

## BACHELOR IN EDUCATION

### Concentration:

Preschool and Primary Education,  
Special Education (Orthopedagogy)

### Main Language of Instruction:

French  English  Arabic

Campus Where the Program Is Offered: CSH - CLN

## OBJECTIVES

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### CONCENTRATION: PRESCHOOL AND PRIMARY EDUCATION

This program trains preschool and primary school educators, equipping them to teach all subjects at both levels. It offers a solid education rooted in the field of educational sciences, combining theoretical knowledge, practical skills, and the ethical dimensions of the profession.

The program develops a wide range of professional competencies, including differentiated instruction, classroom management, lesson planning, assessment, and teamwork.

It prepares future educators to create a stimulating learning environment that fosters the overall development of each child.

In this way, it shapes committed educators capable of supporting each learner in their academic and personal growth.

### CONCENTRATION: SPECIAL EDUCATION (ORTHOPEDAGOGY)

This program trains orthopedagogues specialized in supporting learners with special educational needs (SEN). It qualifies graduates to work with students presenting intellectual or sensory impairments, cerebral palsy, developmental or learning disorders, autism spectrum disorders, social and academic adjustment difficulties, or high intellectual potential.

The program offers a strong foundation rooted in educational sciences and prepares students to work in inclusive or specialized schools, specialized institutions, and preventive settings.

The training covers individualized or small-group interventions, whether in mainstream, resource, or special classrooms.

It thus prepares professionals capable of adapting their practices to the specific needs of each learner, in a spirit of inclusion.

## PROGRAM LEARNING OUTCOMES (COMPETENCIES)

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### CONCENTRATION: PRESCHOOL AND PRIMARY EDUCATION

#### 1. Foundational Competencies

- Master oral and written communication in both languages of instruction.
- Master theoretical and disciplinary knowledge.
- Adopt an ethical stance aligned with the principles of the profession.
- Act as a promoter of human culture and citizenship.

#### 2. Professional Competencies Related to Areas of Intervention

- Design teaching-learning situations that emphasize the learner's active role in their own learning.
- Manage a classroom group while ensuring optimal learning conditions.
- Assess educational interventions, learners' needs, and achievements.
- Manage learner diversity by personalizing approaches and learning.
- Integrate digital tools into both production and practice.

#### 3. Psychosocial Competencies

- Engage in the process of personal and professional development.
- Develop leadership skills.
- Collaborate with members of the educational community.

- Foster constructive communication.

#### **4. Analytical and Research Competencies**

- Develop analytical and research skills.
- Innovate in educational practices.

### **CONCENTRATION: SPECIAL EDUCATION (ORTHOPEDAGOGY)**

#### **1. Foundational Competencies**

- Master both languages of instruction, orally and in writing.
- Master theoretical and subject-matter knowledge.
- Adopt an ethical stance aligned with the principles of the profession.
- Act as a promoter of human culture and citizenship.

#### **2. Professional Competencies Related to Areas of Intervention**

- Design teaching-learning situations that emphasize the learner's active role in their own learning.
- Manage teaching and learning situations, individually or in groups.
- Develop and use various methods and strategies to assess orthopedagogical interventions, learners' needs, and progress.
- Address the diversity of learners with special educational needs.
- Integrate digital tools into both production and practice.

#### **3. Psychosocial Competencies**

- Engage in a process of personal and professional development.
- Develop leadership skills.
- Collaborate with members of the educational community.
- Develop effective communication.

#### **4. Analytical and Research Competencies**

- Develop analytical and research skills.
- Innovate in educational practices.

## **PROGRAM REQUIREMENTS**

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**180 credits: Required courses - common core (94 credits), Required courses per concentration (36 credits), Institution's elective courses (12 credits), Open elective courses (6 credits) and USJ General Education Program (32 credits).**

### **Fundamental Courses (142 Cr.)**

#### **Required Courses – Common Core (94 Cr.)**

Educational Facilitation (2 Cr.) Development of Oral and Written Language (2 Cr.) Cognitive Development of the Young Child – A Neuropsychological Approach (2 Cr.) Physical Development and Hygiene in Early Childhood (2 Cr.) Arabic Didactics 1 (Preschool–Grade 1) (4 Cr.) Mathematics Didactics 1 (Preschool–Grade 1) (4 Cr.) French Didactics 1 (Preschool–Grade 1) (4 Cr.) School and Behavioral Difficulties of Children (2 Cr.) Sensory Education (2 Cr.) Educational Assessment (3 Cr.) History of Educational Theories 1 (2 Cr.) History of Educational Theories 2 (2 Cr.) Introduction to Research Methodology 2 (2 Cr.) Children's Literature (3 Cr.) Teaching Methodology for Preschool and Primary (3 Cr.) Digital Tools and AI in Teaching and Learning 1 (2 Cr.) Perfecting Arabic – Level 2 (3 Cr.) Perfecting French – Level 1 (4 Cr.) Perfecting French – Level 2 (3 Cr.) Learning Processes – Cognitive Conditions (3 Cr.) Learning Processes – Physical and Emotional Conditions (3 Cr.) Psychomotor Education (2 Cr.) Introductory Field Placement (2 Cr.) Theories of Emotional and Social Development in Early Childhood (2 Cr.) Specific Learning Disorders (3 Cr.) Participation Internship 1 (6 Cr.) Participation Internship 2 (6 Cr.) Participation Internship 3 (8 Cr.) Advanced Internship (8 Cr.).

#### **Required Courses – Concentration: Preschool and Primary Education (36 Cr.)**

Arts in Preschool Education (2 Cr.) Arabic Didactics 2 (Grades 2–5) (4 Cr.) Mathematics Didactics 2 (Grades 2–5) (4 Cr.) Life and Earth Sciences Didactics (4 Cr.) Social Studies Didactics for Primary Education (2 Cr.) French

Didactics 2 (Grades 2–5) (4 Cr.) Mathematics Didactic Tools (2 Cr.) Digital Tools and AI in Teaching and Learning 2 (2 Cr.) Differentiated Instruction (4 Cr.) Art-Based Pedagogy (2 Cr.) Personal and Professional Development Project (2 Cr.) Interdisciplinary Educational Project (2 Cr.) Psychology and Education (2 Cr.).

