Programme specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	a. B.Sc. (Hons) in Management Information Systems b. B.Sc. in Management Information Systems c. Diploma of Higher Education in Management Information Systems d. Certificate of Higher Education in Management Information Systems
Teaching Institution	The American College of Greece
Awarding Institution	The Open University (OU)
Date of latest OU validation	
Next revalidation	
Credit points for the award	B.Sc. (Hons) in Management Information Systems: 360
UCAS Code	
Programme start date	
Underpinning QAA subject benchmark(s)	General Business & Management, Computing
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	FT – 3 years
Dual accreditation (if applicable)	NEASC Accredited
Date of production/revision of this specification	January 2014

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students' handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The primary goals of the MIS programme are to:

- Demonstrate comprehensive knowledge of business functions, operations and
- enterprise-wide business processes.
- Understand the business legal framework and the ethical framework that governs information systems.
- Analyse the role of information systems at enterprise level.
- Develop essential managerial skills in the context of information systems.
- Evaluate the application of enterprise information systems in aligning business with information systems.
- Apply the necessary analytical and critical skills to synthesize business/IS solutions.
- Pursue graduate studies and/or senior level careers in business or information systems.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

* This programme specification is part of a US bachelor's degree programme that consists of 24 modules, comprising 10 compulsory modules offered by departments in the School of Business Administration, 11 compulsory specialisation modules, and 3 compulsory business focused modules.

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A.1. Demonstrate knowledge and understanding of the external environment and its impact on business. (Level 4) A.1.1. Understand the concept of economic value. Demonstrate knowledge of basic economic theory and macro-economic concepts and policies and their impact on micro-level analysis. (Level 4)	Taught in: EC 1101, Principles of Macroeconomics **(15 UK Credits – Compulsory)** The role of the government in a mixed economy. National income accounts. Theory and practice of fiscal and monetary policy. Macroeconomic controversies. Learning and Teaching Strategy: In congruence with the Learning and Teaching strategy of the College, the following tools are used in EC 1101: ➤ Class lectures, interactive learning (class discussions, group work) video presentations, and practical problems solved in class. ➤ Exercises and primary source documents are assigned as assessed coursework. ➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material. ➤ Use of a Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. Assessment Methods: Assessment methods give students the opportunity to display knowledge and understanding and staff the opportunity to identify issues in either. Students get timely feedback (within 21 days) on their formative test and midterm exam by their lecturer. Student performance in EC 1101 is assessed as follows:

Summative:	
Final examination (2-hour, comprehensive) - **short** answers to essay questions, numerical problems	60%
In-class 1-hour midterm examination - **short** answers to essay questions, numerical problems	40%
Formative:	
In-class, 1-hour, "diagnostic" test- **short** answers to essay questions, numerical problems	0%

A.1.2.	Recognize, explain and discuss the impact of the legal environment on business activity, practices and decisions within and across national boundaries. (Level 4)	<u>Taught in:</u> BU 2002, Business Legal Issues **(10 UK Credits – Compulsory)** The legal system. Adoption of laws. Administration of justice. Resolving legal disputes. Alternative dispute resolution. Introduction to civil and commercial law. The law of contracts. Corporate law. Negotiable instruments. Intellectual and industrial property. <u>Learning and Teaching Strategy</u>: ➢ Class lectures. ➢ Interactive learning during class through students' analyses and discussions of assigned cases. ➢ *Ad hoc* presentations by senior guest speakers from the legal sphere. ➢ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material. ➢ Use of an electronic class management system where the instructor may post important announcements, related course materials, and additional resources. <u>Assessment Methods</u>:

<u>Summative:</u>

Comprehensive final examination (essay-type):	60%
Midterm examination (essay-type):	40%

<u>Formative:</u>

Two in-class quizzes (objective-type):	0%

A.1.3.	Discuss the dynamics, structure and operations of business in the international context and suggest the future trends of the global marketplace (Level 4)

Taught in:

IB 2006, International Business **(15 UK Credits – Compulsory)**

Essentials of international business. Understanding of the increasingly global nature of the world business. Insight into the international business environment, international business law, cross-cultural interaction, international accounting, international finance, comparative management, international marketing and global corporations.

Learning and Teaching Strategy:

➢ Classes consist of lectures, discussions, collaborative in-class small projects and specialized video presentations. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and collaborative in-class small projects reinforce students' cognitive and key transferable skills. Specialized video presentations familiarize students with professional skills and further develop their cognitive skills.
➢ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content.
➢ Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors use the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources. By using this interface effectively, students are also provided with the opportunity to retrieve, process, analyze and communicate information.

Assessment Methods:

Summative:	
Comprehensive final examination (essay-type):	60%
In-class midterm examination (1-hour):	40%
Formative:	
In-class, 1-hour, "diagnostic" test:	0%

A.2. Demonstrate knowledge and understanding of the internal aspects, functions and processes of organizations. (Level 6)	Taught in:
	MG 3343, Operations Management **(15 UK Credits – Compulsory)**

Key elements of operations management as they apply to the production of goods and services offered by manufacturing or service organizations. Topics include nature and context of operations management, product design and process selection design of facilities and jobs, managing the supply chain, and revising the system.

Learning and Teaching Strategy:

➢ Class lecture, interactive learning and practical problems solved in class.
➢ Exercises assigned as homework.
➢ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
➢ Use of a Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources.

Assessment Methods:

Summative**:**	
Comprehensive final examination (problem-solving):	60%
Major written project:	40%
Formative**:**	
Coursework (one in-class diagnostic examination and problem-solving exercises):	0%

A.3. Demonstrate knowledge and understanding of the functions and processes of business and their relationship with the external environment. (Levels 4,5 and 6)	Taught in:

A.3. Demonstrate knowledge and understanding of the functions and processes of business and their relationship with the external environment. (Levels 4,5 and 6)

A.3.1. Describe and discuss the nature of managerial work, the various management theories, concepts, principles and practices. Distinguish between an organization's internal and external environments, and recognize the importance of organizational change. (Level 4)

Taught in:

MG 2003, Management Principles **(15 UK Credits – Compulsory)**

Study of the nature, functions and responsibilities of the management of organizations. History of management thought, theories, concepts and practices. The managerial functions of planning, organizing, leading and controlling are examined.

Learning and Teaching Strategy:

- ➢ Class lectures.
- ➢ Case studies (written and oral).
- ➢ Experiential exercises.
- ➢ Interactive learning during class through students' analyses and discussions of assigned cases and experiential exercises.
- ➢ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
- ➢ Use of an electronic class management system where the instructor may post important announcements, related course materials, and additional resources.

Assessment Methods:

Summative:	
In class one hour midterm examination - essay-type)	40%
Common final examination (2-hour comprehensive) - (essay-type)	60%
Formative:	
Coursework (case studies, experiential exercises, in-class quizzes)	0%

A.3.2.	Explain the role of marketing and its importance to the economy and to organizations, know the fundamentals of marketing research, consumer behaviour and understand their impact on marketing strategy. (Level 4)	Taught in: MK 2050, Principles of Marketing **(15 UK credits-Compulsory)** Basic understanding of marketing concepts and processes. Key marketing decision areas in product development, pricing, distribution and promotion. Learning and Teaching Strategy: ➢ Class lectures. ➢ Group research project on a marketing topic with extensive use of library resources. ➢ Short assignments on various marketing issues. ➢ Analysis & Discussion of short cases in class. ➢ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material. ➢ Use of a Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources. Assessment Methods:

Summative:	
Final Exam (2-hour, comprehensive) - Short answers to essay questions	60%
Term Paper - Describe the market & the marketing strategy of an existing brand	40%
Formative:	
In-class, 1-hour, "diagnostic" test – Objective & short essay	0%

A.3.3.	Analyse, record and summarize accounting transactions of an economic entity using US GAAP (Generally Accepted Accounting Principles). Prepare non-complex financial statements which are used either by internal or external decision-makers. (Level 4)	Taught in: AF 2006, Financial Accounting **(20 UK credits- Compulsory)** Basic principles and procedures of financial accounting, the preparation and interpretation of financial statements. Learning and Teaching Strategy: ➢ Class lecture, interactive learning and practical problems solved in class. ➢ Exercises assigned as homework. ➢ IT sessions in labs, where the student practices on recording transactions using special accounting software. ➢ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material. ➢ Use of the Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources. ➢ A tutoring service provided by the College is also available to students who choose to get additional help. Assessment Methods:

Summative:	
In class 1-hour midterm examination - Numerical problems & **short** theoretical questions	40%
Final Examination (2-hour, comprehensive) – Numerical problems & **short** theoretical questions	60%
Formative:	
Diagnostic Coursework - Exercises / Lab work	0%

| A.3.4. Calculate financial ratios and prepare cash budgets. Understand and apply the concept of leverage and cost of capital and assess the company's working capital management. (Level 5) | AF 3105, Principles of Finance **(15 UK credits- Compulsory)** |

Basic principles, methods and techniques of financial management and their application to the operations of a business firm. Fundamentals of working capital management, cost of capital and capital budgeting. Basic principles and procedures of financial accounting, the preparation and interpretation of financial statements.

