

Republic of Azerbaijan Ministry of Education

Approved by Decision No. ____ dated _____ 2020
of the Ministry of Education of the Republic of Azerbaijan

Bachelor's Degree Program in the Specialty

Code and Title of Specialty (Program): 050211– Psychology

BAKU – 2020

BACHELOR'S DEGREE PROGRAM IN THE SPECIALTY 050211 – PSYCHOLOGY

1. General Provisions

1.1. The Bachelor's Degree Program in the specialty "050211 – Psychology" (hereinafter referred to as the Education Program in the specialty) has been developed in accordance with the Law of the Republic of Azerbaijan “On Education,” relevant decisions of the Cabinet of Ministers of the Republic of Azerbaijan, as well as the “Classification of specialties (programs) for the bachelor's level (basic higher medical education) of higher education.”

1.2. The objectives of the Education Program are as follows:

-To define the graduate's competencies in the specialty, the framework of the specialty, teaching and learning methods for courses, assessment methods, learning outcomes, and requirements for infrastructure and human resources for training personnel; as well as opportunities for students to undergo internships, gain employment, and continue their education;

-To inform students and employers about the knowledge, skills, and learning outcomes acquired by graduates;

-To provide relevant information to experts involved in the evaluation of the compliance of staff training with this Education Program.

1.3. The Education Program is mandatory for all higher education institutions operating in the Republic of Azerbaijan, regardless of their subordination, form of ownership, or organizational-legal form, that offer bachelor's degree training in the specialty "050211 – Psychology."

1.4. Under a five-day work week, the total weekly workload of a student, including classroom and out-of-class activities, is 45 hours (excluding special-purpose higher education institutions). The volume of classroom hours per week must not exceed 50% of the total weekly workload. Depending on the specifics of the specialty, the weekly workload may vary.

2. Graduate Competencies

2.1. Upon completion of the Education Program, the graduate must acquire the following general competencies:

- Oral and written communication skills in Azerbaijani within the field of specialization;
- Communication skills in at least one foreign language relevant to the specialty;
- Systematic and comprehensive knowledge of the historical, legal, political, cultural, and ideological foundations of Azerbaijani statehood, as well as its place and role in the modern world, and the ability to forecast the future development of the national state;
- Ability to identify threats and challenges facing the national state;
- Ability to use information technologies in the workplace;
- Ability to work in a team and to reach collaborative solutions to problems;
- Ability to adapt to new circumstances, take initiative, and demonstrate a determination to succeed;
- Ability to identify and select additional information resources for problem-solving;
- Ability to analyze, synthesize, and apply relevant information for professional purposes;

- Ability to plan and organize professional activities, enhance existing skills, manage time effectively, and complete tasks on schedule;
- Commitment to social and environmental responsibility, civic consciousness, ethical conduct, and quality-oriented work;
- Skills of self-assessment and self-criticism aimed at improving one's knowledge and abilities;
- Ability to think systemically, analyze systems, comprehend the interrelations between their elements, comprehend systemic relationships across different fields and levels, and function effectively in uncertain environments;
- Ability to develop a strategic vision, foresee (possible, probable, and desirable) outcomes of actions, comprehend and assess them, form a clear vision of the future, consider risks and potential changes, and demonstrate innovation and creativity in decision-making;
- Ability to listen to others, comprehend their needs and actions, learn their perspectives, resolve emerging conflicts, collaborate in problem-solving, and apply diverse approaches;
- Ability to critically assess accepted norms, approaches, and ideas, to reflect critically on one's own views and activities, and to evaluate one's role in society from a critical perspective.

2.2. By the end of the Education Program, the graduate must acquire the following professional competencies:

- To thoroughly comprehend the key concepts, principles, and essential topics in the field of psychology; (PC-1)
- To use relevant theories to explain and predict behavior, assess them, and identify their strengths and limitations; (PC-2)
- To acquire knowledge about the variability and continuity of behavior and mental processes; (PC-3)
- To analyze social, cultural, and international factors influencing individual differences (e.g., personal traits, abilities, etc.); (PC-4)
- To compare psychology with other scientific disciplines and evaluate its potential contribution to interdisciplinary collaboration; (PC-5)
- To develop up-to-date knowledge in the main content areas of psychology and apply it appropriately; (PC-6)
- To gain the ability to summarize the main developmental stages of the history of psychology, prominent psychologists, fundamental questions raised, methods used, and theoretical debates; (PC-7)
- To predict the impact of socio-cultural and international factors on scholars' views of behavior and mental processes; (PC-8)
- To analyze the applied fields of psychology; (PC-9)
- To evaluate the application of psychological principles in explaining social problems, addressing social needs, and contributing to public policy; (PC-10)
- To assess the impact of the interaction between cognition and the body on psychological and physical health; (PC-11)

- To acquire the ability to apply psychological knowledge broadly in comprehending and resolving interpersonal and intercultural conflicts; (PC-12)
- To learn and apply appropriate psychological interventions in applied settings (e.g., clinical, educational, community, or industrial contexts); (PC-13)
- To gain the ability to use scientific argumentation when interpreting psychological phenomena; (PC-14)
- To develop critical awareness of the value and limitations of theories used to explain behavioral phenomena; (PC-15)
- To possess fundamental knowledge of strategies that minimize common errors affecting the accuracy of research findings and predictions, and to apply these strategies effectively; (PC-16)
- To efficiently use strategies for accessing relevant sources (e.g., databases, peer-reviewed scientific journals) to address psychological problems/questions; (PC-17)
- To gain the ability to analyze the characteristics and value of various sources of psychological information; (PC-18)
- To develop the ability to evaluate psychological data based on reliability, credibility, and generalizability; (PC-19)
- To acquire knowledge and skills in operationalizing psychological problems into measurable variables for empirical investigation; (PC-20)
- To develop the ability to evaluate the effectiveness of the selected strategy for solving psychological problems; (PC-21)
- To acquire the knowledge and practical skills for designing, conducting, and interpreting a basic psychological study; (PC-22)
- To evaluate the effectiveness of quantitative and qualitative research methods for the topic of a psychological study; (PC-23)
- To identify research strategies that rule out alternative explanations for cause-and-effect relationships; (PC-24)
- To accurately identify the main research concept in existing and proposed psychological research projects; (PC-25)
- To acquire the ability to design and conduct research in order to test a hypothesis; (PC-26)
- To develop and apply advanced measurement strategies to ensure the validity and reliability of psychological research results; (PC-27)
- To acquire the ability to use qualitative and/or quantitative methods to confirm or refute a specific psychological hypothesis; (PC-28)
- To gain knowledge to comprehend the systematic impact of socio-cultural, theoretical, and personal biases on psychological research and to evaluate how effectively researchers address these factors; (PC-29)
- To design psychological research that effectively reflects socio-cultural factors; (PC-30)
- To acquire knowledge and skills to evaluate the generalizability of research results based on the design of the psychological study; (PC-31)

