



Doc. 300.1.2

Higher Education Institution's Response

Date: 8/4/21

- **Higher Education Institution:** European University Cyprus
- **Town:** Nicosia
- **Programme of study Name (Duration, ECTS, Cycle)**
In Greek:
“Ψυχολογία (4 Έτη/240 ECTS, Πτυχίο)”
In English:
“Psychology (4 Years/240 ECTS, B.Sc.)”
- **Language(s) of instruction:** Greek and English
- **Programme's status:** Currently Operating



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

The Department of Social and Behavioral Sciences of European University Cyprus expresses its sincere gratitude to the External Evaluation Committee (EEC) for the evaluation of the undergraduate programme of study Psychology (B.Sc.).

It is with great pleasure that the Department and the School of Humanities, Social and Educational Sciences noted the positive feedback of the EEC and we appreciate its insightful recommendations, which provide us with the opportunity to further improve the quality and implementation of the programme.

In the following pages, we respond in detail to all recommendations for improvement suggested by the EEC and we provide all relevant information and explain the actions taken to ensure that the programme is of high quality.

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.8, 1.9)

EEC Recommendations

1. EUC may want to consider reducing the number of major electives or clustering them in modules (instead of 20 separate courses).
2. Study abroad elements could be (better) integrated into the standard curriculum; Some administrative difficulties were mentioned by students with respect to integrating ERASMUS activities into their course of studies. The EEC recommends a better mapping of courses across partner universities.

Responses by EUC:

We would like to thank the EEC for these important recommendations regarding the programme's design and development. Please see our responses below indicating that we have taken these recommendations into account effectively:

1. *As the programme is designed, it offers a diverse pool of major elective courses, each of them having a different thematic area of psychology. Our aim is to provide to our students a comprehensive knowledge, covering a variety of specialities in this discipline so that students are exposed to all major areas of psychology. However, we agree with the ECC's recommendation on the number of major electives, and therefore we reduced them from 20 to 15 so that students can choose only nine (9) of them and not twelve (12) major electives. In addition, we discarded "COM215 Public Speaking and Human Communication" from the General Education courses. These changes created space for four (4) compulsory courses which are now the following: "PSC125 Social Psychology", "PSC215 Educational Psychology", "PSC220 Introduction to Neuropsychology", and "PSC315 Health Psychology". We believe that the inclusion of these four (4) compulsory courses will give us a more balanced approach (please see Appendix I: Revised table of Structure of the Programme and Appendix II: Revised table of Course Distribution per Semester).*
2. *In order to address the EEC's recommendation on better integrating study abroad elements into the standard curriculum, it is important to clarify and explain the ERASMUS study mobility procedure as applied at EUC. By describing these steps, we hereby explain the way we map our courses across partner universities and the criteria students use in order to choose courses based on their curriculum.*

Step 1

Students interested in participating in the Erasmus+ programme for studies either for a semester or a full academic year should submit the "Letter of Intent" to the Erasmus Office by the appropriate deadlines. The deadline is approximately two months prior to the beginning of the following semester. However, deadlines vary across partner universities. The "Letter of Intent" should be completed with the updated personal details of the applicant and should be submitted to the Erasmus Office together with the "Student Advisory Form". The "Student Advisory Form" should be signed by the School's Erasmus Academic Coordinator of the student's School and the student's advisor (at the Department of Enrollment). The School's Erasmus Academic

Coordinator evaluates the available courses offered at the host university to nominated students. The course content of each course, as well as the ECTS load of each course are compared with the pending courses in the student's degree at EUC. The host university courses that show parity with the students' degree courses are stated in the "Student Advisory Form".

Step 2

The Committee on International Relations, Programmes and Mobility will evaluate each "Letter of Intent" and rank the nominees according to the academic and eligibility criteria and according to the budget available for the scheme. The Erasmus Office informs all applicants in writing about the decision of the Committee. The approved nominees are informed by the Erasmus Office in detail about the procedure they should follow before, during and after mobility. Each document required by the Programme is explained thoroughly to the students.

Step 3

The Erasmus Office proceeds with the nominations of the selected applicants to the host universities.

Step 4

The applicant should submit the application documents that the host university requires within the deadline set. Relevant documents may include an Erasmus Application Form, the student's home Transcript of Records and the Learning Agreement. The Learning Agreement is completed based on the signed "Student Advisory Form". The Learning Agreement is composed of three parts: the "Before the Mobility", the "During the Mobility" and the "After the Mobility". All parts of the Learning Agreement should be signed by all parties: the student, the host university and the Erasmus Office at EUC. Before the mobility stage, the student should complete the "Before the Mobility" part of the Learning Agreement with his/her contact details and the contacts of the home and host institutions according to the guidelines given in the document's Annexes. In addition, the document should be completed, where appropriate, with the courses the student will carry out at the host institution, as well as, with the parity courses at the student's programme of study at EUC.