Learning and Teaching Strategy:
- Class lecture, interactive learning and practical problems solved in class.
- Exercises assigned as homework.
- Students analyze the financial statements of a real company. They then
- compare the performance of the company they analyzed with the
- performance of other companies in the same industry.
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
- Use of the Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources.
- A tutoring service provided by the College is also available to students who choose to get additional help.

Assessment Methods:

Summative:	
In class 1-hour midterm examination - Numerical problems & Short answers to essay type questions	40%
Final Examination (2-hour, comprehensive) – Numerical problems & Short answers to essay type questions	60%
Formative:	
Diagnostic Coursework - Case Study / Interpretation of results	0%

A.3.5. Demonstrate knowledge and understanding of the functions and processes of business and how IS can support decision making to improve them. (Level 5)	Taught in:
	CS 3247 Information Systems For Decision Making **(15 UK Credits – Compulsory)**

Knowledge Management Systems concepts and possibilities; role of knowledge in business; organisational learning and knowledge management processes..

Learning and Teaching Strategy:

- ➤ Lectures and class discussions. Laboratory practical sessions and problem solving. Case studies and best practices discussion.
- ➤ Office hours held by the instructor to provide further assistance to students.
- ➤ Use of the Blackboard Learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment Methods:

Summative:	
Midterm Examination: combination of short answers to essay questions and case problems	40%
Project: analysis of a decision making case utilising knowledge	60%
Formative:	
Coursework: case problems	0%

A.3.6. Demonstrate knowledge and understanding of the customer-related functions and processes of business, their importance with respect to the customer environment and how CRM systems can improve them. (Level 5)	Taught in:
	CS 3144 Customer Relationship Management Systems **(15 UK Credits – Compulsory)**
	Customer-centric marketing strategies; CRM concepts, metrics and techniques; CRM systems for customer analysis; CRM analysis and business performance; CRM systems for loyalty programmes, channel management and promotional campaigns; Customer segmentation through CRM.
	Learning and Teaching Strategy:
	➢ Lectures, class discussions, and review of real world cases based on theoretical concepts. Laboratory practical sessions. ➢ Office hours held by the instructor to provide further assistance to students. ➢ Use of the Blackboard Learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.
	Assessment Methods:

Summative:	
Midterm Examination: combination of short answers to essay questions and case problems	40%
Research Project: analysis of a CRM solution	60%
Formative:	
Coursework: case problems	0%

A.3.7. Demonstrate knowledge and understanding of the functions and processes of business and how BI systems can improve them by identifying and exploiting unexpected patterns. (Level 6)

Taught in:

CS 4249 Business Intelligence **(15 UK Credits – Compulsory)**

Business Intelligence characteristics, architecture, models and processes. Data warehouse: building, maintaining and accessing techniques. Business Intelligence analysis, extraction, transformation and data loading methods. Knowledge Discovery through data mining and text mining. Business performance management, business processes and data flows. Future trends in Business Intelligence.

Learning and Teaching Strategy:

- ➢ Lectures and class discussions. Laboratory practical sessions and problem solving.
- ➢ Case studies and primary source documents are assigned as homework, the discussion and analysis of which, are reviewed in class.
- ➢ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.
- ➢ Use of Blackboard CMS, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.

Assessment Methods:

Summative:	
Midterm Examination: combination of short answers to essay questions and case problems	40%
Research Project: critical evaluation of a BI solution:	60%
Formative:	
Case Studies:	0%

A.4. Critically relate business processes with integrated information systems solutions within a changing internal and external environment to meet stakeholders' interests. (Levels 5 and 6)	Taught in:
	CS 3348, Enterprise Social Networks **(15 UK Credits–Compulsory)**
A.4.1 Students learn to analyse social business culture patterns, drivers & inhibitors inside organizational borders to design a social network solution (Level 5)	Enterprise social networking platforms (ESNs); business to business (B2B) & business to employee (B2E) enterprise social software and underlying technologies; enterprise collaboration roadmap & user-adoption strategies for effective enterprise deployments; social network mining; information security & governance. .

Taught in:

CS 3348, Enterprise Social Networks **(15 UK Credits–Compulsory)**

Enterprise social networking platforms (ESNs); business to business (B2B) & business to employee (B2E) enterprise social software and underlying technologies; enterprise collaboration roadmap & user-adoption strategies for effective enterprise deployments; social network mining; information security & governance. .

Learning and Teaching Strategy:

➢ Classroom lectures. Possibly laboratory practical sessions.
➢ Office hours held by the instructor to provide further assistance to students.
➢ Use of the Blackboard Learning platform to further support communication, by posting lecture notes, assignment instruction, timely announcements, and online submission of assignments.

Assessment Methods:

Summative:	
Mid-term Exam: short answers to questions of essay type and/or problem solving	40%
Project: Production of a feasibility study for potential ESN deployment.	60%
Formative:	
In class analysis, synthesis & design exercises	0%

A.4.2. The students will learn how to meet the requirements of business processes within an organization by implementing integrated information systems. (Level 5)	Taught in: CS 3246 Enterprise Systems **(15 UK Credits – Compulsory)** Study of the enterprise systems; integration of enterprise systems; information and organizational processes; theoretical and practical aspects of enterprise solutions; practical training on ERP industry standard solutions. <u>Learning and Teaching Strategy:</u> ➤ Lectures, class discussions of recent information systems' developments and best practices. Laboratory practical sessions on ERP. ➤ Office hours held by the instructor to provide further assistance to students. ➤ Use of the Blackboard Learning platform to further support communication, by posting lecture notes, assignment instruction, timely announcements, and online submission of assignments. <u>Assessment Methods:</u>

Summative:	
Midterm Examination: short answers to essay questions	40%
Research Project: Case Study Analysis / use of ERP system	60%
Formative:	
Group Coursework	0%

A.4.3. Critically relate business processes with integrated BI solutions (Level 6)	Taught in: CS 4249 Business Intelligence **(15 UK Credits – Compulsory)** See above

A.4.4. The students will learn to relate entrepreneurship, innovation theories and frameworks to ICT supported business processes. (Level 6)	Taught in:
	CS 4461 Technology Innovation & Entrepreneurship **(15 UK Credits – Compulsory)**
	Focus on both process and context of entrepreneurial activity in the Information and Communication Technology industry. Extensive analysis of operation; organization and management of entrepreneurial activity; frameworks and theories of Innovation.
	Learning and Teaching Strategy:
	➢ Class lectures, interactive learning (class discussions, group work) and practical problems solved in class. ➢ Case studies and primary source documents are assigned as homework, the discussion and analysis of which, are reviewed in class. ➢ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material. ➢ Use of Blackboard CMS, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.
	Assessment Methods:

Summative:	
Research Project: Literature Review/Business Plan Development	50%
Final Examination (2 hour-comprehensive)	50%
Formative:	
Case Studies	0%

| A.4.5. Critically relate business processes and their effect on Information Systems Strategy, taking into consideration the changing external environment (Level 6) | Taught in: |

Taught in:

CS 4462, Information Systems Strategy **(15 UK Credits–Compulsory)**

Study of the information systems function within an organization; a senior management perspective in the acquisition, development, delivery and governance of information systems resources..

