical Development of the Concept of Personality – Part 1
7. Historical Development of the Concept of Personality – Part 2
8. Introduction to Personality Measurement

9. Objective Personality Tests
 10. Projective Personality Tests
 11. Introduction to Theoretical Approaches to Personality
 12. Type Theory
 13. Trait Theories – Part 1
 14. Trait Theories – Part 2
 15. Introduction to the Psychoanalytic Trend and Different Analytical Approaches to Personality
-

Evaluation Method:

Continuous Assessment + Written Exam

References:

- Raqad, H. (2017). *Personality Theories and Measurement*. Amman: Dar Al-Ma'moun.
- Si Moussi, A. R., & Ben Khalifa, M. (2010). *Analytical and Projective Psychopathology – Part One*. Algiers: University Press Office.
- Howaidi, A. M. (2011). *Personality Theories*. Cairo: Itrak Publishing.
- Pervin, L. A. (2010). *Personality Psychology*. (Arabic translation). Cairo: National Translation Center.
- Engler, B. (1991). *Introduction to Personality Theories*. (Arabic translation). Taif: Al-Harithi Publishing.
- Saafan, N. (2004). *Abridged Personality and Psychological Counseling*.
- Godefroid, J. (2008). *Psychologie. Science humaine et Science cognitive*. 2nd ed. Brussels: De Boeck.
- Guelfi, J. D., & Hardy, P. (2013). *Les personnalités pathologiques*. Paris: Lavoisier.
- Benny, M., et al. (2016). *Santé mentale et psychopathologie*. 2nd ed. Québec: Groupe Modulo.
- Feist, J., Feist, G. J., & Roberts, T.-A. (2018). *Theories of Personality*. New York: McGraw-Hill.
- Schultz, D. P., & Schultz, S. E. (2017). *Theories of Personality*. Boston: Cengage Learning.
- Ewen, R. B. (2014). *An Introduction to Theories of Personality*. New York: Psychology Press.
- Bernaud, J.-L. (2008). *Les méthodes d'évaluation de la personnalité*. Paris: Dunod.

- Pervin. P. J., John. O. (2005). La personnalité de la théorie à la recherche. Québec : de Boeck.

◆ **Course Title: Introduction to Psychopathology 1**

Semester: Third

Unit Type: Core

Credits: 5

Coefficient: 2

Learning Objectives:

To acquire the basic concepts that enable students to later deal with assessment tools related to psychological disorders.

Prerequisite Knowledge:

- Topics in General Psychology and its schools of thought
-

Acquired Skills:

1. Acquiring basic concepts related to psychopathology
2. Gaining knowledge about psychological disorders in terms of symptoms, causes, diagnosis, and treatment approaches

Course Contents: (The semester must include 15 instructional units/lessons)

1. Definition of Psychopathology
2. Introduction to the Historical Development of Psychopathology
3. The Concepts of Normality and Disorder
4. Criteria of Normality and Disorder
5. Psychopathological Semiotics and Classification 1 (Semiology, Etiology, Nosography, Nosology, Diagnosis)
6. Psychopathological Semiotics and Classification 2 (Classification in Psychopathology, History of Psychiatric Classification, Importance and Limitations of Classification)
7. Psychopathological Semiotics and Classification 3 (Classical Classifications, Psychopathological Classifications)
8. Psychopathological Semiotics and Classification 4 (Descriptive Classification: WHO System, DSM)
9. Psychopathological Semiotics and Classification 5 (Descriptive Classification: French Classification for Child and Adolescent Disorders, Psychodynamic Diagnostic Manual)
10. Introduction to Theoretical Approaches to Explaining Psychological Disorders
11. Psychoanalytic Theory 1 (The Concept of Structure: Freud/Bergeret)
12. Psychoanalytic Theory 2 (Drives and Instincts, Psychic Conflict, Anxiety)
13. Psychoanalytic Theory 3 (Defense Mechanisms)
14. Psychoanalytic Theory 4 (The Three Structural Poles: Neurotic, Psychotic, and Borderline – Part 1)
15. Psychoanalytic Theory 5 (The Three Structural Poles: Neurotic, Psychotic, and Borderline – Part 2)

Evaluation Method:

Continuous Assessment + Written Exam

References:

1. Al-Hajjar, M. H. (1998). *Introduction to Psychopathology*. Beirut: Dar Al-Nahda Al-

◆ Course Title: Research Methodology and Techniques 1

Semester: Third

Unit Type: Methodological

Credits: 3

Coefficient: 2

Learning Objectives:

1. To familiarize students with the basic concepts of scientific research.
 2. To understand the nature and types of scientific research.
 3. To identify the fields and characteristics of scientific research.
 4. To introduce various scientific research methods.
-

Prerequisite Knowledge:

1. Introduction to Research Methodology
2. Basic concepts in methodology and statistics
3. The steps involved in conducting research
4. Principles of psychological measurement

Acquired Skills:

1. Developing students' research skills
 2. Understanding the nature and types of scientific research
 3. Ability to work in teams and pursue self-directed learning
-

Course Contents: (15 instructional units/lessons)

1. Basic Concepts of Scientific Research (1)
 2. Basic Concepts of Scientific Research (2)
 3. Basic Concepts of Scientific Research (3)
 4. Characteristics of Scientific Research
 5. Fields and Types of Scientific Research
 6. Factors Influencing Scientific Research
 7. Research Methods
 8. Deductive and Inductive Approaches
 9. Historical Method
 10. Comparative Method
 11. Content Analysis Method
 12. Descriptive Method
 13. Experimental Method
 14. The Experimental Method in Psychology and Education
 15. Ethics in Scientific Research
-

Evaluation Method:

Written Exam

References:

1. Ahmad Abd Al-Samee' Tabiya (2007). *Principles of Statistics*, 1st ed., Amman: Dar Al-

◆ Course Title: Social Psychology

Semester: Third

Unit Type: Exploratory

Credits: 1

Coefficient: 1

Learning Objectives:

1. To become familiar with the topics of social psychology and their role in personality development.
 2. To understand the mutual influence between the individual and their environment and its impact on personality.
 3. To recognize the importance of the social dimension in personality formation.
-

Prerequisite Knowledge:

Knowledge of the main schools of psychology, sociology, anthropology, media, and communication, and their overlapping topics.

Acquired Skills:

1. Acquisition of basic concepts in social psychology.
 2. Gaining knowledge about the importance of the social dimension and its variables in personality development.
 3. Understanding social pathologies and their treatment methods.
-

Course Contents: (15 instructional units/lessons)

1. The nature of social psychology
 2. Social psychology and its relation to other sciences (sociology, psychology, anthropology, communication, etc.)
 3. The concept of socialization
 4. Channels of socialization (family, school, places of worship, etc.)
 5. Groups: structure and cohesion
 6. Conformity and deviance (compliance and nonconformity) within groups
 7. Attitudes and beliefs
 8. Social values
 9. Social representations
 10. Social roles and statuses
 11. Communication and its theoretical frameworks
 12. Public opinion
 13. Propaganda and rumors
 14. Social pathologies and their theoretical explanations
 15. Methods for treating social pathologies
-

Evaluation Method:

Written Exam

References:

1. Al-Zughbi, A. M. (1994). *Foundations of Social Psychology*. Beirut: Dar Al-Harf Al-

◆ Course Title: Physiological Psychology

Semester: Third

Unit Type: Exploratory

Credits: 1

Coefficient: 1

Learning Objectives:

1. To acquire the basic principles of the biological and neurological foundations of behavior.
 2. To explore the relationship between specific behavioral functions and their corresponding brain regions.
 3. To understand the link between certain behavioral disorders and their neurological causes.
-

Prerequisite Knowledge:

1. Basic concepts in biology, anatomy, and physiology.

2. Research methods in life sciences.
 3. Core topics in general psychology.
-

Acquired Skills:

1. Ability to identify the biological, physiological, and neurological bases of specific behaviors.
 2. Ability to determine the potential neurological impairments underlying behavioral disorders.
 3. Ability to conduct neuropsychological assessments when necessary.
-

Course Contents: (15 instructional units/lessons)

1. The emergence and development of physiological psychology
2. The relationship between physiological psychology and other sciences
3. Anatomy of the nervous system
4. Physiology of the nervous system
5. Neural plasticity
6. Sensory functions
7. Higher cognitive processes in the associative cortex
8. Hormones and endocrine glands
9. Biological basis of sexual behavior
10. Physiology of emotions
11. Physiology of violence and aggression
12. Physiology of learning and memory
13. EEG and computerized brain topography
14. Physiology of sleep, dreams, and hypnosis
15. Biological rhythms

Evaluation Method:

Written Exam

References:

1. Akasha, A. (2005). *Physiological Psychology*. 10th ed. Cairo: Anglo Egyptian Library.
 2. Awad, A. M. (1999). *Physiological Psychology*. Egypt: Dar Al-Maaref Al-Jamia.
 3. Bahi, M. H., Hashemat, H. A., & Hassan, N. S. (2002). *Reference in Physiological Psychology – Theories, Analyses, Applications*. 1st ed. Cairo: Anglo Egyptian Library.
 4. Wadi, A. A., & Al-Janabi, I. A. (2011). *Essentials of Physiological Psychology*. 1st ed. Amman: Dar Jarir Publishing.
 5. Kamel, A. W. (1994). *Physiological Psychology – An Introduction to Psychophysiological and Neurological Foundations of Human Behavior*. 2nd ed. Cairo: Nahdet Misr Library.
 6. Akasha, A., & Akasha, T. (2008). *Physiological Psychology*. 12th ed. Cairo: Anglo Egyptian Library.
 7. Abdel Khaleq, A. (1986). *Lectures in Physiological Psychology*. Alexandria: Dar Al-Maaref Al-Jamia.
 8. Meulders, M., & Boisacq-Schepens, N. (1981). *Neuro-psycho-physiologie* (2nd ed., Vol. 1 & 2). Paris: Masson.
 9. Fried, R., & Grimaldi, J. (1993). *The Psychology and Physiology of Breathing in Behavioral Medicine, Clinical Psychology, and Psychiatry*. New York: Springer Science + Business Media.
 10. Kumari, V., Bob, P., & Boutros, N. N. (2014). *Electrophysiology and Psychophysiology in Psychiatry and Psychopharmacology*. Switzerland: Springer.
-

Semester: Third
Unit Type: Horizontal
Credits: 1
Coefficient: 1

Learning Objectives:

1. Understanding communication as a psychological and social process.
 2. Identifying the key processes influencing communication.
 3. Exploring the main theories explaining human communication.
-

Prerequisite Knowledge:

1. General Psychology and Social Psychology
 2. Speech-language pathology and speech disorders
 3. Modern communication technologies
-

Acquired Skills:

1. General communication skills
 2. Ability to manage a dialogue without major errors
 3. Enhancing the professional profile and practice of the psychological practitioner
-

Course Contents: (15 instructional units/lessons)

1. The concept of communication and its relationship to other concepts
2. Importance of communication in life and psychology (Part 1)
3. Importance of communication in life and psychology (Part 2)
4. Goals of human communication
5. Elements of the communication process
6. Stages of the communication process
7. Characteristics of effective communication
8. Introduction to communication theories and their importance in human interaction
9. Systems Theory (Part 1)
10. Systems Theory (Part 2)
11. Transactional Analysis Theory (Part 1)
12. Transactional Analysis Theory (Part 2)
13. Cybernetic Theory (Part 1)
14. Cybernetic Theory (Part 2)
15. Use of modern technological media, professional ethics, and remote communication methods

Evaluation Method:

Written Exam

References:

1. Suleiman, S. M. (2014). *Psychology of Human Communication*. Cairo: Alam Al-Kitab.
2. Doweidar, A. F. *Psychology of Communication and Media*. Alexandria: University Knowledge House.
3. Downs, L. (2008). *Listening Skills Training (ASTD)*. USA Press.