Step 5

Once the acceptance letter is sent to the student by the host university, the Grant Agreement will be sent to the student by the Erasmus Office of EUC to be signed by the student and the Vice-Rector of Research and External Affairs of EUC. The duration of the mobility and the relevant financial support are the Special Conditions that form an integral part of the Grant Agreement. A duly signed copy of the agreement is returned to the student.

Step 6

Upon arrival at the host university, the student should send to the Erasmus Office of EUC the "Arrival Certificate" signed by the host university. Only when the Arrival Certificate is sent the first instalment towards the Erasmus financial support the student is entitled to, will be released.

Step 7

During the Mobility the Learning Agreement of the student might need to change. In the unlikely event that a chosen course(s) is not offered by the host institution after all, the student should inform his/her School Erasmus Academic Coordinator at EUC and get approval for a new course. The necessary changes on the learning agreement should be made and sent to the Erasmus Office of EUC together with the written approval of the School Erasmus Academic Coordinator. The changes should be recorded on the “During the Mobility” part of the Learning Agreement. The final list of the courses the student is attending abroad will be recorded in the Administration System of EUC.

Step 8

By the end of the mobility, students should submit all original documents required by the Programme to the Erasmus Office of EUC. These documents attest to the period of the student’s stay and are necessary for the payment of the outstanding balance of the Erasmus grant. The Erasmus Office should validate the student’s mobility by transferring the student’s ECTS credits earned abroad based on the “After the Mobility” part of the Learning Agreement which records the grades and ECTS gained at the Host Institution.

2. Teaching, learning and student assessment (ESG 1.3)

EEC Recommendations:

1. More attention in teaching (and research) could be put on Open Science practices. This involves discussing the importance of preregistration, a replicable workflow, the use of open software, open data, as well as open access publishing.
2. Assessments appeared to be rated by individual markers, with little or no “second marking” or “audit marking”. We would recommend that audit marking be undertaken and that there is a clear process of dealing with any discrepancies. The EEC welcomes the Department’s plan to have 20% exams per course assessed by the two independent examiners.

Responses by EUC:

We thank the EEC for these important recommendations regarding teaching, learning and student assessment, which we have attempted to take into account effectively, as indicated below:

1. ***Following the EEC’s suggestion, we made further steps in incorporating Open Sciences Practices to our teaching and research. We see this as an ongoing process which will be updated and reworked based on the experience we gain each academic year.***

Firstly, the topic of Open Science Practices is presented in our B.Sc. courses (i.e., PSC120 Introduction to Research Methods in Psychology and of PSC325 Research Methods in Psychology) and is discussed with our students in order to help them understand the ethos of preregistration, open data-software-publications and also to encourage them to follow such practices for their research projects.

Secondly, the procedure followed by a student/staff when submitting a proposal to the Cyprus National Bioethics Committee (CNBC), is very similar to preregistration, given that the basic requirement for a CNBC’s approval is researchers to follow the exact methodology and process originally submitted and approved by CNBC until the completion of their study. This is normally monitored by the supervisor of the research proposal. However, to enhance this process, the Department will create an internal repository where all research proposals submitted to CNBC will be preregistered to and hence will be openly accessible to its members (academic staff and students).

Thirdly, our students are given the option of using anonymised secondary data for their thesis and therefore be exempted from bioethics screening since such projects do not involve interactions or interventions with humans.

Lastly, concerning the open access publishing two actions took place: (1) the Vice-Rector of Research & External Affairs forwarded to the Rectorate Committee and the Senate for further discussion and approval the relevant University policy to be revised so that each faculty member is entitled to funding of 1440 euro per year for participation in a conference or for publication charges; (2) the Department has

officially requested an annual budget for covering open access publication fees for the Department's faculty and student research work, which will help us even more with Open access journal publication fees.

- 2. We also agree with the EEC's recommendation for the need of audit marking. For this reason, the Department Council approved on the 17th of March 2021 that 20% of all exams will be blindly doubled-marked for all courses. Currently we have another teaching staff that shares the same expertise to do that. In the case of major discrepancy (more than 5 points) between the instructor's evaluation and the re-evaluation that requires a change of grade, the average of the two evaluations will be assigned as the final grade.*

Additionally, we would like to point out that in the case where a student believes that her/his grade is different from what was expected, s/he has the right to appeal against the grade by filling a petition at the Office of the Registrar, within a period of four weeks from the date the results are announced. The registrar forwards the petition to the Chairperson of the Department. The Chairperson first checks that the instructor made no errors, and then s/he assigns an anonymous re-evaluation of the final exam to another instructor. In case of a major discrepancy between the instructor's evaluation and the re-evaluation that requires a change of grade, the average of the two evaluations will be assigned as the final grade to the final examination/project. Changes of grades resulting from an appeal require the endorsement of the Dean of School (please see Appendix III: EUC Charter, page 33).