Learning and Teaching Strategy:

- ➢ Lectures, class discussions of recent information systems' developments and best practices.
- ➢ Laboratory sessions on game simulations involving decision making on certain business processes.
- ➢ Office hours held by the instructor to provide further assistance to students.
- ➢ Use of the Blackboard Learning platform to further support communication, by posting lecture notes, assignment instruction, timely announcements, and online submission of assignments.

Assessment Methods:

Summative:	
Midterm Examination: essay questions (1-hour)	20%
Individual Research Project: identification of the research question(s), literature review addressing the research question(s), conclusions, and referencing	80%
Formative:	
Team Coursework: case problem analyses and/or game simulation	0%

A.5. Demonstrate awareness of moral theories and ethical issues and evaluate their impact on business decision making. (Level 5)	Taught in:
	PH 2005, Business Ethics **(15 UK Credits – Compulsory)**
	Introduction to major theories and basic moral problems in the domain of business. The use of reasoning in moral assessment of business practices. Application of moral theories to specific cases of corporate conduct ranging from the individual to society in general, in the local and the international context.
	Learning and Teaching Strategy:
	➢ Learning activities include lectures, class discussions, and case analysis.
	➢ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
	➢ Use of the Blackboard learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.
	Assessment Methods:

Summative:	
In-class, 1-hour midterm exam (40%): It will consist of short essay-type questions of both an informative and argumentative character.	40%
In-class, 2-hours final exam (60%): It will be comprehensive, and will also consist of short essay-type questions of an informative and argumentative character	60%
Formative:	
In-class, 1-hour "diagnostic" test on a case study (the case study will be given to students at least a week earlier, and the test will consist of essay type questions regarding the application of ethical theories to the resolution of business issues/problems)	0%

A.6. Demonstrate knowledge and understanding of statistical techniques including data analysis, hypotheses, testing, and prediction models, and apply them to business problems. (Level 4)	Taught in:

Taught in:

MA 2118, Statistics for Business and Economics I **(Level 4 - 15 UK Credits – Compulsory),**
Students take one (1) course in statistics, namely MA 2118 - Statistics for Business and Economics I (Level 4) where they are taught the following:

➢ MA 2118: Methods for summarizing data (frequency distribution, statistical descriptions). Distribution functions, including the binomial, hypergeometric, Poisson, normal and the t-and chi-square distributions. Sampling and sampling distribution of the mean. Confidence intervals for the population mean, standard deviation and proportion.

Learning and Teaching Strategy: In congruence with the Learning and Teaching strategy of the College, the following tools are used:

➢ MA 2118: The concepts of the course are introduced, exemplified and illustrated through extensive problem solving. Assessed coursework is regularly assigned and discussed in class with students actively participating in the discussion.

Assessment Methods: Assessment methods give students the opportunity to display knowledge and understanding and staff the opportunity to identify issues in either. Students get timely feedback (within 21 days) on their formative test and midterm exam by their lecturer.
Student performance in MA2118, is assessed as follows:

Summative:	
In-class 1-hour midterm examination – numerical problems	40%
Final examination (2-hour, comprehensive) – numerical problems	60%
Formative:	
In-class, 1-hour, "diagnostic" test – numerical problems	0%

| A.7. Demonstrate knowledge and understanding of business functional and cross-functional information systems and the ways in which they support business operations, improve management decision-making, and help businesses gain competitive advantage, in either local or global context. (Levels 4,5 and 6) | Taught in: |
| | |

A.7. Demonstrate knowledge and understanding of business functional and cross-functional information systems and the ways in which they support business operations, improve management decision-making, and help businesses gain competitive advantage, in either local or global context. (Levels 4,5 and 6)

    A.7.1   Students will learn how the various types of Information Systems support companies in their operations, decision making and effort to gain a competitive advantage. (Level 4)

Taught in:

CS 2179, Business Information Systems **(15 UK Credits – Compulsory)**

Business information systems concepts. Categories and types. Trends. The strategic impact of information systems and technologies on the business functions and the decision making process. Data resource management. Ethical and security issues. Global information systems.

Learning and Teaching Strategy:

➢ Lectures, class discussions, and review of real world cases based on theoretical concepts. Laboratory practical sessions.
➢ Office hours held by the instructor to provide further assistance to students.
➢ Use of the Blackboard Learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment Methods:

Summative:	
Coursework- case problems	40%
Final examination (2-hour, comprehensive) – short answers to essay questions	60%
Formative:	
In-class, 1-hour, "diagnostic" test – short answers to essay questions	0%

A.7.2 Demonstrate knowledge and understanding of how CRM systems support customer-facing operations and can help businesses to gain competitive advantage. (Level 5)	Taught in: CS 3144 Customer Relationship Management Systems **(15 UK Credits – Compulsory)** see above

A.7.3. Students will learn how Information Systems are capable of supporting functional and cross functional operations. (Level 5)	Taught in: CS 3246 Enterprise Systems **(15 UK Credits – Compulsory)** see above

A.7.4. Students will learn about vital enterprise systems inside the organization as they contribute to the social integration IT plan. (Level 5)	Taught in: CS 3348 Enterprise Social Networks **(15 UK Credits – Compulsory)** see above

A.7.5.Demonstrate knowledge and understanding of how information systems support management decision-making. (Level 5)	Taught in: CS 3247 Information Systems for Decision Making **(15 UK Credits – Compulsory)** see above

A.7.6. Demonstrate knowledge and understanding of how Information Systems and Innovation can support Entrepreneurship. (Level 6)	Taught in: CS 4461 Technology Innovation & Entrepreneurship **(15 UK Credits – Compulsory)** see above

A.7.7 Demonstrate knowledge and understanding of how BI systems can help businesses to gain competitive advantage. (Level 6)	Taught in: CS 4249 Business Intelligence **(15 UK Credits – Compulsory)** see above

| A.8. Demonstrate knowledge in the concepts, practices and Principles related to operations theory and practice. (Level 6)

A.8.1 Select, design, and apply several interdisciplinary project management techniques in order to ensure highly effective and efficient project outcomes. (Level 6) | <u>Taught in:</u>

MG/CS 3157, Project Management **(15 UK Credits – Compulsory)**

Project management as an interdisciplinary and cross-functional activity in an organization. Emphasis on the relationship of projects to the management of change and to the approaches and roles required to achieve successful implementation.

<u>Learning and Teaching Strategy</u>:

In congruence with the learning and teaching strategy of the college, the following tools are used:

➢ Lectures, class discussions, and review of cases taken from the real world and applicable to specific theoretical concepts.
➢ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
➢ Use of the Blackboard Learning platform to further support communication, by posting lecture notes, assignment instruction, timely announcements, and online submission of assignments.

<u>Assessment Methods:</u> |

Summative:	
Project (2,000 words) – case study	40%
Final Examination (2-hour comprehensive) – essay type	60%
Formative:	
In-class, 1-hour, "diagnostic" test – short answers to essay questions	0%
Coursework - case studies	0%

A.8.2 Select and adjust appropriate flexible approaches in order to deal with a variety of real life problems of contemporary complex supply networks. (Level 6)	Taught in: MG 3242 Logistics and Supply Chain Management **(15 UK Credits – Compulsory)** The design and management of complex supply systems. A systems approach to the management of all activities involved in physically moving raw materials, in process and finished - goods inventories from point of origin to point of use or consumption. Logistics, in combination with emerging information technologies Learning and Teaching Strategy: In congruence with the learning and teaching strategy of the college, the following tools are used: ➢ Class lecture, interactive learning and practical problems solved in class. ➢ Guest lecturers with logistics experts ➢ In class use of logistics software (LOGWARE) ➢ Case Studies assigned, presented and discussed in class. ➢ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material. ➢ Use of a Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources. Assessment Methods:

Summative:	
Project (2,000 words) – case study	40%
Final Examination (2-hour comprehensive) – essay type	60%
Formative:	
In-class, 1-hour, "diagnostic" test – short answers to essay questions	0%
Coursework - case studies	0%

A.9. Demonstrate knowledge and understanding of how e-commerce transforms business activities and disrupts the markets. (Level 5)	Taught in: CS 2140, Electronic Commerce **(15 UK Credits – Compulsory)** Electronic commerce framework, types, and business models. E-marketplaces. E-government, e-learning, e-publishing. Social networking and mobile computing. Web storefront and content management implementation. Learning and Teaching Strategy: ➢ Lectures, class discussions, and review of real-world cases based on specific theoretical concepts. Laboratory sessions, involving training and practice in developing e-commerce solutions. ➢ Office hours held by the instructor to provide further assistance to students. ➢ Use of the Blackboard site to further support communication, by posting lecture notes, assignment instruction, timely announcements, and online submission of assignments, but also as a live example of e-learning applications. Assessment Methods:

Summative:	
Project (1,000 words & working model) – case problem analysis/platform development	40%
Final Examination (2-hour comprehensive) – short answers to essay questions	60%
Formative:	
In-class, 1-hour, "diagnostic" test – short answers to essay questions	0%

A.10. Demonstrate knowledge and understanding of tools, technologies, and techniques for information systems design and implementation. (Levels 5 and 6)	Taught in:
	CS 3246 Enterprise Systems **(15 UK Credits – Compulsory)**
A.10.1 Demonstrate knowledge and understanding on the implementation of enterprise wide information systems (Level 5)	see above

A.10.2. Demonstrate knowledge and understanding of database and programming tools, along with the appropriate techniques that can be used in order to design and implement an information system (Level 5)	Taught in:

Taught in:

CS 3245 Data Management and IT for Business **(15 UK Credits – Compulsory)**

Computer communications systems components, models, operations, and applications; networking standards, protocols and connectivity aspects; operating systems fundamentals; problem solving, analysis, and implementation with a scripting language; top-down algorithm design; testing and debugging techniques; documentation; Database Management Systems concepts; data modelling; database design; normalization; Structured Query Language (SQL)

Learning and Teaching Strategy:
- Lectures and class discussions. Laboratory sessions involving practice in simple program design and development, and in the design and development of databases.
- Office hours held by the instructor to provide further assistance to students.
- Use of the Blackboard Learning platform (communication, posting of lecture notes / assignments' instructions / timely announcements, online submission of assignments, etc).

Assessment Methods:

Summative:	
Midterm Examination: short answers to essay questions	40%
Project: requirements analysis/application development/documentation	60%
Formative:	
Take-home "diagnostic" test: short answers to essay questions	0%
Coursework: programming problems	0%

A.10.3. Demonstrate knowledge of available tools covering the enterprise collaboration spectrum (Level 5)	<u>Taught in:</u> CS 3348 Enterprise Social Networks **(15 UK Credits – Compulsory)** see above

A.10.4. Demonstrate knowledge and understanding on how to secure and audit various computer environments. (Level 6)	Taught in:
	CS 4350, Information Systems Security and Control **(15 UK Credits – Compulsory)**
	A general overview of information systems security, audit and control function. Planning, organizing and implementing information systems security audits and control procedures into various types of organizations. Emphasis is given in auditing tools, techniques and evaluation.
	Learning and Teaching Strategy:
	➢ Lectures, class discussions of recent information systems' security best practices. Laboratory practical sessions on IS auditing. ➢ Office hours held by the instructor to provide further assistance to students. ➢ Use of the Blackboard Learning platform to further support communication, by posting lecture notes, assignment instruction, timely announcements, and online submission of assignments.
	Assessment Methods:

Summative:	
Research Paper (3,000 words) - Literature review/data collection/methodology/interpretation	50%
Final examination (2-hour, comprehensive) - short answers to essay questions	50%
Formative:	
Take-home "diagnostic" test: short answers to essay questions	0%

A.10.5. Recognize and identify key issues in the analysis and design of Information Systems comprising networks, security, user interface, and development within a given business environment. (Level 6)	Taught in: CS 4284, Analysis and Design of Information Systems **(15 UK Credits – Compulsory)** Concepts for systems analysis and design, methodologies, techniques, and tools. Integration of the structured systems modelling with the object oriented systems modelling. Learning and Teaching Strategy: ➢ Lectures, class discussions on the requirements and design specifications of small enterprise information systems. Laboratory practical sessions on IS modelling. ➢ Office hours held by the instructor to provide further assistance to students. ➢ Use of the Blackboard Learning platform to further support communication, by posting lecture notes, assignment instruction, timely announcements, and online submission of assignments. Assessment Methods:

Summative:	
Project (1,500 words and models) - Functional requirements/process/ data/object models/documentation	50%
Final examination (2-hour, comprehensive) - combination of short answers to essay questions and modelling problems	50%
Formative:	
Take-home "diagnostic" test: short answers to essay questions	0%

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods

B.1. Locate, extract, analyse data from library and other resources including the acknowledgement and referencing of sources. (Levels 4, 5, and 6).	Taught and/or assessed in the following courses (for descriptions please see section 3.A):
	
	➢ MG 2003, Management Principles
	    Students use library and other resources in carrying out assigned case studies and other experiential exercises. This coursework contributes to the development of these cognitive skills; assessment is formative.
	➢ MK 2050, Principles of Marketing
	    Students use library databases and other resources in carrying out assigned term project. This coursework contributes to the development of these cognitive skills; assessment is summative
	➢ AF 3105, Principles of Finance
	➢ CS 3144, Customer Relationship Management Systems
	    Students use library and other resources in carrying out the major research paper required in this course. The assessment rubric used in this course includes an assessment of these cognitive skills; assessment is summative.
	➢ CS 3246, Enterprise Systems
	    Students use library and online resources in carrying out the major research project required in this course. The assessment rubric used in this course includes an assessment of these cognitive skills; assessment is summative
	➢ CS 3247, Information Systems for Decision Making
	    Students use library and other resources in carrying out the major research paper required in this course. The assessment rubric used in this course includes an assessment of these cognitive skills; assessment is summative.
	➢ MG 3343, Operations Management
	    Students use library and other resources in carrying out the major research project required in this course. The assessment rubric used in this course includes an assessment of these cognitive skills; assessment is summative.
	➢ MG/CS 3157, Project Management
	    Students use library and other resources in carrying out the major project

	required in this course. The assessment rubric used in this course includes an assessment of these cognitive skills; assessment is summative.
	➢ MG 3242, Logistics and Supply Chain Management
	➢ CS 4461, Technology Innovation & Entrepreneurship
	Students engage in literature review for their project. The assessment rubric used in this course includes an assessment of these cognitive skills; assessment is summative.
	➢ CS 4249, Business Intelligence
	Students use library and other resources in carrying out the major research paper required in this course. The assessment rubric used in this course includes an assessment of these cognitive skills; assessment is summative.
	➢ CS 4350, Information Systems Security and Control
	Students use library and other resources in carrying out the major research paper required in this course. The assessment rubric used in this course includes an assessment of these cognitive skills; assessment is summative.
	➢ CS 4462, Information Systems Strategy
	Students use library and other resources in carrying out the major research project required in this course. The assessment rubric used in this course includes an assessment of these cognitive skills; assessment is summative.

B.2. Interpret, analyse, and solve structured problems, and to a limited extent unstructured problems, from a generated data set. (Levels 4, 5, and 6)	Taught and/or assessed through homework and other assignments in the following courses (for descriptions please see section 3.A):
	➢ EC 1101, Principles of Macroeconomics
	➢ MA 2118 Statistics for Business and Economics I
	Students collect, analyse and interpret quantitative data in the business environment and justify decisions on the basis of these data. Assessment is summative.
	➢ AF 2006, Financial Accounting

	- BU 2002, Business Legal Issues Students analyse the legal issues involved in non-complex cases pertaining to business activity, interpret the impact of the legal issues on the business, and evaluate the proposed outcome(s). - CS 2179, Business Information Systems Students determine factors leading to the use of specific information systems and technology based on functional needs. Assessed in coursework (summative). - MG 2003, Management Principles Students develop cognitive skills through the completion of experiential exercises and non-complex case studies pertaining to business, management and related issues. - MK 2050, Principles of Marketing Students develop cognitive skills through the completion of experiential exercises and non-complex case studies pertaining to marketing issues. - AF 3105, Principles of Finance - CS 3245, Data Management and IT for Business Students are exposed to programming and database problems through in-class discussions, case studies, and in-lab practical training and they learn to suggest suitable database solutions. The assessment rubric used in this course includes an assessment of these cognitive skills; assessment is summative. - MG/CS 3157, Project Management Students analyse real world cases and develop a project plan. The assessment is both formative (homework) and summative (project). - MG 3242, Logistics and Supply Chain Management

B.3.	Develop and critically evaluate arguments and evidence including identifying assumptions and detecting false logic. (Levels 4, 5 and 6)	Taught and/or assessed in the following courses (for descriptions please see section 3.A):

Taught and/or assessed in the following courses (for descriptions please see section 3.A):

➢ IB 2006, International Business
➢ AF 3105, Principles of Finance
➢ CS 3246, Enterprise Systems
Students apply theory and processes, and develop critical thought through the completion of case studies, homework assignments (formative) and the project (summative).
➢ CS 3144, Customer Relationship Management Systems
Students apply theory and processes, and develop critical thought through class discussions and laboratory sessions in order to evaluate a CRM solution. Assessment: Assessed in project (summative).

