



2013-2014

GRADUATE
CATALOG

Graduate School of Arts & Sciences



DEREE

The American College of Greece

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

The American College of Greece

Founded in 1875

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, DERE 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 DERE in 1973 in honor of a generous benefactor from Chicago, William S. Deree (born Derehanis in the village of Ambelionas in the prefecture of Messenia in the Peloponnese).

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 Graduate School of Arts & Sciences is the latest educational division of DERE-The American College of Greece. Located on the Aghia Paraskevi campus, the Graduate School of Arts & Sciences, 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, a Master of Arts (MA) in Developmental and Learning Disabilities and a Master of Arts (MA) in Addiction Counseling. Two Graduate Diplomas and two Certificates are offered in the areas of Public Relations, Psychology and Applied Behavioral Analysis.

The educational system of DERE 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, DERE-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, DERE 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 DERE'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 2013

JUNE 20 (Th) - SEPTEMBER 20 (F)	Registration for New students (on campus)
JULY 15 (M) - SEPTEMBER 20 (F)	Online Registration for Continuing students
SEPTEMBER 2 (M)	Removal of Spring Term Incompletes for Certificates/Diplomas
SEPTEMBER 12 (Th)	Final Submission Deadline for Thesis/Projects with Approved Extensions
SEPTEMBER 19 (Th)	Orientation
SEPTEMBER 23 (M)	First Day of Classes for Degrees/Certificates/Diplomas
SEPTEMBER 23 (M)	Online Late Registration (09:00 - 18:00)
SEPTEMBER 27 (F)	Change of Courses (on campus)
SEPTEMBER 27 (F)	100% Refund
OCTOBER 14 (M)	50% Refund
OCTOBER 28 (M)	Greek National Holiday
OCTOBER 31 (Th)	W (Withdrawal)
NOVEMBER 17 (Su)	School Holiday
NOVEMBER 29 (F)	Thanksgiving Holiday
DECEMBER 12 (Th)	Last Day Of Classes for Masters Degrees
DECEMBER 16 (M), 17 (Tu), 18 (W), 19 (Th)	Final Examinations for Masters Degrees
DECEMBER 19 (Th)	Last Day Of Classes for Certificates/Diplomas

WINTER SESSION 2014

DECEMBER 24, 2013 (Tu) - JANUARY 7, 2014 (Tu)	Online Registration for Continuing students
JANUARY 7 (Tu)	First Day of Classes for Certificates/Diplomas
JANUARY 8 (W)	Online Late Registration (09:00 - 18:00)
JANUARY 8 (W) (for MW sections)	First Day of Classes
JANUARY 9 (Th) (for TR sections)	First Day of Classes
JANUARY 10 (F)	Change of Courses (on campus)
JANUARY 10 (F)	100% Refund
JANUARY 17 (F)	50% Refund
JANUARY 17 (F)	Removal of Fall Term Incompletes for Masters Degrees
JANUARY 30 (Th)	School Holiday
JANUARY 31 (F)	W (Withdrawal)
FEBRUARY 14 (F)	Last Day of Classes for Certificates/Diplomas
FEBRUARY 17 (M)	Last Day of Classes for Masters Degrees, M/W sections
FEBRUARY 18 (Tu)	Last Day of Classes for Masters Degrees, T/R sections
FEBRUARY 19 (W)	Final Examinations for Masters Degrees, M/W sections
FEBRUARY 17 (M) & 20 (Th)	Final Examinations for Certificates/Diplomas
FEBRUARY 20 (Th)	Final Examinations for Masters Degrees, T/R sections

GRADUATE SCHOOL CALENDAR

SPRING TERM 2014

FEBRUARY 3 (M) - FEBRUARY 28 (F)	Registration for New students (on campus)
FEBRUARY 24 (M) - FEBRUARY 28 (F)	Online Registration for Continuing students
FEBRUARY 27 (Th)	Orientation
MARCH 3 (M)	Ash Monday - Holiday
MARCH 4 (Tu)	First Day of Classes for Degrees/Certificates/Diplomas
MARCH 4 (Tu)	Online Late Registration (09:00 - 18:00)
MARCH 11 (Tu)	Change of Courses (on campus)
MARCH 11 (Tu)	100% Refund
MARCH 20 (Th)	Removal of Fall Term Incompletes for Certificates/Diplomas
MARCH 21 (F)	Removal of Winter Session Incompletes for Masters Degrees
MARCH 25 (Tu)	Greek National Holiday
MARCH 26 (W)	50% Refund
APRIL 11 (F)	W (Withdrawal)
APRIL 12 (Sa) - APRIL 27 (Su)	Easter Recess
MAY 1 (Th)	Labor Day
JUNE 5 (Th)	Last Day Of Classes for Masters Degrees
JUNE 9 (M)	Holy Spirit Holiday
JUNE 10 (Tu), 11 (W), 12 (Th), 13 (F)	Final Examinations for Masters Degrees
JUNE 12 (Th)	Last Day Of Classes for Certificates/Diplomas
JUNE 28 (Sa)	Commencement

SUMMER SESSION 2014

JUNE 16 (M) - JUNE 18 (W)	Online Registration for Continuing students
JUNE 16 (M)	First Day of Classes for Certificates/Diplomas
PART I: JUNE 19 (Th) - JUNE 21 (Sat)	Th: 18:00-21:00 / F: 09:30-17:30 / Sat: 09:30-17:30
JUNE 19 (Th)	Online Late Registration (09:00 - 18:00)
JUNE 20 (F)	Change of Courses (on campus)
JUNE 20 (F)	100% Refund
JUNE 23 (M)	50% Refund
PART II: JULY 2 (W) - JULY 5 (Sat)	W: 18:00-21:00 / Th: 09:30-17:30 / Sat: 09:30-17:30
JULY 2 (W)	W (Withdrawal)
JULY 4 (F)	American Independence day - Holiday
JULY 8 (Tu)	Final Examinations for Masters Degrees
JULY 11 (F)	Removal of Spring Term Incompletes for Masters Degrees
JULY 25 (F)	Last Day of Classes for Certificates/Diplomas
JULY 28 (M) & 31 (Th)	Final Examinations for Certificates/Diplomas
JULY 31 (Th)	Removal of Summer Session Incompletes for Masters Degrees

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:

- Applications are accepted throughout the year. However, prospective students can enter their program of choice in one of the two following terms:

Fall Term	September 23, 2013
Spring Term	March 4, 2014

- Candidates may apply for admission to the Graduate School at the Aghia Paraskevi campus. Alternatively, candidates may find all application materials and apply on line at <https://acg-grad.edu.185r.net/application>.

