

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 –Speech Therapy	Speech Therapy

**Annex to the Teaching Program for the Completion of a Bachelor's Degree
in the Field of "Human and Social Sciences", Branch "Social Sciences – Speech Therapy"
Specialization: "Speech Therapy"**

Semester 3:

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	Anatomy and Physiology of the Respiratory System, Phonation, and Hearing	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	Anatomy and Physiology of the Nervous System	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	Phonetics and Phonology	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	General Linguistics	5	2	1h30	1h30	-	45h00	45h00	40%	60%
Methodological Unit (UEM 1.1) Credits: 6 Coefficients: 4	Research Methodology 1	3	2	1h30	1h30	-	45h00	45h00	40%	60%
	Inferential Statistics	3	2	-	1h30	-	22h30	45h00	100%	-
Discovery Unit (UED 1.1) Credits: 2 Coefficients: 2	Developmental Psychology	1	1	1h30	1h30	-	45h00	45h00	40%	60%
	Cognitive Psychology	1	1	1h30	1h30	-	45h00	45h00	40%	60%

Transversal Unit (UET 1.1) Credits: 2 Coefficients: 2	Communication Sciences	1	1	-	1h30	-	22h30	45h00	100%	-
	Specialized Language 1	1	1	-	1h30	-	22h30	45h00	100 %	-
Total Semestre 3		30	16	10h30	15h00		382h30	450h00		

- ***Other** = Additional work during semester-based consultation
- ***CC** = Continuous assessment

**Annex to the Teaching Program for the Completion of a Bachelor's Degree
in the Field of "Human and Social Sciences", Branch "Social Sciences – Speech Therapy"
Specialization: "Speech Therapy"**

Semester 4

Teaching Units	Course Titles	Credits	Coefficients	Weekly Hours			Total Hours (15 weeks) Lecture	Other	Assessment Method	
				Lecture	TD	TP				
Core Unit Code: UEF 1.1	Psycholinguistics	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	Child and Adolescent Psychology	5	2	1h30	1h30	-	45h00	45h00	40%	60%

Credits: 20 Coefficients: 8	Cognitive Neurosciences	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	Arabic Linguistics and Language Disorders	5	2	1h30	1h30	-	45h00	45h00	40%	60%
Methodological Unit Code: UEM 1.1 Credits: 6 Coefficients: 4	● Research Methodology 2	3	2	1h30	1h30	-	45h00	45h00	40%	60%
	● Measurement and Testing in Speech Therapy	3	2	-	1h30	-	22h30	45h00	100%	-
Discovery Unit Code: UED 1.1 Credits: 2 Coefficients: 2	□ Language Acquisition and Development in Children	1	1	1h30	1h30	-	45h00	45h00	40%	60%
	□ Learning Theories	1	1	1h30	1h30	-	45h00	45h00	40%	60%
Transversal Unit Code: UET 1.1 Credits: 2 Coefficients: 2	□ Pervasive Developmental Disorders	1	1	-	1h30	-	22h30	45h00	100%	-
	□ Specialized Language 2	1	1	-	1h30	-	22h30	45h00	100 %	-
Total Semestre 4		30	16	10h30	15h00		382h30	450h00		

***Other** = Additional work during semester-based consultation

● ***CC** = Continuous assessment

**Annex to the Teaching Program for the Completion of a Bachelor's Degree
in the Field of "Human and Social Sciences", Branch "Social Sciences – Speech Therapy"
Specialization: "Speech Therapy"**

Semester 5

Teaching Units	Course Titles	Credits	Coefficients	Weekly Hours			Total Hours (15 weeks) Lecture	Other	Assessment Method	
				Lecture	TD	TP			CC*	Examen
Core Unit Code: UEF 1.1 Credits: 20 Coefficients: 8	<input type="checkbox"/> Oral Language Disorders and Management Methods 1	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	<input type="checkbox"/> Neurocognitive Disorders	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	<input type="checkbox"/> Hearing Impairment	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	<input type="checkbox"/> Intellectual Disability	5	2	1h30	1h30	-	45h00	45h00	40%	60%
Methodological Unit Code: UEM 1.1 Credits: 6 Coefficients: 4	<input type="checkbox"/> Investigation and Diagnostic Methods	3	2	1h30	1h30	-	45h00	45h00	40%	60%
	<input type="checkbox"/> Professional Ethics	3	2	-	1h30	-	22h30	45h00	100%	-
Discovery Unit Code: UED 1.1 Credits: 2 Coefficients: 2	• Psychomotor Developmental Disorders	1	1	1h30	1h30	-	45h00	45h00	40%	60%
	• Psychology of Individuals with Special Needs	1	1	1h30	1h30	-	45h00	45h00	40%	60%
Transversal Unit	• Autism and Neurodevelopmental Disorders	1	1	-	1h30	-	22h30	45h00	100%	-

Code: UET 1.1 Credits: 2 Coefficients: 2	<ul style="list-style-type: none"> Specialized Language 1 	1	1	-	1h30	-	22h30	45h00	100 %	-
Total for Semester 5:		30	16	10h30	15h00		382h30	450h00		

***Other** = Additional work during semester-based consultation

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**Annex to the Teaching Program for the Completion of a Bachelor's Degree
in the Field of "Human and Social Sciences", Branch "Social Sciences – Speech Therapy"
Specialization: "Speech Therapy"**

Semester 6

Teaching Units	Course Titles	Credits	Coefficients	Weekly Hours			Total Hours (15 weeks) Lecture	Other	Assessment Method	
				Lecture	TD	TP			CC*	Examen
Core Unit Code: UEF 1.1 Credits: 20 Coefficients: 8	<input type="checkbox"/> Oral Language Disorders and Management Methods 2	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	<input type="checkbox"/> Written Language Disorders and Management Methods	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	<input type="checkbox"/> Aphasia and Management Methods	5	2	1h30	1h30	-	45h00	45h00	40%	60%
	<input type="checkbox"/> Voice Disorders and Management Methods	5	2	1h30	1h30	-	45h00	45h00	40%	60%

Methodological Unit Code: UEM 1.1 Credits: 6 Coefficients: 4	<input type="checkbox"/> Practical Internship	3	2	-	1h30	1h30	45h00	45h00	100%	-
	<input type="checkbox"/> Final Year Thesis	3	2	-	1h30	-	22h30	45h00	100%	-
Discovery Unit Code: UED 1.1 Credits: 2 Coefficients: 2	<input type="checkbox"/> Case Study	1	1	1h30	1h30	-	45h00	45h00	40%	60%
	<input type="checkbox"/> Psychopathology and Communication Disorders	1	1	1h30	1h30	-	45h00	45h00	40%	60%
Transversal Unit Code: UET 1.1 Credits: 2 Coefficients: 2	<input type="checkbox"/> Empowerment and Quality of Life	1	1	-	1h30	-	22h30	45h00	100%	-
	<input type="checkbox"/> Specialized Language 2	1	1	-	1h30	-	22h30	45h00	100 %	-
Total for Semester 5:		30	16	9h	15h00	1h30	382h30	450h00		

***Other** = Additional work during semester-based consultation

***CC** = Continuous assessment

Third: Detailed Program for Each Subject from Semester 1 to 6

(A detailed course card must be provided for each subject)

(All fields must be filled in)

Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: First

Nature of the Subject: Core

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

Credits: 5

Coefficient: 2

Learning Objectives:

To introduce the student to human evolution, dispersion, ways of living, and related concepts.

Required Prerequisite Knowledge:

1. Knowledge in philosophy

Acquired Skills:

1. Mastery of the basics of anthropology
2. Awareness of the importance of anthropological studies
3. Understanding the importance of empirical studies

Course Units:

(The semester must include 15 instructional units/lessons)

1. The concept of anthropology (Anthropology – Ethnology – Ethnography)
2. The relationship between anthropology and social sciences:
 - In terms of origin
 - In terms of subject matter
 - In terms of method
 - Anthropology and philosophy, psychology, history, and sociology
3. History of anthropology
4. Anthropological applications before the formal emergence of anthropology:
 - Hydraulic civilizations
 - Greece and Rome
 - Arab-Islamic civilization

- The Middle Ages
- Europe during the Renaissance and Enlightenment
- The 19th century and colonial expansion
- 5. The emergence of anthropology
- 6. From sociology to anthropology
- 7. Traditional anthropology: subject and purpose
- 8. Anthropological currents:
 - Evolutionary current
 - Historical diffusionist current
 - Functionalist current
 - Cultural current
- 9. Modern anthropology: subject and purpose
- 10. The importance of anthropology in the current era
- 11. Fundamental theories in anthropology
- 12. Anthropological studies in Algeria before independence
- 13. Research methods and techniques in anthropology (methodological ethnography – functionalism – structuralism – field research techniques)
- 14. Archaeology (origin and development)
- 15. Schools, branches, specialties, and auxiliary sciences of archaeology

Evaluation Method:

Continuous assessment in tutorials / Written exam in lectures

References:

- Angers, Maurice: *Scientific Research Methodology in the Humanities* (Practical Training), translated by Bouzid Sahraoui et al., Dar El Kasbah Publishing, Algeria, 2000
- Lévi-Strauss, Claude: *Structural Anthropology*, translated by Hassan Qabsi, Arab Cultural Center Publishing, Casablanca, Morocco, 1995
- Copans, Jean: *Ethnological Field Survey*, translated by Jahida Lawand, Institute of Strategic Studies, Beirut, Lebanon, 2007
- Abélès, M.: *Anthropology and Marxism*, Paris, Editions Complexe, PUF, 1976

- Addi, L.: *Sociology and Anthropology in Pierre Bourdieu's Work: The Kabyle Anthropological Paradigm and Its Theoretical Consequences*, Paris, La Découverte, 2002

Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: First

Course Title: *Introduction to Psychology*

Type of Course: Core

Credits: 5

Coefficient: 2

Learning Objectives:

- To explore the subject of psychology: its development, methods, and theories.

Prerequisite Knowledge:

- Knowledge in philosophy

Acquired Skills:

1. Understanding principles and theories of psychology
 2. Mastering basic psychological concepts
 3. Forming a future perspective on the applications of psychology
- Course Units (15 lessons):**
4. Historical overview of the emergence and development of psychology
 - Definition of psychology
 - Branches of psychology
 5. Research methods in psychology (1): descriptive method, comparative method
 6. Research methods in psychology (2): experimental method, clinical method
 7. Psychological theories and schools: definition of theory and school, and their differences
 8. Classical psychoanalytic theory
 9. Modern psychoanalytic theory

10. Classical behavioral theory
11. Operant behavioral theory
12. Cognitive theory (Aaron Beck)
13. Cognitive theory (Albert Ellis)
14. Self-theory
15. Humanistic approach
16. Intelligence: concept, characteristics, levels, and measurement methods
17. Attention: definition, types, influencing factors, characteristics
18. Memory: definition, functions, and types

Evaluation Method:

Continuous assessment in tutorials / Written exam in lectures

References:

- Huffman, Karen. *Introduction à la psychologie*, De Boeck, Brussels, 2009
 - Parot, Françoise, & Richelle, Marc. *Introduction à la psychologie*, PUF, Paris, 2013
 - Ahmed Mohamed Abdel Khaleq (2005). *Fundamentals of Psychology*, 3rd ed., Alexandria: Dar Al Maarefah Al Jami'iyah
 - Talaat Mansour et al. (2003). *Fundamentals of General Psychology*, Cairo: Anglo-Egyptian Library
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Course Title: *Introduction to Sociology*

Type of Course: Core

Credits: 5

Coefficient: 2

Learning Objectives:

- To explore various aspects of the subject of sociology

Prerequisite Knowledge:

- Knowledge in philosophy

Acquired Skills:

1. Understanding basic sociological concepts
2. Familiarity with key sociological theorists

Course Units (15 lessons):

3. Concept of sociology (Lesson 1)
4. History of sociology: from social thought to sociology (Lessons 2–3)
5. Subject matter of sociology (Lesson 4)
6. Founders of sociology (Lessons 5–6):
 - Ibn Khaldun
 - Auguste Comte
 - Karl Marx
 - Max Weber
 - Émile Durkheim
7. Major theoretical approaches (Lessons 7–9):
 - Khaldunian approach
 - Positivist approach (functionalism, structuralism, theory of action)
 - Marxist approach (classical and neo-Marxism)
8. Fields of sociology (Lesson 10)
9. Sociology and the scientific method (Lesson 11)
10. Key sociological concepts (Lessons 12–13):
 - Society
 - Social group
 - Social processes
 - Individual and personality
 - Social action and interaction
 - Systems, norms, traits, and symbols
 - Status and role
 - Social change, evolution, and growth
11. Sociology and other sciences (Lessons 14–15):
 - Philosophy
 - Psychology
 - Education sciences
 - Anthropology

- Political science
- Economics
- Law and administration
- Medical sciences

Evaluation Method:

Continuous assessment in tutorials / Written exam in lectures

References:

- Ibrahim Issa Othman: *Contemporary Theory in Sociology*, Dar Al Sharq, Amman (Jordan), 2007
- Ibn Khaldun: *Autobiography and Travels*, Dar Al-Kutub Al-Ilmiyya, Beirut (Lebanon), 1st ed., 2004
- Catherine Colliot-Thélène: *Max Weber's Sociology*, La Découverte, Paris, 2006
- Claude Javeau: *Lessons in Sociology*, Armand Colin, Paris
- Émile Durkheim: *The Elementary Forms of Religious Life*, Presses Universitaires de France, 5th ed., 2003

Course Title: *Introduction to Philosophy*

Type of Course: Core

Credits: 5

Coefficient: 2

Learning Objectives:

- To explore the importance of philosophy and its role in rationalizing thought

Prerequisite Knowledge:

- Knowledge in philosophy

Acquired Skills:

1. Ability for critical and methodical thinking
2. Capacity for dialogue and discussion
3. Familiarity with philosophical theories

Course Units (15 lessons):

4. From etymological to terminological meanings of philosophy
5. Characteristics of philosophical thinking
6. Main topics in philosophical inquiry
7. Philosophy and the surpassing of mythological thought
8. Philosophy as rational and methodical thinking
9. Philosophy, culture, and nature
10. Religious truth vs. philosophical truth
11. Philosophical vs. scientific thinking
12. Philosophy's role in understanding religion and guiding behavior
13. Interactive relationship between philosophy and science
14. Philosophy and civilization
15. Philosophy and education
16. Philosophy and political action – role in civil society
17. Philosophy, citizenship, and human rights
18. Philosophy's challenges in Arab and Islamic societies

