

**FACULTY OF ARTS AND SCIENCES
PSYCHOLOGY DEPARTMENT**



EUROPSY PROPOSAL FOR EMU

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EUROPSY¹ PROPOSAL FOR EMU

The European Diploma in Psychology (Europsy) proposal has been developed by a project team funded by the Leonardo da Vinci Program of the European Union. This team is composed of psychologists who represent a number of professional associations and universities.

I – BACKGROUND

As a consequence of the Bologna Declaration of 1999, a total overhaul of the system of university education across Europe is currently taking place, with the goal of a European Higher Education Area by 2010. The European Commission has proposed a radical revision of the system of recognition of professional qualifications, which is currently under review by the European Parliament and the European Council, in order to promote the free movement of professionals across Europe. Psychologists, like other professionals, should have the opportunity to obtain their education and practise their profession anywhere in the EU. Common frameworks must be found to compare and establish the equivalence of professional and educational qualifications, and common standards must be set to guarantee levels of expertise and professional quality throughout the EU (Annex 1).

In 1990 the European Federation of Professional Psychologists Associations (EFPPA) adopted a set of Optimal Standards for the Profession of Psychology in which requirements were laid down for the academic education and the professional training of psychologists (EFPPA 1990). The European Network of Organizational and Work Psychologists (ENOP), on the basis of a Copernicus-grant from the European Commission, elaborated a curriculum framework and minimum standards for work and organizational psychology (Roe et., 1994; ENOP, 1998). A working group of European psychologists followed a similar approach when

¹ This proposal is adapted from EuroPsy-The European Diploma in Psychology published in EuroPsy Diploma Final version July 2005, Granada.

defining a framework for education and training for European psychologists in the context of the EU's Leonardo da Vinci program (Lunt, 2000; Lunt et al. 2001a; 2001b; Lunt 2002). The resulting document, entitled '*EuroPsyT, A framework for education and training for Psychologists in Europe*' was widely discussed throughout Europe and adopted by EFPA in 2001 (Er, et al., 2001; Şahin, et al. 2001; Mertan, et al. 2001). This framework constitutes the basis for further developments which are expected in to result the long term, in a two-level diploma system, which will encompass the *EuroPsy* European Diploma in Psychology and a number of Advanced European Diplomas in Psychology. The framework drew substantially on work carried out by the British Psychological Society (BPS) in developing its own occupational standards for psychologists which has resulted in Draft Standards of Proficiency for Applied Psychology. A major contribution of this work is the development of competences which can be evaluated as outcomes of education and training, rather than reliance on only academic curricula. The European Commission is also in favour of a 'competence' approach, which emphasises transparency and which enables evaluation across a range of contexts. This may be seen in the "Tuning" project, part of the implementation of the Bologna, which aims to develop a set of generic and specific competences leading to learning outcomes. The "Tuning" project currently covers a range of areas though not psychology. Currently, the equivalence of academic qualifications is evaluated by the National Academic Recognition Information Centres (NARIC) at the national level and the European Network of Information Centres (ENC) at the European level. It is hoped that the combination of curriculum specification with a specification for competence of professional psychologists will enable more transparent evaluation of equivalence.

Aim

Building on the educational framework and minimum standards accepted in 2001 and following the 2003 decision of EFPA concerning a two-level diploma system, we are aiming to create a set of European Standards for The Psychology Curriculum at EMU. In this document, we are highlighting the basics of the European Diploma in Psychology (*EuroPsy*), and implementation of this system to EMU. *EuroPsy* aims to set a standard for dependent and/or independent practice, into one or more professional contexts, at the point of entry to the profession. This standard defines minimum requirements, which individual psychologists are likely to exceed. The basic *EuroPsy* does not represent a licence to practise and is not intended to supersede or replace national regulations. *EuroPsy* standards are felt to be

meaningful in different national settings and it is hoped that it will be taken into account in future changes of licensing regulations.

Guiding principles

A number of guiding principles underlie this proposal for the *EuroPsy* European Diploma in Psychology in which the European Standard is embedded. These principles aim to:

1. promote the availability of adequate psychological services across Europe. Every citizen and any institution should be able to obtain psychological services from a competent and qualified professional, and the system should help to achieve this objective.
2. protect consumers and citizens in Europe through the assurance of quality and to protect the public against unqualified providers of services.
3. promote the mobility of psychologists by enabling them to practise anywhere in Europe, provided that they have the proper qualifications.
4. ensure that the *EuroPsy* is awarded on the basis of: (a) demonstrated completion of an academic curriculum in psychology of sufficient scope; (b) demonstrated competence in the performance of professional roles during supervised practise; (c) endorsement of European (as well as national) ethical standards for psychologists.
5. ensure that the *EuroPsy* system is fair and avoids favouring or disfavouring psychologists on the basis of national or other differences in educational or professional background, and that it recognizes high service quality as a prevailing principle. This implies that the *EuroPsy* will not pose specific requirements concerning the structure or format of the academic, or the nature and organisation of the internship for professional practise.
6. guarantee the qualification for psychological practise at an entry level to the profession as well as beyond.
7. endorse a commitment to the active maintenance of competence. For this the *EuroPsy* is awarded for a limited time period, and shall be renewed, again for a limited period of time, on the basis of continuing professional practice and professional development.
8. respect national regulations for psychologists which are already in place.

II - EU DIRECTIVE AND THE EUROPEAN DIPLOMA IN PSYCHOLOGY

There is rapid growth in Europe both in terms the number of psychologists and psychology students, and in the variety of psychological services. It is estimated that the number of

professional psychologists in Europe will be around 371 000 in the year 2010. The growth rate would thus be 5 % per year, or 27 % in total from the period 2005-2010. Reaching the goal of having 1 psychologist per 1000 inhabitants for the entire Europe would require around 550 000 psychologists throughout the 31 European countries represented by EFPA.

Directive on the recognition of professional qualifications - adopted by the European Union, June 6, 2005:

On June 6, 2005, the Directive on the recognition of professional qualifications 2002 (COM) 119 has been accepted by both the Council of the EU and the European Parliament. The Member States have to implement the Directive into their national legislation within two years, by June 2007.

This is a very important step for the profession of psychologists. It provides a completely new possibility for EFPA to make a direct proposal to the European Commission on European standards concerning the education and training of psychologists in Europe.

The Directive Article 15 confirms the possibility for representative European professional associations - like EFPA - to make proposals to the European Commission on "common platforms" or "minimum requirements" which would lead to the automatic recognition of professional qualifications without any further compensation measures.

The European Diploma in Psychology

The European Diploma in Psychology (EuroPsy) has been developed to fit the regulations of the new Directive. The EuroPsy project group has finalised the draft version of the Diploma and the regulations and attachments connected with it in May 2005.

It consists of a Master's or equivalent level of university training in psychology, a total duration of six years, and one year of supervised practice included or added to the University degree.

The function of the European Diploma in Psychology is to ensure and promote the mobility and quality of psychologists in Europe. It would also have a profound impact on European culture. It would establish the status of psychologists as a regulated profession in Europe in a permanent, non-reversible manner.

The Benefits of the European Diploma in Psychology

EuroPsy can offer many benefits to various stakeholders, including the following:

1 Transparency for clients

Clients across Europe will get a better view of psychologists' qualifications

2 Quality

EuroPsy will be the guarantee of quality for professionals.

3 Mobility

Automatic recognition of professional qualifications in other countries

4 Development of the profession in Europe

Increased co-operation between practitioners in Europe

Need for co-operation between national associations in ensuring the rights of members working abroad

5 Development of the profession within individual countries

EuroPsy will be a means of collaboration within universities

EuroPsy might help to raise standards within some countries

6 Work opportunities

Clients may eventually choose a EuroPsy holder in preference to someone holding a national diploma only, especially where the national diploma has been obtained without supervised practice

7 Status

Prestige of universities associated with EuroPsy

Prestige of professional associations within EFPA

8 Student recruitment

Opportunity to develop the best practice and to develop curricula and training in relation to the European standard

III – DESCRIPTION OF CURRICULUM CONTENT

The First Phase

The first phase is typically devoted to the orientation of students in the different sub-specialities in psychology, but it can also be opened to related disciplines. It offers a basic education in all the psychology specialities, and in the major theories and techniques in

psychology. It gives a basic introduction to psychologists’ skills, and a grounding for research in psychology. It does not lead to any occupational qualification in psychology and does not provide the necessary competence for independent practice in psychology.

Table 1: First Phase

Type of content/Objectives	Individuals	Groups	Systems/Society
Orientation Knowledge		Methods in psychology History of psychology Overview of specialities and fields in psychology	
Explanatory theories Knowledge		General psychology Neuro-psychology Psychobiology Cognitive psychology Differential psychology Social psychology Developmental psychology Personality psychology Work and organisational psychology Clinical & health psychology Educational psychology Psychopathology	
Technological theories Knowledge		Data and test theory Questionnaire theory Evaluation theory	
Explanatory theories Skills		Assessment skills training Interview skills training	
Technological theories Skills		Test and questionnaire construction training Group intervention training	
Methodology Knowledge		Introduction to method: experimental methods. Qualitative and quantitative methods	
Methodology Skills		Experimental practice, Methodological & statistical practice Data acquisition training, qualitative analysis	
Academic skills Skills		Collecting information/library & bibliographic skills Reading/writing paper Ethics	
Non-psychology theories Knowledge		Epistemology Philosophy Sociology Anthropology	

The Second Phase

The curriculum of the second phase prepares the student for independent professional practice as a psychologist. This part of the curriculum can either be undifferentiated and prepare for further PhD training or employment as a ‘general practitioner’ in psychology or be differentiated and prepare for practice within a particular professional area of psychology, such as (i) clinical or health psychology (ii) educational or school psychology, (iii) work & organizational psychology or (iv) another area. In the first case, the student will acquire additional knowledge on topics that were already addressed during the first phase, such as cognitive architecture theory, specific theories of emotions, advanced personality theories. This implies preparation either for a future research career (through a PhD) or a more generic professional psychology preparation. In the second case, the student will acquire specialist knowledge on e.g. theories and techniques of clinical assessment, theories of educational intervention such as behavior modification, theories of work performance, theories of leadership, or statistical models of personnel selection. Since all of the knowledge and skills acquired are based on the discipline of psychology, either type of curriculum content is acceptable in the framework of the second phase. As part of the second phase the student, whether preparing for a research or a professional psychologist career, has to demonstrate the capacity to acquire skills in research. There is a wide agreement that professional psychologists should gain competence in research, both in order to evaluate their own work and interventions, and in order to maintain their competence in relation to the research and other literature.

The table below, which outlines a framework for the second phase, presents a structure based on competence in relation to the ‘individual’ the ‘group’ and the ‘society’. This acknowledges that psychologists may work at the individual, group or societal level, and that their preparation should include coverage of work at all three levels.