➢ CS 3247, Information Systems for Decision Making
Students apply theory and processes, and develop critical thought through class discussions and laboratory sessions in order to evaluate a KM solution. Assessment: Assessed in project (summative).
➢ MG 3343, Operations Management
Students apply theory and processes, and develop critical thought through the completion of case studies, homework assignments and the written project.
➢ MG 3242, Logistics and Supply Chain Management
➢ CS 4249, Business Intelligence
Students apply theory and processes, and develop critical thought through class discussions and laboratory sessions in order to evaluate a BI solution. Assessment: Assessed in project (summative).
➢ CS 4284, Analysis and Design of Information Systems
Students apply theory and processes, and develop critical thought through class discussions and laboratory sessions on developing IS models. Assessed in the diagnostic test (formative), the project and the final examination (summative).
➢ CS 4462, Information Systems Strategy
Students develop and critically evaluate arguments and evidence with a view of the management of the IT function from an executive perspective

B.4.	Analyse and evaluate ethical choices. Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of and framework for ethical decision-making. (Levels 4, 5, and 6)	Assessed in (for descriptions please see section 3.A): ➢ PH 2005, Business Ethics Learning activities include lectures, class discussions, and case analysis. Assessment is both formative and summative. Also taught in (for descriptions please see section 3.A): ➢ BU 2002, Business Legal Issues ➢ CS 2179, Business Information Systems ➢ MG 2003, Management Principles ➢ IB 2006, International Business ➢ CS 3348, Enterprise Social Networks Students will develop governance practices of the social network that will include ethical issues ➢ MG 3343, Operations Management ➢ CS 4350, Information Systems Security and Control Discussion about ethical choices is embedded in almost all Business Core courses.

B.5.	Apply critical thinking to create, evaluate and assess a range of options in solving complex problems. (Levels 5 and 6)	Taught and/or assessed in the following courses (for descriptions please see section 3.A):

Taught and/or assessed in the following courses (for descriptions please see section 3.A):

- ➢ CS 3245, Data Management and IT for Business
  Students evaluate alternative database designs in order to solve real-life business database problems. Assessment is formative (in-class case studies).
- ➢ MG 3343, Operations Management
  Students analyse and evaluate the operations of a real company (group project). On the basis of their analysis they identify key strengths and weaknesses. They finally propose basic improvements that would increase the effectiveness and efficiency of the specific operations.
- ➢ MG 3242, Logistics and Supply Chain Management
- ➢ CS 4461, Technology, Innovation and Entrepreneurship
  Students evaluate business plan alternatives, based on research. Assessed in the project and in the final examination (summative).
- ➢ CS 4249, Business Intelligence
  Students evaluate alternatives to support recommendations on BI solutions according to case-based evidence. Assessed in the project and in the final examination (summative).
- ➢ CS 4350, Information Systems Security and Control
  Students evaluate alternatives to support recommendations on security policies and measures according case-based evidence. Assessed in the diagnostic test (formative) and the final examination (summative).
- ➢ CS 4284, Analysis and Design of Information Systems
  Students evaluate key elements of given problems and analyse, design, and develop the implementation plan for an effective solution. Assessed in the project and in the final examination (summative).
- ➢ CS 4462, Information Systems Strategy
  Students evaluate evidence in order to support the choice of a strategic information system option, while they analyse and signify the aspects of the decision making process towards a specific SIS offering, such as Cost-Benefit Analysis, Budget Estimation, Functionality Analysis, Gantt Chart and SWOT Analysis.

B.6. Recognize and analyse the requirements and practical constraints of different types of information systems. (Levels 4, 5 and 6)	Taught and/or assessed in the following courses (for descriptions please see section 3.A):
	➢ CS 2179, Business Information Systems Students develop understanding of the role of information systems through lectures, class discussions, review of cases taken from the real world and applicable to specific theoretical concepts, and laboratory practical sessions involving training and practice on project management, data management, and data analysis tools. Assessment is both formative and summative. ➢ CS 2140, Electronic Commerce Students develop understanding of and judgment on the suitability electronic commerce implementations through lectures, class discussions, and review of real-world cases based on specific theoretical concepts. Assessment is both formative and summative. ➢ CS3246, Enterprise Systems Students develop understanding of and judgment on the suitability of enterprise system implementations through lectures, class discussions, and review of real-world cases based on specific theoretical concepts. Assessment is both formative and summative. ➢ CS 3144, Customer Relationship Management Systems Students evaluate CRM systems during class discussions on real-world cases, as well as in the context of their project. Assessment: Assessed in the project and the final examination (summative). ➢ CS 3247, Information Systems for Decision Making Students evaluate KM systems during class discussions on real-world cases, as well as in the context of their project. Assessment: Assessed in the project and the final examination (summative). ➢ CS 4461, Technology, Innovation and Entrepreneurship Students evaluate innovation processes and structures during a business plan development. Assessment: Assessed in the project and the final examination (summative). ➢ CS 4249, Business Intelligence Students evaluate BI systems during class discussions on real-world cases, as well as in the context of their project. Assessment: Assessed in the project and the final examination (summative). ➢ CS 4284, Analysis and Design of Information Systems Students evaluate IS types and argue IS implementations during class

	discussions on real-world cases, as well as in the context of their project. Assessment is both formative and summative. ➢ CS 4462, Information Systems Strategy Students analyse and critically discuss requirements and practical constraints information systems in terms of evaluation and management issues during class discussions.

B.7. Analyse the extent to which an information system meets the requirements defined for its current use and sustainability. (Levels 5 and 6)	Taught and/or assessed in the following courses (for descriptions please see section 3.A): ➢ CS 3348, Enterprise Social Networks Students learn to develop a sound enterprise social collaboration roadmap by evaluating the dynamics resulting from the integration of vital enterprise systems ➢ CS 4284, Analysis and Design of Information Systems Students evaluate IS types and argue IS implementations during class discussions on real-world cases, as well as in the context of their project. Assessment is both formative and summative.

B.8.	Apply appropriate theory, practices and tools to address design and implementation issues of information technology related problems. (Levels 5 and 6)	Taught and/or assessed in the following courses (for descriptions please see section 3.A): ➥ CS 2140, Electronic Commerce During class discussions and laboratory sessions, students apply theoretical concepts to address e-commerce design and implementation issues for given cases. Assessment is both formative and summative. ➥ CS 3348, Enterprise Social Networks Students learn to extract information nuggets from the enterprise social network with the appropriate tools ➥ CS 3245, Data Management and IT for Business During class discussions and laboratory sessions students are practicing program design and development techniques, and also database design and implementation ones. Assessment is both formative and summative. ➥ CS3246, Enterprise Systems During class discussions and laboratory sessions students are practicing using industry standard solutions on the design and implementation issues of enterprise systems. Assessment is both formative and summative. ➥ CS 4461, Technology, Innovation and Entrepreneurship During class discussions on real world cases, students analyse and justify their choices regarding theories and problems in the context of entrepreneurial activity . Assessment is both formative and summative.