4. Hargie, O., & Dickson, D. (2004). *Skilled Interpersonal Communication: Research, Theory and Practice*. London.
-

◆ Course Title: French Language

Semester: Third

Unit Type: Horizontal

Credits: 1

Coefficient: 1

Learning Objectives:

1. To familiarize students with major psychological theories, considering their chronological development, through academic articles in French.
 2. To enable students to extract the key principles of each theory from academic readings in French.
 3. To help students critique major psychological theories through analysis of academic texts in French.
-

Prerequisite Knowledge:

Students must be in the second year of a Bachelor's in Psychology and must have completed the course "Introduction to Psychology," covering:

1. Definition of psychology
2. History of psychology
3. Psychological schools

In addition, students should have at least a *Terminale (final year of high school)* level in French.

Acquired Skills:

1. Ability to distinguish between different psychological theories in French.
 2. Ability to identify key theorists of different psychological schools in French.
 3. Ability to compare psychological theories in French.
-

Course Contents: (15 instructional units/lessons)

Psychodynamic Theories (Psychodynamic Approach):

1. Psychoanalytic Theory – *Sigmund Freud*
2. Analytical Psychology – *Carl Gustav Jung*
3. Object Relations Theory – *Melanie Klein*
4. Individual Psychology – *Alfred Adler*
5. Social Psychoanalytic Theory – *Karen Horney*
6. Interpersonal Theory – *Harry Stack Sullivan*
7. Humanistic Psychoanalysis – *Erich Fromm*
8. Ego Psychology – *Erik Erikson*

Humanistic Theories:

9. Self-Actualization Theory – *Abraham Maslow*
10. Self-Actualization Theory – *Carl Rogers*

Trait Theories:

11. Factor-Analytic Trait Theory – *Raymond Cattell*
12. Three-Factor Theory – *Hans Eysenck*

Behavioral and Cognitive-Behavioral Theories:

- 13. Classical and Operant Conditioning – *Ivan Pavlov / B. F. Skinner*
 - 14. Personal Construct Psychology – *George Kelly*
 - 15. Social Cognitive Theory / Social Learning Theory – *Albert Bandura / Julian Rotter*
-

Evaluation Method:

Continuous assessment

References:

- 1. Pervin, L. A., & John, O. P. (2004). *La personnalité : De la théorie à la recherche*. Bruxelles: De Boeck.
 - 2. Rogers, C. (2005). *Le développement de la personne*. (H. E. Lefebvre, Trans.). Paris: Dunod-InterEditions.
 - 3. Ionescu, S. (2019). *15 approches de la psychopathologie* (5th ed.). Paris: Dunod.
-

Semester: Fourth

Unit Title: Core

Course: Developmental Psychology 2

Credits: 5

Coefficient: 2

Learning Objectives:

1. Understanding theories that explain normal development.
2. Understanding the characteristics and demands of each developmental stage in a person's life.
3. Knowing the research methods in developmental psychology.

Prerequisite Knowledge:

1. Basic concepts and principles of psychology.
2. General foundations of various psychological theories.

Acquired Skills:

1. Clear understanding of how different theories classify developmental stages.
2. Ability to choose the appropriate method for each study in psychology.
3. Understanding the trajectory of normal development across different life stages.

Course Content:

1. Stages of sensory-motor development
2. Stages of cognitive development
3. Stages of language development
4. Stages of social development
5. Stages of emotional development
6. Freud's psychosexual stages of development
7. Developmental theories of Anna Freud and Melanie Klein
8. Developmental theories of Spitz and Winnicott
9. General introduction to research methods in developmental psychology
10. Experimental (quasi-experimental) method
11. Descriptive method
12. Empirical method
13. Data collection tools in developmental psychology

14. Developmental psychology and individual differences

Assessment Method: Continuous assessment + Written exam

References:

1. Hossam Ahmed Mohamed Youssef (2011). *Developmental Psychology*, Itrak Publishing, Egypt.
2. Saleh Ahmed Al-Dahri (2008). *Principles of Developmental Psychology*, Safa Publishing, Amman.
3. Adeeb Mohammed Al-Khalidi (2009). *Reference in Mental Health*, Wael Publishing, Jordan.
4. Pascal Mallet, Claire Meljac, et al. (2013). *Psychologie du développement: Enfance et Adolescence*, Belin, Paris.
5. Helen Bee & Denise Boyd (2011). *Les Âges de la Vie: psychologie du développement humain*, ERPI, Québec.
6. Martin Dornes (2002). *Psychanalyse et psychologie du premier âge*, PUF, Paris.
7. Margaret Harris & George Butterworth (2002). *Developmental Psychology*, Psychology Press.
8. Catherine Tourette-Turgis & Michèle Guidetti (2018). *Introduction à la psychologie du développement*, Dunod.
9. A. Florin (2018). *Introduction à la psychologie du développement*, Dunod.
10. Lucile Chanquoy & Isabelle Negro (2004). *Psychologie du développement*, PUF.
11. Pierre Benedetto (2009). *Psychologie du développement cognitif*, PUF.
12. Jean Piaget (1966). *La psychologie de l'enfant*, Que sais-je?
13. Golse (2006). *L'être Bébé*, PUF.

Semester: Fourth

Unit Title: Core

Course: Work and Organizational Psychology

Credits: 5

Coefficient: 2

Learning Objectives:

- Introducing students to Work and Organizational Psychology and its relation to other subfields.
- Presenting the main theories of Work and Organizational Psychology.
- Familiarizing students with its applications in the workplace (e.g., recruitment, training, career management, and human resources maintenance).

Prerequisite Knowledge:

- Knowledge in General Psychology.

Acquired Skills:

1. Mastery of key terminology and content in Work and Organizational Psychology.
2. Informed specialization choice by the student; this field opens pathways from Bachelor's to Ph.D.
3. Preparedness for the labor market through understanding organizational dynamics and related theories.

Course Content:

1. Definition of Work and Organizational Psychology
2. Relationship with other branches of psychology
3. Origins and development of the field
4. Founding pioneers
5. Time and motion studies (Frederick Taylor)
6. Frank Gilbreth's experiments
7. Human Relations School
8. Theory Z (William Ouchi)
9. Systems theory
10. Psychologist's roles in organizations
11. Recruitment and professional selection
12. Training
13. Job analysis
14. Introduction to organizational behavior
15. Occupational health and safety

Assessment Method: Continuous assessment + Written exam

References:

- Ashraf Mohamed Abdel-Ghani (2001). *Industrial Psychology*, Alexandria.
- Bouhafs Mbarek (2004). *Human Labor*, Algeria.
- Gary Dessler (2007). *Human Resource Management*, Al-Mareekh Publishing.
- Adel Salah Omar Abdel-Jabbar (2007). *Organizational and Administrative Psychology*, King Saud University.
- Othman Hamouda Al-Khader (2005). *Organizational Psychology*, Hanin Publishing.
- Ali El-Selmi (2008). *Human Behavior in Management*, Ghareeb Publishing.
- Raad Hassan Al-Sarn (2002). *Administrative Thought Development*, Syria.
- Ali El-Selmi (1985). *Personnel Management and Productivity*, Cairo.
- Abdel Rahman Mohamed Eissawy (2003). *Psychology and Production*, Alexandria.
- Robert L. Mathis & John H. Jackson (2009). *Human Resource Management*, translated by Mahmoud Fattouh.
- Mostafa Achoui (1998). *Foundations of Industrial and Organizational Psychology*, Algeria.
- Mahmoud Al-Sayed Abu El-Nil (2005). *Industrial and Organizational Psychology*, Cairo.

Foreign References:

- Annalisa Casini et al. (2020). *Psychologie du travail et des organisations*, De Boeck.
 - Claude Lemoine (2012). *La psychologie du travail et des organisations*, Dunod.
 - Dana Castro (2004). *Les interventions psychologiques dans les organisations*, Psycho-sup.
 - Donald & Coll (2002). *Psychologie du travail et comportements organisationnels*, Montreal.
 - Frédérique Pigeyre et al. (2005). *La gestion des ressources humaines*, La Découverte.
 - Gérard Valléry et al. (2019). *Psychologie du Travail et des Organisations*, Dunod.
 - Philippe Sarnin & Marc-Eric Bobillier-Chaumon (2021). *Manuel de psychologie du travail*, De Boeck.
 - Jean-Pierre Citeau (2002). *Gestion des ressources humaines*, Paris.
 - J.M. Peretti (1994). *Ressources Humaines et Gestion du personnel*, Vuibert.
 - Karnas, G. (2001). *Psychologie du travail*, PUF.
-

Semester: Fourth

Unit Title: Core

Course: Personality Theories 2

Credits: 5

Coefficient: 2

Learning Objectives:

1. Identify the main theoretical approaches.
2. Recognize key figures in each approach.
3. Understand explanatory theories for each approach.
4. Understand the core concepts and principles of each theory.
5. Critically evaluate these theories.

Prerequisite Knowledge:

Students should be in the second year of the Bachelor's in Psychology and have completed:

1. Introduction to Psychology
2. Areas and objectives of Psychology

Acquired Skills:

1. Familiarity with major personality theories.
2. Understanding core differences between theoretical models.
3. Awareness of modern approaches to personality.

Course Content:

Psychoanalytic Approach:

1. Psychoanalysis – Sigmund Freud
2. Analytical Psychology – Carl Jung
3. Individual Psychology – Alfred Adler
4. Social Psychoanalysis – Karen Horney
5. Interpersonal Psychiatry – Harry Stack Sullivan
6. Humanistic Social Analysis – Erich Fromm

Humanistic Approach:

7. Self-Actualization Theory – Abraham Maslow
8. Self-Actualization Theory – Carl Rogers

Behaviorist Approach:

9. Classical Conditioning – Ivan Pavlov
10. Operant Conditioning – B.F. Skinner

Cognitive Approach:

11. Cognitive Theory 1 – Aaron Beck
12. Cognitive Theory 2 – Albert Ellis & Donald Meichenbaum
13. Social-Cognitive Theory – Albert Bandura / Julian Rotter / Walter Mischel
14. Biological and Medical Approach
15. Existential Approach

Assessment Method: Continuous assessment + Written exam

Key References (Top 10 Modern Sources):

1. Hanaa Al-Raqad (2017). *Personality Theories and Assessment*, Amman.
2. Abdelrahman Si Moussi & Mahmoud Ben Khalifa (2010). *Analytical and Projective Psychopathology*, Algiers.
3. Adel Mohamed Howaidi (2011). *Personality Theories*, Cairo.
4. Lawrence A. Pervin (2010). *Personality: Theory and Research*, National Center for Translation, Cairo.
5. Barbara Engler (1991). *Introduction to Personality Theories*, Arabic translation.
6. Pervin & John (2005). *Personality from Theory to Research*, De Boeck.