- To gain knowledge and skills related to ethical standards and their application in evaluating psychological science and practice; (PC-32)
- To obtain fundamental knowledge on the psychological foundations of forming values that contribute to the development of communities and socio-political groups at local, national, and global levels; (PC-33)
- To develop knowledge and practical skills related to psychological strategies that reduce experiences of discrimination and facilitate social change; (PC-34)
- To analyze the potential impact of psychological interventions in solving global problems; (PC-35)
- To describe the expected institutional benefits or social changes by applying psychological principles to public policy issues; (PC-36)
- To construct clear and concise arguments using evidence-based psychological concepts and theories; (PC-37)
- To use psychological concepts to communicate effectively with individuals from diverse backgrounds; (PC-38)
- To engage in sensitive communication with individuals of different skills, origins, and cultural perspectives; (PC-39)
- To apply psychological knowledge and skills to career development goals; (PC-40)
- To analyze problem-solving and psychological research methods in order to effectively contribute to resolving potential challenges in the workplace; (PC-41)
- To adapt literacy skills gained during psychology education to explore solutions to various problems; (PC-42)
- To apply ethical principles from the field of psychology in non-psychological areas; (PC-43)
- To monitor and regulate the quality of one's own thinking processes by employing metacognitive strategies and making necessary adjustments; (PC-44)
- To acquire skills that meet employers' expectations in the field of psychology; (PC-45)
- To comprehend basic concepts of career development, career advancement activities, preparation procedures for job interviews, and interview techniques; to be able to develop a career roadmap and techniques, and to master willpower, motivation, positive thinking, business ethics, job search strategies, as well as the preparation of professional CVs, resumes, cover letters, and recommendation letters; (PC-46)
- To have knowledge of effective time management, stress management, forms of creative, critical, and analytical thinking; to possess problem-solving and decision-making techniques, public speaking skills, to comprehend teamwork organization, and to acquire leadership principles; (PC-47)
- To participate in project preparation and management and to proficiently use commonly used software tools; to effectively use verbal and written communication tools in the workplace; (PC-48)
- To work with media materials, conduct research on specific topics, collect factual information, synthesize it, and draw conclusions. (PC-49)

3. Structure of the Education Program

3.1. The Education Program for the specialty "050211 Psychology" consists of 240 ECTS credits (4 years). The credits are distributed as follows:

Number of Courses	Course Title	ECTS credits
General Courses		30
1	<p>History of Azerbaijan</p> <p>This course studies the chronological stages of the historical development of the Azerbaijani people, starting from the earliest periods up to the present day. To instill patriotism among students, the political history of the states formed in various historical periods, as well as examples of heroism demonstrated by individual figures, are explained based on historical facts. In addition to drawing on our historical heritage, the main goal of the course is to develop in students a broad worldview, love for the homeland, the ability to analyze historical events critically, and to make accurate conclusions from events and political processes.</p>	5
2	<p>Business and Academic Communication in Azerbaijani Language</p> <p>Within the scope of this course, special attention is given to developing students' skills in delivering presentations, oratory, as well as academic and business writing in the Azerbaijani language.</p>	4
3	<p>Business and Academic Communication in a Foreign Language</p> <p>Within the scope of this course, special emphasis is placed on developing students' skills in delivering presentations, oratory, academic and business writing, as well as oral and written communication in one of the foreign languages relevant to their field of study.</p>	15
4	<p>Elective Courses (Elective courses are determined by the higher education institution. Depending on the specialization of the program, additional elective courses may be included.)</p>	6
4.1	<p>Philosophy</p> <p>Sociology</p> <p>Constitution of the Republic of Azerbaijan and Fundamentals of Law</p> <p>Logic</p> <p>Ethics</p>	3
4.2	<p>Information Technologies (specialization-specific)</p> <p>Information Management</p> <p>Fundamentals of Entrepreneurship and Introduction to Business</p> <p>Political Science</p>	3

Specialized Courses		120
5	<p>Modern Information and Communication Technologies and Information Security</p> <p>This course provides an introduction to the classification and characteristics of modern information and communication technologies (ICT), including various types of computer devices and network technologies, covering the basics of information technologies (IT). It covers data representation schemes such as binary numeral systems, and introduces the tools and applications necessary to operate in an IT environment. The fundamental principles of computer information processing—such as encoding, storage, and transmission—are taught.</p> <p>The course also studies the concept and features of the information society, stages of informatization development, and the role of information technologies in various fields (e.g., e-life, communication, virtual society, electronic signatures). Criteria for evaluating the effectiveness of information technologies, as well as issues of information and cyber security, are examined.</p> <p>Topics include modern operating systems (OS) and their operational principles; file management within operating systems; basics of programming; networking; web systems and technologies; web page development (including HTML coding and WYSIWYG editors); and artificial intelligence systems. The course covers information security and methods to achieve it, including encryption methods, cryptosystems, steganography, information hiding techniques, network security, digital signature technologies, and the use of security measures such as antivirus programs to protect computers and data from cyber-attacks and unauthorized use. Applications of MS Office 365 package are studied, including capabilities of MS Word word processor; creating and performing complex calculations in MS Excel spreadsheets (specialized tables); preparation of presentations; creation and editing of PDF files; usage of communication platforms like MS Teams and other application software. Additionally, database concepts and database management systems (DBMS) and their capabilities are taught.</p>	3
6	<p>Anatomy and Physiology of the Central Nervous System (CNS)</p> <p>During the study of the anatomy of the central nervous system, students are introduced to the role of cells, tissues, and the</p>	6

	<p>interactions among various organs in ensuring the integrity of the organism. Students learn that the central nervous system regulates processes occurring in the body and directs the functioning of organs, thereby controlling all bodily activities. The influence of the functional state of the CNS on the interaction between the organism and the external environment is examined.</p> <p>The CNS receives afferent impulses, analyzes and synthesizes them, forms efferent impulses, and, through their effect, directs the activities of organs in various ways. It also generates the organism's adaptive responses to environmental changes and stimuli. Knowledge about different parts of the central nervous system is provided, including the spinal cord, brainstem, hindbrain, midbrain, cerebellum, diencephalon, and forebrain.</p>	
7	<p>Physiology of HNF and Sensory System</p> <p>The course on the physiology of the higher nervous system and sensory system covers the main developmental areas of brain education, the neural regulation of several vital functions of the organism, and the complex behavioral forms of higher nervous activity in animals and humans. Additionally, it presents topics such as the first and second signal systems, types and characteristics of human higher nervous activity, disorders, sleep, motivation, emotions, memory, sensory systems, and their functions.</p>	4
8	<p>Mathematical and Statistical Methods in Psychology</p> <p>The course on mathematical methods in psychology introduces the statistical tools used in the field of psychology. It teaches the use of various statistical analyses to test psychological hypotheses, and also helps examine the strengths and weaknesses of experimental, quasi-experimental, and correlational research designs. Considering the availability of computer programs for mathematical analysis of psychological data, the course focuses primarily on mastering software such as SPSS and Stata, along with learning various statistical methods.</p>	4
9	<p>General Psychology Practicum</p> <p>The General Psychology Practicum course, as a practical subject, develops students' knowledge and skills in psychological research methods. During the course, students apply the theoretical knowledge they have acquired in the General Psychology course and prepare for independent research processes.</p>	12

