



UNIVERSITY *of* NICOSIA

Response to the External Evaluation Report

Programme of Study

Bachelor of Science in Psychology
(Distance Learning)

Nicosia
20 June 2018

Introduction

We refer to the Report of the External Evaluation Committee (EEC) for the evaluation-accreditation of the programme of study “Bachelor of Science in Psychology (Distance Learning),” which was prepared following a site visit at the University of Nicosia by the members of the committee on June 4, 2018.

We would like to thank the EEC for their professional and thorough work during the on-site evaluation of the BSc in Psychology (Distance Learning) programme. We would also like to express our appreciation for the collegial and constructive approach with which they conducted their evaluation. The committee had separate meetings with faculty supporting the programme, as well as with four students of the Department of Social Sciences.

We would like to note that the report of the committee is **extremely positive** with **72 out of the 112** (applicable) quality standards/indicators receiving a **perfect score of 5**, and a near perfect score of **4 out of 5** in **37** of the remaining indicators. The resulting average score is **4.66 out of 5** which is in line with the committee’s concluding remarks that: *“...this is a flagship course for academics and students in Cyprus and the region, it has the potential to serve as a model elsewhere”; “The EEC commends the Department for its explicit attempt to design the DL course in a way that satisfies key learning outcomes of comparable psychology degrees as specified by EuroPsy, the British Psychological Association and the American Psychological Association,”; “We would like to commend the University for this initiative in planning the DL degree in Psychology. We note that this could put them in a strong position relative to similar DL courses around the world.”*

We do welcome the committee’s recommendations for improvements, which will enhance the quality of our programme, and we address them in the corresponding section of our response.

The response to the external evaluation report is structured as follows: In section I we highlight the positive comments made by the committee which reflect the high quality of our programme. In section II we address the recommendations and comments made by the committee in each of the categories. Finally, we conclude in section III with a summary of our response.

I. Findings of the EEC and Positive Comments Made by the Committee

The **FINDINGS** of the EEC are highly positive and commend the work done by the University of Nicosia and the Department of Social Sciences specifically. We have selected some of the highlights of the positive comments from the Findings section, and the report in general, which we quote below:

- “We would like to commend the University for this initiative in planning the DL degree in Psychology. We note that this could put them in a strong position relative to similar DL courses around the world.” p. 14
- “As this is a flagship course for academics and students in Cyprus and the region, it has the potential to serve as a model elsewhere.” p. 14
- “The EEC commends the Department for the preparation of the Study Guide that contains detailed plans for the courses that will be taught and the accompanying online elements that are needed for an efficient DL course.” p. 7
- “The Study Guide was designed to cover the breadth of psychological sciences and the course is modeled both on the existing conventional BSc in Psychology offered at the University of Nicosia as well as on other DL courses offered in universities across the world (e.g. USA, UK, Canada and Australia).” p.7
- “The EEC commends the Department for its explicit attempt to design the DL course in a way that satisfies key learning outcomes of comparable psychology degrees as specified by EuroPsy, the British Psychological Association and the American Psychological Association.” p.7
- “The teaching personnel is research active and has created a cohesive teaching and research culture within the department.” p. 8
- “The full-time academics are further supported by adjunct faculty members, most of whom have a PhD degree. The student/staff ratio is adequate and in accord to international standards.” p. 8
- “The Program of study will be managed by a competent and committed team of staff, especially the director.” p. 9
- “The EEC was provided with evidence of a well-organized administration service at different levels.” p.11
- “The EEC evidenced state of the art resources in the institution. Given the philosophy of the institution we expect the same level of resources to be available to the DL program.” p. 11
- “The introduction of an online Psychology program presents benefits to the Cypriot society.” p. 27

II. Comments and Recommendations by the Committee

In this section we address the suggestions/recommendations of the committee on each criterion of each category.