B.9. Exhibit reasoning ability and creativity to address a given problem. (Levels 5 and 6)	Taught and/or assessed in the following courses (for descriptions please see section 3.A):
	➢ CS 3348, Enterprise Social Networks During class discussions on real world cases, students analyse and justify their choices under business imposed constraints. ➢ CS 3245, Data Management and IT for Business During class discussions students analyse and justify their .choices regarding the requirements for database related problems, including the setup of suitable networking environments. Assessment is both formative and summative. ➢ CS 3246, Enterprise Systems During class discussions students analyse and justify their .choices regarding the implementation of enterprise systems in order to fulfil operations or management support. Assessment is both formative and summative. ➢ CS 3144, Customer Relationship Management During class discussions on real world cases, students analyse and justify their choices regarding the suitability of CRM solutions Assessment: Assessed in the project and the final examination (summative). ➢ CS 3247, Information Systems for Decision Making During class discussions on real world cases, students analyse and justify their choices regarding the suitability of IS for decision making Assessment: Assessed in the project and the final examination (summative). ➢ CS 4249, Business Intelligence During class discussions on real world cases, students analyse and justify their choices regarding the suitability of BI solutions Assessment: Assessed in the project and the final examination (summative). ➢ CS 4350, Information Systems Security and Control During class discussions on real world cases, students analyse and justify their .choices regarding the anticipated security and auditing requirements. Assessment is both formative and summative. ➢ CS 4284, Analysis and Design of Information Systems During class discussions on real world cases, students argue and justify information systems potential models. Assessment is both formative and summative. ➢ CS 4462, Information Systems Strategy

	During class discussions students justify the adoption of specific IS as well as the evaluation and management strategies of IS

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C.1. Use numeric skills, including quantitative financial techniques in problem solving of increasing complexity and with increasing autonomy depending on the course level. (Levels 4, 5, and 6)	Taught and assessed in: ➢ EC 1101, Principles of Macroeconomics ➢ CS 2179, Business Information Systems ➢ MA 2118, Statistics for Business and Economics ➢ AF 2006, Financial Accounting ➢ MK 2050, Principles of Marketing ➢ AF 3105, Principles of Finance ➢ CS 3348, Enterprise Social Networks ➢ MG 3343, Operations Management ➢ MG/CS 3157, Project Management ➢ CS 4284, Analysis and Design of Information Systems ➢ CS 4462, Information Systems Strategy

C.2. Use Information Technology effectively to retrieve, process, analyse and communicate information. (Levels 4, 5, and 6)	Taught and/or assessed in: all courses.

C.3. Use quantitative tools in analysing and solving financial and managerial problems. (Level 6)	Taught in: ➢ MG 3343, Operations Management ➢ MG 3242 Logistics and Supply Chain Management

C.4. Relate the importance of people management within projects in terms of resource allocation, leadership, teamwork, and motivation. (Levels 4, 5, and 6)	Taught and assessed in: ➢ CS 2179, Business Information Systems ➢ CS 3144, Customer Relationship Management Systems ➢ CS 3246, Enterprise Systems ➢ CS 3247, Information Systems for Decision Making ➢ CS 4461, Technology Innovation & Entrepreneurship ➢ CS 4249, Business Intelligence ➢ CS 4284, Analysis and Design of Information Systems ➢ CS 4462, Information Systems Strategy ➢ MG/CS 3157, Project Management

C.5. Specify, design and construct solutions involving programming to given problems. (Level 5)	Taught and assessed in: ➢ CS 3245 Data Management and IT for Business

C.6.	Determine the risks, controls and safety measures in the use of computing technologies. (Levels 5, and 6)	Taught and assessed in: ➢ CS 3348, Enterprise Social Networks ➢ CS 4461, Technology Innovation & Entrepreneurship ➢ CS 4350 Information Systems Security and Control ➢ CS 4284 Analysis and Design of Information Systems

C.7.	Operate business applications effectively within a given context. (Levels 5, 6)	Taught and assessed in: ➢ CS 3245, Data Management and IT for Business ➢ CS 3144, Customer Relationship Management Systems ➢ CS 3246, Enterprise Systems ➢ CS 3247, Information Systems for Decision Making ➢ CS 4249, Business Intelligence

C.8.	Synthesize prior acquired knowledge to analyse and design information systems for business. (Levels 5, 6)	Taught and assessed in: ➢ CS 4284 Analysis and Design of Information Systems

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D.1. Communicate ideas successfully orally and in writing following English discourse conventions. Adapt message content to a particular audience and medium of communication in a professional context. (Levels 4, 5, and 6)	English language skills are reinforced through assignments, projects, class participation and oral presentations in all courses. The courses listed below are considered the most language intensive: ➤ BU 2002, Business Legal Issues ➤ MG 2003, Management Principles ➤ MK 2050, Principles of Marketing ➤ IB 2006, International Business ➤ PH 2005, Business Ethics ➤ CS 2140, Electronic Commerce ➤ CS 3245 Data Management and IT for Business ➤ CS 3246 Enterprise Systems ➤ CS 3144 Customer Relationship Management Systems ➤ CS 3247 Information Systems for Decision Making ➤ CS 4249, Business Intelligence ➤ CS 4350, Information Systems Security and Control ➤ MG 3343, Operations Management ➤ CS 4461, Technology Innovation & Entrepreneurship ➤ MG 3242, Logistics and Supply Chain Management ➤ CS 4284, Analysis and Design of Information Systems ➤ CS 4462, Information Systems Strategy

D.2. Develop interpersonal, teamwork and/or leadership skills. Work effectively with others in small groups or teams.(Levels 4, 5, and 6)	Taught and assessed in:
	    ➤ MG 2003, Management Principles
	    ➤ MK 2050, Principles of Marketing
	    ➤ IB 2006, International Business
	    ➤ CS 2179, Business Information Systems
	    ➤ AF 3105, Principles Of Finance
	    ➤ CS 2140, Electronic Commerce
	    ➤ CS 3245 Data Management and IT for Business
	    ➤ CS 3246 Enterprise Systems
	    ➤ CS 3144 Customer Relationship Management Systems
	    ➤ CS 3247 Information Systems for Decision Making
	    ➤ CS 3348, Enterprise Social Networks
	    ➤ CS/MG 3157, Project Management
	    ➤ CS 4249, Business Intelligence
	    ➤ CS 4350, Information Systems Security and Control
	    ➤ MG 3343, Operations Management
	    ➤ CS 4461, Technology Innovation & Entrepreneurship
	    ➤ MG 3242, Logistics and Supply Chain Management
	    ➤ CS 4284, Analysis and Design of Information Systems
	    ➤ CS 4462, Information Systems Strategy

D.3. Reflect intellectually and become an independent self-managed lifelong learner.(Levels 4, 5, and 6)	Taught throughout the curriculum.

4. Programme Structure

<table>
<tr><th colspan="4">Programme Structure - LEVEL 4</th></tr>
<tr><th>Compulsory modules</th><th>Credit points</th><th>Optional modules</th><th>Credit points</th></tr>
<tr><td>EC 1101 PRINCIPLES OF MACROECONOMICS
CS 2179 BUSINESS INFORMATION SYSTEMS
MA 2118 STATISTICS FOR BUSINESS AND ECONOMICS I
AF 2006 FINANCIAL ACCOUNTING
BU 2002 BUSINESS LEGAL ISSUES
MG 2003 MANAGEMENT PRINCIPLES
MK 2050 PRINCIPLES OF MARKETING
IB 2006 INTERNATIONAL BUSINESS</td><td>15
15
15
20
10
15
15
15</td><td></td><td></td></tr>
<tr><td>TOTAL LEVEL 4</td><td>120</td><td></td><td></td></tr>
</table>

[Please insert here information on any exit awards available at this point (name of award/ a minimum no. credit points)]

Programme Structure - LEVEL 5			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
AF 3105 PRINCIPLES OF FINANCE	15		
PH 2005 BUSINESS ETHICS	15		
CS 2140 ELECTRONIC COMMERCE	15		
CS 3348 ENTERPRISE SOCIAL NETWORKS	15		
CS 3245 DATA MANAGEMENT AND IT FOR BUSINESS	15		
CS 3246 ENTERPRISE SYSTEMS	15		
CS 3144 CUSTOMER RELATIONSHIP MANAGEMENT SYSTEMS	15		
CS 3247 INFORMATION SYSTEMS FOR DECISION MAKING	15		
TOTAL LEVEL 5	120		

[Please here insert information on any exit awards available at this point (name of award/ a minimum no. credit points)]

Programme Structure - LEVEL 6			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
MG 3343 OPERATIONS MANAGEMENT	15		
MG/CS 3157 PROJECT MANAGEMENT	15		
MG 3242 LOGISTICS AND SUPPLY CHAIN MANAGEMENT	15		
CS 4461 TECHNOLOGY INNOVATION & ENTERPRENEURSHIP	15		
CS 4249 BUSINESS INTELLIGENCE	15		
CS 4350 INFORMATION SYSTEMS SECURITY AND CONTROL	15		
CS 4284 ANALYSIS AND DESIGN OF INFORMATION SYSTEMS	15		
CS 4462 INFORMATION SYSTEMS STRATEGY	15		
TOTAL LEVEL 6	120		

[Please insert here information of exit award(s) available at this point (name of award/ a minimum no. credit points)]

5. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules**

where in the programme structure students must make a choice of pathway/route

There is an internship module under the US Curriculum.