7. Schultz & Schultz (2017). *Theories of Personality*, Cengage Learning.
8. Ewen, R. B. (2014). *An Introduction to Theories of Personality*, Psychology Press.
9. Guelfi & Hardy (2013). *Pathological Personalities*, Lavoisier.
10. Bernaud, J-L. (2008). *Personality Assessment Methods*, Dunod.

Semester: Fourth

Unit Title: Core

Course Title: Introduction to Psychopathology 2

Credits: 5

Coefficient: 2

Learning Objectives:

- To acquire the basic concepts that enable the student to later deal with modules addressing psychological disorders.

Prerequisite Knowledge:

- Topics related to general psychology and its schools.

Acquired Skills:

1. Acquire basic concepts related to psychopathology.
 2. Gain information about psychological disorders in terms of concept, diagnosis, and interpretation.
 3. Identify the major clinical units (categories of disorders).
-

Course Content (*15 lessons/topics*):

Theoretical Approaches to Understanding Psychological Disorders (continued):

1. Behavioral Theory
2. Cognitive Theory
3. Gestalt Theory
4. Humanistic Theory

Major Clinical Units According to International Classifications (Shared Categories):

5. Neurodevelopmental Disorders
 6. Schizophrenia and Other Psychotic Disorders
 7. Bipolar and Related Disorders
 8. Depressive Disorders
 9. Anxiety Disorders
 10. Obsessive-Compulsive and Related Disorders
 11. Trauma-Related Disorders
 12. Somatic Symptom and Related Disorders
 13. Substance-Related and Addictive Disorders
 14. Sexual Disorders
-

Assessment Method:

- Continuous assessment + Written exam
-

References:

Arabic Sources:

1. Laplanche, J. & Pontalis, J.-B. (1985). *Dictionary of Psychoanalysis Terms* (Trans. Mustafa Hijazi). Beirut: University Publishing House.
2. Si Moussi, A. & Ben Khalifa, M. (2008). *Analytical and Projective Psychopathology, Vol. 1: Psychological Systems and Their Manifestations in Projective Tests*. University Publications Office.
3. Si Moussi, A. & Zeggar, R. (2015). *Terrorist Violence Against Childhood and Adolescence: Trauma and Grief Indicators in Projective Tests*. University Publications Office.
4. Akacha, A. (2010). *Contemporary Psychiatry*. Anglo-Egyptian Library. 5th Edition.
5. Mimouni, B. M. (2003). *Psychiatric and Mental Disorders in Children and Adolescents*. University Publications Office. 4th Edition.
6. Moussa, R. A. A., & El-Dessouki, M. M. S. (2013). *Therapeutic Psychology*. Cairo: Alam El Kotob. 1st Edition.
7. Freud, S. (1984). *Analysis of a Phobia in a Five-Year-Old Boy (Little Hans)*. Trans. Georges Tarabichi. Beirut.
8. Freud, S. (1981). *Dora: An Analysis of a Case of Hysteria*. Trans. Georges Tarabichi. Beirut.
9. Freud, S. (n.d.). *The General Theory of Neuroses*. Trans. Georges Tarabichi. Beirut.
10. Freud, S. (1989). *Inhibitions, Symptoms and Anxiety*. Trans. Mohamed Othman Najati. Dar Al-Shorouk, Kuwait. 4th Edition.

French and International Sources:

1. Nevid, J., Rathus, S., & Greene, B. (2009). *Psychopathology*. French Adaptation: Bertrand, M., Gely-Nargeot, M. C., & Siksou, M. Pearson Education France. 7th Edition.
2. Ionescu, S., Jacquet, M. M., & Lhote, C. (2005). *Defense Mechanisms: Theory and Clinical Practice*. Armand Collin. 5th Edition.
3. Bergeret, J. (1996). *Normal and Pathological Personality*. Paris: Dunod.
4. Si Moussi, A. (2001). *Neuroses and Transference*.
5. De Ajuriaguerra, J. (1974). *Manual of Child Psychiatry*. Masson.
6. Lebovici, S., Diatkine, R., & Soulé, M. (2004). *New Treatise on Child and Adolescent Psychiatry*. PUF. 2nd Edition.
7. Marcelli, D. (2009). *Childhood and Psychopathology*. Paris: Elsevier Masson.

Semester: Fourth

Unit Title: Methodological

Course Title: Research Methodology and Techniques 2

Credits: 3

Coefficient: 2

Learning Objectives:

1. How to choose and formulate research topics in a methodological and scientific manner
 2. Formulating the research problem and hypotheses
 3. Using different types of measurement tools and data collection techniques
 4. Collecting, organizing, and analyzing data
-

Prerequisite Knowledge:

1. Introduction to research methodology
2. Concepts in methodology and statistics
3. Steps for conducting research
4. Basics of psychological measurement

Acquired Skills:

5. Develop students' researcher qualities
 6. Enable students to design and conduct applied field research
-

Course Content (*15 lessons/topics*):

1. Choosing a topic: Selecting research topics within the specialization (1)
 2. Choosing a topic: Selecting research topics within the specialization (2)
 3. Defining and formulating the research problem (1): Reviewing the literature and previous studies
 4. Defining and formulating the research problem (2)
 5. Hypotheses: Formulation and types (1)
 6. Hypotheses: Formulation and types (2)
 7. Measurement and data collection tools: Observation and interview
 8. Measurement tools: Questionnaire, scales, and tests
 9. Measurement tools: Observation grid
 10. Measurement tools: Case study
 11. Experimental designs and their types (1)
 12. Experimental designs and their types (2)
 13. Data processing and analysis (2)
 14. Discussion of results
 15. Writing the scientific report and research according to APA standards
-

Assessment Method:

- Written exam
-

References:

1. Ahmad Odeh Bin Abdul Majid Odeh & Mansour Bin Abdulrahman Al-Qadi (2002). *Descriptive and Inferential Statistics*. Beirut: Al-Falah Library. 1st Edition.
2. Balqis Ahmad. *Action Research: A Scientific and Applied Approach to Improving Educational Practice*. Amman: Institute of Education, UNRWA/UNESCO.
3. El-Sherbiny, Zakaria A. (1995). *Statistics and Experimental Design in Psychological, Educational, and Social Research*. Cairo: Anglo-Egyptian Library.
4. Melhem, Sami (2000). *Research Methods in Education and Psychology*. Amman: Dar Al-Masira.

Semester: Fourth

Unit Title: Methodological

Course Title: Psychological Measurement 2

Credits: 3

Coefficient: 2

Learning Objectives:

1. To understand the basic concepts in test construction
2. To learn the primary uses of measurement tools and criteria for their classification
3. To understand the scientific steps involved in test development
4. To grasp the concepts of reliability and validity and apply various estimation methods for both

5. To differentiate between norm-referenced and criterion-referenced interpretations of scores
-

Prerequisite Knowledge:

1. The historical separation of psychology from philosophy
 2. Familiarity with tools used in physical, psychological, and everyday measurements
 3. Understanding of the core elements of classical test theory
 4. Basic knowledge of descriptive and inferential statistics
-

Acquired Skills:

1. Understanding the concept of measurement and evaluation and the components of the psychological measurement process
 2. Grasping the basic assumptions and levels of the measurement and evaluation process
 3. Understanding the concepts of reliability and validity and the main differences between norm-referenced and criterion-referenced interpretations
-

Course Content (*15 lessons/topics*):

1. Basic concepts in test construction
2. Key steps in developing psychological tests
3. Creating a test specification table
4. Writing test items and item analysis
5. Calculating psychometric properties (validity, reliability, norms)
6. Norm-referenced and criterion-referenced score interpretations
7. Preparing a test manual
8. Personality tests

9. Intelligence tests
 10. Attitudes, interests, and values tests
 11. Examples of test batteries for assessment and measurement
 12. General introduction to modern measurement theory
 13. Foundations, principles, and approaches of modern measurement theory
 14. Models from modern measurement theory
 15. Ethical responsibility in conducting psychological measurement and assessment
-

Assessment Method:

- Continuous assessment + Written exam
-

References (Top 10 Key and Recent Sources):

1. Reynolds, C. R., & Livingston, R. B. (2013). *Mastering Modern Psychological Measurement: Theories and Methods*. [Arabic translation by Salah El-Din Mahmoud Allam], Dar Al Fikr, Jordan.
2. Crocker, L., & Algina, J. (2017). *Introduction to Classical and Contemporary Measurement Theory*. [Arabic translation by Hind Abdul Majid Al-Hamouri & Zeinat Youssef Dana], Dar Al Fikr, Amman - Jordan.
3. Nitko, A. J. (2016). *Educational Assessment of Students*. [Arabic translation by Ahmad Hussein Al-Shafie], University Book House, UAE.
4. Anastasi, A., & Urbina, S. (2015). *Psychological Testing*. [Arabic translation by Salah El-Din Mahmoud Allam], Dar Al Fikr, Jordan.
5. Allam, Salah El-Din Mahmoud (2002). *Educational and Psychological Measurement and Evaluation: Fundamentals, Applications, and Contemporary Trends*. Dar Al Fikr Al Arabi, Egypt.
6. Al-Nabhan, Mousa (2004). *Fundamentals of Measurement in Behavioral Sciences*. Dar Al Shorouk, Amman - Jordan.
7. Allam, Salah El-Din Mahmoud (1995). *Criterion-Referenced Diagnostic Tests in Educational, Psychological, and Instructional Fields*. Dar Al Fikr Al Arabi, Egypt.
8. Linn, R. L., & Gronlund, N. E. (2000). *Measurement and Assessment in Teaching* (8th ed.). Prentice Hall.
9. Cronbach, L. J. (1970). *Essentials of Psychological Testing*. Harper & Row, New York.

