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

### **Standard Template**

For a New Training Program Proposal

Academic / Professional Bachelor's Degree

#### **Institution Faculty / Institute Department**

(To be filled) (To be filled) (To be filled)

Field	Branch	Specialization
Human and Social Sciences	Social Sciences	Educational Sciences – Guidance and Counseling

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**Second: Semester-Based Educational Structure Sheet** 

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

Appendix: Pedagogical Program for the Second Year of the Bachelor's Degree

**Field:** Human and Social Sciences **Branch:** Educational Sciences

Semester: 3

	Course Titles		Coef	Wee	kly Ho	urs	Total Hours		Assessment Mode		
Teaching Units			ficie nts	Lectu re		Prac tical		Other			
Fundamental Unit	Major Theoretical Currents in Education	5	2	1h30	1h30	-	45h00	45h00	40%	60%	
	Educational Psychology 1	5	2	1h30	1h30	-	45h00	45h00	40%	60%	
Credits: 20	Teaching Methods and Strategies	5	2	1h30	1h30	-	45h00	45h00	40%	60%	
Coefficients: 8	Comparative Education	5	2	1h30	1h30	-	45h00	45h00	40%	60%	

Unit	Research Methodology in Education 1	3	2	1h30	1h30	-	45h00	45h00	40%	60%
Credits: 6	Measurement and Test Construction in Education 1	3	2	1h30	1h30	-	45h00	45h00	40%	60%
<b>Exploratory Unit</b> Code: UED 2-1	School Psycho-Sociology	1	1	1h30	-	-	22h30	45h00	-	100%
Coefficients: 2	Developmental Psychology	1	1	1h30	-	-	22h30	45h00	-	100%
Cross-Disciplinary Unit	IT: Introduction to Microsoft Word	1	1	-	-	1h30	22h30	45h00	100%	-
Code: UET 1.2 Credits: 2 Coefficients: 2	Educational Terminology	1	1	-	1h30	-	22h30	45h00	100%	-
	Semester 3 Total	30	16	12h	10h30	1h30	360h00	450h00		

<sup>: \*</sup>Other = Additional work during semester consultations \*CC = Continuous Assessment

# • Appendix: Semester 4 – Pedagogical Program for the Bachelor's Degree

• Field: Human and Social Sciences Branch: Social Sciences – Educational Sciences Specialization: Counseling and School and Career Guidance

Teaching Units	Course Titles		Coeffi	•	urs	Total Hours	Other		sment ode	
O		ts	cients	Lectu re	Tutor ial	Prac tical	(15 weeks) Lecture			
Endomental IIn:4	Counseling and Guidance in Education	5	2	1h30	1h30	-	45h00	45h00	40%	60%
<b>Fundamental Unit</b> Code: UEF 4-1	Educational Psychology 2	5	2	1h30	1h30	-	45h00	45h00	40%	60%
Credits: 20	Epistemology of Education	5	2	1h30	1h30	-	45h00	45h00	40%	60%
Coefficients: 8	Therapeutic Education	5	2	1h30	1h30	-	45h00	45h00	40%	60%
Omt	Research Methodology in Education 2	3	2	1h30	1h30	-	45h00	45h00	40%	60%
Code: UEM 2-1 Credits: 6 Coefficients: 4	Measurement and Test Construction in Education 2	3	2	1h30	1h30	-	45h00	45h00	40%	60%
Exploratory Unit Code: UED 2-1	Educational Planning	1	1	1h30	-	-	22h30	45h00	-	100%
Credits: 2 Coefficients: 2	Didactics of School Subjects	1	1	1h30	-	-	22h30	45h00	-	100%
Cross-Disciplinary Unit	IT: Introduction to Microsoft Excel	1	1	-	-	1h30	22h30	45h00	100%	-
Code: UET 1.2	Educational Terminology	1	1		1h30	1	22h30	45h00	100%	-
Semester 4 Totals	Semester 4 Totals:		16	12h	10h30	1h30	360h00	450h00		

<sup>\*</sup> Other = Additional work during semester consultation

# **Appendix: Curriculum for the Bachelor's Degree Program**

Field: Human and Social Sciences Branch: Social Sciences – Educational Sciences

Specialization: Counseling and School and Career Guidance

**Semester 5:** 

Teaching Units	Course Titles	Cre	Coef ficie	vveekiv Honrs			Total Hours	Other	Assessment Mode	
Ü		dits	nts	Lectu re	Tutor ial	Prac tical	(15 weeks) Lecture		CC*	Examen
Fundamental Unit	Foundations and Theories in Counseling and School/Career Guidance 1	5	2	1h30	1h30	-	45h00	45h00	40%	60%
Code: UEF 4-1	Guidance and Mental Health	5	2	1h30	1h30	-	45h00	45h00	40%	60%
Credits: 20 Coefficients: 8	School and Career Guidance	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	Program Development in Guidance	5	2	1h30	1h30	-	45h00	45h00	40%	60%
Unit	Research Methods and Techniques	3	2	1h30	1h30	-	45h00	45h00	40%	60%
Code: UEM 2-1 Credits: 6 Coefficients: 4	Applied Statistics	3	2	1h30	1h30	-	45h00	45h00	40%	60%
Exploratory Unit Code: UED 2-1	Educational Organization and Legislation	1	1	1h30	-	-	22h30	45h00	-	100%
Credits: 2 Coefficients: 2	Educational Technology	1	1	1h30	ı	-	22h30	45h00	ı	100%
Cross-Disciplinary	IT: Introduction to SPSS	1	1	-	-	1h30	22h30	45h00	100%	-
Unit Code: UET 1.2 Credits: 2 Coefficients: 2	Educational Terminology	1	1	-	1h30	-	22h30	45h00	100 %	-
Semester 5 Totals	Semester 5 Totals:		16	12h	10h30	1h30	360h00	450h00		

\* Other = Additional work during semester consultation

\*CC = Continuous Assessment

# **Appendix: Curriculum for the Bachelor's Degree Program**

Field: Human and Social Sciences

**Branch:** Social Sciences – Educational Sciences

Specialization: Counseling and School and Career Guidance

Semester 6

Teaching Units	('ourse Titles	Cre dits	Coef ficie	Weekly Hours			Total Hours (15 weeks)	Other*		sment ode
		uits	nts 1	Lectu re	Tutor ial	Prac tical	Lecture			
Fundamental Unit	Foundations and Theories in Counseling and School/Career Guidance 2	5	2	1h30	1h30	-	45h00	45h00	40%	60%
Code: UEF 4-1 Credits: 20	Individual Differences and Choice Education	5	2	1h30	1h30	-	45h00	45h00	40%	60%
Coefficients: 8	School and Career Adjustment	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	Learning Disorders and School Difficulties	5	2	1h30	1h30	-	45h00	45h00	40%	60%
Methodological Unit	Practical Internship	3	2	-	1h30	-	22h30	45h00	100%	-
Code: UEM 2-1 Credits: 6 Coefficients: 4	Internship Report Writing	3	2	-	1h30	-	22h30	45h00	100%	-
Exploratory Unit Code: UED 2-1	Environmental Education	1	1	1h30	ı	-	22h30	45h00	-	100%
Credits: 2 Coefficients: 2	Current Algerian Educational System	1	1	1h30	-	-	22h30	45h00	-	100%
Cross-Disciplinary	Current Global Issues	1	1	1h30	-	-	22h30	45h00	-	100%

Unit Code: UET 1.2 Credits: 2 Coefficients: 2	Educational Terminology	1	1		1h30	1	22h30	45h00	100%	-
	Semester 6 Totals	30	16	10h30	10h30		315h00	450h		

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

(Presentation of a detailed syllabus sheet for each subject)

 $<sup>*</sup> Other = Additional \ work \ during \ semester \ consultation$ 

<sup>\*</sup>CC = Continuous Assessment

### **Bachelor's Degree Title:**

**Counseling and School and Career Guidance** 

**Semester: First** 

**Course Type: Core (Fundamental)** 

Course Title: Introduction to Anthropology (Introduction à l'anthropologie)

**Credits: 5** 

Coefficient: 2

#### **Learning Objectives:**

To introduce students to the evolution, spread, and way of life of humans and their related cultural and social dimensions.

### **Prerequisite Knowledge:**

1. Basic knowledge of philosophy

#### **Acquired Skills:**

- 1. Mastering the fundamentals of anthropology
- 2. Understanding the importance of anthropological studies
- 3. Recognizing the value of empirical research

#### **Course Content (15 weekly lessons):**

1. The concept of anthropology (Anthropology – Ethnology – Ethnography)

- 2. The relationship between anthropology and social sciences:
  - o In terms of origins
  - o In terms of subject
  - o In terms of method
  - o Anthropology and philosophy, psychology, history, sociology
- 3. History of anthropology
- 4. Anthropological applications before the formal emergence of anthropology:
  - Hydraulic civilizations
  - o Greek and Roman civilizations
  - o Islamic Arab civilization
  - o The Middle Ages
  - o Renaissance and Enlightenment Europe
  - o The 19th century and colonial expansion
- 5. The emergence of anthropology
- 6. From sociology to anthropology
- 7. Traditional anthropology: topics and objectives
- 8. Anthropological schools of thought:
  - Evolutionism
  - o Historical diffusionism
  - Functionalism
  - o Culturalism
- 9. Modern anthropology: subjects and objectives
- 10. The importance of anthropology in the contemporary world
- 11. Core anthropological theories
- 12. Anthropological studies in Algeria before independence
- 13. Research methods and techniques in anthropology:
- Ethnic methodology
- Functionalism
- Structuralism
- Field research techniques

- 14. Archaeology: origins and evolution
- 15. Schools, branches, and auxiliary sciences of archaeology

- Continuous assessment during tutorials (TD)
- Written exam during lectures

**Semester: First** 

**Course Type: Core (Fundamental)** 

Course Title: Introduction to Psychology (Introduction à la psychologie)

**Credits: 5** 

**Coefficient: 2** 

#### **Learning Objectives:**

To provide an overview of the subject of psychology, its evolution, research methods, and theories.