10	<p data-bbox="386 197 651 226">General Psychology</p> <p data-bbox="386 268 1260 1224">This course block serves as an introduction to the science of psychology. It provides knowledge about mental processes, mental states, mental traits, and behavior; the position and main fields of psychology within the system of sciences are presented; the principles of modern psychology, its current problems, and future development perspectives are examined. The main stages of the history of psychology, the key directions of contemporary psychology, the development characteristics of psychological thought and scientific psychology worldwide and in Azerbaijan, as well as research methods and their classification, are studied. Concepts of mental processes such as sensation, perception, memory, attention, thinking, and speech are introduced. The role of mental processes in human life is analyzed. Existing theories in this field are reviewed. The physiological bases of mental processes are studied. Topics of emotion and motivation are explored. The role of social environment and genetics in the development and formation of personality is examined. Theories of personality are presented. The importance of these theories in explaining behavior is analyzed. The course covers the following topics: 1) Introduction to Psychology and History of Psychology, 2) Psychology of Sensation and Perception, 3) Psychology of Attention and Memory, 4) Psychology of Thinking and Speech, 5) Psychology of Emotion and Motivation, 6) Psychology of Nature and Personality</p>	34
11	<p data-bbox="386 1241 721 1270">Experimental Psychology</p> <p data-bbox="386 1312 1260 1892">The course Experimental Psychology, as an applied field of science, studies the fundamental issues of psychological research theory and practice, as well as the system of psychological methods. Since this course serves as a foundational reference, its study provides a favorable basis for the deeper and more creative mastery of other psychological subjects taught. Within the scope of the course, the essence of Experimental Psychology, its relationship with other branches of psychology, types of psychological data and knowledge, and the basic concepts of experimental psychology (such as sampling, reliability, validity, hypothesis, psychological experiment, psychometrics, psychophysics, etc.) are introduced. A brief historical and psychological characterization of the formation and development of Experimental Psychology is provided. The types and stages of experimental research in psychology, planning and</p>	5

	conducting research, and processing, summarizing, and analyzing experimental research results are also covered.	
12	<p>Psychophysiology</p> <p>This course presents the history of psychophysiology as a science, the connections between biology and psychology, and the interaction between the body and the psyche. It studies the methods of psychophysiology, along with their advantages and limitations. The physiological bases of the main mental processes are introduced. The psychophysiology of functional states (such as sleep, stress, and wakefulness), the psychophysiology of emotions, adaptation processes, psychophysiological and psychogenetic predictors of intelligence and motivation, the psychophysiological foundations of stress resistance, and the characteristics of behavior in extreme situations are studied.</p>	4
13	<p>Clinical Psychology</p> <p>This course studies psychotherapeutic intervention strategies and the application of psychological knowledge and principles in the field of mental health, while also examining the historical development of clinical psychology as a scientific discipline. Throughout the course, various therapeutic approaches are studied, including psychoanalysis, humanistic therapy, cognitive-behavioral and dialectical behavior therapy, mindfulness-based stress reduction, family therapy, art therapy, and others. The course investigates how these theoretical approaches shape the work of clinical psychologists, including conducting assessments, planning and implementing preventive measures and interventions, as well as engaging in research. As students learn about different types of interventions, they are introduced to issues arising from traditional clinical practice, such as ethical guidelines, mental health policies and economics, and culture-based biases. Information is also provided on the diverse professional roles of clinical psychologists and the settings in which they work.</p>	6
14	<p>Pedagogical Psychology</p> <p>This course provides knowledge and skills to comprehend how to structure an educational system that meets students' cognitive and affective needs. Students will be introduced to various theoretical frameworks related to learning and development, effective teaching methods, and the evaluation of educational policy and practice. The</p>	4

	<p>social characteristics of teaching and educational systems will be explored. The course examines the influence of the external environment on the learning process. It analyzes how students adapt to new educational settings, rules, and the physical and psychological changes they experience. By studying these changes and the adaptation process, the course helps students comprehend the challenges and dynamics of the educational environment. Furthermore, the course studies the impact of social, local, and family-related issues on learning and classroom experience.</p>	
15	<p>Developmental and Age Psychology</p> <p>This course examines the dynamics of human psychological development and the ontogenetic characteristics of personality's mental processes and traits. It explains that each stage of human life is characterized by a unique unity of psychological and behavioral features that do not manifest in any other period. The course analyzes the driving forces, conditions, and patterns of psychological development. Principles for determining developmental stages are introduced, along with information about the dominant types of activities specific to each age period. It studies intellectual, emotional, and social aspects of behavior through the lens of complex interactions between environment and genetics. The course content includes the application of developmental theories to individual growth across different life stages. Key topics such as attachment and aggression are addressed to help students gain a better comprehension of the human developmental process.</p>	5
16	<p>Social Psychology</p> <p>This course provides knowledge and skills related to the interactions between individuals and their external environment, the social factors that influence perception, and interpersonal relationships. It studies how social situations affect an individual's thoughts, emotions, and behaviors. The course analyzes psychological processes at both the intrapersonal level (emotions, social cognition, attitudes, self-concept) and the interpersonal level (helping behavior, aggression, prejudice and discrimination, attraction, group processes, and intergroup relations). Various theoretical perspectives and research findings in the field of social psychology are presented and critically examined throughout the course.</p>	6

17	<p>Legal Psychology</p> <p>This course introduces the methodological foundations of psychological research in the field of legal psychology. It examines the psychological basis of evidence analysis in judicial investigations and studies the psychological characteristics of the different stages of court proceedings. The course also covers the psychology of the prosecutor's and defense attorney's activities in court, focusing on the scientific analysis of their communication styles and speech characteristics. It investigates the psychological foundations of evaluating criminal behavior and the roles of judges, prosecutors, and defense attorneys in sentencing. Special attention is given to the communicative and cognitive aspects of their work, as well as their personal qualities and thinking styles.</p>	5
18	<p>Family Psychology</p> <p>This course provides an overview of the definition and psychological essence of the family, the structure of intra-family relationships, and different types of families. It studies the sociocultural factors and environments that influence families and examines the role and significance of the family in the development and formation of the individual. The course analyzes studies on the formation and functioning of families across various cultures. It examines how family relationships change during different stages of family development and identifies the factors that contribute to the successful adaptation of family members to these changes. The causes, contributing factors, and manifestations of conflict within the family are explored. Additionally, the course investigates domestic violence, its underlying causes, and possible approaches to prevention and resolution.</p>	5
19	<p>Management Psychology</p> <p>The Management Psychology course, as a subfield of psychology, focuses on the study of psychological patterns and principles in management activities. It studies the psychological analysis and resolution of organizational problems that arise within market-based systems. Within the scope of this course, students examine the behaviors of individuals operating in legally and financially independent organizations. The course also analyzes the psychological factors that influence the effective functioning of managers, the characteristics of decision-making processes in both</p>	4