Evaluation Method:

Continuous assessment in tutorials / Written exam in lectures

References:

- Azmi Taha Ahmed: *The Other Face of Philosophy*, Alam Al-Kutub Al-Hadith, Jordan, 2015
- Boukhari Hamana: *Reflections on Life and Religion*, Dar Al-Quds Al-Arabi
- Mostafa Nashar: *Philosophical Thinking*, Egyptian Lebanese Publishing, 2015
- Zakaria Ibrahim: *The Problem of Philosophy*, Misr Library
- Abdel Haffar Makawy: *School of Wisdom*, Dar Al-Kitab Al-Arabi, Cairo
- Hunter Mead: *Types and Problems of Philosophy*, Misr Library, Cairo, 1969
- *Idealist Thinkers in Western Philosophy*, Dar Al-Thaqafa, Cairo, 1975
- Ahmed Mahmoud Sobhi, Mahmoud Fahmy Zidan: *On the Philosophy of Medicine*, Dar Al-Maaref Al-Jami'iya, 1995

Course Title: *Epistemology of Social Sciences*

Type of Course: Methodological

Credits: 3

Coefficient: 2

Learning Objectives:

1. To analyze the nature of knowledge
2. To explore the means of knowledge production

Prerequisite Knowledge:

- Knowledge in philosophy

Acquired Skills:

- Ability to understand the nature, principles, methodology, and limitations of scientific knowledge

Course Units (15 lessons):

1. Definition of epistemology
2. Foundations of epistemology
3. Subject of epistemology
4. Epistemology and philosophy of science
5. Scientific principles
6. Scientific mindset, observation, questioning, reasoning
7. Types of knowledge
8. Characteristics of science
9. Goals of science
10. Sources of scientific knowledge
11. (Repeated) Sources of scientific knowledge
12. Key characteristics of scientific concepts
13. Objectivity...
14. Development and principles of science
15. Interpretative models

Evaluation Method:

Continuous assessment in tutorials / Written exam in lectures

References:

16. Mohamed Abed Al-Jabri: *Introduction to the Philosophy of Science*, Part I, Beirut: Dar Al-Taliaa, 1982
17. Paul Mory: *Logic and Philosophy of Science*, trans. Fouad Zakaria, Cairo: Dar Al-Nahda, 1973
18. Kamel Fouad et al.: *Concise Philosophical Encyclopedia*, Beirut: Dar Al-Qalam
19. Salim Yafout, Ibn Abdessalam: *Epistemology Lessons*, Casablanca: Dar Toubkal, 1988
20. *Larousse Encyclopedic Dictionary*, Larousse, Paris, 1979, Vol. 13
21. A. Lalande: *Technical and Critical Vocabulary of Philosophy*, PUF, Paris, 1986
22. R. Blanché: *Epistemology*, PUF, Paris, 1972

Bachelor's Degree Title: *Speech and Language Pathology (Orthophonie)*

Semester: First

Course Title: *Descriptive Statistics (Statistique descriptive)*

Type of Course: Methodological

Credits: 3

Coefficient: 2

Learning Objectives:

To explore descriptive statistics and how to apply its tools.

Prerequisite Knowledge:

- Knowledge in mathematics

Acquired Skills:

- Mastery in using descriptive statistical tools in scientific research

Course Units (15 lessons):

1. Nature of statistics, its development, relation to other sciences, and statistical concepts (population, sample, variables, data types, statistical scales)

2. Organizing and presenting quantitative data; nominal data organization and presentation
3. Graphical data presentation
4. Arithmetic mean: definition, uses, calculation with ungrouped data
5. Calculating the mean with grouped data and graphical estimation
6. Median: definition, uses, calculation with ungrouped data
7. Calculating the median for grouped data and graphical estimation
8. Mode: definition, use, calculation, and graphical estimation
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

Evaluation Method:

Continuous assessment in tutorials / Written exam in lectures

References:

16. Ahmed El-Sayed Amer: *Descriptive and Analytical Statistics*, Dar Al-Fajr, Cairo, 2007
17. Abu Saleh Mohamed Sobhi et al.: *Introduction to Statistics*, Dar Al-Maseera, Jordan, 2012
18. Ahmed Abdel-Sami' Toubia: *Principles of Statistics*, 1st ed., Dar Al-Bidaya, Amman, 2008
19. Adam Amin Ibrahim: *Fundamentals of Nonparametric Applied Methods*, Dar Al-Muallif, Saudi Arabia, 2005
20. Bouhafed Abdelkrim: *Applied Statistics in Social and Human Sciences*, University Publications Office, Algeria, 2005
21. Hassan Mohamed Hassan: *Principles of Social Statistics*, University Knowledge House, 2000
22. Raed Idris Mahmoud Al-Khafaji, Abdullah Majid Hameed: *Statistical Methods in Educational and Psychological Research*, 1st ed., Dar Dijla, Amman, 2015
23. Ziad Salim Ramadan: *Principles of Descriptive, Applied, and Biostatistics*, 6th ed., Dar Wael, Amman, 2010

Course Title: *Documentary Research 1 (Recherche documentaire 1)*

Type of Course: Exploratory

Credits: 1

Coefficient: 1

Learning Objectives:

To enable students to benefit from their readings and research.

Prerequisite Knowledge:

- Reading and study skills

Acquired Skills:

- Ability to follow and apply steps and strategies of documentary research

Course Units (15 lessons):

1. Conceptual introduction to unit terms
2. Information search: concept and methods
3. Information search: goals, justifications, and objectives
4. Information search: obstacles and how to overcome them
5. The information specialist and documentary research
6. Information search: techniques and tools
7. Historical evolution of bibliographic tools
8. Documentary needs: sources and how to use them
9. Documentary needs: needs formulation planning
10. Documentary needs: levels of need
11. Types of sources and reference tools
12. Rules and principles of documentary research
13. Strategies and methods of documentary research
14. Evaluation and sorting of search results
15. Citation rules and referencing styles

Evaluation Method:

Continuous assessment in tutorials / Written exam in lectures

References:

16. Hishmat Qassem: *The Library and Research*, Cairo: Dar Gharib Publishing
17. Khair Bek, Ammar: *Information Search on the Internet*, Damascus: Dar Al-Rida Publishing, 2000

18. Boubée, Nicole & Tricot, André. *What Is Information Searching?*, Lyon: ENSSIB Press, 2017
19. Maria Antonia Bertrand Baschwitz. *How to Document Myself?*, De Boeck, Brussels, 2010
-

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

Type of Course: Exploratory

Credits: 1

Coefficient: 1

Learning Objectives:

To learn about economics as a discipline, including its main schools and theories.

Prerequisite Knowledge:

- Completion of first semester units

Acquired Skills:

- Ability to analyze economic issues, recognize resources, and classify needs

Course Units (15 lessons):

1. General introduction to economics: definition, types of economic analysis, core concepts (scarcity, resources, needs, economic problem), methods
2. Economics and its relationship with social sciences
3. Development of economic thought: ancient Egypt, Greece, Rome, Islam, etc.
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 economy: taxation, inflation, public debt, societal self-sufficiency
15. New economy (knowledge economy)

Evaluation Method:

Written exam

References:

16. Michael Abdeggman: *Macroeconomics: Theory and Policy*, Dar Al-Mareekh, Saudi Arabia, 1999
 17. Ahmed Al-Ashqar: *Macroeconomics*, Scientific House & Culture House, Jordan, 2002
 18. Ali Faisal Al-Ansari: *Fundamental Differences between Islamic Economics and Capitalism*, Kuwait University, 2008–2009
 19. Mohamed Al-Tantawi Al-Baz: *Principles of Economics*, Golden Eagle Press, Egypt, 2000
 20. Saeed Ali Al-Ubaidi: *Islamic Economics*, Dar Zahran, Jordan, 2010
 21. Medhat Al-Quraishi: *Development of Economic Thought*, Dar Wael, Jordan, 2011
 22. Khaled Ahmed Farhan Al-Mashhadani: *Principles of Economics*, Dar Al-Ayyam, Jordan, 2015
-

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

Type of Course: Exploratory

Credits: 1

Coefficient: 1

Learning Objectives:

To introduce students to ancient and modern Algerian history

Prerequisite Knowledge:

- Background knowledge in history

Acquired Skills:

- Understanding Algeria's historical evolution and key stages

Course Units (15 lessons):

1. Geography and toponymy of Algeria
2. Prehistoric civilizations in Algeria

3. Berber kingdoms
4. Berber kingdoms and their relations with the Phoenicians
5. Roman occupation and resistance
6. Vandal occupation and resistance
7. Byzantine occupation and resistance
8. Islamic conquests
9. Era of governors
10. Rustamid State
11. Fatimid State
12. Hammadid State
13. Almoravid State
14. Almohad State
15. Zayyanid State

Evaluation Method:

Continuous assessment in tutorials / Written exam in lectures

References:

16. Abdelrahman Al-Jilali: *General History of Algeria*
17. Mahfoud Qaddach: *Algeria in Ancient Times*
18. Mohamed Ben Al-Mubarak Al-Mili: *History of Algeria in Ancient and Modern Times*
19. Yahia Bouaziz: *Summary of Algerian History*
20. Lionel Balout: *Prehistoric Algeria*
21. K. Brahimi: *Introduction to Prehistoric Algeria*
22. Abdelhamid Hajiyat et al.: *Algeria in History: The Islamic Era*

Semester: First

Course Type: Horizontal

Course Title: *Concepts and Terminology (Terminologie)*

Credits: 1

Coefficient: 1

Learning Objectives:

- To introduce students to the terminology used in course units in a foreign language.

Prerequisite Knowledge:

- Ability to read in a foreign language.

Acquired Skills:

- Ability to read and understand specialized books in a foreign language.

Course Content (*15 teaching units/lessons*):

1. Philosophy: from etymological meaning to conceptual definitions.
2. Characteristics of philosophical thinking.
3. Main branches of philosophical thought.
4. Philosophy and its departure from mythical thinking.
5. Philosophy as a rational and methodological way of thinking.
6. Definition of sociology.
7. History of sociology (from social thought to sociology).
8. Subject matter of sociology.
9. Pioneers of sociology: Ibn Khaldun, Auguste Comte, Karl Marx.
10. Other pioneers 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 methods.
14. Psychological schools.
15. Psychoanalytic school.

Assessment Method:

- Group work / class participation / homework assignments.

References:

- Claude Javeau, *Leçon de sociologie*, Armand Colin, Paris, 2nd edition, 2007.
- Émile Durkheim, *Les formes élémentaires de la vie religieuse*, Presses Universitaires de France, 5th edition, 2003.
- Karen Huffman, *Introduction à la psychologie*, De Boeck, Brussels, 2009.
- Françoise Parot & Marc Richelle, *Introduction à la psychologie*, PUF, Paris, 2013.

Bachelor's Degree Title: Speech-Language Pathology (Orthophonie)

Semester: Second

Course Type: Core

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

Credits: 5

Coefficient: 2

Learning Objectives:

- To introduce students to the field of demography, its development, and major theories.

Prerequisite Knowledge:

- Completion of the Sociology course.

Acquired Skills:

- Ability to calculate and analyze demographic indicators.
- Skills in obtaining population data.

Course Content (15 lecture units):

1. Concept of demography, its origins and development
2. Demography and its relation to other sciences: sociology, history, economics, geography, biology, nutrition, and medicine
3. Types of demography: social, geographical, medical, economic, historical, mathematical
4. Sources of static data: types of population sources, census, sample survey
5. Sources of dynamic data: vital records, secondary sources
6. Malthusian theory and natural theories (e.g., Doubleday, Sadler, Herbert Spencer, Corrado Gini)
7. Social theories (Émile Durkheim, Arsène Dumont, Kingsley Davis)
8. Economic theories: classical and modern
9. Fertility: definition, types, indicators
10. Mortality
11. Marriage patterns
12. Migration
13. Population growth
14. Population mobility
15. Population pyramid

Assessment Method:

- Continuous assessment through guided work and written examination in lectures.

References:

- Mustafa Omar Hamada (2009): *Studies in Demography*, University Knowledge Publishing, Egypt.
- Khalil Abdelhadi Al-Badawi (2009): *Population Sociology*, 1st edition, Al-Hamed Publishing, Amman.
- Mounir Abdullah Karadsheh (2009): *Population Science: Social Demography*, Modern Books World Publishing, Jordan.

Bachelor's Degree Title: Speech-Language Pathology (Orthophonie)

Semester: Second

Course Type: Core

Course Title: *Introduction to Speech-Language Pathology (Introduction à l'orthophonie)*

Credits: 5

Coefficient: 2

Learning Objectives:

- To acquire fundamental knowledge about the field of speech-language pathology.

Prerequisite Knowledge:

- Completion of Psychology course.

Acquired Skills:

- Understanding the field of speech-language pathology and identifying language and communication disorders.

Course Content:

1. Definition of orthophonie and equivalent Arabic terms from traditional heritage
2. Relationship of orthophonie with related sciences
3. Fields and domains of orthophonie
4. Oral language disorders in developmental context
5. Written language disorders in developmental context
6. Hearing impairment
7. Voice disorders due to vocal dysfunction
8. Aphasiology (language disorders due to brain injury)
9. Language disorders related to intellectual disabilities
10. Language disorders in pervasive developmental disorders
11. Language and communication disorders in psychological illnesses
12. Language disorders in behaviorally disturbed individuals
13. Language disorders in the elderly
14. Language disorders in individuals with multiple disabilities

- 15. Diagnostic approach (evaluation and testing tools) and therapeutic approach (intervention and treatment tools)
- 16. Profession and practice

Assessment Method:

- Continuous assessment through guided work and written examination in lectures.