**Required Courses – Concentration: Special Education (Orthopedagogy) (36 Cr.)**

Hearing Impairment: Knowledge and Interventions (4 Cr.) Intellectual Disability: Knowledge and Interventions (4 Cr.) Visual Impairment: Knowledge and Interventions (4 Cr.) Social and School Maladaptations: Knowledge and Interventions (4 Cr.) Introduction to the Psychology of Adolescents with Special Needs (2 Cr.) Orthopedagogical Intervention with Learners with Learning Disorders (2 Cr.) Introduction to Assessment in Orthopedagogy (2 Cr.) Introduction to Orthopedagogy (2 Cr.) Introduction to Psychometrics in Educational Contexts (2 Cr.) Literacy, Numeracy, and Functional Learning (2 Cr.) Cerebral Palsy: Knowledge and Interventions (4 Cr.) Autism Spectrum Disorders: Knowledge and Interventions (4 Cr.).

**Institution's Elective Courses – Concentration: Preschool and Primary Education (12 Cr.), to be chosen from the list below:**

Environmental and Sustainable Development Education (2 Cr.) Teaching and Creativity (2 Cr.) Workshop: Creative Space (2 Cr.) Genre and Text Types (2 Cr.) Literacy, Numeracy, and Functional Learning (2 Cr.) Mindfulness and Well-Being at School (2 Cr.) Music and Singing (2 Cr.) Painting and Drawing (2 Cr.) Theater at School (2 Cr.).

**Institution's Elective Courses – Concentration: Special Education (Orthopedagogy) (12 Cr.), to be chosen from the list below:**

Arts in Preschool Education (2 Cr.) Arabic Didactics 2 (Grades 2–5) (4 Cr.) or Mathematics Didactics 2 (Grades 2–5) (4 Cr.) or French Didactics 2 (Grades 2–5) (4 Cr.) Teaching and Creativity (2 Cr.) Mindfulness and Well-Being at School (2 Cr.) Music and Singing (2 Cr.) Digital Tools and AI in Teaching and Learning 2 (2 Cr.) Painting and Drawing (2 Cr.) Personal and Professional Development Project (2 Cr.) Workshop: Creative Space (2 Cr.).

**Open Elective Courses (6 Cr.)**

**USJ General Education Program (32 Cr.)**

Code	Course Name	Credits
<b>ENGLISH OR OTHER LANGUAGE</b>		
016ANGAL5	English Level A	4
<b>ARABIC</b>		
	<i>Arabic Language and Culture</i>	4
016P1ARL1	Perfecting Arabic - Level 1	4
<b>HUMANITIES</b>		
064VALEL1	USJ Values in Daily Life	2
	<i>Ethics</i>	2
016ININL1	Introduction to Disabilities	2
	<i>Other Humanities Course</i>	4
016PENSL6	Critical Thinking: A Tool for Personal Development	4
<b>SOCIAL SCIENCES</b>		
	<i>Professional Integration and/or Entrepreneurship</i>	2
	Professional integration and entrepreneurship	2
	<i>Other Social Sciences Courses</i>	4
016GETCL4	Conflict Management and Resolution	2
016CULTL1	General Culture	2

	<b>QUANTITATIVE TECHNIQUES</b>	<b>6</b>
016IINFL1	Introduction to Computing	2
016IAPQL6	Introduction to Quantitative Data Analysis	2
016MAT1L2	Mathematics 1 for Primary Teaching	2
	<b>COMMUNICATION TECHNIQUES</b>	<b>4</b>
016PHPRL2	Philosophizing in Primary School	2
016IMO1L2	Introduction to Research Methodology 1	2

## **SUGGESTED STUDY PLAN**

### **Semester 1**

<b>Code</b>	<b>Course Name</b>	<b>Credits</b>
<b>Required courses - Common core (26 Cr.)</b>		
016ECP1L1	History of Educational Theories 1	2
016DPH1L1	Physical Development and Hygiene in Early Childhood	2
016EDUSL1	Sensory Education	2
016PMEUL1	Psychomotor Education	2
016SITCL1	Introductory Field Placement	2
016P1FRL1	Perfecting French – Level 1	4
016P1ARL1	Perfecting Arabic – Level 1	4
016ININL1	Introduction to Disabilities	2
016IINFL1	Introduction to Computing	2
064VALEL1	USJ Values in Daily Life	2
016CULTL1	General Culture	2
<b>Institution's elective courses for PPE (to choose from the list below) (4 Cr.)</b>		
016PEINL1	Painting and Drawing	2
016ENSCL2	Teaching and Creativity	2
016ESPCL1	Workshop: Creative Space	2
016MINEL1	Mindfulness and Well-Being at School	2
016THEEL2	Theater at School	2
016EEDDL1	Environmental and Sustainable Development Education	2
<b>Institution's elective courses for OP (to choose from the list below) (2 Cr.)</b>		
016PEINL1	Painting and Drawing	2
016ENSCL2	Teaching and Creativity	2
016ESPCL1	Workshop: Creative Space	2
016MINEL1	Mindfulness and Well-Being at School	2
<b>Total for PPE</b>		<b>30</b>
<b>Total for OP</b>		<b>28</b>

**Semester 2**

Code	Course Name	Credits
<b>Required courses - Common core (19 Cr.)</b>		
016ECP2L2	History of Educational Theories 2	2
016DAR1L2	Arabic Didactics 1 (Preschool–Grade 1)	4
016METOL2	Teaching Methodology for Preschool and Primary	3
016TDASL2	Theories of Emotional and Social Development in Early Childhood	2
016IMO1L2	Introduction to Research Methodology 1	2
016MAT1L2	Mathematics 1 for Primary Teaching	2
016PHPRL2	Philosophizing in Primary School	2
016OIA1L2	Digital Tools and AI in Teaching and Learning 1	2
<b>Required courses for PPE (8 Cr.)</b>		
016PEDAL2	Art-Based Pedagogy	2
016PDPPL2	Personal and Professional Development Project	2
016DSSPL3	Social Studies Didactics for Primary Education	2
016APREL2	Arts in Preschool Education	2
<b>Required courses for OP (10 Cr.)</b>		
016INOPL2	Introduction to Orthopedagogy	2
016DICIL2	Intellectual Disability: Knowledge and Interventions	4
016DVCIL2	Visual Impairment: Knowledge and Interventions	4
<b>Institution's elective courses for PPE (to choose from the list below) (2 Cr.)</b>		
016MUSIL2	Music and Singing	2
016LNAFL4	Literacy, Numeracy, and Functional Learning	2
016GTTCL4	Genre and Text Types	2
<b>Institution's elective courses for OP (to choose from the list below) (2 Cr.)</b>		
016PDPPL2	Personal and Professional Development Project	2
016APREL2	Arts in Preschool Education	2
016MUSIL2	Music and Singing	2
	<b>Total for PPE</b>	<b>29</b>
	<b>Total for OP</b>	<b>31</b>