Applications and supporting material for admission are evaluated by the Graduate Program Coordinators. The Graduate Studies Committee is the governing body responsible for all policies and decisions regarding graduate admissions.

All 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 of 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".

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 Certificate
3. GCE
4. International Baccalaureate Certificate or Diploma
5. International English Language Testing System (IELTS)

Note: DERE 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 or 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).

Transfer students must meet with the respective Graduate Program Coordinator.

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.

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 DERE – 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 web site 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.

U.S.	Greek AEI	Greek TEI	Scholarship (% of Tuition)	Award
3.90+	8.30+	8,86+	40%	Presidential Scholar
3.75-3.89	7,98 - 8,28	8,52 - 8,84	30%	Dean's Scholar
3.65-3.74	7,77 -7,96	8,30 - 8,50	20%	Honor Award
3.50-3.64	7,45 - 7,74	7,95 - 8,27	15%	Achievement Award

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.

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.

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 DERE Office of Career Services, which has placed thousands of

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
- CISCO Networking Academy
- Insurance Market: Organization & Management with EIAS
- 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 DEREЕ alumni worldwide a propulsion engine that will empower the institution to achieve academic innovation and excellence in the future. PIERCE and DEREЕ 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 DEREЕ 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: <https://acg-alumni.edu.185r.net/survey/index.php?id=101>

Deree Main Campus, office 203
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 DEREЕ students. Through one-to-one and group workshop-style sessions, SAS learning facilitators support skills development of DEREЕ 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 DEREЕ 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 DEREЕ 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 term/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 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

The educational framework of DEREЕ-The American College of Greece depends upon the full cooperation of students and instructors. Because the framework of that cooperation is built for the most part upon lectures and class discussions, regular attendance and active participation in class are essential to the academic process. No excuse for absence will exempt a student from the completion of all work for each course. 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. Programs may set a stricter attendance policy, which they will announce to their students at the beginning of each term.

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, the MA in Developmental & Learning Disabilities and the MA in Addiction Counseling 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.

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.

Grade Scale

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

A	= 4.00	Excellent
A-	= 3.70	Very Good
B+	= 3.50	Very Good
B	= 3.00	Good
C+	= 2.50	Satisfactory
C	= 2.00	Satisfactory
F	= 0	Fail

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 until a week before the end of classes 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 "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 a recorded Incomplete is not completed within the specified period, the Registrar's Office automatically changes the Incomplete to an "F". A student cannot register for a course for which a pending Incomplete is a prerequisite.

NR (Non-Report)

A mark of "NR" is automatically recorded if the instructor fails to submit a final grade by the specified deadline. The "NR" is automatically removed as soon as the grade is submitted.

W (Withdrawal)

A "W" grade indicates that a student withdrew from a course by the date specified in the College calendar. No credit is granted.

Averaging Grades

A cumulative index (CI) is determined for each student at the end of each term. The CI is the average of all grades of all terms of study. It is computed by multiplying the number of credit hours for each course by the quality-point equivalent of the letter grade. The quality points earned for each course are then added and the sum is divided by the total number of credit hours.

Transferred course credits are excluded from compilation of the CI by the Graduate School. Grades reported as "W", "IN", "NR", "S", and "U" are not computed in the CI. When the "IN" or "NR" is removed, the new grade is then averaged into the term in which the course was taken.

Changing Grades

A grade may be changed only at the instructor's request and with the approval of the Dean of the Graduate School. No such request may be based on the student's performance subsequent to the completion of the course.

Requests for a change of grade are accepted only if submitted during the term following the one in which the incorrect grade was recorded.

Assessment Deadlines

Students must submit coursework 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.

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.

Thesis/Final Projects

The successful completion of the thesis/final project is a core requirement for the degree. Graduate students are required to register for their thesis/final 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 will graduate with a Graduate Diploma.

One extension may be granted, in the presence of extenuating circumstances. The extension will be for a period of three months. In order to receive an extension the student must complete and submit a Thesis/Project Extension Request 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 final project, he/she is required to register for the non-credit Thesis Extension course, at an administrative fee of EU500, in the following term. Subsequent registrations will only be allowed 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 person, it is labeled "Unofficial". An "Official Transcript of Record" is sent directly to schools or other authorities only at the student's request and is not issued to the student.

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. An 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 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 DERE- 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.

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 a vote.

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 DERE- 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.

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.

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.

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.

Laxity or negligence in monitoring exams, preventing plagiarism or guarding against other violations of academic integrity may result in disciplinary action. Failure to report cases of academic dishonesty to the Graduate Program Coordinator will be considered evidence of negligence and may result in disciplinary action.

To initiate a charge against an instructor, a signed statement must be submitted to the Graduate Studies Committee. After assessing the seriousness of the charge, the Graduate Studies Committee may issue an informal warning (not part of the record) or a reprimand (to be included in the instructor's dossier). In more serious cases, or in the case of repeated charges, the President or the President's designee may appoint a committee of Graduate School faculty members and administrators to hear the charges and the defense and to make recommendations to the President.

Personal Integrity

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

Personal Integrity Violations 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.

MASTER OF ARTS (MA) IN
STRATEGIC
COMMUNICATION
& PUBLIC RELATIONS

MASTER OF ARTS (MA) IN STRATEGIC COMMUNICATION & PUBLIC RELATIONS

MASTER OF ARTS (MA) IN STRATEGIC COMMUNICATION & PUBLIC RELATIONS

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.

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 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)
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MASTER OF ARTS (MA) IN
DIGITAL COMMUNICATION
& SOCIAL MEDIA

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.

