DEREE - The American College of Greece is accredited by
The New England Association of Schools and Colleges, Inc.

The Graduate School is accredited by The New England Association of Schools and Colleges, Inc.
as a constituent division of ACG.

DEREE - The American College of Greece is a member of the following academic organizations:

AACSB International - The Association to Advance Collegiate Schools of Business
The American Association of Collegiate Registrars and Admissions Officers
The American Conference of Academic Deans
AMICAL - The American International Consortium of Academic Libraries
ALA - The American Library Association
The American National Academic Advising Association
The Association of American International Colleges and Universities
The Association of Governing Boards of Universities and Colleges
The European Council of International Schools
EFMD - The European Foundation for Management Development
EFQM - The European Foundation for Quality Management
NAACO – North American Association of Commencement Officers
The Near East / South Asia Council of Overseas Schools
Council for Advancement and Support of Education
Council of Independent Colleges
Institute of International Education
UACES - University Association for Contemporary European Studies

The College is an associate member of the following academic organization:

EUCEN - European Universities Continuing Education Network

The College is an affiliate member of

UCEA - University Continuing Education Network
International in origin and outlook, Deree College of the American College of Greece offers a distinctive academic ethos rooted in American higher education best practices and integrating American, Greek and European cultures. The College is committed to extending educational opportunities to qualified students of diverse backgrounds and to active, mutually supportive interaction with its alumni. Deree faculty, dedicated to teaching, scholarship and service, cultivate a rich intellectual campus environment, serve numerous external constituencies and contribute to their professional disciplines. Through undergraduate and graduate curricula in the liberal arts and sciences, business and selected professions, as well as through its co-curricular programs, the College enables students:

- to define and pursue their educational and professional goals,
- to develop as critical and creative thinkers and socially aware individuals, and
- to prepare for lives of reflection as well as responsible civic engagement in a complex, global world.

College Mission Statement
Approved by the Board of Trustees
June 2009
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DEREE-The American College of Greece is the oldest and largest independent, American-sponsored school in Europe. Founded in Smyrna, Asia Minor by American Christian missionaries as a primary and secondary school for girls, DEREE expanded into higher education in 1885. Events there forced it to close in 1922, and the College reopened in Athens in 1923 at the invitation of Eleftherios Venizelos, the internationally renowned statesman. In 1936 the school was named Orlinda Childs Pierce College in memory of the wife of a benevolent supporter.

During the 1960s, there were significant changes at the College. Pierce College was incorporated in the State of Colorado in 1961. In 1963, the secondary school division of Pierce College was recognized by the Greek government as the equivalent of a national public high school. In 1965, the College permanently moved to a sixty-acre site in Aghia Paraskevi, a northeastern suburb of Athens. The first baccalaureate degrees were awarded in 1969. The undergraduate division was renamed DEREE in 1973 in honor of a generous benefactor from Chicago, William S. Derehanis (born Derehanis in the village of Ambelionas in the prefecture of Messenia in the Peloponnesus).

DEREE is an American-sponsored, independent, coeducational, nonsectarian, and nonprofit educational institution accredited in the United States. Over one hundred and twenty-five years of dedicated service have forged a school larger and more diverse than its founders could have envisioned. Over 33,000 alumni reside in 40 countries and are prominent in business, the arts, and the professions.

DEREE College has two campuses, the Aghia Paraskevi campus and the Downtown campus. The Aghia Paraskevi campus, situated on the western slopes of Mt. Hymettus, some ten kilometers from the center of Athens, offers a magnificent view of the surrounding countryside. The renowned architect Constantine Doxiades designed its original buildings. Housed in a five-story facility (constructed in 1993) in Ambelokipi near the city’s business center, the Downtown campus was established in 1971 to broaden the College’s educational commitment to both business education and the professional community in Greece.

Established in 2003, the School of Graduate & Professional Education is the latest educational division of DEREE-The American College of Greece. Located on the Aghia Paraskevi campus, the School of Graduate & Professional Education, at present, offers a Master of Arts (MA) in Strategic Communication and Public Relations, a Master of Arts (MA) in Digital Communication and Social Media, a Master of Science (MS) in Counseling Psychology and Psychotherapy and a Master of Arts (MA) in Developmental and Learning Disabilities. Two Graduate Diplomas and one Certificate are offered in the areas of Public Relations/Digital and Social Media and Psychology.

The educational system of DEREE is based upon that of American institutions of higher learning. The degrees granted by ACG do not correspond to those granted by Greek educational institutions and are not recognized by Greek authorities as the equivalent of Greek public university degrees. Nonetheless, degrees granted by ACG are internationally recognized as the equivalent of corresponding degrees granted by colleges and universities accredited in the United States.

Male students of Greek citizenship are not eligible for military deferment on the basis of their enrollment at ACG.

It should be understood that, since the status of private education in Greece is defined by Greek laws and regulations that may be modified at any time by the competent authorities, DEREE-The American College of Greece cannot guarantee that its educational status in Greece will remain unchanged. However, while faithfully observing all relevant Greek laws and regulations, DEREE can confidently assert that it will always strive to provide its students with a quality education of a standard equivalent to that of the most prestigious colleges and universities in the United States by virtue of DEREE's accreditation by The New England Association of Schools and Colleges.

Non-discrimination policy
DEREE-The American College of Greece is an equal opportunity educational institution, whereby qualified individuals are not discriminated against on grounds of age, gender, race, nationality, ethnicity, faith, disability, marital status, or sexual orientation. This non-discrimination policy applies to all educational policies and programs. ACG strives to eliminate unfair bias and stereotyping in the workplace.
GRADUATE SCHOOL CALENDAR

FALL TERM 2015

AUGUST 17 (M) - SEPTEMBER 16 (W)
Online Registration for Continuing students

SEPTEMBER 17 (Th) Orientation

SEPTEMBER 18 (F)
Final Submission Deadline - Thesis/Projects with Approved Extensions

SEPTEMBER 21 (M)
First Day of Classes - Degrees/Diplomas/Certificate in Psychology

SEPTEMBER 21 (M) / 09:00-18:00 - ONLINE
Late Registration

SEPTEMBER 25 (F) / 09:00-16:00 - ON CAMPUS
Change of Courses - Degrees/Diplomas/Certificate in Psychology

SEPTEMBER 25 (F)
100% Refund - Degrees/Diplomas/Certificate in Psychology

SEPTEMBER 25 (F) / 09:00-16:00 - ON CAMPUS
Change of Courses - Degrees/Diplomas/Certificate in Psychology

SEPTEMBER 29 (M)
First Day of Classes - Degrees/Diplomas/Certificate in Psychology

SEPTEMBER 30 (W) / MAKE UP CLASS, OCTOBER 3 (F)
Greek National Holiday

NOVEMBER 6 (F)
W (Withdrawal) - Degrees/Diplomas/Certificate in Psychology

NOVEMBER 17 (T) / MAKE UP CLASS, NOVEMBER 20 (F)
School Holiday

NOVEMBER 27 (F)
Thanksgiving Holiday

DECEMBER 11 (F)
Last Day of Classes - Degrees/Diplomas

DECEMBER 14 (M), 15 (Tu), 16 (W), 17 (Th)
Final Examinations - Degrees/Diplomas

WINTER SESSION 2016

DECEMBER 18, 2015 (F) - JANUARY 4, 2016 (M)
Online Registration for Continuing students

DECEMBER 18 (F)
Final Submission Deadline - Thesis in Communication

JANUARY 7 (Th) / 09:00-18:00 - ONLINE
Late Registration

JANUARY 7 (Th)
First Day of Classes - Degrees/Diplomas, T/Th sections

JANUARY 8 (F)
First Day of Classes - Degrees/Diplomas, M/W sections

JANUARY 8 (F) / 09:00-16:00 - ON CAMPUS
Change of Courses - Degrees/Diplomas

JANUARY 8 (F)
100% Refund - Degrees/Diplomas

JANUARY 15 (F)
Removal of Fall Term Incompletes - Degrees/Diplomas

JANUARY 21-23 (Th, F, Sat)
Psychology Workshop

JANUARY 22 (F)
50% Refund - Degrees/Diplomas

JANUARY 29 (F)
W (Withdrawal) - Degrees/Diplomas

FEBRUARY 8 (M) & 11 (Th)
Last Day of Classes - Certificate in Psychology

FEBRUARY 15 (M)
Last Day of Classes - Degrees/Diplomas, M/W sections

FEBRUARY 15 (M) & 18 (Th)
Final Examinations - Certificate in Psychology

FEBRUARY 16 (T)
Last Day of Classes - Degrees/Diplomas, T/Th sections

FEBRUARY 18 (Th)
Final Examinations - Degrees/Diplomas, T/Th sections

FEBRUARY 19 (F)
Final Examinations - Degrees/Diplomas, M/W sections

SPRING TERM 2016

FEBRUARY 1 (M) - FEBRUARY 24 (W)
Online Registration for Continuing students

FEBRUARY 25 (Th)
Orientation

FEBRUARY 29 (M)
First Day of Classes - Degrees/Diplomas/Certificate in Psychology

FEBRUARY 29 (M) / 09:00-18:00 - ONLINE
Late Registration

MARCH 4 (F) / 09:00-16:00 - ON CAMPUS
Change of Courses - Degrees/Diplomas/Certificate in Psychology

MARCH 4 (F)
100% Refund - Degrees/Diplomas/Certificate in Psychology

MARCH 14 (M) / MAKE UP CLASS, MARCH 18 (F)
50% Refund - Degrees/Diplomas/Certificate in Psychology

MARCH 28 (M)
Removal of Winter Session Incompletes - Degrees/Diplomas

APRIL 23 (Sa) - MAY 8 (Su)
Easter Recess

APRIL 15 (F)
W (Withdrawal) - Degrees/Diplomas/Certificate in Psychology

JUNE 3 (F)
Last Day Of Classes - Degrees/Diplomas

JUNE 6 (M), 7 (T), 8 (W), 9 (Th)
Final Examinations - Degrees/Diplomas

JUNE 10 (F)
Final Submission Deadline - Thesis in Psychology
& Communication

JUNE 25 (Sa)
Commencement

SUMMER SESSION 2016

MA in Strategic Communication & Public Relations classes meet M/Tu/Th (18:00-21:00)
MA in Digital Communication & Social Media classes meet T/Th (18:00-21:00)
MA in Applied Educational Psychology classes meet M/W (17:00-20:00)
MS in Counseling Psychology & Psychotherapy, 3-day Workshop / June 16-18 (Th, F, Sat, 09:00-18:00)
MA in Applied Educational Psychology, 3-day Workshop / June 16-18 (Th, F, Sat, 09:00-18:00)

JUNE 6 (M) - JUNE 16 (Th)
Online Registration for Continuing students

JUNE 20 (M) / MAKE UP CLASS, JUNE 24 (F)
Holy Spirit Holiday

JUNE 21 (Tu)
First Day of Classes

JUNE 21 (Tu) / 09:00-16:00 - ONLINE
Late Registration

JUNE 24 (F) / 09:00-16:00 - ON CAMPUS
Change of Courses

JUNE 23 (Th) / MAKE UP CLASS, JULY 18 (M)
American Independence Day Holiday

JUNE 30 (Th)
50% Refund

JULY 4 (M) / MAKE UP CLASS, JULY 18 (M)

JULY 7 (Th)
W (Withdrawal)

JULY 8 (F)
Removal of Spring Term Incompletes - Degrees/Diplomas

JULY 18 (M)
Last Day of Classes

JULY 18 (M) & 21 (Th)
Last Day of Classes - Certificate in Psychology

JULY 20 (W)
Final Exams for AP courses

JULY 21 (Th)
Final Exams for CN courses

JULY 25 (M) & 28 (Th)
Final Examinations - Certificate in Psychology

AUGUST 29 (F)
Removal of Summer Session Incompletes - Degrees/Diplomas

AUGUST 29 (F)
Removal of Spring Term Incompletes - Certificate in Psychology

Holidays are subject to modification according to the rules established by the Greek authorities.
Application for Admission

All applicants for admission should note the following:

- Application forms are accepted throughout the year. However, prospective students can enter their program of choice in one of the two following terms:
  - Fall Term: September 21, 2015
  - Spring Term: February 29, 2016
- Candidates may apply for admission to the Graduate School at the Aghia Paraskevi campus. Alternatively, candidates may find all application materials and apply online at https://acg-grad.edu.185r.net/application.

Applications and supporting materials are retained by the Office of Admissions; once submitted, no materials will be returned to the applicant. All materials are kept on file under conditions of security and strict confidence as provided by the provisions of the data protection legislation, and remain active for one academic year before they are destroyed. Applicants are entitled to the rights provided to them by Article 11-14 of Greek law No. 2472/1997, as modified and enforced.

Please note that if any of the documents submitted with the application are not in English or Greek, they must be accompanied by certified English or Greek translations. Be sure that your application contains both the original documents and certified translations, or legally certified copies of such documents.

The following are required of all Graduate School applicants:

1. Completed application form (including personal statement)
2. Two recommendation letters (at least one from an academic source and one from an employer)
3. Official college or university transcript of undergraduate degree studies from an accredited institution
4. Official college or university transcript of graduate degree studies from an accredited institution (if applicable)
5. Evidence of proficiency in English
6. A certified copy of an identification card for Greek citizens or a valid passport for non-Greeks
7. CV (in English or Greek)

Candidates are also required to attend an interview with the respective Graduate Program Coordinator.

The Graduate Program Coordinators will review an application upon submission of all required documentation to the Office of Admissions.

There is no application fee.

Transfer applicants should refer to the section entitled “Transfer Students”. Non-degree applicants should refer to the section entitled “Degree and Non-Degree Students”.

Basic Entry Requirements

The minimum graduate admission requirements are:

i. A bachelor’s degree or recognized equivalent from an accredited institution;
ii. At minimum, a cumulative grade point average equivalent to at least 3.0 on a 4.0 scale (B grade) in all prior undergraduate and graduate level work.

Evidence of Proficiency in English

All candidates must provide evidence of proficiency in the English language by submitting one of the following:

1. TOEFL
2. Cambridge, Michigan Proficiency Certificate or Michigan State University Proficiency Certificate
3. GCE
4. International Baccalaureate Certificate or Diploma
5. International English Language Testing System (IELTS)

Note: DEREE College graduates and graduates from other accredited English language institutions are not required to submit evidence of Proficiency in the English language.

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College’s Institution Code Number is 0925. TOEFL scores are valid for two years.

Letters of Recommendation

Each applicant for admission must submit two letters of recommendation. At least one of the references must be from an academic source. A letter from a family member or a friend is not admissible.
Conditional Admission
Applicants who do not meet the minimum criteria may be admitted to the program on conditional status if the Graduate Program Coordinators perceives other strengths in their application (e.g., strong research or relevant work experience, or other outstanding achievements during the applicants’ undergraduate experience). In such cases, applicants will be expected to complete the requirements of the conditional admission within a specified period of time. Failure to complete these requirements will result in notification of dismissal by the Dean of the Graduate School. Students who have potential but lack the necessary prerequisites may be offered conditional admission and will be required to successfully complete preparatory courses, prior to being fully admitted.

Interview
Once a complete application package has been submitted, the Office of Admissions will contact the applicant to arrange an on-campus interview with the respective Graduate Program Coordinator.

Student Visas
In accordance with Greek law, citizens of countries that are not members of the European Union or party to the Schengen Agreement, but who wish to study in Greece, must obtain a student visa or residence permit before enrolling at the College. Please note that international applicants will not be able to enroll as students at the Graduate School until they have a valid student visa or residence permit. The Office of Admissions can provide information and paperwork for the issuance of the student visa upon request. Applicants for admission are advised to verify the specific requirements for nationals of their country through the local Greek consular authorities. After obtaining the student visa, applicants must acquire a residence permit in order to reside in Greece. Acquiring the proper documentation to reside in Greece is the responsibility of the applicant.

Transfer Students
Applicants who have started their graduate studies elsewhere and intend to become candidates for a degree at the Graduate School are required to submit the following:

1. Completed application form (including personal statement)
2. Two recommendation letters (at least one from an academic source and one from an employer)
3. Official college or university transcript of undergraduate degree studies from an accredited institution
4. Official college of university transcript of graduate degree studies from an accredited institution
5. Evidence of proficiency in English
   - Non-native speakers of English who do not have an undergraduate degree from an English-speaking institution must meet the English-language admissions requirement.
6. A certified copy of the identification card for Greek citizens or of a valid passport for non-Greeks
7. CV (in English or Greek)

Candidates will also be required to attend an interview with the respective Graduate Program Coordinator. The Graduate Program Coordinators will review an application upon submission of all required documentation to the Office of Admissions.