Table 2: Second Phase

Type of content/Objectives	Individual	Group	Society
Orientation Knowledge	Orientation in the context of practice and possibilities for specialization		
Explanatory theories Knowledge	Courses on explanatory theories of general psychology and/or psychobiology and/or developmental psychology, and/or personality psychology, and/or social psychology. E.g. theories of learning, cognitive architecture theory, advanced personality theory.		
	Courses on explanatory theories work & organisational psychology and/or educational psychology and/or clinical psychology and/or psychological subdisciplines. E.g. theories of work performance, theories of situated cognition, theories of leadership, theories of personality disorders.		
Technological theories Knowledge	Courses on technological theories of general psychology and/or psychobiology and/or developmental psychology, and/or personality psychology, and/or social psychology, E.g. psychometric theory, EEG assessment theory.		
	Courses on technological theories of work & organisational psychology and/or educational psychology and/or clinical psychology and/or psychological subdisciplines. E.g. theories of work analysis, analysis of learning needs, theories of counselling and psychotherapy.		
Explanatory theories Skills	Skills training in applying the above mentioned explanatory theories in assessment within research/laboratory settings. E.g. training in EMG measurement, training in personality assessment.		
	Skills training in applying the above mentioned explanatory theories in assessment within applied/field settings. E.g. training in error analysis, assessment of learning disorders.		
Technological theories Skills	Skills training in applying the above mentioned technological theories in interventions within research/laboratory settings. E.g. training in test construction, design of a learning experiment.		
	Skills training in applying the above mentioned technological theories in interventions within applied/field settings, E.g. training in the design of performance rating systems, the design of training system, the development of therapeutic plan, psychotherapy.		
Methodology Knowledge	Advance research Design Basic and advanced multivariate statistics, including ANOVA Multiple regression analysis, factor analysis Qualitative Research Design, Including advanced interviewing and use of questionnaires, qualitative data analysis		
Methodology Skills	Skills training in the above mentioned methods and techniques		
Academic and general professional skills Skills	Skills training in report and article writing Skills training in professional interviewing etc.		
Non-psychology theories Knowledge	Theoretical and practical courses on topic from other disciplines, relevant for professional activities. E.g. medicine, law, business economics		
Basic competence	RESEARCH		
Basic competence	INTERSHIP (“STAGE”)		

The Third Phase (The year of supervised practice)

The third phase in the professional education of psychologists consists of supervised practice within a particular area of professional psychology. It can be considered as professional field training in order to:

- Prepare for independent practice as a licenced (or equivalent) psychologist,
- Develop working roles as a professional psychologist based on one's unique training and personality,
- Consolidate the integration of theoretical and practical knowledge.

This training usually occurs after completion of the second phase, and often occurs after leaving university. However, it may also be part of university training. Its duration is 12 months or the equivalent (60 ECTS).

Total Length of the Education and Training

The duration of curriculum must be for at least 5 years (300 ECTS); this may be divided between 180 units for the 1st phase and 120 units for the 2nd phase (which matches the Bologna “3+2” structure of Bachelors + Masters) although universities and countries will differ in the structure of their education systems. The duration of the 3rd phase (supervised practice) must be for at least 1 year (60 ECTS) or its equivalent. This leads to a total length of 6 years or 360 ECTS.

Table 3 describes the limits within which the composition of the curriculum may vary. It provides a flexible definition of the ‘common core’ of European psychology in operational terms.

Table 3: Minimum requirements (in ECTS) of education for the independent professional practice in psychology

Phase	Component	Individual	Group	Society	Total
1 st Phase: ("Bachelor" or equivalent)	Orientation	The curriculum should include orientation to psychology, its sub-disciplines and areas of professional activity			Min 125
	Theoretical courses and practical exercises	Min 60	Min 20	Min 20	
	Academic skills	Academic skills training should be included			
	Methodology	Min 30			Min 45
Non-psychology theory	Min 15				
					Min 180
2 nd phase: (Masters or equivalent)	Theoretical courses, seminars, assignments etc.			Min 30	Min 60
	Placement	Min 15-30			Min 30
	Research project/ thesis	Min 15-30			
					Total 120
3 rd Phase	Supervised Practice	Min 60			Total 60
					Total 360

IV - CURRENT SITUATION AT EMU

Since the establishment of the EMU Psychology Department in October 2004 by the EMU Senate a total of 97 students were registered in the department. However, 18 students (14 TRNC, 1 TR and 3 from other nationalities) either went to other universities (10) or transferred (8) to other departments within EMU.

At present, there are 79 psychology students in the EMU Psychology Department. The table below shows the number of registered students according to their nationality and educational year.

Table 4: Number of registered students according to their nationality and educational year during the academic year 2006-2007

Nationality	Eng. Prep.	Ist Year	2nd Year	3rd year	Total
TRNC	1	7	11	6	25
TC	8	35	4	0	47
Other	1	3	1	2	7
Total	10	45	16	8	79

The original undergraduate degree curriculum approved by the EMU Senate on the 13th of October 2004 was replaced by the new curriculum. The first curriculum contained 24 core courses with 10 area electives. The second revised curriculum contained only 20 core courses with only 7 area electives.

An undergraduate degree in psychology must address two key concerns. Specifically, courses in the degree must contain adequate coverage of the core areas in psychology and also contain a substantial training in laboratory and other practical work. These requirements were made explicit by the EFPPA from the 1990's

The restructured (3rd revision 2007) EMU BSc Psychology Degree has been explicitly designed to meet the criteria of the EuroPsy Diploma for professional psychologists by the EFPPA. The BSc Degree is 4 years in duration. The EMU Psychology Department Program Revision Proposal Form is given in Annex 2.

The proposed degree program provides students with basic scientific training in psychology and skills required to proceed to further academic or professional training. Sixty credit (ECTS) points represent the normal workload for a each academic year comprising of two semesters. In the BSc Degree, each course carries a tariff of 6 ECTS. There is a total of 42 courses across the entire BSc Degree in psychology, carrying a total ECTS weighting of 240.

The Degree courses are designed to enable students to acquire a body of critical knowledge, a broad set of research skills and to synthesize the theory and practice of psychology in its

successful application. The teaching of psychology addresses a wide spectrum of theories and concepts and relevant empirical evidence in their support.

There are ninety places in total available for students entering the first year psychology program. From YÖK, 60 students, from YÖDAK, 30 will be admitted, after succeeding the university entrance examination (EA for Turkey, TM for N Cyprus).

During the academic year 2007-2008, EMU Psychology Department with a “transition period time table” will enable old students to adapt to the EuroPsy curriculum (Annex 3). Those psychology students admitted for the academic year 2007-2008 will start their training within the EuroPsy curriculum.

In order to achieve the European Diploma in Psychology as proposed by the Directive on the recognition of professional qualifications 2002 (COM) 119, which was accepted by both the Council of the EU and the European Parliament, the EMU Psychology Department will by 2010 implement the second phase (Master degree) and the third phase (the year of supervised practice).

The table 5 shows the implementation schedule of the EMU Psychology curriculum in the EuroPsy curriculum.

Table 5: Implementation of EuroPsy at EMU between 2007-2010

Phase	Component	Individual	Group	Society	Total ECTS
Fall 2007 1 st Phase: BSc	Orientation	The curriculum should include orientation to psychology, its sub-disciplines and areas of professional activity			Min 180
	Theoretical courses and practical exercises	Min 60	Min 20	Min 20	
	Academic skills	Academic skills training should be included			
	Methodology	Min 30			
	Non-psychology theory	Min 20			Min 60
					Min 240
Fall 2009 2 nd phase: Masters	Theoretical courses, seminars, assignments etc.			Min 20	Min 20
	Placement	Min 20			Min 30
	Research project/thesis	Min 20			
					Total 60
Fall 2010 3 rd Phase	Supervised Practice	Min 60			Total 60
					Total 360

Besides these changes proposed for the curriculum, the psychology department needs to be empowered in the following matters:

- Behavioral sciences laboratory development essential for experimental psychology and physiological psychology courses,
- Expansion of Psychology books and journals at the EMU library,
- At least 3 PhD holders coming from three main subfield of psychology (clinical, experimental and cognitive),
- Fully equipped offices for the faculty members,

As explained in the introduction, in parallel with the efforts made at EMU to be on line with the educational standards of the EU universities, we are proposing a change from the EMU Psychology curriculum to the EuroPsy curriculum. With this change our aims are:

- Recognition of the EMU Psychology diploma across EU.
- Mobility of EMU Psychology students and instructors via the EU exchange programs across the member states.
- Improved quality of Psychology graduates who will be working in Cyprus and in Turkey.
- Building the foundations for an EU level master's program for Psychology.

Our proposal for the EMU-EuroPsy transition is in accordance with the mission of EMU for raising the quality of education to European standards.

The EMU Psychology Department will apply to EFPPA for accreditation after the full implementation of the Degree at EMU.

References and Relevant Publications

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ANNEX 1 :History of the EuroPsy

The Treaty of Rome and the early days of the European community

In the early days of the European community, the Treaty of Rome in 1975 promoted freedom of movement of professionals across Europe; ‘freedom to work anywhere in the European Community is one of the basic rights laid down by the Treaty of Rome’; Article 48 of the Rome Treaty provided for the free movement of labour and Article 57 allowed for mutual recognition and co-ordination of professional qualifications. However, implementation of this commitment was slow and difficult. Early on, there was an agreement among the seven professions of doctors, dentists, nurses, midwives, veterinarians, pharmacists and architects, across all the member countries on the harmonization or standardization of education and training. However, it soon became clear that these attempts to harmonise qualifications were enormously complex and time consuming, and the task of extending this process to other professions appeared impossible.

The General Directive 89/48/EC

Therefore in 1985 the Commission introduced a new approach to cover other professions to which access is in some way restricted (or regulated) by the State either by law or through a professional organization and which required at least three years’ university level training or the equivalent (the General directive 89/48/EC,92/51). Currently, psychologists are covered by the directives 89/48 and 92/51, i.e. general or horizontal directives which cover all regulated professions whose qualifications require at least a Diploma (Lunt 1997) .Although these Directives are intended to facilitate mobility of professionals, there has not been significant progress in using them to promote mobility of psychologists across Europe, since each country is able to impose its own requirements on psychologists seeking to enter the country with qualifications obtained in another country. The General directive provides a complicated approach to the evaluation of equivalence which depends on individual cases being evaluated and compared against a national ‘template ‘.

EFPPA Optimal standards

The European Federation of Psychologists Associations (EFPA), previously named the European Federation of Professional Psychologists Associations (EFPPA) agreed with the statement in 1990 on 'Optimum standards for the professional training in psychology (EFPPA 1990) which provided a very general framework for the level of qualifications for psychologists, and which established the requirement of six years of education and training for professional psychologists. This framework has succeeded in supporting some countries in developing their own framework and requirements for psychologists' education.

Legal regulation of psychologists

Recent years have seen a growth in the number of countries in Europe which have legal regulation or laws determining the requirements for the title of 'psychologist', while some countries impose requirements and constraints over activities for which a psychologist qualification may be required. There are now general regulations for psychologists in 16 EU countries, and in three other European countries. The remainders of EU countries are moving towards some form of regulation, and the trend is for countries to develop a system of regulation. EFPA takes an active interest in these developments. Although there is no regulation for the profession at a European level, it will benefit both consumers and professionals if a minimum standard is agreed upon across Europe which will in turn influence future requirements for regulation at an individual country level.

Recent development

Over the past 10 years or so a number of developments have provided a foundation of subsequent works;


These have included work by ENOP to develop a 'reference model' and minimal standards (ENOP 1998) and work within the BPS to develop standards which specified competencies of psychologists at the stage of independent practice (Bartram 1996). Following this, in 1999, a proposal for funding was put forward to the EU under its Leonardo de Vinci program to develop a European Framework for psychologists Training; this two year project ended in 2001 with the report presenting a European Framework for Psychologists Training or EuroPsy (Lunt et al 2001). The following countries took part in the project: Denmark, Finland, France,

Germany, Italy, Netherlands, Norway, Spain, Sweden, Switzerland, UK, and gave general support to the framework, which was endorsed by the General Assembly of EFPA in July 2001. A second project also funded by EU under the Leonardo de Vinci programme began in November 2001, and was intended to design in the European Diploma in psychology. This project coincided with developments within the EU, and changes in the Directive governing professional qualifications (see Lunt 2002), and developments within wider Europe, for example the Bologna Agreement of 1999. The current *EuroPsy* constitutes part of the second Leonardo project which has membership from the following countries: Denmark, Finland, France, Germany, Greece, Hungary, Italy, Netherlands, Norway, Spain, Sweden, and UK. This project has attempted to develop a European Diploma in Psychology (*EuroPsy*) which will provide a set of standards or benchmark for quality in psychology education and training across Europe.