References:

- Abdelrahman El-Hadj Saleh (2004): *Modern Linguistic Theories and the Khalilian Theory*, University of Tlemcen lectures, 28/06/2004.
 - Hanene Nouani (2018): *Speech-Language Pathology and Arabic Language: An Introduction to Speech Disorders*, Khaldounia, Algeria.
 - Brin-Henry, F., Courrier, C., Lederlé, E., & Masy, V. (2018). *Dictionnaire d'orthophonie*. Ortho-édition.
 - Pialoux, P. et al. (1975): *Précis d'orthophonie*. Masson, Paris.
 - Kremer, J-M., Lederlé, E. (1991, 1994): *L'orthophonie en France*, Que-sais-je?, PUF.
-

Bachelor's Degree Title: Speech-Language Pathology (Orthophonie)

Semester: Second

Course Type: Core

Course Title: *Major Intellectual Currents (Les grands courants de pensée)*

Credits: 5

Coefficient: 2

Learning Objectives:

- To introduce students to the major intellectual currents.

Prerequisite Knowledge:

- Completion of introductory courses in philosophy, psychology, and sociology.

Acquired Skills:

- Understanding the content, characteristics, strengths, and limitations of various intellectual currents.

Course Content (15 lecture units):

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

Assessment Method:

- Continuous assessment through guided work and written examination in lectures.

References:

1. Othman Amin: *Pioneers of Idealism in Contemporary Western Philosophy*, Dar Al-Thaqafa Publishing, Cairo
2. Plato: *The Idealist Pioneer*
3. John Cottingham: *Rationalism*
4. Sakharova: *From the Philosophy of Being to Structuralism*, trans. Ahmed 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 Postmodernism*, trans. Faten Al-Bustani, Center for Arab Unity Studies, 1st ed., 2008
7. Fouad Kamel and others: *Concise Philosophical Encyclopedia*, Dar Al-Qalam, Beirut

Bachelor's Degree Title: Speech-Language Pathology (Orthophonie)

Semester: Second

Course Type: Methodological

Course Title: *Scientific Research Methodology (Méthodologie de la recherche scientifique)*

Credits: 3

Coefficient: 2

Learning Objectives:

- To introduce students to the methodology of scientific research and its steps.

Prerequisite Knowledge:

- Knowledge of epistemology.

Acquired Skills:

1. Mastery of research methodology to prepare scientific studies.
2. Formulation of research problems and topic construction.
3. Ability to conduct fieldwork and apply research techniques.

Course Content (15 units):

1. Stages in the development of scientific research

2. Definition of science and scientific research
3. Objectives of scientific research
4. Characteristics of scientific research
5. Research problems in human and social sciences
6. Types of scientific research
7. Steps of the research process
8. Concept of scientific method
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

Assessment Method:

- Continuous assessment in directed work / written exam in lectures.

References:

1. Rashwan Hussein Abdel Hamid, *Science and Scientific Research*, Modern University Book, Alexandria, 1992
2. Hassan Hisham, *Scientific Research Methodology*, 2007
3. Maurice Angers, *Scientific Research Methodology in Social Sciences*, Dar Al-Qasbah, Algeria, 2004
4. Grawitz, Madeleine, *Methods of Social Sciences*, Dalloz, Paris, 2002
5. Loubet Delbaye, Jean-Louis, *Introduction to Social Science Methods*, Harmattan, Paris, 2000
6. Actouf, Omar, *Methodology of Social Sciences and Qualitative Approach*, Presses de l'Université du Québec, 1987

Course Title: *Inferential Statistics (Statistique inférentielle)*

Course Type: Methodological

Credits: 3

Coefficient: 2

Learning Objectives:

- To conduct statistical inference and become familiar with some of its tools.

Prerequisite Knowledge:

- Completion of Statistics course in the first semester.

Acquired Skills:

- Proficiency in statistical tools and using results for inference.

Course Content (15 units):

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

15. Exercises

Assessment Method:

- Continuous assessment in directed work / written exam in lectures.

References:

1. Zayed Mostafa, *Statistics and Data Description*, Al-Sharif Printing, Saudi Arabia, 2nd ed., 1988
 2. Mahdali Mohamed Mahmoud, *Applications of Statistics in Social Sciences*, Alexandria, 2002
 3. Amira Jwida, *Statistical Analysis of Social and Demographic Data*, Aalam Al-Afkar, 2018
 4. Albarello, L., Bourgois, E., Guyot, J.L., *Descriptive Statistics*, DeBoeck, Brussels, 2003
-

Course Title: *Documentary Research 2 (Recherche documentaire 2)*

Course Type: Exploratory

Credits: 1

Coefficient: 1

Learning Objectives:

- To help students benefit from reading and research.

Prerequisite Knowledge:

- Ability to read and engage in literature.

Acquired Skills:

- Mastery of the steps and strategies of documentary research and application in academic work.

Course Content (15 units):

1. Documentary research from bibliographies to webographies
2. Reference sources and research tools in science and technology
3. Research tools in natural sciences, life sciences, medicine, agriculture
4. Research tools: search engines
5. Research tools: indexes and directories
6. Research tools: online portals
7. Searching within databases
8. Online research
9. Simple and advanced searches
10. Using national, Arab, and foreign catalogs
11. Using restricted-access databases
12. Using open-access journals
13. Using institutional digital repositories
14. Semantic search engines and ontologies
15. Data mining and knowledge extraction

Assessment Method:

- Continuous assessment / written exam in lectures.

References:

1. Qassem Hashmat, *The Library and Research*, Cairo: Gharib Publishing
2. Khair Bek, Ammar, *Searching for Information on the Internet*, Damascus: Dar Al-Rida Publishing, 2000
3. Boubée, Nicole & Tricot, André, *What Does It Mean to Search for Information?*, ENSSIB Press, Lyon, 2017
4. Maria Antonia Bertrand Baschwitz, *How to Conduct Documentary Research?*, De Boeck, Brussels, 2010

Course Title: *History of Algeria 2 (Histoire de l'Algérie 2)*

Course Type: Exploratory

Credits: 1

Coefficient: 1

Learning Objectives:

- To familiarize students with ancient and modern Algerian history.

Prerequisite Knowledge:

- General historical knowledge.

Acquired Skills:

- Understanding Algeria's historical journey across time.

Course Content:

1. Ottoman Turks' arrival and development of governance
2. The era of the Deys
3. Foreign relations and Algeria's international status during Ottoman rule
4. French colonization
5. Resistance of Emir Abdelkader
6. Structure 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 streams
12. Algerian national movement (2): other currents
13. Outbreak and development of the revolution (1954–1962)
14. Post-independence Algeria – governance

15. Post-independence Algeria – society and economy

Assessment Method:

- Continuous assessment / written exam in lectures.

References:

1. Abdelrahman Al-Jilali, *General History of Algeria*
 2. Yahia Bouaziz, *Revolutions of Algeria in the 19th–20th Century*
 3. Mohamed bin Al-Mubarak Al-Mili, *History of Algeria in the Past and Present*
 4. Yahia Bouaziz, *A Concise History of Algeria*
 5. Abou El Qassem Saadallah, *History of the Algerian National Movement*
 6. Djamel Ghenan, *Texts and Documents in Modern Algerian History*
-

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

Course Type: Exploratory

Credits: 1

Coefficient: 1

Learning Objectives:

- Understanding the role of modern information technologies in the information revolution.

Prerequisite Knowledge:

- Basic knowledge of IT.

Acquired Skills:

- Awareness of the importance of IT and its application in modern life.

Course Content (15 units):

1. Concept of the information society
2. Characteristics of the information society
3. Standards of the information society
4. Definition and properties of information
5. Basics of the information society
6. Indicators of the information society
7. Information and communication technology (ICT)
8. Information and communication networks
9. Distance learning
10. Role of ICT in institutions
11. The digital divide
12. Foundations of the Arab information society
13. Intellectual property and copyright
14. Ethical principles in the information society
15. Information society and e-trust

Assessment Method:

- Continuous assessment / written exam in lectures.

References:

1. Mourad Karim, *Information Society and Its Effects on the Librarian Profession: The Algerian Case*, University of Constantine, 2006
 2. Mohamed Fathi Abdelhadi, *The Information Society: Between Theory and Practice*, Egyptian Lebanese House, Cairo, 2007
 3. Khoulood Mohamed, *The Information and Communication Society*, 2010
-

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

Course Type: Horizontal

Credits: 1

Coefficient: 1

Learning Objectives:

- To familiarize students with unit-specific terms in a foreign language.

Prerequisite Knowledge:

- Reading proficiency in a foreign language.

Acquired Skills:

- Ability to read and understand specialized literature in a foreign language.

Course Content (15 units):

1. Definition of sociology
2. Domains of sociology
3. Key concepts in sociology
4. Definition of psychology
5. Domains of psychology
6. Key concepts in psychology
7. Definition of demography
8. Domains of demography
9. Key concepts in demography
10. Definition of speech-language pathology
11. Domains of speech-language pathology
12. Key concepts in speech-language pathology

13. Definition of educational sciences
14. Domains of educational sciences
15. Key concepts in educational sciences

Assessment Method:

- Continuous assessment.

References:

- Selected texts
- *Manual of Social Sciences*

Bachelor's Degree Title: Orthophonie

Semester: 3

Course Type: Core

Course Title: Anatomy and Physiology of the Respiratory, Vocal, and Auditory Systems

Credits: 5

Coefficient: 2

Learning Objectives:

- To understand human anatomy as a foundational component in training.

Prerequisite Knowledge:

- General concepts of anatomy and physiology of the respiratory, vocal, and auditory systems.

Acquired Skills:

1. Identifying the various anatomical parts involved in phonation.

2. Determining the physiological function of each organ involved in voice production, articulation, and speech.
3. Understanding how phonation occurs.

Course Contents (15 instructional units):

1. Anatomy of the respiratory system: nasal cavity, pharynx, trachea, lungs, diaphragm.
2. Physiology of the respiratory system
3. Mechanism of respiration
4. Anatomy of the vocal system (larynx and vocal cords)
5. Physiology of the vocal system
6. Mechanism of phonation
7. Anatomy and physiology of the vocal tract (oral and nasal cavities)
8. Examples of vocal system disorders
9. Anatomy of the ear (external, middle, and inner ear)
10. Physiology of the ear
11. Auditory nerve
12. Mechanism of hearing
13. Air conduction and bone conduction
14. Hearing evaluation tests
15. Examples of ear disorders

Evaluation Method: Continuous assessment + written exam

References:

- Elaine, N. (2007). *Anatomie et physiologie humaines: Travaux dirigés*. Paris: Pearson Education.
 - McFarland, D. (2016). *L'anatomie en orthophonie: parole, voix et déglutition*. Paris: Masson.
 - Tortora, G. & Derrickson, B. (2017). *Manuel d'anatomie et de physiologie humaines*. Paris: De Boeck.
 - Al-Awa, Nabough. (2019). *Lectures in Otology*. Faculty of Dentistry, Hama (Syria).
-

Course Title: Anatomy and Physiology of the Nervous System

Course Type: Core Unit

Credits: 5

Coefficient: 2

Learning Objectives:

- To understand the anatomical structure of the central and peripheral nervous system
- To understand their physiological functions
- To identify brain regions responsible for language production

Prerequisite Knowledge:

- General knowledge in biology (animal cell, cellular exchange, etc.)

Acquired Skills:

- Understanding the nervous system and its related functions

Course Contents (15 instructional units):

1. Anatomy of the central and peripheral nervous system
2. Description of the neuron and glial cells
3. Physiology of the neuron
4. Principles of neuronal and hormonal exchange
5. Functional specialization of the brain
6. Characteristics of nervous system development
7. Brain dysfunctions and neurological injuries
8. Neurological diagnostic tools and techniques
9. Degenerative neurological diseases
10. Dementia: definition, affected areas, causes, symptoms

11. Parkinson's disease: definition, affected areas, causes, symptoms
12. Huntington's disease: definition, affected areas, causes, symptoms
13. Multiple sclerosis: definition, affected areas, causes, symptoms
14. Landau-Kleffner syndrome: definition, affected areas, causes, symptoms
15. Neural messages and their pathways

Evaluation Method: Continuous assessment + written exam

References:

- Bani Youssef, M. M. (2008). *Physiological Foundations of Behavior*. Shorouq Publishing, Jordan
 - Boujard, D. (2014). *Visual Manual of Biology for Psychologists*, 2nd ed., Dunod, France
 - Ionescu, S., & Blachet, A. (2006). *Cognitive Psychology and Neurophysiological Bases of Cognitive Functioning*. PUF, France
 - Joly, D. & Boujard, D. (2003). *Biology for Psychologists*, 3rd ed., Dunod, France
 - Mouras, H. (2011). *Essential Biology for Psychologists*. Ellipses
 - Sherwood (2006). *Human Physiology*, 2nd ed., De Boeck
-

Course Title: Phonetics and Phonology

Course Type: Core

Credits: 5

Coefficient: 2

Learning Objectives:

- To provide students with knowledge of linguistic sounds forming speech through description, classification, feature identification, and production processes.

Prerequisite Knowledge:

- Familiarity with the anatomy and physiology of the vocal and auditory systems and the physics of sound.

Acquired Skills:

- Mastery of phonetics (articulatory features) and the distinction between phonetics and phonology.

Course Contents:

A. Physiological Phonetics

1. The vocal apparatus
2. Articulation points and their characteristics
3. Phonological system of colloquial Arabic
4. Phonetic transcription
5. Practical applications on corpora

B. Acoustic Phonetics

6. Definition of acoustic phonetics
7. Physical characteristics of sound (intensity, pitch, timbre, etc.)
8. Sound source and movement – sound waves – acoustic classification of sounds
9. Acoustic measurement instruments
10. Analysis of sound waveforms

C. Phonology

11. Definition and functions of phonology
12. Schools of phonology (e.g., Prague School, Trubetzkoy, etc.)
13. Analysis of phonemes and syllables in Arabic
14. Oppositions, minimal pairs, and pertinent features
15. Phonological transcription – Exercises using normal and pathological corpora

Evaluation Method: Continuous assessment + exam

References:

- Ahmed Mokhtar Omar: *Study of Linguistic Sound*, 4th ed., Cairo, 2006
- Harakat, Moustafa: *Phonetics and Phonology*, Modern Library, Saida-Beirut, 1998
- Nader Ahmed Jaradat: *Linguistic Sounds According to Ibn Sina*, Academics, Amman, 2009
- Atef Fadl Mohammed: *Linguistic Sounds*, Dar Al-Maseera, Amman, 2013
- Jakobson, R. (1976). *Six Lectures on Sound and Meaning*. Minuit, Paris
- Jakobson, R. & Waugh, L. (1980). *The Sound Shape of Language*. Minuit, Paris

Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)***Semester:** 3**Course Type:** Core**Course Title:** General Linguistics**Credits:** 5**Coefficient:** 2**Learning Objectives:**

1. Introduce students to fundamental linguistic concepts and major linguistic schools.
2. Introduce students to key methods of studying and analyzing linguistic behavior.
3. Introduce students to the psychology of language development and the influencing factors.