There is no application fee.

The cumulative index (CI) of the prospective transfer student’s grades must be at least 3.00 (or its equivalent).

Credit may be given for courses taken in the graduate program of an accredited institution with standards acceptable to the Graduate School of DEREE-The American College of Greece, provided the courses correspond to equivalent courses at the Graduate School and have been earned with a grade of 3.00 (or its equivalent) or better.

No grades are assigned to courses accepted for transfer and those courses do not affect the student’s cumulative index (CI) at the College.

The College does not accept any courses taken elsewhere after the student’s first admission to the Graduate School. Students may petition the Graduate Studies Committee one term in advance for an exception to this policy.

Students may not transfer more than 30% of the credits required for a graduate degree, including students transferring from Graduate Diplomas to Master’s degrees.

Degree and Non-Degree Students
A student’s status is determined on the basis of eligibility for, or intention to pursue, a degree at the Graduate School. A degree seeking student is one who is working toward a degree. A non degree student is one who is not working toward a degree at the Graduate School.

Non-degree students must follow the same admissions procedures as degree students. Should a non-degree student subsequently decide to pursue a degree at the Graduate School, they must petition the Graduate Studies Committee.

Please note that a student may change status from non-degree to degree or vice versa only once. Non-degree students who become degree students must follow the degree programs in effect at the time they become degree students.

Non-degree students must follow all College academic regulations, including prerequisites.

Registration, Fees and Financial Obligations
Registration
All students are required to register at the beginning of each term/session. The days on which students may register will be announced by the Registrar’s Office.
Students who fail to register on the appointed registration dates will be charged a late registration fee.

Only those who have registered shall have the rights, privileges and access to services of students and members of DEREE – The American College of Greece.

At the time of registration students are required to provide full and accurate information concerning all required personal and academic details in accordance with procedures prescribed by the Academic Registrar.

Students must comply with all subsequent requests from College staff for proof of any changes to required personal details. Students failing to do this or who can be shown to have provided false or misleading information as part of an application or subsequent registration will be dealt with under the Hearing and Disciplinary Procedures for Students.

Fees

Fees are specified and announced at the beginning of each academic year. Tuition is charged for all courses, whether taken for credit or non-credit. The College reserves the right to adjust tuition and other fees as the need arises. No such changes will apply to a term in progress, and every effort will be made to maintain the same fees throughout any given academic year.

A non refundable registration fee also applies.

Payment Procedure

Tuition payment for each term is payable in two or three installments. The first payment (deposit) has to be made at least five working days before the registration dates. The balance should be settled in one (short terms) or two (long terms) installments, in accordance with the instructions given for each registration period.

Academic Consequences of Unpaid Fees

No Degree, Certificate or other academic award will be granted to any student with an unpaid balance, unless the Graduate Studies Committee considers that there are exceptional circumstances which justify such grant.

Students with an unpaid balance at the close of a term will normally not be issued official records of any kind and will not be permitted to register again until their account is settled.

Refund Policy

Fees are refundable to students who officially withdraw from courses for whatever reason on the following prorated schedule:

For Terms (Fall and Spring)
Withdrawal within the first week of classes results in 100% refund of tuition.
Withdrawal during the second and third week of classes results in 50% refund of tuition.
Withdrawal thereafter results in no refund.

For Sessions (September, Winter and Summer)
Withdrawal within the first day of classes results in 100% refund of tuition.
Withdrawal during the second or third day of classes results in 50% refund of tuition.
Withdrawal thereafter results in no refund.

The College reserves the right to alter academic programs, policies and procedures, campus regulations and tuition and fees throughout the year, as the need arises. Students should consult the ACG website for the most up to date academic catalog version.

Financial Assistance

Merit Scholarships

DEREE – The American College of Greece aims to attract the highest quality graduate applicants regardless of their ability to finance their education. For this reason, Deree offers scholarships, covering a portion of the cost of tuition, to applicants who have demonstrated exceptional academic performance in their past studies.

The following scholarships are offered to new incoming graduate students as of the academic year 2013-14.

<table>
<thead>
<tr>
<th>U.S.</th>
<th>Greek AEI</th>
<th>Greek TEI</th>
<th>Scholarship (% of Tuition)</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.90+</td>
<td>8.30+</td>
<td>8.86+</td>
<td>40%</td>
<td>Presidential Scholar</td>
</tr>
<tr>
<td>3.75-3.89</td>
<td>7.98 - 8.28</td>
<td>8.52 - 8.84</td>
<td>30%</td>
<td>Dean’s Scholar</td>
</tr>
<tr>
<td>3.65-3.74</td>
<td>7.77 - 7.96</td>
<td>8.30 - 8.50</td>
<td>20%</td>
<td>Honor Award</td>
</tr>
<tr>
<td>3.50-3.64</td>
<td>7.45 - 7.74</td>
<td>7.95 - 8.27</td>
<td>15%</td>
<td>Achievement Award</td>
</tr>
</tbody>
</table>

Graduate applicants from the UK who have a GPA of 2:1 (upper 2nd class) and above, typically qualify for a scholarship, however, the percentage will be determined based on the candidate’s transcripts and university.

All students receiving a scholarship are expected to maintain a cumulative index (CI) of at least 3.0. If a scholarship recipient’s CI drops below 3.0 at the end of a term, the scholarship is discontinued until the student’s CI reaches 3.0 or above. In that case the student has the obligation to pay the tuition amount corresponding to that period.

Grants

College grants provide tuition reduction (from 10% to 100%) to students in need of financial assistance. Grants are awarded for one full academic year, unless otherwise specified, with the possibility of renewal.

In order to be considered, the applicant must:

- Be a currently enrolled student with a College Cumulative Index (CI) of 3.00 or better.
- Register for a minimum of 6 credits per semester.
- Demonstrate financial need.

To continue receiving the award, the recipient must maintain a College Cumulative Index (CI) of 3.00 throughout the period of receiving the grant. Grants are available to students who do not receive any other form of financial assistance from ACG.
GRADUATE STUDENT SERVICES AND FACILITIES

The Library

John S. Bailey Library provides extensive print, electronic and audio-visual resources in support of the College’s academic programs. The attractive, quiet and modern environment offers an ideal setting for students to study, conduct research, connect with peers, or read for pleasure.

Students have easy access to 129,000 books, 116,000 e-books, 19,000 journals and newspapers and a large collection of educational DVDs and CDs. Most of these resources are also available remotely through the library’s website (www.acg.edu/library).

Specialized library personnel provide individual research assistance and offer information literacy workshops and training sessions on the use of the library and the electronic resources.

The Library offers document delivery services through the union catalog of serials of the Greek National Network of Academic and Scientific Libraries. Pay-per-article and document delivery services are also available from a variety of document suppliers and publishers.

An array of media services is also available to students and faculty. The Media Center houses the library’s audio-visual and multimedia collections and provides equipment for viewing and listening. Furthermore, the Media Center offers assistance to students and faculty in integrating the latest audiovisual and computer technologies to their research.

The Library provides computer research stations, viewing and listening stations, ample space for studying, individual study carrels and comfortable seating. A wireless network allows users to access all electronic resources from their laptops, tablets or hand-held devices. Printing and photocopy facilities are also available.

Career Services

DEREE graduate students benefit from the ALBA Graduate Business School career workshops and events as well as from the DEREE Office of Career Services, which has placed thousands of DEREE graduates since 1976. Graduates of the Psychology degrees can also opt for placement in internships within our network of collaborating organizations which includes schools, educational organizations, centers offering comprehensive services to children diagnosed with LD/DD or collaborating organizations in the field of counseling.

Professional Studies - Certificates of Professional Study (CPS)

Certificates of Professional Study build upon or extend previous experience and education. Their modules enable participants to increase their effectiveness in their present employment, enhance their promotion prospects, update their current skills or provide additional skills and knowledge that can equip them for career changes. Currently offered CPS include:

- ORACLE Workforce Development Program
- Pharmaceutical Medicine Modules with SFEE

More information regarding the programs of Professional Studies can be obtained from: http://www.acg.edu/certificates-professional-study-gr or professional@acg.edu

Tel: 210 600 9800 ext. 1332
Fax: 210 608 1710

Institute of Diplomacy and Global Affairs

The Institute of Diplomacy and Global Affairs (IDGA) is established to focus primarily on current world affairs within their historical context and with respect to their immediate application. The connection between events and people along with their long term effects upon stability, welfare and international cooperation and understanding comprise the overall aim of the IDGA. The Institute organizes conferences and meetings among policy makers, diplomats and visiting dignitaries for the purpose of enhancing the understanding of complex issues and facilitating sincere communication and open dialogue. It also participates in the overall academic life of the American College of Greece with organization of seminars and workshops for students and faculty and through select curricula offering courses.

The IDGA is a center of scholarship in public and international affairs. Within the auspices of its work, the Institute sponsors five research centers and programs and one open Forum. These focus on public affairs with particular emphasis on areas close to the Eastern Mediterranean basin and ranging from public policy applications to the understanding of regional complexities and obstacles faced in the process of political transition. The Institute’s programs react to international events and influence the domestic environment to more fully understanding the multiple texture of an unfolding new global reality.

The Director of the Institute of Diplomacy and Global Affairs is Mr. Andreas Andrianopoulos.

More information regarding the Institute of Diplomacy and Global Affairs can be obtained from: http://www.acg.edu/institute-diplomacy-contact-info or andrian4@acg.edu

Tel: 210 600 9800 ext. 1508/1332
The ACG Office of Development and Alumni Relations

The objective of the Office of Development and Alumni Relations is to provide opportunities for alumni to connect with each other and ACG, and to promote philanthropic support of the College, aligned with ACG’s vision, mission and goals as we prepare our graduates for the global marketplace.

At the American College of Greece we consider the network of 34,000 PIERCE and DEREE alumni worldwide a propulsion engine that will empower the institution to achieve academic innovation and excellence in the future. PIERCE and DEREE alumni occupy leadership positions in more than 1,600 companies and organizations worldwide and constitute a vibrant and proud alumni body that promotes the ACG brand by supporting each other and supporting ACG intellectually and financially.

Finally, PIERCE and DEREE alumni and their families are entitled to a select number of services and offerings without a fee, for life. For this reason, it is essential that your contact information is accurate and current. In an effort to maintain accurate alumni records please update your data and especially the email account you are checking on a daily basis at the following link: http://acg-alumni.edu.185r.net/survey/index.php?id=101

Deree Main Campus
Tel: +302106009800, ext. 1308, 1037, 1379
Email: development-alumni@acg.edu
Website: www.acg.edu/alumni

Information Technology Services

Information technology is integral to all aspects of academic life at The American College of Greece, including teaching and learning, research & creative endeavors, outreach, administration, and student life. The systems and services impact virtually every aspect of campus life and are central to the academic enterprise as well as administrative processes. As the provider of technology and technology services at The American College of Greece, the Information Resources Management (IRM) department is committed to technology innovation consistent with the College’s strategic plan.

Served by IRM, the ACG community includes faculty, staff, students, alumni, parents, and all other individuals and organizations that interact with the College.

More specifically, the following IT services are provided:

- **Computer Labs**: the ACG community benefits from various state-of-the-art student computer labs spread throughout the campus, numbering more than 250 stations.
- **Specialized Labs**: a specialized IT Networking Lab, equipped with CISCO equipment is available for networking specialization students or specialized course offerings for the community.
- **Enhanced classrooms**: all classrooms at ACG are technology enabled. Most are equipped with a projector, screen, sound system and computer.
- **Instructional Tools**: the Academic Computing division of IRM offers support for a range of instructional tools including Blackboard, the College’s adopted Learning Management System.
- **Classroom and Meeting support**: IRM Media Centers provides technology support for all classroom and most college sponsored academic functions. The Media Centers maintain and operate all video conferencing facilities on the ACG campus and provides web conferencing support.
- **Administrative support**: administrative computing and network services at ACG are provided by the Administrative Computing division of IRM, which ensures safe and secure access to enterprise systems and the campus network.

Student Success Center

The Student Success Center supports students by offering comprehensive, integrated services in the areas of registration, student records, and payments in a one-stop area. The SSC is committed to providing students with consistent, high-quality service, both in person and through technology.

Students may visit the SSC to pay a bill, request a certificate, obtain a form, drop a course, submit graduation forms, arrange to bring a visitor on campus, obtain a transcript, view housing listings, place an ad, obtain or replace their student ID, assist students to activate their acg.edu and Blackboard account.

The SSC Web page has been set up to reflect the one-stop concept of the Center and includes information from different departments. It may be accessed from the “Quick Links” section of the ACG homepage (www.acg.edu) and it allows students to print forms or view the academic calendar, academic policies, and graduation instructions. From the SSC web page, students can log on to the Campus Web, where they can print their personal course schedule and their unofficial transcript, Acgmail, and Blackboard.

The SSC also provides information and instructions about the Seminars of the School of Continuing and Professional Studies, their dates and classes.

Student Academic Support Services

Student Academic Services (SASS) is an academic service vital to the educational experience of DEREE students. Through one-to-one and group workshop-style sessions, SAS learning facilitators support skills development of DEREE students across all schools. Through a learner-centered, non-instructional approach, facilitators promote individual development and respond to the needs of each student.
**The Aghia Paraskevi Campus**

The American College of Greece’s main campus is located in Aghia Paraskevi, an eastern suburb of Athens. The campus contains the following buildings and facilities: The DEREE main building, the Communication building, the Center for the Arts building, the Library, the Athletic Complex, the College Chapel, the Open Air Theatre, and Residence buildings. In addition, the campus houses PIERCE, ACG’s high school.

**The Athletic Complex**

DEREE-The American College of Greece has an athletic complex of international scope and quality. The two-level gymnasium has 3,100 square meters of floor space. This multi-purposed facility includes two cross-courts and a game court, two dance/exercise studios, a fully equipped Fitness Center with advanced exercise aerobic machines and over 1800 kilos of free weights, one climbing wall, and a sports lounge. An Olympic size outdoor heated swimming pool has an air supported dome covering for the winter months. Adjacent to the pool is a 400-meter synthetic track and an Edel Grass surfaced soccer field. Four lighted tennis courts complete our athletic facility set-up.

**The Black-Box Theatre**

The studio theatre is the simplest form of theater space, its interior consisting merely of four walls covered with black velour. Stage settings are spartan, with only a few scenic pieces and props highlighted by ceiling lights against the black velour surround.

**The Center for the Arts**

The Center for the Arts, a 1,900-square-meter three-story building, includes gallery space for exhibitions, classrooms specially designed for the teaching of painting and sculpture, rooms for music performance practice, a state-of-the-art computer lab, a Starbucks coffee shop and an atrium for outdoor displays and events.

**The College Chapel**

A Byzantine-style chapel, on a slope overlooking the Aghia Paraskevi campus, serves the College community on occasions such as christenings and weddings. Students may also visit the chapel for meditation and quiet reflection.

**The Communication Building**

The Communication Building houses a Black Box theatre, appropriately designed classrooms, labs and workspaces, and faculty offices. The Black Box Theatre is the simplest form of theatre space, its interior consisting merely of four walls covered with black velour. Stage settings are spartan, with only a few scenic pieces and props highlighted by ceiling lights against the black velour surround.

**The Health Center**

The College Community Health Center, provides first aid services and health education. It disseminates information about the concept of health and wellness and organizes programs on current health issues and disease prevention.

The Health Center operates without appointment and all visits and any data related with such visits and the health of the students shall be kept in strict confidence.

All students are covered by medical insurance for sudden illness and injury occurring on the College’s campuses or during College-sponsored activities.

**The Irene Bailey Open-Air Theatre**

The Irene Bailey Open-Air Theatre, designed to resemble ancient Greek theaters and with a view of the Attica basin, is used for theatrical performances by students as well as for other College community events.

**Cafeteria centers**

Food & Beverage units within the Aghia Paraskevi campus are located in three different locations.

- At the corridor of the main Deree building.
- At the 1st floor of the Arts building with indoor seating and outdoor deck.

**The Student Lounge**

The Student Lounge, located in the DEREE main building, is a comfortably furnished, non-smoking lounge, where students can relax, watch TV, listen to music or play board games while enjoying a cup of coffee.

**Parking**

Free parking on campus main parking lot, is provided for graduate students only after 16:00 while they are attending classes.

**Books**

DEREE students will find the required course textbook list on the College website in advance of each ter/session. This practice aims to make the book acquisition process more efficient and less expensive for students.