10. Kaplan, R. M., & Saccuzzo, D. P. (2017). *Psychological Testing: Principles, Applications, and Issues*.

Semester: Fourth

Unit Title: Exploratory

Course Title: Cognitive Psychology

Credits: 1

Coefficient: 1

Learning Objectives:

4. Understanding the nature of cognitive psychology
5. Exploring the theoretical foundations of cognitive explanations
6. Examining the various mental processes and their influence on behavior

Prerequisite Knowledge:

1. Knowledge of physiological psychology
2. Understanding of human behavior
3. Basic cognitive abilities

Acquired Skills:

1. Identifying the characteristics of cognitive processes
 2. Understanding the role of cognitive processes in psychological adjustment
 3. Distinguishing types of cognitive processes
-

Course Content (15 lessons/topics):

1. **The Nature of Cognitive Psychology:**
 - Definition of cognitive psychology
 - Areas of cognitive psychology
 - Origins of cognitive psychology
 - Methodology in cognitive psychology
2. **Neurological Basis of Cognition:**
 - Neurocognition
 - Physiological sensory mechanisms
 - Hemispheric dominance
3. **Perception:**
 - Sensation and perception
 - Perceptual span
 - Iconic storage
4. **Pattern Recognition:**
 - Approaches to pattern recognition
 - Role of the perceiver in pattern recognition
5. **Attention:**
 - Types of attention
 - Characteristics of attention
 - Theoretical views on selective attention
 - Automatic processing
 - Consciousness: significance and function
6. **Theoretical Perspectives on Memory:**
 - Early research

- Structure of memory
- Memory in cognitive science
- Theoretical frameworks of memory

7. Memory: Structure and Processes:

- Short-term memory
- Long-term memory
- Forgetting

8. Information Representation:

- Semantic organization
- Semantic memory
- Associative networks
- Information representation

9. Memory Improvement Techniques:

- Challenges in memory enhancement methods
- Mnemonic systems
- Exceptional memory cases

10. Mental Imagery:

- Historical background
- Imagery and cognitive psychology
- Cognitive maps
- Sensory synchronization

11. Language: Structure and Abstractions:

- Hierarchical structure of language
- Chomsky's theory
- Psychological aspects of language
- Knowledge and comprehension

12. Cognitive Development:

- Assimilation and accommodation (Piaget)
- Cognitive development and cognitive science
- Mind in society (Vygotsky)

13. **Thinking:**

- Thinking
- Concept formation
- Logic
- Decision-making
- Rationality in decision-making

14. **Problem Solving:**

- Problem solving
- Creativity
- Human intelligence

15. **Artificial Intelligence:**

- Origins
- Machines and minds: simulation games
- Perception and AI
- Language and AI
- Robots

Assessment Method:

- Written exam

References:

1. Solso, R. (1996). *Cognitive Psychology*. [Arabic translation by Mohamed Naguib El-Sabbouh, Mostafa Kamel, and Mohamed El-Hassanien El-Deqq]. Kuwait: Dar Al-Fikr Al-Hadith.
2. Al-Attoum, A. Y. (2012). *Cognitive Psychology* (3rd ed.). Amman: Dar Al-Maseera for Publishing and Distribution.
3. El-Zayyat, F. M. (2001). *Cognitive Psychology – Part I: Studies and Research; Part II: Approaches, Models, and Theories*. Cairo: University Publishing House.
4. El-Sharqawi, A. M. (2003). *Contemporary Cognitive Psychology* (2nd ed.). Cairo: Anglo-Egyptian Library.
5. Tijus, C. (2001). *Introduction à la psychologie cognitive*. Nathan.
6. Nicolas, S. (2003). *La Psychologie cognitive*. Armand Colin.

Semester: Fourth

Unit Title: Exploratory

Course Title: Learning Theories

Credits: 1

Coefficient: 1

Learning Objectives:

1. Understand the nature of learning
 2. Enable students to learn about the main approaches and theories of learning
 3. Identify the basic principles of learning according to each theoretical orientation
-

Prerequisite Knowledge:

1. Differentiation between key concepts
 2. Stages of human development
 3. Nature of behavior and conditioning
-

Acquired Skills:

1. Knowledge of the major schools of thought in learning
 2. Understanding differences among theoretical perspectives
 3. Mastery of the main learning theories, their principles, and their educational applications
-

Course Content (*15 lessons/topics*):

1. Historical overview of learning theories
2. Concept of learning theories
3. Behaviorist theory of learning (Pavlov, Watson, Skinner)
4. Principles of behaviorist theory
5. Gestalt theory of learning (Wertheimer)
6. Key concepts in Gestalt theory
7. Learning from a Gestalt perspective
8. Constructivist theory of learning (Piaget)
9. Central concepts in constructivist learning theory
10. Learning principles in constructivism
11. Constructivist theory in the field of education
12. Cognitive theory of learning (Catté, Tardif, Novak)
13. Main guiding principles of the cognitive learning theory
14. Socio-constructivist theory (Vygotsky, Clément)

15. Principles of social learning theory

Assessment Method:

Written exam

References:

- Abu Khutwa, S.A.M. (2018). *Principles of Designing E-Courses Derived from Learning Theories and Their Educational Applications*. Arab Institution for Scientific Research and Human Development.
- Al-Zou'bi, I.A. (2009). *Learning Theories*. Dar Al-Shorouk for Publishing and Distribution.
- Al-Shoura, Z.M.K. (2012). *Learning Styles and Their Relation to Achievement Motivation among Students with Learning Difficulties*. Arab University of Graduate Studies.
- Al-Eisawi, R.N. & Al-Jamali, K.S. (2014). *Driver's Model and Constructivist Theory*. Journal of Educational and Psychological Sciences, (110), 335–360.
- Al-Talwati, R. (2014). *Learning Theories: Constructivist Theory*. Taaleem Jadid.
- Aknaou, M.H. (2017). *What Are Cognitive Theories? Key Figures and Major Directions*. Taaleem Jadid.
- Al-Eid, A.A.R. & Al-Shaya', H.M. (2018). *Educational Technology: Foundations and Applications*. Al-Rushd Library.
- Al-Rubaie, J.R. & Al-Asadi, A.R. (2019). *Learning Styles: Origin, Importance, and Classifications*. University of Kufa Journal.
- Harzallah, H.T. (2016). *The Reality of Using Constructivist Theory in Teaching among Math Teachers in Tulkarm*. Palestine Technical University Journal.
- Hamdan, M.Z. (2017). *A Guide to Learning Theories and Learning Disabilities*. Modern Education Publishing.
- Hassan, M.S., et al. (2016). *Questionnaire for Diagnosing Learning Styles in First Year Secondary Students*. Helwan University.
- Hussein, A.J. (2018). *Impact of YouTube Children's Videos on Preschool Behavior Within the Framework of Social Learning Theory*. Arab Universities Union Journal for Media and Communication Research.
- Abdel-Aati, H.B. (2016). *Connectivism: Learning Theory in the Digital Age*. Al-Ma'rifa Journal.
- Kamash, Y.L. (2018). *Learning and Teaching Strategies: Theories, Principles, Concepts*. Dar Dijlah Publishing.
- Morsi, M.M. (1985). *Study of the Behaviorist School and Its Educational Principles*. Qatari National Committee for Education Journal.

- Fchar, F.Z. (2019). *Cognitive Learning Theories*. Journal of Studies and Research, University of Djelfa.

Semester: Fourth

Unit Title: Horizontal

Course Title: Psychosocial Issues

Credits: 1

Coefficient: 1

Learning Objectives:

1. To identify the most prevalent psychological and social problems
2. To understand the various causes of psychological and social issues
3. To explore collaboration between the psychologist and the social psychologist

Prerequisite Knowledge:

1. Social Psychology
2. Psychopathology
3. Developmental Psychology

Acquired Skills:

1. Understanding of psychological problems
 2. Identification of social issues
 3. Ability to link psychology and social psychology
-

Course Content (*15 lessons/topics*):

Module I: Introduction

1. Review of the fundamentals of social psychology
2. Definition of key psychosocial terms

Module II: Addiction and Its Forms

3. Drug addiction: forms, causes, symptoms, the role of social institutions in prevention, and psychological-social care for addicts
4. Internet addiction: forms, causes, symptoms, prevention by social institutions, and psychosocial care
5. Video game addiction
6. Other forms of addiction: pornography, television, etc.

Module III: Violence and Crime

7. Conceptual introduction: types of violence and crime – causes – classifications
8. Violence in the family, school, sports, street, etc.
9. Harassment and cybercrime, psychosocial care for victims of violence
10. Psychosocial care for violent individuals
11. Juvenile delinquency

Module IV: The Issue of Suicide

12. Definitions: historical background, causes, and theoretical interpretations of suicide
13. Psychosocial support for individuals with suicidal ideation

Module V: Illegal Migration

14. Conceptual overview: causes, motivations, and psychosocial impacts of illegal migration
15. Case studies of illegal migration and its effects on individuals and society

Assessment Method:

Written exam

Key References (Top 10 Recent Essential Sources):

1. Abdel Latif, R. (1999). *The Social Effects of Drug Abuse*. Alexandria: Modern University Office.
2. Nour El-Din, W. (2012). *A Reading in the Psychology of Addiction*. Al-Manal Journal.
3. Maher Arafat et al. (2011). *The Social and Educational Impact of Facebook Use on Technology College Students*. Gaza.
4. Jalil Wadie Shakur (1997). *Violence and Crime*. Arab Science Publishing.
5. Abu Qoura, K.K. (1996). *The Psychology of Aggression*. Cairo: Youth Library.
6. Raikan Ibrahim (2004). *The Self and Aggression: A Psychosocial Study of Human Aggression*. Dar Al-Kindi.
7. Durkheim, E. (1976). *Suicide: A Study in Sociology* (3rd ed.).
8. Vandevoorde, J. (2013). *Psychopathology of Suicide*. Dunod, Paris.
9. Hanus, M. (2004). *Grief After Suicide* (1st ed.). Maloine, Paris.
10. Bauer, A. (2010). *Report on Violence in Schools, Sanctions, and the Role of the Family*, submitted to the Ministry of National Education, Paris.

Semester: Fourth

Unit Title: Horizontal

Course Title: English Language

Credits: 1
Coefficient: 1

Learning Objectives:

1. To familiarize students with the nature, development, and applications of **clinical psychology** through reading and analyzing academic articles in English.
 2. To introduce students to the nature, development, and areas of **school psychology** via academic articles in English.
 3. To acquaint students with the field of **work and organizational psychology**, including its main domains, through English academic texts.
-

Prerequisite Knowledge:

The student should be in the **second year** of a Bachelor's degree in Psychology and should have already studied the “Introduction to Psychology” course, which includes:

1. Definition of psychology
2. History of psychology
3. Schools of psychology

In addition, the student should have at least a **third-year secondary school level** in English.

Acquired Skills:

1. The ability to distinguish between various fields of psychology and their real-world applications.
2. The ability to conduct research in English on the topics covered in the program.
3. The ability to make informed decisions about selecting a specialization in the third year of the Bachelor's program.

Course Content (*15 lessons/topics*):

Clinical Psychology:

1. Evolution of clinical psychology
2. Definition and training in clinical psychology
3. Psychopathology
4. Classification and diagnosis
5. Ethics and professional issues in clinical psychology

School Psychology:

- 6) Evolution of school psychology
- 7) Definition and training in school psychology
- 8) Subject matter and fields of school psychology
- 9) School-related difficulties
- 10) Roles of the school psychologist

Work and Organizational Psychology:

- 11) Definition, evolution, and training
- 12) Fields of work and organizational psychology
- 13) Career selection and vocational guidance
- 14) Ergonomics and industrial safety
- 15) Work accidents and occupational diseases

Assessment Method:

Continuous assessment

References:

1. Hunsley, John & Lee, C. M. (2018). *Introduction to Clinical Psychology* (4th ed.). Wiley.
2. Chmiel, N., Fraccaroli, F., & Sverke, M. (2017). *An Introduction to Work and Organizational Psychology: An International Perspective* (3rd ed.). Wiley-Blackwell.
3. Merrell, K. W., Ervin, R. A., & Peacock, G. Gimpel (2011). *School Psychology for the 21st Century: Foundations and Practices*. New York: The Guilford Press.

Semester: Fifth

Unit Title: Core

Course Title: Child and Adolescent Psychopathology (1)

Credits: 5

Coefficient: 2

Learning Objectives:

1. To identify the major disorders affecting children and adolescents.
2. To use and understand the major diagnostic classifications.
3. To understand key theoretical frameworks explaining child and adolescent psychopathology.