MASTER OF ARTS (MA) IN DIGITAL COMMUNICATION & SOCIAL MEDIA

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 6010	Media and 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 6048	Digital Research Methods and Social Analytics (3 credits)
CN 6147	Authoring and Narrative in Social Media (3 credits), (Prerequisite CN 6002)
CN 6045	Social Networks Behavior (3 credits)
CN 6144	Production Lab II: Advanced Web Development with Content (3 credits) Management Systems (Prerequisite CN 6042)
CN 6043	Personal Branding Communication in Social Networks (3 credits)
CN 6146	UX – User Experience & Responsive Design (3 credits), (Prerequisite CN 6042)

Capstone Project or Dissertation (3 Credits):

CN 6249	Capstone Project in Digital Communication & Social Media (3 credits)
or	
CN 6250	Dissertation in Communication (3 credits)

MASTER OF SCIENCE (MS) IN
COUNSELING PSYCHOLOGY
& PSYCHOTHERAPY

MASTER OF SCIENCE (MS) IN COUNSELING PSYCHOLOGY & PSYCHOTHERAPY

General Description & Aims

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

MASTER OF SCIENCE (MS) IN COUNSELING PSYCHOLOGY & PSYCHOTHERAPY

General Educational Aims

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.

Graduation Requirements

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 6023	Advanced Analysis & Interpretation of Behavioral Data (3 credits)
	AP 6010	Program Design & Evaluation (3 credits)
	AP 6034	Group Counseling & Psychotherapy (3credits)
	AP 6045	Advanced Psychopathology (3 credits)
	AP 6055	Workshop on Crisis Intervention (2 credits)
YEAR 2:	AP 6042	Humanistic & Psychodynamic Approaches to Counseling & Psychotherapy (3credits)
	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 (3 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)
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MASTER OF ARTS (MA) IN DEVELOPMENTAL & LEARNING DISABILITIES

MASTER OF ARTS (MA) IN DEVELOPMENTAL & LEARNING DISABILITIES

MASTER OF ARTS (MA) IN DEVELOPMENTAL & LEARNING DISABILITIES

General Description & Aims

The MA in Developmental and Learning Disabilities prepares graduate students for work with preschool and school age children presenting with developmental and/or learning difficulties in a variety of educational and counseling settings. It prepares special education professionals who can provide students with quality educational and therapeutic experiences and serve as positive agents of change within challenging educational environments.

General Educational Aims

The MA in Developmental & Learning Disabilities will prepare 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 of academic theory, skills development and practical experience. Assessment will address both theory and competence and evaluate knowledge and competencies according to the learning outcomes of the program. Candidates should be ready to engage in counseling practice immediately after the degree is conferred.

The program focuses on training professionals who:

- Are prepared to apply evidenced-based strategies in children with developmental and learning disabilities.
- Have multiple opportunities to bridge theory and practice in course projects and fieldwork practice.

Graduation Requirements

In order to be awarded the MA in Developmental & Learning Disabilities, 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).

Curriculum Structure

Total of 10 courses (30 US credits) at graduate level, UK Level 7

Required Courses (26 credits):

AP 6077	Child and Adolescent Development (3 credits)
AP 6070	Developmental and Learning Disabilities (3 credits)
AP 6071	Child and Adolescent Psychological Assessment (3 credits)
AP 6074	Behavior Management and Applied Behavior Analysis (3 credits)
AP 6076	Language and Literacy Development (2 credits)
AP 6072	Childhood and Adolescent Therapeutic Interventions (3 credits)
AP 6052	Developmental Psychopathology (3 credits)
AP 6073	Consultation (3 credits)
AP 6075	Learning Disabilities Assessment & Remediation (3 credits)

Capstone (4 credits)

AP 6579	Capstone Project (4 credits), (Prerequisites AP 6077, AP 6070, AP 6071, AP 6075 and AP 6023 or AP 6043, both courses are offered in the graduate psychology area)
or	
AP 6578	Fieldwork (4 credits), (Prerequisites AP 6077, AP 6070, AP 6073, AP 6074 and AP 6071 or AP 6072 or AP 6075)

MASTER OF ARTS (MA) IN
ADDICTION COUNSELING

MASTER OF ARTS (MA) IN ADDICTION COUNSELING

MASTER OF ARTS (MA) IN ADDICTION COUNSELING

- Demonstrate competence in evidence-based and theoretical approaches to addiction and its complications.
- Develop the ability to design, carry out and evaluate psychological research.
- To be able to conduct ethically sensitive research.

Graduation Requirements

In order to be awarded the MA in Addiction Counseling, 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).
- Undertake a minimum of 40 hours of personal counseling.

Curriculum Structure

Total of 10 courses (30 US credits) at graduate level (UK level 7)

Required Shared Counseling courses (10 credits):

AP 6021	Professional and Ethical Issues in Applied Psychology (2 credits)
AP 6059	Principles of Counseling and Personal Development (3 credits)
AP 6046	Psychology of Addictions (2 credits)
AP 6045	Advanced Psychopathology (3 credits)

Required Addiction Counseling Courses (16 credits):

AP 6065	History of Substance Abuse and Models of Treatment (3 credits)
AP 6062	Prevention Theories and Applications (2 credits)
AP 6063	Neurobiology of Addictions (2 credits)
AP 6064	Behavioral Addictions (3 credits)
AP 6066	Evidence Based Treatment Protocols in Addiction (3 credits)
AP 6067	Family, Group counseling and Support Groups in Addiction (3 credits)

Capstone (4 credits):

AP 6569	Counseling Capstone Project (4 credits), (Prerequisites AP 6039, AP 6021, AP 6046, AP 6066 and AP 6023 or AP 6043 from the graduate psychology area)
or	
AP 6568	Counseling Fieldwork (4 credits), (Prerequisites AP 6039, AP 6045, AP 6046, AP 6021 and AP 6066 or AP 6067 or AP 6062)

Students wishing to undertake fieldwork in counseling addiction have to complete all pre-requisite courses and apply to the faculty for permission to register for fieldwork. In addition students wishing to begin their fieldwork have to complete at least 50% of the required personal therapy hours.

