

Programme specification

1. Overview/ factual information

Programme/award title(s)	<ul style="list-style-type: none"> a. BSc (Honors) in Business Administration (Marketing Communications) b. BSc in Business Administration (Marketing Communications) c. Diploma of Higher Education in Business Administration (Marketing Communications) d. Certificate of Higher Education in Business Administration (Marketing Communications)
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	360
UCAS Code	
Programme start date	September 2015
Underpinning QAA subject benchmark(s)	General Business and Management
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	September 2015

2. Programme aims and objectives

2.1 Educational aims and objectives

Introduction

The marketing department belongs to the School of Business of the American College of Greece. The department has more than thirty years tradition at the American College, with graduates holding senior managerial and academic positions both in Europe and in other continents.

The department offers two pathways, namely marketing management and marketing communications. Both pathways reside with the BSc in Business Administration award.

Overall goals of the programme BSc in Business Administration

- Provide students with knowledge of the business world in all its key aspects
- Provide students a solid background in the theory and practice of marketing communications/marketing management
- Prepare students for postgraduate education and for careers in marketing communications/ marketing management or other related business field
- Provide students with practical and technological skills needed to perform effectively in marketing communications
- Provide students with critical thinking, problem-solving, communication, interpersonal and team work skills to perform effectively in marketing communications/marketing management
- Develop students' understanding of ethical and global issues so as to become informed citizens and professionals.
- Prepare students for reflection and lifelong learning

Mission

In congruence with the mission of the College, the mission of the Marketing Department is to equip students with specialised knowledge and skills that will enable them to pursue graduate studies or professional careers in marketing related fields and become lifelong learners.

The Marketing Communications Pathway

The marketing management pathway seeks to prepare students to become informed professionals by striking a balance between theory and practice.

The Marketing Management pathway consists of twenty four 15-credit modules. In keeping with the other validated Business pathways, Marketing Management comprises modules common to BSc in Business Administration pathways, shared modules with the marketing management pathway, and concentration modules (both required and optional).

This structure gives students a firm foundation in general business and management theory, as well as sufficient practice before specializing in their chosen marketing management emphasis. The outcome is a sound business background with marketing orientation along with a specialization in the area of marketing management, which provides our graduates with a competitive edge in pursuing a professional career as public relations officers, account managers in advertising agencies, media buyers and similar areas. In addition, graduates are well equipped to pursue a postgraduate degree in a wide range of business disciplines.

In general, the Marketing Communication pathway aims to:

- Equip students with necessary theoretical knowledge related to the marketing communications field.
- Prepare students to become experts in the marketing communication field
- Provide students with appropriate knowledge to become skilled and ethical researchers in the marketing communications field.

Table 1 displays the Marketing Communication Pathway requirements. Modules common to BSc in Business Administration pathways are designated in blue. Shared modules with the marketing management pathway are designated in green. Concentration modules (both required and optional) are designated in red.

Table 1

LEVEL 4	LEVEL 5	LEVEL 6
AF 2006 Financial Accounting (20 credits)	FN 3105 Foundations of Corporate Finance (15 credits)	MG 4343 Operations Management (15 credits)
BU 2002 Business Legal Issues (10 credits)	AF 3116 Management Accounting (15 credits)	MG 4740 Business Strategy (15 credits)
CS 2179 Business Information Systems (15 credits)	MG 3034 Managing People & Organizations (15 credits)	MK 4358 Marketing Research (15 credits)
EC 1101 Principles of Macroeconomics (15 credits)	PH 3005 Business Ethics (15 credits)	MK 4447 Advanced Marketing Management & Metrics (15 credits)
IB 2006 International Business (15 credits)	BU 3233 Business Research Methods (15 credits)	MK 4345 Promotions & Digital Activation (15 credits)
MG 2003 Management Principles	MK 3131 Building Marketing Value Proposition (15 credits)	MK 4468 Integrated Marketing Communication Campaigns (15 credits)
MA 2021 Applied Statistics (15 credits)	MK 3135 Marketing Communications (15 credits)	Two (2) pathway specific optional MK modules (15 credits each): see table 4
MK 2030 Fundamentals of Marketing (15 credits)	MK 3159 Consumer Behaviour (15 credits)	