II.A. CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE (p.14)

- 1) *Although the University has experience in developing DL course at Masters level, their experience at the Undergraduate level is limited. Some evaluation concerning how to deliver courses to Undergraduates needs considering. For example, the demographics of the cohort will differ from current undergraduates on conventional courses. Although demographics may be similar to those on master's courses, there are also differences. For example, differences in preparation for the courses.*

Response/Action: The committee's concern is plausible and to this extend we will be closely monitoring the progress and engagement of the students with the programme. Furthermore, it should be noted that:

- a) The Department of Social Sciences has extensive experience in the delivery of DL programmes through its MSc in Educational Psychology, which has been successfully running for five years.
- b) The Department of Social Sciences has been immensely successful in the delivery of its conventional BSc in Psychology, which, it should be noted, attracts a considerable number of mature students.
- c) UNIC already has in place the Technology Enhanced Learning Center which prepares regular reports on issues such as the following: student demographics in DL programmes and levels of student engagement in DL courses.
- d) UNIC is launching in September the e-Learning Pedagogical Support Unit (ePSU). The ePSU will monitor all the DL programmes and provide advice and relevant training for the academic departments (*please see section II.C. p.12 for more details regarding the ePSU*).
- e) The Department of Social Sciences will be in constant collaboration with both ePSU and the Technology Enhanced Learning Center, as well as the UNIC DL Unit, in order to ensure the best learning experience for the students enrolled in the programme.

- 2) *Related to point 1, many aspects of the course parallel the conventional undergraduate course. Again, teaching delivery and other matters may well call for a different approach to the DL course. Whilst we recognize that this is an unknown*

area at present, we advise that this is constantly monitored, revision considered and implemented where necessary.

Response/Action: We take the committee's recommendation very seriously and, and as noted in the reply to the point above, every effort will be made to monitor the delivery of the programme and revise it as required. In addition, it should be noted that it is the standard policy of the Department, as provided by UNIC Internal Regulations, to: (a) collect and review feedback solicited from students and faculty every semester, in order to identify any areas that may require attention/revision; (b) Review the operation of every academic programme after it has run for four years, and then on annually.

3) As this is a flagship course for academics and students in Cyprus and the region, it has the potential to serve as a model elsewhere. We suggest that attention is given to monitoring all aspects of the course quantitatively. The statistical support would benefit the University and Cyprus agency for Accreditation in Higher education. For example, direct comparison of performance across the conventional and DL courses should be made.

Response/Action: This has been the intention of the department all along and we thank the committee for highlighting this need. We would like to note that all programmes in the department are evaluated annually, as provided for by the Internal Regulations of UNIC. In addition, for the particular programme an evaluation will be performed annually which will include, among other things, a comparison to its counterpart conventional programme. Variables to be analyzed quantitatively include but are not limited to: a) grade distributions, b) retention rate, c) student numbers, which will be statistically controlled for age, educational system, and employment status. Post-graduation data will also be monitored such as entry to 2nd & 3rd Cycle education and employment status of DL vs Conventional Students.

4) Regarding practical issues we recommend that there should be a different program coordinator for the DL program rather than the head of the department, as this could delegate the work and ensure quality supervision time will be spent for the DL program in whole

Response/Action: We appreciate the committee's recommendation which is in full agreement with the position of the Department. Following approval of the programme by DIPAE, Dr. Andreas Anastasiou, Associate Professor, will take over as coordinator of the programme.

5) *We identified some other practical issues that could be addressed to improve the DL course. It is possible that some of these could be relevant to the conventional undergraduate course. Concerning assessment, double marking could be introduced as instances of best practice. The procedures for tackling plagiarism need formalizing. The way of handling breaches of performance needs considering. Practical issues specific to the DL program are to consider the possibility that students may wish to transfer from the conventional to the DL course (the reverse is less likely) and the extent to which the course qualifies students to enter advanced courses outside Cyprus.*

Response/Action: The comment above raises a number of issues that will be commented separately.

A) On the issue raised with regard to plagiarism, all written work submitted by students needs to be submitted through Turnitin. Furthermore, students are instructed on what is plagiarism from the very first semester in their course ESPD-110, English for Psychology I. The concept of plagiarism is further explained in all courses that have written assignments. The definition of plagiarism appears in every course outline of the programme. Policies and procedures regarding plagiarism are in the academic regulations of the University, which is available to students (see Appendix A). Finally, the university policies regarding plagiarism will be added to the student handbook.

B) With regard to the issue of “*handling breaches of performance*” this is commented extensively in section **III.B** point **1.1.9**.