**Semester 3**

Code	Course Name	Credits
<b>Required courses - Common core (24 Cr.)</b>		
016DFA1L3	French Didactics 1 (Preschool–Grade 1)	4
016DMA1L3	Mathematics Didactics 1 (Preschool–Grade 1)	4
016PAR2L3	Perfecting Arabic – Level 2	3
016PACAL3	Learning Processes – Physical and Emotional Conditions	3
016DLOEL3	Development of Oral and Written Language	2

016IMO2L3	Introduction to Research Methodology 2	2
016SPA1L3	Participation Internship 1	6
<b>Required courses for PPE (4 Cr.)</b>		
016DSVTL3	Life and Earth Sciences Didactics	4
<b>Required courses for OP (6 Cr.)</b>		
016INPML3	Introduction to Psychometrics in Educational Contexts	2
016PACIL3	Cerebral Palsy: Knowledge and Interventions	4
<b>Institution's elective courses for PPE (to choose from the list below) (2 Cr.)</b>		
016PEINL1	Painting and Drawing	2
016ENSCL2	Teaching and Creativity	2
016ESPCL1	Workshop: Creative Space	2
016MINEL1	Mindfulness and Well-Being at School	2
016THEEL2	Theater at School	2
016EEDDL1	Environmental and Sustainable Development Education	2
<b>Total for PPE</b>		<b>30</b>
<b>Total for OP</b>		<b>30</b>

#### Semester 4

Code	Course Name	Credits
<b>Required courses - Common core (19 Cr.)</b>		
016LITTL4	Children's Literature	3
016P2FRL3	Perfecting French – Level 2	3
016PACCL4	Learning Processes – Cognitive Conditions	3
016DIANL4	Cognitive Development of the Young Child A Neuropsychological Approach	2
016GETCL4	Conflict Management and Resolution	2
016SPA2L4	Participation Internship 2	6
<b>Required courses for PPE (8 Cr.)</b>		
016DAR2L4	Arabic Didactics 2 (Grades 2–5)	4
016DAM2L4	Mathematics Didactics 2 (Grades 2–5)	4
<b>Required courses for OP (10 Cr.)</b>		
016DACL4	Hearing Impairment: Knowledge and Interventions	4
016TACIL4	Autism Spectrum Disorders: Knowledge and Interventions	4
016LNAFL4	Literacy, Numeracy, and Functional Learning	2
<b>Institution's elective courses for PPE (to choose from the list below) (2 Cr.)</b>		
016MUSIL2	Music and Singing	2
016LNAFL4	Literacy, Numeracy, and Functional Learning	2
016GTTCL4	Genre and Text Types	2
<b>Institution's elective courses for OP (to choose from the list below) (4 Cr.)</b>		
016DAR2L4	Arabic Didactics 2 (Grades 2–5)	4
016DAM2L4	Mathematics Didactics 2 (Grades 2–5)	4

016PDPPL2	Personal and Professional Development Project	2
016APREL2	Arts in Preschool Education	2
016MUSIL2	Music and Singing	2
<b>Open elective courses for PPE (3 Cr.)</b>		
	<b>Total for PPE</b>	<b>32</b>
	<b>Total for OP</b>	<b>33</b>

#### Semester 5

Code	Course Name	Credits
<b>Required courses - Common core (20 Cr.)</b>		
016EVPEL5	Educational Assessment	3
016ANGAL5	English – Level A	4
016DSCEL5	School and Behavioral Difficulties of Children	2
016TASEL5	Specific Learning Disorders	3
016SPA3L5	Participation Internship 3	8
<b>Required courses for PPE (10 Cr.)</b>		
016DFA2L5	French Didactics 2 (Grades 2–5)	4
016OIA2L5	Digital Tools and AI in Teaching and Learning 2	2
016PDIFL5	Differentiated Instruction	4
<b>Required courses for OP (4 Cr.)</b>		
016IATAL5	Orthopedagogical Intervention with Learners with Learning Disorders	2
016IEOPL5	Introduction to Assessment in Orthopedagogy	2
<b>Institution's elective courses for PPE (2 Cr.)</b>		
016PEINL1	Painting and Drawing	2
016ENSCL2	Teaching and Creativity	2
016ESPCL1	Workshop: Creative Space	2
016MINEL1	Mindfulness and Well-Being at School	2
016THEEL2	Theater at School	2
016EEDDL1	Environmental and Sustainable Development Education	2
<b>Institution's elective courses for OP (to choose from the list below) (4 Cr.)</b>		
016DFA2L5	French Didactics 2 (Grades 2–5)	4
016OIA2L5	Digital Tools and AI in Teaching and Learning 2	2
016PEINL1	Painting and Drawing	2
016ENSCL2	Teaching and Creativity	2
016ESPCL1	Workshop: Creative Space	2
016MINEL1	Mindfulness and Well-Being at School	2
<b>Open elective courses for OP (3 Cr.)</b>		
	<b>Total for PPE</b>	<b>32</b>
	<b>Total for OP</b>	<b>31</b>

## Semester 6

Code	Course Name	Credits
<b>Required courses - Common core (18 Cr.)</b>		
016ANIML6	Educational Facilitation	2
016IAPQL6	Introduction to Quantitative Data Analysis	2
	Professional Integration and Entrepreneurship	2
016PENSL6	Critical Thinking: A Tool for Personal Development	4
	Advanced Internship	8
<b>Required courses for PPE (6 Cr.)</b>		
016PPINL6	Interdisciplinary Educational Project	2
016ODMAL6	Mathematics Didactic Tools	2
016PSYEL6	Psychology and Education	2
<b>Required courses for OP (6 Cr.)</b>		
016IPSL6	Introduction to the Psychology of Adolescents with Special Needs	2
016INCIL6	Social and School Maladaptations: Knowledge and Interventions	4
<b>Open elective courses for both concentrations (3 Cr.)</b>		
	<b>Total for PPE</b>	<b>27</b>
	<b>Total for OP</b>	<b>27</b>

## COURSE DESCRIPTION

<b>016ANGAL5</b>	<b>English – Level A</b>	<b>4 Cr.</b>
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This course provides advanced instruction in English specialized in the field of education. It develops the language skills needed for comprehension and expression in educational contexts.

<b>016ANIML6</b>	<b>Educational Facilitation</b>	<b>2 Cr.</b>
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This course aims to develop students' self-awareness, understanding of group dynamics, and ability to analyze behaviors in context. Through small-group facilitation workshops followed by reflective sessions, students will explore their attitudes, identify their personal strengths and limitations, and acquire techniques applicable to various educational settings. This work fosters self-esteem, active listening, and professional stance.

<b>016APREL2</b>	<b>Arts in Preschool Education</b>	<b>2 Cr.</b>
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This course introduces future educators to artistic practices adapted to preschool education. It emphasizes the transmission of simple and varied techniques in visual arts (graphic design, drawing, painting), body expression, theater, and singing. It also aims to enrich educators' creative skills and enable them to design stimulating artistic activities that support the child's overall development.