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, awarded with a total of 121 US credits and consisting of:

- The General Education* curriculum (43 US credits)
(currently under revision and to be named *Liberal Education* curriculum - please see Appendix for *Liberal Education* mission, competencies and learning outcomes)
- Concentration (72 US credits)
- Free electives (6 US credits)

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding											
Learning outcomes:	Learning and teaching strategy/ assessment methods										
<p>A.1. Demonstrate knowledge and understanding of the external environment and its impact on business.</p> <p>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).</p>	<p><u>Taught in:</u> EC 1101, Principles of Macroeconomics (15 UK Credits – Compulsory)</p> <p>The role of the government in a mixed economy. National income accounts. Economic fluctuations, unemployment and inflation. Fiscal and monetary policy. Macroeconomic controversies.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none"> ➤ 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. ➤ Peer tutoring is also available to students who choose to get additional help. <p><u>Assessment Methods:</u></p> <p>Student performance in EC 1101 is assessed as follows:</p> <table border="1"> <tr> <td>Multiple choice/problems/essay question practice sets – formative</td><td>0</td><td>Multiple choice/problems/essay questions combination</td></tr> <tr> <td>In-class midterm examination (1-hour) – summative</td><td>40</td><td>Multiple choice/problems/essay questions combination</td></tr> <tr> <td>Final examination (2-hour, comprehensive) – summative</td><td>60</td><td>Multiple choice/problems/essay questions combination</td></tr> </table>		Multiple choice/problems/essay question practice sets – formative	0	Multiple choice/problems/essay questions combination	In-class midterm examination (1-hour) – summative	40	Multiple choice/problems/essay questions combination	Final examination (2-hour, comprehensive) – summative	60	Multiple choice/problems/essay questions combination
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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).

Taught in: **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.

Learning and Teaching Strategy:

- Classes consist of lectures, case studies, experiential exercises, and in-class case discussions.
- Throughout the lectures students develop knowledge and understanding related to the subject content.
- Discussions reinforce students' cognitive and key transferrable 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 content.
- Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors may 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, analyse and communicate information.

Assessment Methods:

Summative:

Midterm Examination - essay type	40%
Final Examination – essay type	60%

Formative:

Two in-class quizzes	0%
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A.1.3. Demonstrate knowledge and understanding of the basic theories in international business; the major international organizations and regional alliances; and the different dimensions of the operating environment in international markets and how they impact on international business. (Level 4).

Taught and assessed in: IB 2006 International Business (15 UK Credits - Compulsory)

Essentials of international business and the international business environment, including its socio-cultural, political, legal, economic and ethical dimensions. International trade theories, foreign investment and insight into the roles of multinational enterprises, governments, international organizations and non-governmental organizations in international business. Foreign exchange and its role in international business.

Learning and Teaching Strategy:

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

- Classes consist of lectures, discussions, collaborative in-class learning exercises and specialized video presentations. Throughout the lectures students develop knowledge and understanding related to the subject. Discussions and collaborative in-class case discussions reinforce students' cognitive and key transferable 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 blackboard site, where instructors post lecture notes, assignments' instructions, timely announcements, as well as additional resources.

Assessment Methods:

Summative:

In-class midterm examination (1-hour) – individual, essay-type questions	40%
Final examination (2-hour, comprehensive, essay-type questions)	60%

A.2. Demonstrate knowledge and understanding of the internal aspects, functions and processes of organizations.

A.2.1. Analyze and assess an organization's internal environment, with particular reference to individual behavior and processes, team processes and organizational processes, and the interaction with the external environment. (Level 5).

Taught in: MG 3034, Managing People and Organizations (15 UK Credits - Compulsory).

Major theories of organizational behavior and the emergence of strategic human resource management as a mechanism for managing people at work in organizations. Concepts of personality, motivation, communication, interpersonal relations, leadership, problem solving, organizational culture and structure, managing change. Processes and practices involved in implementing human resource strategy, such as recruitment, selection, training, and performance management. Practical skills associated with managerial success.