Prerequisite Knowledge:

- General Linguistics, Acoustic Phonetics, Phonology, Psycholinguistics

Acquired Skills:

- Ability to apply linguistic and language science concepts

Course Contents (15 instructional units):

1. Introduction to Linguistics: definition, scope
2. Linguistic and language-related concepts
3. Key figures and schools of linguistics
4. Structuralism (Ferdinand de Saussure)
5. Functionalism (Martinet)
6. Generative Transformational Grammar (Chomsky)
7. Levels of linguistic analysis
8. Phonetic-phonological level
9. Lexical level
10. Semantic level
11. Pragmatic level
12. Relationship between linguistics and orthophony
13. Corpus: analysis and applications
14. Research methods in linguistics
15. Historical and comparative linguistics

Evaluation Method: Continuous assessment + exam

References:

- *Al-Munjid in Language and Media* (2002), Dar Al-Machreq, Beirut, Lebanon, 4th ed.
 - Hassani, A. (1994). *Research in Linguistics*. D.M.J., Algeria.
 - Al-Hajj Saleh, A. (2007). *Modern Khalilian Theory*. Research Center for Arabic Language Development, Homa Publishing, Algeria.
 - Chomsky, N. (1970). *Language and Thought*, trans. Calvet L.-J., Payot.
 - Rondal. *Language Theories: A Critical Introduction*, Masson, 1983.
 - Jakobson, R. (1963). *Essays in General Linguistics*. Minuit.
 - Benveniste, E. (1966–1974). *Problems in General Linguistics*, Vol. 1 & 2, Gallimard.
 - Saussure, F. de (1972). *Course in General Linguistics*, Payot.
 - Dubois, J. et al. (1973). *Dictionary of Linguistics*, Larousse, Paris.
-

Course Title: Research Methodology 1**Course Type:** Methodological Unit**Credits:** 3**Coefficient:** 2**Learning Objectives:**

- Prepare students for academic studies and professional exams
- Equip students with essential methodological skills
- Enable students to apply theoretical concepts in field research and thesis writing
- Prepare students to contribute to solving social and professional problems using scientific and methodological techniques

Prerequisite Knowledge:

- Familiarity with the basic concepts, definitions, and types of scientific research

Acquired Skills:

- Ability to apply theoretical concepts to conduct research and prepare a graduation thesis

Course Contents (15 instructional units):

1. Definition of scientific research
2. Characteristics of a scientific researcher
3. Foundations of research construction
4. Stages and steps of scientific research
5. Topic selection
6. Research problem
7. Problem formulation
8. Research hypotheses
9. Research methods and design in orthophonics

10. Descriptive method and its types
11. Clinical method
12. Quasi-experimental method
13. Experimental method
14. Quantitative analysis
15. Qualitative analysis

Evaluation Method: Continuous assessment + exam

References:

1. Ihsan Mohammad Al-Hassan. *Scientific Foundations of Social Research Methods*. Dar Al-Taliaa, Beirut, 1982.
2. Joudat Ezzat Atwi. *Scientific Research Methods*. Dar Al-Thaqafa, Amman, 2000.
3. Hamad Suleiman Al-Mashoukhi. *Research Techniques and Methods*. Mansha'at Al-Maaref, Alexandria, 2002.
4. Rajaa Mahmoud Abu Allam. *Research Methods in Psychological and Educational Sciences*. Cairo University Press, 1999.
5. Sami Mohammad Milhim. *Research Methods in Education and Psychology*, 2nd ed., Al-Maysara, Amman, 2002.
6. Saad Abdul Rahman. *Psychological Measurement – Theory and Application*, 3rd ed., Dar Al-Fikr Al-Arabi, Cairo, 1998.
7. Safwat Farag. *Statistics in Psychology*, 3rd ed., Anglo Egyptian Library, Cairo, 1996.
8. Salah Al-Din Ahmad Murad & Amin Ali Salman. *Tests and Measures in Psychological and Educational Sciences*, Dar Al-Kitab Al-Hadith, Cairo, 2002.
9. Salah Al-Din Mahmoud Allam. *Data Analysis in Psychological, Educational and Social Research*, Dar Al-Fikr Al-Arabi, Cairo, 2000.
10. Mohammad Al-Tayyib Shibl Badran et al. *Research Methods in Educational and Psychological Sciences*, Dar Al-Maarifa, Alexandria, 2003.
11. Mohammad Othman Al-Khasht. *The Art of Writing Scientific Research and Academic Theses*, Dar Rihab, Algiers, 1989.
12. Mostafa Souif. *Methodological Issues in Clinical Psychology Research*, Arab House of Books, Cairo, 2005.
13. Youssef Yaqoub Al-Kandari. *Quantitative and Qualitative Research Methods in Social and Behavioral Sciences*, Scientific Publishing Council, 1st ed., Kuwait University, 2005.
14. Best, John W. (1981). *Research in Education*, Prentice-Hall, NJ, USA.
15. Maurice Angers (1996). *Practical Introduction to Human Sciences Methodology*, CEC Inc., Québec, Canada.
16. Roulin, J.-L. (2002). *APA Norms*, Dept. of Psychology, U.F.R.
17. Tedd Lucy A. (1995). *An Introduction to Sharing Resources via the Internet*, Program, vol. 29(1), pp. 43–61.

Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: 3

Course Type: Methodological Unit

Course Title: Inferential Statistics

Credits: 3

Coefficient: 2

Learning Objectives:

1. To familiarize students with the various tools used in statistics and data processing
2. To train students in the application of statistics and data processing in the field of orthophonie

Prerequisite Knowledge:

- Understanding of descriptive statistics
- Proficiency in using SPSS software
- Familiarity with various statistical tests

Acquired Skills:

- Ability to apply theoretical concepts in conducting research and preparing graduation theses

Course Contents (15 instructional units):

I. Types of Statistics and Statistical Methods

- Parametric (inferential) and non-parametric methods
1. Descriptive statistics
 2. Inferential statistics and their functions
 3. Differences between parametric and non-parametric methods

II. Measures of Central Tendency

4. Definition of central tendency measures
5. Arithmetic mean (\bar{X})
6. Median (Md)
7. Mode (Mo)
8. Relationships between central tendency measures

III. Measures of Dispersion

9. Definition of dispersion
10. Types of dispersion measures
11. Range, standard deviation, variance

IV. Correlation Coefficient

12. Definition of the correlation coefficient
13. Correlation and linear relationship

- Types of correlation

V. Statistical Methods for Comparing Two Groups

14. Key steps for formulating research hypotheses
15. t-test for two independent and homogeneous samples

- Chi-square test (χ^2)
- Fisher's test and One-Way ANOVA

Evaluation Method: Continuous assessment + exam

References:

(Same as those listed in the previous *Research Methodology I* course — covering research methods, statistics in psychology, SPSS use, and data analysis.)

Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: 3

Course Type: Exploratory Unit

Course Title: Developmental Psychology

Credits: 5

Coefficient: 2

Learning Objectives:

1. To introduce students to basic concepts and major schools in developmental psychology
2. To introduce students to key methods for studying and analyzing linguistic behavior
3. To introduce students to the psychology of language development and its influencing factors

Prerequisite Knowledge:

- General linguistics, acoustic phonetics, phonology, psycholinguistics

Acquired Skills:

- Ability to apply concepts from linguistics and language sciences

Course Contents (15 instructional units):

1. Historical overview and definitions of developmental psychology
2. Major approaches in developmental psychology
3. Piaget and Wallon approaches
4. Interactionist approaches (Erikson, Vygotsky)
5. Freud's approach
6. Developmental psychology of children and adolescents
7. Prenatal stage
8. Physical development
9. Motor development

10. Sensory development (visual, auditory, taste, smell, touch)
11. Cognitive and language development
12. Socio-emotional development
13. Development in old age
14. Neurological aging
15. Cognitive aging

Evaluation Method: Exam

References:

- Sami Mohammad Milhim (2004). *Developmental Psychology: The Human Life Cycle*. Dar Al-Fikr, Jordan
- Blaye, A., & Lemaire, P. (2007). *Cognitive Developmental Psychology of the Child*. 1st ed., De Boeck, Belgium
- Cartron, A., & Winnykamen, F. (2010). *Social Interactions in Children*. 2nd ed., Armand Colin, France
- Godefroid, J. (2011). *Psychology: A Human and Social Science*. 3rd ed., De Boeck, Belgium
- Ionescu, S., & Blanchet, A. (2006). *Developmental Psychology and Differential Psychology*. PUF, France
- Lehalle, H., & Mellier, D. (2005). *Developmental Psychology: Childhood and Adolescence*. 2nd ed., Dunod, France
- Lemaire, P., & Bherer, L. (2005). *Psychology of Aging: A Cognitive Perspective*. De Boeck, Belgium
- Ricaud-Droisy, H., Oubrayrie-Roussel, N., & Safont-Mottay (2009). *Developmental Psychology: Childhood and Adolescence*. Dunod, France
- Vauclair, J. (2004). *Child Development: Motor Skills, Perception, Cognition*. Belin Sup, France

Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: 3

Course Type: Exploratory Unit

Course Title: Cognitive Psychology

Credits: 1

Coefficient: 1

Learning Objectives:

1. To introduce the field of cognitive psychology

2. To understand the main issues in cognitive psychology
3. To explore topics directly related to the field of speech-language therapy

Prerequisite Knowledge:

1. Definition of psychology
2. The relationship between psychology and orthophonie

Acquired Skills:

1. Mastery of cognitive psychology concepts and terminology
2. Familiarity with theoretical foundations of cognitive psychology
3. Application of cognitive psychology theories in the field of orthophonie

Course Content (15 lessons):

1. Introduction (overview of psychological schools)
2. Emergence of cognitive psychology
3. Relationship of cognitive psychology with other sciences (linguistics, computer science)
4. Key issues in cognitive psychology
5. Mental processes
6. Sensation and attention
7. Thinking and intelligence
8. Memory (types and systems)
9. Perception
10. Problem-solving
11. Language
12. Executive functions
13. Information processing theory and models
14. Cognitive psycholinguistics and cognitive neuropsychology
15. Cognitive psychology and speech-language therapy

Evaluation Method: Continuous assessment + Exam

References:

- Hossam El-Din, A. (2012). *Cognitive Psychology*
 - Al-Attoum, A. Y. (2004). *Cognitive Psychology: Theory and Application*, Dar Al-Masirah
 - Lieury, A. (2008). *Cognitive Psychology (Vol. 2)*, Dunod
 - Fortin, C., & Rousseau, R. (2015). *Cognitive Psychology: An Information Processing Approach*, PUQ
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Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: 3

Course Type: Horizontal Unit

Course Title: Communication Studies

Credits: 1

Coefficient: 1

Learning Objectives: *[Not specified]*

Prerequisite Knowledge:

- Knowledge in linguistics and psychology

Acquired Skills:

- Understanding communication mechanisms

Course Content (15 lessons):

1. Definition of communication
2. Communication theories

3. History of communication
4. Types of communication
5. Verbal communication
6. Non-verbal communication
7. Written communication
8. Shannon's communication model
9. Mass communication
10. Interpersonal communication
11. Communication between institutions and individuals
12. Communication and media
13. Communication skills (listening and active listening)
14. Barriers to communication
15. Advertising and propaganda

Evaluation Method: Exam

References:

- Al-Khafaji, A. S. (2018). *Non-verbal Communication Skills*, Damascus, Syria
- Lazar, J. (1992). *The Science of Communication*, Que sais-je?, PUF
- Escarpit, R. (1993). *Writing and Communication*, Que sais-je?, PUF

Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: 3

Course Type: Horizontal Unit

Course Title: Specialized Language 1

Credits: 1

Coefficient: 1

Prerequisite Knowledge:

- Mastery of the subject matter in Arabic

Acquired Skills:

- Preparing the student to consult foreign references
- Mastery and adaptability in using professional language in different registers

Course Content (15 lessons):

1. Introduction to Speech-Language Therapy
2. Definition of Orthophonie
3. Practice of Orthophonie
4. Major concepts in Orthophonie
5. Basic notions in linguistics
6. Basic notions in general psychology
7. Basic notions in cognitive psychology
8. Basic notions in developmental psychology
9. Basic notions in psycholinguistics
10. Concepts in linguistics
11. Concepts in phonetics and phonology
12. Review in the target language (proficiency testing)
13. Grammar review
14. Speaking and interaction sessions in the target language
15. Text analysis

Evaluation Method: Continuous assessment + Exam**References:**

- Brin-Henry, F., Courrier, C., Lederlé, E., & Masy, V. (2018). *Orthophonie Dictionary*, Ortho-édition
- Pialoux, P. et al. (1975). *Manual of Orthophonie*, Masson, Paris
- Kremer, J.-M., & Lederle, E. (1991, 1994). *Speech-Language Therapy in France*, Que sais-je?, PUF

Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: 4

Course Type: Core Unit

Course Title: Psycholinguistics

Credits: 5

Coefficient: 2

Learning Objectives:

- Understand psycholinguistics as a branch of cognitive psychology
- Learn about major theoretical approaches in psycholinguistics
- Understand the methodology used in psycholinguistic research

Prerequisite Knowledge:

- Students should be familiar with concepts in linguistics, communication, psychometrics, cognitive psychology, and developmental psychology

Acquired Skills:

- Student training in cognitive psychology and linguistics

Course Content (20 lessons):

1. Definition of psycholinguistics
2. Explaining the mental processes behind language comprehension, production, and acquisition
3. Relationship between psycholinguistics, linguistics, and cognitive psychology
4. Encoding and decoding processes
5. Levels of linguistic analysis
6. Language production: planning and execution