Students are free to choose how they will purchase their textbooks and are expected to acquire them prior to the start of classes.
ACADEMIC REGULATIONS

Academic Standing

In order to be awarded a graduate degree a student must:

- complete all course requirements of the program.
- complete all course requirements within the time frame specified by each individual program.
- earn a minimum cumulative index (CI) of “B” (3.00).

Course Credit

To receive credit for a course, participants must fulfill and comply with all academic requirements as outlined by the instructor of the course. This includes, but is not limited to, the submission of assignments by the date announced, taking all tests and/or examinations and generally complying with all assessment requirements of the course.

Prerequisites

Courses at the 6000 level may have prerequisites that provide the basis for more advanced subject matter. Students are not permitted to register for courses for which they do not have the prerequisites.

Attendance and Participation

The educational framework of DEREE-The American College of Greece assumes active participation and regular communication between students and instructors. As such, regular attendance, punctuality, and active participation are essential to the academic process. Consistent with US higher education standards, regular attendance is required as a condition in order to receive academic credit. Graduate students on degree and graduate diploma/certificate courses are not allowed to miss more than 25% of class time per term. This is equal to three absences or 9 class hours in a 3-credit course and six absences or 12 class hours in a 4-credit course, excluding excused absences due to illness or other serious reasons. Programs may set a stricter attendance policy, which they will announce to their students at the beginning of each term. No excuse for absence will exempt a student from the completion of all required coursework in each course.

Active participation and punctuality are also basic requirements for graduate level courses. Each student's punctuality, frequency and quality of contribution to the class discussion and activities will be assessed and reflected in the class participation score, which typically counts for 10% of the final course grade across all graduate courses. Individual instructors will inform students of the participation criteria in the respective courses at the beginning of classes.

In courses offered in blended format, 30%-50% of in-class meetings are fully replaced with interactive online asynchronous learning activities. “Fully replaced” means that students are not required to be on campus on the day classes would have met. The required online activities are organized by weeks and are accessible through Blackboard. Attendance during online weeks is defined as active and timely engagement with online weekly activities such as submitting assignments; posting contributions to class journals, discussions, blogs, and wikis; and responding to colleagues’ postings as assigned. Participants in blended courses are expected to attend at least 75% of in-class meetings and at least 75% of online weeks.

Advising

All students have an academic advisor for the duration of their studies, normally, the Graduate Program Coordinator. Academic advisors follow the students’ progress and offer guidance on matters concerning their studies. Individual meetings with the advisor normally take place during the period before registration.

Maintenance of Matriculation

Students in good academic standing who plan to withdraw from the Graduate School for one or two terms may apply at the Student Success Center for maintenance of matriculation for a period of up to one academic year. If their request is granted, students need not apply for readmission when they enroll again. Students who have requested and been granted maintenance of matriculation must follow the degree program in effect at the time of their return. Students enrolled in the MA in Strategic Communication & Public Relations, the MA in Digital Communication & Social Media, and the MA in Applied Educational Psychology are required to complete the program in three academic years maximum. Students enrolled in the MS in Counseling Psychology & Psychotherapy are required to complete the program in four academic years maximum. Students in Graduate Diplomas and Certificates are required to complete the program in 18 months maximum. If a student has failed to maintain matriculation for two consecutive terms he/she will be automatically dismissed from the program and will have to go through the process of readmission.
Withdrawal from the College

To withdraw completely from the College, students must apply to the Student Success Center; otherwise, they will receive the grade "F" in all courses they have registered for in the specific term.

Readmission

Students who withdraw without having been granted maintenance of matriculation, or who are absent for more than two terms, must apply for readmission to the Office of Admissions. Students must follow the application procedure outlined for their specific graduate program. The Graduate Program Coordinator will examine their application along with those of new students. Readmitted students must follow the degree programs in effect at the time of their readmission.

Grading

Grades are reported at the end of each term or session. The following scale of letter grades and numerical (quality-point) equivalent is used:

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<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>3.70</td>
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<tr>
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Pass/Fail P/F
Incomplete IN
Non-Report NR
Withdrawal W
Repeat R
Satisfactory* S
Unsatisfactory* U

*Only for foundation and non-credit courses

Dropping Courses

Students may withdraw from any or all of their courses up within the specified deadlines, as announced in the annual academic calendar, by filling out the appropriate form in the Student Success Center or sending the form via email to: ssc@acg.edu. A student will receive the grade "W" (Withdrawal) for courses dropped.

Course Repeat for Grade Replacement

Graduate students may repeat a course for grade replacement by submitting a written request to the Graduate Examinations Committee. After repeating a course, the repeat grade will replace the original one. The original grade, accompanied by the letter R, and the replacement grade will both appear on the student's transcript, but only the replacement grade will be counted in computing the cumulative index. Students may retake up to two courses for grade replacement in the Master's degree.

Students may retake up to one course for grade replacement in their Graduate Diploma/Certificate.

F (Failure)

The grade "F" is computed in the grade-point average (GPA) and in the cumulative index (CI) with a value of 0 (zero). No credit is given for a course in which the final grade is "F".

Probation

Any fully admitted student whose overall CI falls below a "B" average during any term will be placed on probation for the next nine credit hours of course work. If, after completion of the ninth hour of credit, the student's overall CI is still below 3.0, the student will receive notification of dismissal from the Graduate School.

Dismissal

Individuals who do not attain the required minimum CI of 3.0 during the probationary period will be notified in writing by the Graduate School of their dismissal. The student will be precluded from all registration and enrollment privileges at that time. Should the student’s circumstances be so unusual as to warrant special consideration, the dismissal letter will include directions and provisions for engaging in the appeals process. A student may also be dismissed from the Graduate School as a result of a serious breach of academic or personal integrity (see section on "Academic Integrity").

IN (Incomplete)

The grade of Incomplete indicates that a substantial part of assessment has been satisfactorily but not entirely completed at the end of the term. Requests for Incompletes will be considered only if they are submitted by a student who can demonstrate extenuating circumstances (genuine emergencies beyond the student’s control).

The grade of Incomplete may be given only when the completed part of the student’s work in the course is of passing quality. It is the responsibility of the student to request an Incomplete in writing. Requests must be accompanied by verifiable documentation. An Incomplete is given at the discretion of the instructor.

To be granted an Incomplete, a student must be within the limits of three absences, or 9 hours, allowed by the Graduate School policies. If a student has completed the coursework and exams but has a pending issue of academic dishonesty or some other breach of policy the student will receive an Incomplete until the issue is resolved.

It is the student's responsibility to make the necessary arrangements with the instructor to have the required work completed or the examination taken. The new examination or submission deadline must be set within four weeks after the original assessment date. If a course with
**Group Work**

A substantial part of the student academic experience is based on team work. The smooth functioning of student teams is vital to both student performance and the quality of the educational process. Team members are solely responsible for behaving maturely, collegiately, responsibly, efficiently and effectively. Any problems that may arise must initially be dealt with within the team and constructive solutions sought. If problems persist, team members (either collectively or individually) may ask for advice and help from their instructor and Graduate Program Coordinator. The policy of the School is that, no matter what internal problems a team may be facing, the team should not be disbanded, but its members should strive to find mutually acceptable ways of collaboration. The extent to which a team functions smoothly is the sole responsibility of its members. A team may be disbanded only in extreme circumstances and only after the approval of both the instructor and the Graduate Program Coordinator.

**Assessment Deadlines**

Students must submit coursework via Turnitin by the deadlines set in the course outline. As a general rule, extensions will not be given casually, but only under extremely serious circumstances. Students are responsible for petitioning for extensions on coursework deadlines from instructors in writing (via e-mail) at least one week ahead of the deadline. Reasons for requesting extensions should be clearly substantiated and verified in the written request (with official documents, if applicable). If an extension has not been agreed by the instructor and the coursework is submitted late, the following will normally apply:

- Students who submit the coursework within five days after the deadline will receive a maximum grade of C in the particular piece of work.
- Students who submit coursework five days after deadline will automatically receive a grade of F (i.e. 0%), in the particular piece of work.

**Thesis/Capstone Projects**

The successful completion of the thesis/capstone project is a core requirement for the degree. Graduate students are required to register for their thesis/capstone project just like for any other course. The thesis/project should be submitted by the last day of classes of the term in which the student has registered for. All theses/projects, once completed, have to be presented to a panel consisting of faculty and, where relevant, company representatives.

In the unfortunate case that a thesis/project receives an F grade, the student has a period of three months to resubmit it. The project can be resubmitted only once. In case of a second failure, the student may graduate with a Graduate Diploma/Certificate, assuming the respective program academic criteria have been met.

An extension may be granted, in the presence of extenuating circumstances. The extension will be for a period of up to three months. In order to receive an extension the student must complete and submit a petition form before the end of the term, signed by the thesis/project supervisor, the Graduate Program Coordinator and the Dean of the Graduate School.

If at the end of this period the student has still not submitted the thesis or capstone project, and has been granted further extension by the Dean following a new petition in writing, he/she is required to register for the non-credit Thesis Extension course, at an administrative fee of EUR50, in the following term. Subsequent extensions/registrations may only be considered if the student is within the program completion timeframe.

Students will also receive a Handbook for Thesis/Projects, which provides all information regarding submission deadlines and policies.

**Permanent Records**

**Transcripts**

At any time during the course of their studies at DEREE—The American College of Greece or after withdrawal or graduation, students, active or not, may request transcripts of their records from the Student Success Center. Each transcript is a copy of the student’s complete record and requests for partial records will be denied. When the transcript is given directly to the student or, at the student’s request, to another...
Approval for Graduation

The Dean of The Graduate School or the Dean’s designee evaluates each prospective graduate’s record and confirms the completion of graduation requirements. After the end of the term, an official list of prospective graduates is presented to the Graduate Studies Committee for final approval.

Although degrees and diplomas are granted only once a year, a student who has been approved by the Graduate Studies Committee for graduation can obtain a certified letter signed by the Dean confirming completion of graduation requirements.

Trustees’ Approval and President’s Conferral

The President of DEREE-The American College of Greece presents the recommendation for graduation to the College’s Board of Trustees for approval. The Trustees’ approval of the recommendation for graduation gives the President the authority to confer the degrees.

The Graduate School Award is given to the graduate student who has achieved the highest cumulative index upon graduation.

Confidentiality

No information or document referring to the student’s academic or personal life (such as the student’s address, student college e-mail, report card, or transcript of record) is released to anyone outside the College without the written permission of the student. Should a student, former student, or graduate want information from their dossier to be released to persons outside the College, the student must submit a signed request in writing.

Academic Rights

The Right to Know

Detailed information regarding all course offerings is available to students in the course syllabi.

The Right to Petition for Exception

Students have the right to petition the Graduate Studies Committee for exceptional academic treatment or for deviation from certain academic policies, provided they submit adequate documentation justifying the request.

The Right to Appeal

Students have the right to appeal any decision made by College officials or committees that is contrary to their expectations. A written appeal is ordinarily addressed first to the Graduate Studies Committee and, if no further action can be taken at that level, may move upward to the Dean and Chief Academic Officer.

Graduation Procedure

General Graduation Requirements

In order to graduate, students must have:

• fulfilled all the requirements set out under the academic standing criteria
• settled the balance of their student account
• paid the Graduation Fee.

Applying for Graduation

When students reach their last term of studies at DEREE-The American College of Greece, they must apply for graduation at the Student Success Center. Deadlines for the submission of applications for graduation are announced in advance.

A student who fails to submit an application for graduation by the deadline announced will be moved to the next graduation date.
CODE OF CONDUCT

Academic Integrity

DEREE-The American College of Greece is an academic community whose fundamental purpose is the pursuit of knowledge. Essential to the success of this educational mission is a commitment to the principles of academic integrity. Academic honesty is an integral part of the learning process and a core value of the College. All members of the ACG community—students, faculty, and staff—are responsible for upholding the highest standards of honesty at all times. Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student’s performance are not tolerated. Ignorance of the College’s policy on academic integrity is not an acceptable defense against any charge of academic dishonesty.

Responsibility of Students

For students, a valuable and enriching academic experience begins with personal integrity and the commitment to taking examinations, writing papers, and carrying out all other required assignments based on independent thinking and without improper or unauthorized assistance. The fair and accurate evaluation of a student’s performance is possible only if the work is truly that of the student. When a grade is assigned, instructors are, in effect, attesting that, to the best of their knowledge, the grade is a true indication of the student’s achievement. Offenses against academic integrity include not only misrepresenting one’s own work but also aiding fellow students in doing the same.

Description of Academic Integrity

The various ways in which academic honesty can be violated are listed below. However, the list of examples is not intended to be exhaustive. A description of the main violations of the College’s academic integrity policy is presented in Appendix I.

a. Plagiarism
b. Cheating
c. Unauthorized collaboration
d. Unauthorized possession of academic materials
e. Falsification and fabrication of documents and records
f. Multiple submissions
g. Facilitating academic dishonesty

Faculty and students are strongly encouraged to use Turnitin™ for the prevention and detection of plagiarism in all assessed coursework.

Violations of Academic Integrity

If a member of faculty, student, staff member, administrator, or the community at large suspects that an examination or assessment violation has been committed in connection with academic integrity, s/he is required to immediately inform the Graduate Program Coordinator (GPC) responsible for that program. The GPC will then invite the student(s) to comment on their suspicions.

The procedures are as follows:

1. The GPC will investigate the matter and determine whether a violation has occurred, collating evidence of the extent of the offence where appropriate. The GPC will also discuss the allegation with the student. Where s/he concludes there is no case to answer, s/he will notify the student that the case is closed.

2. If the violation is considered to be minor, the GPC may issue an informal warning to the student and inform the Dean of the Graduate School. The note of the warning may be placed in the student’s file.

3. The GPC will investigate the matter and determine whether a violation has occurred, collating evidence of the extent of the offence where appropriate. The GPC will also discuss the allegation with the student. Where s/he concludes there is no case to answer, s/he will notify the student that the case is closed.

4. If the violation is considered to be minor, the GPC may issue an informal warning to the student and inform the Dean of the Graduate School. The note of the warning may be placed in the student’s file.

5. If the GPC deems that the violation merits more formal action s/he will arrange an investigation. As part of this, the GPC will write to the student including a written statement of the allegation and will give the student the opportunity to respond to it within two weeks.

6. If a member of the Graduate Examinations Committee or Graduate Studies Committee originates the charge, then that member will be recused from the decision-making process and any other process related to the case, other than those related to the role of complainant/witness.
Responsibility of Instructors

Instructors are responsible for ensuring that the College’s rules and regulations are enforced. When academic honesty is breached, instructors are obliged to report the violation. Laxity on the part of instructors includes having tests or test items exposed where they can be seen by students; returning tests and then using the same test again; reading, correcting papers, leaving the room, or conversing or giving help to students during an examination; and ignoring student attempts to cheat.

7. Where the investigation reveals evidence of an offence, the Graduate Examinations Committee will meet to assess the seriousness of the offence and decide further action and any penalties. The following penalties may be recommended:

- Issue a letter of warning.
- Reduce the mark for the item of work according to the seriousness of the violation.
- Assign the minimum pass mark for the item of work.
- Assign a mark of zero for the item of work.
- Require the student to retake a course(s) or examination(s)

8. The Graduate Examinations Committee may recommend to the Graduate Studies Committee a more severe penalty for a second or subsequent violation or for a student, the further the student has progressed through their studies. Such penalties may include:

- Downgrade the degree classification.
- Termination of the program with no award.

9. The outcome of the Graduate Examinations Committee will subsequently be notified to the Graduate Studies Committee for final decision.

10. The office of the Dean will communicate the decision to the student in writing and will include details of appeals procedures open to the student. This decision will also be recorded in the student’s file.

11. The student may apply to the Graduate Studies Committee for a review of the decision. This request must be submitted within seven days of receipt of the written notification. Normally, the criteria for a review are as follows:

- That the proceedings of the investigation were not carried out in accordance with the procedures.
- That fresh evidence can be presented which was not or could not reasonably have been made available to the investigation;
- That the finding of the investigation was against the weight of the evidence.

12. Within three working days of receipt of the final decision, the student has the right to make a formal written appeal to the Chief Academic Officer against the decision of the Graduate Studies Committee.

13. If the Chief Academic Officer does not deem any change to the decision is warranted, the appeal may then be brought to the President whose decision is final.

Personal Integrity

All members of the ACG community are expected to be ethical and truthful. Violations of personal integrity will not be tolerated.