<b>016CULTL1</b>	<b>General Culture</b>	<b>2 Cr.</b>
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This course invites students to broaden their cultural horizons through an active and creative approach to gathering information. It provides a space for exchange, sharing, and debate that fosters intellectual curiosity and tolerance toward otherness. Beyond its cultural dimension, it promotes a reflective stance, encouraging each student to question their assumptions, deepen their understanding of the world, and sharpen their critical thinking.

<b>016DACL4</b>	<b>Hearing Impairment: Knowledge and Interventions</b>	<b>4 Cr.</b>
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This course offers a comprehensive approach to hearing impairment, combining knowledge and intervention strategies. It raises awareness of the various aspects of this condition, including its main causes in children and

adults, medical and surgical treatments, and its personal, family, and social implications. Emphasis is placed on early screening and the importance of coordinated multidisciplinary intervention. The course also introduces students to the specific educational needs of children with hearing impairments and prepares them to design inclusive teaching strategies and appropriate pedagogical adaptations.

<b>016DICIL2</b>	<b>Intellectual Disability: Knowledge and Interventions</b>	<b>4 Cr.</b>
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This course provides a global perspective on intellectual disability, offering a scientifically grounded and realistic understanding. It presents the evolution of definitions, main causes, and the cognitive, emotional, and social characteristics of affected individuals. It also introduces the foundations of orthopedagogical intervention across three key areas, aiming to enhance its effectiveness. Students will explore strategies, techniques, and tools that allow them to develop targeted interventions tailored to the specific needs and potential of each learner.

<b>016DVCIL2</b>	<b>Visual Impairment: Knowledge and Interventions</b>	<b>4 Cr.</b>
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This course introduces students to the understanding of visual impairments by clearly distinguishing between blindness and low vision and presenting the main types of visual disability. It raises awareness of how these impairments affect a child's overall development—sensorial, motor, cognitive, and academic. It also prepares students to identify specific educational needs and explore major intervention strategies. Particular attention is given to assistive techniques and tools that help adapt learning environments and promote independent access to knowledge for learners with visual impairments.

<b>016DLOEL3</b>	<b>Development of Oral and Written Language</b>	<b>2 Cr.</b>
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This course provides foundational knowledge on oral and written language development. It covers favorable conditions for acquiring oral language, its main developmental stages, and the foundations of reading development. It also addresses stages in written language acquisition, the cognitive processes involved in reading, and the factors that support comprehension. This course prepares students to identify potential difficulties in written language acquisition and to implement appropriate support strategies.

<b>016DIANL4</b>	<b>Cognitive Development of the Young Child – A Neuropsychological Approach</b>	<b>2 Cr.</b>
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This course offers an in-depth exploration of intellectual development in early childhood, drawing on insights from Piagetian psychology and neuropsychology. It helps students understand cognitive functioning mechanisms in relation to development. This understanding provides a key foundation for designing targeted educational interventions adapted to each learner's cognitive profile and for promoting smooth and effective learning progressions.

**Prerequisite:** 016TDASL2-Theories of Emotional and Social Development in Early Childhood

<b>016DPH1L1</b>	<b>Physical Development and Hygiene in Early Childhood</b>	<b>2 Cr.</b>
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This course aims to raise students' awareness of the importance of health in the child's overall development. It prepares them to adopt a proactive stance regarding prevention, hygiene, and the identification of signs of discomfort or illness in a school setting. Particular attention is given to the teacher's role in managing common situations (symptoms, childhood illnesses) and acquiring basic first aid skills. By promoting health, future teachers become key actors in student well-being.

<b>016DAR1L2</b>	<b>Arabic Didactics 1 (Preschool–Grade 1)</b>	<b>4 Cr.</b>
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This course aims to prepare students to teach Arabic in preschool and early primary levels using active and interactive methods. It focuses on building a participatory classroom environment that places the child at the center of the learning process. Students will learn how to support children by acquiring letters, understanding reading principles, and applying comprehension and communication strategies. The course also addresses the gradual transition from dialect to Standard Arabic, using child-friendly methods that respect their linguistic and cognitive development.

**016DAR2L4****Arabic Didactics 2 (Grades 2–5)****4 Cr.**

This course prepares students to teach Arabic across all levels of basic education, with an emphasis on active and participatory teaching methods. It approaches the language as an integrated whole, covering listening, reading, writing, and oral presentation, with the aim of developing both oral and written competencies. Students will gain skills in designing effective learning situations, managing diverse classrooms, and linking Arabic instruction with other subjects through integration and progression strategies in a flexible and inclusive classroom environment.

**016DMA1L3****Mathematics Didactics 1 (Preschool–Grade 1)****4 Cr.**

This course equips students with the skills needed to guide early mathematical learning from preschool through Grade 1. It emphasizes the design of structured teaching sessions built around problem-solving situations, encouraging active, thoughtful, and developmentally appropriate approaches. The course aims to empower future teachers to implement effective and engaging pedagogical strategies rooted in students' lived experiences.

**016DAM2L4****Mathematics Didactics 2 (Grades 2–5)****4 Cr.**

This course enables students to develop didactic analysis skills for teaching mathematics at the primary level. It introduces the observation and interpretation of teaching situations and student work through the lens of mathematics education theories. Emphasis is placed on using problem-solving situations as a central learning approach.

**016DSVTL3****Life and Earth Sciences Didactics****4 Cr.**

This course provides future teachers with the scientific and methodological foundations needed to teach science at the preschool and early primary levels. It develops students' understanding of key scientific concepts, mastery of appropriate vocabulary, and introduces them to inquiry-based pedagogy to manage discovery-centered and student-led science sessions.

**016DSPL3****Social Studies Didactics for Primary Education****2 Cr.**

This course offers a comprehensive framework for teaching social studies effectively. Students will explore diverse teaching strategies, techniques, and tools, and learn to design activities and assessment methods tailored to learners' profiles and specific school contexts.

**016DFA1L3****French Didactics 1 (Preschool–Grade 1)****4 Cr.**

This course introduces students to the analysis and appropriation of the French curriculum from preschool through Grade 1, helping them plan coherent learning experiences tailored to learners' needs. It emphasizes the learner's active role in knowledge construction and encourages innovative teaching strategies that promote autonomy, reflection, and creativity. Students will develop skills in planning, selecting varied activities, and providing pedagogical support.

**016DFA2L5****French Didactics 2 (Grades 2–5)****4 Cr.**

This course introduces students to the principles guiding the design, organization, and evaluation of French as a second language teaching sequences in the primary cycle, with a focus on learner needs and educational objectives.