	<p>individual and group contexts, leadership, motivation, norms, and values. Topics studied in Management Psychology include traditional social-psychological issues (such as leadership and socio-psychological climate), as well as those related to labor psychology (such as analysis of work activity and psychological states during work), general psychology (such as theories of personality activity and development), and more.</p>	
20	<p>Political Psychology</p> <p>The Political Psychology course studies the mechanisms and regularities of political activity and political consciousness in accordance with the current level of development in modern political psychology. The course introduces the classical issues of political psychology, its contemporary scientific schools, and key research conducted in the field, alongside the fundamental mechanisms and research methods used in political psychology. It examines the role of personal factors in politics, the concept of political leadership, the characteristics, types, and functions of political leaders, the mechanisms and forms of mass behavior, as well as the role and significance of emotions in these processes. It also addresses the psychological aspects of political communication. Using the knowledge base of general and social psychology, this course analyzes political behavior. It investigates personality psychology within political contexts, group dynamics, the role of masses in politics, and the psychological mechanisms behind the organization of election campaigns.</p>	4
21	<p>Business Psychology and Entrepreneurship</p> <p>The Business Psychology and Entrepreneurship course examines the psychology of modern entrepreneurship, focusing on the constructive adaptation of individuals to market conditions. It studies the psychological characteristics of individuals engaged in entrepreneurial activity and analyzes entrepreneurship as a process of self-realization and adaptation. This course integrates knowledge and skills from other branches of psychology such as social psychology, personality psychology, psychological assessment, and management psychology. It presents the psychological laws governing the development of entrepreneurship as a socio-economic and psychological phenomenon, as well as the psychological traits of the modern entrepreneur. Topics covered include the relationship between entrepreneurship and gender, personality adaptation,</p>	3

	identification and realization of entrepreneurial potential, criteria for emotional competence in business, the socio-psychological aspects of entrepreneurial activity, analysis of business situations, and diagnosis of personal potential. The course also teaches the application of this knowledge in practice.	
22	<p>Philosophy</p> <p>This course provides knowledge about the most general laws of nature, society, and human thinking, playing an important role in the development of a worldview. It forms a general comprehension of the content and characteristics of philosophy, as well as its specific features as a form of social consciousness. The course helps students acquire knowledge of key philosophical problems and the methodological role of philosophical knowledge, while also developing philosophical thinking skills.</p>	3
23	<p>Civil Defense</p> <p>Within the scope of this course, the unified state system for the prevention and elimination of emergencies is studied. The rights and duties of citizens in ensuring safety during natural disasters are examined, along with principles of individual and collective protection. The course covers emergency rescue and other urgent operations, provision of first medical aid, urgent evacuation and recovery measures, as well as the organization of civil defense activities in the educational sector.</p>	3
...	<p>Courses Determined by the Higher Education Institution¹</p> <p>The courses listed here are individually determined by each higher education institution and are reflected in the curriculum of the respective specialty.</p>	60
	Practical training	30
	TOTAL	240

4. Teaching and Learning

4.1. The teaching and learning environment must be organized in such a way that students can achieve the intended learning outcomes specified in the educational program.

4.2. Teaching and learning methods must be described in relevant documents (for example, in the instructor's syllabus, etc.) and made publicly accessible (for example, on the university's website, in the program brochures, etc.).

4.3. Teaching and learning methods must be continuously reviewed and improved by taking innovative educational practices into account. The regular enhancement of teaching and learning methods must be an integral part of the university's quality assurance system.

¹ These courses are proposed by the higher education institution, taking into account the experience of the academic staff, research infrastructure, and local and international employment opportunities. The courses determined by the higher education institution must be elective for students and also facilitate students' participation in international exchange programs.

4.4. Different teaching methods must be used in the learning process. These methods must encourage a student-centered approach and promote active student participation in the learning process. Examples of possible teaching and learning methods include:

- lectures, seminars, practical assignments;
- presentations and discussions, debates;
- individual work/research (e.g., working with practical examples);
- projects;
- problem-based learning;
- fieldwork;
- role-playing games;
- reports;
- group assessments;
- expert method;
- video and audio conferencing technologies;
- video and audio lectures;
- distance learning;
- simulations;
- etc.

Note: The listed methods may be selected and/or modified depending on the specifics of the specialization.

4.5. A balance between theoretical education and practical training must be maintained. The main focus must be on strengthening practical skills in accordance with the changing needs of the labor market.

4.6. The educational program must support students' independence and foster the concept of lifelong learning. By the end of the educational process, students must be able to work independently in any direction and have the ability to continue their education throughout their lives.

5. Assessment

5.1. Assessment must be organized so that the achievement of students' expected learning outcomes can be effectively measured. This must enable monitoring of progress, evaluating the extent to which educational program outcomes are achieved, facilitate feedback exchange with students, and help form the initial conditions for improving educational programs.

5.2. Assessment methods must be described in relevant documents (e.g., course syllabus, program descriptions, etc.) and be accessible to everyone (e.g., on the university website, program brochures, etc.).

5.3. Assessment methods must be continuously reviewed and improved, taking into account innovative teaching practices. Regular updating of assessment methods must be part of the higher education institution's quality assurance system.

5.4. Different assessment methods must be used during the teaching process. These methods must promote a student-centered approach and encourage students' active role in the learning process.

Examples of possible assessment methods include:

- written assignments;
- knowledge and skills tests, computer-based tests;
- oral presentations;
- surveys;
- open discussions;
- internship reports, fieldwork reports;
- evaluation of skills based on practical and laboratory observations;
- project reports;
- portfolio assessment;
- frontal questioning;
- group and self-assessment;
- etc.

Note: The listed methods can be selected and/or modified depending on the specifics of the course.

5.5. Methods used for assessing learning achievements must be based on clearly defined criteria and allow for accurate and reliable determination of the student's knowledge, skills, and competency levels throughout the educational process. During assessment, instructors must adhere to the principles of transparency, impartiality, mutual respect, and humanism.

5.6. Students must be given the opportunity to discuss all aspects of their education, including the assessment process, with instructors and evaluators. The higher education institution must establish assessment and appeal procedures related to grades in accordance with relevant regulations.

5.7. Academic ethics holds an important place in the educational process. Students are taught to observe academic honesty and to comprehend the issue of plagiarism. They must be informed about intellectual property rights concerning intellectual work.

6. Learning Outcomes of the Program and Each Course

6.1. The determination of the learning outcomes of the educational program, as well as the learning outcomes of each course and the preparation of each course syllabus, fall under the authority of the higher education institution/academic staff.

6.2. Learning outcomes are determined by each higher education institution according to the form specified in Annex 1. The matrix of learning outcomes (Annex 2) must reflect the relationship between courses and learning outcomes.

6.3. To ensure that the educational program provides theoretical and practical content that meets the changing needs of society and the labor market, course syllabi must be regularly updated.

7. Infrastructure and Human Resources

7.1. The material and technical base must include classrooms, laboratories, computer rooms, workshops, etc., equipped with relevant ICT tools, to conduct lectures, practical sessions, and scientific research activities for the courses specified in the curriculum prepared for the "050211 Psychology" program. Students must be provided with access to the higher education institution's local network, the internet, databases, electronic libraries, and search systems.

7.2. The academic staff of higher education institutions generally hold scientific degrees. Highly qualified specialists from other state or private institutions and/or other relevant organizations, as well as individuals with at least a master's degree in the relevant field, may also be involved in teaching.