Learning and Teaching Strategy:

- Class lectures.
- Case studies.
- Experiential exercises and self assessments.
- 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.
- Written project which is presented also orally in class.

Assessment Methods:

Coursework - formative	0	case studies, experiential exercises, in-class quizzes
Major written project - summative	40	1,300-1,700 words
Final examination (2-hour) - summative	60	essay-type

A.2.2. Analyze and assess the internal aspects, functions and processes of organizations including their diverse nature, purposes, structures, governance, operations and management. Apply theories, models, frameworks, tasks and roles of management together with rational analysis and other processes of decision making within organizations. (Level 6).

Taught in: MG 4343, 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:

Major written project	40
Final examination (2-hour, problem-solving comprehensive)	60
Group Coursework - one in-class diagnostic examination and case study analyses	0

A.3. Demonstrate knowledge and understanding of the functions and processes of business and their relationship with the external environment.

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:

Coursework - formative	0	case studies, experiential exercises, in-class quizzes
In class 1-hour midterm examination - summative	40	essay-type
Common final examination (2-hour) - summative	60	essay-type

A.3.2 Explain the role of marketing and its importance to the economy and to organizations. (Level 4).	<p>Taught in: MK 2030 Fundamentals of Marketing (15 UK Credits - Compulsory)</p> <p>Basic understanding of the marketing concepts and processes. Key marketing decision areas in product development, pricing, distribution and promotion.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ 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. <p><u>Assessment Methods:</u></p> <p>Summative:</p> <table><tr><td>Mid-Term Individual Written project</td><td>Written Project (1,000 -1,100 words)</td><td>50</td></tr><tr><td>Final Examination (2-hour comprehensive)</td><td>Answer to essay questions</td><td>50</td></tr></table> <p>Formative:</p> <table><tr><td>In-class, 1-hour, "diagnostic" test, assignments</td><td>Objective and short essay</td><td>0</td></tr></table>	Mid-Term Individual Written project	Written Project (1,000 -1,100 words)	50	Final Examination (2-hour comprehensive)	Answer to essay questions	50	In-class, 1-hour, "diagnostic" test, assignments	Objective and short essay	0
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Final Examination (2-hour comprehensive)	Answer to essay questions	50								
In-class, 1-hour, "diagnostic" test, assignments	Objective and short essay	0								

A.3.3. Analyze, record and summarize accounting transactions of an economic entity using US GAAP (Generally Accepted Accounting Principles). Prepare non-complex financial statements which are used by either internal or external decision-makers. (Level 4).

Taught in: **AF 2006 Financial Accounting (20 UK Credits –**

Compulsory) The purpose of this course is to explore the basic principles, concepts and procedures relating to financial accounting. An ability to prepare, analyze and interpret financial statements in a business context will be developed.

Learning and Teaching Strategy:

- Class lectures, interactive learning (class discussions, group work) and practical problems solved in class.
- Exercises are assigned as homework, the solutions of which are reviewed in class. Additionally an individual assignment requiring a simple financial analysis will be given to the students, so as to enhance their ability to extract financial information from multiple financial sources, as well as interpret financial data.
- 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.
- IT sessions in labs, during which the student practices in recoding transactions using special accounting software (Peachtree Complete Accounting).
- A tutoring service provided by the College is also available to students who choose to get additional help.

Assessment Methods:

First Assessment: 1-hour written examination (closed-book, in-class)	40%
Second Assessment: 2-hours, comprehensive written examination (closed-book, in-class)	60%
Diagnostic Coursework - Formative	0