C) On the issue of students transferring to and from the conventional and the DL programme, we would like to note that it was discussed with the committee during the visit. In particular, it was pointed out that students can easily transfer from the conventional to the DL programme where 2 conventional courses (12 ECTS) will be transferred to one DL course (10 ECTS). Course mapping will be available to students (see Appendix B). The reverse is indeed less likely because one DL course (10 ECTS) can only be transferred to one conventional course (6 ECTS) which leads to a significant loss of ECTS. We do not expect students to want this option because by design the DL programme is intended for international students who are unable to attend conventional forms of education.

D) On the question of whether the programme qualifies students to enter advanced courses outside Cyprus, we feel confident that this will not be an issue, especially for the majority of the academic world, since when the programme was designed the educational guidelines for undergraduate psychology programmes of European (**EuroPsy**), British (**BPS**) and

American (**APA**) organizations were consulted to ensure that our graduates will be eligible to gain entry to advanced courses both internationally and locally. This is also attested by the committee's comment on p.7: "The EEC commends the Department for its explicit attempt to design the DL course in a way that satisfies key learning outcomes of comparable psychology degrees as specified by EuroPsy, the British Psychological Association and the American Psychological Association."

- 6) The thesis (often called a research project in other institutions) is optional. We advise the department to consider making this obligatory for the students as there are advantages in doing so. For instance, research-led teaching instituted close to teacher-student interaction and helps stimulate academic research (one criterion evaluated). Whilst delivering to DL students may be challenging, it is possible to do so using the infrastructure that supports the DL course more generally.

Response/Action: We have taken the committee's recommendation seriously as it was also extensively discussed during the visit and we have decided to adopt the committee's recommendation to make the Thesis obligatory.

- 7) *The DL course could attract students from diverse backgrounds. A selling feature could be that this is accessible to minority students. For example, students with mobility issues, from ethnic minorities, with sensory or motor impairments should be able to access the course.*

Response/Action: We thank the committee for pointing out an advantage of the programme and we will make sure that we utilize this advantage to the greatest extent possible.

- 8) *There may be some financial consideration with these students (we noted the cost of the DL course in comparison to the conventional course and in connection with other DL courses). This needs consideration.*

Response/Action: Tuition will be set, from time to time, subject to the conditions at the time and the students being served. The current reduced tuition for the DL programme is 6,120 euros per year (60 ECTS, full time student), which is 28% lower than the current reduced tuition for the conventional programme (8,700 euros).

II.B. QUALITY STANDARDS AND INDICATORS COMMENTS (p. 16)

Comment: The maximum number of international and Cypriot students expected is 60. The expected number of students in the first running year of the program can be lower. (p. 19)

Response/Action: We agree with the committee that it would be best not to operate in full capacity for the 1st year of the programme. To this extend we have decided that for the first year a maximum of 30 students will be admitted.

1.1.9 *Support mechanisms for students with problematic academic performance are effective N/A Comment: "There was no evidence regarding this aspect of the program."*

Response/Action: The support mechanisms for students with problematic academic performance was discussed during the visit. Please see below the mechanisms in place regarding this issue.

1. Learning analytics reports are available to DL Lecturers through Moodle regarding the participation/activity logs of their students
2. DL Lecturers liaise with the DL Unit regarding their DL Students with "problematic performance" as for the DL Academic Advisors to personally contact them in an effort to identify the reasons and provide them with corresponding guidance and support
3. The DL Unit identifies DL Students with low CPA every semester and, in liaison with the corresponding Programme Coordinator and Head of Department, proceeds by personally contacting them in an effort to identify the reasons and provide them with corresponding guidance and support (i.e. possible health issues, challenges due to work overload)
4. The DL Unit identifies DL Students that deferred their studies every semester and, in liaison with the corresponding Programme Coordinator and Head of Department, proceeds by personally contacting them in an effort to identify the reasons and provide them with corresponding guidance and support.

1.1.11 *Comment: In terms of prevention it is recommended that first year students are taken through a moodle course for the significance of plagiarism and its implications for student marking and retention in the program.*

Response/Action: This recommendation from the committee will be implemented in the course ESPD-110 English for Psychology I which will be taken in the first semester of the programme of study.

1.3.1 *Comment: The area of Social Psychology is currently underrepresented in the faculty. The Committee was informed that an appointment of a permanent Social Psychology member of staff is to be made soon.*

Response/Action: We are well aware of this gap in expertise in our department, and as was discussed/mentioned during the visit we have an open position (<http://vacancies.unic.ac.cy/>) for a Lecturer or Assistant Professor in social psychology that will be filled before the start of the Fall 2018 semester.