Prerequisite Knowledge:

1. Developmental Psychology and Individual Differences
 2. General Psychopathology
-

Acquired Skills:

1. Mastery of the main diagnostic classifications used to identify disorders.
 2. Understanding of major pathological units in childhood.
 3. Knowledge of key theoretical approaches to childhood disorders.
-

Course Content (15 lessons/topics):

Module 1: Introduction to Child and Adolescent Psychopathology

1. Normality vs. Pathology in children and adolescents compared to adults (symptom-focused, psychodynamic, developmental, biopsychosocial approaches)
2. Main theoretical frameworks explaining child and adolescent disorders
3. Diagnosis in child and adolescent psychopathology (categorical, functional-structural, diagnostic caveats)
4. Classification systems for child and adolescent disorders (ICD / DSM / CFTMEA)

Module 2: Psychopathology in Early Childhood

5. Specificities of early childhood psychopathology (assessment, diagnosis, early detection)
6. Clinical classifications of early childhood disorders: 0–3 years
7. Clinical classifications of early childhood disorders (developmental, sensory-motor, behavioral, and psychosomatic disorders)

Module 3: Major Childhood Psychopathological Disorders

8. Neurodevelopmental disorders: different forms of psychosis
 9. Neurodevelopmental disorders: Childhood schizophrenia
 10. Neurodevelopmental disorders: Autism spectrum disorders
 11. Intellectual disability and cognitive impairment
 12. Borderline states in childhood (developmental dyssynchrony)
 13. Anxiety and inhibition
 14. Phobias
 15. Obsessive-compulsive disorder (OCD)
-

Assessment Method:

Continuous assessment + Written exam

References:

In Arabic and French:

1. Maimouni, M. B. (2015). *Psychological and Mental Disorders in Children and Adolescents*. Algiers: Office of University Publications.
2. Si Moussi, A. R., & Benkhelifa, M. (2008). *Analytical and Projective Psychology* (Vol. 1).
3. Si Moussi, A. R., & Zeghar, R. (2015). *Terrorist Violence Against Children and Adolescents: Signs of Trauma and Grief in Projective Tests*.
4. Ghmari, F. (2017). *Lectures on Child and Adolescent Psychopathology*.
5. Radwan, S. J. (2009). *Mental Health*. Dar Al-Maseera.
6. Freud, S. (1984). *Little Hans: The Analysis of a Phobia in a Five-Year-Old Boy*.
7. Freud, S. (1981). *Dora: An Analysis of a Case of Hysteria*.

8. Freud, S. (1989). *Inhibition, Symptom and Anxiety*.
9. Laplanche, J. & Pontalis, J.-B. (1985). *The Language of Psycho-Analysis*.
10. Bénony, H. (2003). *Child Development and its Psychopathologies*. Nathan.
11. Berger, M. (2004). *Cognitive Development Disorders*. Dunod.
12. Bergeret, J. (1996). *Normal and Pathological Personality*. Dunod.
13. Bucher, H. (1978). *Psychomotor Disorders in Children*. Masson.
14. Chagnon, J.-Y., Durand, M.-L., & Hurvy, C. (2015). *Neurosis in Children: Clinical and Projective Approaches*. Dunod.
15. De Ajuriaguerra, J. (1974). *Child Psychiatry Manual*. Masson.
16. Despinoy, M. (2002). *Child and Adolescent Psychopathology*. Armand Colin.
17. Freud, A. (1968). *Normal and Abnormal in Childhood*. Gallimard.
18. Guedetti, M. & Tourrette, C. (2004). *Disability and Child Psychological Development*. Armand Colin.
19. Ionescu, S. et al. (2005). *Defense Mechanisms: Theory and Practice*. Armand Colin.
20. Koupernik, C. & Dailly, R. (1968). *Neuropsychic Development of Infants*. PUF.
21. Lebovici, S., Diatkine, R., & Soulé, M. (1999). *New Treatise on Child and Adolescent Psychiatry*. PUF.
22. Marcelli, D., & Cohen, D. (2009). *Childhood and Psychopathology*. Elsevier Masson.
23. Misès, R. et al. (2012). *French Classification of Mental Disorders in Children and Adolescents – R-2012*. EHESP.
24. Misès, R. (1981). *The Mentally Deficient Child*. PUF.
25. Nevid, J. et al. (2009). *Psychopathology*. Pearson Education France.
26. Petot, D. (2003). *Clinical Assessment in Child Psychopathology*. Dunod.
27. Vassilis Kapsambelis (2015). *Manual of Clinical and Psychopathological Psychiatry of the Adult* (Vol. 2).
28. Diatkine, R., Lebovici, S., Soulé, M. (2018). *New Treatise on Child and Adolescent Psychiatry*. PUF.
29. Debray, R. (1996). *Psychological Examination of Children in Latency Period (6-12 years)*. Dunod.
30. Ferrari, P., & Bonnot, O. (2012). *European Treatise on Child and Adolescent Psychiatry and Psychopathology*. Lavoisier.
31. Weismann-Arcaché, C. (2000). *The Stakes of Psychological Examination of Young Children*. Persée.
32. Holzer, L. (2014). *Child and Adolescent Psychiatry: An Evidence-Based Approach*. De Boeck.

Classification Systems Referenced:

- DSM-5-TR
- ICD-12
- CFTMEA (French Classification of Child and Adolescent Mental Disorders)

Unit Type: Core

Course Title: Adult Psychopathology (1)

Credits: 5

Coefficient: 2

Learning Objectives:

1. To understand the foundations, subject, and tools of psychopathology.
 2. To identify clinical presentations of disorders across different nosographic classifications.
 3. To understand the theoretical frameworks explaining mental disorders.
-

Prerequisite Knowledge:

- Introduction to Psychopathology
 - Physiological Psychology
 - Developmental Psychology
 - Theories of Personality
-

Acquired Skills:

- Ability to differentiate between normal and pathological functioning.
- Mastery of the descriptive and semiological levels of psychological disorders.

- Competence in using international classification systems.
 - Application of theoretical approaches to interpret psychological disorders.
-

Course Content (15 lessons/topics):

Module 1: Psychopathology in Psychiatric Medicine

1. Introduction to the Diagnostic and Statistical Manual (DSM)
 2. Anxiety disorders and explanatory theories (Part 1)
 3. Anxiety disorders and explanatory theories (Part 2)
 4. Anxiety disorders and explanatory theories (Part 3)
 5. Mood disorders and explanatory theories (Part 1)
 6. Mood disorders and explanatory theories (Part 2)
 7. Mood disorders and explanatory theories (Part 3)
 8. Somatoform disorders and their explanatory theories (Part 1)
 9. Somatoform disorders and their explanatory theories (Part 2)
 10. Psychotic disorders and explanatory theories (Part 1): acute and chronic psychoses
 11. Psychotic disorders and explanatory theories (Part 2)
 12. Disorders in old age
 13. Personality disorders: Diagnostic criteria and theoretical explanations (Cluster A)
 14. Personality disorders: Diagnostic criteria and theoretical explanations (Cluster B)
 15. Personality disorders: Diagnostic criteria and theoretical explanations (Cluster C)
-

Assessment Method:

- Continuous assessment + Written exam:
 - Semiological diagnosis

- Differentiation between theoretical interpretations
 - Case study analysis
-

References (Arabic and French/English):

Arabic References:

1. Si Moussi, A. R., & Ben Khalifa, M. (2008). *Analytical and Projective Psychopathology* (Vol. 1). Algiers: OPU.
2. Hadar, A. (2013). *Diagnosis of Personality Disorders*. Algeria: Jisour Publishing.
3. Shaker Majid, S. (2015). *Personality Disorders: Types and Measurement*. Amman: Safa Publishing.
4. Pervin, L. A. (2010). *Personality Psychology* (Vol. 1 & 2). Trans. Mahmoud El-Sayed et al. Cairo: National Center for Translation.
5. Laplanche, J. & Pontalis, J.-B. (1985). *Dictionary of Psychoanalytic Terms*. Trans. M. Hejazi. Beirut: University Publishing.

French/International References:

6. Delbrouck, M. (2013). *Psychopathologie: Manuel à l'usage du médecin et du psychothérapeute* (2nd ed.). De Boeck.
7. Lelord, F. & André, C. (2000). *Comment gérer les personnalités difficiles*. Odile Jacob.
8. Guelfi, J.D. & Hardy, P. (2013). *Les personnalités pathologiques*. Lavoisier.
9. Benny et al. (2016). *Santé mentale et psychopathologie: Une approche biopsychosociale conforme au DSM-5* (2nd ed.). Groupe Modulo, Quebec.
10. Debray, Q., Granger, B., & Azais, F. (2010). *Psychopathologie de l'adulte* (4th ed.). Elsevier Masson.
11. Godefroid, J. (2008). *Psychologie: Science humaine et science cognitive* (2nd ed.). De Boeck.
12. Nevid, J. S., Rathus, S. A., & Green, B. (2017). *Psychopathologie: Une approche intégrée de la santé mentale* (2nd ed.). ERPI, Canada.
13. Barlow, D. H., & Durand, V. M. (2016). *Psychopathologie: Une approche intégrative*. 3rd ed., translated by M. Gottschalk.
14. Dumet, N., Ménéchal, J., Gilloots-Ménéchal, M., & Kaës, R. (2017). *16 cas cliniques en psychopathologie de l'adulte* (3rd ed.). Dunod.
15. Durand, M., & Barlow, V. (2007). *Psychopathologie: Une perspective multidimensionnelle* (2nd ed.). De Boeck.
16. Kapsambélis, V. (2015). *Manuel de psychiatrie et de psychopathologie adulte*.
17. Perron, R. (1985). *Genèse de la personne*. Paris: PUF.
18. Freud, S. (1915). *Drives and Their Fates*, in *Metapsychology*, PUF (1988).

19. Freud, S. (1991). *Three Essays on the Theory of Sexuality*. Gallimard.
20. Freud, S. (1975). *Five Psychoanalyses*. PUF.
21. Bergeret, J. (1996). *Normal and Pathological Personality*. Dunod.
22. Bergeret, J. (2008/2011). *Theoretical and Clinical Pathological Psychology*. Masson.
23. **ICD-11** – International Classification of Diseases (WHO).
24. **DSM** – Diagnostic and Statistical Manual of Mental Disorders (APA).
25. Roussillon, R. (2014). *Manual of General Psychology and Psychopathology*. Elsevier Masson.
26. Serban, I., Jacquet, M.-M., & Lhote, C. (2005). *Defense Mechanisms: Theory and Practice*. Armand Colin.

Semester: Fifth

Unit Type: Core

Course Title: Systemic and Family Approach

Credits: 5

Coefficient: 2

Learning Objectives:

1. To understand the key concepts related to systems theory.
2. To explore the fundamentals of normal and pathological communication.
3. To gain insight into the specificities of family interviews and therapy.