General Description & Aims

The MA in Addiction Counseling offers in depth knowledge of the theory and process of addiction and specialized counseling skills for working with client population diagnosed with addiction behaviors/disorders. 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. Candidates should be ready to engage in counseling practice immediately after the degree is conferred. The MA in Addiction Counseling shares core counseling courses with the Ms in Counseling Psychology & Psychotherapy, allowing students to acquire a solid theoretical basis and skills in counseling that can be transferred to serving client populations with addictive disorders.

General Educational Aims

- Enable students to display a comprehensive understanding of psychological knowledge and critical awareness of current debates in addiction counseling.
- Develop students' knowledge, skills, and understanding of the principles, methods and ethical practices in addiction counseling.
- Apply sound ethical and clinical practices in the work of addiction counselor
- Implement counseling/prevention/intervention services related to addiction counseling.
- Promote diversity and advocacy as related to addiction counseling.
- Employ various assessment techniques to appropriately intervene in meeting the needs of diverse addiction populations.
- Use evidence-based research literature to inform practice in meeting the needs of diverse addiction populations.
- Use diagnostic tools to diagnose addiction and other disorders in diverse populations.

Graduate Diplomas and Certificate Programs

Graduate Diploma in Public Relations

Graduate Certificate in Psychology

Certificate in ABA, Applied Behavioral Analysis

Graduate Diploma in ABA, Applied Behavioral Analysis

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, compliment 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.

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):

CN 6001	Public Relations Strategy
CN 6002	Advanced Media Writing and Techniques
CN 6017	Public Relations and the New Media

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

CN 6003	Political Communication
CN 6004	Communication for the Tourism Industry
CN 6008	Communication for the Entertainment Industry
CN 6011	Crisis Communication Management
CN 6015	Intercultural Communication and International PR
CN 6030	Multimedia Applications for Communication Campaigns

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 & Psychotherapy or the MA in Addiction Counseling.

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

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)

CERTIFICATE IN ABA, APPLIED BEHAVIORAL ANALYSIS

General Description & Aims

The Certificate in ABA provides a formal background in the theory and practice of Applied Behavior Analysis (ABA). ABA is used mostly with clinical populations in the area of developmental disabilities diagnosed with learning and/or intellectual disabilities, ADHD or ADD, Autism Spectrum Disorders (ASD), behavior and emotional problems, as well as persons with Oppositional Defiance Disorder (ODD) and conduct disorder.

The Certificate course sequence has been approved by the Behavior Analyst Certification Board (BACB®), which is a non-profit corporation established in the United States to meet professional credentialing needs that have been identified by behavior analysis agencies, governments, and consumers of behavior analysis services both nationally and more recently internationally. The BCaBA was accredited in 2007 by the Washington DC-based National Council for Certifying Agencies (NCCA). DEREI is the first institution in Greece to provide this opportunity to the professionals interested in furthering their knowledge and credentials.

The BCaBA is appropriate for people, who hold a first degree in psychology as well as a degree in a field other than psychology, such as Speech and Language Therapy, Occupational Therapy, Social Work, Education & Special Education, Engineering and Medicine.

To register for the **Certificate in ABA** students must have a bachelor's degree in one of the above mentioned areas of study. Obtaining a Certificate provides graduates with the opportunity to acquire the necessary theoretical and practical foundations for a future career in Applied Behavior Analysis (ABA) as a **Board Certified Assistant Behavior Analyst (BCaBA)** once the participants pass the national certification exams. This certification allows one to provide services to the populations mentioned above under the supervision of a Board Certified Behavior Analyst (BCBA).

The Certificate in ABA prepares the prospective BCaBA to:

- work under the direction of guidance of the BCBA
- conduct behavioral assessments
- interpret clinical data
- design effective behavior analytic interventions in cases familiar to those she encountered during her training & supervision
- provide training to and supervise other staff once she demonstrates competency under the direction of the BCBA

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 clinical or counseling psychology or a field other than psychology, e.g, social work, speech and language pathology, occupational therapy, etc.
2. *Evidence of Proficiency in English.*

Motivation and or Relevant experience to specialize in this area: Evidence of strong motivation to work in the area of developmental disabilities will be sought in the interview and the personal statement submitted with the application form. Evidence of volunteer work or work experience in a setting where the use of behavioral interventions are considered best practice. Social/community/voluntary work is highly desirable.

General Educational Aims

The Certificate in ABA aims to :

- Enable students to display a comprehensive understanding of behavior analysis.
- Develop students' knowledge, skills, and understanding of principles, methods and ethical practices in ABA
- Demonstrate sufficient knowledge of concepts, principles and literature in the area of applied behavior analysis
- Develop a more detailed knowledge of the literature, theories and issues relevant their areas of interest
- Develop the ability to design, carry out and evaluate behavior analytic research under the supervision of the BCBA
- To be able to effectively participate in ethically sensitive research

CERTIFICATE IN ABA, APPLIED BEHAVIOR ANALYSIS

Graduation Requirements

In order to be awarded the Certificate in ABA, a student must:

- Complete all course requirements of the program within a period of one year.

Earn a minimum cumulative index (CI) of "B" (3.00).

Curriculum Structure

Total of 5 courses (16 US credits) at post-baccalaureate level

Required Courses:

AP 5011	Introduction to ABA (3 credits)
AP 5114	Advanced ABA (3 credits)
AP 5012	Developmental Disabilities (3 credits)
AP 5013	Behavioral Assessment (4 credits)
AP 5015	Practicum (3 credits)

GRADUATE DIPLOMA IN ABA, APPLIED BEHAVIORAL ANALYSIS

General Description & Aims

The Diploma in ABA provides a formal background in the theory and practice of Applied Behavior Analysis (ABA). ABA is used mostly with clinical populations in the area of developmental disabilities diagnosed with learning and/or intellectual disabilities, ADHD or ADD, Autism Spectrum Disorders (ASD), behavior and emotional problems, as well as persons with Oppositional Defiance Disorder (ODD) and conduct disorder.

The Diploma course sequence has been approved by the Behavior Analyst Certification Board (BACB®), which is a non-profit corporation established in the United States to meet professional credentialing needs that have been identified by behavior analysis agencies, governments, and consumers of behavior analysis services both nationally and more recently internationally. The BCBA has been accredited in 2007 by the Washington DC-based National Council for Certifying Agencies (NCCA). DERE is the first institution in Greece to provide this opportunity to the professionals interested in furthering their knowledge and credentials.