7. Verbal aspects
8. Mental processes behind phoneme and letter production
9. Mental processes behind word production
10. Mental processes behind phrase production
11. Mental processes behind sentence production
12. Mental processes behind discourse production
13. Language comprehension (semantic aspect)
14. Processes behind word comprehension
15. Processes behind sentence comprehension
16. Mental processes and visual recognition of written words
17. Explanation of difficulties and disorders caused by deficits in cognitive-linguistic functioning
18. Language acquisition in children
19. Language disorders and bilingualism
20. Bilingualism

Evaluation Method: Continuous assessment + Exam

References:

- Dawood, A. (1984). *Studies in Psycholinguistics*, University of Kuwait
 - Al-Hamdani, M. (2004). *Psycholinguistics from a Cognitive Perspective*, Dar Al-Masirah, Amman
 - Shah, S. M. S. (2002). *Psycholinguistics*, Zahra Al Sharq Library
 - Jalal, S. E. (n.d.). *Psycholinguistics: Methodologies, Theories, and Issues*, Vol. 1, Alexandria
 - Caron, J. (1989). *Manual of Psycholinguistics*, PUF
 - Matthei, E., & Roeper, T. (1988). *Introduction to Psycholinguistics*, Dunod
 - Moscato, M., & Wittwer, J. (1978). *Psychology of Language*, PUF
 - Nouani, H. (2008). *Psycholinguistics Coursebook*, University of Algiers
 - Peterfalvi, J.-M. (1974). *Introduction to Psycholinguistics*, PUF
-

Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: 4

Course Type: Core Unit

Course Title: Child and Adolescent Psychology

Credits: 5

Coefficient: 2

Learning Objectives:

1. Deepening students' understanding of psychological terminology
2. Learning about key developmental stages of individuals
3. Enabling students to perform assessments and diagnoses based on theoretical foundations

Prerequisite Knowledge:

Students should be familiar with:

1. General psychology
2. Developmental psychology
3. Psychological life stages

Acquired Skills:

1. Understanding child and adolescent psychology
2. Knowledge of the psychological processes of childhood and adolescence

Course Content (15 lessons):

1. Definition of child and adolescent psychology
2. Psychology of childhood and adolescence
3. Various stages of psychological and social development
4. Major theories addressing child and adolescent psychology
5. Psychological and cognitive contexts and their changes

6. Psychopathology of children and adolescents
7. Childhood and adolescent issues
8. Psychological, mental, and behavioral disorders in children and adolescents
9. Developmental crises during childhood and adolescence
10. Behavioral and cognitive processes analysis
11. Understanding motivations and predicting behavior
12. Therapy and support
13. Juvenile delinquency and deviant behavior
14. Prevention and mental health promotion
15. Diagnostic tests for psychological disorders in children and adolescents

Evaluation Method: Continuous assessment + Exam

References:

1. Watson, R., & Lindgren, H. C. (Arabic trans. Dalia Ezzat Moamen). *Child and Adolescent Psychology*, Madbouly Library
2. Milad, M. M. (2015). *Cognitive Developmental Psychology of the Child*, Dar Al-I'sar, Amman
3. Cloutier, R., & Drapeau, S. (2015). *Psychologie de l'adolescent*, Chenelière Éducation, Montreal

Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: 4

Course Type: Core Unit

Course Title: Cognitive Neuroscience

Credits: 5

Coefficient: 2

Learning Objectives:

Understanding the field of neuroscience and its relation to speech-language therapy

Prerequisite Knowledge:

- Anatomy of the nervous system
- Cognitive psychology
- Linguistics

Acquired Skills:

- Building student competencies in cognitive neuroscience

Course Content (15 lessons):

1. Definition of cognitive neuroscience
2. Neurobiological mechanisms involved in cognitive processes (e.g., perception, problem-solving, thinking, executive functions, brain specialization, and neural plasticity)
3. Language
4. Memory
5. Relation between neuroscience and other sciences
6. Nervous system anatomy
7. Neuropsychology
8. Brain imaging techniques
9. Neurobiology
10. Neurophysiology
11. Cognitive psychology
12. Linguistics
13. Neuroscience and cognitive neurological disorders
14. Aphasia
15. Neurologically-based language and learning disorders

Evaluation Method: Continuous assessment + Exam

References:

- Hossam El-Din, A. (2012). *Cognitive Psychology – Contemporary Theories and Educational Applications*, Alexandria: Dar Al-Wafaa

- Al-Attoum, A. Y. (2004). *Cognitive Psychology: Theory and Application*, Dar Al-Masirah, Amman
 - Lieury, A. (2008). *Cognitive Psychology (Vol. 2)*, Dunod
 - Fortin, C., & Rousseau, R. (2015). *Cognitive Psychology: An Information Processing Approach*, PUQ
 - Boujard, D. (2014). *Visual Biology Manual for Psychologists* (2nd ed.), Dunod
 - Ionescu, S., & Blanchet, A. (2006). *Cognitive Psychology and Neurophysiological Bases of Cognitive Functioning*, PUF
 - Joly, D., & Boujard, D. (2003). *Biology for Psychologists* (3rd ed.), Dunod
 - Mouras, H. (2011). *Essentials of Biology for Psychologists*, Ellipses
 - Sherwood (2006). *Human Physiology* (2nd ed.), De Boeck
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Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: 4

Course Type: Core Unit

Course Title: Arabic Linguistics and Language Disorders

Credits: 5

Coefficient: 2

Learning Objectives:

To provide a solid theoretical foundation for an authentic speech-language therapy model based on the rules and logic of the Arabic language

Prerequisite Knowledge:

- General linguistics
- Phonetics and phonology
- Cognitive psychology

Acquired Skills:

- Building student expertise in cognitive psychology and linguistics

Course Content (16 lessons):

1. Definition and history of Arabic linguistics
2. Core concepts in Arabic linguistics
3. The concept of correctness (Istiqāma)
4. The concept of "Baab" (structural patterns)
5. The concept of example or definition
6. The concept of analogy (Qiyās)
7. The concepts of original and derivative forms
8. The concept of position and null marker
9. The concepts of vowel and sukoon (stillness)
10. The concepts of convention and usage
11. The concepts of construction and connection
12. The concepts of uniqueness and separation
13. The concept of grammatical agent (‘āmil)
14. Levels of analysis in Arabic linguistics and their associated disorders:
 - Analysis at the level of distinctive features and articulation disorders
 - Analysis at the level of morphemes and their disorders
 - Analysis at the level of words and related disorders
 - Analysis at the level of phrases and sentence formation disorders
 - Analysis at the level of syntactic construction and associated disorders
 - Analysis at the level of discourse and its disorders
15. Evaluation
16. Introduction to a discourse analysis grid

Evaluation Method: Continuous assessment + Exam

References:

- Hadj Salah, A. (2004). *Modern Linguistic Theories and the Khalilian Theory*, Lecture at University of Tlemcen, 28/06/2004
- Nouani, H. (2018). *Orthophonie and the Arabic Language: An Introduction to Speech Disorders*, Al-Khaldounia, Algeria
- Hadj Salah, A. (2011). *Arabic Linguistics and General Linguistics: An Essay in the Epistemology of Ilm Al-‘Arabiyyah*, ENAG, Algiers, 2 volumes

Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: 4

Course Type: Methodological Unit

Course Title: Research Methodology 2

Credits: 3

Coefficient: 2

Learning Objectives:

- Prepare students for academic research and professional competitions
- Ensure mastery of essential methodological skills
- Enable students to apply theoretical concepts in conducting field research and writing a graduation thesis
- Equip students to address societal and professional challenges using scientific and methodological techniques
- Contribute to developing students' scientific and research-oriented personalities

Prerequisite Knowledge:

Familiarity with basic concepts of scientific research methodology

Acquired Skills:

- Understanding the steps of scientific research in the field of speech-language therapy

Course Content (15 lessons):

1. Defining and formulating a research problem
2. Determining research objectives
3. Collecting scientific material
4. Formulating hypotheses and methods of testing them
5. Reviewing previous studies
6. Utilizing previous studies
7. Research population
8. Sampling and selection stages

9. Data collection tools in speech-language pathology research
10. Referencing and citation methods
11. Diagnostic and measurement tools
12. Speech-language synthesis
13. Speech-language tests and protocols
14. Presenting, analyzing, and interpreting results
15. Drawing generalizable conclusions from research findings

Evaluation Method: Continuous assessment + Exam

References (selected):

- Hassan, I. M. (1982). *Scientific Foundations of Social Research Methodologies*, Dar Al-Tali'ah
- Attiyah, J. I. (2000). *Scientific Research Methods*, Dar Al-Thaqafa
- Al-Mashoukhi, H. S. (2002). *Techniques and Methods of Scientific Research*, Mansha'at Al-Ma'aref
- Abu Al-Am, R. M. (1999). *Research Methods in Psychological and Educational Sciences*, University Publishing House
- Melhem, S. M. (2002). *Research Methods in Education and Psychology*, Dar Al-Maysara
- Best, J. W. (1981). *Research in Education*, Prentice-Hall, NJ
- Angers, M. (1996). *Practical Introduction to Methodology of Human Sciences*, CEC, Québec

Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: 4

Course Type: Methodological Unit

Course Title: Assessment and Testing in Speech-Language Pathology

Credits: 3

Coefficient: 2

Learning Objectives:

1. Introduce various tests used in speech-language pathology

2. Learn how to use them for evaluation and diagnosis

Prerequisite Knowledge:

1. Psychological and psychomotor development
2. Language development
3. Language and communication disorders
4. Cognitive development

Acquired Skills:

- Familiarity with speech-language assessment tools and their application

Course Content (15 lessons):

1. Concept of measurement
2. Measurement theories
3. Levels of measurement
4. Concept of tests
5. Validity and reliability
6. Speech-language assessment tools
7. Major diagnostic batteries in speech-language pathology
8. Oral language tests
9. Written language tests
10. Tests of oral and written comprehension
11. Cognitive function tests: Intelligence
12. Memory tests
13. Attention tests
14. Perception tests
15. Problem-solving tests

Evaluation Method: Continuous assessment + Exam

References (selected):

- Chevrie-Muller, C. & Narbona, J. *Child Language: Normal and Pathological Aspects*, Ed. Masson
 - Piérat, B. *Child Language: How to Assess It?*, Ed. De Boeck
 - Rondal, J.-A. *Language Assessment*, Ed. Mardaga
 - Mazeau, M. *Neuropsychological Assessment Practice*, Ed. Masson
 - Lhermitte & Lecours. *Aphasia*, Ed. Masson
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Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)***Semester:** 4**Course Type:** Exploratory Unit**Course Title:** Language Acquisition and Development in Children**Credits:** 1**Coefficient:** 1**Learning Objectives:**

To explore the stages through which a child acquires language and identify key developmental milestones

Prerequisite Knowledge:

- Linguistics
- Psycholinguistics
- Developmental psychology

Acquired Skills:

- Building a cognitive profile of how children acquire and develop language, which serves as a reference for practical decision-making

Course Content (15 lessons):

1. Introduction and definition of language acquisition and development
 2. Historical overview of studies and theories on language development
 3. Key theories: Behaviorism, Nativism (Chomsky), Vygotsky's works, Piaget's constructivism, Bruner's contributions
- Language Development Stages:**
4. Pre-verbal stage: interaction with environment, early signs of intentionality, awareness of the social function of language
 5. Emergence of goal-oriented signals
 6. Verbal stage
 7. Phonological stage: phoneme acquisition and sound discrimination
 8. First words and semantic development through adult-child dialogue
 9. Development of syntactic skills and sentence building
 10. Transition to discourse-level language
 11. Challenges and difficulties in language development
 12. Acquisition of written language
 13. Obstacles in written language acquisition
 14. Causes of language learning difficulties
 15. Bilingualism and second language acquisition

Evaluation Method: Continuous assessment + Exam

References (selected):

- Florin, A. (2013). *Language Development*, Ed. Dunod
- Kail, M. (2012). *Language Acquisition*, Que sais-je?, PUF
- Chevrie-Muller, C., & Narbona, J. (2007). *Child Language: Normal and Pathological Aspects*
- Vygotsky, L. (1984). *Thought and Language*, Social Editions
- Piaget, J. (2002). *Language and Thought in the Child*
- Chomsky, N. (2012). *Language and Thought*, Payot

Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: Fourth

Course Type: Exploratory Educational Unit

Course Title: Learning Theories

Credits: 1

Coefficient: 1

Learning Objectives:

- To explain learning phenomena through various theories
- To establish links between learning theories and their application in understanding learning difficulties

Prerequisite Knowledge:

- Concepts related to cognitive and psychological development

Acquired Skills:

1. Identifying key theoretical approaches to understanding learning
2. Comparing different learning theories
3. Applying theoretical knowledge to practical problem-solving and discussion

Course Contents (15 lessons):

1. Definition of learning
2. Learning theories
3. Behavioral theory
4. Constructivist theory
5. Gestalt theory
6. Social learning theory
7. Comparative analysis of learning theories
8. Summary of contributions of learning theories to the understanding of learning

9. Modern approaches in the learning process
10. Learning difficulties
11. Problems and learning challenges
12. Learning challenges in educable individuals with disabilities
13. Language disorders and learning difficulties
14. Oral learning difficulties
15. Written learning difficulties

Assessment Method: Continuous assessment + Exam

References:

1. Salah Amira (2005). *Reading and Writing Difficulties*. Dar Al-Falah Publishing and Distribution, Jordan
2. Suleiman Abdel Wahid (2007). *The Brain and Learning Difficulties*. Anglo Egyptian Library, Egypt
3. Bellone, C.H. (2009). *Dyslexia and Dysorthographia*. Paris: Ortho
4. Dumont, J.A. (1998). *Memory and Language*. Paris: Masson
5. Sprenger-Charolles, L. & Serniclaes, W. (2003). *Acquisition of Reading and Writing and Dyslexia: Literature Review*. Revue française de linguistique appliquée, Vol. VIII/1
6. Carbonnel (1996). *Cognitive Approach to Reading and Writing Disorders in Children and Adults*. Marseille: Solal

Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: Fourth

Course Type: Horizontal Educational Unit

Course Title: Pervasive Developmental Disorders

Credits: 1

Coefficient: 1

Learning Objectives:

1. Identifying major pervasive developmental disorders

2. Developing diagnostic and intervention skills

Prerequisite Knowledge:

1. Anatomy of the nervous system
2. Associated comorbidities
3. Skills in differential diagnosis

Acquired Skills:

1. Differentiating pervasive developmental disorders from similar disorders
2. Distinguishing between pervasive developmental disorders and neuro-motor impairments
3. Mastery of care methods for this population

Course Contents (15 lessons):

1. Concept and definition of pervasive developmental disorders (PDD)
2. Types of PDD
3. Classification of PDD
4. Causes of PDD
5. Autism: concept and definition
6. Intellectual disability: classification and definition
7. Diagnosis and intervention (management)
8. Down syndrome: causes and symptoms
9. Diagnosis and management of Down syndrome
10. Rett syndrome: concept and definition
11. Causes and symptoms of Rett syndrome
12. Childhood disintegrative disorder and childhood schizophrenia
13. Diagnosis and intervention
14. Typical vs. atypical PDD
15. Comorbid disorders

Assessment Method: Continuous assessment

References:

- Shibli Fadi (2001). *Autism: The Known Unknown*. Kuwait
- Osama Farouk, El-Sayed Kamel (2009). *Autism: Causes, Diagnosis, Treatment*. Dar Al- Dar Al-Maseera
- Sawsan Shaker Mahmoud (2010). *Autism: Characteristics, Diagnosis, Treatment*. Baghdad, Iraq
- Anwar Al-Hammadi (2014). *DSM-5 Criteria*
- Mohamed Mohamed Ouda (2016). *Diagnostic Guide for Neurodevelopmental Disorders*, Anglo Egyptian Library
- Marc Abboud (2013). *Autism, ADHD, Dyslexia and Performance Disorders*, King Fahd Library, Riyadh
- Suleiman Abdel Wahid (2007). *The Brain and Learning Difficulties*, Anglo Egyptian Library
- Ionescu, S., & Blachet, A. (2006). *Cognitive Psychology and Neurophysiological Bases of Cognitive Functioning*. PUF, France

Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: Fourth

Course Type: Horizontal Educational Unit

Course Title: Specialized Language 2

Credits: 1

Coefficient: 1

Prerequisite Knowledge:

- Proficiency in a foreign language

Acquired Skills:

- Preparing students to handle foreign-language references
- Enabling students to work professionally using different language registers

Course Contents (15 lessons):

1. Classification of speech sounds in Arabic
2. Basic concepts of phonemic oppositions, relevant features, and distinctive traits
3. Phonetic transcription exercises using the IPA
4. Description and classification of speech and language disorders in orthophony
5. Oral language disorders
6. Written language disorders
7. Aphasiology
8. Hearing impairment
9. Voice disorders
10. Intellectual disability
11. Orthophony and special needs
12. Testing and assessment in orthophony
13. Care and rehabilitation
14. Learning difficulties
15. Text analysis

Assessment Method: Final exam

References:

- Brin-Henry, F., Courrier, C., Lederlé, E., & Masy, V. (2018). *Dictionnaire d'orthophonie*. Ortho-édition
- Pialloux, P. et al. (1975). *Précis d'orthophonie*. Ed Masson, Paris
- Kremer, J.-M., & Lederlé, E. (1991, 1994). *L'orthophonie en France*. Que sais-je? PUF

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Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: Fifth

Course Type: Core Educational Unit

Course Title: Oral Language Disorders and Intervention Methods 1

Credits: 5

Coefficient: 2

Learning Objectives:

1. To identify various speech and language disorders in both children and adults
2. To understand oral language disorders
3. To recognize disorders associated with speech, language, and communication difficulties in children and adults

Prerequisite Knowledge:

1. Psycholinguistics
2. Physiological psychology
3. Sensory-motor development
4. Cognitive development

Acquired Skills:

1. Ability to diagnose and evaluate speech and associated disorders in children and adults
2. Ability to diagnose and evaluate speech disorders in children and adults
3. Ability to diagnose and evaluate oral language disorders

Course Contents (15 lessons):

1. Definition of language disorders and physiological basis of language; General introduction to oral language disorders
2. Basic description of specific oral language disorders
3. Historical development of specific oral language disorders
4. Current definition of specific oral language disorders
5. Causes of specific oral language disorders
6. Classification of specific oral language disorders

7. Cognitive and linguistic characteristics of specific language disorders
8. Functional speech disorders – causes and classification
9. Organic speech disorders – causes and classification
10. Associated disorders of speech disorders (e.g., oral-facial apraxia, oral-facial motor disorders)
11. Speech delay: concept, causes, types
12. Temporary language delay: definitions, classifications, causes, symptoms, and features
13. Persistent language delay (dysphasia): definitions, classifications, causes, symptoms, and features
14. Fluency disorders – stuttering; explanatory theories of fluency disorders
15. Manifestations of fluency disorders in children and adults

Assessment Method: Continuous assessment + Final exam

References:

1. Hala Al-Saeed (2014). *Language Communication Disorders: Diagnosis and Treatment (A Guide for Parents and Professionals)*, Anglo Egyptian Library
2. Khaled Mohamed Abdel Ghani (2016). *Communication Disorders: A Guide for Families, Teachers, and Specialists for Therapeutic and Training Interventions*, Dar Al-Ilm Wal Iman
3. Hala Ibrahim Al-Jarwani & Rehab Mahmoud Sadeeq (2013). *Stuttering Disorders: A Diagnostic Perspective*, Dar Al-Maarefa Al-Jami'iyya, Egypt
4. Khaled Mohamed Abdel Ghani (2016). *Communication Disorders*, Dar Al-Ilm Wal Iman
5. Qahtan Al-Zahir (2010). *Language and Speech Disorders*, 1st ed., Dar Wael for Publishing and Distribution, Jordan
6. Suheir Mahmoud Amin (2005). *Speech and Language Disorders: Diagnosis and Treatment*, 1st ed., Alam Al-Kutub, Egypt
7. Osama Farouk Mustafa Salem (2014). *Communication Disorders: Theory and Practice*, 1st ed., Dar Al-Maseera, Jordan
8. Iman Fouad Kashif (2010). *Speech Problems and Stuttering: A Guide for Parents and Teachers*, 1st ed., Dar Al-Kitab Al-Hadith, Egypt
9. Fikri Latif Metwally (2015). *Speech Disorders and Speech Defects*, 1st ed., Al-Rushd Library
10. Souad Tehami (2015/2016). *Linguistic Function in Children with Mild Language Delay*, Unpublished PhD Dissertation, Faculty of Social Sciences, University of Algiers 2
11. Ibrahim Abdullah Faraj Al-Zureikat (2005). *Speech and Language Disorders: Diagnosis and Treatment*, 1st ed., Dar Al-Fikr, Amman
12. Bousebta, Y. (1990). *Clinical Orthophonic Therapeutic Approach to Articulation Disorders in Algerian Clinical Settings*, Master's Thesis, University of Algiers
13. Gayraud-Andel, M. & Poulat, M.-P. (2011). *Stuttering: How to Overcome It?*, Editions Odile Jacob, Courtry

14. Dumont, A. & Julien, M. (2004). *Stuttering: Identifying and Treating in Children, Understanding and Living with It in Adulthood*, Editions Solal
15. Pierart, B. (Ed.) (2011). *Adult Stuttering*, Editions Mardaga, Belgium
16. Rousseau, Th. (Ed.) (2004). *Therapeutic Approaches in Orthophony, Vol. 1: Orthophonic Management of Language Disorders*, Editions Ortho Édition
17. Geneviève de Weck & Pascale Marro (2010). *Language Disorders in Children: Description and Evaluation*
18. Chevrie-Muller & Narbora (2007). *Child Language: Normal and Pathological Aspects*
19. Billard, C. (2007). *Screening and Classification of Oral Language Disorders in Children*, Psychiatrie/Pédopsychiatrie, EMC Elsevier-Masson, Paris

Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: Fifth

Course Type: Core Educational Unit

Course Title: Oral Language Disorders and Intervention Strategies I

Credits: 5

Coefficient: 2

Learning Objectives:

1. Identify various speech and language disorders in children and adults.
2. Understand oral language disorders.
3. Recognize the comorbidities associated with speech, language, and communication disorders in children and adults.

Prerequisite Knowledge:

1. Psycholinguistics
2. Physiological Psychology
3. Sensorimotor Development
4. Cognitive Development

Acquired Skills:

1. Ability to diagnose and assess speech disorders and associated comorbidities in children and adults.
2. Ability to diagnose and assess speech impairments in children and adults.
3. Ability to diagnose and assess oral language disorders.

Course Content (15 instructional units):

1. Definition of language disorders and the physiological basis of language; general introduction to oral language disorders
2. Basic description of specific oral language disorders
3. Historical development of specific oral language disorders
4. Current definitions of specific oral language disorders

5. Causes of specific oral language disorders
6. Classification of specific oral language disorders
7. Cognitive and linguistic characteristics of specific oral language disorders
8. Functional speech disorders – causes and classification
9. Organic speech disorders – causes and classification
10. Associated disorders (e.g., orofacial apraxia, orofacial anomalies...)
11. Speech delay: concept, causes, and types
12. Temporary language delay: concepts, classifications, causes, symptoms
13. Persistent language delay (dysphasia): concepts, classifications, causes, symptoms
14. Fluency disorders – stuttering; theoretical frameworks
15. Manifestations of fluency disorders in children and adults

Assessment Method: Continuous assessment + final exam

References:

[List preserved from original; includes Arabic and French sources on communication disorders, speech/language pathologies, and intervention strategies.]

Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: Fifth

Course Type: Core Educational Unit

Course Title: Neurocognitive Disorders

Credits: 5

Coefficient: 2

Learning Objectives:

- Acquire knowledge specific to neurocognitive disorders

- Explore the diagnosis and assessment of neurocognitive disorders and their connection to speech therapy
- Provide care for individuals with neurocognitive disorders

Prerequisite Knowledge:

1. Knowledge of the nervous system
2. Neurological models and theories
3. Knowledge of neurological damage and its consequences

Acquired Skills:

1. Strategies for diagnosing and assessing neurocognitive disorders
2. Knowledge of the rehabilitation pathway for neurocognitive functions

Course Content (15 instructional units):

1. Classification of neurocognitive disorders
2. Alzheimer's disease: definition, causes, symptoms
3. Vascular neurological disorders: definition, causes, symptoms
4. Lewy body dementia: definition, causes, symptoms
5. Frontotemporal degenerative diseases: definition, causes, symptoms
6. Primary progressive aphasia
7. Behavioral and psychological symptoms of neurocognitive disorders
8. Strategies for diagnosis, assessment, and speech therapy intervention in Alzheimer's disease
9. Strategies for diagnosis, assessment, and speech therapy intervention in vascular disorders
10. Strategies for diagnosis, assessment, and speech therapy intervention in Lewy body disease
11. Strategies for diagnosis, assessment, and speech therapy intervention in frontotemporal degenerative diseases
12. Strategies for diagnosis, assessment, and speech therapy intervention in primary progressive aphasia
13. Behavioral approaches to psychological symptoms of neurocognitive disorders
14. Care strategies focused on the patient's behavior
15. Care strategies focused on caregivers and family

Assessment Method: Continuous assessment + final exam

References:

[List includes both French and English references focused on Alzheimer's disease, cognitive communication disorders, and speech-language therapy approaches.]

Bachelor's Degree Title: *Speech and Language Pathology (Orthophony)*

Semester: Fifth

Course Type: Core Educational Unit

Course Title: Hearing Impairment

Credits: 5

Coefficient: 2

Prerequisite Knowledge:

- Anatomy and physiology of the ear
- Physiological and physical acoustics

Acquired Skills:

- Mastery of the concepts and field of deafness
- Preparedness for practical fieldwork

Course Content (15 instructional units):

1. Structure and function of the auditory system and hearing mechanisms; introduction to hearing impairment
2. Definitions, concepts, classification, causes, prevention of hearing impairment; auditory development from fetus to end of childhood
3. Auditory development before birth, in early childhood, and preschool years; characteristics of hearing in children aged 0–5; audiometric assessment
4. Types of hearing tests for infants: behavioral and sensory tests

5. Audiological assessment; psychological coping stages in parents of deaf children
6. Denial, guilt, depression, frustration, dialogue
7. Parental support; mother-child and father-child relationships in cases of hearing impairment
8. Cochlear implants: history, definition, components, conditions for implantation, operation and stages, communication methods for deaf children
9. Lip reading: definition, stages, conditions
10. Verbo-tonal method: definition and principles
11. Cued speech: definition, principles, sensory training activities
12. Sensory exercises: auditory, olfactory, gustatory, tactile, form and size recognition, language activities
13. Breathing exercises, vocal training, orofacial exercises
14. Phonetic training: pronunciation exercises from the letter A to Y
15. General review

Assessment Method: Continuous assessment + final exam

References:

[Arabic and French references related to hearing impairment, deaf education, speech-language development, and related rehabilitation techniques.]

Bachelor's Degree Title: Speech and Language Pathology (Orthophony)

Semester: Fifth

Course Type: Core Educational Unit

Course Title: Intellectual Disability

Credits: 5

Coefficient: 2

Learning Objectives:

1. Acquire basic knowledge of intellectual disabilities.
2. Diagnose and manage individuals with intellectual disabilities.
3. Facilitate psychological, academic, and professional integration of individuals with intellectual disabilities.

Prerequisite Knowledge:

1. Cognitive and language development of the child.
2. Sensory-motor and language psychological disorders.
3. Psychological and orthophonic testing.

Acquired Skills:

1. Diagnose intellectual disability.
2. Understand and master different types and forms of intellectual disability.
3. Provide cognitive and language care for individuals with intellectual disabilities.

Course Contents (15 lessons):

1. Definition of intellectual disability.
2. Classification of intellectual disabilities.
3. Causes and symptoms.
4. Characteristics of individuals with intellectual disabilities (physical, cognitive, linguistic, social, etc.).
5. Types and levels of disability.
6. Syndromes.
7. Associated disorders.
8. Multiple disabilities.
9. Diagnosis.
10. Cognitive and linguistic care.
11. Social support.
12. Concept of integration.
13. Types of integration.
14. School integration.
15. Professional integration.