Future Directive

In 1996, consultations began for a proposed “third Directive” to replace the previous and vertical directives to facilitate free movement throughout the European economic Area. These culminated on March 7, 2002 when the European Commission issued a Directive proposal to replace the 15 separate directives (sectoral and vertical), and to ‘clarify and simplify the rules in order to facilitate free movement of qualified people’. This Directive has been subject to consultation and debate for over two years. It includes one article of central relevance to the current discussion, Article 15, which proposes ‘a more flexible and automatic procedure based on common platforms established by professional associations at the European level’ (European Commission, 2004). ‘Common platforms’ are defined as ‘a set of criteria of professional qualifications which attest to a sufficient level of competence for obtained in member State’ (Directive proposal COM (2002)119 final, Article 15). This means that the Commission welcomes professions themselves reaching an agreement at the European level as to what standards are required for the Parliament and goes on to the Council of Ministers for potential enactment during this period in 2005 (see Lunt 2005).

ANNEX 2: EMU Program Revision Proposal Form

	<p>EASTERN MEDITERRANEAN UNIVERSITY University Curriculum Committee</p> <p style="font-size: 1.2em;">Program Revision Proposal Form</p>
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(Latest update: 10/05/2005)

Part I. Program Information

Program Title	PSYCHOLOGY	Program code	4B
Faculty / School	ARTS AND SCIENCES	Department	PSYCHOLOGY

Level	<input type="checkbox"/> 2-Year Associate	<input type="checkbox"/> 3-Year Assoc.	<input checked="" type="checkbox"/> Bachelor	<input type="checkbox"/> Master (No Thesis)	<input type="checkbox"/> Master (Thesis)	<input type="checkbox"/> PhD
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Academic year of first implementation	2007-8	Anticipated number of semesters needed for full transition	2	Number of students which will be affected by this revision	79
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Part II. Overall statement of justification for revision

Explain, in detail, why the Department / School wants to make these changes. The explanation can include, among other things, changes in the department's focus, changes in the field, changes in quality standards, changes in expectations regarding the qualifications of graduates, or weaknesses in the old program that the new program is designed to rectify. Some historical background and a comparative analysis with the programs of some universities will be most appropriate.

In accordance with Europsy Diploma approved by EU parliament and EU commission in June 2005 the EMU Psychology Curriculum was restructured to meet the EU standards, keeping in-line with the EMU-UCC requirements.

Part III. Summary of Program Revision

Changes			
<i>Check the appropriate box and fill in the number of changes in the field supplied under the column heading "Total". Please use "Course Revision / Termination Form" or "New Course Proposal Form" if the properties of only a single course is changed (changes 4-10 below)</i>			
1.	<input type="checkbox"/>	Program title change	
2.	<input checked="" type="checkbox"/>	Diploma degree change	
3.	<input type="checkbox"/>	Teaching language change	
4.	<input checked="" type="checkbox"/>	Course code modification	Total number of courses with course code modification: 5
5.	<input checked="" type="checkbox"/>	Course title revision	Total number of courses with course title revision: 3
6.	<input checked="" type="checkbox"/>	Course description revision	Total number of courses with course description revision: 3
7.	<input checked="" type="checkbox"/>	Catalog course credit description modification	Total number of courses with credit description modification: 3
8.	<input checked="" type="checkbox"/>	Prerequisite – corequisite change	Total number of courses with prerequisite / corequisite change: 3
9.	<input checked="" type="checkbox"/>	Addition / replacement / deletion of courses	Total number of new courses... 13 and deleted courses 9
10.	<input checked="" type="checkbox"/>	Shift in the semesters of courses	Total number of courses having shift in their semesters 7

11.		Splitting into or modification of streams
12.		Other. Please describe: <div style="border: 1px solid black; width: 500px; height: 30px; display: inline-block;"></div>

Part IV. Comparative list of old and new curriculum

Comparative Condensed Curriculum								
<i>Complete the table by listing the full sequence of courses, by semester, in the old curriculum and new curriculum. Leave the "course code" and "total credit" columns blank for the elective courses, and write "Area elective" or "University elective" in the "course title" column of such courses. Differentiate between a prerequisite and a co-requisite, write "P" or "C" in parenthesis next to the course code. Use abbreviation for course titles to fit in the column width, if necessary. Insert additional rows or delete empty rows if necessary.</i>								
Sem	Old Curriculum				New Curriculum			
	Course Code	Course Title	Tot Crd	Prereq. Co-req.	Course Code	Course Title	EMU Crd	Prereq. Co-req.
1	PSYC101	Introduction to Psychology-I	3		PSYC103	Introduction to Psychology	4	
1	GEED111	General Survey of Knowledge-I	3		SOCH101	Introduction to Sociology	3	
1	NTE01	NonTechnical Elective	3		BIOL105	Biological Bases of Behavior	3	
1	MATH167	Mathematics for Arts and Social Sciences	3		GEED111	Arguments & Knowledge-I	3	
1	ENGL191	Communication in English-I	3		ENGL191	Communication in English-I	3	
1	GEED101	Spike-I	0		GEED101	Spike-I	0	
2	PSYC102	Introduction to Psychology-II	3	PSYC 101	PHIL104	Philosophical Issues	3	
2	TUSL180	Turkish as a Second Language	3		PSYC112	Research Methods	4	PSYC103
2	TURK199	Communication in Turkish	3		GEED112	Arguments & Knowledge-II	3	
2	GEED112	General Survey of Knowledge-II	3		TURK199 / TUSL180	Communication in Turkish Turkish as a Second Language	3	
2	UE-PN	Uni. Elective – Physical and Natural Sciences	3		MATH167	Mathematics for Arts and Social Sciences	3	
2	ENGL192	Communication in English-II	3		ENGL192	Communication in English-II	3	
2	COMP101	Computer Literacy	3		GEED102	Spike-II	0	
2	GEED102	Spike-II	0					
3	PSYC215	Social Statistics I	3		PSYC215	Social Statistics-I	3	
3	PSYC221	Developmental Psychology I	3		PSYC221	Developmental Psychology-I	3	
3	UE-SB01	Uni. Elective – Social and Behavioral Sciences-I	3		PSYC251	Social Psychology	4	
	UE-SB02	Uni. Elective – Social and Behavioral Sciences-II	3		COMP101	Computer Literacy	3	

3	AE 01	Area Elective I	3		SOCI203	Social Anthropology	3	SOCI101
3	GEED201	Spike-III	0		GEED201	Spike-III	0	
4	UE-SB03	Uni. Elective – Social and Behavioral Sciences-III	3		PSYC216	Social Statistics-II	3	PSYC215
4	UE-AH01	Uni. Elective – Arts and Humanities-I	3		PSYC222	Developmental Psychology-II	3	PSYC221
4	UE-AH02	Uni. Elective – Arts and Humanities-II	3		PSYC282	Experimental Psychology-I: Learning	3	
4	PSYC216	Social Statistics-II	3	PSYC215		University Elective-I	3	
4	PSYC222	Developmental Psychology-II	3	PSYC221		University Elective-II	3	
4	GEED202	Spike-IV	0		GEED202	Spike-IV	0	
5	PSYC311	Research Methods-I	3		PSYC331	Testing and Measurement	3	PSYC112
5	PSYC351	Social Psychology-I	3		PSYC340	Theories of Personality	3	
5	PSYC340	Theories of Personality	3		PSYC370	Physiological Psychology	3	BIOL105
5	PSYC381	Experimental Psychology-I: Learning	3			University Elective-III	3	
5	AE02	Area Elective-II	3			Area Elective-I	3	
5	GEED301	Spike-V	0		GEED301	Spike-V	0	
6	PSYC312	Research Methods-II	3	PSYC311	PSYC341	Personality Assessment	3	
6	PSYC342	Psychopathology	3		PSYC342	Psychopathology	3	
6	PSYC352	Social Psychology-II	3	PSYC351	PSYC380	Cognitive Psychology	3	
6	PSYC382	Experimental Psychology-II: Attention and Memory	3	PSYC381		University Elective-IV	3	
6	AE03	Area Elective-III	3		PSYC382	Experimental Psychology-II: Attention and Memory	3	PSYC282
6	GEED302	Spike-VI	0		GEED302	Spike-VI	0	
7	PSYC411	Research Design in Psychology	3		PSYC435	Psychology of Work	3	
7	PSYC431	Testing and Measurement	3		PSYC447	Counseling	3	
7	PSYC441	Clinical Psychology	3		PHIL403	Epistemology	3	PHIL104
7	AE04	Area Elective-IV	3			University Elective-V	3	
7	AE05	Area Elective-V	3			Area Elective-II	3	
8	PSYC490	Internship	3	Required courses till the end of the 3 rd year should be successfully				

				completed.				
8	PSYC497	Ethics in Psychology	3		PSYC441	Clinical Psychology	3	
8	PSYC499	Final Dissertation	4		PSYC456	Health Psychology	3	
8	AE06	Area Elective-VI	3		PSYC497	Ethics in Psychology	3	
8	AE07	Area Elective-VII	3		HIST299/ HIST280	History of Turkish Reforms	2	
8	HIST299	History of Turkish Reforms (For International Students)	2			Area Elective-III	3	
8	HIST280	History of Turkish Reforms	2					

Comparative Statistics								
<i>Supply the following figures: Total numbers and percentages of the courses and their credits in different categories. Also show the distribution of courses and their credits among semesters in the curriculum</i>								
Courses:	Total				Percentage of total			
	Number		Credits		Number		Credits	
	Old	New	Old	New	Old	New	Old	New
	All Courses	48	47	126	125	100	100	100
University core courses	13	16	20	31	27	34.0	15.87	24.8
Faculty core courses	0	5	0	15	0	10.6	0	12
Area core courses	20	18	60	55	41.66	38.29	47.62	44
Area electives	7	3	21	9	14.58	6.38	16.66	7.2
University electives	8	5	24	15	16.66	10.63	19.05	12
Courses offered by the hosting department	20	23	60	72	41.66	48.93	47.6	57.6
Courses offered by other departments	14	24	23	53	29.16	51.06	18.25	42.4

Semesters	Semesters																Average	
	1		2		3		4		5		6		7		8		Old	New
	Old	New	Old	New	Old	New	Old	New	Old	New	Old	New	Old	New				
Number of courses per semester	6	6	7	7	6	6	6	6	6	6	6	6	5	5	6	5	6	5.875
Number of credits per semester	15	16	18	19	15	16	15	15	15	15	15	15	15	15	18	14	15.75	15.625

Part V. Details of Revision

Fill in the appropriate sections (tables) below. Delete any irrelevant (unfilled) tables to save space.

1. Program Title Change	
<i>Fill in this part if applicable. Write the full titles of old and new programs without any abbreviations.</i>	
Existing program title:	<input type="text"/>
New title:	<input type="text"/>
Rationale	

2. Program Degree Change			
<i>Fill in this part if applicable. Write the universally accepted degrees, like "Bachelor of Science, BS" in the row designated as "English" and degrees in YÖK system like "Ön Lisans" in the row designated as "Turkish"</i>			
Old Degree		New Degree	
Full name	Abbreviation	Full name	Abbreviation
n	n	n	n

English	Bachelor of Arts	BA	Bachelor of Science	BS
Turkish	Lisans		Lisans	

Rationale

The EMU Psychology curriculum is based on fundamental research, such as laboratory works etc.

3. Teaching Language Change
Fill in this part if applicable.

Existing teaching language:

Proposed teaching Language:

Coverage: Whole program Only for the courses:

Rationale

4. Course Code Change
Fill in this part if only code of a course is modified. Do not include new or deleted courses. Add extra rows for additional courses or remove blank rows.

	Old Code	New Code	Rationale
1.	PSYC311	PSYC112	Research Methods are needed to be introduced at the beginning of the Psychology training in order for the students to build up methodological knowledge.
2.	PSYC351	PSYC251	As one of the main subfields, Social Psychology should be offered as a second year course.
3.	PSYC381	PSYC282	Experimental Psychology I will be offered earlier.
4.	PSYC431	PSYC331	Testing and Measurement will be offered earlier.
5.	PSYC 340	PSYC341	Semester changed
6.			
7.			
8.			
9.			
10.			