Violations of personal integrity include, but are not limited to:

- disruption of academic, administrative, sporting, social or other activities of the College;
- obstruction of, or improper interference with, the functions, duties or activities of any Student, member of the faculty or staff or other employee(s) of the College;
- violent, indecent, disorderly, threatening or offensive behaviour or language whilst on College premises or engaged in any College activities;
- fraud, deceit, deception or dishonesty in relation to the College or its faculty or staff;
- action likely to cause injury or impair health or safety on campus;
- harassment, of any student, member of the faculty, staff or other employee(s) of the College;
- damage to College property or the property of other members of the College community;
- misuse or unauthorized use of College premises or items of property, including computer misuse.

A description of the main violations of the College’s personal integrity policy is presented in Appendix II.

Violations of Personal Integrity

Charges against a student for violation of personal integrity may originate from any source: a faculty member, a staff member, an administrator, a fellow student, or the community at large.

The plaintiff brings the charge(s) to the attention of the Graduate Studies Committee in writing.

The chair of the Graduate Studies Committee, within three days of receiving the written charge, will call a meeting of the committee. The chair informs, in writing, the members of the Graduate Studies Committee of the charge(s) made and of the time and place of the hearing. The chair also informs the student, in writing, of the charges and invites the student to be present during
the hearing, reminding the student of the right to come to the hearing alone or with another person (a faculty member, a fellow student, or a representative spokesperson); to answer questions, present evidence, and introduce any witness(es) for defense against the charge(s); and to cross-examine any witness(es). The defendant also has the right to remain silent. The defendant’s presence at the hearing is mandatory.

The chair also notifies the plaintiff, in writing, of the time and place of the hearing and of the plaintiff’s obligation to be present, to introduce witnesses and to cross-examine the defendant and witnesses. Since the burden of proof rests with the person(s) bringing the charge(s), the plaintiff must be present at the meeting; otherwise, the charge(s) will be dropped.

During the hearing the chair of the Graduate Studies Committee reads the written charge(s), as submitted by the plaintiff, and then invites the plaintiff to provide additional information and/or witnesses, if the plaintiff so wishes. The defendant or the defendant’s counsel may cross-examine the plaintiff and the witness(es).

The chair invites the defendant to speak in defense against the charge(s). If the student has come with counsel, the counsel is also invited to speak for the defendant. The plaintiff or the plaintiff’s counsel may cross-examine the defendant and the defendant’s witness(es).

The members of the Graduate Studies Committee are then given the opportunity by the chair to question the defendant and the plaintiff.

When the hearing is completed, the chair addresses the plaintiff, the defendant, the counsel, the witness(es), and any other person who may have been invited to attend the hearing. After the members are given an opportunity to deliberate upon the findings of the hearing, they will be asked (1) to render judgment and to vote on whether the defendant is guilty of the charge (or of some lesser charge), and (2) if the defendant is found guilty, to recommend disciplinary action.

The following are the types of penalties that may be imposed for violating any of the codes of academic or personal integrity.

**Verbal Warning:** The student will be warned verbally concerning his or her behavior by the chair of the Graduate Studies Committee.

**Letter of Warning:** The student will be warned in writing that his or her behavior has been found to be unacceptable and that a recurrence of the offending behavior will result in more serious action. The warning will be placed in the student’s file.

**Suspension:** For serious offenses, the student’s relationship with the College will be discontinued for a specified period of time. Such a penalty becomes part of the student’s permanent record at the College.

**Dismissal:** For the most serious offenses, the student’s relationship with the College will be terminated completely. The student will be denied the right to apply for readmission. The dismissal becomes part of the student’s permanent record.

A copy of the Graduate Studies Committee’s recommendation is sent to the student. The recommendation is recorded in the student’s file.

**The Right to Appeal**

Within three working days of receipt of the decision on disciplinary action, both the plaintiff and the defendant have the right to appeal the decision to the Chief Academic Officer. If no appeal is received within three working days, the College will hold that the individual concerned accepts the penalty imposed.

If the Chief Academic Officer does not deem any change to the decision is warranted, the appeal may then be brought to the President whose decision is final.
General Description & Aims

In a world of growing media and communication technologies, the role of communication specialists is rapidly expanding. The MA in Strategic Communication & Public Relations is a professional degree program designed to prepare the next generation of communication professionals to successfully meet local and global demands for communication knowledge. By integrating theory with practice and a focus on a real-world approach, the program prepares students for a variety of positions in media, public relations, and other communication-related professions. It provides expert training in writing, presentation skills, and new media techniques and enables them to design and implement communication projects for a specific industry or organization through hands-on experiences. Graduates become skilled strategists and communicators in a wide range of professional areas, from corporate affairs to political communication, crisis management and international PR and in special industries such as Tourism and Entertainment.

General Educational Aims

The aims of the program are to enable students to:

- Develop a comprehensive understanding of specific media institutions, practices, technologies and artifacts/texts within particular fields of communication.
- Acquire and evaluate knowledge of key communication theories and the role of the mass media in local, global and multicultural environments.
- Develop a systematic understanding of the strategic function of the practice of professional public relations and communication in diverse areas and settings.
- Critically assess an organization’s internal and external communication requirements and develop the ability to research, manage and implement planned communication programs.
- Effectively apply methods, tools and techniques in formulating professional plans in the areas of corporate affairs, political communication, intercultural communication, crisis management and in special industries such as tourism and entertainment.
- Develop a range of discipline-related transferable skills that will allow them to work in creative and independent ways.
- Develop a comprehensive understanding of the changing media systems and the increasing inter-connection of economies and cultures brought about by the rapid spread of technology and information.
- Adhere to the highest professional and ethical standards in the practice of public relations and other communication related careers.

Study Options

The program may be completed in one year (full-time) or up to three years (part-time). Classes run Mondays to Thursdays from 18:00-21:00. New students are admitted at the start of the fall and spring terms.

Graduation Requirements

In order to be awarded the MA in Strategic Communication & Public Relations degree, a student must:

- Complete all course requirements of the program within a period of 3 years.
- Earn a minimum cumulative index (CI) of “B” (3.00).

Curriculum Structure

Total of 10 courses (30 US credits) at graduate level

Required Communication Courses (9 credits):

- CN 6010 Media and Communication Theory
- CN 6002 Advanced Media Writing and Techniques
- CN 6006 Applied Communication Research Methods

Required Public Relations Courses (9 credits):

- CN 6001 Public Relations Strategy
- CN 6011 Crisis Communication Management
- CN 6017 Public Relations and the New Media

Elective Courses (3 from the list):

- CN 6003 Political Communication
- CN 6004 Communication for the Tourism Industry
- CN 6007 Strategic Corporate Communication
- CN 6009 Public Relations in Public and Nonprofit Organizations
- CN 6008 Communication for the Entertainment Industry
- CN 6015 Intercultural Communication and International PR
- CN 6020 Effective Communication Skills
- CN 6030 Multimedia Applications for Communication Campaigns

Capstone

- CN 6512 Capstone in Communication (3 credits).
  (Prerequisites: CN 6001, CN 6002, CN 6006, CN 6010, CN 6017)
- CN 6250 Thesis in Communication (3 credits).
  (Prerequisites: CN 6040 & CN 6006 or CN 6006 & CN 6010)
MASTER OF ARTS (MA) IN
DIGITAL COMMUNICATION
& SOCIAL MEDIA
**General Description & Aims**

The overall aim of the MA in Digital Communication & Social Media degree is to provide a specialist graduate program for students who aspire to plan, design, implement and evaluate digital communication and social media strategies in private, public and non-profit settings. The program seeks to prepare a new generation of knowledgeable and competent communication practitioners who can successfully navigate and shape the digital and social media environment. A variety of teaching methods are used including lectures, lab work, software applications, lectures from industry experts, and real cases of professional practice where students can work in social media environments in order to develop, implement and evaluate solutions.

**General Educational Aims**

The MA in Digital Communication & Social Media provides an integrated study of fundamental communication theory across media as well as practical skills in crafting and delivering content through digital and social platforms. The main aims of the program are to develop:

- A systematic understanding of communication theory across traditional and new media.
- The ability to apply communication knowledge and understanding to a range of digital and social media platforms, taking into account the wider technological, ethical and legal aspects of the environment in which an organization operates.
- A critical awareness of current digital and social media issues, methodologies and solutions that affect communication practice in the field.
- A sufficient range and critical understanding of communication methods, skills and knowledge that will enable students to act independently as digital and social media professionals.

**Study Options**

The program may be completed in one year (full-time) or up to three years (part-time). Classes run Mondays to Thursdays from 18:00-21:00. New students are admitted at the start of the fall and spring terms.

**Graduation Requirements**

In order to be awarded the MA in Digital Communication and Social Media, a student must:

- Complete all course requirements of the program within a period of 3 years.
- Earn a minimum cumulative index (CI) of “B” (3.00).

**Curriculum Structure**

Total of 10 courses (30 US credits) at graduate level.

**Required Communication Courses (9 credits):**

- CN 6035  Applied Communication Theory (3 credits)
- CN 6002  Advanced Media Writing and Techniques (3 credits)
- CN 6006  Applied Communication Research Methods (3 credits)

**Required Digital & Social Media Communication Courses (9 credits):**

- CN 6040  Digital Media and Computer Mediated Communication (3 credits)
- CN 6041  Strategy, Planning & Design of Digital & Social Media Campaigns (3 credits)
- CN 6042  Production Lab I: Web Design and Development (3 credits)

**Elective Courses (9 credits):**

- CN 6148  Digital & Social Analytics (3 credits)
- CN 6147  Content Strategy (3 credits), (Prerequisite CN 6041)
- CN 6045  Social Networks Behavior (3 credits)
- CN 6144  Production Lab II: Advanced Web Development with Content Management Systems (Prerequisite CN 6042)
- CN 6043  Brands & Digital Branding (3 credits)
- CN 6046  UX – User Experience & Responsive Design (3 credits)

**Capstone Project or Thesis (3 credits):**

- CN 6249  Capstone Project: The Digital Start-Up Challenge (3 credits)
  or
- CN 6250  Thesis in Communication (3 credits)
MASTER OF SCIENCE (MS) IN
COUNSELING PSYCHOLOGY
& PSYCHOTHERAPY
The mission of the Graduate Psychology area is to prepare students to become academically knowledgeable, competent, and ethically responsible mental health professionals. Counseling psychology is an innovative branch of applied professional psychology concerned with the integration of different psychological theories, research traditions and bodies of knowledge within the process of psychological therapy.

Since inception as the MS in Applied Psychology in 2005, the program has trained ethical, competitive and well educated professionals who have found their own place within and made a significant contribution to the profession of counseling psychology and other sister disciplines in the area of mental health.

The program prepares candidates to be self-reflective, ethical practitioners committed to professional development and maintenance of professional standards. This is achieved through the offering of an integrated curriculum involving psychology theory, skills development and practical experience. Assessment will address both theory and competence and evaluate knowledge and skills in line with the learning outcomes of the program.

The program enables students to take a critical academic approach to theory, practice and research in psychotherapeutic and counseling psychology, and trains candidates to work as an independent professional. Through a comprehensive curriculum that follows the research/practitioner model, and aims to promote an integrative approach to theory, professional practice and research, the faculty is training students with the goal of:

- Promoting personal awareness and development
- Developing theoretical and psychological knowledge (including new and challenging perspectives)
- Developing therapeutic skills, providing opportunities for supervised practice
- Fostering an informed awareness of current professional concerns and debates
- Developing research knowledge and skills

The educational aims of the Program are to develop effective autonomous practitioners in integrative counseling and psychotherapy and psychotherapeutic related fields. Students will be enabled to work ethically and efficiently with a range of clients and in a variety of employment settings and in private practice.

- To prepare students for employment within their chosen context of healthcare;
- To develop students’ capacity to learn as independent and lifelong learners;
- To provide flexible learning opportunities, thereby widening participation;
- To meet the needs of the counseling and psychotherapy profession.

To achieve these overall program aims the specific aims are to:

- Enable students to become critical and reflective practitioners, able to use evidence from research in their clinical practice.
- Enable students to become autonomous problem solvers, able to function within an ethical and professional framework.
- Enable students to become independent learners, able to continue their personal and professional development.
- Enable students to develop attitudes, adopt values and personal moral qualities in line with the American Psychological Association (APA) and American Counseling Association (ACA) ethical framework.
- To provide a program that is coherent and challenging that will facilitate skills development that will meet market demands.
- To provide the scope for the flexibility to meet market demand in terms of pace of study, place of study and mode of study.
- To offer a psychotherapeutic program to stimulate and enhance the intellectual creativity of students;
- To develop transferable research skills for the professional and provide an opportunity to gain a training in research.

The program may be completed in two years (full-time) or up to four years (part-time). Classes run Mondays to Thursdays from 17:00-21:00. New students are admitted at the start of the fall and spring terms.

In order to be awarded the MS in Counseling and Psychotherapy, a student must:

- Complete all course requirements of the program within a period of four years.
- Earn a minimum cumulative index (CI) of “B” (3.00).
- Complete at least 700 hours of practical training.
- Complete and defend a Thesis in the area of applied psychology.
- Complete at least 40 hours of personal counseling/psychotherapy.
## Curriculum Structure

Required Courses (50 credits):

### YEAR 1:
- **AP 6039**  Principles of Counseling & Personal Development (4 credits)
- **AP 6053**  Testing & Assessment (4 credits)
- **AP 6020**  Biological Basis of Behavior (2 credits)
- **AP 6020**  Professional & Ethical Issues in Counseling & Psychotherapy (2 credits)
- **AP 6023**  Qualitative Research (3 credits)
- **AP 6024**  Interviewing Techniques (2 credits)
- **AP 6022**  Diversity Workshop (2 credits)
- **AP 6043**  Advanced Analysis & Interpretation of Behavioral Data (3 credits)
- **AP 6010**  Program Design & Evaluation (3 credits)
- **AP 6034**  Group Counseling & Psychotherapy (3 credits)
- **AP 6045**  Advanced Psychopathology (3 credits)
- **AP 6055**  Workshop on Crisis Intervention (2 credits)

### YEAR 2:
- **AP 6042**  Humanistic & Psychodynamic Approaches to Counseling & Psychotherapy (3 credits)
- **AP 6049**  CBT Approaches to Counseling & Psychotherapy (3 credits)
- **AP 6001**  Practicum I (1 credit)
- **AP 6044**  Counseling in Health Settings (2 credits)
- **AP 6046**  Psychology of Addictions (2 credits)
- **AP 6056**  Family & System Approaches to Counseling & Psychotherapy (3 credits)
- **AP 6002**  Practicum II (3 credits)

### Thesis/Capstone (4 credits):
- **AP 6291**  Thesis (4 credits), (Prerequisites AP 6023 & AP 6043)
The program may be completed in one year (full-time) or up to three years (part-time). Classes run Mondays to Thursdays from 17:00-21:00. New students are admitted at the start of the fall and spring terms.

In order to be awarded the MA in Applied Educational Psychology, a student must:
- Complete all course requirements of the program within a period of three years.
- Earn a minimum cumulative index (CI) of “B” (3.00).

Total of 14 courses (36 US credits) at graduate level, UK Level 7

Required courses (32 credits):
- AP 6077 Theories of Learning and Human Development (3 credits)
- AP 6052 Developmental Psychopathology (3 credits)
- AP 6054 Research Design and Data Analysis (3 credits)
- AP 6021 Professional and Ethical Issues in Counseling and Psychotherapy (2 credits)
- AP 6073 Consultation (3 credits)
- AP 6022 Diversity Issues in Counseling in Different Settings (2 credits)
- AP 6071 Child and Adolescent Psychological Assessment (3 credits)
- AP 6075 Learning Disabilities Assessment and Remediation (3 credits)
- AP 6072 Child and Adolescent Therapeutic Interventions (3 credits)
- AP 6074 Behavior Management & Applied Behavior Analysis (3 credits)
- AP 6057 Family, School and Community Systems (2 credits)
- AP 6058 Crisis Intervention in the Schools (2 credits)

Thesis
- AP 6479 Thesis (Applied Educational psychology research project) (3 credits),
  (Prerequisites: AP 6077, AP 6071, AP 6075 and AP 6054)

Fieldwork
- AP 6478 Fieldwork (1 credit),
  (Prerequisites: AP 6077, AP 6073, AP 6074 and AP 6071 or AP 6072 or AP 6075)
Graduate Diplomas and Certificate Programs

Graduate Diploma in Public Relations
Graduate Diploma in Digital & Social Media
Graduate Certificate in Psychology
GRADUATE DIPLOMA IN PUBLIC RELATIONS

General Description & Aims

This program offers working professionals an opportunity to gain knowledge in fundamental and special areas of public relations to enhance their communication skills, complement their work experience and advance their career.