3. Teaching Staff (ESG 1.5)

EEC Recommendations:

1. The EEC was surprised by the high number of non-tenured staff (“scientific collaborators”) on short-term contracts. This is a potential risk for the course’s ability to provide expertise at specific time points related to specific topics. We would recommend that the Department and University consider this job family of non-tenured staff and explore options to make them more permanent and find appropriate promotion opportunities.
2. The EEC was also surprised by the low number of full professors in psychology. Internationally, it is rather uncommon that the head of the department is at the assistant professor level (although the current head of the department is certainly doing an excellent job). We understand that at EUC also assistant professors are tenured, but would recommend reserving positions with high administrative duties to more senior personnel. This would grant junior faculty members the necessary time to focus on research.
3. We would encourage the Department to consider teaching and conducting more qualitative research, and where staff are unavailable to do this, the Department considers this aspect in future academic appointments, and also considers whether current staff can make use of Continued Professional Development in qualitative research methods.
4. We recommend the university considers how staff can be allocated time during university working hours to undertake the minimum level of clinical/counselling activities to maintain professional practising licences.

Response by EUC:

We thank the EEC for these important recommendations regarding teaching staff, which we have attempted to take into account effectively, as indicated below:

1. *We acknowledge EEC’s concern about the risk of scientific collaborators being on short-term contracts. In what follows we provide information as to how we have been proactive in the past on minimising such a risk and -following the suggestions of the EEC- how we shall further address this from now on.*
 - a) *Although the part-time staff contracts are on a semester-basis, there is a stability and continuity for a large number of scientific collaborators, as some of them teach with us for more than two years continuously. We provide them with a fairly steady number of courses based on their specialty and at the same time, we have at least two scientific collaborators on the same specialization who can substitute each other in cases of emergency.*
 - b) *Additionally, the list of courses and sections which are offered each semester, are prepared in consultation with students’ advisors at the Department of Enrolment. This allows the course coordinators plenty of time to cover the needs without any complications. More so, vacancies in specific course subjects are advertised every March-April for the subsequent academic year. This enables us to have a steady*

pool of professionals who are approved and can cover the needs of our programmes.

- c) Furthermore, a new step taken in the direction of eliminating any possible risk to our staffing model, was to shorten the list of electives courses offered on our B.Sc. Psychology programme (please see above section 1.1) after the suggestions made by the EEC. We consider this change to contribute not only academically, but also in terms of organization and management.*
- d) Based on the suggestions of the EEC to consider the full-time - part-time ratio, the Department of Human Resources of the University has approved the Department's and School's request to consider renewable contracts for a number of Scientific Collaborators who cover constant teaching needs to our Department.*

Concerning the awards and promotion criteria for part-time academic staff, based on our University Charter and on National legislation, there are no such criteria for scientific collaborators (part-time staff). However, other benefits/incentives for their professional development are provided. For example, at the end of each academic semester and based on the students' survey of each of their courses, we acknowledge good evaluation results concerning teaching practices for all full-time and part-time staff. Another example is the opportunity for part-time collaborators to participate in the 35-hour Faculty Development Program (FDP) which is offered in three parts in September, January and June every year. The content of the program focuses on various aspects on teaching and learning in higher education and upon its completion participants are granted a certificate of attendance and participation. The FDP is annually revised based on the feedback provided by participants and consideration is made for the external accreditation of the program as a Graduate Certificate in Higher Education Teaching. Additionally, by being employed at the University, our part-time staff have the opportunity to submit research proposals for funding under their EUC affiliation and/or participate in existing funded projects of the Department. Part-time staff are also provided with the opportunity to act as supervisors on the final year thesis of both undergraduate and postgraduate research projects, which enables them to work within their research fields and produce publishable work. In other words, our part-time staff, while working at the EUC are provided with opportunities to advance their careers and enhance their C.Vs at the same time.

- 2. We thank EEC for this recommendation. At EUC after an academic year of probation all ranks are tenured. While it is a reality that currently the Department has only three Psychology faculty in senior ranks (at the rank of Associate Professor and no faculty at the rank of full professor) it is expected that in the coming years and following the EUC charter on promotions more staff will advance in senior ranks and full professor positions.*

As far as the Chairperson's rank, based on EUC Charter (please see Appendix IV: EUC Charter, page 241), the successful candidate for the position of the Chairperson of Department shall possess the following qualifications:

- A holder of a doctoral degree at the rank of at least Assistant Professor;*
- Appropriate management and communicative skills;*
- Collegiality and effectiveness in working with faculty and students;*
- Commitment to learning, research and community service.*

Nevertheless, we forwarded EEC's comment to the EUC Rectorate Committee for further consideration and discussion.

