

## SYLLABUS

### 1. Program details

1.1 Higher education institution	West University of Timișoara
1.2 Faculty / Department	Psychology and Educational Sciences
1.3 Department	Psychology
1.4 Field of study	Psychology
1.5 Cycle of studies	Bachelor
1.6 Study program / Qualification	Psychology - Cognitive sciences

### 2. Discipline details

2.1 Discipline name	<b>Forensic Psychology</b>						
2.2 Tenured teacher – course activities	Associate Professor Roxana Toma, Ph.D.						
2.3 Tenured teacher – seminar / laboratory activities	PhD candidate Beatrice Bărgan						
2.4 Study year	III	2.5 Semester	I	2.6 Type of assessment	Ex	2.7 Discipline regime	DOP
2.5 Google Classroom code	<b>sncgdxvy</b>						

### 3. Estimated total time (hours per semester) of teaching activities

3.1 Number of hours per week	4	Of which: 3.2 course	2	3.3 seminar/laboratory	2
3.4 Total hours from the curriculum	56	Of which: 3.5 course	28	3.6 seminar/laboratory	28
Time fund distribution:					hours
Study based on the textbook, course material, bibliography, and notes					22
Additional documentation in the library, on specialist electronic platforms / in the field					10
Preparing seminars/labs, homework, papers, portfolios, and essays					12
Tutoring					8
Examinations					2
Other activities					15
3.7 Total hours of individual study	<b>69</b>				
3.8 Total hours per semester	<b>125</b>				
3.9 Number of credits (ECTS)	<b>5</b>				

### 4. Prerequisites (where necessary)

4.1 for curriculum	• Introduction to Psychology, Personality Psychology, Social Cognition
4.2 for competencies	• Quantitative Research Methods and Statistics I and II; Psychology and Cognitive Sciences

## 5. Conditions (where necessary)

5.1 for conducting the course	<ul style="list-style-type: none"> <li>Attendance at minimum 7 courses during the semester</li> </ul>
5.2 for conducting the seminar/laboratory	<ul style="list-style-type: none"> <li>Attendance at minimum 9 seminars during the semester (7 seminars for those who work or attend the courses of another faculty)</li> </ul>
5.3. for the Use of Generative AI	<p>The use of generative AI tools (e.g., ChatGPT, Gemini, Claude, Copilot, etc.) shall be permitted only under the conditions established by the course or seminar instructor and in strict compliance with academic integrity regulations.</p> <ul style="list-style-type: none"> <li><b>Permitted Uses:</b> Generative AI may be employed for brainstorming ideas, supporting the drafting and structuring of texts, translations, linguistic revision, and the creation of images, graphics, diagrams, illustrations, video or audio materials, avatars, and other digital objects, provided such use is exclusively for educational purposes.</li> <li><b>Prohibited Uses:</b> It is strictly prohibited to generate entire academic works (e.g., essays, reports, projects) using generative AI, or to present AI-produced content as original, individual work.</li> </ul>

## 6. Discipline objectives - expected learning outcomes to which the discipline's study and promotion contributes

Knowledge	<ul style="list-style-type: none"> <li>the ability to understand and describe the main concepts, paradigms and methodologies used in psychological research</li> <li>basic knowledge and have the ability to develop and interpret a psychological assessment</li> <li>the ability to adapt terminology and communication strategies depending on the targeted socio-professional categories.</li> <li>The ability to identify and explain the key characteristics of psychopathological symptomatology and/or dysfunctional or maladaptive behavior across forensic and clinical settings, and apply this knowledge in psychological assessment and intervention.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>the ability to analyze and interpret empirical data, to critically and constructively evaluate one's own research approach</li> <li>the ability to apply the acquired knowledge to situations with an average degree of complexity and to formulate well-argued specialized conclusions</li> <li>the ability to identify key problems for psychological research and practice</li> <li>The ability to develop a psychological research project of medium complexity, based on the main psychological paradigms and theories acquired</li> <li>Select the most appropriate assessment or intervention methods and techniques in the field of forensic psychology during professional interactions with clients of psychological services, under supervision</li> </ul>

Responsibility and autonomy	<ul style="list-style-type: none"> <li>the ability to work independently (possibly with minimal guidance) to obtain information</li> <li>have learned the strategies of rigorous, efficient and responsible work, punctuality and personal responsibility for the result, based on the principles, norms and values of the code of professional ethics.</li> <li>the development of permanent and conscious self-control skills regarding the motivations for learning, by referring to one's own professional and personal development objectives;</li> <li>Engage in critical thinking oriented toward hypotheses, demonstrating a willingness to reflect on one's own actions during interactions with clients of psychological services, under supervision.</li> </ul>
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#### Access and participation requirements

The online course and seminar will use interactive software applications to enhance interaction, such as Mindmeister, Coggle, and Multimeter. These applications will be used to collect student responses to questions and quizzes, summarize course material, and highlight clusters of opinion.