#### **Prerequisite Knowledge:**

1. Basic knowledge of philosophy

#### **Acquired Skills:**

- 1. Understanding the principles and theories of psychology
- 2. Familiarity with basic psychological concepts
- 3. Developing a future perspective on the applications of psychology

### **Course Content (15 weekly lessons):**

- 1. Historical overview of the emergence and development of psychology
  - Definition of psychology
  - Branches of psychology
- 2. Research methods in psychology (1):
  - o Descriptive method
  - Comparative method
- 3. Research methods in psychology (2):
  - o Experimental method
  - o Clinical method
- 4. Psychological theories and schools:
  - o Definition of theory and school, and the difference between them
- 5. Classical psychoanalytic theory
- 6. Modern psychoanalytic theory
- 7. Classical behaviorist theory (conditioning)
- 8. Operant behaviorist theory
- 9. Cognitive theory of Aaron Beck
- 10. Cognitive theory of Albert Ellis
- 11. Self-theory
- 12. Humanistic approach
- 13. Intelligence: concept, characteristics, levels, and methods of measurement
- 14. Attention: definition, types, influencing factors, and characteristics
- 15. **Memory**: definition, functions, and types

- Continuous assessment during tutorials (TD)
- Written exam during lectures

**Course Type: Core (Fundamental)** 

Course Title: Introduction to Sociology (Introduction à la sociologie)

**Credits: 5** 

**Coefficient: 2** 

#### **Learning Objectives:**

To explore various dimensions of the subject of sociology.

# **Prerequisite Knowledge:**

1. Background in philosophy

#### **Acquired Skills:**

- 1. Understanding key concepts in sociology
- 2. Familiarity with the pioneers and theorists of sociology

#### **Course Content (15 weekly lessons):**

- 1. **Definition 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):
  - o Ibn Khaldun
  - o Auguste Comte

- Karl Marx
- Max Weber
- Émile Durkheim
- 5. **Major Theoretical Approaches in Sociology** (Lessons 7–9):
  - o The Khaldunian Approach
  - o The Positivist Approach and its developments (Functionalist theory, Structuralism, Theory of Action)
  - The Marxist Approach and its developments (Classical and Neo-Marxist theory)
- 6. **Fields of Sociology** (Lesson 10)
- 7. Sociology and the Scientific Method (Lesson 11)
- 8. **Key Sociological Concepts** (Lessons 12 & 13):
  - Society
  - Social groups
  - Social processes
  - Individual and personality
  - Social action and interaction
  - Systems, structures, symbols
  - Status and role
  - o Social change, evolution, and development
- 9. Sociology and Related Sciences (Lessons 14 & 15):
  - o Philosophy
  - o Psychology
  - o Educational sciences
  - Anthropology
  - o Political science
  - o Economics
  - o Legal and administrative sciences
  - Medical sciences

- Continuous assessment during tutorials (TD)
- Written exam during lectures

**Course Type: Core (Fundamental)** 

Course Title: Introduction to Philosophy (Introduction à la philosophie)

**Credits: 5** 

**Coefficient: 2** 

#### **Learning Objectives:**

To explore the importance of philosophy and its role in rationalizing thinking.

# **Prerequisite Knowledge:**

• Background knowledge in philosophy

#### **Acquired Skills:**

- 1. Mastery of systematic and critical thinking
- 2. Ability to engage in dialogue and discussion
- 3. Familiarity with key philosophical theories

#### **Course Content (15 weekly lessons):**

- 1. Philosophy from etymological meaning to conceptual definitions
- 2. Characteristics of philosophical thinking
- 3. Main areas of philosophical thought
- 4. Philosophy and the transcendence of mythological thinking
- 5. Philosophy as systematic rational thought

- 6. Philosophy, culture, and nature
- 7. Religious truth vs. philosophical truth
- 8. Philosophical thinking and scientific thinking
- 9. The role of philosophy in understanding religion and rationalizing religious behavior
- 10. The interactive and integrative relationship between philosophy and science
- 11. Philosophy and civilization
- 12. Philosophy and education
- 13. Philosophy and political action: The role of philosophy in building civil society
- 14. Philosophy and citizenship; Philosophy and human rights
- 15. The challenges of philosophy in Arab and Islamic societies

- Continuous assessment during tutorials (TD)
- Written exam during lectures

**Semester: First** 

**Course Type: Methodological** 

Course Title: Epistemology of Social Sciences (Epistémologie des Sciences Sociales)

**Credits: 3** 

**Coefficient: 2** 

#### **Learning Objectives:**

1. To analyze the nature of knowledge

2. To explore the means of producing knowledge

#### **Prerequisite Knowledge:**

• Background knowledge in philosophy

### **Acquired Skills:**

1. Understanding the nature of scientific knowledge, its foundations, methodologies, and limitations

#### **Course Content (15 weekly lessons):**

- 1. Definition of epistemology
- 2. Foundations of epistemology
- 3. Subject matter of epistemology
- 4. Epistemology and philosophy of science
- 5. Rules of science
- 6. Scientific spirit: observation, questioning, reasoning
- 7. Types of knowledge
- 8. Characteristics of science
- 9. Goals of science
- 10. Sources of scientific knowledge
- 11. Continued: Sources of scientific knowledge
- 12. Main characteristics of scientific concepts
- 13. Objectivity
- 14. Evolution of sciences and their rules
- 15. Interpretative models

- Continuous assessment in tutorials
- Written exam in lectures

**Course Type: Methodological** 

Course Title: Descriptive Statistics (Statistique descriptive)

**Credits: 3** 

**Coefficient: 2** 

#### **Learning Objectives:**

To introduce students to descriptive statistics and how to apply its tools.

#### **Prerequisite Knowledge:**

• Background knowledge in mathematics

#### **Acquired Skills:**

• Mastery of descriptive statistical tools for use in scientific research

#### **Course Content (15 weekly lessons):**

- 1. Nature and development of statistics, its relation to other sciences, and key statistical concepts (statistical population, sample, variables, types of data, statistical scales)
- 2. Organization and presentation of quantitative data, organization and presentation of nominal data
- 3. Data visualization using graphical representations
- 4. Arithmetic mean: definition, uses, and calculation for ungrouped data
- 5. Calculation of arithmetic mean for grouped data and graphical extraction
- 6. Median: definition, uses, and calculation for ungrouped data

- 7. Calculation of median for grouped data and graphical extraction
- 8. Mode: definition, uses, calculation, and graphical extraction
- 9. Deciles and percentiles: definitions, uses, and calculations
- 10. Standard deviation and range: definitions and calculations
- 11. Variance: definition and calculation
- 12. Standard error
- 13. Coefficient of variation
- 14. Skewness coefficient
- 15. Kurtosis coefficient

- Continuous assessment in tutorials
- Written exam in lectures

**Course Type: Exploratory** 

Course Title: Documentary Research 1 (Recherche documentaire)

Credits: 1

**Coefficient: 1** 

#### **Learning Objectives:**

To enable students to benefit from their reading and research.

#### **Prerequisite Knowledge:**

• Basic reading and research skills

#### **Acquired Skills:**

• Ability to follow and apply the steps and strategies of documentary research in academic work

#### **Course Content (15 weekly lessons):**

- 1. Conceptual introduction to key terminology of the unit
- 2. Information search: concept and methods
- 3. Information search: purposes, justifications, and objectives
- 4. Information search: obstacles and how to overcome them
- 5. Information professionals and documentary research
- 6. Techniques and tools of information retrieval
- 7. Historical development of bibliographic tools

- 8. Documentary needs: sources of documentary research and how to use them
- 9. Documentary needs: planning documentary research needs
- 10. Documentary needs: levels of documentary needs
- 11. Types of reference sources and containers
- 12. Principles and rules of documentary research
- 13. Methods and strategies of documentary research
- 14. Evaluating and filtering search results
- 15. Referencing and citation styles and rules

- Continuous assessment during tutorials
- Written exam in lectures

**Course Type: Exploratory** 

Course Title: Introduction to Economics (Introduction à l'économie)

Credits: 1

**Coefficient: 1** 

#### **Learning Objectives:**

To gain knowledge of the science of economics, its main schools of thought, and key theories.

### **Prerequisite Knowledge:**

- Completion of first-semester core units
- Introduction to Philosophy

### **Acquired Skills:**

- Ability to perform basic economic analysis
- Ability to identify types of resources and classify needs

#### **Course Content (15 weekly lessons):**

- 1. General introduction to economics: definition, types of economic analysis, key concepts (scarcity, resources, needs, the economic problem), and methods
- 2. Relationship between economics and social sciences
- 3. Development of economic thought (in Ancient Egypt, Greece, Rome, and Islamic civilization)
- 4. Economic schools of thought: Physiocrats and Mercantilists

- 5. Economic schools of thought: Classical and Neoclassical
- 6. Economic schools of thought: Liberals and Marxists
- 7. Theory of Supply
- 8. Theory of Demand
- 9. Theory of Production and Costs
- 10. Theory of Consumer Behavior
- 11. Economic systems: Capitalist, Socialist, Mixed, and Islamic
- 12. Economic exchanges: markets and pricing
- 13. Economic activities: production, distribution, consumption, saving, investment
- 14. The state and the economy: taxation, inflation, public debt, societal self-sufficiency
- 15. The new economy (knowledge economy)

• Written exam during the lecture

Course Type: Exploratory

Course Title: *History of Algeria 1* (Histoire de l'Algérie)

Credits: 1

**Coefficient: 1** 

**@** Learning Objectives:

To introduce students to the ancient and modern history of Algeria.