It is also designed to equip graduates of disciplines other than public relations with skills and competencies which can lead to a variety of job opportunities, including work as a public relations specialist, marketing assistant, account executive, campaign speech writer, media planner, lobbyist and press agent.

Students learn how to design and implement professional communication plans for clients in a variety of settings employing traditional and digital media techniques and a wide range of public relations skills including writing for the media, leaflet and poster copy, as well as event planning and organisation.

Admission Requirements

In order to be considered for entry to the program applicants should be prepared to demonstrate all of the following:

1. Competence to undertake graduate work: a College or University degree within social science, business and management studies or a computer science related discipline.
2. Evidence of Proficiency in English.
3. Motivation and/or Relevant experience to specialize in this area: Evidence of strong motivation to work in psychology related areas will be sought in the interview and the personal statement submitted with the application form.

General Educational Aims

The aims of the program are to enable students to:

• Develop a systematic understanding of the strategic function of the practice of professional public relations in diverse areas and settings.
• Critically assess an organization’s internal and external communication requirements and develop the ability to research, manage and implement planned communication programs.
• Develop a range of discipline-related transferable skills that will allow them to work in creative and independent ways.
• Adhere to the highest professional and ethical standards in the practice of public relations and other communication related careers.

Study Options

The program may be completed in one year (full-time) or up to eighteen months (part-time). Classes run Mondays to Thursdays from 18:00-21:00. New students are admitted at the start of the fall and spring terms.

Graduation Requirements

In order to be awarded the Graduate Diploma in Public Relations, a student must:

• Complete all course requirements of the program within a period of 12 months.
• Earn a minimum cumulative index (CI) of “B” (3.00).

Curriculum Structure

Total of 5 courses (15 US credits) at graduate level

Required Courses (9 credits):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CN 6001</td>
<td>Public Relations Strategy</td>
</tr>
<tr>
<td>CN 6002</td>
<td>Advanced Media Writing and Techniques</td>
</tr>
<tr>
<td>CN 6017</td>
<td>Public Relations and the New Media</td>
</tr>
</tbody>
</table>

Elective Courses (2 from the list - 6 credits):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CN 6003</td>
<td>Political Communication</td>
</tr>
<tr>
<td>CN 6004</td>
<td>Communication for the Tourism Industry</td>
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<tr>
<td>CN 6008</td>
<td>Communication for the Entertainment Industry</td>
</tr>
<tr>
<td>CN 6011</td>
<td>Crisis Communication Management</td>
</tr>
<tr>
<td>CN 6015</td>
<td>Intercultural Communication and International PR</td>
</tr>
<tr>
<td>CN 6030</td>
<td>Multimedia Applications for Communication Campaigns</td>
</tr>
</tbody>
</table>
GRADUATE DIPLOMA IN DIGITAL & SOCIAL MEDIA

General Description & Aims

Social media has now become a primary channel to engage, listen to, and communicate with an organization’s audiences. An integrated and multi-channel social media strategy is a necessity for all organizations seeking to achieve their missions or business objectives. The Graduate Diploma in Digital and Social Media enables professionals tasked with advertising, branding, public affairs, strategic communications (internal or external), or community engagement to plan, execute, and assess comprehensive and effective digital and social media campaigns for private, public, or non-profit organizations. Through a combination of lectures, project work, cases and lab work, participants develop expertise in social media planning, digital campaign management, and analysis to craft authentic and effective content for their organizations and communities.

The program offers a blend of theory and practice and is an ideal option for communication or marketing professionals who wish to update their knowledge and skills or for people who wish to change careers. Upon successful completion of this program students are eligible for entry in the MA in Digital and Social Media program, towards which they can transfer all the core graduate diploma courses (9 credits).

Admission Requirements

In order to be considered for entry to the program applicants should be prepared to demonstrate all of the following:

1. Competence to undertake graduate work: a College or University degree within social sciences, business and management studies or a computer science related discipline.
2. Evidence of Proficiency in English.
3. Motivation and or Relevant experience to specialize in this area: Evidence of strong motivation to work in communication related professions will be sought in the interview and the personal statement submitted with the application form.

General Educational Aims

The aims of the program are to enable students to:

- To provide students with advanced foundations of contemporary digital and social media communication theories and methods.
- To expose students to emerging concepts, issues and trends in digital and social media.
- To enable students to effectively plan, execute, and assess comprehensive and effective social media campaigns.
- To provide students with hands-on experience in developing and evaluating digital and social media content.

Study Options

The program may be completed in one year (full-time) or up to eighteen months (part-time). Classes run Mondays to Thursdays from 18:00-21:00. New students are admitted at the start of the fall and spring terms.

Graduation Requirements

In order to be awarded the Graduate Diploma in Digital and Social Media, a student must:

- Complete all course requirements of the program within a period of 12 months.
- Earn a minimum cumulative index (CI) of “B” (3.00).

Curriculum Structure

Total of 5 courses (15 US credits) at graduate level, cross listed with the MA in Digital Communication & Social Media program.

Required Courses (9 credits):

- CN 6035 Applied Communication Theory (3 credits)
- CN 6040 Digital Media and Computer Mediated Communication (3 credits)
- CN 6041 Strategy, Planning & Design of Digital & Social Media Campaigns (3 credits)

Elective Courses (6 credits):

- CN 6148 Digital and Social Analytics (3 credits)
- CN 6147 Content Strategy (3 credits)
- CN 6046 UX – User Experience & Responsive Design (3 credits)
- CN 6043 Brands and Digital Branding (3 credits)
- CN 6030 Multimedia Applications for Communication Campaigns (3 credits)
GRADUATE CERTIFICATE IN PSYCHOLOGY

General Description & Aims
An intensive post-baccalaureate (UK Level 6) program that serves as a solid basis and a conversion course for further advanced study in psychology. It is appropriate for people who hold a first degree in a field other than psychology, giving them the opportunity to obtain the necessary theoretical and practical foundations for a future career in psychology. Upon successful completion and an interview, graduates are eligible for direct entry into the MS in Counseling Psychology & Psychotherapy.

The purpose of the program is to provide a broad grounding in psychology that enables participants to develop and/or advance their basic knowledge and skills in psychology in relation to their professional and personal interests.

The program aims to:

- Provide participants with a broad, basic knowledge of theory and research in the scientific study of psychology.
- Develop the ability to describe and evaluate psychological theory and research.
- Develop the ability to construct a coherent argument and support it with evidence from research in psychology.

Admission Requirements
In order to be considered for entry to the program applicants should be prepared to demonstrate all of the following:

1. Competence to undertake graduate work: a College or University degree in a field other than psychology.
2. Evidence of Proficiency in English.
3. Motivation and/or Relevant experience to specialize in this area: Evidence of strong motivation to work in psychology related areas will be sought in the interview and the personal statement submitted with the application form. Evidence of work experience in a setting where interpersonal relationships are of central importance, or experience in counseling, sponsorship, relevant social/community/voluntary work is highly desirable.

General Educational Aims
The program aims to:

- Enable students to display a comprehensive understanding of psychological knowledge and critical awareness of current debates in psychology.
- Develop students’ knowledge, skills, and understanding of the principles, methods and ethical practices.
- Demonstrate sufficient knowledge of psychological theories and literature in the core domains of the science of psychology.
- Develop a more detailed knowledge of the literature, theories and issues relevant their field of interest.
- Develop the ability to design, carry out and evaluate psychological research.
- To be able to conduct ethically sensitive research

Study Options
The program may be completed in nineteen weeks (full-time) or over ten months (part-time). Classes run two evenings per week from 17:00-21:00 (full-time students) or one evening per week from 17:00-21:00 (part-time students). In addition, participants are required to attend four workshops related to each of the modules.

Graduation Requirements
In order to be awarded the Graduate Certificate in Psychology, a student must:

- Complete all course requirements of the program within a period of 18 months.
- Earn a minimum cumulative index (CI) of “B” (3.00).

Curriculum Structure
Total of 4 courses (16 US credits) at post-baccalaureate level (UK level 6)

Required Courses:

- AP 5001 Fundamentals of Psychology Science (4 credits)
- AP 5002 Research Methods in Psychology (4 credits)
- AP 5003 Psychopathology (4 credits)
- AP 5004 Human Development and Personality Theories (4 credits)
Course Descriptions
AP 5001  FUNDAMENTALS OF PSYCHOLOGY SCIENCE  4 CREDITS
Fundamental introductory course for all students studying psychology. Overview of the field of psychology: theoretical perspectives and research methods, biological basis of behavior, sensory systems, perception, states of consciousness, learning, memory and forgetting, thinking, language, problem solving, motivation and life-span development, mental abilities, personality theory and assessment, stress and coping, psychological disorders and treatment, social behavior.

AP 5002  RESEARCH METHODS IN PSYCHOLOGY  4 US CREDITS
This course provides a review of topics related to the research process. The first lectures cover topics about descriptive statistics, different types of variables, the properties of the ideal normal distribution, standard scores, and the relationship between variables. It then moves on the discussion of critical psychometric properties, such as reliability and validity, as well as on issues about the development of tests and scales. The final part discusses critical aspects of experimental and non-experimental research and includes the discussion of studies that had an important impact in the field of psychology.

AP 5003  PSYCHOPATHOLOGY  4 US CREDITS
This course provides an overview of theories of and research in the study of psychopathological development. The course involves a scientist-practitioner approach to the study of a variety of psychological disorders, including anxiety, affective and personality disorders, as well as assessment and treatment approaches.

AP 5004  HUMAN DEVELOPMENT AND PERSONALITY THEORIES  4 US CREDITS
An integrated presentation of theory and research, focusing on normal, physical, cognitive, social and personality development from the age of six through adolescence, followed by a historical and theoretical examination of the concept of personality. Scientific conceptualization of human behaviour and critical evaluation and comparison of personality theories, with respect to comprehensiveness, empirical validity and applied value. Applications of principles of personality development to contemporary society.

AP 6001  PRACTICUM I  1 US CREDITS
Prerequisites: AP 6001  Successful completion of core courses. Approval of practicum site by program coordinator.
AP 6002  PRACTICUM II  3 US CREDITS
Prerequisites: AP 6001  Successful completion of core courses. Approval of practicum site by program coordinator.
AP 6002  Successful completion of specialty courses. Successful completion of AP 6001. Permission of practicum placement by program coordinator.
The practicum seminars are designed to provide supervision and consultation for the practicum experience along with discussion of professional development issues and responsibilities as a counseling psychologist. Topics examined through the consultation process include: case conceptualization, professional development, peer supervision, quality assurance, legal and ethical considerations, institutional dynamics.

AP 6010  PROGRAM DESIGN & EVALUATION  3 US CREDITS
This course covers research based program design, monitoring and proposal writing and provides an overview of the basic theoretical concepts and applied behavioral procedures used in the systematic determination of merit, worth, or significance of a particular therapeutic, educational, or other program, project or organization.

AP 6020  BIOLOGICAL BASIS OF BEHAVIOR  2 US CREDITS
This course provides an advanced level, review of the relationship of human physiology to behavior. The course begins with establishing an understanding of the micro & macro structure and functions of the central nervous system and their relationship to psychopharmacology, and then uses this foundation to explore specific topics, including emotion, anxiety, and related disorders, memory, learning, impulsivity, violence, and substance abuse.

AP 6021  PROFESSIONAL & ETHICAL ISSUES IN COUNSELING & PSYCHOTHERAPY  2 US CREDITS
The course cultivates professional awareness and introduces issues related to reflective practice. It covers such areas as professionalism, legal issues, statutes, administrative rules, and standards for practitioners in counseling and applied developmental psychology. It stresses the importance of recognizing one’s professional limitations, making referrals in any area(s) considered outside the boundaries of one’s professional capabilities.
AP 6022 DIVERSITY ISSUES IN COUNSELING IN DIFFERENT SETTINGS 2 US CREDITS

This workshop aims at increasing self-awareness regarding diversity issues while preparing students to work competently with various groups representing diversity with respect to race, ethnicity, gender, socioeconomic status, disability, and sexual orientation in both therapeutic and preventive contexts.

AP 6023 QUALITATIVE RESEARCH 3 US CREDITS

A critical presentation of theory, method, and practice of qualitative research with an emphasis on its naturalistic and interpretive approach to the social world and human experience. A variety of research methods for data collection (case studies, interview, participant observation, life story) and analysis (phenomenological method, discourse analysis, grounded theory) are covered and linked to major theoretical paradigms (positivism, hermeneutics, constructivism, critical theory, and cultural studies methods).

AP 6024 INTERVIEWING TECHNIQUES 2 US CREDITS

This course exposes the students to several interviewing techniques in the field of counseling and applied psychology and aims at developing students’ attending and listening skills, and the ability to respond therapeutically in a decision-making framework.

AP 6034 GROUP COUNSELING & PSYCHOTHERAPY 3 US CREDITS

The course reviews the basic principles guiding group therapy as an approach to helping people alleviate their personal distress and appreciate how they may have been thwarting their own best efforts to understand themselves and to achieve their goals. The focus is on identifying the key aspects of group counseling that lead to change. Major strategies and techniques are reviewed, critically discussed and contrasted as they apply to most counseling groups, therapeutic approaches, and settings.

AP 6039 PRINCIPLES OF COUNSELING & PERSONAL DEVELOPMENT 4 US CREDITS

The course examines the philosophy, main theories, practices, and principles of counseling and psychotherapy. Topics include the counseling relationship, assessment and referral procedures, brief and long-term approaches, and legal, ethical, and diversity issues. The course involves both didactic and experiential learning modes and is designed to provide a bridge from theory to professional practice. An essential goal is to affect the awareness, knowledge base, and application of techniques, and to help the student determine career goals and assume professional ethical standards, roles, and responsibilities. Methods used include group interaction, self-disclosure, case studies, and role-playing. All experiential techniques aim at increasing self-awareness and thus enhancing the prospective counselor’s listening and guidance skills, as well as the ability for empathy and understanding.

AP 6042 HUMANISTIC & PSYCHODYNAMIC APPROACHES TO COUNSELING & PSYCHOTHERAPY 3 US CREDITS

The course reviews major humanistic and psychodynamic theories and clinical approaches in counseling, psychotherapy and clinical practice. It also provides students with a history of the development of psychoanalytic theory and the innovations in clinical practice. Humanistic theories since Carl Rogers' client centered approach up to now are also presented and discussed. Through the use of audiovisual equipment and the thorough presentation and analysis of clinical cases, students will have the chance to learn how psychodynamic and humanistic counseling is conducted and will be introduced to the major techniques of those approaches. The course reviews also defense mechanisms, transference, empathy and other important clinical constructs and examines the way they function and interfere with the therapeutic relationship.

AP 6043 ADVANCED ANALYSIS & INTERPRETATION OF BEHAVIORAL DATA 3 US CREDITS

An extension of basic concepts in statistics, this course is organized around advanced statistical topics such as analysis of variance (ANOVA), including single-factor independent measures and repeated measures designs, factorial ANOVA, multiple comparison procedures, the general linear model, linear and multiple regression, and some non-parametric tests. Also, the course covers material about factor analysis and ROC curve analysis. Emphasis is on the process of selecting an appropriate analysis for research data, carrying out the analysis with the use of specialized statistical software, interpreting the output, and using APA style to write results and conclusions. Computer-based analysis is implemented using the Windows version of the Statistical Package for the Social Sciences (SPSS).

AP 6044 COUNSELING IN HEALTH SETTINGS 2 US CREDITS

This course is an introduction to the study of psychological factors in health and illness, and the role of the counselor in health settings. It examines the major models, research methods, interventions, and issues in health psychology and behavioral medicine. Topics include stress, illness, compliance, psycho-immunology, bereavement counseling, social support, and coping with disorders such as cardiovascular disease, pain, cancer, gastrointestinal disorders, diabetes, and obesity.
AP 6045  ADVANCED PSYCHOPATHOLOGY  3 US CREDITS

The purpose of this course is to review and comprehensively examine the scientific evidence related to issues of description, classification and academic study of human mental distress. The course explores various theoretical approaches and evidence-based information about the causes and course of the various disorders. The course reviews major clinical conditions of adulthood. After defining the term of psychopathology, as well as in exploring the differentiation between normality and abnormality, all psychopathological syndromes will be reviewed. The course explores current theoretical, etiological, and therapeutic viewpoints. The emphasis of this review will be on comparing and contrasting different theoretical perspectives on each disorder, as well as reviewing the empirical literature in support of these perspectives. The clinical diagnostic criteria as these are stressed in the diagnostic manuals DSM-5 and ICD-10 will be elaborated, as well as the criteria for a meaningful differential diagnosis. The dimensional approach, as opposed to the categorical of DSM-5, will also be presented and critically discussed.