3. **After taking into account the EEC's suggestion to enhance our teaching and qualitative research profile, we revised the syllabi of the courses PSC120 Introduction to Research Methods in Psychology and of PSC325 Research Methods in Psychology (please see Appendix V: Syllabus of PSC120 and Appendix VI: Syllabus of PSC325), so that they include more qualitative research methods. Additionally, the Department has announced the hiring of two more full-time faculty members, one of which in the area of Research Methods (the hiring will be in effect in the first day of Fall semester 2021). Moreover, some of the full-time faculty members are already trained in qualitative research and able to supervise an undergraduate thesis which follows qualitative methodology. Furthermore, focusing on publications and conducting research, we have colleagues in our Department who have published qualitative research work, and this will continue. Finally, the Department Council's request to the University's Faculty Professional Development Standing Committee for an in-depth training on qualitative research was approved. Therefore, we believe that these actions can fulfil the EEC's suggestions.**

4. **ECC noted that several members of the current staff are licenced practitioners, which is very vital for our B.Sc. and M.Sc. Psychology programmes. Even though the contractual requirements of faculty members are six office hours and 12 teaching hours per week, plus any additional amount of hours spend for meetings or other administration work in the University, and any amount of hours spend for research, all their clinical work is conducted out of the university hours. Therefore, the suggestion of the EEC was taken to the University's academic leadership and it has been decided that these faculty members will have a specific day per week reserved solely for clinical work without any interruptions for other Academic activities (for further clarification see 300.3.2 Departmental report, p5).**

4. Students

(ESG 1.4, 1.6, 1.7)

EEC Recommendations:

1. The Department should consider implementing routine checks on the grading/marketing standards and whether these are in line with national and international standards.
2. We would like the team to reflect on how class participation is systematically assessed, and whether this assessment can negatively bias some students, simply based on their personalities.

Responses by EUC:

We thank the EEC for these important recommendations regarding students, which we have attempted to take into account effectively, as indicated below:

1. *We acknowledge the EEC's recommendation, and we would like to ensure that several actions are applying. Specifically, taking into account the national and international standards, and based on the Cyprus Agency of Quality Assurance in Higher Education (CY.Q.A.A.) requirements, the following actions are taking place:*
 - A. *Based on the guidelines of CY.Q.A.A. we maintain final exams for a period of three years and also do a random sampling of all courses' assignments (Good-Average-Poor) and keep them for two years (see CY.Q.A.A. instruction: <https://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/126-apofaseis-21-synodos>). Courses' assignments and final exams are presented to external evaluation committees during quality assurance procedures conducted by the CY.Q.A.A.*
 - B. *All undergraduate theses are evaluated by a second examiner (s/he can be either a full-time faculty member or a scientific collaborator) ensuring that both the written project and the oral presentation meet the standards of the University.*
 - C. *Another action that implements routine checks on the grading/marketing standards is the "second marking" procedure stated in Section 2 Point 2 (please see above page 7).*
 - D. *Another action that safeguards the quality of grading is the use of rubrics. Rubric is provided to the students in the beginning of the semester, when assignments are set, in order to inform the students on assessment/marketing criteria, guide them during the preparation of the assignment and help them getting an indication of a grade that they will receive.*
 - E. *The Chairperson of the Department and the Coordinator of the programme monitor grades at the end of each semester. This practice is another way for us to check grades and guarantee that we are in line with national and international standards.*

Additionally, to all the above actions, it is important to point out that the School Administration Office maintains records of grades for all modules during the years.

2. *Class participation is marked by a 10% of the overall grade. This percentage is split in both attendance and participation of the student. We ensure that this is not related to*



the personality of the student but is rather based on the absences of the students in the lectures along with their effort to participate in class discussions and activities. More specifically, regarding the 5% of attendance, there is a 6-point scale which helps the instructor mark the student's absences during the semester. The additional 5% of participation has a 6-point scale which helps the instructor evaluate the student's participation (e.g., constructive contribution in class discussion and active listening) during the semester. A participation rubric has been approved from the Department Council on 17th of March 2021 (please see Appendix VII: Participation Rubric).

5. Resources (ESG 1.6)

EEC Recommendations:

1. There seems to be no established procedures for open access publishing. We recommend that a clear and transparent process be outlined for staff and students to seek funding for Article Processing Charges for Open Access publications.
2. We encourage the Department to consider other types of assessments also (for altered brain function), including both objective and subjective (patient-reported) measures, and computerised and paper-pencil tasks.
3. At present, the sharing of resources across departments at EUC seems to work well. For example, the Department of Education already made use of Microsoft Innovation Center, with similar opportunities existing for the Department of Social and Behavioral Sciences (e.g. for teaching purposes, data visualization/exploration, etc.). With an increasing number of faculty members and students, however, EUC may consider adopting a more formal procedure for sharing resources to secure fair, reliable and transparent access.