6. Support for students and their learning

Student Success Centre

The Student Success Centre supports students college-wide by offering comprehensive, integrated services in the areas of academic advising, student affairs, student records, registration, and payments in a one-stop area. The Centre is committed to providing students with consistent, high-quality service, both in person and through technology. The Student Success Centre aims to create the optimum conditions so that students can follow a path to academic success.

Academic Advising

Responsible for coordinating all aspects of the undergraduate advising process, the Academic Advising Office aids students in choosing and completing their academic programs. The student advising staff provides academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. Once students have declared their programme they participate in an advising programme that uses academic staff as advisors to handle the responsibility of advising on academic and career-related matters. International students have an additional non-academic international student advisor from the Office of Student Affairs who assists them in their efforts to adjust to the new culture and supports them in obtaining any student visas and residence permits required by Greek law.

Student Academic Support Services (SASS)

Student Academic Support Services (SASS) provides support to the learning of DEREE students at the undergraduate and graduate level through a variety of approaches encouraging participatory learning. SASS learning facilitators recognize that individual qualities and efforts vary; therefore, facilitators adopt a learner-centered approach without undue interference in order to promote individual development and to respond to the needs of each student. The goal of SASS is to help students become insightful readers, effective critical thinkers, and independent learners.

Student Academic Support Services offers two major types of academic support:
1) One-on-one Sessions, conducted on a one-on-one basis between a facilitator and a student. They are provided on a first-come-first-served basis and cover a wide range of college skills.
2) Group Sessions are of two kinds, both designed to emphasize direct interaction between

participants:

 a) Academic-skills workshops are offered on demand. They may focus on sharpening a quantitative or qualitative skill for a course or help participants sharpen conversational skills in a foreign language.
 b) Study-skills workshops are offered regularly. They are designed to help participants improve a particular study skill, such as note-taking or exam preparation.

Disability and Learning Differences

The College Committee on Disability and Learning Differences monitors and recommends policies and procedures to benefit individuals with disabilities and learning differences. In addition, it makes recommendations in consultation with relevant academic departments/areas regarding special assessments to be given by tutors to specific students with disability and/or learning differences.

The Committee proposes alternative assessment methods for specific students with disability and/or learning differences in consultation with relevant academic departments/areas to ensure appropriateness of assessment method. The Committee is obliged to follow the advice of the department with regard to appropriateness and communicate with the Registrar about this. The Committee on Disability and Learning Differences submits the list of OU students with disabilities and learning difficulties and their approved alternative assessment methods to the OU Validation Office and Registrar.

7. Criteria for admission

Admission requirements were not major specific. The College has a general admissions policy based on the American system of higher education. Admissions criteria are specified in the College catalogue (pp.30-31) and the QAA Code of Practice No. 10. Upon admission, students intending to follow a Degree in Management Information Systems register for a BSc in Combined Studies and may transfer to MIS up until completion of Level 4.
In relation to the recruitment strategy, the Department participates in promotional "Discover DEREE Days", where members of the faculty provide brochures and information about the programme. During that event, they are also provided with the opportunity to communicate the aim and educational objectives of Sports Management / Management of Information Systems Department to potential Sports Management / Management of Information Systems – majoring students.

The Admissions Process
To qualify for admission to the academic programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the program of their choice. To this end, applicants must meet the following requirements:

The **standard minimum entry requirement** for the major's programme is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 24 and above in the International Baccalaureate or the equivalent of any other educational grading system.
Applicants whose grades are between 11/20-13.99/20 or its equivalent, may be admitted to the College on a provisional basis.
Students admitted on a provisional basis will be required to fulfill the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to DEREE:
 • Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor

the student progress very closely and may require that they seek academic help through the Student Academic Support Services.

- The number of courses students will be allowed to register for will be determined by their English language placement (see section "English Language Requirements"). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP 1010. Students with provisional status who are placed in EAP 999, EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.
- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section "Academic Probation").

The following is required for all freshmen applicants:

1. A completed application form.
2. A letter of recommendation from an academic teacher or professor.
3. An official secondary school transcript and an official copy of a secondary diploma, both legally certified.
4. A certified copy of their identity card for Greek citizens or a valid passport for non-Greek citizens.
5. An interview with an admissions counselor.
6. Evidence of proficiency in English.

Evidence of Proficiency in English
All applicants must demonstrate proficiency in the English language either by taking the College's English Placement Test (EPT) or by submitting any evidence derived from one of the following tests:

Pearson test of Academic English (PTE Academic): 58 or greater
Michigan State University Certificate of Language Proficiency (MSU-CELP)
Michigan Proficiency Certificate
Cambridge Proficiency Certificate
Cambridge Advanced English (CAE) with Grade A only
International Baccalaureate Certificate*
International Baccalaureate Diploma
IELTS: (academic) 6.5 or above
SAT: 450 or above
ACT: 18 or above
TOEFL (paper based): 567 or above
TOEFL (computer based): 227 or above
TOEFL (internet based): 87 or above
GCE higher level English: Grade C or greater
Oxford Online Placement Test: 99 or above

* With grade 4 and above in the English higher level subject or at least an average of 12 in the higher level subjects.

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 2 years.

Students may also qualify to take WP 1010 by submitting evidence of fluency based on graduation from an English speaking secondary school or program.

8. Language of study

English

9. Information about assessment regulations

Assessment

Assessment of student performance involves a reasonable mix of assessment methods (including seen or unseen examinations) and may incorporate both "formative" ("diagnostic" evaluation that provides feedback in order to improve learning) along with "summative" (evaluation that tests whether students have mastered the learning outcomes of a programme) evaluation tools.

Formative assessment may vary according to the course and its level; it may take the form of very specific in-class exercises such as quizzes (very short written exams), multiple choice, true/false questions, take-home assignments etc. Formative assessment does not contribute to the student's grade.

Summative assessment includes seen or unseen exams, course work, research papers and projects. Summative assessments do contribute to the student's grade. Each summative assessment tests different learning outcomes of the module. Timely feedback is provided to students. More specifically, summative assessment of student performance at Deree-ACG is normally carried out in two stages:

1. **Midterm examination or project**, which contributes 40% to 50% (exception for the capstone module: CS 4462 Information Systems Strategy which counts for 20%) to the student's overall grade. The midterm component is a summative assessment that takes place part-way through the module and may take different forms (seen or unseen examination, assessed coursework, project or essay). The project component, which is an important component in the MIS programme, is usually delivered at the end of the term based on a case problem. The Subsidiary Examination Committee approves all proposals for summative assessments. Staff must be vigilant in ensuring that students are not over-assessed and that their assessment load is not unduly heavy. Teaching staff must provide feedback to students on midterm assessments within 21 days. Such feedback informs students to what extent they have met learning outcomes.

2. **Final assessment** (examination, project or essay questions), which takes place following the last day of classes of the term and contributes 50% to 60% of the module grade (exception for the capstone module: CS 4462 Information Systems Strategy which counts for 80%).

More specifically, through the tests and examinations method, we assess students' ability to solve problems and address issues under a time constraint; through essays we assess whether students have developed abilities in written expression and argument; through projects we

assess whether students have developed the ability to study a single issue in depth. In certain modules, assignments give students the ability to practice in making presentations and developing skills in oral expression and argumentation.

In order to ensure that the learning outcomes of the MIS modules are met, we assess student learning by evaluating the structure, content and functionality of customised websites, database management systems and enterprise information systems. This is done through marking schemes (rubrics) created for this purpose. Additionally, assessment in level 5 & 6 modules is performed by evaluating projects where students are expected to synthesize requirements analysis, applied research and documentation.