**Prerequisite Knowledge:** 

Basic knowledge of history.

# **Acquired Skills:**

- Understanding the history of Algeria
- Tracing the historical evolution of the Algerian territory over time
- Course Content (15 lessons for the semester):
  - 1. Geography and toponymy of the Algerian territory
  - 2. Prehistoric civilizations in Algeria
  - 3. The Berber kingdoms
  - 4. Relations between Berber kingdoms and the Phoenicians
  - 5. Roman occupation and resistance

- 6. Vandal occupation and resistance
- 7. Byzantine occupation and resistance
- 8. The Islamic conquests
- 9. The era of the governors (Wulat)
- 10. The Rustamid state
- 11. The Fatimid state
- 12. The Hammadid state
- 13. The Almoravid state
- 14. The Almohad state
- 15. The Zayyanid state

- Continuous assessment during tutorials
- Written exam during lectures

Course Type: Transversal

Course Title: Concepts and Terminology (Terminologie)

**©** Credits: 1

**Coefficient: 1** 

# **@** Learning Objectives:

To introduce students to the key terms used in course units in a foreign language.

# **Prerequisite Knowledge:**

Ability to read in a foreign language.

# **Acquired Skills:**

Ability to read and understand academic texts in their field of study in a foreign language.

### Course Content (15 lessons for the semester):

- 1. Philosophy: from etymological to terminological meanings
- 2. Characteristics of philosophical thinking
- 3. Main branches of philosophical thought
- 4. Philosophy and the overcoming of mythical thinking
- 5. Philosophy as rational and methodological thinking
- 6. Definition of sociology
- 7. History of sociology (from social thought to sociology)
- 8. Subject matter of sociology
- 9. Founders of sociology: Ibn Khaldun, Auguste Comte, Karl Marx
- 10. Founders of sociology: Max Weber, Émile Durkheim
- 11. Introduction to psychology
- 12. Historical overview of the emergence and development of psychology
- 13. Research methods in psychology: descriptive and experimental
- 14. Schools of psychology
- 15. The psychoanalytic school

- Group work
- Participation
- Homework assignments

**Semester: Second** 

Course Type: Core

Course Title: Introduction to Educational Sciences (Introduction aux Sciences de l'éducation)

Credits: 5

**Coefficient: 2** 

**@** Learning Objectives:

To introduce students to the field of Educational Sciences and its constituent disciplines.

# **Prerequisite Knowledge:**

Familiarity with introductory philosophy and psychology.

# **Acquired Skills:**

Ability to understand the content and structure of educational sciences, the disciplines it comprises, the specificities of its fields, and their complementarity.

# Course Content (15 lessons for the semester):

1. Concept and fields of Educational Sciences

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



Continuous assessment in tutorials / Written exam in lectures

**Semester: Second** 

Unit Type: Core

Course Title: Introduction to Demography (Introduction à la démographie)

Credits: 5

**Coefficient: 2** 

**@** Learning Objectives:

To familiarize students with the science of demography, its fields, and its development.

**Prerequisite Knowledge:** 

Completion of the Sociology course unit.

# **Acquired Skills:**

- Ability to calculate and analyze demographic indicators
- Ability to obtain and use demographic data

### Course Content (15 lectures for the semester):

- 1. The concept of demography, its origins and development
- 2. The relationship between demography and other sciences
- 3. Types of demography
- 4. Sources of static data
- 5. Sources of dynamic data
- 6. Demographic theories
- 7. Social theories
- 8. Economic theories
- 9. Demographic phenomena
- 10. The phenomenon of mortality
- 11. The phenomenon of marriage
- 12. The phenomenon of migration
- 13. Demographic growth
- 14. Population dynamics
- 15. Population pyramids

# **Assessment Method:**

Continuous assessment in tutorials / Written exam in lectures

**Semester: Second** 

Course Type: Core

Course Title: Introduction to Speech and Language Therapy (Orthophonie)

(Introduction à l'orthophonie)

Credits: 5

**Coefficient: 2** 

# **@** Learning Objectives:

• Acquire basic knowledge of speech and language therapy (orthophonie).

# **Prerequisite Knowledge:**

• Completion of Psychology course unit.

# **Acquired Skills:**

• Understanding the field of orthophonie and identifying language and communication disorders.

### Course Content (15+ lectures for the semester):

- 1. Definition of orthophonie and related Arabic terms drawn from Arab heritage
- 2. Relationship between orthophonie and related sciences
- 3. Fields and areas of orthophonie
- 4. Oral language disorders related to developmental context
- 5. Written language disorders related to developmental context
- 6. Hearing impairment
- 7. Voice disorders due to vocal performance dysfunction
- 8. Aphasiology (language disorders resulting from brain injury)
- 9. Language disorders linked to intellectual disability
- 10. Language disorders in pervasive developmental disorders
- 11. Language and communication disorders in psychiatric disorders
- 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 and testing tools) and therapeutic approach (management and treatment tools)
- 16. The profession and practice of orthophonie

Continuous assessment in tutorials / Written exam in lectures

**Semester: Second** 

Course Type: Core

Course Title: Major Intellectual Currents

(Les grands courants de pensée)

Credits: 5

Coefficient: 2

# **@** Learning Objectives:

• Introduce students to the major intellectual currents.

# **Prerequisite Knowledge:**

• Completion of Introduction to Philosophy, Psychology, and Sociology units.

# **Acquired Skills:**

• Ability to understand the content of intellectual movements, their characteristics, strengths, and limitations.

# Course Content (15 lectures for the semester):

- 1. Conceptual introduction (stream, school, doctrine...)
- 2. Idealism
- 3. Rationalism
- 4. Empiricism
- 5. Materialism
- 6. Structuralist currents
- 7. Functionalism
- 8. Marxism
- 9. Darwinian evolutionism
- 10. Existentialism
- 11. Psychoanalytic theory
- 12. Behaviorism
- 13. Pragmatism
- 14. Phenomenology
- 15. Hermeneutics

Continuous assessment in tutorials / Written exam in lectures

**Semester: Second** 

Course Type: *Methodological* 

Course Title: Scientific Research Methodology

(Méthodologie de la recherche scientifique)

Credits: 3

**Coefficient: 2** 

# **@** Learning Objectives:

• Introduce students to the methodology of scientific research and its steps.

# **Prerequisite Knowledge:**

• Knowledge in epistemology.

# **Acquired Skills:**

- 1. Studying methodology helps students prepare scientific research.
- 2. Formulating a research problem and constructing a topic.
- 3. Ability to enter the experimental field and apply research techniques.

# Course Content (15 lectures for the semester):

- 1. Stages of the development of scientific research
- 2. Concept of science and scientific research
- 3. Objectives of scientific research
- 4. Characteristics of scientific research
- 5. Research issues in the humanities and social sciences
- 6. Types of scientific research
- 7. Steps of the scientific research process
- 8. Concept of scientific methodology
- 9. Historical method
- 10. Case study method
- 11. Content analysis method
- 12. Descriptive method
- 13. Experimental method

- 14. Quantitative approach in social sciences
- 15. Qualitative approach in social sciences

Continuous assessment in tutorials / Written exam in lectures

**Semester: Second** 

Course Type: Methodological

Course Title: Inferential Statistics

(Statistique inférentielle)

Credits: 3

Coefficient: 2

**@** Learning Objectives:

• To perform statistical inference and become familiar with some of its tools.

# **Prerequisite Knowledge:**

• Completion of the *Descriptive Statistics* course in the first semester.

# **Acquired Skills:**

• Mastery of certain statistical tools and using their results to draw inferences.

# Course Content (15 lessons throughout the semester):

- 1. Measures of central tendency
- 2. Definition and applications of measures of central tendency
- 3. Arithmetic means
- 4. Exercises
- 5. Median, quartiles, deciles, percentiles
- 6. Exercises
- 7. Measures of dispersion
- 8. Types of dispersion measures: range, quartile deviation, mean deviation, variance
- 9. Standard deviation, coefficient of variation, quartile coefficient of variation
- 10. Exercises
- 11. Skewness and kurtosis
- 12. Definition of skewness and kurtosis measures
- 13. Measures and coefficients of skewness

- 14. Measures and coefficients of kurtosis
- 15. Exercises

Continuous assessment during tutorials / Written exam in lectures

**Semester: Second** 

Course Type: *Exploratory* 

Course Title: Documentary Research 2

(Recherche documentaire 2)

Credits: 1

**Coefficient: 1** 

# **@** Learning Objectives:

• To enable students to benefit from their reading and personal research.

# **Prerequisite Knowledge:**

• Ability to read and engage in personal reading.

# **Acquired Skills:**

• Mastery of the steps and strategies of documentary research and the ability to apply them in academic work.