2.6.2 *According to the feasibility study, indicators for the employability of graduates are satisfactory. Comment: Information was not provided.*

Response/Action: The issue was discussed with the committee during the visit and commented by the EEC in p. 9, "Connection with the labor market and society". Specifically during the presentation of the program it was shown that 1) psychology is a field with a significant projected growth when compared to other professions, 2) BSc in psychology mainly aims to prepare students for 2nd & 3rd Cycle education where psychologist receive their professional training and 3) even with a BSc in Psychology graduates can be employed in a variety of positions. Please see relevant slides presented to the committee in Appendix C.

4.3.4 *Comment: The Published fees for the DL course are equivalent to the conventional course. We invite consideration of this within and outside the institution.*

Response/Action: Tuition will be set, from time to time, subject to the conditions at the time, and the students being served. The current reduced tuition for the DL programme is 6,120 euros per year (60 ECTS, full time student), which is 28% lower than the current reduced tuition for the conventional program (8,700 euros).

II.C. DISTANCE LEARNING PROGRAMS COMMENTS (p.12)

The EEC is highly recommending to put in place processes and policies to ensure the high quality of training of the teaching personnel (e.g., webinars) in relation to Adult Education practices. This is an important issue and is highly relevant to the quality of teaching within the course and on the quality of applied pedagogical methods.

Response/Action: The University is in the process of forming the Electronic Pedagogical Support Unit (ePSU). Dr Christos Anagiotos has already signed a contract and will begin working at the University on September 1st, 2018, as the Director of ePSU. We note here that Dr Anagiotos' qualifications include a PhD in Adult Education and extensive experience in consulting with faculty about designing and teaching in online and distance learning settings.

One of the first activities of the ePSU will be to help faculty incorporate Adult Education principles in their teaching by providing a number of resources including face-to-face and online workshops, online training (including webinars) and one-to-one consultation with faculty on the topic. The workshops and training will include (but not limited to) topics such as:

- Characteristics and needs of adult learners and how to accommodate them in an online course.

- Common barriers faced by adult learners.
- Adult education theories and practices.
- Ways to increase adult learners' participation in online threaded discussions/forums, wikis and other interactive tools.
- Creating a learning community in an online course and/or cohort.
- Using learning analytics to understand adult learners.

An important issue is, also, the format of the educational material. We encourage the decrease of the usage of pdf, text, books, or other supporting material, in favor of asynchronous interactive e-learning material.

Response/Action: Currently all our prepared courses have a number of asynchronous interactive activities such as forums, wikis, recorded lectures and videos. However, in collaboration with the ePSU the programme will create more interactive e-learning material such as interactive timelines and interactive concept maps showing the relationship between theories and topics covered in each course.

Another important issue with the DL program is the continuous monitoring of attendance and performance of students in all the educational activities of the program. Pre-defined thresholds should be implemented to assess the performance and the attendance together with pre-defined corrective measures (e.g., in absence of more than 25% an extra assignment should be offered and low performance should be followed by provision of extra learning material or exercises). Data analytics of all the used ICT systems can provide information for the students' behavior and about their participation. Finally, a Pedagogical Planning Unit for DL programs of study could support the DL Unit through continuous research, addressing the needs of the students with data analytics methods. This Unit could decide about the correction of the material used, so as to meet the needs of the students.

Response/Action: We will use distant learning indicators (in the form of learning analytics) by employing existing provisions in the Learning Management System (Moodle) to generate information and support student learning. Activities relevant to learning analytics' data gathering and data analysis will be undertaken by the Electronic Pedagogical Support Unit (ePSU), starting in the Fall semester of 2018. The unit will be managing the learning analytics reports of the programme in collaboration with the programme coordinator.

Analytics provisions already incorporated in Moodle, will be used to provide:

- Feedback to students on their progress so that they may improve their likelihood of success.
- Alerts and reports relating to student activity and progress to teaching and teaching support staff which will enable and inform appropriate intervention strategies to avoid student failure.
- Feedback to teaching staff on the effectiveness of their learning designs and teaching practices.
- Reports to the program coordinator that will help inform course revisions and curriculum renewal.