**016DSCEL5****School and Behavioral Difficulties of Children****2 Cr.**

This course offers a comprehensive understanding of children's school and behavioral difficulties, addressing their causes, manifestations, and impact on educational pathways. Students will learn to identify these difficulties in a nuanced and context-sensitive manner, whether cognitive, emotional, or behavioral. The course provides analytical tools and strategies for remediation, helping future professionals support struggling students in a caring, structured, and secure educational environment.

<b>016EEDDL1</b>	<b>Environmental and Sustainable Development Education</b>	<b>2 Cr.</b>
This course raises awareness of environmental and sustainable development issues from an educational perspective. Students will explore major contemporary environmental challenges, understand their ecological, economic, and social dimensions, and identify their pedagogical implications in school settings. The course offers age-appropriate, engaging approaches for integrating sustainability principles into classroom practices, fostering ecological citizenship, respect for the environment, cooperation, and responsibility.		
<b>016EDUSL1</b>	<b>Sensory Education</b>	<b>2 Cr.</b>
This course introduces students to the importance of sensory education in the overall development of the child. It presents the foundations and principles of sensory-based pedagogy aligned with young children's needs. Through observation, manipulation, analysis, and the creation of sensory tools, students will design concrete pedagogical activities that stimulate discovery and learning through the senses.		
<b>016ENSCL2</b>	<b>Teaching and Creativity</b>	<b>2 Cr.</b>
This course is based on an active and interactive approach designed to awaken, explore, and develop students' creativity. It combines methodological input, hands-on experimentation, and group dynamics to help each student discover their own creative potential. Through a variety of activities and recreational stimulation situations, students will revisit their perceptions of creativity, understand its multiple forms, and view it not as a rare gift but as a cultivable and applicable skill. The course emphasizes how creativity can become a pedagogical tool in support of more dynamic and differentiated teaching.		
<b>016ESPCL1</b>	<b>Workshop: Creative Space</b>	<b>2 Cr.</b>
This course offers an open-ended workshop that embodies a dynamic and active vision of teaching. It follows an innovative approach aimed at nurturing free, critical, and creative minds. Freed from the constraints of a fixed schedule and rigid space, the workshop supports both individualized guidance and collaborative projects that stimulate collective intelligence. Students will be encouraged to broaden their horizons, cultivate creativity rooted in daily life, and leave their academic mark through meaningful visual and written productions.		
<b>016EVPEL5</b>	<b>Educational Assessment</b>	<b>3 Cr.</b>
This course trains students in the process of educational assessment, both conceptually and methodologically. It helps them understand the stakes of assessment, including its ethical dimensions, and the role it plays in regulating and self-regulating learning. The course explores various evaluative approaches and introduces students to the design of assessment strategies aligned with a competency-based approach. It also aims to strengthen practices that foster learner autonomy and integrate pedagogical differentiation into assessment.		
<b>Prerequisites:</b> Learning Processes – Physical and Emotional Conditions (016PACAL3) – Learning Processes – Cognitive Conditions (016PACCL4)		
<b>016ECP1L1</b>	<b>History of Educational Theories 1</b>	<b>2 Cr.</b>
This course enables students to understand the evolution of the child-centered educational movement from its origins to its current forms. Through a diachronic study of major Western pedagogues and thinkers, it highlights the foundations, characteristics, and contributions of this movement, along with practices that can be integrated into today's teaching.		
<b>016ECP2L2</b>	<b>History of Educational Theories 2</b>	<b>2 Cr.</b>
This course offers a diachronic study of the main Western pedagogues and thinkers and the educational trends they initiated or contributed to. It helps students understand the features of sociocentric and technocentric approaches and invites reflection on the vital role of interaction between the child and their environment in any educational process.		

<b>016GTTCL4</b>	<b>Genre and Text Types</b>	<b>2 Cr.</b>
This course aims to strengthen the linguistic and didactic competencies required for teaching French in primary education. Students will learn to identify different genres and text types, recognize their characteristics, and reinforce related grammatical knowledge. The course also provides tools for building a relevant resource bank, enabling the creation of varied and coherent learning sequences aligned with curriculum requirements and student needs.		
<b>016GETCL4</b>	<b>Conflict Management and Resolution</b>	<b>2 Cr.</b>
This course helps students understand the different stages of conflict management, viewing conflicts not as obstacles but as opportunities for personal and professional growth. It offers practical strategies and techniques for conflict resolution while fostering nonviolent communication and constructive attitudes. The course aims to strengthen students' ability to intervene positively in conflict situations, both in educational settings and in everyday life.		
<b>016INCIL6</b>	<b>Social and School Maladaptations: Knowledge and Interventions</b>	<b>4 Cr.</b>
This course explores the complex relationship between individuals and society, highlighting the processes of socialization and their dysfunctions, which may lead to social and school maladaptations among children and adolescents. It helps students identify different forms of maladaptation, analyze their causes, and learn about appropriate prevention and intervention strategies. Particular attention is given to orthopedagogical interventions with minors in conflict with the law, offering targeted methods and approaches. The course develops both the practical and ethical competencies necessary for responding effectively and contextually to maladaptation situations.		
<b>016IINFL1</b>	<b>Introduction to Computing</b>	<b>2 Cr.</b>
This course is designed to provide students with the basic skills required to use Microsoft Word and PowerPoint effectively for academic and professional tasks. Through practical exercises and interactive sessions, students will learn how to create and present documents and slides and are introduced to data analysis. The course also covers the best practices for data protection and explores how Microsoft applications can support collaborative work.		
<b>016IMO1L2</b>	<b>Introduction to Research Methodology 1</b>	<b>2 Cr.</b>
This course introduces students to the fundamental components and key stages of research in the human sciences. It familiarizes them with documentary research, the construction of a bibliography, and the progressive mastery of the literature review technique.		
<b>016IMO2L3</b>	<b>Introduction to Research Methodology 2</b>	<b>2 Cr.</b>
This course helps students deepen their mastery of the scientific literature review. They will learn to plan the structure of a scientific text, engage in active reading, reduce information density, and reformulate content in a personal and structured way. Students will also practice writing clear introductions and conclusions to produce coherent, concise, and rigorous texts.		
<b>Prerequisite:</b> Introduction to Research Methodology 1 (016IMO1L2)		
<b>016IPSL6</b>	<b>Introduction to the Psychology of Adolescents with Special Needs</b>	<b>2 Cr.</b>
This course introduces students to the psychology of adolescents with special needs. It addresses the psychological changes specific to adolescence and the tensions experienced by youth with disabilities or learning disorders. The course helps students understand these adolescents' inner experiences, identify the obstacles to their autonomy, and explore appropriate psychoeducational approaches to support their identity construction and development.		
<b>016IATAL5</b>	<b>Orthopedagogical Intervention with Learners with Learning Disorders</b>	<b>2 Cr.</b>
This course aims to prepare orthopedagogues to support students with learning disorders such as dyslexia, dysorthography, dyscalculia, or ADHD. It helps students better understand the specific needs of these learners, become familiar with appropriate intervention strategies, and adapt their pedagogical practices, notably using compensatory tools.		