# Course Content (15 lessons throughout the semester):

- 1. Documentary research: from bibliographies to webographies
- 2. Reference sources and research tools in science and technology
- 3. Reference sources and research tools in natural sciences, life sciences, medicine, and agricultural sciences
- 4. Documentary research tools: search engines
- 5. Documentary research tools: catalogs and search guides
- 6. Documentary research tools: online portals
- 7. Documentary research using databases
- 8. Online documentary research
- 9. Simple and advanced search strategies
- 10. Research using national, Arab, and international catalogs
- 11. Research in restricted-access databases

- 12. Research using open-access journals
- 13. Research in institutional digital repositories
- 14. Semantic search engines and ontologies
- 15. Data mining and knowledge extraction from sources

Continuous assessment during tutorials / Written exam in lectures

**Semester: Second** 

Course Type: *Exploratory* 

Course Title: *History of Algeria 2* 

(Histoire de l'Algérie 2)

**©** Credits: 1

**Coefficient: 1** 

# **@** Learning Objectives:

• To familiarize students with the ancient and modern history of Algeria.

# **Prerequisite Knowledge:**

• Basic knowledge in history.

# **Acquired Skills:**

• Understanding Algerian history and its development over time.

# Course Content (15 lessons throughout the semester):

- 1. The arrival of the Ottoman Turks in Algeria and the development of the system of governance
- 2. The era of the Deys
- 3. Algeria's foreign relations and international status during the Ottoman era
- 4. The French colonization of Algeria
- 5. Resistance of Emir Abdelkader
- 6. Organization of the state under Emir Abdelkader
- 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 currents
- 12. Algerian national movement (2): Other currents
- 13. Outbreak and evolution of the Algerian revolution (1954–1962)
- 14. Post-independence Algeria: Political system
- 15. Post-independence Algeria: Society and economy



Continuous assessment in tutorials / Written exam in lectures

# Bachelor's Degree Title: School and Career Guidance and Counseling

Semester: Second

**Course Nature:** Exploratory

Course Title: Information Society (Société de l'information)

Credits: 01 Coefficient: 01

#### **Learning Objectives:**

To understand the importance of modern information technology in the context of the information revolution.

# Prerequisite Knowledge:

Basic knowledge of informatics

### **Acquired Skills:**

Ability to perceive the importance of information technology and apply it in modern life

### **Course Topics** (15 topics required per semester):

- 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. Fundamentals of the Information Society
- 6. Indicators of the Information Society
- 7. Information and Communication Technologies (ICT)
- 8. Information and Communication Networks
- 9. Distance Education
- 10. The Role of ICT in Institutions
- 11. The Digital Divide
- 12. Foundations of the Arab Information Society
- 13. Intellectual Property and Copyrights
- 14. Ethical Principles Related to the Information Society
- 15. The Information Society and Electronic Trust

#### **Assessment Method:**

Continuous assessment through directed work / written exam during lectures

## **Semester: Second**

**Course Nature:** Horizontal

**Course Title:** Concepts and Terminology in a Foreign Language (*Terminologie*)

Credits: 01 Coefficient: 01

**Learning Objectives:** 

Introduce students to specialized terms in foreign languages.

# Prerequisite Knowledge:

Ability to read in a foreign language

### **Acquired Skills:**

Ability to read specialized books in the foreign language

# **Course Topics** (15 topics):

- 1. Definition of Sociology
- 2. Fields of Sociology
- 3. Sociological Concepts
- 4. Definition of Psychology
- 5. Fields of Psychology
- 6. Psychological Concepts
- 7. Definition of Demography
- 8. Fields of Demography
- 9. Demographic Concepts
- 10. Definition of Speech Therapy (Orthophonie)
- 11. Fields of Speech Therapy
- 12. Speech Therapy Concepts
- 13. Definition of Educational Sciences
- 14. Fields of Educational Sciences
- 15. Concepts of Educational Sciences

Continuous assessment

**Semester: Third** 

Course Title: Educational Doctrines and Theories French Title: Courants théoriques en éducation

Course Nature: Core

Credits: 5 Coefficient: 2

**Learning Objectives:** 

To explore the main educational doctrines and theories

# **Prerequisite Knowledge:**

Completion of the course Introduction to Educational Sciences

### **Acquired Skills:**

Recognize major theoretical orientations in education and understand the points of divergence between them and their impact on education

#### **Course Topics** (15 topics):

- 1. Behavioral Approach: Educational Philosophy
- 2. Learning from the Behavioral School's Perspective
- 3. Teaching from the Behavioral School's Perspective
- 4. Structuralist Approach: Educational Philosophy
- 5. Learning from the Constructivist School's Perspective
- 6. Teaching from the Constructivist School's Perspective
- 7. Socio-Structuralist Approach: Educational Philosophy
- 8. Learning from the Socio-Constructivist School's Perspective

- 9. Teaching from the Socio-Constructivist School's Perspective
- 10. Cognitive Approach: Educational Philosophy
- 11. Learning from the Cognitive School's Perspective
- 12. Teaching from the Cognitive School's Perspective
- 13. Socio-Cognitive Approach: Educational Philosophy
- 14. Learning from the Socio-Cognitive School's Perspective
- 15. Teaching from the Socio-Cognitive School's Perspective

Written exam during lectures, continuous assessment through practical work

# **Semester: Third**

**Course Title:** Educational Psychology 1 **French Title:** *Psychologie de l'éducation 1* 

**Course Nature:** Core

Credits: 5 Coefficient: 2

# **Learning Objectives:**

Understand the fundamentals of educational psychology and its field applications.

Understand the main learning-related issues.

# **Prerequisite Knowledge:**

Knowledge of psychology and educational sciences

#### **Acquired Skills:**

Mastery of subject-specific knowledge

# **Course Topics** (15 topics):

- 1. Fundamentals of Learning
- 2. How Humans Learn
- 3. Constructivist Theory
- 4. Learning Requirements
- 5. Learning and Learner Needs
- 6. Learning and Motivation
- 7. Competence and Motivation
- 8. Learning Culture
- 9. Learning and Culture
- 10. Self-regulation and Learning
- 11. Self-efficacy and Learning
- 12. Learner Needs in the Educational Process
- 13. Characteristics of 21st Century Learners
- 14. Emotions and Learning
- 15. Learning Styles

#### **Assessment Method:**

Written exam during lectures, continuous assessment through practical work

**Semester: Third** 

Course Title: Methods and Strategies of Modern Teaching French Title: Méthodes et stratégies de l'enseignement actuel

**Course Nature:** Core

Credits: 5 Coefficient: 2

## **Learning Objectives:**

- Understand teaching methods
- Explore teaching strategies
- Develop a critical perspective on the topic

# Prerequisite Knowledge:

• Completion of Introduction to Educational Sciences and Introduction to Psychology

# **Acquired Skills:**

- Mastery of teaching methods and strategies
- Ability to choose the most appropriate strategy depending on context

# **Course Topics** (15 lessons):

- 1. Concept of teaching methods and strategies
- 2. The teacher's role in the didactic triangle
- 3. General foundations of teaching methods
- 4. Direct teaching method and its stages
- 5. Indirect teaching method and its stages
- 6. Main teaching strategies
- 7. Relationship between teaching strategies and metacognition
- 8. Cooperative learning strategy
- 9. Role-playing strategy
- 10. Critical thinking strategy
- 11. Guided discovery strategy
- 12. Self-questioning strategy

- 13. Constructivist thinking strategy
- 14. Creative thinking strategy
- 15. Practical applications of the strategies

Written exam during lectures; continuous assessment through practical work

**Semester: Third** 

**Course Title:** Comparative Education **French Title:** *Éducation comparée* 

**Course Nature:** Core

Credits: 5 Coefficient: 2

# **Learning Objectives:**

• Discover the field of comparative education and various educational systems

# **Prerequisite Knowledge:**

• Completion of Introduction to Educational Sciences

#### **Acquired Skills:**

• Ability to analyze and compare various aspects of education

## **Course Topics** (15 lessons):

- 1. Concept, importance, and goals of comparative education
- 2. Origins and development of comparative education
- 3. Education systems in North Africa: Algeria, Tunisia, Morocco
- 4. Francophone education systems: Belgium, France, Quebec
- 5. UNESCO: its goals and missions
- 6. UNESCO's international contributions to education
- 7. Education worldwide through OECD reports and evaluations
- 8. Examples from PISA evaluations
- 9. Education and identity conflicts in Algeria
- 10. Status of foreign languages in Algeria's educational system
- 11. Consequences of linguistic disparity between national education and higher education in Algeria
- 12. Epistemology of comparative education
- 13. Research methods in comparative education
- 14. Educational reforms in Algeria
- 15. Educational policies in Algeria since independence

#### **Assessment Method:**

Written exam during lectures; continuous assessment through practical work

**Semester: Third** 

**Course Title:** Educational Research Methodology 1 **French Title:** *Méthode de recherche en éducation* 

**Course Nature:** Methodological

Credits: 3 Coefficient: 2

## **Learning Objectives:**

• Introduce students to research methodology in educational sciences

# **Prerequisite Knowledge:**

• Knowledge of epistemology and educational theories

### **Acquired Skills:**

- Understand the differences between quantitative and qualitative approaches
- Master the research process

### **Course Topics** (15 lessons):

- 1. Objectives of educational research
- 2. Basic models in social science research
- 3. Specificities of research in social sciences
- 4. Choosing a research topic in the quantitative approach
- 5. Formulating a research problem in the quantitative approach
- 6. Formulating hypotheses
- 7. Conditions of a scientific hypothesis
- 8. Correlational research
- 9. Causal-comparative research
- 10. Experimental and quasi-experimental research (Part 1)
- 11. Experimental and quasi-experimental research (Part 2)
- 12. Survey research
- 13. Sampling
- 14. Data collection tools in the quantitative approach