- Alerts and reports to University officials that would enable and inform appropriate management interventions and professional development strategies.

II.D. OTHER COMMENTS IN THE DOCUMENT

p.8 Should the DL BSc in Psychology succeed in attracting the maximum number of students, at least 3 new full time academic staff would be required to ensure the delivery of the course.

Response/Action: As was discussed with the committee during the visit, when the programme reaches its maximum capacity of 240 students (60 per year) the department will need to employ three more full-time academic faculty to support the programme and will proceed with the stated course of action.

IV. Conclusion

We thank the committee once again both for the positive evaluation, as well as for the constructive comments and suggestions, and the fruitful discussion that we had with its members during the on-site visit. We also thank the committee for the time and thoroughness it dedicated to the evaluation of the programme and for helping us improve the programme through the suggestions made. In preparation for the new academic year, we have already taken action and incorporated all recommendations of the committee as indicated above in our response.

We would like to highlight again the high score evaluation and the very positive comments of the committee which we consider as recommendation for accreditation, having satisfied the committee's recommendations.



APPENDIX A
UNIVERSITY OF NICOSIA INTERNAL REGULATIONS EXCERPT
REGARDING PLAGIARISM

7.12.4. Definitions of Cheating and Plagiarism

Plagiarism means to take and use another person's work, whether such work is made up of code, formulas, ideas, language, research, strategies, writing or other form(s), and to pass it off as one's own by failing to give appropriate acknowledgement in order to gain unfair advantage.

Cheating means seeking to obtain an unfair advantage in an examination or in other written or practical work required to be submitted or completed by a student for assessment. Cheating refers to any kind of dishonesty in connection to assignments or examinations; it applies to both giving and receiving unauthorized help.

Cheating may also take the form of similar work submitted by students who may have worked together. It is essential that the Lecturer provides students with clear instructions as to whether they have been permitted to work on the assignment jointly or individually and what the outcome of possible cheating will be for the students involved.

7.12.4. Procedure for Disciplinary Action on Cheating and Plagiarism

(a) Level One

Step One:

Upon determining that a disciplinary infraction (plagiarism or cheating) has taken place the lecturer has an immediate responsibility to inform the student.

Step Two:

The lecturer must then arrange a meeting with the student to discuss the infraction. Based on the result of this joint conversation and depending on the gravity of the offence, the lecturer can decide on one of two ways to proceed:

A: To impose a penalty of up to 100% of mark deduction for the specific assessment

B: To refer the disciplinary offence to the Department Council

Step Three:

Once a disciplinary measure has been agreed upon, both the lecturer and the student must sign the Cheating and Plagiarism form. This form ensures that the student is clear on the disciplinary measures that will follow. Copies of the form are sent to the student's Academic Advisor, the Head of Department, and the Dean of the School.

Additionally the form is also sent to the University Registrar and placed in the student's permanent record.

(b) Level Two

Step One:

Level Two covers cases where the student and lecturer do not come to an agreement on disciplinary measures to be taken, or where the lecturer has previously deemed the offence to be of a gravity to be directly referred to the Department Council (see Level One, Step Two).

In both such situations the case moves under the authority of the Department Council.

Step Two:

In such a case, it is the responsibility of the Department Council Head (DCH) (Head of Department),

to inform the student in writing of the offence s/he is accused of no later than five (5) working days after the lecturer has notified the Department Council Head (Head of Department).

Step Three:

The student then has ten (10) working days to submit a response to the accusation.

The Department Council is required to meet no later than five (5) working days after it has received the student's response to the accusation.

If the student does not submit a response the DC will meet within five (5) working days from the end of the ten day period. In addition the student has the right to defend him/herself in person before the Department Council

The student must be informed of the outcome of the accusation within five (5) working days from the date of the Department Council's meeting.

In a case where the student admits to the infraction or where the Department Council concludes that an infraction did indeed take place, the Department Council has the right to impose a penalty on the student. The penalty that can be imposed is referred to in items a. and b. of point 7.12. 4.1.

To ensure that the student is made completely aware of the Department Council's decision, it is recommended that the student not only receive the outcome in writing but also, meet in person with the DCH or another appointed member of the DC to discuss the decision. This will additionally ensure that the student is made aware of the process for an explanatory appeal and the deadlines involved.