Further remarks

5. Course Title and Code Changes

Fill in this part if only title of a course is modified. Do not include new or deleted courses. Add extra rows for additional courses or remove blank rows.

Course	Full Title (No Abbreviation)		Transcript Title	
1.	PSYC103	English	Introduction to Psychology	Introduction to Psychology
		Turkish	Psikolojiye Giriş	Psikolojiye Giriş
		Rationale:	Two sequential courses are combined.	
2.	PSYC251	English	Social Psychology	Social Psychology
		Turkish	Sosyal Psikoloji	Sosyal Psikoloji
		Rationale:	Two sequential courses are combined.	
3.	PSYC112	English	Research Methods	Research Methods
		Turkish	Araştırma Yöntemleri	Araştırma Yöntemleri
		Rationale:	Two sequential courses are combined.	
4.		English		
		Turkish		
		Rationale:		
5.		English		
		Turkish		
		Rationale:		
Further remarks				

6. Change in the Course Descriptions

Fill in this part if the description (content) of a course is modified. Do not include new or deleted courses. Add extra rows for additional courses or remove blank rows. The new course content shall be attached in the later sections of this form.

Course	Rationale
1. PSYC103	Courses combined. Now includes the PSYC101 and PSYC102 descriptions.
2. PSYC251	Courses combined. Now includes the PSYC351 and PSYC352 descriptions.
3. PSYC112	Courses combined. Now includes the PSYC311 and PSYC312 descriptions.
4.	
5.	
Further remarks	

7. Change in the Course Credit Descriptions

Fill in this part if the description of a course credit (Lecture / Lab / Tutorial / Total) is modified. Do not include new or deleted courses. Add extra rows for additional courses or remove blank rows.

	Course Code	Old				New				Rationale
		Lec	La b	Tut	Tot	Lec	La b	Tut	Tot	
1.	PSYC103	3	0	0	3	4	0	0	4	2 sequential courses combined.
2.	PSYC112	3	0	0	3	4	0	0	4	2 sequential courses combined.
3.	PSYC251	3	0	0	3	4	0	0	4	2 sequential courses combined.
4.										
5.										

By these changes, the total number of credits on the curriculum ...

Didn't change. Increased by: decreased by: 1

Further remarks

8. Change in the Prerequisites – Co-requisites

Fill in this part if the prerequisites / co-requisites of a course are modified. Do not include new or deleted courses. Add extra rows for additional courses or remove blank rows. (Replace "P" with "C" in the second column if a course is a co-requisite of the course specified in the first column.)

	Course Code	Pre / Co	Old	New	Rationale
1.	PSYC112	P		PSYC103	Courses follow one another.
2.	PSYC331	P		PSYC112	Courses follow one another.
3.	PSYC370	P		BIOL105	Courses follow one another.
4.					
5.					

Further remarks

9. Addition / Replacement / Deletion of Courses in the curriculum

Fill in this part if a new course is added to the curriculum as either an additional course, as a replacement for an existing course, or if the course will be totally removed from the curriculum. Add extra rows for additional courses or remove blank rows. The new course contents shall be attached in the later sections of this form.

(For additional new courses: leave "old course" column blank. For totally deleted courses: leave "new course" column blank. For courses replaced by a new course: fill in both "new course" and "old course" columns.)

Semestr	New Course	New Course Title	Old Course	Rationale
		ADDITIONS		

1.	1	PSYC 103	Introduction to Psychology	PSYC101 PSYC102	Two sequential courses are combined.
2.	1	BIOL105	Biological Basis of Behavior		Europsy diploma requirement
3.	2	PSYC112	Research Methods	PSYC311 PSYC312	Two sequential courses are combined.
4.	2	PSYC251	Social Psychology	PSYC351 PSYC352	Two sequential courses are combined.
5.	5	PSYC370	Physiological Psychology		Europsy diploma requirement
6.	7	PSYC447	Counseling		Europsy diploma requirement
7.	7	PSYC435	Psychology of Work		Europsy diploma requirement
8.	8	PSYC456	Health Psychology		Europsy diploma requirement
9.	6	PSYC380	Cognitive Psychology		Europsy diploma requirement
10.	7	PHIL403	Epistemology		Europsy diploma requirement
11.	2	PHIL104	Philosophical Issues		Europsy diploma requirement
12.	1	SOCI101	Introduction to Sociology		Europsy diploma requirement
13.	3	SOCI203	Social Anthropology		Europsy diploma requirement
			DELETIONS		
1.	1	PSYC101	Introduction to Psychology-I		Sequential courses are combined.
2.	2	PSYC102	Introduction to Psychology-II		Sequential courses are combined.
3.	5	PSYC351	Social Psychology-I		Sequential courses are combined.
4.	6	PSYC352	Social Psychology-II		Sequential courses are combined.
5.	5	PSYC311	Research Methods-I		Sequential courses are combined.
6.	6	PSYC312	Research Methods-II		Sequential courses are combined.
7.	7	PSYC411	Research Design in Psychology		Research methods and social statistics cover these topics.
8.	8	PSYC490	Internship		Not required by Europsy.
9.	8	PSYC499	Final dissertation		Not required by Europsy.

11.

NO

12. Unclassified Changes	
<i>Fill in this part if there is a change which can not be classified in any of the changes described in above sections.</i>	
Brief description of the change	
Rationale	

Part VI. Resource and Cost Analysis

Human Resources							
<i>Explain the sufficiency or the need of the teaching or technical staff necessary for implementation of the proposed changes</i>							
Number of existing staff				Number of staff to be hired after the full transition to the proposed curriculum?			
			Faculty members = 2				Faculty members = 2
			Instructors =				Instructors = 1
			Assistants = 2				Assistants =
			Technical staff =				Technical staff =
			Administrative staff = 1				Administrative staff =
Further remarks on human resources (if any)							

Physical Resources								
<i>Explain the sufficiency or the need of the physical resources to implement the proposed curriculum</i>								
Is there any need for:					IF YES, Anticipated values of:			IF NO
					Size (m ²)	Cost (USD)	First use date	Host building
	A new building?		YES	NO				
	New classrooms?		YES	NO				
	New laboratories / studios ?	X	YES	NO	80	115712.9	2008	Arts and Sciences
	Special lecture halls?		YES	NO				
Further remarks on physical resources (if any).								

Clarify especially any ADDITIONAL large or unusual resource demands, possible fixed expenditures like chemicals, lab or studio equipments, computers etc to maintain educational activities, not including the regular maintenance costs of the building. Also mention the possibilities of utilizing and sharing the resources of existing academic units.

A detailed formal application for the Laboratory of Behavioral Sciences has already been submitted separately to Prof. Dr. Ayhan Bilsel, Faculty of Arts and Sciences Dean.

Part VII. Implementation Guide for existing students

Equivalence chart for the remaining courses			
<i>Identify the equivalence of the remaining courses of existing students. For example write the new course "CHEM332" into "equivalence" column if it is going to replace "CHEM321" in the old curriculum. Or one may write "Area elective" or "University Elective" for a totally deleted course in the old curriculum. Presence of consecutive courses (like Analysis I & II), or prerequisite / co-requisites may necessitate alternative equivalent courses, exemptions or conditions for equivalency.</i>			
	Course	Equivalence	Alternatives / Exemptions or Conditions
1.			PLEASE SEE ANNEX III.
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Part VIII. Catalogue Information

Provide the information for the revised curriculum in sections "Program Description", "Full Curriculum" and "Course Descriptions" which will be printed in the course catalogue and the on-line catalogue of the University.

Program Description
<i>Describe the program from several points of view like the mission, goals, objectives, focus and strengths of the program, opportunities for the graduates from an academic perspective. A brief historical perspective may be appropriate. Concise description of sub disciplines or areas of focus may be added. Also summarize lab / studio / workshop information as well as any summer practice or internship if any.</i>
<p>The Department of Psychology will provide students with a unique opportunity to understand the scientific study of human behaviour and mental processes at the level of the individual, the group, as well as the institutional level. Students will be taught to foster the application of psychological knowledge for a fuller and richer understanding of themselves. As they progress, through the programme, students will also be equipped with the necessary critical thinking, research, and problem-solving skills which will increase their career opportunities in a wide variety of professions and industries such as psychology, marriage and family therapy, teaching, special education, medicine, law, social work, NGO's, personnel administration, law enforcement and corrections, and many other fields. While many of these fields may require advanced study at the</p>

graduate level, students may also directly enter the job market in some of these areas. The BS in Psychology will also provide its students with the appropriate preparation for academic or professional graduate schools in many regions from Turkey, Europe, to North America.

Full Curriculum

Complete the table by listing the sequence of courses, by semester that students in the program will take. Use the following abbreviations to fill in the course category: **UC** = University Core (like critical thinking, History etc.); **UC-M** = University core in Mathematics; **UC-PN** = University Core in Physical/Natural Sciences; **UC-AH** = University Core in Arts and Humanities; **UC-SB** = University core in Social and Behavioral Sciences; **UE-M** = University Elective in Mathematics; **UE-PN** = University Elective in Physical/Natural Sciences; **UE-MPN** = University elective in Math or Physical / Natural Sciences; **UE-AH** = University Elective in Arts and Humanities; **UE-SB** = University Elective in Social and Behavioral Sciences; **FC** = Faculty Core; **AC** = Area Core; **AE** = Area Elective;

Semester	Ref Code	Course Code	Full Course Title	Course Category	Hours			EMU	Prerequisites	Co-requisites
					Lec	Lab	Tut	Tot		
1		PSYC103	Introduction to Psychology	UC-SB	4	0	0	4		
1		GEED111	Arguments and Knowledge-I	UC	3	0	0	3		
1		BIOL105	Biological Bases of Behavior	FC	3	0	0	3		
1		SOCI101	Introduction to Sociology	FC	3	0	0	3		
1		ENGL191	Communication in English-I	UC	4	0	0	3		
1		GEED101	Spike-I	UC	0	0	0	0		
2		GEED112	Arguments and Knowledge-II	UC	3	0	0	3		
2		PSYC112	Research Methods	AC	4	0	0	4	PSYC103	
2		PHIL104	Philosophical Issues	FC	3	0	0	3		
2		MATH167	Mathematics for Arts and Social Sciences	UC-M	3	0	0	3		
2		ENGL192	Communication in English-II	UC	4	0	0	3		
2		TUSL180 /TURK199	Turkish as a Second Language/ Communication in Turkish	UC	3	0	0	3		
2		GEED102	Spike-II	UC	0	0	0	0		
3		PSYC215	Social Statistics-I	AC	3	1	0	3		
3		PSYC221	Development Psychology-I	AC	3	0	0	3		
3		PSYC251	Social Psychology	UC-SB	4	0	0	4		
3		SOCI203	Social Anthropology	FC	2	1	0	3	SOCI101	
3		COMP101	Computer Literacy	UC	3	0	0	3		
3		GEED201	Spike-III	UC	0	0	0	0		
4		PSYC216	Social Statistics-II	AC	3	1	0	3	PSYC215	
4		PSYC222	Developmental Psychology-II	AC	3	0	0	3	PSYC221	
		PSYC282	Experimental Psychology-I: Learning	AC	2	2	0	3		
4			University Elective-I	UE-AH	3	0	0	3		

4			University Elective-II	UE-PN	3	0	0	3		
4		GEED202	Spike-IV	UC	0	0	0	0		
5		PSYC331	Testing and Measurement	AC	3	0	0	3	PSYC112	
5		PSYC340	Theories of Personality	AC	3	0	0	3		
5		PSYC370	Physiological Psychology	AC	3	0	0	3	BIOL105	
5			University Elective-III	UE-AH	3	0	0	3		
5			Area Elective-I	AE1	3	0	0	3		
5		GEED 301	Spike-V	UC	0	0	0	0		
6		PSYC341	Personality Assessment	AC	3	0	0	3		
6		PSYC342	Psychopathology	AC	3	0	0	3		
6		PSYC380	Cognitive Psychology	AC	3	0	0	3		
6		PSYC382	Experimental Psychology-II: Attention and Memory	AC	3	0	0	3	PSYC282	
6			University Elective-IV	UE-AH	3	0	0	3		
6		GEED302	Spike-VI	UC	0	0	0	0		
7		PSYC435	Psychology of Work	AC	3	0	0	3		
7		PSYC447	Counseling	AC	3	0	0	3		
7		PHIL403	Epistemology	FC	3	0	0	3	PHIL104	
7			University Elective-V	UE-PN	3	0	0	3		
7			Area Elective-II	AE2	3	0	0	3		
8		PSYC441	Clinical Psychology	AC	3	0	0	3	PSYC342	
8		PSYC456	Health Psychology	AC	3	0	0	3		
8		PSYC497	Ethics in Psychology	AC	3	0	0	3		
8		HIST299/ HIST280	History of Turkish Reforms	UC	2	0	0	2		
8			Area Elective-III	AE3	3	0	0	3		

Course Descriptions – I - English: All compulsory courses offered by the department of the program

Type the catalog course description of each course in English in the following order: course content, course credits, prerequisites and co-requisites, Abbreviated Title, Category of the course, teaching language, and keywords. The information supplied will be copied and pasted to the catalog.