Course materials will be uploaded to Google Classroom, and the Moodle platform will use course and subject codes, with the student's institutional email address.

## 7. Contents

7.1 Course	Teaching methods	Observations
C1. Introduction to forensic psychology (2 hours)	Lecture Conversation Problem based questioning	To read: Howitt, D. (2015) <i>Introduction to Forensic and Criminal Psychology</i> , Pearson, pp. 1-15
C2. The forensic expert (2 hours)	Lecture Conversation Problem based questioning	<p>To read: Howitt, D. (2015) <i>Introduction to Forensic and Criminal Psychology</i>, Pearson, pp. 219-222, 247-260</p> <p>Canter, D., Hammond, L., &amp; Youngs, D. (2012). Cognitive bias in line-up identifications: The impact of administrator knowledge. <i>Science and Justice</i>, <a href="http://dx.doi.org/10.1016/j.scijus.2012.12.001">http://dx.doi.org/10.1016/j.scijus.2012.12.001</a></p> <p>Cooper, G.S., &amp; Meterko, V. (2019). Cognitive bias research in forensic science: A systematic review. <i>Forensic science international</i>, 297, pp. 35-46. <a href="https://doi.org/10.1016/j.forsciint.2019.01.016">https://doi.org/10.1016/j.forsciint.2019.01.016</a></p> <p>Dror, I.E., Scherr, K.C., Mohammed, L.A., MacLean, C.L., &amp; Cunningham, L. (2021). Biasability and reliability of expert forensic document examiners. <i>Forensic science international</i>, 318, 110610. <a href="https://doi.org/10.1016/j.forsciint.2020.110610">https://doi.org/10.1016/j.forsciint.2020.110610</a></p>

C3: Human aggression and introductory concepts of Forensic Psychology (2 hours)	Lecture Conversation Examples	To read: Howitt, D. (2015) <i>Introduction to Forensic and Criminal Psychology</i> , Pearson 17-25 Anderson, C.A. & Bushman, B.J. (2002). Human aggression. <i>Annual review of psychology</i> , 53
C4, C5: Juvenile delinquency (4 hours) What does juvenile delinquency mean, favorable factors and ways of correction and social reinsertion	Lecture Conversation Demonstration Problem based questioning Examples	To read: Howitt, D. (2015) <i>Introduction to Forensic and Criminal Psychology</i> , Pearson pp. 84-108
C6 C7: The Offender's Personality: Risk, need, and protective factors in crime resistance. (4 hours)	Lecture Conversation Demonstration Problem based questioning Examples	To read: Andrews, D. A & Bonta, J. (2014). <i>The psychology of criminal conduct</i> . Routledge, pp. 45-65, 198-222, . Howitt, D. (2015) <i>Introduction to Forensic and Criminal Psychology</i> , Pearson pp. 132-159
C8 C9: Risk and Recidivism Assessment and Prediction Judicial reports. (4 hours)	Lecture Conversation Demonstration Problem based questioning Examples	To read: Howitt, D. (2015) <i>Introduction to Forensic and Criminal Psychology</i> , Pearson pp. 551-577
C10: Protective Services and Family Law: Domestic Violence and the Superior Interest of the Child (2 hours)	Lecture Conversation Demonstration Problem based questioning Examples	Howitt, D. (2015) <i>Introduction to Forensic and Criminal Psychology</i> , Pearson pp. 408-433 Meier, J. S. (2002). Domestic violence, child custody, and child protection: Understanding judicial resistance and imagining the solutions. <i>Am. UJ Gender Soc. Pol'y &amp; L.</i> , 11, 657.
C 11 The psychology of the witness and testimony (2 hours) Psychological aspects of eyewitness memory and emotional reactions	Lecture Conversation Demonstration Problem based questioning Examples	To read: Howitt, D. (2015) <i>Introduction to Forensic and Criminal Psychology</i> , Pearson, pp. 268-289
C12, C13: Psychosocial Interventions and Rehabilitation in Prisons (4 hours) Examines prison psychosocial dynamics and evidence-based interventions for	Lecture Conversation Demonstration Problem based questioning Examples	To read Howitt, D. (2015) <i>Introduction to Forensic and Criminal Psychology</i> , Pearson pp. 513-526