AP 6046  PSYCHOLOGY OF ADDICTIONS  2 US CREDITS

This course introduces students to theories, techniques, and relevant research associated with the Psychology of Addiction. It surveys various aspects of addiction, namely substance abuse, eating disorders, gambling, self-injury, “love” addictions, and the Internet addiction encompassing both didactic and experiential approaches to addiction. It reviews DSM-IV diagnosis, assessment measures, treatment planning, and the application of empirically validated techniques to clinical situations focusing on addiction.

AP 6049  CBT APPROACHES TO COUNSELING & PSYCHOTHERAPY  3 US CREDITS

The focus of this course is to introduce students to the principles, theory and practice of Cognitive Behavior Therapy (CBT) to counseling individuals. It reviews the basic concepts, principles, techniques and new developments related to CBT. The course aims at helping the students develop a good theoretical understanding of this major school of thought in psychotherapy. It covers such areas as: Development and principles of CBT, CBT for Depression, CBT for Anxiety Disorders, the role of therapeutic relationship in CBT, and schema-focused therapy.

AP 6052  DEVELOPMENTAL PSYCHOPATHOLOGY  3 US CREDITS

The course reviews major clinical syndromes of childhood and adolescence viewed within the context of normal development and explores current theoretical, diagnostic, etiological, and therapeutic viewpoints. The ideas of disability, pathology, and dysfunction and the contrasting ideas of ability, health, and functionality are considered in relation to each other.

AP 6053  PSYCHOLOGICAL TESTING & ASSESSMENT  4 US CREDITS

This course has two parts: Part A provides students with the theoretical and practical basis for choosing and using the wide range of test and measurement data available to applied researchers. Particular emphasis is placed upon the criteria used to evaluate the adequacy of tests and assessments. Topics include reliability, validity, test construction and test adaptation for cross-cultural assessment. Part B is designed to cover the theory and practice of intellectual and personality assessment with an emphasis on the Wechsler scales, and the MMPI. Students administer, score, and interpret tests under supervision and are trained to write reports.

AP 6054  RESEARCH DESIGN & DATA ANALYSIS  3 US CREDITS

This course provides a review of topics related to the research process. The first lectures cover topics about descriptive statistics, different types of variables, the properties of the ideal normal distribution, standard scores, and the relationship between variables. It then moves on the discussion of critical aspects of experimental and non-experimental research. Finally, a variety of qualitative research methods for data collection (case studies, interview, participant observation, life story) and analysis (phenomenological method, discourse analysis, grounded theory) are covered.

AP 6055  WORKSHOP ON CRISIS INTERVENTION  2 US CREDITS

The prevalence of acute crisis situations in our society necessitates that counselors acquire knowledge and skill base for effective and professional crisis intervention. Students will familiarize with evidence-based applications of theory to practice with at-risk populations. Special vulnerabilities and ethical concerns regarding at-risk populations will be examined. Students will apply crisis intervention theory and models of intervention to various problem areas such as suicide, sexual assault, domestic violence, substance abuse, grief and loss, violent behavior, natural disasters.

AP 6056  FAMILY & SYSTEMS APPROACHES TO COUNSELING & PSYCHOTHERAPY  3 US CREDITS

This course presents principles of assessment and concepts for counseling a family or individuals as part of a family emotional system. It consists of a theory and practice approach focusing on levels of interactive functioning and relationship stress, including the formulation of therapeutic goals in conjunction with the “family life cycle” paradigm.
AP 6057  FAMILY, SCHOOL AND COMMUNITY SYSTEMS  2 US CREDITS
This course addresses the family as a system within an ecological context. It covers parent counseling, the school and family as interactive systems, and school-parent collaboration. It focuses on the diverse needs of the child within the context of family, school and community. The course examines the interplay of diverse cultures, lifestyles, abilities, language and communication with the role of community institutions.

AP 6058  CRISIS INTERVENTION IN THE SCHOOLS  2 US CREDITS
This course is designed to increase knowledge and skills for practice with crisis intervention.

AP 6070  DEVELOPMENTAL AND LEARNING DISABILITIES  3 US CREDITS
The course examines developmental disabilities (DDs), mental retardation, autism, learning disabilities, and related conditions from a behavioral perspective. At the centre of this course’s focus are the most recent developments on issues of assessment, intervention, integration, and accessibility of psychological and educational services to these populations.

AP 6071  CHILD AND ADOLESCENT PSYCHOLOGICAL ASSESSMENT  3 US CREDITS
This course is a study of major psychological instruments used in assessment of school-aged children and adolescents; the nature, limitations, and predictive value of these methods; and the procedures for selection, administration, scoring, and interpretation of techniques for evaluation of cognitive and socio-emotional functioning.

AP 6072  CHILD AND ADOLESCENT THERAPEUTIC INTERVENTIONS  3 US CREDITS
This course provides a conceptual framework for interventions with children, adolescents and their families. The course will review research and intervention skills/techniques stemming from the major theoretical approaches to child and adolescent counseling and psychotherapy.

AP 6073  CONSULTATION  3 US CREDITS
Designed to provide the prospective school-based helping professional with the knowledge of theories and techniques to be an effective consultant with administration, staff and parents regarding the school learning environment, classroom management and individual student concerns including ADHD, school violence, anger management, bullying, discipline, crisis intervention.

AP 6074  BEHAVIOR MANAGEMENT AND APPLIED BEHAVIOR ANALYSIS  3 US CREDITS
This course focuses on identifying, recording, evaluating and changing social and academic behaviors of special and diverse populations. Theories of classroom management will be explored and various approaches to management including use of technological advances. Developing classroom and individual behavior management plans will be emphasized. The course will focus on the applications of the experimental analysis of behavior to problems of social importance with a variety of populations and settings. Observational methods, single-subject designs, behavior promotion and reduction, and generalization strategies are reviewed in relation to the needs of students with disabilities. It aims at training students in the process of systematically applying interventions based upon the principles of behavior analysis to improve socially significant and learning behaviors to a meaningful degree, and to demonstrate that the interventions employed are responsible for the improvement in behavior.

AP 6075  LEARNING DISABILITIES ASSESSMENT AND REMEDIATION  3 US CREDITS
This course will provide students with an in-depth understanding of the different domains of learning disabilities and their cognitive correlates. It will focus on the use and interpretation of sound norm-based assessment tools for the identification of LDs, as well as on the implementation of different intervention methods to enhance education outcomes for all children.

AP 6076  LANGUAGE AND LITERACY DEVELOPMENT  2 US CREDITS
This course provides a critical examination of the major areas of speaking, listening, reading, and writing experiences of young children. Current research, educational practices and instructional materials will be analyzed in relation to different theoretical views of the language arts. Special emphasis will be placed on integrating the language arts skills.
AP 6077  THEORIES OF LEARNING & HUMAN DEVELOPMENT  3 US CREDITS

A critical presentation of stages, processes and milestones of normal cognitive, emotional and social development of children, with particular attention to the dynamic interplay between biological, psychological, and socio-cultural forces. Special emphasis is placed on the interdependence of developmental changes in the cognitive, emotional and social domains and on empirical research to integrate theoretical and applied perspectives.

AP 6291  THESIS  4 US CREDITS

Prerequisites:  
AP 6023  Qualitative Research  
AP 6043  Advance Analysis & Interpretation of Behavioral Data

A Thesis is undertaken by all students working individually and in consultation with a selected instructor who acts as their thesis advisor. Students are expected to develop their ideas and design a study based on their appreciation of the relevant literature. Students are required to present a research thesis proposal protocol to a three-member thesis committee and gain approval before proceeding with their study and collection of data for their Thesis. Research protocols involving the participation of human subject are also submitted to the Human Research Ethics Committee for approval.

Students work closely with their thesis advisor on the completion of the thesis, which is evaluated by three additional readers. An oral defense of the thesis is scheduled after its submission. The thesis should demonstrate in-depth knowledge of the topic, evidenced by a thorough literature review and display of critical thinking skills, and by the demonstration of basic competencies in research design, data analysis, and interpretation.

AP 6578  FIELDWORK  4 US CREDITS

Prerequisites:  
AP 6077  Child and Adolescent Development  
AP 6070  Developmental and Learning Disabilities  
AP 6073  Consultation  
AP 6074  Behavior Management and ABA  
AP 6071  Child and Adolescent Psychological Assessment or  
AP 6072  Childhood and Adolescent Therapeutic Interventions or  
AP 6075  Learning Disabilities Assessment and Remediation

Fieldwork is designed much like a practicum and provides students with a structured opportunity to gain real-world, hands-on experience in a child and adolescent educational/therapeutic setting. It allows students to apply concepts and practices learned in coursework as they assist in professional-level work under the formal guidance from a qualified supervisor. Students typically pursue tasks and projects that constitute entry-level professional work. In addition, since fieldwork is meant to be a learning opportunity for students, fieldwork tasks usually involve skills and knowledge that the student has already begun to develop through coursework but for which the student has not yet developed a high level of expertise.

Finally, the taught component of the class helps students develop case conceptualization skills by integrating theoretical knowledge and applying it to real case material for treatment/remediation planning and evaluation. Topics examined through the consultation process include: case conceptualization, professional development, peer supervision, quality assurance, legal and ethical considerations, institutional dynamics, consultation and communication of assessment results.

AP 6579  CAPSTONE PROJECT  4 US CREDITS

Prerequisites:  
AP 6077  Child and Adolescent Development  
AP 6070  Developmental and Learning Disabilities  
AP 6071  Child and Adolescent Psychological Assessment  
AP 6075  Learning Disabilities Assessment and Remediation  
AP 6023  Qualitative Research or  
AP 6043  Advance Analysis & Interpretation of Behavioral Data

Both courses are offered in the graduate psychology area

Students must complete a capstone project after completing all coursework. The capstone project must convey scholarly and/or professional analysis informed by sustained and appropriate application of methodology. The capstone is a significant analytical piece of work: it represents work of a higher standard of what is normally expected from a term paper and provides an opportunity for students to draw on their methodological, analytical and substantive learning in a comprehensive written study.

AP 6578  FIELDWORK  4 US CREDITS

Prerequisites:  
AP 6077  Child and Adolescent Development  
AP 6070  Developmental and Learning Disabilities  
AP 6073  Consultation  
AP 6074  Behavior Management and ABA  
AP 6071  Child and Adolescent Psychological Assessment or  
AP 6072  Childhood and Adolescent Therapeutic Interventions or  
AP 6075  Learning Disabilities Assessment and Remediation

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AP 6579  CAPSTONE PROJECT  4 US CREDITS

Prerequisites:  
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AP 6043  Advance Analysis & Interpretation of Behavioral Data

Both courses are offered in the graduate psychology area

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CN 6003</td>
<td>POLITICAL COMMUNICATION</td>
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<td>This course enables the student to assess the role</td>
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<td>and function of communication in the public</td>
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<td>sphere, providing a general overview of key</td>
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<td>theories and research in the field. The course</td>
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<td>adopts a cross-national perspective and focuses</td>
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<td>on exploring the relationship between political</td>
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<td>institutions and the media, and on the role of</td>
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<td>new media in politics, popular culture and</td>
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<td>the construction of public opinion. A special</td>
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<td>emphasis is given to the analysis of cases and</td>
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<td>examples from Greece.</td>
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<td>CN 6004</td>
<td>COMMUNICATION FOR THE TOURISM INDUSTRY</td>
<td>3 US</td>
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<td>This course focuses on communication strategies</td>
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<td>and public relations tools for the travel and</td>
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<td>tourism industry. It examines communication</td>
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<td>practices and techniques that are of special</td>
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<td>importance to the industry’s major sectors:</td>
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<td>hotels, restaurants, tourist attractions/</td>
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<td>destinations, and transportation services. Topics</td>
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<td>of discussion include the role of information</td>
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<td>technology in the hospitality industry, an</td>
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<td>analysis of destination branding and case studies</td>
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<td>drawn from recent practice in several countries.</td>
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<td>CN 6006</td>
<td>APPLIED COMMUNICATION RESEARCH METHODS</td>
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<td>This course enables students to develop the</td>
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<td>research skills that will allow them to complete</td>
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<td>successful research projects in their future</td>
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<td>careers. The theory and techniques of both</td>
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<td>quantitative and qualitative communication</td>
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<td>research methods are presented in this course.</td>
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<td></td>
<td>Using numerous examples of research in the field,</td>
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<td>the course demonstrates how communication studies</td>
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<td>are designed and applied to specific cases.</td>
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<td>CN 6007</td>
<td>STRATEGIC CORPORATE COMMUNICATION</td>
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<td>Corporate communication lies at the heart of</td>
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<td>effective strategic management. This course</td>
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<td></td>
<td>examines important corporate communication areas</td>
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<td>such as internal communication, advertising,</td>
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<td>public relations, integrated communications</td>
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<td>strategies, and new communication technologies</td>
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<td>and focuses on how these areas work together</td>
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<td>to achieve organizational objectives.</td>
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<td>CN 6008</td>
<td>COMMUNICATION FOR THE ENTERTAINMENT INDUSTRY</td>
<td>3 US</td>
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<td></td>
<td>The entertainment industry is one of the largest</td>
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<td>and fastest growing industries in the world.</td>
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<td>This course explores various sectors of the</td>
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<td>entertainment industry and their communication</td>
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<td>strategies. The discussion will include new</td>
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<td>media, gaming, theme entertainment, live</td>
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<td>performances, music, television, film and sports.</td>
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<td>Topics examine the “celebrity industries” and</td>
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<td>the PR structures that manufacture celebrity,</td>
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<td>drawing examples from the full range of</td>
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<td>contemporary media.</td>
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<td>CN 6009</td>
<td>PUBLIC RELATIONS IN PUBLIC &amp; NONPROFIT</td>
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<td>ORGANIZATIONS</td>
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<td>This course is designed to examine the processes</td>
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<td>and practices of public relations and strategic</td>
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<td>planning for public and nonprofit organizations.</td>
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<td>It will generate special knowledge on concepts</td>
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<td></td>
<td>relating to public and nonprofit communication</td>
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<td>campaigns while focusing upon a variety of social</td>
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<td>issues related to the environment, culture,</td>
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<td>education, public health, and many other social</td>
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<td>programs and services.</td>
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<td>CN 6010</td>
<td>MEDIA AND COMMUNICATION THEORY</td>
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<td>This course is designed to provide students with</td>
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<td>an historical and critical overview of theory</td>
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<td>and research on communication and the role of</td>
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<td>mass media in contemporary society. Topics</td>
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<td>examined in the course include, but not limited</td>
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<td>to, media economics, media convergence, media</td>
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<td>representations of the real world, media audiences</td>
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<td>, globalization and media and the impact of</td>
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<td>digital revolution on media institutions.</td>
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<td>CN 6011</td>
<td>CRISIS COMMUNICATION MANAGEMENT</td>
<td>3 US</td>
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<td></td>
<td>This course focuses on crisis communication</td>
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<td></td>
<td>practices in organizations of all types, with an</td>
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<td>emphasis on planning, emergency communication,</td>
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<td>image restoration, and organizational learning.</td>
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<td>Strategies discussed include pre-crisis planning,</td>
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<td>crisis response, and post-crisis recovery.</td>
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<td>CN 6015</td>
<td>INTERCULTURAL COMMUNICATION AND</td>
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<td>INTERNATIONAL PUBLIC RELATIONS</td>
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<td>A critical examination of international public</td>
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<td>relations theory and practice in the context of</td>
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<td>major social and technological transformations.</td>
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<td>This course explores key concepts in intercultural</td>
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<td>communication as well as the role of globalization</td>
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<td>and the Internet in international campaigning.</td>
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<td>Students are provided with an extensive analysis</td>
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<td>of contemporary international case studies in a</td>
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<td>range of organizational contexts.</td>
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<td>CN 6017</td>
<td>PUBLIC RELATIONS AND THE NEW MEDIA</td>
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<td>This course provides students with the skills</td>
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<td>and knowledge necessary in planning public</td>
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<td>relations campaigns with the use of digital</td>
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<td>communication tools, such as Content Management,</td>
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<td>Blogging, Microblogging, Search Engine</td>
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<td>Optimization (SEO), Social Networking Sites (SNS),</td>
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<td>Viral Marketing, Usability Studies and Digital</td>
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<td>Metrics. It examines the potential of digital</td>
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<td>technologies for public relations campaigns, the</td>
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<td>particular challenges of online communication and</td>
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<td>the planning, management and evaluation of</td>
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<td>interactive communications campaigns.</td>
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</table>
CN 6020  EFFECTIVE COMMUNICATION SKILLS  3 US CREDITS

This course offers an opportunity to learn and apply, in daily life, practical principles of effective communication. Emphasis is placed on psychological, social, cultural, and linguistic factors, which affect person-to-person interaction. This course is designed to help students improve their communication in both personal and professional contexts. Attention is given to human perceptions, interpersonal dynamics, patterns of inference, listening, and verbal and visual symbols.