The BCBA is appropriate for people, who hold a first degree in psychology or in a field other than psychology, such as Speech and Language Therapy, Occupational Therapy, Social Work, Education & Special Education, Engineering and Medicine as well as a graduate degree (MA, MS, M.Phil) in the respective areas. The BCBA allows persons to hold a leadership role in the field both via directly designing and implementing treatment protocols but also through supervising BCaBAs in their work.

To register for the **Diploma in ABA** students must have a Master's Degree in Psychology or any of the above mentioned areas of study. Obtaining a Diploma in ABA provides the opportunity to acquire the necessary theoretical and practical foundations for a future career in Applied Behavior Analysis (ABA) as a **Board Certified Behavior Analyst (BCBA)** once the participants pass the national certification exams.

The Diploma in ABA prepares the prospective BCBA to:

- work as an independent practitioner who may be employed by others or who may be an independent contractor for an organization
- conduct descriptive and systematic behavioral assessments including Functional Analysis
- provide behavior analytic interpretations of results
- develop and implement appropriate assessment and intervention methods in unfamiliar situations and a range of cases

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 advanced graduate work:* a College or University Master's degree in clinical or counseling psychology or a field other than psychology, e.g, social work, speech and language pathology, occupational therapy, etc.
2. *Evidence of Proficiency in English.*

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 Diploma in ABA aims to :

- Enable students to display a comprehensive understanding of applied behavior analysis.
- Develop students' knowledge, skills, and understanding of the principles, methods and ethical practices in applied behavior analysis.
- Develop a more detailed knowledge of the literature, theories and issues relevant to applied behavior analysis.
- Develop the ability to evaluate psychological research.
- To design and implement effective treatment protocols.
- To supervise and train others and BCaBAs.

GRADUATE DIPLOMA IN ABA, APPLIED BEHAVIOR ANALYSIS

Graduation Requirements

In order to be awarded the Diploma in ABA, a student must:

- Complete all course requirements of the program within a period of two years.

Earn a minimum cumulative index (CI) of "B" (3.00).

Curriculum Structure

Total of 7 courses (24 credits) at post-baccalaureate level

Required Courses:

AP 5011	Introduction to ABA (3 credits)
AP 5114	Advanced ABA (3 credits)
AP 5012	Introduction to Developmental Disabilities (4 credits)
AP 5013	Behavioral Assessment (4 credits)
AP 6080	Measurement & Experimental Design (3 credits)
AP 6081	Ethics & Professional Issues (3 credits)
AP 6082	Practicum (4 credits)

Course Descriptions

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 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 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 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 behavior 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 5011 INTRODUCTION TO APPLIED BEHAVIOR ANALYSIS 3 CREDITS

The course reviews the philosophy and principles of applied behavior analysis as it pertains to problems of social importance with a variety of populations and settings. It explores the application of the principles of classical and operant conditioning to the analysis and treatment of behavior problems in humans.

COURSE DESCRIPTIONS

AP 5012 INTRODUCTION TO DEVELOPMENTAL DISABILITIES CERTIFICATE IN ABA 3 CREDITS

GRADUATE DIPLOMA IN ABA 4 CREDITS

The course examines developmental disabilities (DDs), mental retardation, autism, learning disabilities, and related conditions from a behavioral perspective. At the center 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 5013 BEHAVIORAL ASSESSMENT 4 CREDITS

This course is designed to teach students behavioral assessment. Behavioral assessment procedures are twofold. First, they consist of direct observations, interviews, checklists, and tests to identify targets for behavior change. Second, they involve the discovery of sources, assets, significant others, competing contingencies, maintenance and generalization factors, and potential reinforcers or punishers that may need to be considered and included as part of intervention plans.

AP 5114 ADVANCED APPLIED BEHAVIOR ANALYSIS 3 CREDITS

This course builds on the content and material taught in AP 5011 – Introduction to ABA by exposing the students to more complex concepts such as motivational operations and their role in the learning process for humans, and assessing the variables maintaining problem behavior through functional analysis. Furthermore, it aims at training students in the process of systematically observing and recording behavior and applying interventions based upon the principles of behavior analysis to improve socially significant behaviors to a meaningful degree, and to demonstrate that the interventions employed are responsible for the improvement in behavior.

AP 5015 PRACTICUM / CERTIFICATE IN ABA 3 CREDITS

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 behavior analyst. Topics examined through the consultation process include: issues involving assessment, selecting and prioritizing target behaviors for intervention, planning the intervention, professional development, peer supervision, quality assurance, legal and ethical considerations, institutional dynamics. The students will work under the supervision of a qualified behavior analyst in a setting that will allow them to use behavior analytic technology. Settings may include agencies serving people with developmental disabilities, schools, hospitals, etc.

COURSE DESCRIPTIONS

AP 6001 PRACTICUM I 1 CREDIT

AP 6002 PRACTICUM II 3 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 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 6013 BEHAVIORAL ASSESSMENT 4 CREDITS

This course is designed to teach students behavioral assessment. Behavioral assessment procedures are twofold. First, they consist of direct observations, interviews, checklists, and tests to identify targets for behavior change. Second, they involve the discovery of sources, assets, significant others, competing contingencies, maintenance and generalization factors, and potential reinforcers or punishers that may need to be considered and included as part of intervention plans.

AP 6020 BIOLOGICAL BASIS OF BEHAVIOR 2 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.

COURSE DESCRIPTIONS

AP 6021 PROFESSIONAL & ETHICAL ISSUES IN COUNSELING & PSYCHOTHERAPY 2 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 WORKSHOP 2 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 ethnicity, gender, socioeconomic status, disability, and sexual orientation in both therapeutic and preventive contexts.

AP 6023 QUALITATIVE RESEARCH 3 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 ([post]positivism, hermeneutics, [post]constructivism, critical theory, and cultural studies methods).

AP 6024 INTERVIEWING TECHNIQUES 2 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 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 as they apply to most counseling groups, therapeutic approaches, and settings.

AP 6039 PRINCIPLES OF COUNSELING & PERSONAL DEVELOPMENT 4 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 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 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 the most important defenses mechanisms and the way they function and interfere with the therapeutic relationship.