Prerequisite Knowledge:

- General Psychology
- Psychopathology

- Social Psychology
-

Acquired Skills:

1. Diagnosing problems from a systemic family perspective
 2. Conducting systemic and family interviews
 3. Designing and implementing family therapy programs
-

Course Content (*15 lessons/topics*):

1. Introduction to systems theory: Concept of system, types, family as a system...
 2. Systems theory (2): Characteristics of systems, life cycles, crises...
 3. The Palo Alto school and the concept of the double bind
 4. Communication axioms in systems
 5. Mechanisms of pathological communication
 6. The message and its dimensions
 7. Key concepts in systemic and family therapy (1): Family therapy definition, framework, conducting family interviews
 8. Key concepts in systemic and family therapy (2): Tools for analyzing family interviews: family genogram, Minuchin's structural map...
 9. Key concepts in systemic and family therapy (3): Models for analyzing family interviews
 10. Family therapy models: A. The Structural School
 11. Family therapy models: B. The Strategic School
 12. Family therapy models: C. The Contextual School
 13. Marital therapy
 14. The Algerian family from a systemic perspective
 15. Family interview analysis case study
-

Assessment Method:

Continuous assessment + Written examination

References:

1. Andolfi, M. (1993). *La forteresse familiale*. Paris: Amazon
2. Benali, R. (2009). *Roles and Statuses in the Contemporary Algerian Family: Changes and Implications*. Arabpsynet E.Journal, 21-22
3. Benoit, J.C. (1989). *Dictionnaire clinique des thérapies familiales et systémiques*. France: ESF
4. Benoit, J.C. (2003). *Patients, familles, et soignants*. Paris: Erès
5. Berger, M. (1986). *Entretiens familiaux et champ transitionnel*. Paris: Amazon
6. Ducommun-Nagy, C. (2006). *Ces loyautés qui nous libèrent*. Paris: Amazon
7. Eiguer, A., Carel, A., & André-Fustier, F. (1997). *Le générationnel: Approche en thérapie familiale et psychanalytique*. Paris: Dunod
8. Elkaïm, M. (1989). *Si tu m'aimes, ne m'aime pas: Approche systémique et psychothérapie*. Paris: Seuil
9. Elkaïm, M. (2003). *Panorama des thérapies familiales*. Paris: Seuil
10. Haley, J. (2002). *Stratégies de la psychothérapie*. Paris: Erès
11. Heireman, M. (1989). *Du côté de chez soi: La thérapie contextuelle d'Ivan Boszormenyi-Nagy*. Paris: Amazon
12. Minuchin, S. (1998). *Familles en thérapie*. Paris: Erès
13. Mosca, F., & Garnier, A.M. (2005). *Génogrammes: Mille et un contes de familles*. Paris: Erès
14. Neuburger, R. (2003). *L'autre demande: Psychanalyse et thérapie familiale*. Paris: PBP
15. Perron, R. (1985). *Genèse de la personne*. Paris: PUF
16. Watzlawick, P. et al. (2014). *Une logique de la communication*. Paris: Amazon

Semester: Fifth

Unit Type: Core

Course Title: Sensory-Motor and Performance Disorders

Credits: 5

Coefficient: 2

Learning Objectives:

1. To understand sensory-motor and performance disorders.
 2. To become familiar with various diagnostic methods for sensory and motor disorders.
 3. To explore therapeutic methods and approaches for managing sensory, motor, and performance disorders.
-

Prerequisite Knowledge:

- Physiological Psychology
 - Neuropsychology
 - Developmental Psychology and Individual Differences
-

Acquired Skills:

1. Ability to identify various sensory and motor disorders.
 2. Ability to recognize performance-related disorders.
 3. Familiarity with tools used in the assessment of these disorders.
 4. Clinical characteristics of each disorder (clinical tables).
 5. Understanding of rehabilitation and specialized intervention techniques.
-

Course Content (*15 lessons/topics*):

Introductory Lecture: General presentation of the course: importance of the subject and its place in the student's academic path; prior knowledge, objectives and content, credits, coefficient, assessment methods, sources and references.

1. General introduction to development: concept of development, laws of development, developmental manifestations.
2. Psychomotor assessment – Apgar index, scales, and batteries.
3. Hearing impairment.
4. Visual impairment.
5. Cerebral-motor impairment.
6. Tics and stereotypies.
7. Performance disorders: laterality disorders, spatial-temporal disorders.
8. Dyslexia.
9. Dysgraphia.
10. Body image disorders.
11. Dyscalculia.
12. Intervention and inclusion methods for individuals with sensory disorders.
13. Intervention and inclusion methods for individuals with motor disorders.
14. Intervention and inclusion methods for individuals with performance disorders.

Assessment Method:

Continuous assessment + Written exam

References:

1. Kalat, J. W. (2017). *Biological Psychology* (13th ed.). North Carolina State University.
2. Ballouard, C. (2008). *Psychomotricité*. Paris: Dunod.
3. Calza, A. *Psychomotricité* (3rd ed.). Paris: Elsevier Masson.
4. Pote, C. (2019). *Être psychomotricien*.

5. Gatecel, A., & Valentin-Lefranc, A. *Le Grand Livre des pratiques psychomotrice*.
6. Perrin, M. J., & Maffre, T. (2013). *Autisme et psychomotricité*.
7. Pireyre, E. W. (2018). *19 situations cliniques en psychomotricité*.
8. Maimouni, M. B. (2003). *Mental and Psychological Disorders in Children and Adolescents*. Algeria: OPU.
9. Obaid, M. S. (2002). *Introduction to Special Education*. Amman, Jordan: Dar Al-Safa.
10. Shaqir, Z. (1999). *Psychology of Special Needs and Disabled Groups*. Tanta, Egypt: Al-Nahda Al-Masriya Library.

Unit Type: Methodological

Course Title: Psychological Assessment

Credits: 3

Coefficient: 2

Learning Objectives:

- To understand the clinical approach and case study method.
- To become familiar with the fundamentals of psychological assessment.
- To learn about some diagnostic techniques.

Prerequisite Knowledge:

- Research Methodology
 - Psychopathology
 - Psychometrics
-

Acquired Skills:

- Ability to conduct a clinical psychological assessment
 - Ability to apply diagnostic techniques
 - Ability to carry out a case study
 - Ability to synthesize the results of diagnostic tools and apply them
 - Ability to formulate diagnostic hypotheses
 - Ability to write a psychological report
-

Course Content (15 lessons/topics):

1. The Clinical Approach:

- Concept of methodology
- Definition of the clinical method
- Clinical psychology and clinical method
- Differences between clinical and experimental methods
- Principles of the clinical method

2. Case Study:

- Definition
- Characteristics of the case study
- Uses of case studies in clinical psychology
- Difference between case history and case study

3. Psychological Assessment:

- Definition
- Objectives
- Stages
- Characteristics in children and adolescents
- Characteristics in adults

4. Clinical Diagnosis:

- Definition of clinical diagnosis

- Nosography and descriptive classification
- Symptoms and signs
- Stages of diagnosis
- Diagnosis and psychological structure
- Diagnosis and polarity concept
- Classification criteria
- Differential diagnosis

5. Observation:

- Definition of clinical observation
- Types
- Conditions for clinical observation
- Importance

6. Clinical Interview:

- Definition
- Types
- Importance
- Characteristics with children and adolescents
- Characteristics with adults

7. Psychological Testing:

- Definition
- Importance
- Types
- Guidelines and ethics of test administration

8. Cognitive Ability Tests for Children (Nonverbal):

- Columbia Mental Maturity Scale, Kohs Block Test

(Note: One of the proposed tests will be presented based on availability in Algerian institutions or as selected by the course instructor.)

9. Cognitive Ability Tests for Children (Intelligence Batteries):

- NEMI 2 (New Scale for Measuring Intelligence – 2nd Edition)
- (Same note applies)*

10. Cognitive Ability Tests for Adults:

- WAIS-IV (Wechsler Adult Intelligence Scale – 4th Edition)
(*Same note applies*)

11. Personality Tests for Children and Adolescents (Projective):

- Choose one from: CAT, Family Drawing Test, Drawing Tests, Patte Noire Test, etc.

12. Personality Tests for Children and Adolescents (Objective):

- MMPI-A (Minnesota Multiphasic Personality Inventory – Adolescent version)

13. Personality Tests for Adults (Projective):

- Rorschach or Thematic Apperception Test (TAT)

14. Personality Tests for Adults (Objective):

- MMPI (Minnesota Multiphasic Personality Inventory – Adult version)

15. Synthesis and Psychological Report Writing

Notes:

1. Achieving the course objectives requires theoretical content delivery in lectures and practical components (interviews, test application) during guided work sessions, including case studies.
2. Some universities have acquired several psychological test batteries; the test manual itself serves as a comprehensive reference.

Assessment Method:

Continuous assessment + Written exam

References:

- Al-Khalidi, A. M. (2006). *Reference in Clinical Psychology (Assessment and Therapy)*. 1st Ed., Dar Wael, Jordan.
- Benkhalifa, M. & Si Moussi, A. (2008). *Analytical and Projective Psychopathology*. OPU, Algeria.
- Hegazi, M. (1993). *Psychological Assessment: Principles, Techniques, and Challenges*. 1st Ed., Dar Al-Fikr Al-Lubnani, Lebanon.
- Al-Nabulsi, M. A. (1977). *Principles of Psychological Assessment*. Alexandria, Egypt.

French References:

1. Anzieu, D., Chabert, C. (1961). *Les méthodes projectives*. PUF.
2. Arbisio, C. (2003). *Le bilan psychologique avec l'enfant*. Dunod.
3. Benkhalifa, M., Si Moussi, A. *Algerian Manual for Rorschach Coding*. Hibr, Algiers.
4. Bernaud, J.-L. (2013). *Tests et théories de l'intelligence*. Dunod.
5. Boekholt, M. (2006). *Les épreuves thématiques en clinique infantile*. Dunod.
6. Brelet-Foulard, F., Chabert, C. (2005). *Nouveau manuel du TAT*. Dunod.

Unit Type: Methodological

Course Title: Research Methodology and Data Analysis

Credits: 3

Coefficient: 2

Learning Objectives:

- To train students in the steps of preparing a dissertation.

- To familiarize students with the common types of research in psychology.
 - To understand the stages of data preparation.
 - To instill ethical principles of scientific research.
-

Prerequisite Knowledge:

- Knowledge of scientific research methods used in the social sciences.
 - Understanding research approaches in the social sciences.
 - Knowledge of the characteristics and ethics of a scientific researcher.
-

Acquired Skills:

- Mastery of the steps for conducting scientific research and using various sources.
 - Ability to apply research methodologies.
 - Avoidance of common errors in scientific research.
-

Course Content (*15 lessons/topics*):

1. Common types of research in the social sciences
2. Sources for choosing a research topic
3. How to define and delimit a research topic
4. Types of research hypotheses
5. Steps to test research hypotheses
6. Literature review in scientific research:
 - Its importance as a scientific resource
 - How to select studies

- Methods for presenting them
 - 7. Research methodology and tools
 - 8. How to define the study methodology
 - 9. Types of samples and sampling methods
 - 10. Importance of data in scientific research
 - 11. Stages of data preparation
 - 12. Types of data
 - 13. Data collection methods
 - 14. Data analysis:
 - Quantitative data analysis
 - Qualitative data analysis
 - 15. Referencing and citation:
 - Why cite sources?
 - Methods of citation and referencing
-

Assessment Method:

Continuous assessment

Semester: Fifth

Module Title: Exploratory

Course: Trauma Psychology and Victimology

Credits: 1

Coefficient: 1

Learning Objectives:

1. Address psychological trauma as a fundamental concept in understanding psychopathology.
 2. Understand the relationship between trauma psychology and victimology.
 3. Highlight the urgent need for trauma psychology as both a theoretical and applied science in societies frequently exposed to disasters and traumatic events.
-

Prerequisite Knowledge:

- Physiological Psychology
 - Developmental Psychology and Individual Differences
 - Psychopathology
-

Acquired Skills:

1. Identify the nature of psychological trauma.
 2. Understand trauma clinics and trauma-related disorders.
 3. Recognize disorders resulting from traumatic events.
 4. Explore victimology and its practical applications.
 5. Understand intervention strategies in crisis situations.
 6. Learn principles of trauma-focused therapies.
-

Course Topics

(The semester must include 15 instructional lessons):

1. Introduction to Trauma Psychology
 2. Key concepts and definitions in trauma psychology (trauma, stress and traumatic stress, violence, catastrophe, crisis, traumatic event, traumatic dimensions, trauma types, victim, grief, re-experiencing)
 3. Epidemiology of trauma
 4. Trauma clinics and traumatic psychopathology
 5. Trauma-related disorders in international classification systems
 - 6–7. Theoretical approaches to trauma:
 - Biological approach
 - Psychoanalytic approach
 - Cognitive-behavioral approach
 - Neurocognitive approach
 6. Trauma assessment
 - 9–10. Emergency interventions
 - 11–12. Introduction to trauma-focused psychological therapies
 - 13–14. General victimology: origin and core principles
 7. Key practices in victimology:
 - Expertise
 - Advocacy
 - Legal follow-up
 - Working in a victim-support network
 - Mediation and reconciliation
-

Evaluation Method:

Written examination

Semester: Fifth

Module Title: Exploratory

Course: Language and Communication Disorders

Credits: 1

Coefficient: 1

Learning Objectives:

- Identify various speech and language disorders and intervention strategies.
 - Understand oral language disorders and appropriate intervention methods.
 - Understand written language disorders and appropriate intervention methods.
-

Prerequisite Knowledge:

1. Developmental Psychology
 2. Psycholinguistics
 3. Physiological Psychology
-

Acquired Skills:

1. Ability to identify different types of language disorders.
2. Ability to distinguish between various language disorders.
3. Mastery of intervention methods for some of these disorders.

Course Topics

(The semester must include 15 instructional lessons):

1. Conceptual introduction to terminology related to language.
2. Language and thought.
3. Language and its relationship with other cognitive functions.
4. Speech apparatus: speech physiology, how sound is produced and perceived.
5. Language development.
6. Phonological speech problems: delayed speech, causes and intervention.
7. Aphasia: definition, causes, types, psychological intervention.
8. Stuttering: definition, causes, symptoms, treatment.
9. Mutism: definition, types, psychological intervention.
10. Dysphasia: definition, types, causes, and intervention.
11. Apraxia.
12. Performance-related language disorders: dysgraphia.
13. Performance-related language disorders: dyslexia.
14. Performance-related language disorders: dyscalculia.
15. Psychological intervention for individuals with language disorders.

Assessment Method:

Written examination

Semester: Fifth

Module Title: Horizontal

Course: Ethics and Professional Conduct in Clinical Psychology

Credits: 1

Coefficient: 1

Learning Objectives:

1. Understand the roles and responsibilities of the clinical psychologist.
 2. Learn the ethics of the profession.
 3. Raise student awareness about their professional role and duties.
-

Prerequisite Knowledge:

1. Psychopathology
 2. Psychotherapy
 3. Psychological assessment and case studies
-

Acquired Skills:

1. Mastering the basic principles of clinical psychological intervention (objectivity, confidentiality, neutrality, responsibility, etc.).
 2. Developing seriousness and rigor in adhering to rules when interacting with clients.
 3. Acquiring clinical practice skills.
-

Course Topics

(The semester must include 15 instructional lessons):

1. Concept of professional ethics and conduct (éthique et déontologie).
2. Definition of clinical psychology and areas of clinical practice.
3. Roles and functions of the clinical psychologist: counseling, guidance, therapy, etc.
4. Characteristics of the clinical psychologist: neutrality, confidentiality, responsibility, etc.
5. Tools used by clinical psychologists (overview of commonly used tools).
6. Diagnostic tools: psychological tests.
7. Diagnostic tools: clinical interviews.
8. The reality of clinical practice and the psychologist's role in various institutions.
9. The clinical psychologist's cultural background and its impact on practice.
10. Common challenges in clinical practice.
11. Working in multidisciplinary teams and the specificity of the psychologist's role.
12. Examples of codes of ethics and professional regulations in other countries.
13. Examples of proposed regulatory frameworks for clinical psychology in Algeria.
14. Current laws regulating clinical psychology in Algeria.
15. Presentation of a model clinical psychologist intervention.

Assessment Method:

Written exam

Semester: Fifth

Module Title: Horizontal

Course: French Language

Credits: 1

Coefficient: 1

Learning Objectives:

1. To become familiar with various terms in psychopathology.
 2. To become acquainted with different psychological disorders.
 3. To master the writing of professional documents (referral letters, case reports, case presentations).
-

Prerequisite Knowledge:

1. Skills in using the French language.
 2. Basic knowledge of psychopathology.
 3. Prior understanding of psychological terminology in Arabic.
-

Acquired Skills:

1. Ability to understand terminology in French.
 2. Ability to use the acquired terms in communication.
 3. Ability to write a letter to a colleague, a case report, or a case presentation.
-

Course Topics

(The semester must include 15 instructional lessons):

I - Fundamental Concepts in Clinical Psychology

1. Psychopathology
2. Nosography
3. Semiotics
4. Personality disorders
5. Behavioral disorders
6. Psychosomatic disorders
7. Psychomotor disorders
8. Eating disorders
9. Anxiety disorders
10. Mood disorders
11. Psychological trauma

II - Writing Practice

12. Referral letter
13. Psychological report
14. Summary report
15. Case presentation

Assessment Method:

Continuous assessment

References:

1. David G. Myers. (2004). *Psychologie*. Médecine-Sciences, Flammarion.
2. Jehel, L., & Lopez, G. (2006). *Psychotraumatologie. Évaluation, clinique, traitement*.
3. Roussillon, R. (2018). *Manuel de psychologie et de psychopathologie clinique générale*. Elsevier Health Sciences.

Semester: Sixth

Module Title: Core

Course: Child and Adolescent Psychopathology (2)

Credits: 5

Coefficient: 2

Learning Objectives:

4. Identify the major disorders of childhood and adolescence.
 5. Work with key diagnostic classifications and understand how to use them.
 6. Gain insight into therapeutic interventions for each disorder.
-

Prerequisite Knowledge:

1. Developmental psychology and individual differences
 2. General psychopathology
-

Acquired Skills:

1. Ability to diagnose various childhood disorders (psychosomatic, performance-related, mood disorders, etc.)
 2. Understanding of childhood psychopathologies
 3. Familiarity with key adolescent disorders and their specific characteristics
-

Course Content

(The semester should include 15 instructional lessons):

Section IV: Psychosomatic Disorders in Childhood

1. Psychosomatic disorders related to the digestive system
2. Psychosomatic disorders related to the respiratory system and dermatological psychosomatic disorders

Section V: Performance Disorders in Childhood

3. Psychomotor disorders
4. Attention Deficit Hyperactivity Disorder (ADHD)

Section VI: Mood Disorders in Childhood

5. Depression
6. Bipolar disorders
7. Oppositional Defiant Disorder

Section VI: Other Disorders in Childhood

8. Psychological trauma in children

Section VII: Adolescent Disorders

9. Adolescent psychoses (1)
 10. Adolescent psychoses (2)
 11. Depression
 12. Eating disorders
 13. Addiction-related disorders
 14. Gender identity disorder
 15. Personality disorders in adolescents
-

Assessment Method:

Continuous assessment + Written exam

Semester: Sixth

Unit Title: Core

Course: Adult Psychopathology (2)

Credits: 5

Coefficient: 2

Learning Objectives:

- Understand the core essence, subject matter, and tools of psychopathology.
- Identify clinical patterns of disorders according to various nosographic classifications.
- Explore the main theoretical approaches explaining mental disorders.

Prerequisite Knowledge:

- Introduction to Psychopathology
- Physiological Psychology
- Developmental Psychology
- Personality Theories

Acquired Skills:

- Ability to address the distinction between normality and pathology
- Mastery of the descriptive and semiological levels of mental disorders
- Ability to use international classification systems
- Use of theoretical models to explain psychological disorders

Course Content

(The semester must include 15 instructional lessons):

Section 2: Analytical Psychopathology

1. **Psychopathology from a psychoanalytic perspective**
 - Normality and pathology in psychoanalysis
 - The psychic apparatus and metapsychology (conflict, defense...)
 - Individuation and the emergence of object relations
2. **Psychopathology from a psychoanalytic perspective** (continued)
 - Libidinal development
 - Freud's drive theories
 - Theories of anxiety
 - Evolution of psychoanalytic nosography
3. Structural approach in analytical psychopathology
4. **Neuroses in psychoanalysis:** Hysteria
5. Neuroses: Phobia
6. Neuroses: Obsessional neurosis
7. **Psychoses in psychoanalysis:** Schizophrenia
8. Psychoses: Paranoia
9. Psychoses: Manic-depressive psychosis
10. Borderline states in psychoanalysis – Part 1
11. Borderline states – Part 2
12. Borderline states – Part 3
13. **Psychosomatic classification:** Clear neuroses
14. Psychosomatic classification: Well-mentalized, poorly-mentalized, and uncertainly-mentalized neuroses
15. Psychosomatic classification: Behavioral neuroses

Assessment Method:

Continuous assessment + Written exam:

- Semiological assessment
- Differentiation of theoretical perspectives
- Case study analysis

Semester: Sixth

Unit Title: Core

Course: Psychoanalytically-Oriented Therapies

Credits: 5

Coefficient: 2

Learning Objectives:

1. Acquire foundational principles of psychoanalytic therapies.
2. Understand the indications and contraindications of psychoanalytic treatments.
3. Identify general therapeutic goals according to psychic functioning.