- **Course code:** Replace CODEXXX with the course code
- **Course title:** Replace Full Course Title with the course title.
- **Course Outline:** Replace Course outline with statements of the course outline. Avoid using multiple paragraphs. Do not keep the text “Course outline” as a heading.
- **Credits:** Replace L, L, T and X with corresponding numbers for lecture, lab, tutorial and total course credit, respectively.
- **Prerequisites and co-requisites:** Delete “None” and replace XXXXXX with the corresponding course code.
- **Course Category:** XXXXXXXX with any of “University Core”, “Faculty / School Core”, “Area Core”, “Area Elective”, or “University Elective”
- **Abbreviated title:** This is going to be used in preparation of transcripts or registration forms. Replace XXXXXXXXXXXXXXXX with a shorter version of the full title.
- **Teaching language:** Replace XXXXX with the teaching language
- **Keywords:** Replace XXXXXX, XXXXXX with words other than the ones available in the title and course outline which helps to identify the COURSE.

The total text length should not exceed 2000 characters.

1.	<p>CODE PSYC103</p> <p>Course outline</p> <p>Topics covered in the course include psychology as a science, the biological basis of human conduct, sensation and perception, theories of learning, memory, motives and emotions. Intelligence and its measurement will also be covered in the course. In addition, human development, thought and language, information processing, social influence, personality and its assessment, abnormal psychology, therapy methods and issues related to stress and coping are covered.</p> <p><i>Credits: (4 / 0 / 0) 4</i> <i>Prerequisites: None</i> <i>Co-requisites: None</i></p> <p><i>Abbreviated Title: Introduction to Psychology</i> <i>Category: University Core (BS)</i> <i>Teaching Language: English</i></p> <p><i>Keywords: Behavior, Method, Science</i></p>	<p>Full Course Title</p> <p>Introduction to Psychology</p>
2.	<p>CODE PSYC112</p> <p>Course outline</p> <p>An introduction to research methods in psychology; basic concepts such as theories, hypothesis, variables, sampling, data collection procedures, data analysis, interpretation and generalization of results. Basic features, advantages and disadvantages of experimental and correlational research will also be discussed in some detail. This course deals mainly with the qualitative techniques of data collection- observation, unstructured interviews and depth interviewing. The aim is to teach the students the specialized skills necessary in application of these techniques.</p> <p><i>Credits: (4 / 0 / 0) 4</i> <i>Prerequisites: PSYC103</i> <i>Co-requisites: None</i></p> <p><i>Abbreviated Title: Research Methods</i> <i>Category: Area core Course</i> <i>Teaching Language: English</i></p> <p><i>Keywords: Hypothesis, theories, quantitative and qualitative research</i></p>	<p>Full Course Title</p> <p>Research Methods</p>
3.	<p>CODE PSYC215</p> <p>Course outline</p> <p>Basic statistical procedures in psychology. Frequency distribution, measures of central tendency and variability, constructions of graphs, probability and its application to psychological problems, correlation and regression</p> <p><i>Credits: (3 / 0 / 0) 3</i> <i>Prerequisites: None</i> <i>Co-requisites: None</i></p> <p><i>Abbreviated Title: Social Statistics - I</i> <i>Category: Area core Course</i> <i>Teaching Language: English</i></p> <p><i>Keywords: Descriptive Statistics.</i></p>	<p>Full Course Title</p> <p>Social Statistics – I</p>
4.	<p>CODE PSYC216</p> <p>Course outline</p> <p>Basic principles and underlying reasons in inferential statistics. Topics of the course include single- and two- sample tests, chi-square, analysis of variance and non-parametric tests.</p> <p><i>Credits: (3 / 0 / 0) 3</i> <i>Prerequisites: PSYC215</i> <i>Co-requisites: None</i></p>	<p>Full Course Title</p> <p>Social Statistics – II</p>

	<i>Abbreviated Title: Social Statistics - II</i>	<i>Category: Area core Course</i>	<i>Teaching Language: English</i>
	<i>Keywords: Inferential Statistics.</i>		
5.	CODE PSYC221	Full Course Title	Development Psychology-I
	Course outline		
	An integrated account of various approaches to human development emphasizing the relevant research findings in this area with special reference to psychomotor, mental, emotional, and social development from birth through adolescence. Discussions of basic issues in Developmental Psychology.		
	<i>Credits: (3 / 0 / 0) 3</i>	<i>Prerequisites: None</i>	<i>Co-requisites: None</i>
	<i>Abbreviated Title: Development Psychology I</i>	<i>Category: Area core Course</i>	<i>Teaching Language: English</i>
	<i>Keywords: Infancy, Toddlerhood, Childhood, Adolescence.</i>		
6.	CODE PSYC222	Full Course Title	Development Psychology-II
	Course outline		
	Review of theory and research on psychological problems associated with different periods of life. Adolescence, early and late adulthood, family, parenthood, work environment and retirement. Old age, abilities and psychological development of the elderly.		
	<i>Credits: (3 / 0 / 0) 3</i>	<i>Prerequisites: PSYC221</i>	<i>Co-requisites: None</i>
	<i>Abbreviated Title: Development Psychology II</i>	<i>Category: Area core Course</i>	<i>Teaching Language: English</i>
	<i>Keywords: Early & Late Adulthood, Old Age.</i>		
7.	CODE PSYC251	Full Course Title	Social Psychology
	Course outline		
	A historical overview of theories, methods, and research topics in social psychology. Topics to be covered include social perception, social cognition, attitudes and attitude formation and change, interpersonal attraction. This course includes topics of group processes, conformity, cooperation and competition, intergroup conflicts, helping and aggression. Issues in health psychology, psychology of law, psychology of work and environmental psychology will also be covered		
	<i>Credits: (4 / 0 / 0) 4</i>	<i>Prerequisites: None</i>	<i>Co-requisites: None</i>
	<i>Abbreviated Title: Social Psychology</i>	<i>Category: University Core (SB)</i>	<i>Teaching Language: English</i>
	<i>Keywords: Social Perception, Attitudes, Cognition.</i>		
8.	CODE PSYC282	Full Course Title	Experimental Psychology-I: Learning
	Course outline		
	A course designed to acquaint students with theories of learning and related research. Primary concerns of the course relate to classical and operant conditioning, reinforcement schedules, discrimination and generalization.		
	<i>Credits: (3 / 0 / 0) 3</i>	<i>Prerequisites: None</i>	<i>Co-requisites: None</i>
	<i>Abbreviated Title: Experimental Psychology I</i>	<i>Category: Area core Course</i>	<i>Teaching Language: English</i>
	<i>Keywords: Learning, Classical and Operant conditioning.</i>		
9.	CODE PSYC382	Full Course Title	Experimental Psychology-II: Attention and Memory
	Course outline		
	The aim of this course is to familiarize the students with cognitive processes of attention and memory. Topics to be covered in the course include factors relating to attention, short term and long term memories, organization and structure of long term memory, factors relating to encoding, storing and retrieval of information.		
	<i>Credits: (3 / 0 / 0) 3</i>	<i>Prerequisites: PSYC282</i>	<i>Co-requisites: None</i>
	<i>Abbreviated Title: Experimental Psychology II</i>	<i>Category: Area core Course</i>	<i>Teaching Language: English</i>
	<i>Keywords: Attention, Memory.</i>		

10.	CODE PSYC331	Full Course Title	Testing and Measurement
	<p>Course outline</p> <p>Basic principles in psychological testing and measurement will be covered in this course. Topics included in the course are test construction, reliability and validity indexes of tests, test standardization. Also included in the course are intelligence testing, aptitude testing, personality tests and inventories</p> <p><i>Credits: (3 / 0 / 0) 3 Prerequisites: PSYC112 Co-requisites: None</i></p> <p><i>Abbreviated Title: Testing and Measurement Category: Area core Course Teaching Language: English</i></p> <p><i>Keywords: Standardization, Reliability, Validity.</i></p>		
11.	CODE PSYC340	Full Course Title	Theories of Personality
	<p>Course outline</p> <p>A critical examination of the theories of personality.</p> <p><i>Credits: (3 / 0 / 0) 3 Prerequisites: None Co-requisites: None</i></p> <p><i>Abbreviated Title: Theories of Personality Category: Area core Course Teaching Language: English</i></p> <p><i>Keywords: Personality.</i></p>		
12.	CODE PSYC341	Full Course Title	Personality Assessment
	<p>Course outline</p> <p>An examination of the procedures and sampled instruments employed in personality assessment. Projective tests, personality inventories will be surveyed with classroom demonstration and application. Scoring and interpretation of test performance.</p> <p><i>Credits: (3 / 0 / 0) 3 Prerequisites: Co-requisites: None</i></p> <p><i>Abbreviated Title: Personality Assessment Category: Area core Course Teaching Language: English</i></p> <p><i>Keywords: personality, test</i></p>		
13.	CODE PSYC370	Full Course Title	Physiological Psychology
	<p>Course outline</p> <p>This course explores the physiological aspects of sensation and perception, analyzes the brain and behavior relationship in detail and provides an overview of neurological disorders, their causes, symptoms and treatments.</p> <p><i>Credits: (3 / 0 / 0) 3 Prerequisites: BIOL105 Co-requisites: None</i></p> <p><i>Abbreviated Title: Physiological Psychology Category: Area core Course Teaching Language: English</i></p> <p><i>Keywords: brain, neurology</i></p>		
14.	CODE PSYC342	Full Course Title	Psychopathology
	<p>Course outline</p> <p>This course explores in detail neurological disorders including neurodegenerative diseases and mental illnesses including Schizophrenia, Affective Disorders, Anxiety Disorders etc.</p> <p><i>Credits: (3 / 0 / 0) 3 Prerequisites: PSYC370 Co-requisites: None</i></p> <p><i>Abbreviated Title: Psychopathology Category: Area core Course Teaching Language: English</i></p> <p><i>Keywords: psychological disorders.</i></p>		
15.	CODE PSYC380	Full Course Title	Cognitive Psychology
	<p>Course outline</p> <p>This course explores mental processes including thinking, decision making and language.</p> <p><i>Credits: (3 / 0 / 0) 3 Prerequisites: None Co-requisites: None</i></p> <p><i>Abbreviated Title: Cognitive Psychology Category: Area core Course Teaching Language: English</i></p> <p><i>Keywords: mental processes</i></p>		
16.	CODE PSYC435	Full Course Title	Psychology of Work