Responses by EUC:

We thank the EEC for these important recommendations regarding resources, which we have attempted to take into account effectively, as indicated below:

1. *As you can see above in Section 2.1., the annual allowance for faculty members concerning Professional Development is 1440 euros. This amount is possible to be used for conference participation as well as for processing charges for open access publications. Such application will be submitted through intranet and approved by the Chairperson of the Department, the Dean of the School and the Vice-Rector of Research & External Affairs. In addition to this, the Department has officially requested an annual budget for covering open access publication fees for the Department's faculty and student research work, which will help us even more with Open access journal publication fees.*
2. *We acknowledge the importance of having several types of assessments in our courses, thus we would like to ensure the EEC that we use a variety of methods in our assessments, such as observations, case study analysis and experiments. In regard to neuropsychological assessments, we understand that this recommendation is more related to our master's degree. However, we decided, as a Department, to use the existing psychometric tests such as Wescher scales, TAT, Rorschach, House-Tree-Person, MMPI, Bender Gestalt, and the ones the Department is planning to buy and use in September 2021: CBCL, MINI, and MOCA, in a form of a demonstration in several courses, such as PSC210 Theories of Personality, PSC220 Neuropsychology, PSC235 Introduction to Clinical Psychology, PSC310 Psychological Measurements, PSC415 Theories of Intelligence, PSC300 Experimental Psychology, PSC425 Psychotherapeutic Approaches, PSC440 Techniques of Counselling. Undergraduate students are not able to use these tools in a more formative way, as they are not trained*



to apply them. The list of tools will be reviewed every academic year and be included in the Department's Budget.

- 3. We acknowledge the EEC's recommendation on adopting a formal procedure for sharing resources, and we would like to point out that EUC has specific procedures, for staff, on how to access several resources and facilities within the University, such as labs and the Microsoft Center. Specifically, all faculty members through Intranet, may request any available resources for their courses. Through this procedure, they may access the availability of all resources and facilities and then proceed with a request for booking. An administrative member of the Department of Enrolment is responsible to approve or reject the request and give access to any resources.*

B. Conclusions and final remarks

We would like to sincerely thank the EEC for the positive feedback and constructive recommendations. The Department of Social and Behavioral Sciences found the EEC's discussions and interaction a constructive learning process. The review procedure was a positive experience and crucial for moving forward effectively. For this reason, we made a focused effort to address and follow each of the EEC's recommendations. By making these changes and providing the necessary clarifications, we believe that we are able to improve the quality of the programme, which is in line with the European Qualifications Framework and International standards.

Once again, we are grateful to the EEC for their candid discussions and the insightful comments and suggestions throughout their report.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof. Marios Vryonides	Dean, School of Humanities, Social and Educational Sciences	
Dr. Panagiotis Parpottas	Chairperson, Department of Social and Behavioural Sciences	
Dr. Constantina Demetriou	Programme Coordinator	
Click to enter Name	Click to enter Position	
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Click to enter Name	Click to enter Position	

Date: 08.04.2021

Appendix I

STRUCTURE OF THE PROGRAM OF STUDY

DEGREE REQUIREMENTS	ECTS
All students pursuing a “Psychology (Bachelor of Science)” program of study must complete the following requirements:	
General Education Requirements	18
Major Requirements	150
Major Electives	54
Free Electives	18
Total Requirements	240

GENERAL EDUCATION REQUIREMENTS		18
ENL103	Instruction in Expository Writing	6
General Education Electives		12
MAJOR REQUIREMENTS		150
PSC100	Psychology I	6
PSC105	Statistics in Psychological Science I	6
PSC110	Introduction to Ethics	6
PSC115	Psychology II	6
PSC120	Introduction to Research Methods in Psychology	6

PSC125	Social Psychology	6
PSC130	History and Systems of Psychology	6
PSC200	Developmental Psychology I	6
PSC205	Statistics in Psychological Science II	6
PSC210	Theories of Personality	6
PSC215	Educational Psychology	6
PSC220	Introduction to Neuropsychology	6
PSC225	Developmental Psychology II	6
PSC230	Introduction to Counselling Psychology	6
PSC235	Introduction to Clinical Psychology	6
PSC300	Experimental Psychology	6
PSC305	Cognitive Psychology	6
PSC310	Psychological Measurement	6
PSC315	Health Psychology	6
PSC320	Psychology of Learning	6
PSC325	Research Methods in Psychology	6
PSC330	Psychopathology I	6
PSC400	Applications of Psychology (Practicum)	6
PSC480	Undergraduate Thesis I	6