<p>A.3.4. Application of Financial Management techniques in a business setting (Level 5).</p>	<p><u>Taught in:</u> FN 3105, Foundations of Corporate Finance (15 UK Credits – Compulsory)</p> <p>The course provides the knowledge and the skills required for investments, business financing and securities valuation.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none"> - Class lectures, interactive learning (class discussions) and practical problems solved in class. - Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class. - Office hours: students are encouraged to make full use of the office hours of their instructor. (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. (where instructors post lecture notes, assignment instructions, 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. <p><u>Assessment Methods:</u></p> <table border="1"> <tr> <td>First Assessment: One hour written examination, (closed-book)</td><td>30%</td></tr> <tr> <td>Second Assessment: Two hours written examination, (closed-book)</td><td>70%</td></tr> <tr> <td>Exercises / Comprehensive problems (excel applications)</td><td>0</td></tr> </table>	First Assessment: One hour written examination, (closed-book)	30%	Second Assessment: Two hours written examination, (closed-book)	70%	Exercises / Comprehensive problems (excel applications)	0
First Assessment: One hour written examination, (closed-book)	30%						
Second Assessment: Two hours written examination, (closed-book)	70%						
Exercises / Comprehensive problems (excel applications)	0						

A.3.5 Analyze and assess management accounting processes and procedures in issues of management decision-making, performance evaluation and control. (Level 5).

Taught in: AF 3116, Management Accounting (15 UK Credits – Compulsory)

This course provides the theoretical underpinnings of the role of accounting information in cost accumulation, profitability analysis, planning and decision making in business organizations.

Learning and Teaching Strategy:

- Class lectures and seminar-style class discussion. Use of case studies.
- In class exercises and real life examples that engage students and enhance employability.
- In-class discussions using business cases that aim to enhance students' analytical and critical skills.
- Use of concept maps to provide an overview of topics discussed at the end of each session.
- Lectures from visiting scholars and professionals
- Office hours: students are encouraged to make full use of the office hours of their instructor.
- Use of blackboard.

Assessment Methods:

First Assessment: Case Analysis (1,000-1,200 words individual project)	30%
Second Assessment: Two hours closed-book in-class examination	70%
Two quizzes / One written essay	0%

A.4. Develop appropriate policies and strategies within a changing internal and external environment to meet stakeholders' interests. (Level 6)	<p><u>Taught in:</u> MG 4740, Business Strategy (capstone course) (15 UK Credits - Compulsory)</p> <p>Capstone course that synthesizes knowledge from prior business administration courses, with emphasis on the role of the manager as coordinator and strategist in managing the firm as a total unit. Insight into the organization's mission, values, ethical and social responsibilities, environments, strengths and weaknesses, competitors, and international competitiveness. Strategy analysis, formulation, implementation/execution and evaluation</p> <p><u>Learning and Teaching Strategy:</u> Classes consist of lectures, discussions of selected issues in strategic management, case analyses, viewings of selected educational videos and in-class student presentations. Students are encouraged to make use of the electronic course management system, Blackboard, where the instructor posts notes, instructions, announcements as well as additional resources in relation to the course. Students are encouraged, also, to make use of the office hours held by the instructor, where the student may ask questions and clarify course-related issues. The preparation and work required of the student for the formative and summative assessments also contribute to the methods of teaching and learning</p> <p><u>Assessment methods:</u></p> <table><tr><td>Coursework - formative</td><td>0%</td><td>Case studies, short reports, analysis of articles, in-class presentations</td></tr><tr><td>Major written project – summative (first assessment)</td><td>70%</td><td>Individual assignment; 4,500 -5,000 words</td></tr><tr><td>Final examination – summative (second assessment)</td><td>30%</td><td>Essay-type</td></tr></table>	Coursework - formative	0%	Case studies, short reports, analysis of articles, in-class presentations	Major written project – summative (first assessment)	70%	Individual assignment; 4,500 -5,000 words	Final examination – summative (second assessment)	30%	Essay-type
Coursework - formative	0%	Case studies, short reports, analysis of articles, in-class presentations								
Major written project – summative (first assessment)	70%	Individual assignment; 4,500 -5,000 words								
Final examination – summative (second assessment)	30%	Essay-type								