rehabilitation and mental health		
C14: Forensic evaluation of deceptive behavior and simulation in criminal cases. Application of polygraph and implicit testing techniques in judicial practice.	Lecture Conversation Demonstration Problem based questioning Examples	To read: Howitt, D. (2015) <i>Introduction to Forensic and Criminal Psychology</i> , Pearson pp. 370-398 Vrij, A., & Verschuere, B. (2013). <i>Lie detection in a forensic context</i> . Oxford University Press., pp. 1-46
<p><u>References:</u></p> <p><u>Primary:</u> Howitt, D. (2015) <i>Introduction to Forensic and Criminal Psychology</i>, Pearson</p> <p><u>Additional:</u> Anderson, C.A. &amp; Bushman, B.J. (2002). Human aggression. <i>Annual review of psychology</i>, 53. Arrigo, A.B. (2000). <i>Introduction to forensic Psychology. Issues and Controversies in Crime and Justice</i>. Ed. Academic Press, London Bonta, J., &amp; Andrews, D. A. (2016). <i>The psychology of criminal conduct</i>. Routledge. Canter, D., Hammond, L., &amp; Youngs, D. (2012). Cognitive bias in line-up identifications: The impact of administrator knowledge. <i>Science and Justice</i>, <a href="http://dx.doi.org/10.1016/j.scijus.2012.12.001">http://dx.doi.org/10.1016/j.scijus.2012.12.001</a> Casu, M., Guarnera, L., Caponnetto, P., &amp; Battiato, S. (2024). GenAI mirage: The impostor bias and the deepfake detection challenge in the era of artificial illusions. <i>Forensic Science International: Digital Investigation</i>, 50, 301795. <a href="https://doi.org/10.1016/j.fsidi.2024.301795">https://doi.org/10.1016/j.fsidi.2024.301795</a> Cooper, G.S., &amp; Meterko, V. (2019). Cognitive bias research in forensic science: A systematic review. <i>Forensic science international</i>, 297, pp. 35-46. <a href="https://doi.org/10.1016/j.forsciint.2019.01.016">https://doi.org/10.1016/j.forsciint.2019.01.016</a> Dror, I.E., Scherr, K.C., Mohammed, L.A., MacLean, C.L., &amp; Cunningham, L. (2021). Biasability and reliability of expert forensic document examiners. <i>Forensic science international</i>, 318, 110610. <a href="https://doi.org/10.1016/j.forsciint.2020.110610">https://doi.org/10.1016/j.forsciint.2020.110610</a> Meier, J. S. (2002). Domestic violence, child custody, and child protection: Understanding judicial resistance and imagining the solutions. <i>Am. UJ Gender Soc. Pol'y &amp; L.</i>, 11, 657. Vrij, A., &amp; Verschuere, B. (2013). <i>Lie detection in a forensic context</i>. Oxford University Press., pp. 1-46</p>		
<b>7.2 Seminar / laboratory</b>	<b>Teaching methods</b>	<b>Observations</b>
S1. Introduction to forensic psychology	Lecture Examples Problem based questioning Modeling	Overcoming Cognitive Biases and Advancing Objectivity in the Practice of Forensic Psychology  <a href="https://marioiliasro.com/mind-games/">https://marioiliasro.com/mind-games/</a>
S2: Psychology and the law	Lecture Examples Problem based questioning Modeling	To read: Fair Trials International. (2015). <i>Criminal proceedings and defence rights in Romania</i> .
S3 S4: Forensic expert and different case analysis and the problem of bias.	Lecture Examples Problem based questioning	To read: Casu, M., Guarnera, L., Caponnetto, P., & Battiato, S. (2024). GenAI mirage: The impostor bias and the deepfake detection challenge in the era of artificial