### 15. Presentation and discussion of results in the quantitative approach

#### **Assessment Method:**

Written exam during lectures; continuous assessment through practical work

## **Semester: Third**

Course Title: Educational Measurement and School Test Construction (1)

French Title: Edumétrie et élaboration de tests scolaires 1

Course Nature: Methodological

Credits: 3
Coefficient: 2

# **Learning Objectives:**

• Familiarize students with educational measurement and test construction

# Prerequisite Knowledge:

• Knowledge in statistics and research methodology

# **Acquired Skills:**

• Mastery of educational measurement and construction of school tests

# **Course Topics** (15 lessons):

- 1. Foundations of educational measurement
- 2. Classical test theory
- 3. Item response theory

- 4. Norm-referenced tests
- 5. Criterion-referenced tests
- 6. Performance-based assessments
- 7. Types of standardized tests
- 8. Construction of educational tests
- 9. Types of educational measurement tools
- 10. Evaluation portfolio (Part 1)
- 11. Evaluation portfolio (Part 2)
- 12. Measurement errors
- 13. Item analysis
- 14. Reliability (Part 1)
- 15. Reliability (Part 2)

Continuous assessment in directed work and written exam during lectures

**Bachelor's Degree Title: School and Career Guidance and Counseling** 

**Semester: Third** 

**Course Title: Socio-Educational Psychology** 

French Title: Psychosociologie de l'éducation

**Course Nature:** Exploratory

Credits: 1
Coefficient: 1

### **Learning Objectives:**

Introduce students to the psychological and social dimensions of education

#### **Prerequisite Knowledge:**

Completion of introductory units in psychology, sociology, and educational sciences

#### **Acquired Skills:**

Ability to analyze educational action from psychological and social perspectives, and understand the interaction between these dimensions

### **Course Topics (15 lessons):**

- 1. Subject of Psychology
- 2. Subject of Sociology
- 3. Subject of Education
- 4. Interaction of these sciences with each other
- 5. Socialization
- 6. The school's role in achieving psychological and social harmony
- 7. School social interaction (cooperation, competition, conflict...)
- 8. Teacher-learner interaction
- 9. Group psychology (definition, conditions, influencing factors)
- 10. Dynamics of the educational group
- 11. Theoretical foundations of group psychology and social role-playing
- 12. School leadership (concept and theories)
- 13. Learner characteristics and school relationships
- 14. Status and social role-playing
- 15. Role theory and its educational applications
- 16. Educational and social measurement (definition, conditions, relevance)
- 17. The educational group

#### **Assessment Method:**

Written exam during lectures and continuous evaluation of practical work

# **Course Title: Developmental Psychology**

French Title: Psychologie du développement

**Course Nature:** Exploratory

Credits: 1
Coefficient: 1

## **Learning Objectives:**

Understand the origin and development of developmental psychology and the stages of human growth

#### **Prerequisite Knowledge:**

Completion of Introduction to Psychology

#### **Acquired Skills:**

Ability to understand human developmental processes and conduct related studies

# **Course Topics (15 lessons):**

- 1. Concept, subject, objectives, and importance of developmental psychology
- 2. Origins and evolution of developmental psychology
- 3. Factors influencing development
- 4. Human development: prenatal stage
- 5. Human development: childhood
- 6. Human development: adolescence
- 7. Aspects of development: physical development
- 8. Sensory-motor development
- 9. Emotional and social development
- 10. Verbal and non-verbal communication development
- 11. Cognitive development
- 12. Research methods in developmental psychology
- 13. Core theories (Wallon, Piaget, Freud)
- 14. Core theories (repetition for in-depth study)

## 15. Developmental tests

#### **Assessment Method:**

Written exam and continuous assessment in directed work

#### **Course Title: Informatics – Introduction to MS Word**

French Title: Informatique : Initiation à MS Word 2013 ou version ultérieure

Course Nature: Horizontal

Credits: 1
Coefficient: 1

## **Learning Objectives:**

Creating, formatting, and laying out text documents

# **Prerequisite Knowledge:**

Basic computer use

# **Acquired Skills:**

Mastery of MS Word 2013 or later for creating text documents

### **Course Topics (15 lessons):**

- 1. Essential computer components: Unit, screen, keyboard...
- 2. Evolution of MS Word (versions)
- 3. Word 2013: interface and components
- 4. Basic and essential buttons and icons
- 5. Practice session: using buttons and icons
- 6. Tabs: Home, Insert, Layout...

- 7. Practice session on tabs
- 8. Text entry, formatting, and correction
- 9. Practice on text input and formatting
- 10. Paragraph formatting
- 11. Paragraph formatting exercises
- 12. Character formatting, borders, and shading
- 13. Exercises on character formatting, borders, and shading
- 14. Inserting characters, shapes, and charts
- 15. Practice: inserting characters, shapes, and charts

Continuous assessment throughout the semester

# **Course Title: Educational Concepts and Terminology (in a Foreign Language)**

French Title: Terminologie de l'éducation en langue étrangère

Course Nature: Horizontal

Credits: 1
Coefficient: 1

## **Learning Objectives:**

Familiarize students with key educational doctrines and theories in a foreign language for better understanding of terms and content in both Arabic and the foreign language

# Prerequisite Knowledge:

Completion of Introduction to Educational Sciences

# **Acquired Skills:**

Identify and distinguish between key educational theories in a foreign language

### **Course Topics (15 lessons):**

- 1. Behavioral school: philosophical foundations
- 2. Learning from a behavioral perspective
- 3. Teaching from a behavioral perspective
- 4. Constructivist school: philosophical foundations
- 5. Learning from a constructivist perspective
- 6. Teaching from a constructivist perspective
- 7. Socio-constructivist school: philosophical foundations
- 8. Learning from a socio-constructivist perspective
- 9. Teaching from a socio-constructivist perspective
- 10. Cognitive school: philosophical foundations
- 11. Learning from a cognitive perspective
- 12. Teaching from a cognitive perspective
- 13. Socio-cognitive school: philosophical foundations
- 14. Learning from a socio-cognitive perspective
- 15. Teaching from a socio-cognitive perspective

#### **Assessment Method:**

- Written exam for lectures at the end of the semester
- Continuous assessment for practical work

**Semester: Fourth** 

# **Course Title: Orientation and Counseling**

French Title: Orientation et guidance

**Course Nature:** Core

Credits: 5 Coefficient: 2

## **Learning Objectives:**

Understand the fundamentals of orientation and counseling and the major theoretical approaches

### **Prerequisite Knowledge:**

Completion of Educational Psychology

### **Acquired Skills:**

Mastery of terminology and knowledge related to orientation and counseling

# **Course Topics (15 lessons):**

- 1. Basic concepts in counseling and guidance
- 2. Historical developments of counseling and guidance
- 3. Counseling theories (Part 1)
- 4. Counseling theories (Part 2)
- 5. Counseling theories (Part 3)
- 6. Fields of guidance and counseling
- 7. Core skills of the counselor
- 8. Psychological intervention
- 9. Psychological evaluation in guidance and counseling
- 10. Individual and group counseling
- 11. Building a client profile
- 12. Counseling interview
- 13. Cultural influences in the counseling process
- 14. Use of technology in counseling and guidance

# 15. Ethics in guidance and counseling

### **Assessment Method:**

Continuous assessment in practical work, written exam during lectures

**Bachelor's Degree Title: School and Vocational Guidance** 

**Semester: Fourth** 

**Course Title: Educational Psychology 2** 

French Title: Psychologie de l'éducation 2

Course Type: Core

Credits: 5
Coefficient: 2

# **Learning Objectives:**

To familiarize students with the subject of educational psychology and its fields.

# **Prerequisites:**

Completion of Educational Psychology 1

## **Acquired Competencies:**

- Understanding the requirements of effective teaching and how to achieve successful learning.
- Gaining insight into the specificities of online and distance education.

### **Course Contents (15 lessons):**

- 1. Autonomous learning
- 2. Classroom communication
- 3. Classroom management
- 4. Teaching students with learning difficulties
- 5. Teaching gifted children
- 6. The role of parents in children's learning
- 7. Factors contributing to academic success
- 8. Teaching strategies
- 9. Active learning
- 10. Standardized testing
- 11. Teacher training
- 12. Preschool education
- 13. Education in the primary stage
- 14. Distance learning
- 15. Impact of pandemics and epidemics on the teaching-learning process

#### **Assessment Method:**

Continuous assessment in tutorials, and final exam in lectures.

# **Course Title: Epistemology of Education**

French Title: Epistémologie de l'éducation

**Course Type:** Core

Credits: 5 Coefficient: 2

### **Learning Objectives:**

To explore the epistemological foundations of educational sciences.

# **Prerequisites:**

- Introduction to Educational Sciences
- Introduction to Philosophy

#### **Acquired Competencies:**

Ability to engage in scientific thinking and adopt its methods and approaches.

### **Course Contents (15 lessons):**

- 1. Nature and subject of epistemology
- 2. Objectives and aims of epistemology
- 3. Nature of scientific knowledge
- 4. Reflections on the scientific nature of educational sciences
- 5. Epistemology according to Karl Popper
- 6. Epistemology according to Gaston Bachelard
- 7. Major epistemological trends
- 8. Rationalist approach
- 9. Empirical approach
- 10. Positivist approach
- 11. Realist approach
- 12. Materialist approach
- 13. Structuralist approach
- 14. Influence of epistemological approaches on learning
- 15. Influence of epistemological approaches on teaching

Continuous assessment in tutorials, and final exam in lectures.