AP 6043 ADVANCED ANALYSIS AND INTERPRETATION OF BEHAVIORAL DATA 3 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. Emphasis is on the process of selecting an appropriate analysis for research data, performing it using statistical analysis software, interpreting output, and using APA style to write 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 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 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 cause and course of the various disorders.

The course reviews major clinical conditions of adulthood. After defining the term of psychopathology, as well as exploring the differentiation between normality and abnormality, all psychopathological syndromes will be reviewed. The course explores current theoretical, etiological, and therapeutic viewpoints. The clinical diagnostic criteria as these are stressed in the diagnostic manuals DSM-IV-TR and ICD-10 will be elaborated, as well as the criteria for a meaningful differential diagnosis.

AP 6046 PSYCHOLOGY OF ADDICTIONS 2 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 AND PSYCHOTHERAPY 3 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 (in particular Panic Disorder), the role of therapeutic relationship in CBT, and schema-focused therapy.

AP 6052 DEVELOPMENTAL PSYCHOPATHOLOGY 3 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 TESTING & ASSESSMENT 4 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 6055 WORKSHOP ON CRISIS INTERVENTION 2 CREDITS

This course is designed to increase knowledge and skills for practice with crisis intervention.

AP 6056 FAMILY & SYSTEMS APPROACHES TO COUNSELING & PSYCHOTHERAPY 3 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 6059 PRINCIPLES OF COUNSELING AND PERSONAL DEVELOPMENT 3 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 6062 PREVENTION THEORIES AND APPLICATIONS 2 CREDITS

This course provides a comprehensive overview of substance abuse prevention theories and prevention programming applications, science-based prevention strategies and model programs, strategic planning and outcome evaluation from a multidisciplinary perspective. It introduces students to relevant research associated with primary, secondary and tertiary prevention and the role of counselor in preventive interventions in school, mental health services or community settings. It also focuses on relapse prevention by examining the triggers to relapse and the dynamics of recovery from substance abuse and other addictions. All topics regarding prevention are being analyzed from a cultural, social, clinical and individual point of view.

AP 6063 NEUROBIOLOGY OF ADDICTION 3 CREDITS

The course is designed to provide an overview of the physiological effects of psychoactive substances as well as basic information regarding different neurobiological theories of the etiology and nature of substance dependency. It includes the basic principles of drug action as well as comprehensive coverage of the major classes of drugs (opioids, stimulants, nicotine, alcohol, sedatives, cannabis, hallucinogens). Emphasis is also given to the mechanisms of action, effects and pharmacokinetics as well as tolerance and dependence for each of these drugs/drug classes. Physiological processes and reactions activated in behavioral addictions are also examined.

AP 6064 BEHAVIORAL ADDICTIONS 3 CREDITS

This course reviews the major theories, techniques, and research associated with the behavioral addictions (gambling, sexual and love addiction, food addiction and eating disorders, internet addiction, compulsive buying, compulsive productivity/ workaholism). Furthermore, It investigates their relationship with substance and alcohol abuse from a neurobiological, psychosocial and clinical point of view. Diagnostic issues, deriving from the new classification of behavioral addictions which is proposed by the forthcoming fifth edition of the American Psychiatric Association Diagnostic and Statistical Manual of Mental Disorders (DSM V), are also being discussed, while the controversies in the field of relevant research and an array of treatment approaches are presented, placing special emphasis on individual and group counseling techniques, preventive interventions and relapse prevention and recovery.

AP 6065 HISTORY OF SUBSTANCE ABUSE AND MODELS OF TREATMENT 3 CREDITS

This course is designed to acquaint students with the concept that the use of consciousness altering substances is not new in our society. The way various substances have been used and the ways different societies have tried to regulate their use will be examined. The course will also review the main treatment models, their origins, development and effectiveness.

AP 6066 EVIDENCE BASED TREATMENT PROTOCOLS IN ADDICTION 3 CREDITS

This course will introduce students to evidence-based practice in the field of substance abuse treatment. The course will present current evidence-based treatment protocols for interventions with adolescent and adult clients.

AP 6067 FAMILY, GROUP COUNSELING AND SUPPORT GROUPS IN ADDICTION 3 CREDITS

This course brings together addiction, substance abuse and family systems approaches. It identifies the addictive and intergenerational patterns within families and encourages students to reflect upon family and group dynamics and their influence in the addiction process.

AP 6070 DEVELOPMENTAL AND LEARNING DISABILITIES 3 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.

This advanced level graduate course provides an overview of the field of learning disabilities (LD) and developmental disabilities (DD).

The focus of the course is on causes, characteristics, assessment, and instructional needs of students with LD and DD.

AP 6071 CHILD AND ADOLESCENT PSYCHOLOGICAL ASSESSMENT 3 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 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 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 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 CREDITS

This course will provide an in-depth analysis of instructional strategies for teaching diverse students in inclusive classrooms. It will focus on assessment, methods, materials, management procedures and adaptations of the classroom and educational process.

AP 6076 LANGUAGE AND LITERACY DEVELOPMENT 2 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 CHILD AND ADOLESCENT DEVELOPMENT 3 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 6080 MEASUREMENT AND EXPERIMENTAL DESIGN 3 CREDITS

This course is designed to teach students to select appropriate target behavior and subsequently define behavior in observable and measurable terms. Furthermore, the course aims at teaching students the design and execution of single case research and data presentation methods including the use of Microsoft excel.

AP 6081 ETHICS AND PROFESSIONAL ISSUES 3 CREDITS

The course reviews and addresses the ethical requirements of the Behavior Analysis Certification Board, and professional conduct in treatment, intervention and consultation settings. Additionally, it reviews the effects of court decisions in development and implementation of behavioral interventions. Topics include accountability, confidentiality, and quality of services, quality of life, emergency management, research, professional collaborations and ethical safeguards.

AP 6082 PRACTICUM /GRADUATE DIPLOMA IN ABA 4 CREDITS

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 behavior analyst. Topics examined through the consultation process include: issues involving assessment, selecting and prioritizing target behaviors for intervention, planning the intervention, professional development, peer supervision, quality assurance, legal and ethical considerations, institutional dynamics. The students will work under the supervision of a qualified behavior analyst in a setting that will allow them to use behavior analytic technology. Settings may include agencies serving people with developmental disabilities, schools, hospitals, etc.