	<p><i>Credits: (3 / 0 / 0) 3</i> <i>Prerequisites: None</i> <i>Co-requisites: None</i> <i>Abbreviated Title: Biological Bases of Behavior</i> <i>Category: FC Course</i> <i>Teaching Language: English</i> <i>Keywords: synapse, neurotransmitter</i></p>
2 2 ·	<p>CODE SOCI101 Full Course Title Introduction to Sociology Course outline An introduction to basic principles, concepts and theories of sociology, Investigation of the relationship of individual to society.</p> <p><i>Credits: (3 / 0 / 0) 3</i> <i>Prerequisites: None</i> <i>Co-requisites: None</i> <i>Abbreviated Title: Introduction to Sociology</i> <i>Category: FC Course</i> <i>Teaching Language: English</i> <i>Keywords: society, individual</i></p>
2 3 ·	<p>CODE SOCI203 Full Course Title Social Anthropology Course outline Evolution of human kind and culture. Relationship between human species, nature and tools.</p> <p><i>Credits: (3 / 0 / 0) 3</i> <i>Prerequisites: SOCI101</i> <i>Co-requisites: None</i> <i>Abbreviated Title: Social Anthropology</i> <i>Category: FC Course</i> <i>Teaching Language: English</i> <i>Keywords: evolution</i></p>

Course Descriptions – II - English : All compulsory courses offered by other academic units			
1.	CODE ENGL191	Full Course Title	Communication in English-I
	See listing under “Department of General Education”		
2.	CODE ENGL192	Full Course Title	Communication in English-II
	See listing under “Department of General Education”		
3.	CODE GEED101-102-201-202-301-302	Full Course Title	Spike I-II-III-IV-V-VI
	See listing under “Department of General Education”		
4.	CODE PHIL104	Full Course Title Philosophical Issues	
	Course outline This is an introductory Philosophy course.		
	<i>Credits: (3 / 0 / 0) 3</i>	<i>Prerequisites: None</i>	<i>Co-requisites: None</i>
	<i>Abbreviated Title: Philosophical Issues</i>	<i>Category: FC Course</i>	<i>Teaching Language: English</i>
	<i>Keywords:</i>		
5.	CODE PHIL403	Full Course Title	Epistemology
	Course outline This course examines the way in which theories in philosophy and the way they are developed.		
	<i>Credits: (3 / 0 / 0) 3</i>	<i>Prerequisites: PHIL104</i>	<i>Co-requisites: None</i>
	<i>Abbreviated Title: Epistemology</i>	<i>Category: FC Course</i>	<i>Teaching Language: English</i>
	<i>Keywords:</i>		
6.	CODE TUSL180 -TURK199	Full Course Title	Turkish as a Second Language – Communication in Turkish
	See listing under “Department of General Education”		
7.	CODE MATH167	Full Course Title	Mathematics for Arts and Social Sciences
	Course outline See listings under Mathematics Department.		
9.	CODE COMP101	Full Course Title	Computer Literacy
	Course outline See listings under Mathematics Department.		
10.	CODE HIST299-280	Full Course Title	History of Turkish Reforms
	Course outline See listing under “Department of General Education”		
11.	CODE GEED111	Full Course Title	Arguments and Knowledge-I
	Course outline See listing under “Department of General Education”		
12.	CODE GEED112	Full Course Title	Arguments and Knowledge-II
	Course outline See listing under “Department of General Education”		

Course Descriptions – I - Turkish: All core courses offered by the department of the program
Ders Tanımları – I – Türkçe: Programı sunan Bölüm tarafından verilen tüm temel dersler

- **Ders Kodu:** DERSXXX 'in ders kodu ile değiştirin
- **Ders Adı:** "Tam Ders Adı" yazısını silip yerine dersin tam adını yazınız.
- **Ders İçeriği:** "Ders içeriği..." yazısını silip dersin içeriğini yazınız. Çoklu paragraflardan kaçınınız. Ve sonunda bir satır boşluk kalmasını sağlayınız.
- **Dersin Kredisi:** L, L, T ve X harfleri yerine sırasıyla ders, lab, tutorial ve dersin toplam kredilerini karşılık gelecek şekilde yazınız..
- **Ön ve yan koşullar:** "None" kelimesini siliniz ve XXXXX yerine dersin ön veya yan koşul dersini yazınız.
- **Dersin kategorisi:** XXXXXXXX yerine "Üniversite Ana", "Fakülte / Okul Ana", "Alan Ana", "Alan Seçmeli", veya "Üniversite Seçmeli" ibarelerinden birini yazınız.
- **Dersin Kısa Adı:** Bu bilgi ders çizelgesi (transkript) veya kayıt formlarında kullanılacaktır. XXXXXXXXXXXXXXXX yerine dersin kısa adını yazınız.
- **Eğitim Dili:** XXXXX yerine dersin eğitim dilini yazınız.
- **Anahtar Kelimeler:** XXXXXX, XXXXXX yerine dersi tanımlamakta yararlı olacak ve derin adı ile içeriğinde yer almayan kelimeleri yazınız.

Toplam metin uzunluğu 2000 basamağı geçemez.

1.	DERS PSYC103	Tam Ders Adı	Psikolojiye Giriş
	Ders içeriği Dersteki konular arasında bir bilim olarak psikoloji, insan davranışlarının biyolojik temelleri, duyum ve algılama, öğrenme teorileri, bellek, güdü ve duygular vardır. Zeka ve zeka ölçümü de bu derste işlenecek konular arasındadır. Bu ders insan gelişimi, düşünce ve dil, bilgi akışı, sosyal etki, kişilik ve değerlendirilmesi, anormal psikolojisi, terapi yöntemleri, stress ve stresle başa çıkma yolları gibi konuları içermektedir.		
	<i>Kredi: (4 / 0 / 0) 4</i>	<i>Önkoşul: Yok</i>	<i>Yanakoşul: Yok</i>
	<i>Dersin Kısa Adı: Psikolojiye Giriş</i>	<i>Kategorisi: Üniversite Ana SD Dersi</i>	<i>Eğitim</i>
	<i>Dili: İngilizce</i>		
	<i>Anahtar Kelimeler: davranış, metod, bilim</i>		
2.	DERS PSYC215	Tam Ders Adı	Sosyal İstatistik-I
	Ders içeriği Psikolojideki temel istatistiksel işlemleri içerir. Bu ders, sıklık dağılımı, merkezi eğilim ölçüleri ve değişkenleri, grafik oluşumları, olasılık ve bunun psikolojik problemlere uyarlanması, korelasyon ve regrasyon gibi temel istatistiksel konuları içerir.		
	<i>Kredi: (3 / 0 / 0) 3</i>	<i>Önkoşul: Yok</i>	<i>Yanakoşul: Yok</i>
	<i>Dersin Kısa Adı: Sosyal İstatistik I</i>	<i>Kategorisi: Alan Ana Dersi</i>	<i>Eğitim</i>
	<i>Dili: İngilizce</i>		
	<i>Anahtar Kelimeler: Betimsel İstatistik</i>		
3.	DERS PSYC221	Tam Ders Adı	Gelişim Psikolojisi-I
	Ders içeriği Yapılan son araştırmalara göre, insan gelişimi ile ilgili yaklaşımların bütünleştiği bir bakışla, doğumdan ergenliğe kadar olan dönemdeki psikomotor, zihinsel, duygusal ve sosyal gelişimler incelenir. Gelişim Psikolojisi alanındaki temel konular tartışılır.		
	<i>Kredi: (3 / 0 / 0) 3</i>	<i>Önkoşul: Yok</i>	<i>Yanakoşul: Yok</i>
	<i>Dersin Kısa Adı: Gelişim Psikolojisi I</i>	<i>Kategorisi: Alan Ana Dersi</i>	<i>Eğitim Dili: İngilizce</i>
	<i>Anahtar Kelimeler: Bebeklik Çocukluk Ergenlik</i>		
4.	DERS PSYC216	Tam Ders Adı	Sosyal İstatistik-II
	Ders içeriği İstatistiğin temel ilkeleri ve altında yatan nedenler. Ders konuları tek ve çift örneklemlili testler, Ki kare, varyans analizi ve non-parametrik testleri içermektedir.		
	<i>Kredi: (3 / 0 / 0) 3</i>	<i>Önkoşul: PSYC215</i>	
	<i>Yanakoşul: Yok</i>		

	<i>Dersin Kısa Adı: Sosyal İstatistik II</i> <i>Dersi Eğitim Dili: İngilizce</i> <i>Anahtar Kelimeler:</i>	<i>Kategorisi: Alan Ana</i>
5.	DERS PSYC222 Tam Ders Adı Gelişim Psikolojisi-II Ders içeriği Yaşamın farklı dönemleri ile ilgili psikolojik problemlerin teori ve araştırmaları dersin temel konularıdır. Ergenlik, erken ve geç yetişkinlik, aile, ebeveyn, iş çevresi ve emeklilik dönemleri incelenir. Yaşlılık ve bu dönemdeki psikolojik gelişimler de ele alınır. <i>Kredi: (3 / 0 / 0) 3</i> <i>Önkoşul: PSYC221</i> <i>Yankoşul: Yok</i> <i>Dersin Kısa Adı: Gelişim Psikolojisi II</i> <i>Kategorisi: Alan Ana Dersi</i> <i>Eğitim Dili: İngilizce</i> <i>Anahtar Kelimeler: Erken ve geç yetişkinlik, yaşlılık</i>	
6.	DERS PSYC112 Tam Ders Adı Araştırma Yöntemleri Ders içeriği Psikolojide araştırma yöntemlerine giriş, teoriler, hipotez, değişken, örnekleme, veri toplama yöntemleri, veri analizleri, sonuçları yorumlanıp genellenmesi gibi temel kavramlar. Ayrıca, deneysel ve korelasyonel araştırmanın temel özellikleri, avantaj ve dezavantajları da detaylı olarak işlenecektir. Bu ders, esas olarak, nitel tekniklerle veri toplama-gözlem, yapılandırılmamış görüşme ve derinliğiyle, ilgilidir. Amaç, öğrenciye bu tekniklerin uygulamalarında gerekli becerileri kazandırmaktır. <i>Kredi: (4 / 0 / 0) 4</i> <i>Önkoşul: PSYC103</i> <i>Yankoşul: Yok</i> <i>Dersin Kısa Adı: Araştırma Yöntemleri</i> <i>Kategorisi: Alan Ana Dersi</i> <i>Eğitim Dili: İngilizce</i> <i>Anahtar Kelimeler: Hipotez, teori, nicel ve nitel araştırma</i>	
7.	DERS PSYC251 Tam Ders Adı Sosyal Psikoloji Ders içeriği Sosyal Psikolojide yer alan teorilerin tarihsel gelişimi, methodlar ve araştırma konularıdır. Sosyal algılamalar, sosyal bilinç, tutumlar, oluşumları ve değişimleri ve kişiler arası çekim konuları işlenecektir. Grup süreci, uyumu, işbirliği ve rekabeti, grup içi çatışmalar, yardımlaşma ve öfke konularını içerir. Sağlık psikolojisi, hukuk psikolojisi, iş psikolojisi ve çevre psikolojisindeki konular da işlenecektir. <i>Kredi: (4 / 0 / 0) 4</i> <i>Önkoşul: Yok</i> <i>Yankoşul: Yok</i> <i>Dersin Kısa Adı: Sosyal Psikoloji</i> <i>Kategorisi: Üniversite Ana SD Dersi</i> <i>Eğitim Dili: İngilizce</i> <i>Anahtar Kelimeler: Sosyal algılama, tutum, kavrama</i>	
8.	DERS PSYC340 Tam Ders Adı Kişilik Kuramları Ders içeriği Kişilik kuramları eleştirel bir bakış açısıyla incelenecektir. <i>Kredi: (3 / 0 / 0) 3</i> <i>Önkoşul: Yok</i> <i>Yankoşul: Yok</i> <i>Dersin Kısa Adı: Kişilik Kuramları</i> <i>Kategorisi: Alan Ana Dersi</i> <i>Eğitim Dili: İngilizce</i> <i>Anahtar Kelimeler: Kişilik</i>	
9.	DERS PSYC282 Tam Ders Adı Deneysel Psikoloji-I: Öğrenme Ders içeriği Bu ders, öğrencilere öğrenme kuramları ve ilgili konuları tanıtmayı amaçlar. Ders esas olarak klasik ve edimsel koşullanma, pekiştirme programları, ayırıştırma ve genelleme konuları ile ilgilidir. <i>Kredi: (3 / 0 / 0) 3</i> <i>Önkoşul: Yok</i> <i>Yankoşul: Yok</i>	