# **Course Title: Therapeutic Education**

French Title: Éducation thérapeutique

Course Type: Core

Credits: 5 Coefficient: 2

# **Learning Objectives:**

To introduce students to the various aspects of therapeutic education, its types, and its programs.

# **Prerequisites:**

Knowledge in psychology and developmental psychology

# **Acquired Competencies:**

By the end of the semester, students will be able to understand therapeutic education concepts, diagnose disabilities, and use some types of educational therapies.

# **Course Contents (15 lessons):**

- 1. Concept, goals, and philosophy of therapeutic education
- 2. The role of the family and school in therapeutic education programs
- 3. Factors contributing to the emergence and spread of disabilities
- 4. Prevention of intellectual and physical disabilities
- 5. Diagnosis of intellectual and physical disabilities
- 6. Types of disabilities
- 7. Types of educational therapies (1)
- 8. Types of educational therapies (2)

- 9. Designing therapeutic programs
- 10. Types of therapeutic programs according to disability categories
- 11. Evaluation of therapeutic programs
- 12. Therapeutic education for children
- 13. Therapeutic education for adolescents
- 14. Individual and group care for people with special needs
- 15. Analysis and comparison of therapeutic education programs

Continuous assessment in tutorials, and final exam in lectures.

## **Course Title: Educational Planning**

French Title: Planification en éducation

**Course Type:** Exploratory

Credits: 1
Coefficient: 1

# **Learning Objectives:**

To introduce students to the concept of planning in education, its dimensions, and components.

# **Prerequisites:**

Knowledge of education

# **Acquired Competencies:**

Ability to design goal grids and educational planning schemes.

#### **Course Contents (15 lessons):**

- 1. Concept, objectives, and importance of educational planning
- 2. Emergence and development of the field
- 3. Planning theory

- 4. Theoretical approaches to designing educational plans
- 5. Foundations and principles of educational planning (1)
- 6. Foundations and principles of educational planning (2)
- 7. Designing goal grids for educational plans
- 8. Identifying the educational needs of society
- 9. Analysis of educational policies
- 10. Analysis of educational statistics
- 11. UNESCO's contributions to educational planning
- 12. Educational administrations
- 13. Educational planning in underdeveloped countries
- 14. Algerian educational plans since independence

Continuous assessment in tutorials and final exam in lectures

# **Course Title: Didactics of School Subjects**

French Title: Didactique Course Type: Exploratory

Credits: 1
Coefficient: 1

# **Learning Objectives:**

To master the didactics of core school subjects.

### **Prerequisites:**

Knowledge about teaching and learning

### **Acquired Competencies:**

Understanding the nature and specificities of teaching various subjects such as languages, mathematics, etc.

### **Course Contents (15 lessons):**

- 1. Introduction to subject didactics
- 2. Didactics of languages
- 3. Communicative and task-based approaches
- 4. Reading comprehension strategies
- 5. Listening strategies
- 6. Reading strategies
- 7. Writing strategies
- 8. Speaking strategies
- 9. Teaching values: moral and national
- 10. Didactics of mathematics
- 11. Teaching mathematics as thinking
- 12. Teaching algebraic operations
- 13. Teaching geometric figures
- 14. Solving mathematical problems
- 15. Teaching mathematical skills

#### **Assessment Method:**

Continuous assessment in tutorials and final exam in lectures

# **Course Title: Computer Science: Introduction to Excel**

French Title: Informatique : Initiation à MS Excel 2013 ou version ultérieure

Course Type: Horizontal

Credits: 1 Coefficient: 1

# **Learning Objectives:**

Creating and formatting spreadsheets

# **Prerequisites:**

Basic computer usage

## **Acquired Competencies:**

Mastery of Excel 2013 or later for creating and formatting spreadsheets

# **Course Contents (15 lessons):**

- 1. Spreadsheet software: evolution and utility
- 2. Excel 2013 or later: introduction and interface
- 3. Essential buttons and icons
- 4. Practical session on essential buttons and icons
- 5. Tabs: Home, Insert, Page Layout, etc.
- 6. Practical session on tab functions
- 7. Data entry, formatting, and manipulation
- 8. Practical session on data manipulation
- 9. Formatting content and cells
- 10. Practical session on formatting
- 11. Excel functionalities
- 12. Practical session on Excel functions
- 13. Charts and graphs
- 14. Practical session on chart creation
- 15. General revision sessions

#### **Assessment Method:**

Continuous assessment throughout the semester

Course Title: Educational Concepts and Terminology in a Foreign Language

French Title: Terminologie de l'éducation en langue étrangère

Course Type: Horizontal

Credits: 1
Coefficient: 1

# **Learning Objectives:**

To introduce students to educational concepts and terminology in a foreign language

# **Prerequisites:**

Completion of the foreign language course from the previous semester

#### **Acquired Competencies:**

Proficiency in educational terminology in a foreign language

Course Contents (15 lessons): (Identical to the Educational Planning course)

- 1. Concept, objectives, and importance of educational planning
- 2. Emergence and development of the field
- 3. Planning theory
- 4. Theoretical approaches to designing educational plans
- 5. Foundations and principles of educational planning (1)
- 6. Foundations and principles of educational planning (2)
- 7. Designing goal grids for educational plans
- 8. Identifying the educational needs of society
- 9. Analysis of educational policies
- 10. Analysis of educational statistics
- 11. UNESCO's contributions to educational planning
- 12. Educational administrations
- 13. Educational planning in underdeveloped countries
- 14. Algerian educational plans since independence

Continuous assessment throughout the semester

**Semester: Fifth** 

Course Title: Foundations and Theories of School and Vocational Guidance and Counseling 1

Course Title (French): Fondements et théories en counselling et orientation scolaires et professionnels

Course Type: Core

Credits: 5 Coefficient: 2

**Course Objectives:** 

Introduce students to the foundations and theories of school and vocational guidance and counseling.

### **Prerequisite Knowledge:**

Basic knowledge of school education and vocational training.

### **Acquired Competencies:**

Ability to understand and interpret school and vocational guidance from different perspectives and grasp its foundational principles.

#### **Course Content (15 Lessons):**

- 1. Definitions and principles (guidance, counseling, adjustment, adaptation, harmony, psychotherapy, mental health...)
- 2. Basic assumptions of guidance and counseling: foundations and goals
- 3. Methods and techniques: individual and group approaches
- 4. Strategies: developmental, preventive, and therapeutic
- 5. Theoretical approaches and their educational applications
- 6. Concept and role of theory in the field
- 7. Carl Rogers' Self Theory
- 8. Albert Ellis' Rational-Emotive Therapy
- 9. Williamson's Trait and Factor Theory
- 10. Gestalt Theory (Koffka, Köhler, Lewin, Perls...)
- 11. School and vocational guidance (needs and goals)
- 12. Fields of guidance: religious, ethical, psychological, educational, social, academic, and vocational
- 13. Competencies and characteristics of guidance counselors

14. Educational, vocational, and family fields of counseling

#### **Assessment Method:**

Written exam in lectures + continuous assessment in tutorials

# **Course Title: Counseling and Mental Health**

Course Title (French): Counselling et santé psychique

Course Type: Core

Credits: 5 Coefficient: 2

**Course Objectives:** 

Introduce students to the importance of counseling in maintaining the mental health of learners and trainees.

## **Prerequisite Knowledge:**

Basic knowledge in psychology.

# **Acquired Competencies:**

Ability to conduct counseling aimed at preserving students' and trainees' mental health.

#### **Course Content (15 Lessons):**

- 1. Definition and goals of mental health
- 2. Indicators of mental health: psychological adjustment, adaptability
- 3. Aspiration and self-actualization
- 4. Autonomy and responsibility
- 5. Social integration and sense of belonging
- 6. Emotional stability
- 7. Family and mental health: stability, satisfaction, emotional security
- 8. Family cohesion and social adaptation
- 9. Family, identity, and self-actualization
- 10. School-related mental health issues
- 11. School guidance and academic adjustment

- 12. Work and mental health: vocational guidance
- 13. Vocational training, unemployment, and their impact
- 14. Mechanisms for assessing the prevalence of mental disorders
- 15. Mental health care services and prevention programs

#### **Assessment Method:**

Written exam in lectures + continuous assessment in tutorials

#### **Course Title: School and Vocational Guidance**

Course Title (French): Orientation scolaire et professionnelle

Course Type: Core

Credits: 5 Coefficient: 2

**Course Objectives:** 

Familiarize students with the reality of vocational guidance in Algeria and worldwide.

## **Prerequisite Knowledge:**

Knowledge of education and training systems.

#### **Acquired Competencies:**

Understanding the process of school and vocational guidance in Algeria and various international systems.

- 1. Concept of school and vocational guidance
- 2. Emergence and evolution of guidance practices in Algeria
- 3. Critical analysis of Algeria's guidance experience
- 4. Theories explaining school and vocational guidance
- 5. Policy standards in Algerian guidance
- 6. Roles of guidance counselors in Algeria
- 7. Problems facing guidance in Algeria
- 8. Study of international models in guidance

- 9. Role of guidance in academic choice and success
- 10. Vocational education in Algeria
- 11. The current state of vocational training in Algeria
- 12. Vocational guidance theories
- 13. Issues in vocational training
- 14. Relationship between apprenticeship centers and the labor market
- 15. Arab and international experiences in vocational guidance

#### **Assessment Method:**

Written exam in lectures + continuous assessment in tutorials

## **Semester: Fifth**

Course Title: Applied Statistics French Title: Statistique Appliquée Course Type: Methodological

**Credits:** 3 **Coefficient:** 2

## **Learning Objectives:**

To introduce students to some aspects of applied statistics.