**016IAPQL6****Introduction to Quantitative Data Analysis****2 Cr.**

This course introduces students to the fundamentals of quantitative data analysis in educational and social contexts. It equips them with the foundational skills needed to read, understand, and critically assess statistical data found in reports or articles. Students will learn to produce simple statistical summaries, interpret graphs, and use digital tools—particularly Excel—to explore datasets. The course also introduces basic principles of sampling and survey methodology.

**016IEOPL5****Introduction to Assessment in Orthopedagogy****2 Cr.**

This course introduces students to the theoretical and practical foundations of assessment in orthopedagogy. It aims to develop their ability to identify learning obstacles and the various influencing factors—whether cognitive, emotional, motivational, socio-familial, school-related, or external. The course emphasizes the importance of rigorous assessment to effectively guide orthopedagogical interventions.

**016INOPL2****Introduction to Orthopedagogy****2 Cr.**

This course introduces students to the profession of orthopedagogue from an international perspective, highlighting the diversity of professional contexts and intervention domains. It clarifies the core competencies to be developed throughout the training and encourages reflection on the roles, responsibilities, and postures expected in practice. The course also presents the foundations of a strong professional ethic centered on respect for the individual, rigor in intervention, and a commitment to inclusion and educational justice.

**016INPML3****Introduction to Psychometrics in Educational Contexts****2 Cr.**

This course introduces students to the foundations of psychometrics as applied to educational settings. It emphasizes the use of tests by various professionals to screen, assess, and monitor primary school learners. The course presents the main tools used to identify developmental, learning, language, attention, motor, and school adaptation disorders. It also covers the steps of test administration, analysis, and interpretation in relation to educational interventions.

**016ININL1****Introduction to Disabilities****2 Cr.**

This course, grounded in an ethical perspective, raises students' awareness of the concept of disability and diversity. It fosters critical and reflective thinking and deepens students' understanding of how disability has evolved historically, socially, and educationally. The course introduces major categories of impairments and disorders, drawing on international classifications. It also addresses the rights of individuals with special educational needs and the impact of disability on families and communities, promoting an inclusive and respectful approach to human diversity.

**016PENSL6****Critical Thinking: A Tool for Personal Development****4 Cr.**

This course provides a pedagogical space focused on developing critical thinking. It is based on constructive doubt and aims to help students refine their reasoning, articulate well-founded judgments, and strengthen intellectual autonomy. The course integrates two complementary dimensions: personal development of the teacher—through themes such as self-knowledge, project building, problem analysis, time and stress management, and decision-making—and support for learners' personal development by teaching transferable techniques that foster critical thinking. Through active methods of questioning, analysis, prioritization, deconstruction of assumptions, and comparison, the course aims to strengthen students' self-respect, awareness of their competencies, and capacity to engage authentically and constructively on both personal and professional levels.

**064VALEL1****USJ Values in Daily Life****2 Cr.**

This course raises students' awareness of the core values of Saint Joseph University of Beirut (USJ) and encourages them to embody these values in their personal, interpersonal, and professional lives. It prompts critical reflection on how the values stated in the USJ Charter can guide behaviors, actions, and decisions to meet the challenges of today's world. Students will also explore global issues and ethical responsibilities, preparing them to contribute positively to the building of a better society.

<b>016LNAFL4</b>	<b>Literacy, Numeracy, and Functional Learning</b>	<b>2 Cr.</b>
This course provides students with the knowledge needed to address literacy and numeracy with learners with special educational needs and to apply this knowledge to functional learning. The course emphasizes the importance of literacy and numeracy skills in performing everyday practical tasks (such as taking public transport, shopping, managing money) and their role in developing communication and informed decision-making across all areas of daily life.		
<b>016LITTL4</b>	<b>Children's Literature</b>	<b>3 Cr.</b>
This course emphasizes the importance of reading in the overall development of the child and highlights the formative role of books from an early age. Students will explore the components of children's literature, including both classic and contemporary authors, as well as the values and skills it conveys. The course also aims to enrich students' literary culture and equip them with tools to foster a love of reading in children, promoting reading as a source of pleasure, reflection, and personal growth.		
<b>016MAT1L2</b>	<b>Mathematics 1 for Primary Teaching</b>	<b>2 Cr.</b>
This course aims to deepen and develop students' foundational mathematical knowledge. It helps them identify and analyze their initial representations of core mathematical concepts and refine or transform these understandings. The course emphasizes problem-solving as a central approach, fostering critical thinking, improved conceptual understanding, and an active learning posture toward mathematics.		
<b>016METOL2</b>	<b>Teaching Methodology for Preschool and Primary</b>	<b>3 Cr.</b>
This course introduces students to classroom management in all its dimensions. It develops skills in lesson planning and the implementation of strategies that promote active learner participation in constructing their knowledge. The course strengthens the link between theory and educational practice, stimulates critical thinking and observational skills, and encourages personal inquiry and teamwork.		
<b>016MINEL1</b>	<b>Mindfulness and Well-Being at School</b>	<b>2 Cr.</b>
This course introduces mindfulness as an educational approach that promotes personal, relational, and school well-being. Designed for future preschool and primary educators and orthopedagogues, it invites them to cultivate attentiveness, presence, and listening in their professional practices. Through accessible theory, guided exercises, and sensory and reflective activities, students will explore mindfulness practices (such as conscious breathing and emotional observation) and discover ways to apply them in educational settings.		
<b>016MUSIL2</b>	<b>Music and Singing</b>	<b>2 Cr.</b>
This course introduces students to musical and vocal practice, combining personal enrichment with educational objectives. It covers the basics of musical language (rhythm, tempo, pitch, intensity) and fundamental vocal techniques, enhancing listening, accuracy, and vocal expression. A brief overview of music history and styles provides cultural reference points for classroom use. The course proposes active and playful approaches suitable for preschool and primary children, enabling the design of musical activities (rhythmic games, nursery rhymes, group songs) that foster expression, concentration, coordination, and the joy of singing together.		
<b>016ODMAL6</b>	<b>Mathematics Didactic Tools</b>	<b>2 Cr.</b>
This course trains students to integrate a variety of didactic tools—digital, physical, or contextual—to illustrate mathematical concepts and support learners' active understanding. Students will learn to design teaching situations that combine problem-based learning, differentiation, and collaboration, tailoring tools to meet learners' specific needs.		
<b>016OIA1L2</b>	<b>Digital Tools and AI in Teaching and Learning 1</b>	<b>2 Cr.</b>
This course highlights the importance of information and communication technologies (ICT) in education. It familiarizes students with a range of digital tools and educational software and helps them develop technical skills for integrating these tools into teaching. The course equips future educators to use ICT thoughtfully and effectively, fostering innovation, interactivity, and adaptation to learners' needs.		