Prerequisite Knowledge:

- Analytical Psychopathology
- Developmental Psychology – principles and stages of psychological development
- Psychoanalysis and its core principles

Acquired Skills:

1. Understanding psychoanalytic therapies and classical psychoanalysis
2. Ability to identify features of psychic functioning
3. Define therapeutic objectives for each psychic structure

Course Content

(The semester must include 15 instructional lessons):

1. **General introduction to psychotherapy:** Definitions (psychotherapy, psychological intervention, counseling...), principles and foundations
2. **Introduction to psychoanalysis:** Psychological development, key principles and stages, normality and abnormality in psychoanalysis
3. **Psychoanalytic techniques:** Interpretation, transference and countertransference, free association
4. **Freudian classical analytic therapy:** Historical overview of psychoanalytic therapy (hypnosis, suggestion, free association)
5. **Schools of psychoanalysis**
6. **Psychoanalytically-oriented therapies:** Modifications to classical psychoanalysis
7. **Individual psychoanalytic therapies:** Principles and foundations
8. **Individual analytic therapy by Adler**
9. **Analytical psychotherapy by Jung**
10. **Group therapies:** Foundations and principles
11. **Analytical psychodrama**
12. **Practice analysis (Analyse de la pratique)**
13. **Family psychoanalytic therapies**

Assessment Method:

Continuous assessment + Written exam

Semester: Sixth

Unit Title: Core

Course: Cognitive-Behavioral Therapy

Credits: 5

Coefficient: 2

Learning Objectives:

- 10. To understand the fundamental principles of cognitive-behavioral therapy (CBT)
- 11. To identify the indications for CBT
- 12. To learn about the theoretical contributions and derived techniques

Prerequisite Knowledge:

- 1. Psychopathology
 - 2. Cognitive Psychology
 - 3. Physiological Psychology
 - 4. Learning models and behavioral theory
 - 5. Aaron Beck's model of information processing and cognitive distortions
-

Acquired Skills:

1. Ability to diagnose (describe symptoms, problems, medical history, personal and family history, mental status exam...)
 2. Ability to integrate various factors from a CBT perspective, propose a clinical formulation and diagnostic hypothesis
 3. Ability to construct a CBT-based treatment plan
 4. Familiarity with calming and emotional regulation techniques
 5. Familiarity with behavioral techniques
 6. Familiarity with cognitive techniques
-

Course Content

(The semester must include 15 instructional lessons):

General principles of psychotherapy

Section 1: Review of the development and principles of CBT models and therapies

1. First wave: Behavioral models (learning laws)
2. Second wave: Cognitive models (information processing model, cognitive distortions, maladaptive schemas)
3. Third wave: Cognitive-emotional models (emotions, mindfulness, acceptance and commitment)

Section 2: Phases of the CBT process

4. Overview of CBT treatment phases
5. Case conceptualization and formulation of a diagnostic hypothesis
6. Functional analysis – concepts and frameworks I
7. Functional analysis – concepts and frameworks II

Section 3: Core techniques in CBT

8. Calming and emotional regulation techniques I
9. Calming and emotional regulation techniques II
10. Behavioral techniques I

11. Behavioral techniques II
 12. Cognitive techniques I
 13. Cognitive techniques II
 14. Third-wave techniques I
 15. Third-wave techniques II
-

Assessment Method:

Continuous assessment + Written exam

Tutorials must focus on the following:

- Training in functional analysis of cases from a CBT perspective
- Addressing certain disorders through a CBT lens, especially anxiety disorders, mood disorders, and personality disorders

Evaluation Criteria:

- Emphasis on CBT case formulation: symptom description, functional analysis, diagnostic hypothesis, and treatment plan
- Emphasis on core CBT techniques: exposure, cognitive restructuring

Semester: Sixth

Unit Title: Exploratory

Course: Clinical Neuropsychology and Psychopharmacology

Credits: 1

Coefficient: 1

Learning Objectives:

13. Introduce students to clinical neuropsychology
14. Familiarize students with neuropsychological disorders across different life stages
15. Understand methods of clinical neuropsychological assessment and evaluation
16. Learn about various types of psychotropic medications
17. Understand the classifications and effects of different psychotropic drugs

Prerequisite Knowledge:

1. Physiological Psychology
2. Cognitive Psychology
3. Psycholinguistics

Acquired Skills:

1. Understanding of psychological disorders and their relationship to neurological functions
2. Knowledge of major categories of psychotropic medications and their effects on various psychological disorders

Course Content

(The semester must include 15 instructional lessons):

Lecture 1: Clinical neuropsychology – definition and historical development; theoretical models (theoretical evidence and clinical experiments...)

- Differences between clinical neuropsychology and other neuro-related sciences (experimental neuropsychology, cognitive neuropsychology, etc.)

Lecture 2: Physiology of psychological phenomena (emotion, motivation, learning, memory...)

Lecture 3: Physiological basis of mental and psychiatric disorders (schizophrenia, depression, epilepsy...)

Lecture 4: Research and diagnostic methods in neuropsychology (clinical observation, nerve conduction testing, brain imaging...)

Lecture 5: Neuropsychological examination and evaluation (importance, requirements, and stages of neuropsychological assessment)

Lecture 6: Rehabilitation in neuropsychology

Lecture 7: Psychopharmacology – key terminology: drug, neurotransmitters, types of medications, therapeutic dosage, therapeutic indication

Lecture 8: Historical overview of psychotropic drugs

Lecture 9: Classification of psychotropic medications (by effect): antipsychotics, antidepressants, anxiolytics

Lecture 10: Continuation of classification by effect

Lecture 11: Continuation of classification by effect

Lecture 12: Classification by pharmacokinetics: concentration-based

Lecture 13: Classification by pharmacokinetics: bioavailability, receptors, efficacy

Lecture 14: Classification based on therapeutic use

Lecture 15: Integration between psychotherapy and drug therapy

Assessment Method:

Written Exam

Semester: Sixth

Unit Title: Exploratory

Course: Health Psychology

Credits: 1

Coefficient: 1

Learning Objectives:

1. To introduce the field of health psychology
 2. To highlight the importance of studying positive psychology
 3. To explore its theories and applications
-

Prerequisite Knowledge:

1. Chronic and serious illnesses and psychosomatic disorders

2. Psychological disorders associated with illness
 3. Positive psychology
-

Acquired Skills:

1. Ability to define health psychology and its objectives
 2. Knowledge of health and therapeutic education
 3. Understanding the key concepts of health psychology
 4. Familiarity with positive psychology and its role in psychological well-being and success
-

Course Content

(The semester must include 15 instructional lessons):

1. The mind-body connection
2. Historical background of health psychology
3. General introduction to health psychology (concepts of health and illness)
4. Health-related behaviors
5. Illness-related behaviors
6. Research methods in health psychology
7. Positive psychology: conceptual introduction
8. Theoretical frameworks
9. Positive personality
10. Treatment compliance
11. Quality of life
12. Illness acceptance
13. Psychological hardiness and resilience
14. Therapeutic education

15. Stress management (coping strategies)

Assessment Method:

Written Exam

Semester: Sixth

Unit Type: Horizontal

Course: Entrepreneurship

Credits : 1 Coefficient: 1

Learning Objectives:

- Identify the traits of a successful leader in business management
 - Understand the steps and methods for conducting a feasibility study
 - Learn the steps for establishing a business
 - Understand strategic management of enterprises
-

Prerequisite Knowledge:

1. Knowledge in psychology
2. Knowledge in research methodology

3. Knowledge of the field of professional practice and its rules
 4. Introduction to economics
-

Acquired Skills:

- Ability to identify the key components of creating and managing a small business
-

Course Content (*15 instructional sessions required*):

I. Introduction to Entrepreneurship (Sessions 1–3)

- Definition and culture of entrepreneurship
- Characteristics of an entrepreneur
- Qualifications for entrepreneurship (personal, familial, environmental)
- Stages of the entrepreneurial process

II. Project Idea Analysis (Session 3)

III. Feasibility Study (Sessions 4–5)

- Financial, commercial, economic, and legal dimensions

IV. Project Strategy Analysis (Sessions 6–7)

- SWOT analysis (Strengths, Weaknesses, Opportunities, Threats)
- Marketing, Porter analysis, legal forms of enterprises

V. The Small Enterprise (Session 8)

- Concept and steps to establish it

VI. Support Mechanisms (Sessions 9–11)

- ANADE (ex-ANSEJ)
- CNAC
- ANGEM
- ANDI
- ANEM

VII. Business Obligations Toward Partners (Sessions 12–13)

- Obligations toward support organizations, banks, tax authorities, social insurance, ANEM

VIII. Enterprise Management Techniques (Sessions 14–15)

- Leadership, accounting, marketing, customer and supplier relations

Assessment Method: Written exam

Semester: Sixth

Unit Type: Horizontal

Course Title: English Language

Credits : 1 Coefficient: 1

Learning Objectives:

1. To identify various psychological disorders
 2. To become familiar with different types of psychotherapies
 3. To understand the dangers of drugs and addiction for both the individual and society
-

Prerequisite Knowledge:

1. English language skills
 2. Prior knowledge of psychopathology
 3. Familiarity with psychological terminology
-

Acquired Skills:

1. Ability to understand specialized texts in English
 2. Ability to translate content from English into Arabic
 3. Ability to write summaries in English
-

Course Contents (*15 instructional lessons required*):

1. The development of clinical psychology
2. Psychopathology
3. Nosography in psychological disorders
4. Semiology in psychology
5. Personality disorders
6. Behavioral disorders

7. Language disorders
8. Diagnostic techniques
9. The psychotherapies
10. Psychoanalytical therapies
11. Humanistic therapies
12. Cognitive-behavioral therapies
13. Systemic therapies
14. Drugs and society
15. Drug addiction

Assessment Method: Continuous assessment

IV. Agreements / Contracts (*)

☐ No ☐ Yes

(In the affirmative, the agreements and contracts must be attached in both paper and digital formats to the training program proposal.)

(*) - Mandatory for all professional programs.

Template: Letter of Intent

(In case of submitting a Bachelor's program jointly with another university institution)

[Official letterhead bearing the name of the concerned university institution]

Subject: Approval of Joint Supervision for the Bachelor's Degree Program entitled:

“.....”

The university (or university center) hereby expresses its intent to engage in joint supervision of the above-mentioned Bachelor's program throughout the accreditation period. In this context, the university (or university center) agrees to support the training offer through:

- Providing feedback during the design and updating of curricula;
- Participating in conferences organized for this purpose;
- Participating in evaluation and thesis committees;
- Contributing to the exchange of human and material resources.

Signature of the officially authorized person:

Position:

Date:

Template: Letter of Intent

(In case of submitting a Bachelor's program jointly with a sector-related institution (potential employer))

[Official letterhead bearing the name of the institution]

Subject: Approval of the Training and Research Project for the Bachelor's Degree entitled:

“.....”

Submitted by:

“.....”

The institution hereby expresses its interest in supporting the above-mentioned training program as a potential employer of its graduates.

In this context, we confirm our involvement in the project through:

- Providing feedback on the design and updating of curricula;
- Participating in conferences organized for this purpose;
- Participating in evaluation and thesis committees;
- Facilitating, as much as possible, the hosting of student interns within the institution for graduation theses or supervised projects.

The necessary resources will be allocated to carry out these tasks, for which we assume responsibility, both at the material and human levels.

Mr./Ms. is appointed as the external coordinator of this project.

Signature of the officially authorized person:

Position:

Date:

Official stamp of the institution:

V. CVs of the Specialized Training Team Members

A brief CV must be provided for each pedagogical team member involved in the specialized training (internal supervision)

(Only one page per CV as per the attached template)

Template:

- **Full Name:**
- **Date and Place of Birth:**
- **Email Address:**
- **Phone Number:**
- **Academic Rank:**
- **Home Institution:**
- **Degrees:** (Undergraduate and postgraduate degrees, dates obtained, field of specialization, etc.)

- **Pedagogical and Professional Competencies:**
(Subjects taught, professional experience, etc.)
 - **Main Scientific Activities:**
(Publications, conference presentations, research teams, etc.)
-

VI. Opinion and Endorsement of the Scientific Committees within the Institution

(The opinion should be limited to verifying the compatibility of the internal supervision team's academic competencies with the nature of the training program's subjects)

Department Scientific Committee Faculty Scientific Council

Opinion - Date - Approval

Opinion - Date - Approval

VII. Opinion and Endorsement of the Administrative and Pedagogical Authorities of the Institution

Department Head

Field Team Leader

Opinion - Date - Approval Opinion - Date - Approval

Dean of the Faculty or Institute Director

Opinion - Date - Approval

Director of the University Institution

Opinion - Date - Approval

VIII. Opinion and Endorsement of the Regional Conference

(This endorsement applies only to the final version of the training proposal submitted to the Ministry)

IX. Opinion and Endorsement of the National Pedagogical Committee for the Field

(This endorsement applies only to the final version of the accepted training proposal submitted for ministerial approval)