### **Prerequisite Knowledge:**

Basic knowledge of descriptive statistics and general research methodology.

#### **Acquired Skills:**

Ability to perform statistical procedures.

## **Course Content (15 topics):**

- 1. Introduction to Statistics (descriptive and inferential statistics)
- 2. Basic Concepts: population, sample, data, and variables
- 3. Types of variables (nominal, ordinal, interval)
- 4. Measures of central tendency (mean, median, mode, percentiles)
- 5. Measures of dispersion: range, standard deviation, variance...
- 6. Correlation: definition, types, strength...
- 7. Main correlation measures: Pearson, Spearman...
- 8. Other correlation measures: point biserial, Phi coefficient (for two nominal, discrete variables)
- 9. Other correlation measures: Cramér's V, fourfold table association coefficient (for two dichotomous nominal variables)
- 10. Hypothesis testing (statistical vs scientific hypothesis, steps, errors)
- 11. Tests of difference: Chi-square test
- 12. Tests of difference: t-test (1)
- 13. Tests of difference: t-test (2)
- 14. Tests of difference: t-test (3)
- 15. Analysis of variance (F-test)

#### **Evaluation Method:**

Continuous assessment in practical work and a final written exam in lectures.

**Semester: Fifth** 

Course Title: School Organization and Legislation French Title: Organisation et législation scolaire

**Course Type:** Exploratory

Credits: 1
Coefficient: 1

## **Learning Objectives:**

To introduce students to the legal and regulatory texts governing national education.

### **Prerequisite Knowledge:**

General knowledge in education.

#### **Acquired Skills:**

Ability to understand the structure of national education institutions and to locate the relevant legal texts when needed.

## **Course Content (15 topics):**

- 1. Overview of the 2008 Orientation Law on National Education
- 2. Documentary sources of legal and regulatory texts in education
- 3. Principles, goals, and missions of the Algerian school system strengths and weaknesses
- 4. School organization: preschool, basic, and secondary education
- 5. Rights and responsibilities of the educational community
- 6. Central educational administration structure: Directorate functions (1)
- 7. Central educational administration structure: Directorate functions (2)
- 8. Provincial directorates' structure and functions
- 9. Education councils
- 10. Class councils
- 11. Orientation and management councils
- 12. Disciplinary councils
- 13. Specialized education
- 14. Private education in Algeria
- 15. General review

### **Evaluation Method:**

Written exam in lectures.

#### Semester 5

Course Title: Concepts and Terminology in Education in a Foreign Language

French Title: Terminologie de l'éducation en langue étrangère

Course Nature: Horizontal

Credits: 1 Coefficient: 1

**Learning Objectives:** 

To introduce students to educational concepts and terminology in foreign languages.

### **Prerequisite Knowledge:**

Knowledge of foreign languages and educational terminology in Arabic.

## **Acquired Skills:**

Students will be able to read specialized literature in the foreign language of their choice.

### **Course Content (15 lessons):**

- 1. Defining key concepts and principles (guidance, counseling, adaptation, adjustment, accommodation, psychotherapy, mental health...)
- 2. Fundamental assumptions of guidance and counseling: foundations and objectives.
- 3. Counseling and guidance methods: individual and group approaches.
- 4. Approaches and strategies in guidance and counseling (developmental, preventive, therapeutic).
- 5. Theoretical perspectives on guidance and counseling and their educational applications.
- 6. Definition and function of theory, and its role in school and vocational guidance.
- 7. Carl Rogers' Self-Theory (1951).
- 8. Albert Ellis's Rational-Emotive Therapy (1973).
- 9. Williamson's Trait and Factor Theory.
- 10. Gestalt Theory (Koffka, Köhler, Lewin, Birls).
- 11. School and vocational counseling: needs and objectives.
- 12. Areas of school and vocational counseling (moral/religious, psychological, educational, social, academic, vocational).
- 13. Qualifications and characteristics of the guidance specialist (traits, skills, tasks...).
- 14. Educational, vocational, and family domains of guidance and counseling.
- 15. General review.

Assessment Method: Continuous assessment throughout the semester.

#### Semester 6

Course Title: Foundations and Theories in School and Vocational Guidance and Counseling 2 French Title: Fondements et théories en counselling et orientation scolaires et professionnels

**Course Nature:** Core

Credits: 5 Coefficient: 2

### **Learning Objectives:**

To introduce students to the foundations and theories of school and vocational guidance and counseling.

## **Prerequisite Knowledge:**

Familiarity with school education and vocational training.

#### **Acquired Skills:**

Ability to understand and interpret school and vocational guidance from various perspectives.

- 1. Behavioral Counseling Theory (Ebbinghaus, 1885).
- 2. Psychoanalytic Theory (Freud, 1856).
- 3. Humanistic Theory (Adler, 1927).
- 4. Techniques for information gathering.
- 5. Counseling interviews and guidance methods (individual and group).
- 6. Use of psychological observation.
- 7. Follow-up techniques and case studies.
- 8. Psychological testing.
- 9. History and development of school and vocational guidance in Algeria.
- 10. Foundations of school and vocational guidance.
- 11. School guidance in legislation.
- 12. Admission and orientation policies in technical guidance centers.
- 13. Administrative and pedagogical tasks of the counselor within the school.
- 14. School information campaigns.

15. Practical techniques and challenges in the field.

**Assessment Method:** Written exam in lectures and continuous assessment in tutorials.

Course Title: Individual Differences and Choice Education French Title: Différences individuelles et éducation aux choix

**Course Nature:** Core

Credits: 5 Coefficient: 2

#### **Learning Objectives:**

To introduce students to individual differences in learning and education through personal choices.

### Prerequisite Knowledge:

Knowledge in psychology and education.

## **Acquired Skills:**

Understanding the impact of individual differences on learning and training, and the importance of orientation based on choices.

- 1. Concept of individual differences and differential psychology.
- 2. Types, characteristics, and dimensions of individual differences.
- 3. Educational applications of individual differences.
- 4. Definition, origin, and importance of choice education.
- 5. Stages: exploration, sorting, prioritizing, implementation.
- 6. Areas and activities: guidance, project education, information, assessment.
- 7. Required competencies and information for choice education.
- 8. Choice education programs: definition, importance, sources.
- 9. Building personal (academic and vocational) projects.
- 10. Academic and vocational perceptions and self-concept.
- 11. Role of student perceptions in specialty selection.
- 12. Theoretical framework of academic/vocational perceptions.
- 13. Impact of professional perceptions on track selection.
- 14. Choice education and school appeals.

15. School mapping and educational/vocational choice.

**Assessment Method:** Written exam in lectures and continuous assessment in tutorials.

**Course Title:** School and Vocational Adaptation **French Title:** Adaptation scolaire et professionnelle

**Course Nature:** Core

Credits: 5 Coefficient: 2

## **Learning Objectives:**

To introduce students to the concepts, factors, and determinants of school and vocational adaptation.

## **Prerequisite Knowledge:**

Knowledge of school and vocational learning.

## **Acquired Skills:**

Ability to diagnose cases of adaptation and maladaptation in school and vocational contexts.

- 1. General introduction to adaptation.
- 2. Concept of adaptation vs. adjustment.
- 3. Dimensions of adaptive behavior (psychological, social, educational, religious, political, economic).
- 4. Characteristics of adaptation (functionality, individuality, relativity, dynamism, normativity, harmony).
- 5. Determinants of adaptive behavior.
- 6. Main theories explaining adaptive behavior.
- 7. Manifestations of adaptive behavior.
- 8. Manifestations of maladaptive behavior.
- 9. Relationship between adaptation, adjustment, and mental health.
- 10. Symptoms and signs of maladaptation.
- 11. Vocational adaptation: concept, dimensions, characteristics.
- 12. Manifestations of vocational adaptation.
- 13. Factors affecting vocational adaptation.
- 14. Sources of vocational adaptation (organizational: personal and physiological requirements, general requirements including job tasks, work environment, work output).

**15.** The role of guidance in achieving school and vocational adaptation.

**Assessment Method:** Written exam in lectures and continuous assessment in tutorials.

Semester 6

**Course Title:** School Disorders and Difficulties **French Title:** Troubles et difficultés scolaires

**Course Type:** Core

Credits: 5 Coefficient: 2

#### **Learning Objectives:**

Equip students with knowledge of the main disorders and difficulties that some students may encounter.

## Prerequisite Knowledge:

Knowledge about learning.

#### **Acquired Skills:**

Ability to diagnose cases of learning disorders and difficulties.