Process for Appeal

The student is allowed to submit an explanatory appeal to the SDC (Student Disciplinary Committee) within ten (10) working days of the notification from the DC (defined as the date of the letter). Late submission of an appeal letter to the SDC will not be considered.

Step Four:

If the Department Council perceives that a case referred to it constitutes a more serious offence the case is forwarded to the Student Disciplinary Committee. In such a case the Department Council is required to inform the student of its decision in writing within five (5) working days of its meeting.

(c) Level Three

Step One:

In a case where the infraction has been forwarded to the Student Disciplinary Committee (SDC) the SDC invites the student to a hearing to be held once all evidence has been collected.

o The conditions for such a hearing are as follows:

o The student is informed in writing that the SDC is to hear his/her case. (Herewith in to be referred to as the Letter of Notification)

o The Letter of Notification must relay clearly to the student the case against them, the date and time of the hearing and the SDC members who will constitute the committee.

o The accused has the right to request the replacement of a member or members of the SDC in a written letter to the Rector, providing any reasons for the request.

The Rector takes a decision on the request, and the decision is final.

o Upon receiving The Letter of Notification the student has the right to submit an explanatory statement to the SDC.

o This statement must be received within ten (10) working days of the date of the Letter of Notification.

o Late submissions of the student's statement to the SDC will not be considered.

o Once the SDC has received a student's statement it must then convene within ten (10) working days.

o If a student does not submit a statement, the SDC will convene twenty days from the of date the Letter of Notification.

Step Two

The Hearing

During his/her defense before the SDC, the student has the right to be accompanied by his/her Academic Advisor, or by another student who may speak on his/her behalf.

S/he also has the right to call in witnesses to defend him/her. These witnesses must be made known to the Chair of the SDC prior to the commencement of the hearing.

The Committee is required to inform the student of its final decision within 5 working days after the hearing. The decision is also made known to the Head of the Department, the Dean of the School, the Academic Advisor of the student and the University Registrar so that the student's file is brought up to date.

This concludes any appeal process for the student and the decision of the SDC is final.