10. Methods for evaluating and improving the quality and standards of teaching and learning.

DEREE-ACG has a strong reputation in Greece for the high standards it upholds with regard to the classroom experience in the context of a student-centred institutional focus. Although the prevalent approach to disseminating knowledge remains the delivery of class lectures, the College, through in-house training organized within academic departments and areas as well as by the recently established Teaching and Learning Center, has been guiding the faculty toward instructional methods that are in line with a learner-centred approach: more interactive learning, student engagement as opposed to passive student attendance, etc. Teaching is informed by the latest developments in the discipline enabling academic staff to exhibit a more critical methodology when imparting knowledge to students.

The breakdown between traditional lecturing and tutorial time is not typical in the US system of higher education. Therefore, class size is kept relatively small, namely 25-30 students in level 4 modules and 20 students in levels 5 and 6 modules. Teaching of modules combines traditional lecturing by the tutor with interactive learning that encourages student participation, involves in-class question-and-answer periods and problem-solving. Depending on module level, the approach to teaching also encourages in-class discussion, independent enquiry, and development of argumentation by students. When the module material permits, teaching is supported by the use of visual aids, such as video presentations, as well as the use of electronic aids, such as internet sources. All classrooms are equipped with one computer and have internet connection. Computer facilities are used extensively in teaching MIS modules. Courses at all levels involve instruction at the computer facilities where students under the guidance of the teacher apply methods and techniques previously discussed in theory. The software available in the computer laboratories include tools for enterprise systems, database management, data analysis, project management, security controls and systems modelling. Classes are held for 3 hours per week for 15 weeks per semester, including a 2-hour final examination at the end of the semester. In the case of short sessions, classes are held daily for 2 hours per day for 19 working days. Final exams are 2-hour exams and take place on the 20th day. Each semester or session students spend 45 hours for attending classes (including a 2-hour final examination). In addition, students spend 105 hours per semester or session for private study outside the classroom, including studying module material, preparing assessed coursework, preparing for examinations, writing assessed essays etc. Thus, student work per semester or session for each module amounts to 150 hours (15 credits).

It is noted that students are not permitted to register for more than 4 (four) 15-credit modules in each semester and 1 (one) module in short sessions. Students are not permitted to register for more than 120 credits per academic year.
Teaching is supported by teacher's office hours. All teaching staff, regardless their rank or seniority, have a contractual obligation to keep one office hour per week per module during

semesters. Students are encouraged to make full use of the office hours of their teacher, where they can ask questions, see their exam paper(s) and/or assessed coursework, and/or go over lecture material. Although not formally measured, office hours generally tend to be intensively used by students.

Moreover, staff and students make full use of the Blackboard CMS (Course Management System) platform, where professors post lecture notes, instructions, timely announcements etc. Due to the fact that Blackboard containers for semester/session modules are removed at the end of the term, historical data are not readily available.

Feedback on modules is obtained via the student evaluation form that all students attending a particular module fill in at the end of each semester. Copies of the module evaluation form are available to the panel in the work-room. Relevant data are collected and processed by the IRM. Results are given to each member of the teaching staff at the beginning of the ensuing semester. They are utilised by members of the staff to pursue improvement in their teaching. Finally, it is noted that although academic staff typically teach modules that relate directly to their specialisation and/or research interests, it is Deree-ACG policy that academic staff do not "own" modules. All CIS academic staff can potentially teach at least one section of an introductory module, such as the CS 2179 Business Information Systems.

Pedagogy

In the department of Computer Information Systems our approaches to pedagogies in teaching are consistent with independent learning and they are informed by teaching staff's scholarship, and expertise in the field.

The Teaching and Learning Center (TLC)

Fulfilling the College's mission of fostering academic excellence, the Teaching and Learning Center (TLC), a recently established instructional resource for faculty, promotes innovative approaches to student learning. The Director of the Teaching and Learning Center (first appointed in Fall 2012) provides support and resources to instructors and assists in the development of effective educational material.

Charged with the core mission of safeguarding and encouraging a culture of academic excellence, TLC focuses on offering support to individual teachers and to academic units in order to enhance the educational experience of all members of the college community. The TLC Director supports active-learning practices and encourages the appropriate use of technology to enable the transition towards the student-centered classroom.

TLC organizes frequent training sessions on pedagogy and encourages faculty to explore developments in teaching technologies and adopt student-centered techniques. Through a dedicated Blackboard container full of material related to classroom needs, which is made available to all DEREE instructors, TLC facilitates faculty efforts to keep up with best practices in pedagogy.

TLC Events and Activities in 2012-13

The TLC Director organizes training workshops throughout the academic year. The material generated and selected for these workshops is available on the TLC Blackboard template; thus, even instructors unable to attend a workshop or presentation can review the Presentation slides, engage with exercises and use the handouts. For instance, a series of workshops on 'Skill Building for Effective Assessment' was presented on topics such as constructive alignment, effective exams, active learning, etc. Other workshops offer hands-on, interactive sessions on, for example, using Turnitin through Blackboard or interacting with students.

Furthermore, the TLC invites international experts, such as the Princeton Writing Program Director, Dr. Amanda Wilkins, to offer faculty training workshops. Such workshops are prepared and delivered in close collaboration with the TLC Director to ensure that the content and advice offered are appropriate to the needs of the DEREE instructors.

TLC workshops are usually attended by 30-50 members of the teaching community and are well-received.

The TLC Work Group

A further enhancement of the role of TLC on campus is the creation (in October 2013) of the TLC Work Group, a five-member team of faculty who assist the TLC Director in promoting innovative approaches to student learning and encouraging a culture of academic excellence. The TLC Work Group Fellows

- Act as liaisons between the Schools and the TLC and encourage faculty participation;
- Collaborate so that synergies are created and strategies developed across schools and disciplines for the purpose of enhancing the educational experience of all members of the college community;
- Organize and/or lead a teaching and learning workshop in their area of expertise or interest.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3
4	EC 1101 Principles of Macroeconomics	X											X								X	X									X
	MA 2118 Statistics for Business and Economics I						X						X								X	X									X
	AF 2006 Financial Accounting			X									X								X	X									X
	BU 2002 Business Legal Issues	X											X		X							X							X		X
	CS 2179 Business Information Systems							X					X		X		X				X	X		X						X	X
	MG 2003 Management Principles			X								X	X		X							X							X	X	X
	IB 2006 International Business	X												X	X							X							X	X	X
	MK 2050 Principles of Marketing			X								X	X								X	X							X	X	X

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3
5	PH 2005 Business Ethics					X									X							X							X		X
	AF 3105 Principles of Finance			X								X	X	X							X	X								X	X
	CS 2140 Electronic Commerce								X								X		X			X							X	X	X
	CS 3348 Enterprise Social Networks				X			X		X					X			X	X	X	X	X			X		X			X	X
	CS 3245 Data Management and IT for Business									X			X		X		X		X			X		X		X	X	X	X	X	X
	CS 3246 Enterprise Systems				X			X			X	X		X			X		X			X		X			X		X	X	X
	CS 3144 Customer Relationship Management Systems			X				X				X		X			X		X			X		X			X		X	X	X
	CS 3247 Information Systems for Decision Making			X				X				X		X			X		X			X		X			X		X	X	X

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3
																														Programme outcomes	
6	MG 3343 Operations Management		X									X		X	X	X					X	X	X						X	X	X
	MG/CS 3157 Project Management							X				X	X								X	X		X						X	X
	MG 3242 Logistics and Supply Chain Management							X				X	X	X		X						X	X						X	X	X
	CS 4461 Technology Innovation & Enterpreneurship				X		X					X				X	X		X			X		X		X			X	X	X
	CS 4249 Business Intelligence			X	X		X					X		X		X	X			X		X		X			X		X	X	X
	CS 4350 Information Systems Security and Control										X	X			X	X				X		X				X			X	X	X
	CS 4284 Analysis and Design of Information Systems										X			X	X	X		X	X	X		X		X		X		X	X	X	X
	CS 4462 Information Systems Strategy				X							X		X		X	X			X	X	X	X	X					X	X	X

Annexe 2: Notes on completing programme specification templates

1 **-** This programme specification should be aligned with the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other then English** must have programme specifications both in English and the language of delivery.