8. Practical Training

8.1. Practical training is important for the practical application of a student's theoretical knowledge as well as for strengthening professional skills. Depending on the specifics of the specialty, the organization rules for the practical training may be determined by the higher education institution.

8.2. The practical training can be organized in private companies, government institutions, research laboratories (as well as universities, the Azerbaijan National Academy of Sciences, local or international private organizations and companies, etc.).

8.3. To maximize the benefit from the practical training process, students must be involved in preliminary preparation (career planning) and their relevant skills (both soft and hard skills) must be developed.

8.4. Organizing the practical training is the responsibility of the higher education institution. Before the practical training begins, an agreement must be signed between the higher education institution and the organization where the practical training will take place. The agreement outlines the conditions of the practical training, the rights and responsibilities of the students, and other necessary details. Practical training organization will be offered in two forms. According to the signed agreement, students will explore practical training opportunities in relevant companies and organizations, and those positively evaluated will submit the approval documents from the

counterpart to the university. At the same time, based on the student's individual request, permission can be granted for practical training in other organizations, including abroad, relevant to their specialty.

8.5. The second form of practical training organization involves the execution of commissioned projects from the business world. That is, research, improvement opportunities, and problem-solving required by various private and public institutions will be analyzed and studied jointly by students and mentor teachers and presented to the clients in the form of a project.

8.6. The evaluation of the practical training will be carried out by representatives of the business world after the submitted project is assessed.

9. Employment and Lifelong Learning

9.1. Graduates of the "050211 - Psychology" specialty can primarily work as psychologist-consultants, psychologist-trainers, psychologist-educators, psychologist-researchers in government institutions, local self-government bodies, and various enterprises regardless of ownership form. Additionally, graduates may work as specialist psychologists in any field, organization, administration, enterprise, union, institution, ministry, committee, agency, as well as research and think tanks, according to their profession and qualification level, regardless of subordination.

9.2. The higher education institution must regularly conduct surveys regarding the employment of graduates of the Education Program and must publish information about job vacancies on its website.

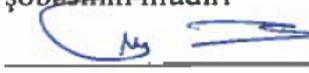
9.3. Graduates of the Education Program in the specialty "050211 - Psychology" can continue their education in master's programs in specialties included in the "Education" group such as "060118 Social-Psychological Services in Education," "060116 Corrective Pedagogy," "060117 Preschool Education and Training," "060119 Pedagogy"; in the "Humanities and Social Sciences" group such as "060209 Psychology," "060210 Sociology," "060204 Journalism" (in certain specializations), "060208 Political Science" (in some specializations), "060216 Public Administration and Social Relations"; in the "Economics and Management" group such as "060408 Marketing" (by fields), "060407 Management" (in some specializations), "060409 Business Administration," "060410 Public and Municipal Administration" (in some specializations), "060411 Commerce" (Advertising); and in the "Health, Welfare and Services" group such as "060803 Tourism and Hospitality" (in some specializations), "060805 Social Work."

9.4. The knowledge, skills, and approaches acquired during the education period constitute the basic prerequisites for graduates to independently pursue lifelong learning.

Razılaşdırılmıřdır:

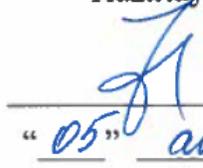
Azərbaycan Respublikasının Təhsil
Nazirliyinin Aparat rəhbərinin müavini,

Elm, ali və orta ixtisas təhsil
şöbəsinin müdiri


Yaqub Piriyeu
“ 06 ” 08 2020-ci il

Humanitar və sosial ixtisaslar
qrupu üzrə

Dövlət Təhsil Proqramlarını
Hazırlayan işçi qrupun sədri


Fariz İsmayılzadə
“ 05 ” *avqust* 2020-ci il

Appendix 1

Learning Outcomes for the Educational Program and Courses

The higher education institution must determine the expected learning outcomes for the Educational Program and for each course. At least six learning outcomes must be listed in the tables below (separately for the Educational Program and for each course)

Program Learning Outcomes (PLO)
PLO 1. Acquires high-level creative and critical thinking skills, patriotism, broad erudition, social-political responsibility, proficiency in written and oral communication, leadership abilities, and the ability to use a foreign language fluently.
PLO 2. To use modern information technologies for the reception, storage, processing, search, and utilization of information in the field of psychology; develop skills to use relevant software for managing psychological resources and databases; be capable of performing statistical analysis of data obtained during psychological research.
PLO 3. To apply theoretical knowledge of the physiological bases of mental processes, the structure of higher nervous activity, and the physiology and functions of the sensory system to analyze human daily life, emotions, thinking processes, and behavior.
PLO 4. To develop empirical and analytical research skills; use various statistical analyses to test hypotheses in psychological research; comparatively analyzes experimental, quasi-experimental, and correlational research designs; prepare, conduct, and analyze psychological research using quantitative and qualitative methods.

PLO 5. To investigate the causes of atypical (abnormal) behavior and identify appropriate psychological intervention strategies; acquire applied knowledge and skills for planning and implementing preventive measures to ensure public mental health.

PLO 6. To acquire diverse theoretical knowledge on learning and development, effective teaching methods, and the evaluation of education policy and practice; comprehend the social characteristics of teaching and education systems, the ways the external environment affects the learning process, and apply this knowledge when analyzing students' adaptation to new environments, rules, as well as changes occurring in their bodies and minds.

PLO 7. To acquire detailed knowledge about individual psychological schools/paradigms and the problems they address; be able to analyze and compare these schools/paradigms critically; provide a critical evaluation of these schools/paradigms from the perspective of studying thought and behavior; and develop personal insights regarding which research directions must be prioritized in contemporary psychology and why.

PLO 8. To acquire comprehensive knowledge about the dynamics of human psyche development, the ontogenetic development features of personality's mental processes and psychological traits; identify psychological and behavioral characteristics typical for different age periods as well as leading types of activity; analyze the driving forces, conditions, and regularities of human psychological development; and explain an individual's thinking and behavior at various life stages by referring to existing theories of human development.

PLO 9. To acquire knowledge and practical skills regarding the interactions between individuals and their external environment, social factors influencing human perception and thinking processes, and interpersonal relationships; analyze social situations that affect an individual's thoughts, feelings, and behaviors; and explain social psychological processes occurring at both intrapersonal and interpersonal levels.

PLO 10. To explain the social psychological aspects of legal activity; analyze the methods and methodologies applied in investigation and correctional processes, acquire knowledge of ethics and moral standards governing legal practice, investigate the social psychological causes of criminal behavior. To study the psychological foundations of evaluating criminal behavior and examine the communicative and cognitive aspects of the roles of judges, prosecutors, and defense attorneys in sentencing.

PLO 11. To acquire knowledge about the psychological nature of the family, the structure of intrafamily relationships, and family types; investigate the socio-cultural factors and environment influencing the family system; analyze research on family formation and functioning across different cultures; examine the changes in intrafamily relationships within the family system, the factors enabling family members' successful adaptation to these changes, and the causes of conflictual relationships in the family by exploring various intervention strategies.

PLO 12. To analyze the psychological factors that determine the effective functioning of a manager, the characteristics of individual and group decision-making processes, leadership, motivation, norms, values, and related aspects; identify solutions to potential social-psychological problems arising in the management process.