PSC490	Undergraduate Thesis II	6
<u>MAJOR ELECTIVES</u>		
Students select <u>nine</u> courses from the following list:		54
PSC240	Fund. Of Human Sexuality	6
PSC245	An Introduction to Group Dynamics	6
PSC250	Human Relations	6
PSC335	Psychology of Gender	6
PSC340	Cultural Psychology	6
PSC345	Sport Psychology	6
PSC350	Special Topics in Psychology	6
PSC405	Psychology of the Family	6
PSC410	Introduction to Biopsychology	6
PSC415	Theories of Intelligence	6
PSC420	Abnormal Child Psychology	6
PSC425	Psychotherapeutic Approaches	6
PSC430	Sensation and Perception	6
PSC435	Psychopathology II	6
PSC440	Techniques of Counselling	6
FREE ELECTIVES		18

Appendix II

REVISED TABLE OF COURSE DISTRIBUTION PER SEMESTER

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
Semester 1								
1.	Compulsory	Psychology I	PSC100	3	50	14	42	6
2.	Compulsory	Statistics in Psychological Science I	PSC105	3	50	14	42	6
3.	Compulsory	Introduction to Ethics	PSC110	3	50	14	42	6
4.	Compulsory	Instruction in Expository Writing	ENL103	3	50	14	42	6
5.	Elective	General Education elective 1		3	50	14	42	6
Semester 2								
6.	Compulsory	Psychology II	PSC115	3	50	14	42	6
7.	Compulsory	Introduction to Research Methods in Psychology	PSC120	3	50	14	42	6
8.	Compulsory	Social Psychology	PSC125	3	50	14	42	6
9.	Compulsory	History and Systems of Psychology	PSC130	3	50	14	42	6
10.	Elective	Free Elective 1		3	50	14	42	6
Semester 3								
11.	Compulsory	Developmental Psychology I	PSC200	3	50	14	42	6
12.	Compulsory	Statistics in Psychological Science II	PSC205	3	50	14	42	6
13.	Compulsory	Theories of Personality	PSC210	3	50	14	42	6
14.	Compulsory	Educational Psychology	PSC215	3	50	14	42	6
15.	Elective	Free Elective 2		3	50	14	42	6

Semester 4								
16.	Compulsory	Introduction to Neuropsychology	PSC220	3	50	14	42	6
17.	Compulsory	Developmental Psychology II	PSC225	3	50	14	42	6
18.	Compulsory	Introduction to Counselling Psychology	PSC230	3	50	14	42	6
19.	Elective	Introduction to Clinical Psychology	PSC235	3	50	14	42	6
20.	Elective	Free Elective 3		3	50	14	42	6
Semester 5								
21.	Compulsory	Experimental Psychology	PSC300	3	50	14	42	6
22.	Compulsory	Cognitive Psychology	PSC305	3	50	14	42	6
23.	Compulsory	Psychological Measurement	PSC310	3	50	14	42	6
24.	Elective	Health Psychology	PSC315	3	50	14	42	6
25.	Elective	Major Elective 1		3	50	14	42	6
Semester 6								
26.	Compulsory	Psychology of Learning	PSC320	3	50	14	42	6
27.	Compulsory	Research Methods in Psychology	PSC325	3	50	14	42	6
28.	Compulsory	Psychopathology I	PSC330	3	50	14	42	6
29.	Elective	Major Elective 2		3	50	14	42	6
30.	Elective	Major Elective 3		3	50	14	42	6
Semester 7								
31.	Compulsory	Applications of Psychology (Practicum)	PSC400	3	50	14	42	6
32.	Compulsory	Undergraduate Thesis I	PSC480	-	50	14	42	6
33.	Elective	Major Elective 4		3	50	14	42	6
34.	Elective	Major Elective 5		3	50	14	42	6
35.	Elective	General Education Elective 2		3	50	14	42	6

Semester 8								
36.	Compulsory	Undergraduate Thesis II	PSC490	-	50	14	42	6
37.	Elective	Major Elective 6		3	50	14	42	6
38.	Elective	Major Elective 7		3	50	14	42	6
39.	Elective	Major Elective 8		3	50	14	42	6
40.	Elective	Major Elective 9		3	50	14	42	6

17. REPETITION OF WORK

If a student repeats a course, the new grade will be included in the student's cumulative grade point average. The grade previously earned will not be included in the student's overall grade point average, although it will be listed on the student's permanent academic record and transcript.

18. CHANGE OF GRADE

Once grades have been submitted to the Office of the Registrar no changes are allowed, unless an instructor completes a "Grade Change" form, in which he/she explains that a legitimate error has been made in the calculation of a student's grade.