CN 6030  MULTIMEDIA APPLICATIONS FOR COMMUNICATION CAMPAIGNS  3 US CREDITS

In communication campaigns, diverse media are being engaged for the promotion of well defined messages. This course introduces in a hands-on manner, the basic notions of visual communication, as well as important tools for the creation of digital audiovisual narratives. Via projects, students will learn how to compose audiovisual messages, digital, linear or interactive. Thus visually literate students, will be able to create specific visions for successful outcomes, not only making use of contemporary technologies, but also of the ones that will appear in the future, no matter how much techniques and technologies evolve. The procedure of a message’s analysis which leads to audiovisual synthesis, is one of the most useful tools in a student’s hands, since it provides him a method to propose original solutions.

CN 6035  APPLIED COMMUNICATION THEORY  3 US CREDITS

The culture and contexts of applied communication are changing at both an alarming and exhilarating rate. Traditional forms of communication are being supplemented by the reach of social media platforms, and old theories about how communication works have to be updated to correspond to a networked- and market-driven social reality. As social media draws us away from print and more deeply into conversation, the field of communication is being redefined, forcing modern professionals to understand the emergent norms and develop the theoretical reasoning and the practical skills that pose the best practices, whether it is in the design of persuasive messages, the management of reputation or the influencing of fleeting audiences. Drawing from traditional and new media communication theory, this course exposes students to the bewildering world of communication theory while at the same time continually signposting the relevance of theory to practice. Specifically, this course provides students with an understanding of how communication concepts, theories, principles, models, research, and other practices, can be applied to address real-life communication and organizational goals. Session topics include, but are not limited to, theories of rhetorical and persuasive communication, audience response models, message strategy, communication and media planning, digital public relations and marketing, advertising and social media crisis management. The aim is to provide students with a pluralistic approach to the rich field of communication as it is practiced and experienced in various contexts.

CN 6040  DIGITAL MEDIA AND COMPUTER MEDIATED COMMUNICATION  3 US CREDITS

The course provides the students with an understanding the digital media environment including social networks, web, mobile, and new media. It also provides an overview of various theories and research on computer-mediated communication (CMC) by exploring how technologies are used in human interaction in the contemporary digital society. This course will also explore the legal and ethical considerations including, privacy, harassment and crisis management in the digital and social media environment.

CN 6041  STRATEGY, PLANNING AND DESIGN OF DIGITAL & SOCIAL MEDIA CAMPAIGNS  3 US CREDITS

Digital and social media communication is a dynamic area that relates to strategy, creativity, media, message creation and influencing consumer mindsets. The development of appropriate strategy, planning and design of digital and social media communications program requires an understanding of how companies plan, organize, control and evaluate the digital communication platforms available to them. The emphasis of this course is on the role of the digital communication vehicles within the integrated communications program of an organization.

CN 6042  PRODUCTION LAB I: WEB DESIGN AND DEVELOPMENT  3 US CREDITS

Successful online presence, especially through an effective and engaging website, is nowadays the cornerstone of any organization’s communications strategy. This course unfolds, in a hands-on practical manner, the entire process of conceptualization, design and development for the World Wide Web (WWW), from start to finish. The course is comprised of a group project in which students define and describe the topic of their website, its target users and their user’s needs. They learn how to structure and organize content for effectively communicating information on the web, how to design the interface and interaction elements in a meaningful way, and how to build a functional, usable, and accessible website. By learning the methods and technologies needed to understand the language of web design, students are prepared to take that knowledge into a professional career supporting the digital communication needs of any contemporary organization.

CN 6043  BRANDS AND DIGITAL BRANDING  3 US CREDITS

This course seeks to help students explore and critically analyze theoretical principles and methods of communicating a consistent personal brand across social and mobile media. By engaging in a self-assessment process students will clarify their values, skill sets, competences and aspirations – the foundations of a personal brand. They will then focus on communication methods of conveying a consistent personal brand through the use of digital and social media.
**CN 6045**  **SOCIAL NETWORKS BEHAVIOR**  **3 US CREDITS**

With the advent of online social media, people, economies, activities and places are now more than ever connected. From cyber-bullying and online gaming to cyberspace romance and blogging, online social networks constitute a basic platform of collective behavior. This course aims to introduce students to online social networks, offering theoretical and practical insights from diverse fields of social science, including sociology (organizational behavior, social movements), social psychology (social intelligence, emotions and connectedness) and political science (opinion formation, civic engagement).

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**CN 6046**  **UX – USER EXPERIENCE &Responsive Design**  **3 US CREDITS**

User Experience (UX) Design is a cross-disciplinary practice encompassing all aspects of a person’s interactions with a product, service or object through digital interfaces but also through more traditional channels. UX design shifts the focus from the more pragmatic qualities of interaction (such as usability) to user affect, sensation, and the meaning as well as value of such interaction in everyday life. This course provides theoretical grounding, practical knowledge, and hands on activities that can lead to key skills and competencies needed to shape a user’s experience with digital technologies. Through a class-wide group project, students engage in a variety of design activities interpreting an organization’s digital communications strategy. Each activity is designed for a different delivery platform (e.g., web, mobiles, tablets, social media, etc.), but combined at the end into a holistic User Experience.

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**CN 6144**  **PRODUCTION LAB II: ADVANCED WEB DEVELOPMENT WITH CONTENT MANAGEMENT SYSTEMS**  **3 US CREDITS**

*Prerequisites:*  
**CN 6042**  Production Lab I: Web Design & Development

Contemporary websites have moved beyond the creation of simple pages with hyperlinks by a specialist to large and complex “ecosystems” where users have the opportunity to update their own content without the need for technical staff. In this course, students will have the opportunity to learn, in a hands-on manner, how to design, set up, and maintain a website using an open source content management system (CMS). Each student will be responsible to set-up and maintain the website of an organization (existing or fictitious), meaning that they must collect, decide upon and structure all content (information architecture), design and set-up the website, and use the web system to update the content, and carry out the organization’s communications strategy. At the same time, students must develop and demonstrate the techniques and strategy to promote their website (e.g., on search engines).

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**CN 6147**  **CONTENT STRATEGY**  **3 US CREDITS**

*Prerequisites:*  
**CN 6041**  Strategy Planning & Design of Digital & Social Media Campaigns

This course is designed to tackle the major issues regarding online content, for content marketing and community management purposes, by providing an academic background as well as by nurturing practical skills. Covering content strategy in relation to broader strategy, KPIs and relevant metrics, the course develops effective writing skills for the digital environment, focusing on posts, tweets, newsletters or blog articles, examining SEO factors as well as script writing for multimedia or multimodal texts.

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**CN 6148**  **DIGITAL & SOCIAL ANALYTICS**  **3 US CREDITS**

*Prerequisites:*  
**CN 6041**  Strategy Planning & Design of Digital & Social Media Campaigns

Digital communication and social media interaction leave behind a large volume of data, such as visits, shares, hits, likes, ratings, friend relationships, comments, posts, links, web log files etc. that are increasingly important for all types of organizations, publishers and researchers alike. The analysis of such data, labeled as Web or Social Analytics, provides insights that are useful in communication, marketing, social analysis, outreach, product development, web site optimization, web design, ROI analysis and much more. This course provides students the opportunity to become familiar with contemporary research techniques for data analytics such as web traffic analysis tools, social network analysis, social media harvesting and search engine optimization.

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**CN 6249**  **CAPSTONE PROJECT: THE DIGITAL START-UP CHALLENGE**  **3 US CREDITS**

*Prerequisites:*  
**CN 6041**  Strategy Planning & Design of Digital & Social Media Campaigns  
**CN 6042**  Production Lab I: Web Design & Development

The presence of an entrepreneurial mindset is an important skill and requirement for communication professionals who wish to thrive in the digital and social media world. In this capstone course students will embark on a major team challenge with the choice to either develop their own online start-up or to leverage an existing organization’s growth through developing a new online venture. The challenge is for students to come up with their own idea for a new start up (online publication or service), develop and launch the venture online, promote it through digital & social media, and measure impact and performance. At the end of the course students will pitch their start-up and growth plan to a panel from the industry.
CN 6250    THESIS IN COMMUNICATION    3 US CREDITS

Prerequisites:  CN 6040  Digital Media & Computer Mediated Communication & CN 6006  
Applied Communication Research Methods  
(MA in Digital Communication & Social Media)
CN 6006  Applied Communication Research Methods & CN 6010 Media and 
Communication Theory  
(MA in Strategic Communication & PR)

The thesis runs for the duration of a term and a session (or 20 weeks). Students are required to 
work independently under the supervision of an allocated thesis advisor. The thesis document 
is normally between 15,000-20,000 words in length and spans the entire research process, from 
problem formulation to describing findings, conclusions and recommendations. The topic of the 
dissertation will be based on approved proposals and should relate to Communication Studies. 
Students will meet their supervisor regularly and will be required to submit progress reports. 
The dissertation may take the form of empirical research piece or a secondary research essay.

CN 6512    CAPSTONE PROJECT    3 US CREDITS

Prerequisites:  CN 6001  Public Relations Strategy
CN 6002  Advanced Media Writing & Techniques
CN 6006  Applied Communication Research Methods
CN 6010  Media and Communication Theory
CN 6017  Public Relations & the New Media

The Capstone project is the MA candidates’ final academic project, and marks the culmination 
of their Master’s degree program. The Capstone project requires students to integrate and 
apply the knowledge and skills acquired in their course work. Projects are selected by students 
with faculty approval and conducted under the guidance of a faculty member. Projects can 
focus on: designing a professional communication strategic plan to meet the objectives of an 
organization; devising a complete professional campaign to promote a company, product, 
service, or public figure; or researching a communication topic relevant to one of the special 
areas examined in the elective courses.
Faculty teaching
Graduate Courses
Dr. Areti Krepapa
Dean - School of Graduate & Professional Education
Dr. Areti Krepapa is the Dean of DEREE – School of Graduate & Professional Education. She holds a Ph.D. from the School of Management, University of Bath, an MBA from Cardiff Business School, University of Wales, U.K., and a BSc in business administration from The American College of Greece. She has had a varied career involving marketing, research and teaching. She has worked in product management for Delta Dairy SA and in market research for MRC. After completing her Ph.D. in 2000, she became a Lecturer of Marketing for the School of Management University of Bath and a Director of Studies for the Executive Bath MBA (Athens). In September 2009 she joined the Graduate School of The American College of Greece as a full time faculty member. Her research and teaching interests lie in the area of information processing and interpretation, innovation, decision-making and organizational learning.

Applied Psychology

Dr. Fotini-Sonia Apergi
MS in Counseling Psychology & Psychotherapy, MA in Developmental & Learning Disabilities, Graduate Certificate in Psychology, Graduate Certificate/Diploma in ABA, Program Coordinator
Dr. Fotini-Sonia Apergi earned her Psy.D. in clinical psychology from Long Island University in New York, with a specialty in family violence and developmental disabilities. She also received an MS in applied psychology from the same university and an MA in general psychology from New York University. After working as a clinician in several U.S. mental health and school settings, Dr. Apergi returned to Greece and joined the undergraduate faculty in 2004 and the Graduate School in 2005. In addition to teaching courses in her specialty, she coordinates the practicum training and teaches the Practicum seminars. Dr. Apergi is also in private practice and contributes as a consultant in school settings. Her research interests lie in the area of domestic and relationship violence and child abuse.

Dr. Mari Janikian
MA in Applied Educational Psychology, Program Coordinator
Dr. Mari Janikian earned her Ph.D. in school and counseling psychology from Northeastern University in Boston, Massachusetts. Dr. Janikian completed a post-doctoral fellowship in clinical psychology at Harvard Medical School with a specialty in child and adolescent psychology. She has gained clinical experience at hospitals, mental health clinics and schools in Boston. She returned to Greece in September 2008 and joined the faculty at the Graduate School. Additionally, she collaborates with the Adolescent Health Unit at P. and A. Kyriakou-Children’s Hospital. Current research interests include mental health issues of immigrant children as well as assessing the characteristics and predictors of excessive Internet use among Greek adolescents.

Dr. Chrysoula Karakitsou
Dr. Chrysoula Karakitsou received her Ph.D. in developmental psychology and her MSc in health psychology, both from Stirling University. She has been actively involved in teaching and research on socio-cognitive development in childhood, both in Scotland during her doctoral training and in Greece upon her return in 2000. Her research and academic interests are in the area of childhood development and education with emphasis on socio-emotional competencies and use of non-verbal and drawing instruments in the psycho-educational assessment of young children, and in evaluation research of special education programs aimed at inclusion and vocational rehabilitation. Currently, she teaches both undergraduate and graduate courses in areas of her specialty and works at a mental health setting, where she is involved in the assessment and psychosocial rehabilitation of children with developmental delays.

Dr. Lillian Pelios
Dr. Lillian Pelios received her MA in psychology from Queens College. She earned her Ph.D. at Temple University’s College of Education Program of Psychological Studies in Special Education. She has several years of experience in teaching at the undergraduate and graduate levels, and in teaching professionals in preparation for certification examinations in the area of applied behavior analysis (ABA). She has taught courses in ABA: mainstreaming and inclusion; curriculum, instruction and technology; developmental disabilities; and adapting the teaching environment. Her research and professional interests address populations such as individuals with autism and developmental disabilities; they focus on issues such as self-monitoring and independence via use of picture activity schedules, reducing self-injurious and stereotypic behavior via functional analysis, teaching young children with autism language, communication and social skills, play and all skills necessary to achieve mainstreaming. Dr. Pelios is a member of the Association for ABA in the U.S. and the Greek Association for Research in Behavior. She is currently also serving as the Clinical Director at Dynami, an early intensive behavioral intervention program for children with autism, and the Executive Director of “Anoixi” a non-profit organization for intensive behavioral intervention for youth with autism.

Dr. Nikolaos Takis
Dr. Nikolaos Takis obtained his Ph.D. in clinical psychology from the National University of Athens, with a specialty in the psychosocial adjustment of immigrant adolescents and their families. He also received an M.S. in clinical psychology and a B.A. in psychology from the same university. After working for several years in the field of prevention of mental health of the community in the municipalities of Filothei and Liminos, he joined the Detoxification Unit (18 ANO) of the Psychiatric Hospital of Attica. Dr. Takis has taught graduate and undergraduate courses in his specialty in the University of Athens. He is in private practice since 2000 and a certified trainer in Psychodrama. His research interests include issues of adaptation of immigrant adolescents, juvenile delinquency and addictions. He is a member of the Greek Psychological Society and a founding member of the Greek Psychodrama Society.

Dr. Ion N. Beratis
Dr. Beratis obtained his Ph.D. in Medical Sciences from the National University of Athens, with a specialty in psycho-physiological and psychometrical approach of cerebral lateralization. He also received a BA in Psychology from the same university and an MSc in Human Cognitive Neuropsychology from the University of Edinburgh, UK. Dr. Beratis has worked and consults in the field of neuropsychology in a variety of clinical and research settings. His current research interests are in the areas of electrophysiology of human cognition and school bullying.

Dr. Vassiliki Diamanti
Dr Vassiliki Diamanti earned her PhD in Psychology from University College London. Her thesis concerned the longitudinal and cross-linguistic study of reading and spelling performance of children with and without dyslexia. She also received an MA in Educational Psychology from the Institute of Education, University of London. She has worked as an educational psychologist in school and private practice settings since 2006, specializing in the assessment and intervention of specific learning disabilities in reading and spelling. She is actively involved in research
Dr. Armaos is an educational researcher specialised in research on the implementation of ICT in education, Head of KETHEA’s Staff Education Division. His Master was on educational research (MSc) while his PhD was on learning and teaching with computers in the University of Manchester, UK. Since 2002, he works with KETHEA engaged initially with the planning, implementation, monitoring and evaluation of European research and training programmes in health and educational support for drug offenders, harm reduction projects as well as in projects networking drug services and researching on employability issues for drug addicts. His current position focuses on designing, developing and evaluating education and training programmes for professionals within the field of drug addictions, networking with academic institutions on aspects of drug education, research evidence and evaluation. Since 2006, he teaches at the Hellenic Open University on adult education methodologies. He has also taught in several graduate programmes at various institutions including, the University of Athens and the University of Greenwich, while since 2014 he teaches research methods in psychology at the Graduate School of DEREE the American College of Greece. He has worked as a Research Analyst in the Corporate Development Branch in Greater Manchester Police, UK while he has been employed as a Research Fellow-national evaluator within a multidisciplinary project at the University of Sheffield, UK focusing on the tracking of interventions aiming to reduce antisocial behaviour in youth (National Evaluation of On Track), community profiling, project management and cost-effectiveness analysis. He is a national and European –level expert evaluator on lifelong learning and ERASMUS+ projects while he has several publications in peer reviewed journals, book review and other conference presentations in the field of education and addictions.