PLO 13. To acquire knowledge about the mechanisms and regularities of political activity and political consciousness; examine the role of personal factors in politics, the concept of political leadership, characteristics, types, and functions of political leaders, mechanisms and forms of mass behavior, the role and importance of emotions in these processes, and the

psychological features of political communication; analyze group problems, the role of masses in politics, the psychological mechanism of organizing election campaigns, as well as political behavior.

PLO 14. To acquire knowledge and practical skills in the psychology of modern entrepreneurship; explore the process of individuals' constructive adaptation to the market system and the factors influencing it; analyze the psychological regularities of entrepreneurial development, the psychological characteristics of the modern entrepreneur, and business situations; gain practical skills in identifying entrepreneurial potential and diagnosing personal potential.

Course Learning Outcomes – (CLOs)

Course Learning Outcomes (CLOs) for the subject “History of Azerbaijan”

CLO 1. Demonstrates the ability to identify Azerbaijan as one of the world's oldest human settlements and centers of early civilization.

CLO 2. Demonstrates the ability to analyze the conditions, political and international factors that influenced the formation of Azerbaijani statehood throughout various historical periods.

CLO 3. Demonstrates the ability to analyze the ideological, economic, and cultural factors in the formation and development of the national state in Azerbaijan; comprehends the ideology of Azerbaijanism.

CLO 4. Demonstrates the ability to analyze and generalize the internal and external factors that weakened Azerbaijani statehood in different historical periods.

CLO 5. Demonstrates a systematic comprehending of the role and position of the Azerbaijani state in the modern world.

CLO 6. Demonstrates the ability to draw accurate conclusions from the historical experience of Azerbaijan’s development.

CLO 7. Demonstrates the ability to analyze and identify the factors and the role of individuals that contribute to the strengthening of Azerbaijani statehood in the contemporary period.

Course Learning Outcomes for the subject “Business and Academic Communication in Azerbaijani Language” (CLOs)

CLO 1 To acquire information on the Azerbaijani Language and State Support in the Context of Globalization. To study decrees and orders related to the state language. To learn to prepare presentations on the topic "National Leader Heydar Aliyev and the Azerbaijani Language." To comprehend the objectives and tasks of the course "Business and Academic Communication in Azerbaijani." To gain knowledge about communication forms and functions, as well as communication levels.

CLO 2 To comprehend the role of auxiliary parts of speech in the process of academic communication; study the requirements of oral and written communication, as well as the qualities of speech such as correctness, accuracy, clarity, fluency, purity, conciseness, simplicity, richness, coherence, and other essential aspects in accordance with modern standards.

CLO 3. To comprehend the essence of communication rhetoric, the stylistic features of the literary language, and the active and passive vocabulary of the Azerbaijani literary language. To comprehend the concept of literary language and communicativeness, the types of communicativeness, the role of coherence and communicative strategy in communication, as well as to master creative technologies in communicative contexts.
CLO 4 To study the concept of listening culture and its essence as a type of communication; to comprehend the essence of listening and attention, the different forms of listening, and the importance of improving listening skills; to acquire knowledge about communication culture, speech etiquette, and forms of address; to recognize the characteristics of structured speech (such as lectures, reports, presentations, and spontaneous speech); and to develop the ability to engage in oral business communication.
CLO 5 To learn the rules and features of the business style of modern Azerbaijani language; to deepen knowledge about the role of letters in business communication, as well as electronic and online communications; and to develop the ability to create written business communication.
CLO 6 To acquire knowledge about the language of official and business documents; the types and forms of business communication, as well as its language and style. To comprehend the importance of maintaining the purity of the Azerbaijani language, adherence to orthographic rules, and proper sentence structure in business communication. To gain both theoretical knowledge and practical experience in business rhetoric.
CLO 7 To be able to prepare written and oral presentations in the Azerbaijani language related to one's field of study.

Course Learning Outcomes for the subject " Business and Academic Communication in a Foreign Language " (CLOs)
CLO 1 To demonstrate skills such as summarizing, paraphrasing, and synthesizing in written and oral speech processes.
CLO 2 To read and analyze relatively complex texts; be able to present summaries of listened-to or read texts (scientific, socio-political, etc. related to one's field of study).
CLO 3 To select writing strategies appropriate to a specified purpose; demonstrate writing samples in various genres; be able to create written business communication.
CLO 4 To master techniques for effective communication, including question intervention, empathetic listening, clarifying information, and enriching information with additional details.
CLO 5 To participate in discussions within the professional field; be able to create oral business communication.
CLO 6 To be able to prepare written presentations in the learned language.
CLO 7 To form coherent, logical, and appropriate oral and written texts on a specific topic or question.

Course Learning Outcomes for the subject " Anatomy and Physiology of the Central Nervous System (CNS)" (CLOs)
CLO 1. To comprehend the structure and components of the Central Nervous System.
CLO 2. To acquire knowledge about the physiology and functions of the sensory system.

CLO3. To master the mechanisms of conditioned and unconditioned reflexes, sleep, memory, and pain formation.
CLO 4. To analyze the role of the CNS in human daily life, emotions, and activities.
CLO 5. To apply the acquired knowledge and skills related to the CNS in practical settings.
CLO 6. To evaluate the causes of certain psychiatric disorders from the perspective of the central nervous system.

Course Learning Outcomes for the subject " Physiology of HNF and Sensory System" (CLOs)
CLO 1. To master the characteristics of higher nervous activity.
CLO 2. To acquire knowledge and skills on the physiological foundations of various psychological processes.
CLO 3. To acquire knowledge about the nervous regulation of vital functions of the organism.
CLO 4. To evaluate the causes of certain psychiatric disorders (neurasthenia, phobias, bulimia, anorexia, suicide) from the perspective of higher nervous activity.
CLO 5. To analyze the role of higher nervous functions in human daily life and activities.
CLO 6. To apply the acquired knowledge and skills in the field of higher nervous functions in practical settings.

Course Learning Outcomes for the subject " Mathematical and Statistical Methods in Psychology " (CLOs)
CLO 1. To master the fundamental concepts used in the mathematical analysis of psychological data.
CLO 2. To acquire knowledge and practical skills regarding the application areas of statistical methods in psychology and the main branches of statistics (descriptive and inferential).
CLO 3. To gain proficiency in computer-based information processing methods, specifically using SPSS and/or STATA software.
CLO 4. To enhance knowledge and skills to apply mathematical statistical methods in one's own research..
CLO 5. To be able to use various statistical analyses to test psychological hypotheses.
CLO 6. To evaluate the strengths and limitations of experimental, quasi-experimental, and correlational research designs.
CLO 7. To possess competencies in the use of statistical software, as well as in the preparation and writing of reports.

Course Learning Outcomes for the subject "General Psychology Practicum" (CLOs)
CLO 1. To acquire knowledge of the theoretical characteristics of mental processes and the features of research methods used in the study of mental processes.
CLO 2. To acquire the main methods used in researching mental processes (sensation, perception, attention, memory, thinking, speech, imagination) and develop corresponding skills.