GenAI Mirage: the deep fake detection challenge. Case studies	Modeling	<p>illusions. <i>Forensic Science International: Digital Investigation</i>, 50, 301795. <a href="https://doi.org/10.1016/j.fsidi.2024.301795">https://doi.org/10.1016/j.fsidi.2024.301795</a></p> <p>Șandru, A. (2021). The use of experts in criminal proceedings in Romania: Inquisitorial background and future trends. <i>RAIS Conference Proceedings</i>, 23, 205–210. <a href="https://doi.org/10.5281/zenodo.5506908">https://doi.org/10.5281/zenodo.5506908</a></p> <p>Șchiopu, C. G. (2018). The forensic psychiatric expertise in Romania: The legal medicine implications. <i>Proceedings of the 10th International RAIS Conference on Social Sciences and Humanities (RAIS 2018)</i>, 163–168. Atlantis Press. <a href="https://doi.org/10.2991/rais-18.2018.28">https://doi.org/10.2991/rais-18.2018.28</a></p> <p>Kassin, S. (2013). The forensic confirmation bias: Problems, perspectives, and proposed solutions. <i>Journal of Applied Research in Memory and Cognition</i>, 2(1), 42–52. <a href="https://doi.org/10.1016/j.jarmac.2013.01.001">https://doi.org/10.1016/j.jarmac.2013.01.001</a></p> <p>Neal, T. (2022). A general model of cognitive bias in human judgment and systematic review specific to forensic mental health. <i>Law and human behavior</i>, 46(2), pp. 99-120.</p>
<p>S5, S6: Judicial testimony and actors involved</p> <ul style="list-style-type: none"> <li>- the adult witness and the - - child witness -</li> <li>- specific aspects at the psychological level</li> <li>- the psychology of the magistrate</li> <li>- aspects related to the psychological coordinates of the lawyer's intervention in the legal intervention</li> <li>- Case studies</li> </ul>	<p>Lecture</p> <p>Examples</p> <p>Problem based</p> <p>questioning</p> <p>Modeling</p>	<p>To read:</p> <p>Volbert, R., &amp; Steller, M. (2014). Is This Testimony Truthful, Fabricated, or Based on False Memory? Credibility Assessment 25 Years After Steller and Köhnken (1989). <i>European Psychologist</i>, 19(3), pp. 207-220.</p> <p>Hortensius, R., &amp; de Gelder, B. (2018). From empathy to apathy: The bystander effect revisited. <i>Current Directions in Psychological Science</i>, 27(4), 249–256. <a href="https://doi.org/10.1177/0963721417749653">https://doi.org/10.1177/0963721417749653</a></p>
<p>S7, S8: Interrogation and Interviewing in Forensic Psychology</p> <p>Focuses on practical techniques for interviewing suspects, victims, and witnesses. Covers dialogue strategies, forensic psychology principles, and ethical-legal considerations in the</p>	<p>Lecture</p> <p>Examples</p> <p>Problem based</p> <p>questioning</p> <p>Modeling</p>	<p>To read:</p> <p>Anderson, J (2009). The CornerHouse forensic interview protocol: RATAC. TM Cooley <i>J. Prac. &amp; Clinical L.</i>, 12, 193.</p> <p>Korkman, J. (2024). <i>White paper on forensic child interviewing: Research-based recommendations by the European Association of Psychology and Law. Psychology, Crime &amp; Law</i>. Advance online publication. <a href="https://doi.org/10.1080/1068316X.2024.2324098">https://doi.org/10.1080/1068316X.2024.2324098</a></p> <p>European Commission, Directorate-General for Justice and Consumers, ICF Consulting Services, &amp; Milieu Ltd. (2015). <i>Study on children's involvement in judicial</i></p>