**016OIA2L5****Digital Tools and AI in Teaching and Learning 2****2 Cr.**

This course builds on earlier digital training to deepen the integration of ICT in educational contexts. It prepares future educators to guide learners in responsible, critical use of digital tools and to design coherent, tech-enhanced learning sequences. The course also explores broader educational uses of digital technology, addressing ethical concerns, accessibility, pedagogical differentiation, and autonomy development. It supports the creation of innovative, collaborative learning environments aligned with modern educational and civic realities.

**016PACIL3****Cerebral Palsy: Knowledge and Interventions****4 Cr.**

This course provides a comprehensive understanding of cerebral palsy by blending theoretical knowledge with practical insights. It covers definitions, causes, characteristics, types, and associated conditions, as well as the implications for daily life. Students will learn principles of holistic care—medical, rehabilitative, and social—with a focus on multidisciplinary collaboration and family involvement. The course also introduces orthopedagogical interventions suited to children with cerebral palsy, whether in specialized institutions or inclusive classrooms. Students will design environmental adaptations and educational tools to support learning access and promote learner autonomy.

**016PDIFL5****Differentiated Instruction****4 Cr.**

This course helps students consolidate the principles of differentiated instruction and implement various strategies to support the success of all learners. It trains them to design and manage diverse learning situations tailored to individual needs, assess the impact of practices on learning, and develop tools that enhance pedagogical differentiation. The course emphasizes process-oriented teaching linked to learning conditions.

**016PEDAL2****Art-Based Pedagogy****2 Cr.**

This integrative course merges various artistic disciplines under a pedagogical lens, creating a dynamic space for the convergence of creation and education. It promotes artistic practice as a means of reflection, expression, and innovation in school settings. Students will engage in creative processes through hands-on production and critical analysis, blending sensitivity, imagination, and educational intent. The course fosters personal and collective engagement, with art serving as a medium for pedagogical exploration, communication, and transformed learning relationships.

**016PEINL1****Painting and Drawing****2 Cr.**

This course introduces students to the basics of drawing and painting, combining personal exploration with pedagogical application. Students will experiment with various graphic and pictorial techniques and develop a keen eye for composition, color, gesture, and form. A brief look at key art movements and history provides cultural anchors. The course offers tools for designing age-appropriate activities for preschool and primary children, promoting imagination, fine motor skills, and creative expression in a setting that fosters aesthetic awareness and enjoyment.

**016P1ARL1****Perfecting Arabic – Level 1****4 Cr.**

This course allows students to deepen their knowledge of essential morphological, grammatical, and linguistic rules, forming a solid foundation for effective teaching practices. The focus is on application, enabling students to use these rules with learners. The course also enhances their ability to understand and analyze literary texts critically, boosting their skills in critical reading and educational interpretation.

**016PAR2L3****Perfecting Arabic – Level 2****3 Cr.**

This course allows students to further deepen their knowledge of key morphological, grammatical, and linguistic principles. Emphasis is placed on practical applications, equipping students to correctly use these rules and critically analyze literary texts.

**Prerequisite:** Perfecting Arabic – Level 1 (016P1ARL1)

**016P1FRL1****Perfecting French – Level 1****4 Cr.**

This course helps students expand their understanding of French and Francophone culture through diverse materials such as readings, films, videos, and authentic documents. It improves oral and written comprehension and strengthens expression and interaction skills through contextualized activities. The course also includes focused work on language knowledge (vocabulary, syntax, verb tenses) to consolidate basics and address gaps. A range of tools fosters more fluent expression, greater language autonomy, and a lively engagement with French language and culture.

**016P2FRL3****Perfecting French – Level 2****3 Cr.**

This course enhances mastery of the French language through a reflective and constructive approach to error. It deepens students' understanding of linguistic structure, vocabulary enrichment, syntax correction, spelling improvement, and coherence in writing. The course includes varied oral and written activities and cultural content to stimulate motivation and broaden cultural references. It contributes to writing proficiency while fostering a more confident and nuanced relationship with the language.

**Prerequisite:** Perfecting French – Level 1 (016P1FRL1)

**016PHPRL2****Philosophizing in Primary School****2 Cr.**

This course is designed as a space for discussion, sharing, and inquiry, where philosophy is used as a tool for mediation rather than a subject to be taught. It encourages personal and collective thinking through philosophical moments in the classroom. Core concepts are presented in simplified forms suitable for primary school, using stories, games, and interactive activities. The course helps future educators develop a reflective posture in an open, sensitive, and participative educational context.

**016PACCL4****Learning Processes – Cognitive Conditions****3 Cr.**

This course complements the affective dimension of learning by focusing on the cognitive and neuro-pedagogical conditions that underpin acquisition processes. It enables students to understand and analyze the mental mechanisms involved in learning so they can: create optimal learning conditions, identify potential sources of difficulty, and propose suitable remediation strategies.

**Prerequisite:** Learning Processes – Physical and Emotional Conditions (016PACAL3)

**016PACAL3****Learning Processes – Physical and Emotional Conditions****3 Cr.**

This course introduces students to the analysis of neuro-pedagogical and emotional mechanisms involved in the learning process. It provides foundational knowledge for creating favorable learning conditions, identifying learning difficulties, and implementing appropriate responses, with both preventive and remedial perspectives.

**016PDPPL2****Personal and Professional Development Project****2 Cr.**

This course guides students in initiating a reflective process around their personal and professional development project, as a foundational element of their academic and professional identity. It encourages active engagement in their formation journey through awareness, self-recognition, and self-management. Students will develop transversal skills through activities that help them construct meaning and coherence in their choices, aspirations, and commitments.

**016PPINL6****Interdisciplinary Educational Project****2 Cr.**

This course introduces students to the design and implementation of an interdisciplinary educational project. It emphasizes the complementarity of disciplines, progressive project construction, and the coherence of learning. Students will learn to foster learner engagement, respond to their needs, and promote motivation. The course also develops skills in planning, collaboration, and critical analysis.