CLO 3. To comprehend the importance of methodological analysis in psychological research activities.
CLO 4. To formulate and define hypotheses in psychological research.
CLO 5. To identify independent and dependent variables and their measurement criteria.
CLO 6. To analyze the rationale behind choosing specific decisions during psychological research.
CLO 7. To acquire the ability to select and apply appropriate methods in accordance with the research goals and objectives.
CLO 8. To gain skills related to the characteristics of psychological research and the implementation of independent research.
CLO 9. To describe and explain research results using various visual graphs and tables.
CLO 10. To form the necessary knowledge of skills to prepare psychological conclusions based on research findings.
CLO 11. To acquire competencies in the professional field of psychodiagnostics.

Course Learning Outcomes for the subject " General Psychology" (CLOs)
CLO 1. To acquire applied knowledge about mental processes, mental states, psychological traits, and behavior.
CLO 2. To comprehend the connections between psychology and other sciences, and prioritize interdisciplinary approaches.
CLO 3. To analyze and compare the development of psychological thought in the world and in Azerbaijan.
CLO 4. To acquire knowledge about research methods in the field of psychology.
CLO 5. To acquire knowledge about the learning process, biological and psychological processes, behavior and its influencing factors, and developmental processes..
CLO 6. To study the functioning of the human sensory system and comprehend how the brain receives and processes information from the external environment, including the processes used in the interpretation of neural signals.

Course Learning Outcomes for the subject " Experimental Psychology " (CLOs)
CLO 1. To analyze existing experimental research in the field of psychology.
CLO 2. To acquire knowledge about the methodology of psychological research.
CLO 3. To gain knowledge and practical skills in conducting and designing experimental research in psychology.
CLO 4. To be able to study psychological methods and their research applications.
CLO 5. To adhere to ethical principles and standards during psychological research.
CLO 6. To be able to independently plan and conduct an experiment.
CLO 7. To prepare a report in accordance with the standard procedures for discussing experimental results.

Course Learning Outcomes for the subject " Psychophysiology " (CLOs)
CLO 1. To acquire knowledge about the physiological bases of mental processes and behavior.

CLO 2. To apply psychological theories to the relationships between physiology, cognition, and emotions.
CLO 3. To identify the brain lobes and their main functions.
CLO 4. To differentiate various measures of brain activity used in biopsychological research.
CLO 5. To comprehend the significance of communication processes between neurons.
CLO 6. To gain skills to investigate current issues in the field of psychophysiology.

Course Learning Outcomes for the subject " Clinical Psychology " (CLOs)
CLO 1. To be able to clarify interests and goals in the field of mental health in general, and clinical psychology in particular (including client groups and research questions).
CLO 2. To acquire knowledge of various existing approaches in psychotherapy and develop basic practical skills.
CLO 3. To gain knowledge and practical skills in planning and implementing interventions and preventive measures in mental health.
CLO 4. To comprehend the biological, psychological, familial, and social causes of atypical (abnormal) behavior and compare potential intervention strategies based on their effectiveness.
CLO 5. To identify and compare key scientific methods for collecting and analyzing data to explain atypical (abnormal) behavior.
CLO 6. To identify differences between organic and functional disorders..
CLO 7. To acquire knowledge of specific anxiety, sleep, somatoform, affective, mood disorders, eating disorders, substance dependence, and personality disorders, and comprehend their characteristics.
CLO 8. To conduct research on contemporary issues in clinical psychology using appropriate psychological research methods.
CLO 9. To acquire knowledge and practical skills regarding ethical and unethical psychotherapeutic interventions.

Course Learning Outcomes for the subject " Pedagogical Psychology " (CLOs)
CLO 1. To acquire knowledge and skills to comprehend human diversity and respond accordingly.
CLO 2. To develop the ability to comparatively analyze educational theories and real classroom experiences.
CLO 3. To identify the key stages of cognitive development and their corresponding age periods, and to explore effective ways to utilize this information in educational institutions.
CLO 4. To determine appropriate strategies for enhancing complex cognitive skills.
CLO 5. To differentiate between the cognitive and emotional aspects of the learning process and analyze their roles in effective teaching.
CLO 6. To identify the main aspects of personal, emotional, and spiritual development and their application in the teaching process.
CLO 7. To apply knowledge of various social factors affecting behavior and psyche (culture, conformity, persuasion and influence, group effects).
CLO 8. To identify contemporary problems in educational and training institutions and investigate them using appropriate psychological research methods..

CLO 9. To comprehend the importance of continuous professional development and social responsibility and to apply acquired knowledge and skills in these areas.

Course Learning Outcomes for the subject " Developmental and Age Psychology" (CLOs)

CLO 1. To learn that each individual has unique and distinctive interests, skills, and physical appearances, as well as shared commonalities.

CLO 2. To identify and explain the development of social-emotional, cognitive, and physical characteristics associated with different developmental stages.

CLO 3. To analyze the role and significance of genetics and the environment in the developmental process.

CLO 4. To determine the driving forces, conditions, and regularities of psychological development and apply them to the explanation and prediction of behavior.

CLO 5. To use appropriate psychological research methods to study various age groups.

CLO 6. To critically analyze existing research in the field based on their methodologies.

Course Learning Outcomes for the subject " Social Psychology " (CLOs)

CLO 1. To comprehend errors and subjectivity in the thinking process and apply appropriate strategies to minimize them.

CLO 2. To comprehend the causes of stereotypes, biased attitudes, and discrimination based on various origins, comprehend the interrelations among them, and study solutions based on strategies available in psychological literature.

CLO 3. To analyze the causes of antisocial and prosocial behaviors and investigate ways to prevent antisocial behavior.

CLO 4. To comprehend the influence of groups on individual behavior and apply strategies to eliminate negative group effects.

CLO 5. To comprehend the principles of influence and persuasion processes and acquire skills to apply them for achieving positive social change.

CLO 6. To develop the ability to conduct social-psychological research aimed at solving relevant problems in the field of social psychology.

Course Learning Outcomes for the subject " Legal Psychology" (CLOs)

CLO 1. To develop a general comprehending of personality, comprehend human nature and the characteristics of existence, including recognizing personality as a product of historical evolution and ontogenetic development.

CLO 2. To acquire knowledge about the psychological aspects of legal activities, methods and methodologies used in investigation and correctional processes, ethics and moral norms regulating legal practice, as well as the social demands placed on legal activities.

CLO 3. To become familiar with the main problems of legal psychology and its primary areas.

CLO 4. To comprehend the application of methods used in criminal psychology.

CLO 5. To investigate the components of a lawyer's professional activity (professional profile).

CLO 6. To analyze the psychological foundations of group crime and organized crime.

CLO 7. To examine the psychological causes of criminal behavior among juveniles and minors.
CLO 8. To acquire knowledge about the personality of convicted individuals and their psychological characteristics.
CLO 9. To develop the ability to investigate current issues in legal psychology using social-psychological research methods.