A.5. Demonstrate awareness of moral theories and ethical issues and evaluate their impact on business decision making. (Level 5).	<p><u>Taught in:</u> PH 3005, 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.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ Classes consist of lectures and interactive learning (class discussions of contemporary articles, as well as of case studies assigned by the instructor). Emphasis is put on the application of moral theoretical tools in business decision making.➤ Use of video presentations.➤ Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can discuss the course material.➤ Use of a Blackboard site, where instructors can post lecture notes assignment instructions, timely announcements, and additional resources.➤ Use of library facilities: Students are encouraged to make use of the library facilities for their assignments as well as for preparation for the final exam. <p><u>Assessment Methods:</u></p> <table><tr><td>Home assignment or In-class, 1-hour “diagnostic” test formative</td><td>0</td><td>Essay-type questions (choice: 1 out of 2)</td></tr><tr><td>In-class midterm examination (1-hour) summative</td><td>40</td><td>Essay-type questions (choice: 1 out of 2)</td></tr><tr><td>Final examination (2-hour, comprehensive) summative</td><td>60</td><td>Essay-type questions (choice: 2 out of 4)</td></tr></table>	Home assignment or In-class, 1-hour “diagnostic” test formative	0	Essay-type questions (choice: 1 out of 2)	In-class midterm examination (1-hour) summative	40	Essay-type questions (choice: 1 out of 2)	Final examination (2-hour, comprehensive) summative	60	Essay-type questions (choice: 2 out of 4)
Home assignment or In-class, 1-hour “diagnostic” test formative	0	Essay-type questions (choice: 1 out of 2)								
In-class midterm examination (1-hour) summative	40	Essay-type questions (choice: 1 out of 2)								
Final examination (2-hour, comprehensive) summative	60	Essay-type questions (choice: 2 out of 4)								

<p>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).</p>	<p>Taught in: MA 2021, Applied Statistics (Level 4 - 15 UK Credits – Compulsory), Organizing and summarizing data. Probability distributions: binomial, Poisson, normal, <i>t</i>-distribution, chi-square. Sampling and sampling distribution of the mean. The central limit theorem. Parametric tests for one mean and for the difference between two means. Test for independence of two qualitative/categorical variables. Simple and multiple correlation and regression.</p> <p>Learning and Teaching Strategy: In congruence with the Learning and Teaching strategy of the College, the following tools are used:</p> <ul style="list-style-type: none"> ➤ Class lectures, interactive learning (class discussion, group work), video presentations, and practical problems solved in class. ➤ Exercises and primary source documents are assigned as homework, the solutions 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 the blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. <p>Assessment Methods:</p> <table border="1" data-bbox="1099 951 1890 1011"> <tr> <td>Midterm Examination</td><td>40%</td></tr> <tr> <td>Final Examination</td><td>60%</td></tr> </table>	Midterm Examination	40%	Final Examination	60%
Midterm Examination	40%				
Final Examination	60%				

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. (Level 4)

Taught in:

CS2179 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:

Midterm Exam	40
Coursework: case problems	60
Diagnostic test	0
Case study discussions	0
Computer lab assignments	0

A.8. Demonstrate knowledge and understanding of methodological approaches, frameworks and tools in conducting research in a business context. (Level 5).

Taught in:

BU 3233 Business Research Methods (15 UK credits – Compulsory)

Research process stages including, formulating and clarifying research questions, writing a literature review, designing research, choosing appropriate methods of sampling, data collection and analysis, and reporting on findings.

Learning and Teaching Strategy

- Training and use on the appropriate software applications necessary for the data analysis.
- Class lectures and seminar-style class discussion of key terms and concepts with appropriate examples. Use of case studies.
- 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 site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.

Assessment Methods:

Mid-term Exam (1-hour)	40
Group research project (2,500 - 3,000 words)	60

A.9 Demonstrate deep knowledge and understanding of major marketing theories in the area of marketing communications.

A 9.1 Demonstrate an understanding of the implications of consumer behavior concepts on developing marketing strategy. (Level 5).

Taught in: MK 3159, Consumer Behavior (15 UK credits-Compulsory):

Examines how consumers select, purchase, and use products and services, what influences their behavior, and the implications for developing marketing strategies.