APPENDIX B
Distance Learning - Conventional Courses Mapping

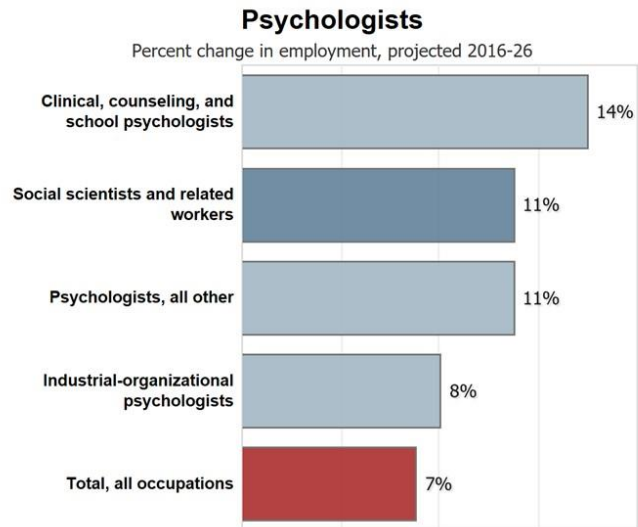
Distance Learning Courses (10 ECTS)		Conventional Courses (6 ECTS)	
1	PSYD-110 Introduction to Psychology	PSY-110	General Psychology I
		PSY-111	General Psychology II
2	PSYD-120 Developmental Psychology	PSY-220A	Child & Adolescent Development
		PSY-360	Psychology of Adulthood and Aging
3	PSYD-200 Psychopathology	PSY-240	Abnormal Psychology
		PSY-390	Child Psychopathology
4	PSYD-210 Social and Cultural Psychology	PSY-210	Social Psychology
		PSY-340	Culture and Psychology
5	PSYD-220 Psychology of Emotions and Personal Adjustment	PSY-205	Psychology of Personal Adjustment
		PSY-290	Cognitions and Emotions
6	PSYD-230 Research Methods and Statistics	PSY-285	Research Methods
		PSY-351	Statistics in Psychology
7	PSYD-310 Individual Differences	PSY-250A	Psychology of Personality
		PSY-380	Learning
8	PSYD-320 Educational and School Psychology	PSY-335	Educational Psychology
		PSY-365	School Psychology
9	PSYD-330 Psychology of Sexuality and Gender	PSY-331	Psychology of Sexuality
		SOC-250	Gender Issues in Society
10	PSYD-350 Experimental Psychology and Research Experience	PSY-395	Experimental Psychology
		PSY-451	Research Experience
11	PSYD-360 Cognitive Psychology and Psycholinguistics	PSY-260	Cognitive Psychology
		PSY-440	Lang. Develop. and Psycholinguistics
12	PSYD-370 Physiological Psychology	PSY-230A	Brain and Behavior
		PSY-370	Physiological Psychology
13	PSYD-410 Clinical and Health Psychology	PSY-385	Health Psychology
		PSY-405	Clinical Psychology
14	PSYD-420 Forensic Psychology	PSY-332	Forensic Psychology
		CRIM-415	Criminal Profiling
15	PSYD-430 Psychology in the Field and Ethics	PSY-460	Practicum in Psychology
16	PSYD-440 Industrial & Organizational Psychology	PSY-411	Industrial & Organizational Psychology
17	PSYD-450 Theories of Intelligence and Psychometrics	PSY-480	Psychological Testing
		PSY-490	Theories of Intelligence
18	PSYD-460 Theories and Techniques Counseling	PSY-430	Techniques of Counseling
		PSY-420	Theories of Counseling
19	PSYD-480 Thesis I	PSY-495	Thesis I
20	PSYD-481 Thesis II	PSY-495A	Thesis II
21	PHID-110 Introduction to Philosophy and Ethics	PHIL-101	Introduction to Philosophy
		PHIL-120	Ethics
22	S OCD-110 Introduction to Sociology and Anthropology	SOC-101	Principles of Sociology
		ANTH-105	Cultural Anthropology
23	BIOD-110 Human Biology	BIOL-110	Elements of Biology
		BIOL-205	Human Anatomy and Physiology I
24	COMP-210DL Computer Fundamentals and Applications	COMP-150	Microcomputer Applications
		COMP-151	Computer Fundamentals
25	ESPD-110 English for Psychology I	ENGL-100	Basic Writing
		ENGL-101	English Composition
26	ESPD-200 English for Psychology II	BADM-231	Business Communications
		BADM-332	Technical Writing and Research

APPENDIX C

EMPLOYABILITY OF GRADUATES INFORMATION

RATIONALE

- ▼ Psychology remains one of the most versatile and popular undergraduate degrees
- ▼ Continues to be a rapidly developing field
- ▼ Distance Learning is becoming a necessity for a significant portion of the population seeking higher education
 - ▼ Allows mature working students to re-enter or enter for the first time higher education
 - ▼ Allow students from remote areas with limited resources to obtain a degree
- ▼ Not enough English speaking psychology degrees in the market to meet the demand



Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

CAREER PROSPECTS

- ▼ The undergraduate psychology programmes at UNIC are designed to follow international guidelines in the field and as such, bachelor's degrees in psychology do not lead to professional qualifications.
- ▼ Graduates from our Psychology Programme are fully prepared for entry in graduate programmes. Our programme provides a solid theoretical foundation for students to succeed in graduate studies pursuing specialized Master's or Doctoral programmes.
- ▼ Our graduates may also pursue graduate education, as often is the case, in other fields, such as HR, Business Management, Information Technology etc.

CAREERS FOR BACHELOR HOLDERS

- ▼ Human Services Careers: With a Bachelor's degree in psychology a graduate may be employed as a social service clerk or an assistant in welfare agencies, detention centers, or group homes.
- ▼ Mental Health Careers: Graduates can be employed in the mental health field, in positions such as mental health technicians in a treatment center, counselor assistants, operators for a crisis hotline, or as medical record keepers in a medical facility.
- ▼ Business Careers: Psychology graduates can find many opportunities in business, such as jobs in human resources management, sales, and customer service.
- ▼ Careers in Education: Schools, daycare centers, and preschools hire individuals with a psychology background to work with students. Positions include, paraprofessional or teacher's assistants, or jobs working with special needs students.
- ▼ Other positions include: Psychiatric nursing assistant, youth counselor, case technician, home care aide, and rehabilitation assistant.