Assessment Method: Continuous assessment + final exam

References:

1. Rondal Jean-Adolphe, *Psycholinguistique du handicap mental*, 2009.
 2. Jonckheere Paul, Salbreux Roger & Magerotte Ghislain, *Handicap mental: prévention et accueil*, 2007.
 3. Chevrie-Muller Claude & Narbona Juan, *Le langage de l'enfant*, 3rd ed., 2007.
 4. Fatima Zeinette, *Lectures on Intellectual Disability from a Neuro-Psycholinguistic Perspective*, 2019.
-

Semester: Fifth

Course Type: Methodological Unit

Course Title: Assessment and Diagnostic Methods

Credits: 3

Coefficient: 2

Learning Objectives:

1. Provide students with theoretical and practical knowledge for conducting clinical interviews and observations.
2. Introduce cognitive and language tests and scales to establish an orthophonic diagnosis.
3. Learn how to set diagnostic summaries for various language disorders.

Prerequisite Knowledge:

1. Psychological and psychomotor development.
2. Language development.
3. Language and communication disorders.

Acquired Skills:

- Ability to establish specific assessments for each disorder.

Course Contents (15 lessons):

1. Clinical interview.
2. Clinical observation (definition, objectives, tools, process).
3. Diagnostic methods and tools.
4. Early detection techniques.
5. Definition of orthophonic summary.
6. Types and application of orthophonic summaries.
7. Sample summaries by disorder type.

Assessment Method: Continuous assessment + final exam

References:

- Chevrie-Muller & Narbona, *Le langage de l'enfant*.
- Chiland Colette, *L'entretien clinique*.
- Gérard Poussin, *La pratique de l'entretien clinique*, 4th ed.
- Lhermitte & Lecours, *L'aphasie*.
- Mazeau M., *La conduite de l'examen neuropsychologique*.
- Piérat B., *Le langage de l'enfant : Comment l'évaluer ?*
- Rondal J-A, *L'évaluation du langage*.
- Sam N., *L'aphasie de l'enfant*.

Semester: Sixth

Course Type: Methodological Unit

Course Title: Professional Ethics

Credits: 3

Coefficient: 2

Learning Objectives:

- Understand professional ethics in field practice.
- Learn the ethical standards specific to speech-language pathology.

Prerequisite Knowledge: None

Acquired Skills: *Not specified*

Course Contents (15 lessons):

1. Defining key concepts in professional ethics.
2. Nature and goals of professional ethics.
3. Definition and importance of professional ethics.
4. Principles of professional ethics.
5. Rights, duties, and roles of the orthophonist.
6. Ethical conduct in professional-client relationships (e.g., Hippocratic Oath).
7. Ethical comparison across professions (e.g., medicine, justice).
8. Career path of a speech-language therapist in public health.
9. Core principles: integrity, objectivity, confidentiality, competence.
10. Professional limits in the field.
11. Rights of field practitioners.
12. Possible professional errors.
13. Disciplinary sanctions in public service.
14. Conditions and procedures for opening a private practice.

Assessment Method: Final exam

References:

1. Osama Khalil Al-Zayati, *Role of Professional Ethics in Enhancing Social Responsibility in Hospitals*, Master's Thesis, Al-Aqsa University, Palestine, 2014.

2. Rachid Hbani, *Employee and Civil Service Guide*, 2012, Algeria.
 3. Issam Al-Humaidan, *Professional Ethics in Islam*, Obeikan, Saudi Arabia, 2017.
 4. *Professional Ethics*, King Saud University, College of Education, Islamic Studies Department, 1436H.
 5. *Ethical Charter for Psychologists*, Official Gazette of the Algerian Republic, No. 43, July 22, 2009.
-

Semester: Fifth

Course Type: Exploratory Unit

Course Title: Sensory-Motor Development Disorders

Credits: 1

Coefficient: 1

Learning Objectives:

1. Understand the different stages and characteristics of a child's sensory and motor development.
2. Learn about pre-linguistic acquisitions (spatial, temporal, laterality, body schema...).
3. Identify and understand psychomotor disorders.

Prerequisite Knowledge:

1. Developmental psychology.
2. Psycholinguistics.
3. Anatomy and physiology of the nervous and motor systems.

Acquired Skills:

1. Assess a child's sensory-motor development.
2. Evaluate pre-linguistic acquisitions.
3. Diagnose sensory-motor disorders and propose appropriate care strategies.

Course Contents (15 lessons):

1. Overview of the prenatal stage (development of senses and nervous system).
2. Sensory development (sight, hearing, touch...).
3. Motor development (stages and theories).
4. Human motor system (anatomy and physiology).
5. Muscle tone (definition, development, assessment, disorders).
6. Assessment tools (tests and evaluation scales).
7. Pre-linguistic acquisitions (spatial, temporal, laterality, body schema).
8. Assessment of pre-linguistic skills.
9. Psychomotor disorders and treatments.
10. Laterality disorders.
11. Disorders of spatial-temporal structuring.
12. Body image disorders.
13. Motor tics and Tourette's syndrome.
14. Attention Deficit Hyperactivity Disorder (ADHD).
15. Dyspraxia (definition, causes, symptoms, evaluation, treatment).

Assessment Method: Continuous assessment + final exam

References:

- Abu Jado, Saleh M. (2011). *Developmental Psychology: Childhood and Adolescence*, 2nd ed.
- Al-Rubaie, M. (1986). *Genetics and Man*.
- Ayad, Masouda (2007). *Acquisition of Temporal and Spatial Concepts and its Relationship to Dyslexia*.
- Matar & Musafir (2010). *Development of Language Skills in Children*.
- Baytar, Elise et al. *Learning Difficulties and Common School Psychological Disorders*.
- Florent, Anis (2013). *Introduction to Developmental Psychology*.
- El-Sayed, Fouad Al-Bahi (1957). *Psychological Foundations of Growth*.
- Rouchet, Lionel (2001). *Psychomotor Awakening in Children*.
- Yahya, Haroun. *The Miracle of Human Creation*.
- Watson & Lindgren (2004). *Child and Adolescent Psychology*.

- Albaret, J.M. (2001). *Psychomotor Disorders in Children*.
- *Certificate in Speech Therapy, University of Nice*.
- Bruno de Lièvre & Lucie Stase (1993). *Psychomotricity for Children*.
- De Agostini, Maria & Doyen, Anne-Lise. *Development of Manual Laterality in Children*.

Bachelor's Degree Title: Speech and Language Pathology

Semester: Fifth

Course Type: Exploratory Educational Unit

Course Title: Psychology of Individuals with Special Needs

Credits: 1

Coefficient: 1

Learning Objectives:

1. Provide students with comprehensive information about the psychology of individuals with special needs.
2. Highlight the importance of early multidisciplinary intervention.
3. Train students to care for individuals with special needs.

Prerequisite Knowledge:

1. General concepts of the psychology of individuals with special needs.
2. Characteristics of individuals with special needs.
3. Importance of early intervention for individuals with special needs.

Acquired Skills:

1. Psychological and cognitive characteristics of individuals with special needs.
2. Early intervention.
3. Guidance and counseling.

Course Contents (15 lessons):

1. Introduction to the concept and categories of individuals with special needs.
2. Intellectual disability (definition, causes, classifications, characteristics).
3. Language disorders in intellectual disability (mild, moderate, severe, profound) – evaluation and care methods.
4. Motor disability (definition, causes, types, characteristics).
5. Cerebral palsy (definition, causes, classifications, characteristics).
6. Language, swallowing, and drooling disorders in this group – assessment and care.
7. Rare syndromes (Williams, Prader-Willi, Fragile X, Rett, etc.).
8. Language disorders in syndromes – assessment and care.
9. Autism spectrum disorder (definition, explanatory theories, diagnosis, characteristics).
10. Language disorders in autism – evaluation and care.
11. Visual impairment (definition, causes, types, characteristics).
12. Language disorders – evaluation and care.
13. ADHD (definition, diagnosis, causes, characteristics, language disorders).
14. Gifted individuals (definitions: giftedness, talent, genius, intelligence – theories – types – characteristics).
15. Screening methods, support and care programs, disorders.

Assessment Method: Final exam

References: [Full list kept as provided; available upon request for formatting]

Semester: Fifth

Course Type: Horizontal Educational Unit

Course Title: Autism and Neurodevelopmental Disorders

Credits: 1

Coefficient: 1

Learning Objectives:

- Deepen and specialize in understanding these disorders, even if previously covered superficially in the general developmental disorders course.

Prerequisite Knowledge:

- Knowledge of general developmental disorders, cognitive neuroscience, psycholinguistics, cognitive psychology, and the anatomy and physiology of the nervous system.

Acquired Skills:

- Specialization and mastery of the concepts of autism and neurodevelopmental disorders.

Course Contents (15 lessons):

1. Definition of neurodevelopmental disorders.
2. Delayed development disorders: definition and identification.
3. Cognitive disorders.
4. Behavioral disorders.
5. Sensory disorders.
6. Autism:
 - Definition and types
 - Symptoms
7. Social interaction and communication disorders.
8. Diagnosis of autism.
9. Characteristics of children with autism.
10. Explanatory theories of autism:
 - Genetic theory
 - Behavioral theory
 - Psychoanalytic theory
 - Dietary theory

11. Orthophonic rehabilitation.
12. Orthophonic case history.
13. Autism assessment tools and tests.
14. Care and treatment approaches.
15. Parental support.

Assessment Method: Final exam

References: [Full list kept as provided; available upon request for formatting]

Semester: Fifth

Course Type: Horizontal Educational Unit

Course Title: Specialized Foreign Language 1

Credits: 1

Coefficient: 1

Learning Objectives:

- Prepare students to expand their knowledge in the field.

Prerequisite Knowledge:

- Introduction to orthophonie, statistics, anatomy and physiology, psychology, measurement...

Acquired Skills:

- Proficiency in using the foreign language in the field of specialization.

Course Contents (15 lessons):

1. General review of all training modules with brief introduction in a foreign language.
2. Introduction to statistical concepts in a foreign language.
3. Descriptive statistics.
4. Inferential statistics.
5. Mean, median, standard deviation...
6. Introduction to the anatomy, physiology, and pathology of the phonatory and auditory systems.
7. Introduction to the central and peripheral nervous system.
8. Introduction to metrology and social sciences measurement.
9. Test construction and adaptation.
10. Developmental psychology.
11. Theories and schools of thought.
12. Child and adolescent psychology.
13. Theories and schools of thought.
14. Case studies.
15. General review.

Assessment Method: Final exam

References: [Full list kept as provided; available upon request for formatting]

Semester: Sixth

Course Type: Core Educational Unit

Course Title: Oral Language Disorders and Intervention Methods 2

Credits: 5

Coefficient: 2

Learning Objectives:

- Understand various therapeutic techniques used in orthophonie.

- Learn approaches to manage oral language disorders.

Prerequisite Knowledge:

1. Anatomy and physiology of the phonatory and auditory systems.
2. Anatomy and physiology of the nervous system.
3. Linguistics.
4. Phonology and phonetics.
5. Psycholinguistics.
6. Child sensory-motor development.

Acquired Skills:

- Management of oral language disorders.

Course Contents (15 lessons):

1. Evaluation and treatment of specific oral language disorders.
2. Assessment summary for specific oral language disorders.
3. Comprehensive therapeutic approach for specific oral language disorders.
4. Diagnosis of functional speech disorders.
5. Speech assessment for functional speech disorders.
6. Diagnosis of organic speech disorders.
7. Speech assessment for organic speech disorders.
8. Therapeutic approaches for functional speech disorders.
9. Therapeutic approaches for organic speech disorders.
10. Diagnosis of speech delay.
11. Speech delay assessment.
12. Therapy for speech delay.
13. Diagnosis of temporary language delay.
14. Assessment of temporary language delay.
15. Therapy for temporary language delay.

16. Diagnosis of persistent language delay (dysphasia).
17. Assessment of persistent language delay.
18. Therapy for persistent language delay.
19. Assessment of fluency disorders in children.
20. Treatment of fluency disorders in children.
21. Assessment and treatment of fluency disorders in adults.
22. Practical exercises and training on clinical cases.

Assessment Method: Continuous assessment + final exam

References: [Full list kept as provided; available upon request for formatting]

Bachelor's Degree Title: Orthophony

Semester: Sixth

Course Type: Core Unit

Course Title: Written Language Disorders and Intervention Methods

Credits: 5

Coefficient: 2

Learning Objectives

1. Understand the various written language disorders through definitions and classifications.
2. Identify each disorder's clinical manifestations and diagnostic methods.
3. Learn appropriate intervention methods for each disorder.

Prerequisite Knowledge

1. Knowledge of the basic terminology of written language.
2. Foundations in psycholinguistics related to the development and acquisition of written language.
3. Learning theories.

Acquired Skills

1. Ability to distinguish between written language disorders, especially in terms of specific terminology.
2. Ability to diagnose each disorder.
3. Ability to implement appropriate interventions.

Course Content (15 lessons)

1. Introduction to written language
2. Classification of written language disorders
3. Dyslexia
4. Definition and clinical manifestations
5. Diagnostic criteria
6. Causes of dyslexia
7. Intervention methods for dyslexia
8. Reading comprehension disorder
9. Dysorthographia (spelling disorder)
10. Clinical manifestations
11. Intervention methods for dysorthographia
12. Written expression difficulties
13. Dyscalculia
14. Mathematical reasoning disorders
15. Dysgraphia

Assessment Method

Continuous assessment + final exam

References

1. De Weck, G., & Marro, P. (2010). *Les troubles du langage chez l'enfant*. Elsevier Masson.

2. Leloup, G. (2018). *Évaluation et dépistage des troubles du langage écrit. Les dyslexies*, 163–200.
 3. Bigouret, F., Roch, D., Raynaud, S., & Vannetzel, L. *Apprentissage et Dysfonctionnement du langage écrit*.
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Bachelor's Degree Title: Orthophony

Semester: Fifth

Course Type: Core Unit

Course Title: Aphasia and Intervention Methods

Credits: 5

Coefficient: 2

Learning Objectives

1. Acquire knowledge related to speech aphasia disorders.
2. Learn how to diagnose and assess aphasia.
3. Learn how to manage and treat individuals with aphasia.

Prerequisite Knowledge

1. Anatomical and physiological foundations of the nervous system.
2. Neurological foundations of language.
3. Language representation areas in the brain.