**016PSYEL6****Psychology and Education****2 Cr.**

This course explores key concepts from psychoanalytic, cognitive, and behavioral approaches in relation to children's behavior in school settings. It enables students to interpret conscious and unconscious psychic

manifestations observed in individual and group classroom dynamics. School is examined as a space of expression for thought, cognition, and psychological development. Students will be encouraged to adopt an analytical and questioning stance to better understand and respond to their students' behaviors.

<b>016PMEUL1</b>	<b>Psychomotor Education</b>	<b>2 Cr.</b>
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This course explores the concept of psychomotor development and its significance in the child's overall growth. Students will become familiar with core psychomotor components (body schema, coordination, balance, lateralization, spatial and temporal orientation) and their links to academic learning. The course offers methodological guidance for designing, organizing, and facilitating psychomotor sessions that support children's physical, cognitive, and relational development.

<b>016SAPEL6</b>	<b>Advanced Internship</b>	<b>8 Cr.</b>
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The Advanced Internship represents the culmination of the practical training pathway. It enables students to consolidate and deepen the competencies acquired in previous internships while gradually defining their own professional profile. Depending on the context, the internship may take place in a primary classroom or with learners presenting specific educational needs.

Students are expected to plan a structured learning unit and facilitate several sessions within the same progression. They must also submit a comprehensive analytical paper on a field-related issue, or compile a portfolio documenting their professional journey along with a personalized intervention plan developed in response to an identified learning need.

The internship seminar offers a space for dialogue, exchange, and mutual enrichment. It allows students to connect their practical experiences with theoretical knowledge and to reinvest their fieldwork within a process of conceptual and reflective analysis. The themes addressed—partly shaped by the group's needs—foster both personal and professional development.

**Prerequisite:** Participation Internship 3 (016SPA3L5)

<b>016SITCL1</b>	<b>Introductory Field Placement</b>	<b>2 Cr.</b>
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This internship introduces students to both Preschool and Primary Education and Orthopedagogy domains, offering initial contact with children in institutional settings. The seminar provides a space for dialogue and reflection. Students will learn the role of an intern and develop tools for effective classroom observation and reflective writing.

<b>016SPA1L3</b>	<b>Participation Internship 1</b>	<b>6 Cr.</b>
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The Participation Internship 1 allows students to gradually integrate into classroom life and to discover specific characteristics. Depending on the context, this may involve working with a preschool group or with children who have specific educational needs.

Students are expected to design and lead learning sessions, observe and analyze educational situations, and identify children's characteristics and needs to better adapt their interventions. Through the submission of either an analytical paper, a reflective paper, or a portfolio, students are introduced to the process of analyzing their experiences, documenting their development, and highlighting the competencies they are in the process of acquiring.

The internship seminar provides a space for dialogue, sharing, and interactive reflection. It supports students in their professional journey, helps them analyze their lived experiences, and equips them with pedagogical and practical tools to strengthen their practices.

**Prerequisite:** Introductory Field Placement (016SITCL1)

<b>016SPA2L4</b>	<b>Participation Internship 2</b>	<b>6 Cr.</b>
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The Participation Internship 2 offers students the opportunity to consolidate their prior learning and further develop their professional competencies, building on the objectives set during the first internship. Depending on the context, this may involve discovering the first cycle of primary education or exploring a new type of disability or learning difficulty in children.

Students are expected to design a learning progression, conduct sessions connected to the class's educational project, and adapt their interventions to the children's characteristics and needs. Through observation and analysis

of real-life situations, they learn to identify the essential components of the learning environment and to develop a more assured professional stance.

They must also submit either a written paper based on a classroom issue analyzed considering personal readings, **or** a reflective stage report focusing on a specific competency they wish to strengthen, along with a portfolio documenting their professional journey.

The internship seminar provides a space for dialogue, guidance, and interactive reflection. It supports students in bridging theory and practice, helps them identify the pedagogical attitudes essential to the profession, and equips them with functional and pedagogical tools for better understanding and analyzing the various situations encountered in the field.

**Prerequisite:** Participation Internship 1 (016SPA1L3)

<b>016SPA3L5</b>	<b>Participation Internship 3</b>	<b>8 Cr.</b>
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The Participation Internship 3 engages students in a more substantial responsibility for managing a class group or working individually with learners, while designing learning units adapted to children's characteristics and needs. Depending on the context, this may involve working in a second-cycle primary classroom or with learners presenting a specific disability or learning difficulty.

Students are expected to create appropriate teaching materials, lead learning sessions, and further develop their didactic and professional skills. The field experience is accompanied by a written component: students must either produce an analytical reflection on a disciplinary issue and analyze their practices in light of theoretical sources or compile a portfolio that includes elements of their professional journey along with a reflective case study focused on a learner's situation.

The internship seminar offers a privileged space for dialogue, exchange, and critical reflection. It enables students to connect theory with practice, to strengthen the conceptualization of their field experience, to analyze situations in a focused and relevant manner, and to cultivate a reflective stance essential to any educational practice.

**Prerequisite:** Participation Internship 2 (016SPA2L4)

<b>016THEEL2</b>	<b>Theater at School</b>	<b>2 Cr.</b>
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This course introduces theatrical practice for educational and expressive purposes. Students will explore dramatic fundamentals (voice, movement, space, role), enhancing creativity, listening, and self-awareness. A brief overview of theater history and major trends provides cultural grounding. Activities include role-playing, games, and improvisation adapted to preschool and primary settings to foster expression, cooperation, confidence, and imagination.

<b>016TDASL2</b>	<b>Theories of Emotional and Social Development in Early Childhood</b>	<b>2 Cr.</b>
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This course explores the foundations of children's psycho-emotional development, emphasizing prenatal factors and early family interactions. It traces mental, psychic, and psychosexual development processes in relation to the child's environment. The course also highlights the school's role in sociocultural adaptation and global development.

<b>016TACIL4</b>	<b>Autism Spectrum Disorders: Knowledge and Interventions</b>	<b>4 Cr.</b>
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This course provides a comprehensive overview of Autism Spectrum Disorders (ASD), combining theory and practical intervention. It helps students identify ASD traits, explore etiological theories, and understand the importance of early diagnosis and intervention. Students will learn about the educational needs of autistic learners and examine leading approaches for inclusive teaching. The course emphasizes designing effective, needs-centered educational plans.

<b>016TASEL5</b>	<b>Specific Learning Disorders</b>	<b>3 Cr.</b>
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This course introduces students to specific learning disorders, distinguishing them from general academic difficulties. It covers key disorders such as dyslexia, dysorthography, and dyscalculia, detailing their traits and manifestations. Students will examine the psychological and social impacts of these disorders to better identify needs and tailor educational interventions.

**Prerequisite:** School and Behavioral Difficulties of Children (016DSCEL5)