hearing room. Cognitive interview techniques. Case studies		<i>proceedings: Contextual overview for civil justice – Romania</i> (C. G. Achimescu, Author) (pp. 23–24, Ch. 2.5). Luxembourg: Publications Office of the European Union. <a href="https://doi.org/10.2838/83968">https://doi.org/10.2838/83968</a> Geiselman, R. E., & Fisher, R. P. (2014). Interviewing witnesses and victims. In M. St-Yves (Ed.). <i>Investigative interviewing: Handbook of best practices</i> . pp. 56–71. Toronto, ON: Thomson Reuters Publishers.
S9 Types of prisoners and behaviors specific to the prison environment (4 hours) - minors, female detainees, male detainees - prisoners sentenced to life imprisonment - prisoners with a psychiatric diagnosis - homosexuality in the penitentiary environment aggression and self-aggression	Lecture Examples Problem based questioning Modeling	To read: Murphy, C., & Vess, J. (2003). Subtypes of psychopathy: Proposed differences between narcissistic, borderline, sadistic, and antisocial psychopaths. <i>Psychiatric Quarterly</i> , 74, 11–29. Gouva, M.(2012). Effects of childhood trauma on hostility, family environment and narcissism of adult individuals. <i>Int J Caring Sciences</i> . 5(2):13746 Bjorkqvist, K. (1992). The development of direct and indirect aggressive strategies in males and females. In K. Bjorkqvist & P. Niemela (Eds), <i>Of mice and women: Aspects of female aggression</i> , (pp. 3–16). San Diego, CA: Academic Press. Howitt, D. (2018). Mental disorders and crime. In <i>Introduction to forensic and criminal psychology</i> (6th ed., pp. 433–452). Pearson Howitt, D. (2018). Psychopaths and mental illness. In <i>Introduction to forensic and criminal psychology</i> (6th ed., pp. 460–463). Pearson.
S9 S10 Forensic Case Construction: Logic and Argumentation” Description: Practical approaches to organizing evidence and reasoning in forensic cases. Emphasizes clarity, coherence, and effective presentation in judicial contexts.	Lecture Examples Problem based questioning Modeling	To read: Spellman, B. (2022). Challenges to reasoning in forensic science decisions. <i>Forensic Science International: Synergy</i> , 4, 100200. <a href="https://doi.org/10.1016/j.fsisyn.2022.100200">https://doi.org/10.1016/j.fsisyn.2022.100200</a> Walton, D. (2012). Argumentation schemes: The basis of conditional relevance. In <i>Argumentation schemes</i> (pp. 1–96). Cambridge University Press. <a href="https://doi.org/10.1017/CBO9780511802034">https://doi.org/10.1017/CBO9780511802034</a>
S10, S11 S12 S13: Case presentations by student groups		Studies from the Romanian courts
S14: Review and closing remarks		

**References:**

- Anderson, J (2009). The CornerHouse forensic interview protocol: RATAC. TM Cooley J. *Prac. & Clinical L.*, 12, 193.
- Bjorkqvist, K. (1992). The development of direct and indirect aggressive strategies in males and females. In K. Bjorkqvist & P. Niemela (Eds), *Of mice and women: Aspects of female aggression*, (pp. 3–16). San Diego, CA: Academic Press.
- Casu, M., Guarnera, L., Caponnetto, P., & Battiato, S. (2024). GenAI mirage: The impostor bias and the deepfake detection challenge in the era of artificial illusions. *Forensic Science International: Digital Investigation*, 50, 301795. <https://doi.org/10.1016/j.fsidi.2024.301795>
- European Commission, Directorate-General for Justice and Consumers, ICF Consulting Services, & Milieu Ltd. (2015). *Study on children's involvement in judicial proceedings: Contextual overview for civil justice – Romania* (C. G. Achimescu, Author) (pp. 23–24, Ch. 2.5). Luxembourg: Publications Office of the European Union. <https://doi.org/10.2838/83968>
- Fair Trials International. (2015). *Criminal proceedings and defence rights in Romania*.
- Geiselman, R. E., & Fisher, R. P. (2014). Interviewing witnesses and victims. In M. St-Yves (Ed.). *Investigative interviewing: Handbook of best practices*. pp. 56–71. Toronto, ON: Thomson Reuters Publishers.
- Gouva, M. (2012). Effects of childhood trauma on hostility, family environment and narcissism of adult individuals. *Int J Caring Sciences*. 5(2):13746
- Hortensius, R., & de Gelder, B. (2018). From empathy to apathy: The bystander effect revisited. *Current Directions in Psychological Science*, 27(4), 249–256. <https://doi.org/10.1177/0963721417749653>
- Howitt, D. (2018). Mental disorders and crime. In *Introduction to forensic and criminal psychology* (6th ed., pp. 433–452). Pearson
- Howitt, D. (2018). Psychopaths and mental illness. In *Introduction to forensic and criminal psychology* (6th ed., pp. 460–463). Pearson
- <https://marioiliasro.com/mind-games/>
- Kassin, S. (2013). The forensic confirmation bias: Problems, perspectives, and proposed solutions. *Journal of Applied Research in Memory and Cognition*, 2(1), 42–52. <https://doi.org/10.1016/j.jarmac.2013.01.001>
- Korkman, J. (2024). *White paper on forensic child interviewing: Research-based recommendations by the European Association of Psychology and Law*. *Psychology, Crime & Law*. Advance online publication. <https://doi.org/10.1080/1068316X.2024.2324098>
- Murphy, C., & Vess, J. (2003). Subtypes of psychopathy: Proposed differences between narcissistic, borderline, sadistic, and antisocial psychopaths. *Psychiatric Quarterly*, 74, 11–29.
- Neal, T. (2022). A general model of cognitive bias in human judgment and systematic review specific to forensic mental health. *Law and human behavior*, 46(2), pp. 99–120.
- Șandru, A. (2021). The use of experts in criminal proceedings in Romania: Inquisitorial background and future trends. *RAIS Conference Proceedings*, 23, 205–210. <https://doi.org/10.5281/zenodo.5506908>
- Șchiopu, C. G. (2018). The forensic psychiatric expertise in Romania: The legal medicine implications. *Proceedings of the 10th International RAIS Conference on Social Sciences and Humanities (RAIS 2018)*, 163–168. Atlantis Press. <https://doi.org/10.2991/rais-18.2018.28>
- Spellman, B. (2022). Challenges to reasoning in forensic science decisions. *Forensic Science International: Synergy*, 4, 100200. <https://doi.org/10.1016/j.fsisyn.2022.100200>
- Volbert, R., & Steller, M. (2014). Is This Testimony Truthful, Fabricated, or Based on False Memory? Credibility Assessment 25 Years After Steller and Köhnken (1989). *European Psychologist*, 19(3), pp. 207–220.