Acquired Skills

1. Diagnostic principles for aphasia.
2. Therapeutic principles for treating aphasia in children and adults.

Course Content (15 lessons)

1. Theoretical and historical foundations of aphasia
2. Theoretical frameworks explaining aphasia
3. Types of aphasia
4. Language impairments in:
 - Broca's aphasia
 - Transcortical motor aphasia
 - Wernicke's aphasia
 - Transcortical sensory aphasia
 - Conduction aphasia
 - Global aphasia
 - Anomic aphasia
5. Diagnosis and assessment methods
6. Cognitive assessment of aphasia
7. Quality of life assessment in aphasia
8. Childhood aphasia
9. Assessment and therapy methods
10. Summary and evaluations:
 - Oral and written language assessment
 - Neurocognitive assessment (apraxia, agnosia, memory, executive functions)
 - Pragmatic/communicative assessment
 - Fluent vs. non-fluent aphasia evaluation
 - Aphasia in children
11. Speech-language rehabilitation for:
 - Non-fluent aphasia
 - Fluent aphasia
12. Rehabilitation for children with aphasia (e.g., word retrieval programs)
13. Oral language rehabilitation in aphasia
14. Written language rehabilitation
15. Cognitive functions rehabilitation (oral-facial apraxia, verbal apraxia, conceptual apraxia, agnosia, etc.), environmental/communicative rehabilitation

Assessment Method

Continuous assessment + final exam

References

See full list above – over 30 sources including:

- Chomel-Guillaume, S., Leloup, G., & Bernard, I. (2010). *Les aphasies: évaluation et rééducation*.
 - Nespoulous, J.-L. et al. (1983). *Neuropsychologie de l'expression orale*.
 - Seron, X. (1995). *Aphasie et neuropsychologie*.
 - Bousebta, Y. (2013). *Evaluation subjective de la communication chez la personne aphasique*.
-

Bachelor's Degree Title: Orthophony

Semester: Fifth

Course Type: Core Unit

Course Title: Voice Disorders and Intervention Methods

Credits: 5

Coefficient: 2

Learning Objectives

1. Identify the characteristics of a normal voice.
2. Understand voice disorders and their assessment/diagnosis.
3. Learn orthophonic approaches to managing voice disorders.

Prerequisite Knowledge

- Basic knowledge of human anatomy, especially relevant to the vocal system.

Acquired Skills

1. Ability to diagnose voice disorders in children and adults.
2. Ability to manage and rehabilitate voice disorders in children and adults.

Course Content (15 lessons)

1. Concept of voice disorders
2. Causes of voice disorders
3. Organic voice disorders
4. Functional voice disorders
5. Simple functional voice disorders
6. Complex functional voice disorders
7. Specific cases of hoarseness
8. Clinical, functional, and orthophonic diagnosis
9. Voice rehabilitation techniques
10. Partial and total laryngectomy
11. Voice re-education post-laryngectomy
12. Voice disorders in children
13. Voice rehabilitation in children
14. Adolescent hoarseness due to physiological changes
15. Final review

Assessment Method

Continuous assessment + final exam

References

1. Aronson, A.E. (1983). *Les troubles cliniques de la voix*. Masson.
 2. Le Huche, F., Allali, A. (various editions). *La voix* (Anatomy, Physiology, and Therapy).
 3. David H.MC. Farland. (2006). *L'anatomie d'orthophonie*. Masson.
 4. Bouchara. *La dysphonie*.
 5. Others listed in full above.
-

Bachelor's Degree Title: Orthophony

Semester: Sixth

Course Type: Methodological Unit

Course Title: Field Internship

Credits: 3

Coefficient: 2

Learning Objectives

- Train students to work in real-life orthophonic and clinical settings.
- Apply theoretical knowledge in practice.
- Learn and apply diagnostic, assessment, and research techniques.
- Explore the professional field and integrate into a workplace environment.
- Learn how to write a professional internship report.

Prerequisite Knowledge

- All specialized training covered in previous semesters.

Acquired Skills

1. Diagnose and manage various language disorders.
2. Write case reports and internship documentation.

Course Content (15 units/weeks)

- Internship in various institutions offering orthophonic care:
 - Two weeks in educational institutions (nurseries, primary schools)
 - Two weeks in centers for the intellectually disabled
 - Two weeks in centers for the deaf-mute
 - Two weeks in centers for motor-disabled individuals
 - Six weeks in university hospitals (pediatrics, neurology/neurosurgery, ENT, physical rehabilitation, etc.)

Assessment Method

Ongoing evaluation and a final internship report

Bachelor's Degree Title: Speech and Language Pathology (Orthophonie)

Semester: Sixth

Course Type: Methodological Unit

Course Title: Graduation Thesis

Credits: 3

Coefficient: 2

Learning Objectives:

- Train students in scientific research.
- Train students in analysis, synthesis, and academic discussion.
- Apply theoretical knowledge in the field.

Prerequisite Knowledge:

All courses covered in previous semesters.

Acquired Skills:

- Mastering the methodology of preparing a Bachelor's graduation thesis.

Course Contents (15 lessons required per semester):

The student selects a topic related to their specialization and addresses it in a rigorous methodological manner, in agreement with the supervising professor.

Evaluation Method:

Evaluation is done through a thesis defense before a committee composed of faculty members and the thesis supervisor.

References:

Each student is required to conduct a documentary research relevant to their thesis topic.

Bachelor's Degree Title: Speech and Language Pathology (Orthophonie)

Semester: Sixth

Course Type: Exploratory Unit

Course Title: Case Study

Credits: 1

Coefficient: 1

Learning Objectives:

- Understand the steps of conducting a case study in speech and language pathology.
- Review cases related to disorders studied during the semester.
- Learn to write referral letters and speech-language therapy reports.

Prerequisite Knowledge:

As covered in previous semesters.

Acquired Skills:

- Ability to approach examinees and gather information.

Course Contents (15 lessons required):

1. Definition of case study as a tool and method
2. Objectives of case study
3. Tools and methods used in case studies
4. Writing a case report
5. Applications and models of case studies
6. Case studies of oral language disorders (articulation disorders, delayed speech, language delay, dysphasia, stuttering in children and adults, apraxia, swallowing disorders, etc.)
7. Case studies of written language disorders (dyslexia, dysgraphia, dyscalculia, etc.)
8. Case studies of aphasia (fluent types: Wernicke, conduction, sensory transcortical; non-fluent types: global, Broca, motor transcortical, mixed transcortical)
9. Case studies of voice disorders (functional and organic dysphonia)
10. Case studies involving individuals with special needs (autism, hearing impairment, cerebral palsy, intellectual disability)
11. Case studies of communication difficulties in individuals with psychological disorders
12. Case studies of communication difficulties in individuals with intellectual disabilities
13. Case studies of communication issues in degenerative diseases
14. Case studies of communication in the elderly
15. Learning to write reports

Evaluation Method:

Continuous assessment + exam

References:

- Pedinielli Jean-Louis, Fernandez Lydia (2005). *L'observation clinique et l'étude de cas*. Armand Colin.
 - Zellal Nacira (1992). *Étude de cas*. OPU.
-

Bachelor's Degree Title: Speech and Language Pathology (Orthophonie)

Semester: Sixth

Course Type: Exploratory Unit

Course Title: Psychopathology and Communication Disorders

Credits: 1

Coefficient: 1

Learning Objectives:

- Introduce the concept and branches of psychopathology.
- Introduce major psychological theories in the field.
- Present the classification of psychological disorders and related communication disorders.

Prerequisite Knowledge:

Psychological schools, psychopathology, communication, linguistics.

Acquired Skills:

- Master techniques for psychological care of individuals with psychopathological communication issues.

Course Contents (15 lessons required):

1. Introduction to psychopathology
2. Definition of psychopathology
3. Subject and methods in studying psychological disorders
4. International classifications of mental disorders (ICD-10, DSM-IV, DSM-5)

5. Neurotic disorders
6. Types and classifications
7. Language and communication disorders in neurotic individuals
8. Psychotic disorders
9. Types and classifications
10. Language and communication disorders in psychotic individuals
11. Schizophrenic disorders
12. Language and communication disorders in schizophrenia
13. Affective disorders
14. Language and communication issues in affective disorders
15. Personality and behavioral disorders and their impact on language and communication

Evaluation Method:

Continuous assessment + exam

References:

1. Barlow, D. H. (2002). *Clinical Handbook of Psychological Disorders*. Arabic translation by Safwat Farag.
2. Koziol, L. F. et al. (2003). *Neuropsychological Foundations of Mental Disorders*.
3. Thaer Ghobari et al. (2009). *Psychology of Human Development*.
4. Hamed Zahran (1997). *Developmental Psychology*.
5. Mayassa, M. (1997). *Mental Health and Mental Illness*. Beirut: Dar Al-Jil.

Bachelor's Degree Title: Speech and Language Pathology (Orthophonie)

Semester: Sixth

Course Type: Horizontal Unit

Course Title: Rehabilitation and Quality of Life

Credits: 1

Coefficient: 1

Learning Objectives:

1. Acquire knowledge of indicators or criteria for mental health and quality of life
2. Understand the psychological health dimensions of people with language and communication disorders
3. Develop a balanced perception of quality of life for people with language disorders

Prerequisite Knowledge:

1. Students must have studied the unit on language disorders in the third year.
2. Prior exposure to concepts of quality of life and mental health.

Acquired Skills:

1. Define rehabilitation and quality of life
2. Understand criteria and determinants of rehabilitation for individuals with language disorders
3. Develop a balanced view of mental well-being for individuals with language disorders through speech-language therapy.

Course Contents (15 lessons required):

1. Mental health
2. Mental health criteria
3. Levels of mental health
4. Criteria of mental health
5. Mental health approaches
6. Theoretical frameworks explaining mental health
7. Relativity of mental health (language and communication disorders)
8. Quality of life
9. Dimensions of quality of life
10. Indicators of quality of life
11. Manifestations of quality of life
12. Theoretical approaches to quality of life
13. How quality of life is achieved (language and communication disorders)

14. Mental health scales
15. Quality of life scales

Evaluation Method:

Continuous assessment + exam

References:

1. Mohamed Hassan Ghanem, Magda Mahmoud Yassin (2013). *Foundations of Mental Health*
 2. Abdelsalam Abdelghaffar (2007). *Introduction to Mental Health* (e-book)
 3. Safaa Salah Sand (2016). *Quality of Life and Mental Health*, 1st edition (e-book)
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Bachelor's Degree Title: Speech and Language Pathology (Orthophonie)

Semester: Sixth

Course Type: Horizontal Unit

Course Title: Specialized Language 2

Credits: 1

Coefficient: 1

Learning Objectives:

- Ability to engage in interactive academic discussions in a foreign language.

Prerequisite Knowledge:

- Students should have prior knowledge of the field of speech-language pathology from previous years.

Acquired Skills:

- Ability to write and edit a scientific research paper or academic work.

Course Contents (15 lessons required):

The student is preparing a thesis and needs foreign-language documentation. The course focuses on methodology and academic writing.

1. Translation of research-related concepts
2. Reflection and idea generation around research topics
3. Formulating the problem and controlling research variables
4. Formulating research questions
5. Formulating hypotheses
6. Reading and writing a literature review
7. Previous studies
8. Thesis, antithesis, synthesis
9. Research tools
10. Choosing tools and scientific validity
11. Reliability, validity, sensitivity...
12. Sampling rules and types
13. Data analysis
14. Discussion and conclusion based on hypotheses
15. Bibliography and appendices

Evaluation Method:

Exam

References:

(A comprehensive list of academic references on language disorders, learning disorders, cognitive psychology, academic writing, and research methodology is provided.)

IV. Contracts/Agreements (*)

No ☐ Yes ☐

(If yes, attach the agreements and contracts in both paper and digital format with the training offer)

(*) – Mandatory for all professional training programs.

Sample Letter of Intent

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

On official letterhead bearing the name of the concerned university

Subject: Approval for joint supervision of the Bachelor's degree program titled:

The university (or university center) ... hereby expresses its intent to co-supervise the aforementioned Bachelor's program for the entire duration of its accreditation. In this context, the university (or university center) will support the training offer through:

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

Signature of the authorized official:

Position:

Date:

Sample Letter of Intent

(In the case of a Bachelor's program proposal in partnership with a user-sector institution)

On official letterhead bearing the name of the institution

Subject: Approval of the Bachelor's degree training project titled:

Submitted by:

The institution ... hereby declares its intent to support the above-mentioned training program as a potential user of its graduates.

In this context, we confirm our participation in the project and outline our role as follows:

- Providing input in the design and updating of the curriculum;
- Participating in conferences organized for this purpose;
- Participating in thesis defense committees;
- Facilitating, as much as possible, the placement of interns within our institution to support the completion of graduation theses or supervised projects.

We will allocate the necessary resources—both material and human—to implement these activities and achieve the defined objectives.

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

Signature of the authorized official:

Position:

Date:

Official stamp of the institution

V. CVs of the Training Team Members for the Specialization

A **brief CV** for each member of the pedagogical team involved in the internal supervision of the training program.
(*As per the attached template*)

(*) – One page only per CV.

- **Full Name:**
 - **Date and Place of Birth:**
 - **Email:**
 - **Phone:**
 - **Academic Rank:**
 - **Home Institution:**
 - **Degrees:** (Undergraduate and postgraduate, dates of acquisition, specializations, etc.)
 - **Pedagogical and Professional Competencies:**
(Courses taught, professional experience, etc.)
 - **Main Scientific Activities:**
(Publications, presentations, research teams, etc.)
-

VI. Opinion and Endorsement of the Institution's Scientific Bodies

(The opinion is limited to verifying the alignment between the scientific competencies of the internal supervisory team and the nature of the proposed training subjects)

- **Department Scientific Committee** – Opinion – Date – Approval
 - **Faculty Scientific Council** – Opinion – Date – Approval
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VII. Opinion and Endorsement of the Administrative and Pedagogical Bodies of the Institution

- **Head of Department** – Opinion – Date – Approval
 - **Training Field Coordinator** – Opinion – Date – Approval
 - **Dean of the Faculty or Director of the Institute** – Opinion – Date – Approval
 - **Director of the University Institution** – Opinion – Date – Approval
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VIII. Opinion and Endorsement of the Regional Conference

(The endorsement is required only in the final version of the training offer submitted to the Ministry)

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

(The endorsement is required only in the final version of the approved training offer submitted to the Ministry)