Communication

Dr. Argyro Kefala
MA in Strategic Communication & Public Relations, Graduate Diploma in Public Relations, Program Coordinator

Dr. Argyro Kefala received her Ph.D. from New York University. She is a professor and head of the Communication Department at DEREE College. Her areas of interest and expertise include strategic planning and political communication, communication theory, mass media and culture, public affairs, and communication in the non-profit sector. Prior to joining the faculty at DEREE, Dr. Kefala had a successful professional and academic career. While in the USA, she taught for a decade at New York University, Temple University and Marymount Manhattan College, and worked as a journalist. She also brings to the classroom more than nine years of field experience in strategic communication in the Greek public sector, having served as communication advisor in the Office of the Prime Minister and the Office of the Minister of Education, and to political parties and organizations such as the Center for Political Research and the Research Academic Computer Technology Institute. Dr. Kefala has published numerous articles. She is the author of the novel To Anipopto Galazio tis Mnimis (Indiktos, 1999) and a collection of short stories entitled Ta Phonienta tis Siopis (Estia, 1990).

Dr. Grigorias N Karimalis

Dr. Grigorias N. Karimalis received his Ph.D. in organizational communication from Wayne State University in Detroit, Michigan. He also holds an MA in communication from the University of Akron, in Akron, Ohio, and a BS in political science with a specialization in political communication from the National and Kapodistrian University of Athens, Greece. While in the States he worked as an adjunct faculty member at WSU with a research focus in the Bureau of Business Research (BBR) of the School of Business Administration and with teaching assignments in the Department of Communication. Also, he held several corporate positions in the marketing, public relations and human resources departments of many private corporations. He is currently adjunct professor in the Department of Communication of The American College of Greece and special public relations advisor in the electronic communications and postal sectors. His current research interests include topics relating to organizational culture, decision-making procedures, issue advertising, relationship marketing, international public relations, and management of international organizations and corporations, and he has written and presented a number of articles in the above areas.

Dr. Argyro Kefala

MA in Strategic Communication & Public Relations, Graduate Diploma in Public Relations, Program Coordinator

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Dr. Simon Leader
Dr. Simon Leader joined DEREE in September 2003. He has been adjunct professor since 2005. He teaches News Gathering, Communication Theories and Research Methods for Communication, a course which he introduced for the first time in the fall semester of 2004. Simon has a BA (Hons) from Nottingham Trent University (1991), an MA in mass communications from the University of Leicester (1992) and a Ph.D. from the University of Leicester. He began his career at the Centre for Mass Communication Research at the University of Leicester teaching on the Centre’s BSc Communications, Media & Society degree (1992-94) and then as a Research Assistant on a variety of the CMCR’s research projects including Children and Television (1992), Drugs and the Media (1995) and Science and the Media (1995). Simon was a research associate on the British Government funded project Television and Food Choice (1995-8). He has been an associate tutor for the MA in Mass Communications by Distance Learning of the University of Leicester since 1995. In 1999 he was awarded the Stanley Burton Scholarship from the Centre for Holocaust Studies at the University of Leicester where, in 2003, he completed his Ph.D. on The Holocaust and the British Regional Press 1939-1945.

Daniel McCormac
Mr. Daniel McCormac brings to the classroom two decades of experience as a print and broadcast journalist, public relations writer, and industry film producer. He has worked as a journalist for Antenna Television and NBC News Channel and as media training consultant for executive clients of V+O Communication, one of Greece’s premier public relations firms. Mr. McCormac earned his BA in political science from Occidental College in Los Angeles and his MA in journalism from the University of Missouri, Columbia. His academic and professional interests include the study of how media present risks related to modern life; how the use of language and presentation styles can impede or aid successful communication of media messages; and how successful messaging strategies vary through time and across cultures.

Dr. Elias E. Hristodoulakis
Dr. Elias E. Hristodoulakis received his Ph.D. in Marketing and Communication from the University of Iowa in Iowa City, Iowa, USA. He also holds an MA in Developmental Communication from the University of Iowa, in Iowa City/Iowa, and a BS in Political Science and Public Administration with a specialization in International Affairs from the National and Kapodistrian University of Athens, Greece. While in the States he worked as a Teaching and Research Assistant at the UofI with a research focus in Public Relations, Health Communication and Development Support Communication. For a number of years he worked as an assistant of Prof. Joseph Ascroft in a number of UN projects. Also, he held several corporate positions in the marketing, public relations and human resources departments of many profit and non-profit organizations. He has taught a number of professional seminars in both Greek as well as Multinational corporations. He is currently adjunct professor in the Department of Communication of The American College of Greece and senior partner in the Alternative Communication Ltd. - specializing in hotel and tourism communication and marketing. He has written and presented a number of articles in areas related to Public Relations, Health Communication, Marketing and Development. Currently he is involved in the following research areas: The impact of tobacco advertisements on young adults; the role of Intercultural communication in Health campaigns; the effects of TV coverage of the economic recession on Children; and the application of e-CRM in the Greek hotel Industry.

Dr. Maria Roussou
Dr. Maria Roussou earned her Ph.D in Computer Science from the University College London of the University of London, with a specialty in Virtual Reality and Human-Computer Interaction. She also holds a Master in Fine Arts (MFA) degree in Electronic Visualization and an M.Sc. in Computer Science from the University of Illinois at Chicago, and a B.Sc. in Applied Informatics from the Athens University of Economics and Business. Dr. Roussou is Founding Director of makebelieve design & consulting (www.makebelieve.gr), as well as a researcher and Adjunct Lecturer at the University of Athens, teaching graduate and undergraduate courses on “Museums and Digital Technologies” (MA in Museum Studies) and Human Computer Interaction (Department of Informatics & Telecommunications) respectively. She also serves as Expert Evaluator to the European Commission’s FP5-FP7 ICT Programs. From 1998 to 2002, she established and directed the Virtual Reality Department at the Foundation of the Hellenic World in Athens. She has 20 years of professional experience in combining innovative technology with education and culture, and more than 70 peer-reviewed publications in international scientific conferences and journals.

Dr. Katerina Diamantaki
Dr Katerina Diamantaki earned her PhD in Communication and Media Studies from the National Kapodistrian University of Athens. Her thesis concerned the longitudinal and interdisciplinary study of the phenomenon of virtual communities and computer-mediated interaction in interpersonal, group and collective contexts. Her main field of expertise and publications is in the field of the sociology of newmedia (internet, mobilemedia, location- and context awareness) focusing on the analysis of mediated social practices, and on their cultural, organizational, and social dimensions, especially in relation to community, the public sphere, identity politics, urbanism and schemes of collaboration. Her scholarly interests also include strategic and applied communication, social psychology, audience research, and memory and space studies in conditions of high technological mediation. She has worked in numerous interdisciplinary research projects on issues such as the integration of computer technologies in education, media representations, the use of internet in political communication, the design of adaptive internet environments through location-based media, user experience and the Internet of Things. Since 2014 she teaches at the Graduate School of DEREE the American College of Greece, while she is also affiliated with the Open University of Cyprus. Besides her academic career, Dr. Diamantaki has many years of professional experience as a media advisor to the European Parliament and the Greek Ministry of Foreign Affairs. She also currently holds the position of Independent Expert in Community-building for the EU-Community project, funded by the 7th Framework of the European Commission.

Dr. Charalampos Rizopoulos
Charalampos Rizopoulos is a research associate at the Department of Communication and Media Studies of the National and Kapodistrian University of Athens, where he is in the process of completing his PhD on the cognitive and affective aspects of navigating in and interacting with immersive virtual environments. He holds a BA in Communication and Media Studies from the aforementioned department and a MSc in Interactive Multimedia Production from the University of Huddersfield, UK. His research interests include interaction design for immersive virtual reality and mobile platforms, spatial cognition and environmental psychology, and computer games design and development. Charalampos is also a research associate at the Department of Communication and Internet Studies of the Cyprus University of Technology (Limassol, Cyprus). He has authored and co-authored several peer-reviewed academic publications in journals, edited books, and conference proceedings. Additionally, he has participated in several national and EU-funded research and artistic production projects. Charalampos is a member of the Association for Computing Machinery (ACM).
Dr. Iro Laskari

Dr. Iro Laskari joined DEREE in March 2014. She teaches Multimedia Applications for Communication Campaigns, a course introduced for the first time in the spring semester of 2014. Iro has a Diploma in Graphic Design from the Technological Educational Institute of Athens (2000), a Maîtrise from the Université Paris 8 (2001), a DEA from the Université Paris 8 (2002), a Master from the Ecole Nationale Supérieure des Arts Décoratifs (2002) and a Ph.D from the National and Kapodistrian University of Athens (2008), on the multidisciplinary filed of Generative Audiovisual Narratives.

As a Ph.D. candidate (2002-2008), she taught Visual Communication, at the Department of Communication and Media Studies if the National and Kapodistrian University of Athens. She participated at research projects of the New Technologies Lad of the Department of Communication and Media Studies, as a researcher. Since 2006 she teaches at the Graphic Arts Multimedia MA of the Greek Open University, School of Applied Arts. She has also taught Graphic Design, Visual Communication and Interactive Design both in an undergraduate and post-graduate level, at the University of the Aegean, Department of Cultural Technology and Communication (2009-2010).
Violations of Academic Integrity

Plagiarism
A form of academic theft, plagiarism is the act of using another’s words, ideas, or organizational patterns without crediting or acknowledging the source. It includes any paraphrasing or summarizing of another’s work without acknowledgment, as well as the failure to acknowledge the quotation of paragraphs, sentences, or even phrases written or spoken by someone else. Any use of published sources (books, magazines, newspapers, websites, photos, textbooks, etc.) or unpublished sources (class lectures or notes, handouts, speeches, other students’ papers, or material from a research service) without acknowledgment is plagiarism. Moreover, the use of charts, pictures, graphs, diagrams, data, Websites, or other communication or recording media without acknowledgment constitutes plagiarism. The submission of research, completed papers or projects prepared by someone else also constitutes plagiarism, as does the unacknowledged use of research sources gathered by someone else. Students are responsible for understanding the legitimate use of sources, the appropriate ways of crediting sources (both print and electronic) through documentation, and the consequences of violating this responsibility.

Cheating
Cheating is defined as the use (or the attempted use) of unauthorized or inappropriate assistance, material, or study aids in examinations or other academic work. The use of books, notes, and calculators, and conversation with others is forbidden in certain academic exercises and work; their use in these cases constitutes cheating. Similarly, students must not request others to conduct research for them or prepare any work for them; this includes, but is not limited to, the services of commercial term paper companies. Cheating also involves giving or receiving unauthorized help before, during, or after an examination. Examples of cheating include, but are not limited to, the use of prepared notes, “crib sheets,” or electronic aids during an examination (unless specifically approved by the instructor); attempting to look at another student’s paper or giving or receiving oral or visual information; intentionally allowing another student to view one’s own examination; copying the work of another student during an examination or other academic exercise or permitting another student to copy one’s work; taking an examination for another student or allowing another student to take one’s examination.

Taking an exam by proxy for someone else is an infraction of academic integrity on the part of both the student enrolled in the course and the proxy or substitute (see section on Facilitating Academic Dishonesty). Cheating also includes the writing of a take-home exam for another student.

Unauthorized Collaboration
Students may not collaborate on course work that will be graded unless they have faculty authorization. Unauthorized collaboration means working with others without the specific permission of the instructor on assignments that will be submitted for a grade. This rule applies to in-class or take-home tests, papers, or homework assignments. Examples of unauthorized collaboration can include, but are not limited to, jointly calculating homework problems, checking homework answers with other students, having another person help one rewrite a paper, and sharing sources for a take-home examination. Submission for academic credit of work represented as one’s own effort but which has been developed with substantial assistance from another person is a violation of academic honesty. It is also a violation of academic honesty to provide such assistance. Unauthorized collaboration can even occur within the context of group projects when the degree or type of collaboration exceeds the parameters of what an instructor has expressly authorized. The purpose of a particular assignment and the acceptable method of completing it are determined by the instructor, not the student.

Unauthorized Possession of Academic Materials
Unauthorized possession of academic materials includes the selling or purchasing of examinations, papers, reports, or other academic work; taking another student’s academic work without permission; and possessing examinations, papers, reports, or other assignments not released by the instructor. Unauthorized removal of an examination or quiz from a classroom, faculty office, or other facility also constitutes a violation of academic integrity.

Falsification and Fabrication
Misrepresenting material or fabricating information in an assignment is a breach of academic integrity. Examples include, but are not limited to, false citations of sources, use of invented information, or falsification of data. Fabrication includes submitting false documents for the purpose of being excused from a scheduled examination or other academic assignment. Altering the answers given on an exam or changing the letter or numerical grade after the instructor has graded the examination and has distributed it to students for review constitutes falsification. Committing or attempting to commit forgery or alteration of College or personal documents or records, and furnishing false information to the College or its instructors are considered violations of academic integrity and must be reported to the Graduate Studies Committee for disciplinary action.

Multiple Submissions
It is a violation of academic integrity to submit the same work or substantial portions of it for academic credit more than once or by more than one student without the prior approval or authorization of the instructor. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or even required; however, the student is responsible for indicating in writing that the current work submitted for academic credit is cumulative in nature.

Facilitating Academic Dishonesty
Knowingly helping or attempting to help another person violate any provision of the academic integrity code is a breach of that code. Students who knowingly or negligently allow their work to be used by other students or who otherwise aid others in academic dishonesty are violating the College’s code of academic integrity. Such students are as guilty of intellectual dishonesty as the student who receives the material, even though they may not themselves benefit academically from that dishonesty.
APPENDIX II

Violations of Personal Integrity

Lying
Lying consists of, but is not limited to, communicating untruths to gain an unfair academic or employment advantage. This includes requesting classmates to sign attendance registers on your behalf or giving a false reason to a faculty member when requesting a change in an examination date or an extension on a paper or project.

Discrimination and Harassment
DEREE—The American College of Greece is an equal opportunity employer and educational institution. Absolute respect for the rights of others is expected of all members of the institution. There shall be no discrimination against any employee, applicant for employment, or any student on any grounds prohibited by law, including race, color, national origin, religion, sex, age, or disability. This non-discrimination policy applies to all educational policies and programs.

It is the College’s policy that all employees and students work in an educational environment free of harassment of any nature. Therefore, sexual, racial, or religious harassment or other forms of an abuse of a power relationship, or bullying or threatening behavior, are not tolerated. Harassment is defined as verbal (including harassment by phone, mail, Internet, or e-mail) or physical conduct that shows hostility toward an individual and has as purpose or effect the creation of an intimidating, hostile, or offensive educational environment, or has the purpose or effect of interfering with an individual’s academic performance.

Computer Misuse
The framework of responsible, considerate, and ethical behavior expected by the College extends to the use of computers. The College expects students to use the College’s and their own personal information technology resources responsibly and to comply with all applicable College policies and local and international laws. The College provides electronic resources and services in support of its educational, research, and service mission. Use that threatens or interferes with the mission of the College, the integrity of the network, the privacy or safety of others, or that are illegal, is prohibited and subject to penalty.

Unacceptable activities and behaviors include, but are not limited to, misrepresentation (including forgery) of the identity of the sender or source of electronic communication; alteration of the content of a message originating from another person or computer with the intent to deceive; unauthorized use or attempted use of restricted-access computer resources or accounts; electronic theft of computer programs, data, or text belonging to another; and commercial use of the College’s electronic resources.

Computer misuse consists of, but is not limited to, creation, use, storage, or transmission of information, programs, or any other data that can reasonably be judged to be inappropriate or offensive to other users. The College’s policy on harassment applies to electronic displays or communications. No member of the College community may display or transmit images, sounds or messages that are threatening, abusive, or offensive.
CAMPUS INFORMATION

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