19. APPEALS PROCEDURE

In the case where a student believes that the grade received is different from what was expected, he/she must exhaust all possibilities of resolving the problem with the pertinent instructor first. If this does not lead to a resolution, the student may appeal against the grade by filing a petition with the Office of the Registrar.

The Registrar will forward a copy of the petition to the pertinent Chairperson of Department, who will first ascertain that no error was made by the instructor, and if so will assign an anonymous re-evaluation of the final examination/project to another instructor. In the case of major discrepancy between the instructor's evaluation and the re-evaluation that will require change of grade, the average of the two evaluations will be assigned as the final grade to the final examination/project. Changes of grades resulting from an appeal require the endorsement of the Dean of School.

For a petition to be reviewed, a student must appeal within four (4) weeks from the date the results are announced.

20. PROBATION

Any student, whose cumulative G.P.A. falls below "C" or its equivalent (2.0 G.P.A.) is placed on probation. A student who remains on probationary status for two consecutive semesters faces possible dismissal from the University.

21. GRADUATION

4. QUALIFICATIONS

The successful candidate for the position of the Chairperson of Department shall possess the following qualifications:

- A holder of a doctoral degree at the rank of at least Assistant Professor;
- Appropriate management and communicative skills;
- Collegiality and effectiveness in working with faculty and students;
- Commitment to learning, research and community service.

5. WORK LOAD AND TIME SCHEDULE

The Department Chairperson is expected to maintain the following time schedule:

1 st September (beginning of academic year) – 31 st May	Monday to Friday: 8:00 a.m. – 1:30 p.m. plus two afternoons 3:00 p.m. – 6:30 p.m. (to be approved by the Dean of School)
1 st June – 31 July	Monday to Friday: 8:00 a.m. – 1:30 p.m. plus two afternoons 4:00 p.m. – 7:00 p.m. (to be approved by the Dean of School)
1 st August – 31 August (end of academic year)	Summer Vacation

6. TEACHING LOAD

To fulfil his/her duties and responsibilities, the Departmental Chairperson shall have a teaching workload of 6 credit hours per semester (Fall and Spring semesters).

7. COMPENSATION

Annual Stipend

The Chairperson shall receive an annual stipend on top of the regular faculty salary, decided by the Council.

8. VICE-CHAIRPERSON

The Vice-Chairperson should hold the same qualification as the Chairperson of the Department. In the Chairperson's of Department absence or temporary incompetence, the Vice-Chairperson assumes all the powers, duties and responsibilities of the Chairperson. The Charter's provisions on qualifications and

Appendix V

**SILLABUS OF PSC120 INTRODUCTION TO RESEARCH METHODS IN
PSYCHOLOGY**

Course Title	Introduction to Research Methods in Psychology				
Course Code	PSC120				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	1 st Year / 2 nd Semester				
Teacher's Name	Constantinos Michael				
ECTS	6	Lectures/week	3 Hours/14 weeks	Laboratories/week	None
Course Purpose and Objectives	The purpose of the course is to provide students with a basic understanding of conducting psychological research, the basic principles of research methodology and the interpretation of research findings in the field of psychological science. The most important methodological approaches of research methodology (qualitative and quantitative) are presented. Also, the purpose of the course is to facilitate the practical application of the knowledge acquired by students during their studies, in order to be able to respond to the writing of a scientific work/text.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Discuss and explain the principles of research methods in psychology. • Develop research projects by selecting appropriate procedures and approaches. • Recognize appropriate research designs for specific research questions. • Select the appropriate sampling methods for their research. • Think critically and discuss the interpretation of their research findings. • Apply ethical rules when conducting research in the field of psychology. 				
Prerequisites	PSC100, PSC105		Co-requisites	None	
Course Content	The course initially introduces students to research methodology in the field of psychology science, justifying methodological issues in science. Particular emphasis is given on systematic, quantitative and qualitative designs applied in the scientific field of psychology. Moreover, the research project, sampling issues, types of variables and types of				

	<p>scales, quantitative and qualitative methods are presented. Furthermore, the structure of a scientific work, how to write a research as well as how to organize and present quantitative data are also presented. An explanation is provided on how to select appropriate materials for quantitative research and on how to construct an interview schedule for qualitative research. Finally, introductory information of Open Science Practices are addressed.</p>								
Teaching Methodology	Face- to- face								
Bibliography	<ul style="list-style-type: none"> American Psychological Association (2010). <i>The Publication Manual of the American Psychological Association</i> (6th edition). Washington, DC: American Psychological Association. Cozby, P. C., & Bates, S. C. (2012). <i>Methods in behavioral research</i> (11th edition). Boston: McGraw Hill. Pyrczak, F., & Bruce, R. R. (2007). <i>Writing empirical research reports</i> (6th edition). Los Angeles, CA: Pyrczak Publishing. Schweigert, W. A. (2012). <i>Research methods in psychology: A handbook</i> (3rd edition). Lone Grove, IL: Waveland Press. 								
Assessment	<table border="1"> <tr> <td>Examinations</td> <td>60%</td> </tr> <tr> <td>Assignments</td> <td>30%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Examinations	60%	Assignments	30%	Class Participation and Attendance	10%		100%
Examinations	60%								
Assignments	30%								
Class Participation and Attendance	10%								
	100%								
Language	English								