Walton, D. (2012). Argumentation schemes: The basis of conditional relevance. In *Argumentation schemes* (pp. 1–96). Cambridge University Press. <https://doi.org/10.1017/CBO9780511802034>

## 8. Correlation of discipline contents with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

The content of the courses and seminars was designed taking into account the specifics of the current specialized scientific bibliography in the field of Legal Psychology both nationally and internationally and the general requests of the Romanian College of Psychologists.

## 9. Assessment

Activity type	9.1 Assessment criteria	9.2 Assessment methods	9.3 Weight of final mark
9.4 Course	Grid exam in the subject studied during the semester	Multiple-Choice Question Grid	70%
9.5 Seminar / laboratory	Case Report Delivered by a Student Group	Students will receive the cases from different legal fields (family law, criminal law and so forth) and will prepare a collaborative report on the case study, complying with the established requirements. Groups shall comprise a maximum of four students.	30%
9.6 Minimum performance standard			
<ul style="list-style-type: none"> <li> <b>Learning Goals for Forensic Psychology Module</b> <p>Students will acquire a foundational understanding of key concepts in forensic psychology. They will be able to identify and explain specific aspects of deviant behavior, as well as formulate recommendations for fostering prosocial behavior within rehabilitation practices.</p> </li> <li> <b>Group Work Completion</b> <p>Students who do not complete the required group work during the semester must submit an individual written assignment during the backlog session. This assignment must include a case study prepared in accordance with the established requirements.</p> </li> <li> <b>Attendance Recovery</b> <p>Students who miss class are required to submit reaction papers to compensate for their absence. They will be assigned articles from international databases and must extract and synthesize information based on the guidelines provided by the teaching staff. If students make use of AI tools, this must be explicitly acknowledged. AI should only serve as a supplementary aid and may not substitute creativity or critical thinking. The contribution of AI in completing any task must not exceed 30% of the overall work.</p> </li> <li> <b>Grade Improvement</b> <p>Students wishing to improve their grade may take an exam covering the entire subject, excluding topics already passed in arrears. For seminar activities, they must prepare a task based on a different case</p> </li> </ul>			

study than the one previously graded. The bonus point for grade improvement is awarded only once, during the main exam. The grade for the extension exam is determined exclusively by the written paper submitted.

- **Minimum Attendance Requirement**

Students must attend at least two lectures and two seminars. Those who do not meet this minimum requirement will be required to retake the course.

Date of completion:

15.09.2025

Tenure teacher:

Roxana TOMA, Ph.D.

Assoc. Prof

Date of approval in the department

Head of Department:

Delia VÎRGĂ, Ph.D.

Professor