	<i>Dersin Kısa Adı:</i> Deneysel Psikoloji I	<i>Kategorisi:</i> Alan Ana Dersi	<i>Eğitim Dili:</i> İngilizce
	<i>Anahtar Kelimeler:</i> Öğrenme, Klasik ve Edimsel Koşullanma		
10.	DERS PSYC382	Tam Ders Adı Deneysel Psikoloji-II: Dikkat ve Bellek	
	Ders içeriği Bu dersin amacı, öğrencileri dikkat ve belleğin bilişsel süreçleri ile tanıştırmaktır. Derste işlenecek konular, dikkat, kısa ve uzun süreli bellek, uzun süreli belleğin organizasyon ve yapısı ve kodlama-depolama-bilgiyi geri çağırılması ile ilgili faktörlerdir.		
	<i>Kredi:</i> (3 / 0 / 0) 3	<i>Önkoşul:</i> PSYC282	<i>Yankoşul:</i> Yok
	<i>Dersin Kısa Adı:</i> Deneysel Psikoloji II	<i>Kategorisi:</i> Alan Ana Dersi	<i>Eğitim Dili:</i> İngilizce
	<i>Anahtar Kelimeler:</i> Dikkat, Hafıza		
11.	DERS PSYC342	Tam Ders Adı Psikopatoloji	
	Ders içeriği Nörodejeneratif hastalıklar, psikolojik bozukluklar örneğin şizofreni, kaygı ve duygu bozukluklar incelenir.		
	<i>Kredi:</i> (3 / 0 / 0) 3	<i>Önkoşul:</i> PSYC370	<i>Yankoşul:</i> Yok
	<i>Dersin Kısa Adı:</i> Psikopatoloji	<i>Kategorisi:</i> Alan Ana Dersi	<i>Eğitim Dili:</i> İngilizce
	<i>Anahtar Kelimeler:</i> Psikolojik bozukluklar		
12.	DERS PSYC331	Tam Ders Adı Ölçme ve Değerlendirme	
	Ders içeriği Psikolojideki temel ölçme ve değerlendirme ilkeleri işlenecektir. Ders konuları; test yapılandırma, güvenilirlik, geçerlik ve test standardizasyonudur. Ayrıca zeka testleri yetenek testleri, kişilik testleri ve envanterler de dersin kapsamı içerisinde dir.		
	<i>Kredi:</i> (3 / 0 / 0) 3	<i>Önkoşul:</i> PSYC112	<i>Yankoşul:</i> Yok
	<i>Dersin Kısa Adı:</i> ölçme ve değerlendirme	<i>Kategorisi:</i> Alan Ana Dersi	<i>Eğitim Dili:</i> İngilizce
	<i>Anahtar Kelimeler:</i> Test standardizasyonu, geçerlilik, güvenilirlik		
13.	DERS PSYC441	Tam Ders Adı Klinik Psikoloji	
	Ders içeriği Davranış ve psikolojik bozukluklarla başa çıkmak için var olan teknik ve kuramlarla, klinik psikolojisinin en son uygulamaları bu dersin kapsamındadır.		
	<i>Kredi:</i> (3 / 0 / 0) 3	<i>Önkoşul:</i>	<i>Yankoşul:</i> Yok
	<i>Dersin Kısa Adı:</i> Klinik Psikoloji	<i>Kategorisi:</i> Alan Ana Dersi	<i>Eğitim Dili:</i> İngilizce
	<i>Anahtar Kelimeler:</i> Psikolojik Bozukluklar, davranış değerlendirme		
14.	DERS PSYC497	Tam Ders Adı Psikolojide Etik	
	Ders içeriği... Bu dersin amacı APA ve EFPA'nın son etik ilkelerini incelemek ve profesyonel psikologların karşılaştıkları tüm durumlara basedebilmeleri için genel bir felsefe kazandırmak ve rehberlik yapmaktır.		
	<i>Kredi:</i> (3 / 0 / 0) 3	<i>Önkoşul:</i> Yok	<i>Yankoşul:</i> Yok
	<i>Dersin Kısa Adı:</i> Psikolojide Etik	<i>Kategorisi:</i> Alan Ana Dersi	<i>Eğitim Dili:</i> İngilizce
	<i>Anahtar Kelimeler:</i> APA, EFPA kodu		
15.	DERS PSYC456	Tam Ders Adı Sağlık Psikolojisi	
	Ders içeriği... Bu dersin amacı psikolojinin sağlık üzerindeki etkisini ve araştırma sonuçlarını incelemektir. Konular arasında sağlık inançları, stres ve hastalıklar, ağrıyla baş etme, aşırı yemek ve içmek, sigara kullanımı,		

	madde kullanımı, içki kullanımı ve AIDS ve kanser tedavilerinde psikolojinin rolü bulunmaktadır. <i>Kredi: (3 / 0 / 0) 3</i> <i>Önkoşul: Yok</i> <i>Yankoşul: Yok</i> <i>Dersin Kısa Adı: Sağlık Psikolojisi</i> <i>Kategorisi: Alan Ana Dersi</i> <i>Eğitim Dili: İngilizce</i> <i>Anahtar Kelimeler: sağlık, stress</i>
16.	DERS PSYC341 Tam Ders Adı Kişilik Değerlendirmesi Kişilik değerlendirmesinde kullanılan prosedürlerin ve araçların incelenmesi. Projektif testler ve kişilik envanterlerinin sınıfta gösterilip uygulanması. Test performansının puanlanması ve yorumlandırılması. <i>Kredi: (3 / 0 / 0) 3</i> <i>Önkoşul:</i> <i>Yankoşul: Yok</i> <i>Dersin Kısa Adı: Kişilik Değerlendirmesi</i> <i>Kategorisi: Alan Ana Dersi</i> <i>Eğitim Dili: İngilizce</i> <i>Anahtar Kelimeler: kişilik ve test</i>
17.	DERS PSYC370 Tam Ders Adı Fizyolojik Psikoloji Bu derste beyin ve davranış ilişkisi detaylı olarak incelenir, nörolojik hastalıkların nedenleri, semptomları ve tedavileri incelenir. Duyum ve algılamının fizyolojik yönleri incelenir. <i>Kredi: (3 / 0 / 0) 3</i> <i>Önkoşul: BIOL105</i> <i>Yankoşul: Yok</i> <i>Dersin Kısa Adı: Fizyolojik Psikoloji</i> <i>Kategorisi: Alan Ana Dersi</i> <i>Eğitim Dili: İngilizce</i> <i>Anahtar Kelimeler: Beyin, Nöroloji</i>
18.	DERS PSYC447 Tam Ders Adı Danışmanlık Temel teoriler ve yaklaşımlar tartışılır. Davranış değerlendirme ve psikolojik hastalıkların idaresi tartışılır <i>Kredi: (3 / 0 / 0) 3</i> <i>Önkoşul:</i> <i>Yankoşul: Yok</i> <i>Dersin Kısa Adı: Danışmanlık</i> <i>Kategorisi: Alan Ana Dersi</i> <i>Eğitim Dili: İngilizce</i> <i>Anahtar Kelimeler: danışmanlık</i>
19.	DERS PSYC435 Tam Ders Adı İş Psikolojisi İş ve iş alanlarının, personel seçiminin ve yerleştirilmesinin, mesleki memnuniyetin, işveren-işçi ilişkilerinin incelenmesi. <i>Kredi: (3 / 0 / 0) 3</i> <i>Önkoşul:</i> <i>Yankoşul: Yok</i> <i>Dersin Kısa Adı: İş psikolojisi</i> <i>Kategorisi: Alan Ana Dersi</i> <i>Eğitim Dili: İngilizce</i> <i>Anahtar Kelimeler: meslek analizi</i>
20.	DERS PSYC380 Tam Ders Adı Bilişsel Psikoloji Zihinsel işlevler, düşünce, karar verme ve lisan gibi; incelenir. <i>Kredi: (3 / 0 / 0) 3</i> <i>Önkoşul:</i> <i>Yankoşul: Yok</i> <i>Dersin Kısa Adı: Bilişsel Psikoloji</i> <i>Kategorisi: Alan Dersi</i> <i>Eğitim Dili: İngilizce</i> <i>Anahtar Kelimeler: zihinsel işlev</i>
21.	DERS BIOL105 Tam Ders Adı Davranışın Biyolojik Temelleri Davranışın biyolojik temelleri incelenir. Konular arasında sinir sistemi, sinapslar ve nörotransmitterler, nörokimya, nöroendokrinoloji ve nörobiyoloji bulunur. <i>Kredi: (3 / 0 / 0) 3</i> <i>Önkoşul:</i> <i>Yankoşul: Yok</i> <i>Dersin Kısa Adı: Davranışın Biyolojik Temelleri</i> <i>Kategorisi: Fakülte Ana Dersi</i> <i>Eğitim Dili: İngilizce</i> <i>Anahtar Kelimeler: sinaps, nörotransmitter</i>
22.	DERS SOCI101 Tam Ders Adı Sosyolojiye Giriş Sosyolojinin temel ilkelerine, kavramlarına ve teorilerine giriş. Birey toplum ilişkisi incelenir.

	<p><i>Kredi: (3/0/0) 3</i></p> <p><i>Dersin Kısa Adı: Sosyolojiye Giriş</i></p> <p><i>Anahtar Kelimeler: toplum, birey</i></p>	<p><i>Önkoşul:</i></p> <p><i>kategorisi: Fakülte Ana Dersi</i></p>	<p><i>Yanlışul: Yok</i></p> <p><i>Eğitim Dili: İngilizce</i></p>
23	<p>DERS SOCI203</p> <p>Tam Ders Adı Sosyal Antropoloji</p> <p>İnsanların ve kültürün evrimi. İnsanların doğa ve aletlerle ilişkileri.</p>	<p><i>Önkoşul: SOCI101</i></p> <p><i>Kategorisi: Fakülte Ana Dersi</i></p>	<p><i>Yanlışul: Yok</i></p> <p><i>Eğitim Dili: İngilizce</i></p>
	<p><i>Kredi: (3/0/0) 3</i></p> <p><i>Dersin Kısa Adı: Sosyal Antropoloji</i></p> <p><i>Anahtar Kelimeler: evrim</i></p>		

Course Descriptions – II – Turkish : All compulsory courses offered by other academic units	
Ders Tanımları – II – Türkçe : Diğer akademik birimler tarafından verilen tüm temel dersler	
1.	ENGL191 İngilizce İletişim-I Genel Eğitim Bölümü tanımlarına bakınız.
2.	ENGL192 İngilizce İletişim-II Genel Eğitim Bölümü tanımlarına bakınız.
3.	GEED101-102-201-202-301-302 Spike I-II-III-IV-V-VI Genel Eğitim Bölümü tanımlarına bakınız.
4.	PHIL104 Felsefik Konular Course outline Bu ders bir Felsefeye Giriş dersidir. <i>Kredi: (3 / 0 / 0) 3</i> <i>Önkoşul:</i> <i>Yankoşul: Yok</i> <i>Dersin Kısa Adı: Felsefik Konular</i> <i>Kategorisi: Fakülte Ana Dersi Eğitim Dili: İngilizce</i> <i>Anahtar Kelimeler:</i>
5.	PHIL403 Epistemoloji Course outline Bu ders felsefik teorileri ve bunların nasıl geliştirildiğini inceler. <i>Kredi: (3 / 0 / 0) 3</i> <i>Önkoşul: PHIL104</i> <i>Yankoşul: Yok</i> <i>Dersin Kısa Adı: Epistemoloji</i> <i>Kategorisi: Fakülte Ana Dersi Eğitim Dili: İngilizce</i> <i>Anahtar Kelimeler:</i>
6.	TUSL180- TURK 199 Türkçe'ye Giriş Genel Eğitim Bölümü tanımlarına bakınız.
7.	MATH167 Edebiyat ve Sosyal Bilimler İçin Matematik Matematik Bölümü tanımlarına bakınız.
9.	COMP101 Bilgisayar Okur-yazarlığı Matematik Bölümü tanımlarına bakınız.
10.	HIST299-280 Atatürk İlkeleri ve İnkılap Tarihi Genel Eğitim Bölümü tanımlarına bakınız.
11.	GEED111 Savlar ve Bilgi-I Genel Eğitim Bölümü tanımlarına bakınız.
12.	GEED112 Savlar ve Bilgi-II Genel Eğitim Bölümü tanımlarına bakınız.