Appendix VI

SILLABUS OF PSC325 RESEARCH METHODS IN PSYCHOLOGY

Course Title	Research Methods in Psychology				
Course Code	PSC325				
Course Type	Compulsory				
Level	Bachelor (1 st Cycle)				
Year / Semester	3 rd Year / 6 th Semester				
Teacher's Name	Paris Vogazianos				
ECTS	6	Lectures/ week	3 Hours /14 weeks	Laboratories/ week	None
Course Purpose and Objectives	The purpose of the course is to enhance students' understanding in methods and applications related to research methodology in psychological science. The course describes different ways of research methodology (quantitative, qualitative, mixed methods). By deepening in the theoretical-methodological research approaches, participants will gain a holistic understanding of the design, execution and interpretation of a research in the psychology science. Students will be able to design, conduct and evaluate both quantitative and qualitative research.				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Be aware of the most prevalent methodological approaches for conducting a research in the field of psychology. • Apply the experimental methods used in psychology. • Apply the quantitative method used in psychology. • Apply the qualitative method used in psychology. • Apply individual case research projects, such as case study. • Develop research projects by selecting the appropriate procedures and methodological approaches. • Recognize appropriate research designs for specific research hypothesis. • Select the appropriate sampling methods for their research. • Think critically and discuss the interpretation of their research findings. • Apply ethical rules when conducting research in the field of psychology. 				
Prerequisites	PSC310		Co-requisites	None	

Course Content	The course enhances students' understanding in methods and applications related to research methodology in psychological science. Particular emphasis is given on systematic, quantitative and qualitative designs applied in the scientific field of psychology. The research process, including the qualitative, quantitative, and mixed methods are presented. The course also includes a thorough understanding of the structure of a scientific work, as well as ways of organizing and presenting quantitative and qualitative data. Qualitative analysis is also presented. Finally, Open Science Practices are presented.								
Teaching Methodology	Face-to-face								
Bibliography	<ul style="list-style-type: none"> American Psychological Association (2009). <i>The Publication Manual of the American Psychological Association</i> (6th edition). Washington, DC: American Psychological Association. Cozby, P. C., & Bates, S. C. (2012). <i>Methods in behavioral research</i> (11th edition). Boston: McGraw Hill. Pyrczak, F., & Bruce, R. R. (2007). <i>Writing empirical research reports</i> (6th edition). Los Angeles, CA: Pyrczak Publishing. Schweigert, W. A. (2012). <i>Research methods in psychology: A handbook</i> (3rd edition). Lone Grove, IL: Waveland Press. 								
Assessment	<table border="1"> <tr> <td>Examinations</td> <td>60%</td> </tr> <tr> <td>Assignments</td> <td>30%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Examinations	60%	Assignments	30%	Class Participation and Attendance	10%		100%
Examinations	60%								
Assignments	30%								
Class Participation and Attendance	10%								
	100%								
Language	English								

Appendix VII

PARTICIPATION RUBRIC

Student's Name:						
Student's Registration number:						
Course Code and Section:						
Assessment Criteria for attendance and participation (10%)	Full Marks	4 out of 5	3 out of 5	2 out of 5	1 out of 5	0 out of 5
1. Attendance (5%)	Attendance in all classes.	Up to 3 justified absences.	1 unjustified and 2 justified absences	2 unjustified and 2 justified absences	2 unjustified and 3 justified absences	3 unjustified and 3 justified absences
2. Participation (5%)	Participates in a constructive way in class discussions. S/he listens without interrupting. S/he pays attention to comments of others. S/he is involved in discussions with thoughtful comments and contributes to the development of relevant arguments.	S/he participates in class discussions very often. S/he comments on most topics in a precise manner. S/he always answers direct questions. S/he pays attention to others' comments.	S/he often participates in class discussions. S/he often comments on arguments. His/her reports are sometimes off topic. S/he often answers direct questions.	S/he rarely participates in class discussions. However, s/he attempts to comment or engage in the discussion but in a non-comprehensive way. Some of his/her reports are off topic or non-specific. S/he participates in a way which disturbs the flow of the lectures.	S/he very rarely participates in class discussions or comments on arguments. S/he very rarely answers direct questions. Most of the time s/he looks detached from the lectures.	S/he never participates in class discussions. During the lectures, s/he shows indifference and deals with other things. S/he does not answer any direct questions.