Course Learning Outcomes for the subject " Family Psychology" (CLOs)
CLO 1. To acquire knowledge about the stages of family development, their characteristics, and the communication patterns specific to each stage.
CLO 2. To evaluate the role of the family in the development and formation of personality.
CLO 3. To analyze the causes of intra-family conflicts and possible ways to resolve them.
CLO 4. To analyze and identify the impact of intergenerational relationships on family members.
CLO 5. To develop the ability to appropriately apply ethical principles in organizing psychological work with families.
CLO 6. To acquire skills in preparing intervention plans based on psychological approaches used during family conflicts.
CLO 7. To develop the ability to investigate current issues in family psychology using psychological research methods.

Course Learning Outcomes for the subject " Management Psychology " (CLOs)
CLO 1. To study the theoretical and methodological foundations of management and comprehend various concepts, key terms, and principles of management psychology.
CLO 2. To identify and analyze the psychological characteristics of management activities.
CLO 3. To study the main social-psychological problems in the management process and develop the ability to identify effective solutions.
CLO 4. To demonstrate competence in considering the psychological characteristics of individuals and groups during the analysis of management activities.
CLO 5. To comprehend the fundamentals of manager psychology.
CLO 6. To identify the causes of interpersonal and intergroup conflicts during management activities and apply effective resolution strategies.
CLO 7. To develop skills in conducting psychological research on current topics in management psychology.

Course Learning Outcomes for the subject " Political Psychology " (CLOs)
CLO 1. To analyze political and psychological theories.
CLO 2. To acquire knowledge about the formation of political personality and the processes of political socialization.
CLO 3. To develop the ability to analyze the psychological aspects of mass (large group) behavior.
CLO 4. To analyze and interpret significant political events applying psychological knowledge.

CLO 5. To analyze the interrelations between political psychology and other scientific fields
CLO 6. To develop the ability to conduct research on current topics in political psychology using psychological research methods.

Course Learning Outcomes for the subject "Business Psychology and Entrepreneurship" (CLOs)
CLO1. To acquire knowledge about the socio-psychological characteristics of entrepreneurial activity (at local and international levels), gender issues in entrepreneurship, the socio-economic factors shaping the entrepreneurial environment, and values in business activity.
CLO 2. To identify individual adaptation strategies.
CLO 3. To identify and analyze personal qualities that contribute to or hinder success in business activities.
CLO 4. To develop skills in using appropriate methodologies to assess entrepreneurial potential and capabilities.
CLO 5. To gain the ability to discuss and prepare a business plan.
CLO 6. To develop knowledge and skills to research current issues in the field of entrepreneurship.
CLO 7. To comprehend the psychology of marketing research, and acquire systematic skills in brand building, brand development, and employee motivation.

Course Learning Outcomes for the subject " Civil Defense" (CLOs)
CLO 1. To learn the classification and full characteristics of emergency situations, the history of civil defense, and its roles and responsibilities in emergencies. To comprehend the normative and legal documents related to civil defense.
CLO 2. To comprehend the role and duties of civil defense during peacetime and wartime in the modern era. To have knowledge of methods for preventing incidents in technogenic emergencies, and the behavior rules of the population under bacteriological, chemical, and radiation conditions. To comprehend quarantine and observation procedures, sanitation, area disinfection, decontamination in chemical poisoning sites, and deactivation methods under radiation conditions.
CLO 3. To have knowledge of the role and responsibilities of the state system in eliminating the consequences of emergencies. To learn about the formation of unarmed civil defense units.
CLO 4. To organize population protection during emergencies. To have knowledge of collective protection facilities and their usage rules, individual protective equipment and how to use them. To be capable of evacuating the population during emergencies and efficiently organizing their protection.
CLO 5. To have knowledge of the procedures for organizing and conducting civil defense reconnaissance. To be able to operate radiation and chemical reconnaissance devices. To comprehend civil defense management, civil defense headquarters, and their main duties.
CLO 6. To have knowledge of methods for eliminating the consequences of emergencies. Organize and conduct rescue and other urgent operations at disaster sites. To learn the

principles of preparing the population in the field of civil defense. To be able to provide first aid in disaster zones during emergencies.

Course Learning Outcomes for the subject "Modern Information and Communication Technologies and Information Security" (CLOs)

- CLO 1 Acquires knowledge about new information technologies and their roles.
- CLO 2 Gains comprehending of the types and classification of modern information and communication technologies.
- CLO 3 Acquires knowledge about the concept and characteristics of the information society, as well as the main stages of the informatization process of society.
- CLO 4. Develops practical skills in using modern technologies in the relevant professional field.
- CLO 5. Evaluates the role and effectiveness criteria of information technologies in the relevant professional field.
- CLO 6. Masters the operating principles of modern operating systems.
- CLO 7. Acquires programming skills.
- CLO 8. Acquires knowledge e and practical experience in web systems and technologies.
- CLO 9. Acquires knowledge about artificial intelligence, expert systems, and related topics.
- CLO 10. Develops skills related to information security and methods to achieve it.
- CLO 11. Masters the MS Office 365 suite and applies it within the relevant professional field.
- CLO 12. Acquires knowledge about databases and applies it within the relevant professional field.

Philosophy

- CLO 1 Demonstrates critical and self-critical thinking, adapt thinking patterns based on analysis when necessary, and propose new approaches and solutions to emerging problems.
- CLO 2 Demonstrates broad (conceptual) thinking and systematically presents significant factual material.
- CLO 3. Develops intercultural collaboration skills and demonstrates comprehending and tolerance toward different perspectives.
- CLO 4 Demonstrates an active citizenship stance based on a positive system of moral values.
- CLO 5 Possesses critical thinking skills and conducts comprehensive and situational analyses of political, socio-economic, and cultural processes at international, regional, and local levels.
- CLO 6 Formulates future-oriented approaches and decisions, applying systematic and global perspectives to problem-solving..

Matrix of Courses and Educational Program Learning Outcomes

Higher education institutions must determine how courses support the achievement of the learning outcomes of the Educational Program for the respective specialty using the table below to

Block Title	Course Titles	Program Learning Outcomes													
		PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9	PLO-10	PLO-11	PLO-12	PLO-13	PLO-14
General Courses	Business and Academic Communication in Azerbaijani Language	X													
	History of Azerbaijan	X													
	Business and Academic Communication in a Foreign Language	X													
Specialized Courses	Anatomy and Physiology of the Central Nervous System (CNS)			X		X		X							
	Physiology of HNF and Sensory System			X			X	X							
	Mathematical and Statistical Methods in Psychology	X	X	X	X							X			
	General Psychology Practicum			X	X	X	X	X							X
	General Psychology				X	X	X	X	X						
	Experimental Psychology					X	X	X	X						X

		Program Learning Outcomes													
Block Title	Course Titles	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9	PLO-10	PLO-11	PLO-12	PLO-13	PLO-14
	Psychophysiology				X	X	X	X	X						
	Clinical Psychology				X	X						X	X	X	
	Pedagogical Psychology						X		X	X					
	Developmental and Age Psychology						X		X	X		X			
	Social Psychology					X	X		X	X				X	
	Legal Psychology										X				
	Family Psychology											X			
	Management Psychology												X		
	Political Psychology	X							X					X	
	Business Psychology and Entrepreneurship													X	X
	Modern Information and Communication Technologies and Information Security	X	X			X	X	X		X		X			X
	Civil Defense														
	Philosophy						X	X			X				X