- 1. Concept definitions, emergence and development of studies, differences between *learning disorders*, *learning difficulties*, and *specific learning disorders*
- 2. **Dysphasia**: symptoms, causes, treatments
- 3. **Dyscalculia**: symptoms, causes, treatments
- 4. **Dyslexia**: symptoms, causes, treatments
- 5. **Dysorthographia**: symptoms, causes, treatments
- 6. **Dysgraphia**: symptoms, causes, treatments
- 7. **Dyspraxia**: symptoms, causes, treatments
- 8. Common classroom behavioral difficulties: distraction, theft, stubbornness, rebellion, aggression

- 9. Psychological barriers to learning: shyness, withdrawal, maladjustment, fear
- 10. Low motivation, poor memory, weak concentration, attention deficit
- 11. Academic delay and school failure
- 12. School dropout: causes and consequences for student and society
- 13. Parental disengagement: causes, manifestations, consequences for the child/student
- 14. Pedagogical learning difficulties (Difficultés d'origine pédagogique)
- 15. General review

**Assessment Method:** Written exam in lectures and continuous assessment in tutorials

Course Title: Practical Internship French Title: Stage pratique Course Type: Methodological

Credits: 3 Coefficient: 2

### **Learning Objectives:**

Introduce students to the field of professional practice through guided supervision.

### **Prerequisite Knowledge:**

Theoretical knowledge in the field.

### **Acquired Skills:**

Students acquire basic principles of real-life professional field practice.

## **Course Content:**

Practical field internship

#### **Assessment Method:**

Attendance monitoring and student evaluation based on the number of sessions attended

Course Title: Internship Report French Title: Rapport de stage Course Type: Methodological

Credits: 3
Coefficient: 2

## **Learning Objectives:**

Enable students to write a professional internship report.

## **Prerequisite Knowledge:**

Mastery of language skills.

### **Acquired Skills:**

Ability to write a report detailing completed tasks.

## **Course Content:**

Internship report

#### **Assessment Method:**

Evaluation of the report based on criteria defined by the training team

Course Title: Environmental Education French Title: Éducation environnementale

**Course Type:** Exploratory

Credits: 1
Coefficient: 1

#### **Learning Objectives:**

Raise student awareness about environmental degradation and encourage them to seek solutions.

## Prerequisite Knowledge:

General knowledge about education and the environment.

### **Acquired Skills:**

Ability to apply knowledge to solve existing environmental issues and prevent new ones.

### **Course Content (15 lessons):**

- 1. Emergence and development of environmental education
- 2. Philosophy of environmental education
- 3. Environmental education concepts and related terminology
- 4. Goals and principles of environmental education
- 5. Dimensions: environmental and educational
- 6. Environmental education for sustainable development: origins, concept, philosophy
- 7. Goals and features of education for sustainable development
- 8. Principles of sustainable development
- 9. Relationship between environmental knowledge and environmental behavior
- 10. Human–environment interaction
- 11. The environment and the school
- 12. Pedagogical practices in environmental education
- 13. Major global environmental issues
- 14. Major environmental issues in Algeria
- 15. National institutions and policies for environmental protection

**Assessment Method:** Written exam at the end of the semester

## **Semester 6 Course Descriptions (Translation)**

Bachelor's Degree Title: Special Education and Adapted Teaching

Course Title: Contemporary Algerian Educational System

French Title: Système éducatif Algérien actuel

**Course Type:** Exploratory

Credits: 1
Coefficient: 1

### **Learning Objectives:**

To introduce students to the current Algerian educational system.

## **Prerequisite Knowledge:**

Basic knowledge of education and learning.

#### **Acquired Skills:**

Students will understand the factors that led to a re-evaluation of the national education system and grasp the core changes, benefits, and shortcomings.

- 1. Social, political, and economic transformations in Algeria during the 1990s and early 2000s
- 2. Influence of new social, political, and economic factors on education
- 3. Educational factors (emergence of the competency-based approach and educational technologies) influencing global education reforms
- 4. Structural changes in the new educational system
- 5. Changes in the teaching and learning approaches
- 6. Curriculum adaptation to the competency-based approach
- 7. Stability of educational content and philosophy with minor updates
- 8. Principles, objectives, and functions of the current national school system
- 9. Critical analysis of these principles, objectives, and functions
- 10. Comparison between the official texts and practical realities in schools (illustrative examples)
- 11. Current structure of the Algerian educational system
- 12. Critical comparison with structures of educational systems in developed countries
- 13. Adaptation of assessment strategies to the new approach

#### 14. The national orientation law on education

Assessment Method: Written exam at the end of the semester

**Course Title:** Current Global Issues

French Title: Questions Mondiales Actuelles

Course Type: Horizontal

Credits: 1 Coefficient: 1

## **Learning Objectives:**

Familiarize students with various global issues impacting humanity.

### **Prerequisite Knowledge:**

General knowledge.

#### **Acquired Skills:**

Ability to understand and interpret major global challenges.

- 1. Globalization and the new international order
- 2. Human rights
- 3. Global education system rankings
- 4. Drug abuse
- 5. Climate change and environmental issues
- 6. Democratic transitions
- 7. Technological revolution
- 8. Aging populations
- 9. Global poverty and hunger

- 10. Ethnic issues and minority rights
- 11. Irregular migration
- 12. International terrorism
- 13. North-South development gap
- 14. Financial crises
- 15. Characteristics of dictatorial regimes

**Assessment Method:** Written exam at the end of the semester

**Bachelor's Degree Title:** School and Vocational Guidance and Counseling

**Course Title:** Terminology of Education in a Foreign Language **French Title:** *Terminologie de l'éducation en langue étrangère* 

Course Type: Horizontal

Credits: 2 Coefficient: 1

### **Learning Objectives:**

Introduce students to educational concepts and terminology in foreign languages.

## **Prerequisite Knowledge:**

Knowledge of foreign languages and educational terms in Arabic.

## **Acquired Skills:**

Ability to consult domain-specific knowledge and literature in foreign languages.

## **Course Content (15 lessons):**

Continuation of theoretical approaches in guidance and counseling:

- 1. Behavioral guidance and therapy theory by Ebbinghaus (1885)
- 2. Psychoanalytic theory by Sigmund Freud (1856)

- 3. Humanistic theory by Alfred Adler (1927)
- 4. Information-gathering techniques
- 5. Counseling interviews and school guidance methods (individual and group)
- 6. Use of psychological observation
- 7. Psychological follow-up techniques and case studies
- 8. Psychological testing
- 9. School and vocational guidance in Algeria (origin and evolution)
- 10. Foundations of school and vocational guidance
- 11. Legislative texts on school guidance
- 12. Admission and guidance policies in technical centers
- 13. Administrative and pedagogical tasks of the guidance counselor in schools
- 14. School information campaigns
- 15. Fieldwork techniques and challenges in schools

Assessment Method: Continuous assessment throughout the semester

IV. Contracts/Agreements (*)
$\square$ Yes
$\square$ No
(*In case of approval, agreements and contracts must be attached in both printed and digital formats with the training program submission.)

## **Template: Letter of Intent or Interest**

(If the training offer is submitted in partnership with another university institution)

[On official letterhead of the concerned university institution]

Subject: Approval for Joint Supervision of the Bachelor's Degree Program entitled:	
The university (or university center) expresses its intention to jointly supervise the aforementioned Bachelor's program for the entire duration of its accreditation. In this context, the university (or university center) will support this training offer through:	
<ul> <li>Providing input during the design and update of the educational programs,</li> <li>Participating in seminars organized for this purpose,</li> <li>Participating in thesis defense committees,</li> <li>Contributing to the exchange of human and material resources.</li> </ul>	
Signature of the authorized official: Position: Date:	
(*) Mandatory for all professional training programs.	
Template: Letter of Intent or Interest	
(If the Bachelor's training offer is submitted in partnership with an institution from a user sector)	
[On official letterhead of the institution]	
Subject: Approval for the Bachelor's Training Project entitled:	
Submitted by:	
The institution expresses its willingness to support the above-mentioned training as a potential user of its graduates.	
In this context, we confirm our involvement in the project and commit to:	

- Providing input on the design and update of the educational programs,
- Participating in seminars organized for this purpose,
- Participating in thesis defense committees,
- Facilitating, as much as possible, the hosting of student interns within the institution as part of their final-year projects or supervised projects.

The necessary resource	es will be allocated by us to carry out these operations in order to achieve the objectives at both material and human levels.
Mr./Ms	is appointed as the external coordinator for this project.
Signature of the autl Position:	norized official:
Date: Official stamp of the	institution:
ome stamp of the	

## V. CVs of Members of the Training Team

Brief CV for each member of the pedagogical team involved in the training program (internal staff supervision) (\*) (As per the attached template)

- (\*) One page only for each CV.
  - Full Name:
  - Date and Place of Birth:
  - Email:
  - Phone:
  - Rank:
  - Home Institution:
  - Degrees (undergraduate and postgraduate, date obtained, specialization, etc.):
  - Pedagogical and Professional Competencies (taught subjects, professional experience, etc.):

• Main Scientific Activities (publications, presentations, research teams, etc.):

## VI. Opinion and Approval of the Institution's Scientific Bodies

(The opinion is limited to verifying the compatibility between the scientific capabilities of the internal supervision team and the nature of the courses in the training program.)

## **Department Scientific Committee – Faculty Scientific Council**

- Opinion Date Approval
- Opinion Date Approval

## VII. Opinion and Approval of the Institution's Administrative and Pedagogical Authorities

## **Head of Department - Head of Training Field Team**

- Opinion Date Approval
- Opinion Date Approval

## **Dean of the Faculty or Director of the Institute**

• Opinion – Date – Approval

## **Director of the University Institution**

• Opinion – Date – Approval

## VIII. Opinion and Approval of the Regional Conference

(Approval only applies to the final version of the training offer to be submitted to the Ministry.)

# IX. Opinion and Approval of the National Pedagogical Committee for the Field

(Approval only applies to the final version of the accepted training offer for submission to the Ministry.)