Part IV. Consultations

Other academic units (academic owners) affected by this revision					
<i>Approval (i.e., initials) of the listed academic unit heads which somehow are affected by the proposed changes is necessary. Please exclude area or University elective courses. Add additional rows if necessary.</i>					
	Academic Unit	Courses to be taught by this academic unit	Total Number	Total Credits	Approval (Date and initials)
1.					
2.					
3.					
4.					
5.					
<i>Total:</i>					

GE Department					
<i>Consult and get approval about the compliance of the proposed changes to the existing GE policy.</i>					
<u>Recommendations and other remarks:</u>					
GE Department Head (Name)		Date		Signature	

Rector's Office: Vice Rector for Student Affairs					
<i>Consult and get approval for compliance of the proposed changes with the existing student recruitment policies IF THE TITLE OR DIPLOMA DEGREE OF THE PROGRAM HAS BEEN CHANGED.</i>					
<u>Recommendations and other remarks:</u>					
Vice Rector (Name)		Date		Signature	

Rector's Office: Budget and Planning Office					
<i>Consult and get approval for the compliance of the proposed changes with the existing budget and planning policies IF ADDITIONAL HUMAN OR PHYSICAL RESOURCES are needed.</i>					
<u>Recommendations and other remarks:</u>					
Name and Duty		Date		Signature	

Part IX. Approval of the Department Board

Founding Department Chair, Title and Name		Signature		Date	
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Founding Board Meeting Date		Meeting Number		Decision Number	
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Part X. Approval of the Faculty/School Board

Board Meeting Date		Meeting Number		Decision Number	
Dean/Director Title and Name		Signature		Date	

Part XI. Evaluation of University Curriculum Committee

Program Title:		Date Received:	
Preliminary Evaluation Date:		Subcommittee Evaluation Date:	
		UCC Evaluation Date:	

Review item	OK	Remarks / Recommendations
<i>Submission:</i>		
Format in general (completeness of the forms) (Latest version of the most proper form; No blank spaces left etc...)		
Deadlines (Initiation: no later than 2 semesters; Senate Approval: no later than 3 months before implementation semester)		
Board Approvals (Department Board, Faculty/School Board)		
Consultations (Other academic units affected by the changes; GE Department Head; Vice Rector for Academic Affairs if the title or diploma degree has been changed; Vice Rector for budget and financing if additional resources required)		
<i>Curriculum:</i>		
Compliance with the core curriculum policy (The category of courses should be specified properly; 6 SPIKE, 1 History, 1 Turkish, 2 English, 2 Critical Thinking Skills, 1 Computer Literacy, total of 8 courses from Math and social sciences (at least 3 in this category one of which is Math, the other Physical/Natural Sciences), 2-3 from Arts and Humanities, 2 or 3 from Social/Behavioral Sciences; At least 3 University Electives from these three categories containing 8 courses; More or all of these 8 courses can be left as a University elective course; at least 5 Faculty Core Courses; 12-16 Area Core Courses; at least 4 or more Area Elective Courses; A total of 20 Area Core and Area Elective courses)		
Coherence and relevance of justifications in general (The departments should explain, in detail, why the Department / School wants to make these changes. The explanation can include, among other things, changes in the department's focus, changes in the field, changes in quality standards, changes in expectations regarding the qualifications of graduates, or weaknesses in the old program that the new program is designed to rectify. Some historical background and a comparative analysis with the programs of some		

universities will be most appropriate.)		
Appropriateness of course coding (4 letter field code; 3 letter numeric code; no space; no sub discipline based field codes; odd third digits for fall semesters)		
Format and length of course titles and descriptions (60 characters; hyphenated use of roman numerals (“-I”, “-II” etc.) in sequential courses; limited number of sequential courses; Concise and clear language; 30 character transcript title)		
Course contents (Max. 2000 characters; concise and clear language; no overlap with similar courses)		
Calculation of the credits of the individual courses and the total credit of the program (Credit = Lec + ½ (lab+tut), the digits after the decimal point of the resultant number is dropped)		
Consistency of the use of credits in different sections of the form		
Compliance of the course credit descriptions with policies (mainly 3 credit courses; seminar and professional orientation courses are 1 credit, SPIKE is 0 credit, HIST 200 is 2 credit)		
Total credit or student work load appropriateness (Total of 40 3-4 credit courses excluding SPIKE, Turkish and History, 120-145 total credits)		
Reasonable distribution of courses among semesters (Five 3-4 credit courses per semester excluding SPIKE, Turkish and History)		
Reasonable prerequisites and co-requisites (Very limited number of courses should be assigned as “prerequisite” or “co requisite”. Prerequisites should be limited to sequential courses if possible)		
Appropriateness of academic ownership of the courses (The courses should be offered by a department which hosts the field of the course. For example, Math courses by Math department)		
Justifiable minimum overlap among similar courses (A course can not be opened in the presence of an existing course with similar content. Vocational school courses are exceptional)		
<i>Accreditation:</i>		
Compliance with the requirements of YÖK		
Compliance with the requirements of ABET or any other accreditation body if applicable		
<i>Implementation:</i>		
Sufficiency of human resources		
Sufficiency of physical resources		
Justified budget and financing		
Proper initiation semester		

Existence of the implementation guide		
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Report-Decision No:				
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Chairperson <small>Title and Name</small>		Date		Signature	
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Additional Remarks:

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Overall:

<input type="checkbox"/> Recommend without reservation	<input type="checkbox"/> Recommend with minor corrections/recomendations indicated above	<input type="checkbox"/> Not recommended
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Part XII. Approval of Senate

Senate Meeting Date		Meeting Number		Decision Number	
Rector <small>Title and Name</small>		Signature		Date	

ANNEX 3: Fall 2007 Transition Period Time Table

FALL 2007 TRANSITION PERIOD TIME TABLE

DEPARTMENT OF PSYCHOLOGY FALL 2007					
1 st Year 1 st Term					
Sem	Course Code	Course Title	Tot ECTS	Gr.	Faculty Member
1	PSYC103	Introduction to Psychology	9	1	Assoc. Prof. Dr. Biran Mertan
1	BIOL105	Biological Bases of Behavior	6	1	Assist. Prof. Dr. Bahar Taneri
1	SOCI101	Introduction to Sociology	6	1	Ulrike Lerner
1	ENGL191	Basis/Mainstream/Advanced Academic English-I	6	1	EMU
1	GEED111	Arguments and Knowledge-I	3	?	EMU
1	GEED101	Spike-I	0		EMU
2 nd Year 1 st Term					
Sem	Course Code	Course Title	Tot ECTS	Gr.	Faculty Member
3	PSYC215	Social Statistics-I	6	1	Prof. Dr. Ahmet Rüstemli
3	PSYC221	Developmental Psychology-I	6	1	Assoc. Prof. Dr. Biran Mertan
3	PSYC251	Social Psychology-I	6	1	Prof. Dr. Ahmet Rüstemli
3	SOCI203	Social Anthropology	6	1	Ulrike Lerner
3	PSYC112	<i>Research Methods (Fall 2007 only)</i>	9	1	<i>New Member</i>
3	TUSL180/ TURK199	Turkish as a Second Language/Communication In Turkish	3	1	EMU
3	COMP101	Computer Literacy	3	?	EMU
3	GEED201	Spike-III	0		EMU
3 rd Year 1 st Term					
Sem	Course Code	Course Title	Tot ECTS	Gr.	Faculty Member
5	PSYC331	Testing and Measurement	6	1	New Member
5	PSYC340	Theories of Personality	6	1	New Member
5	PSYC370	Physiological Psychology	6	1	Assist. Prof. Dr. Bahar Taneri
5	PSYC112	<i>Research Methods (Fall 2007 only)</i>	9	2	<i>New Member</i>
5		University Elective	6	1	EMU
5	GEED301	Spike-V	0		EMU
Irregular Students					
Sem	Course Code	Course Title	Tot ECTS	Gr.	Faculty Member
	PSYC103	Introduction to Psychology	9	1	Assoc. Prof. Dr. Biran Mertan
	BIOL105	Biological Bases of Behavior	6	1	Assist. Prof. Dr. Bahar Taneri
	PSYC112	<i>Research Methods (Fall 2007 only)</i>	9	2	<i>New Member</i>
	PHIL104	Philosophical Issues	6	1	Assist. Prof. Dr. Mehmet Erginel
	SOCI101	Introduction to Sociology	6	1	Ulrike Lerner
	SOCI203	Social Anthropology	6	1	Ulrike Lerner
	ENGL192	Basis/Mainstream/Advanced Academic English-II	6	?	EMU
	COMP101	Computer Literacy	3	1	EMU
	GEED102	Spike-II	0		EMU

DEPARTMENT OF PSYCHOLOGY UNIVERSITY ELECTIVES					
Sem	Course Code	Course Title	Tot ECTS	Gr.	Faculty Member
	PSYC100	General Psychology	6	1	New Member
	PSYC250	Understanding Social Behavior	6	1	New Member
	PSYC357	Psychology and Gender Issues	6	1	Assoc. Prof. Dr. Biran Mertan
Fall 2005	SOCI100	Principles of Sociology	6	1	Ulrike Lerner
	SOCI303	Sociology of Change and Transition	6	1	Ulrike Lerner

DEPARTMENT OF PSYCHOLOGY Courses for Fall 2007			
Course Code	Course Title	Gr.	Faculty Member
PSYC103	Introduction to Psychology	1	Assoc. Prof. Dr. Biran Mertan
PSYC112	Research Methods	1	New Member
PSYC112	Research Methods (Fall 2007 only)	2	New Member
PSYC215	Social Statistics-I	1	Prof. Dr. Ahmet Rüstemli
PSYC221	Developmental Psychology-I	1	Assoc. Prof. Dr. Biran Mertan
PSYC251	Social Psychology	1	Prof. Dr. Ahmet Rüstemli
PSYC331	Testing and Measurement	1	New Member
PSYC340	Theories of Personality	1	New Member
PSYC370	Physiological Psychology	1	Assist. Prof. Dr. Bahar Taneri
BIOL105	Biological Bases of Behavior	1	Assist. Prof. Dr. Bahar Taneri
SOCI100	Principles of Sociology (UE-SB)	1	Ulrike Lerner
SOCI101	Introduction to Sociology	1	Ulrike Lerner
SOCI203	Social Anthropology	1	Ulrike Lerner
PHIL104	Philosophical Issues	1	Assist. Prof. Dr. Mehmet Erginel

DEPARTMENT OF PSYCHOLOGY				
Courses Offered By Psychology Department Faculty Members				
	Faculty Member	Area Core	University Elective	Hours
1	Assoc. Prof. Dr. Biran MERTAN Chairperson	PSYC103 (G1) PSYC221 (G1)		7h/w
2	Assist. Prof. Dr. Bahar TANERİ Vice Chairperson	BIOL105 (G1 & G2) PSYC370 (G1)	GEED145 (G1)* New Area Elective for CE, pending departmental approval	9h/w
3	New Member	PSYC112 (G1 & G2) PSYC331 (G1) PSYC340 (G1)		14h/w
4	Ulrike Lerner	SOCI101 (G1 & G2) SOCI203 (G1)	SOCI100 (G1) GEED117*	15h/w

* Depending upon student enrollment to the department. Currently, for Fall 2007, the quota is 90 students.