AP 6291 THESIS 4 CREDITS

Prerequisites: AP 6023 QUALITATIVE RESEARCH
AP 6043 ADVANCE ANALYSIS AND 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 6568 COUNSELING FIELDWORK 4 CREDITS

Prerequisites: AP 6039 PRINCIPLES OF COUNSELING
AP 6045 ADVANCED PSYCHOPATHOLOGY
AP 6046 PSYCHOLOGY OF ADDICTIONS
AP 6021 PROFESSIONAL AND ETHICAL ISSUES
AND
AP 6066 EVIDENCE BASED TREATMENT PROTOCOLS IN ADDICTION OR
AP 6067 FAMILY, GROUP COUNSELING AND SUPPORT GROUPS IN ADDICTION OR
AP 6062 PREVENTION THEORIES AND APPLICATIONS

Fieldwork is designed much like a practicum and provides students with a structured opportunity to gain real-world, hands-on experience in an addiction counseling 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 planning and evaluation. Topics examined through the consultation process include: case conceptualization, professional development, peer supervision, quality assurance, legal and ethical considerations, institutional dynamics.

AP 6569 CAPSTONE PROJECT 4 CREDITS

Prerequisites: AP 6039 PRINCIPLES OF COUNSELING
AP 6021 PROFESSIONAL AND ETHICAL ISSUES
AP 6046 PSYCHOLOGY OF ADDICTIONS
AP 6066 EVIDENCE BASED TREATMENT PROTOCOLS IN ADDICTION
AND
AP 6023 QUALITATIVE RESEARCH OR
AP 6043 ANALYSIS AND INTERPRETATION OF BEHAVIORAL DATA
FROM THE GRADUATE PSYCHOLOGY AREA

Student 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 CREDITS

Prerequisites: AP 6077 CHILD AND ADOLESCENT DEVELOPMENT
AP 6070 DEVELOPMENTAL AND LEARNING DISABILITIES
AP 6073 CONSULTATION
AP 6074 BEHAVIOR MANAGEMENT AND ABA
AND
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.

COURSE DESCRIPTIONS

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 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 AND
AP 6023 QUALITATIVE RESEARCH OR
AP 6043 ADVANCE ANALYSIS AND INTERPRETATION OF BEHAVIORAL DATA
BOTH COURSES ARE OFFERED IN THE GRADUATE PSYCHOLOGY AREA

Student 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.

CN 6001 PUBLIC RELATIONS STRATEGY 3 CREDITS

Effective and creative planning is at the heart of all public relations and communication activity. This course promotes understanding of the practice of public relations from both a theoretical and practical perspective, discussing key concepts of public relations as a communication management function. Topics explored include social and organizational contexts of public relations management and strategies for planning, implementing, and evaluating public relations campaigns.

CN 6002 ADVANCED MEDIA WRITING AND TECHNIQUES 3 CREDITS

The course introduces students to the concepts of audience needs, perceptions and expectations as the key to effective communication. It provides students the opportunity to understand and practice on the PR writing process starting from research, planning, and design to the production of public relations materials for distribution through traditional and social media.

COURSE DESCRIPTIONS

CN 6003 POLITICAL COMMUNICATION 3 CREDITS

This course enables the student to assess the role and function of communication in the public sphere, providing a general overview of key theories and research in the field. The course adopts a cross-national perspective and focuses on exploring the relationship between political institutions and the media, and on the role of new media in politics, popular culture and the construction of public opinion. A special emphasis is given to the analysis of cases and examples from Greece.

CN 6004 COMMUNICATION FOR THE TOURISM INDUSTRY 3 CREDITS

This course focuses on communication strategies and public relations tools for the travel and tourism industry. It examines communication practices and techniques that are of special importance to the industry's major sectors: hotels, restaurants, tourist attractions/destinations, and transportation services. Topics of discussion include the role of information technology in the hospitality industry, an analysis of destination branding and case studies drawn from recent practice in several countries.

CN 6006 APPLIED COMMUNICATION RESEARCH METHODS 3 CREDITS

This course enables students to develop the research skills that will allow them to complete successful research projects in their future careers. The theory and techniques of both quantitative and qualitative communication research methods are presented in this course. Using numerous examples of research in the field, the course demonstrates how communication studies are designed and applied to specific cases.

CN 6007 STRATEGIC CORPORATE COMMUNICATION 3 CREDITS

Corporate communication lies at the heart of effective strategic management. This course examines important corporate communication areas such as internal communication, advertising, public relations, integrated communications strategies, and new communication technologies and focuses on how these areas work together to achieve organizational objectives.

CN 6008 COMMUNICATION FOR THE ENTERTAINMENT INDUSTRY 3 CREDITS

The entertainment industry is one of the largest and fastest growing industries in the world. This course explores various sectors of the entertainment industry and their communication strategies. The discussion will include new media, gaming, theme entertainment, live performances, music, television, film and sports. Topics examine the "celebrity industries" and the PR structures that manufacture celebrity, drawing examples from the full range of contemporary media.

COURSE DESCRIPTIONS

CN 6010 MEDIA AND COMMUNICATION THEORY 3 CREDITS

This course is designed to provide students with an historical and critical overview of theory and research on communication and the role of mass media in contemporary society. Topics examined in the course include, but not limited to, media economics, media convergence, media representations of the real world, media audiences, globalization and media and the impact of digital revolution on media institutions.

CN 6011 CRISIS COMMUNICATION MANAGEMENT 3 CREDITS

This course focuses on crisis communication practices in organizations of all types, with an emphasis on planning, emergency communication, image restoration, and organizational learning. Strategies discussed include pre-crisis planning, crisis response, and post-crisis recovery.

CN 6015 INTERCULTURAL COMMUNICATION AND INTERNATIONAL PUBLIC RELATIONS 3 CREDITS

A critical examination of international public relations theory and practice in the context of major social and technological transformations. This course explores key concepts in intercultural communication as well as the role of globalization and the Internet in international campaigning. Students are provided with an extensive analysis of contemporary international case studies in a range of organizational contexts.

CN 6017 PUBLIC RELATIONS AND THE NEW MEDIA 3 CREDITS

This course provides students with the skills and knowledge necessary in planning public relations campaigns with the use of digital communication tools, such as Content Management, Blogging, Microblogging, Search Engine Optimization (SEO), Social Networking Sites (SNS), Viral Marketing, Usability Studies and Digital Metrics. It examines the potential of digital technologies for public relations campaigns, the particular challenges of online communication and the planning, management and evaluation of interactive communications campaigns.

CN 6020 EFFECTIVE COMMUNICATION SKILLS 3 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.

COURSE DESCRIPTIONS

CN 6030 MULTIMEDIA APPLICATIONS FOR COMMUNICATION CAMPAIGNS 3 CREDITS

Digital Media technologies. Software development tools. Graphics design and video and audio technologies for multimedia projects. Multimedia systems analysis and design methodologies. Interactive multimedia concepts. User interfaces and systems.

CN 6040 DIGITAL MEDIA AND COMPUTER MEDIATED COMMUNICATION 3 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 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 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 PERSONAL BRANDING COMMUNICATION IN SOCIAL NETWORKS 3 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 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).

CN 6048 DIGITAL RESEARCH METHODS & SOCIAL ANALYTICS 3 CREDITS

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.

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

Prerequisite: CN 6042 PRODUCTION LAB I: WEB DESIGN AND 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).

CN 6146 UX – USER EXPERIENCE & RESPONSIVE DESIGN 3 CREDITS

Prerequisite: CN 6042 PRODUCTION LAB I: WEB DESIGN AND DEVELOPMENT

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.

CN 6147 AUTHORIZING & NARRATIVE IN SOCIAL MEDIA 3 CREDITS

Prerequisite: CN 6002 ADVANCED MEDIA WRITING AND TECHNIQUES

Students develop the critical ability to identify the communication objectives that underpin social network communication strategies; and to conceptualize and structure a narrative-based social media communication campaign.

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

Prerequisites: CN 6041 STRATEGY, PLANNING & DESIGN OF DIGITAL & SOCIAL MEDIA CAMPAIGNS
CN 6042 PRODUCTION LAB I: WEB DESIGN AND 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.

COURSE DESCRIPTIONS

CN 6250 DISSERTATION IN COMMUNICATION 3 CREDITS

Prerequisites: CN 6040 DIGITAL MEDIA AND COMPUTER MEDIATED COMMUNICATION
 CN 6006 APPLIED COMMUNICATION RESEARCH METHODS

Under the guidance of an allocated supervisor, students will undertake a dissertation. 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 CREDITS

Prerequisites: CN 6001 PUBLIC RELATIONS STRATEGY
 CN 6002 ADVANCED MEDIA WRITING AND TECHNIQUES
 CN 6006 APPLIED COMMUNICATION RESEARCH METHODS
 CN 6010 MEDIA AND COMMUNICATION THEORY
 CN 6017 PUBLIC RELATIONS AND 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.

Graduate Faculty

Dr. Areti Krepapa

Assistant Dean – Graduate School of Arts & Sciences

Dr. Areti Krepapa is the Assistant Dean of DERE – Graduate School of Arts and Sciences. 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 fulltime 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, MA in Addiction Counseling, Graduate Certificate in Psychology, Graduate Certificate/Diploma in AB, 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

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 speciality 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 Dynamai, 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.

Olympia Sklidi

Mrs Olympia Sklidi graduated from the University of Athens Law School while studying Sociology at DERE. Having worked at the Juvenile Court, she became interested in the psychological dimension of young offenders' behavior, which led her to complete a BA in psychology at DERE College and an MS in clinical psychology at Surrey University in the U.K. Following her academic studies, she completed specialist clinical training in group analytic psychotherapy and family therapy in Greece and psychoanalytic psychotherapy for children and adolescents in London. She has extensive clinical experience with couples; and with children, adolescents, and their families. She has a long-standing involvement in teaching, training, and supervision of students, trainees, and professionals in the areas of psychology, medicine, nursing, social work, and psychoanalytic psychotherapy, in Greece and the U.K. Her clinical work has triggered a keen interest in neuroscience research and its implications for attachment theory and psychoanalysis.

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 Imittos, 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.

Communication**Dr. Grigorios N Karimalis**

Dr. Grigorios 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

Dr. Argyro Kefala received her Ph.D. from New York University. She is a professor and head of the Communication Department at DERE 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 DERE, 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. Simon Leader

Dr. Simon Leader joined DERE in September 2003. He has been adjunct professor since 2005. He teaches Newsgathering, 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 industrial 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. Evangelos Moustakas

MA in Digital Communication & Social Media, Program Coordinator

Dr Evangelos Moustakas is an Associate Professor in Digital Communications. He has been teaching and leading post-graduate programs at Middlesex University in London, London School of Commerce as well as at King Faisal University in Saudi Arabia. He holds a Doctorate in e-marketing from Middlesex University in London, a Master of Science in e-Commerce and two Undergraduate degrees in Business Administration and Management. He has developed a large number of social media strategies for organizations internationally. Dr Moustakas has authored several research publications and presented his work at International Conferences in Europe, US and the Middle East.

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 Assistance 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

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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.

Leadership

Dr. Konstantinos Tasoulis

MS in Leadership, Program Coordinator

Dr. Konstantinos Tasoulis holds a Ph.D. from the School of Management, University of Bath, sponsored by the Alexander S. Onassis Public Benefit Foundation. He also holds an M.Sc. in Management and HRM from the University of Bath and a B.A. in Economics from the University of the West of England. He has worked as a Research and Teaching Associate at the University of Bath. In 2007 he joined PricewaterhouseCoopers in Greece as a Senior Consultant, Human Resource Services. In 2010 he joined the Graduate School of Deree as a faculty member. His teaching and research interests lie in the areas of strategic HRM, performance management, organizational culture and values, trust and psychological contract, organizational learning and employee development. He specializes in the aviation and retail sectors and is also experienced in the banking, sports, toll road management and entertainment industries.

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.

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