Learning and Teaching Strategy:

- Learning activities include lectures, class discussions, and exposure to real-world examples drawn from cases, databases, articles etc.
- Term Paper (small groups of 2 to 3 students): research a consumer behavior concept and illustrate how it applies to developing marketing strategy.
- 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 Method:

Course work - formative	0	"Diagnostic" test, case analyses, interim project evaluation
Final Exam (2-hour, comprehensive) - summative	60	Short answers to essay questions
Term Paper (1,300-1,700 words) - summative	40	Research a consumer behavior concept and illustrate how it applies to developing marketing strategy

A 9.2 Examine key marketing management approaches for the effective use of marketing mix

Taught in: MK 3131, Building Marketing Value Proposition (15 UK credits Compulsory)

This course aims to reinforce and expand on the role of marketing within an organization and on the overall Marketing Planning process. Choosing customers, defining and creating value, delivering value to customers, and sustaining value against competitors are some of concepts that will be further expanded in this course.

Learning and Teaching Strategy

- Class lectures, extensive use of examples from the local and international business environment to highlight application of key marketing management concepts.
- Analysis and discussion of short cases and problems in class that focus on marketing management issues as well as product management issues related to the content of each chapter.
- 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, or case studies.

Use of a Blackboard learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment Method

Summative:

Coursework: Written case study	40%
Final Examination (2-hour, comprehensive). Essay-type questions	60%

A 9.3 Understand the role of marketing communications within the overall marketing mix of the company.

Taught in: MK 3135, Marketing Communications (15 UK credits-Compulsory): This course covers an overview of the components of the marketing mix (advertising, sales promotion, PR etc) and describes all activities that deal with the planning, creation, implementation and evaluation of marketing communication activities., in a way that prepares the student for more advanced courses in the area of marketing communications.

Teaching and learning strategy:

- Class lectures, interactive learning (class discussions)
- Presentation and discussion of real life examples
- Project. Critical analysis of the communication strategy of an existing real-life campaign. Students are expected to work individually and in small teams.
- Project on a theoretical communication concept.
- Presentation of the best project
- Use of Blackboard learning platform
- Office hours. Students are encouraged to make full use of office hours of their instructors to ask questions and go over lecture material.

Assessment Method:

Coursework : Project 2,000-2,100 words	65
Final Examination: Project 1,000-1,100 words on a theoretical topic	35

A. 9.4 Demonstrate a competent understanding of the marketing research process and the different methods involved in data collection and data analysis. (Level 6)

Taught in: MK 4358, Marketing Research (15 UK credits-Compulsory): Fundamentals of marketing research as an aid to decision-making and problem-solving in business. Exposes students to the entire research process and the kinds of decisions to be made at each stage. Understanding of issues such as: identify information needed, research design and methodology, design sample, data collection, analysis and interpretation of data.

Learning and Teaching Strategy:

- Class lectures, participation and discussion of marketing cases and practical problems solved in class.
- Training on the SPSS statistical program for data analysis.
- Research paper is assigned to teams of students in order to conduct the field work.
- Individual assignments: Preparation of case problems.
- 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.

Midterm Examination (1-hour)	Essay questions	30
Group Research project with presentation (2,800-2,900 words)	Methodology /data collection/ interpretation(40% group report, 30%	70

			individual performance during presentation)	

1. A.9.5 Demonstrate a competent understanding of the tools for making marketing decisions, considering the conditions (both internally and externally) in which the firm operates.	<p>Taught in: MK 4447, Advanced Marketing Management & Metrics (15 UK credits-Compulsory): Provides an understanding of how marketing decisions are made and the appropriate marketing metrics that can be used to measure the effectiveness of different marketing activities. It bridges the gap between marketing theory and practice by providing a natural setting for planning, implementation, and evaluation of marketing activities through the use of a simulation game.</p> <p>Teaching and learning strategy</p> <ul style="list-style-type: none">➤ Class lectures, complemented by extensive use of examples from the local and international business environment to highlight the application of key marketing concepts.➤ Interactive learning through probing questions requiring creative thinking and encouraging discussion on key marketing issues/concepts and their applications to marketing strategy.➤ Computer Simulation Game: to enhance student's analytical skills and ability to synthesize learning in a highly competitive environment. The game allows students to grasp a holistic understanding of the marketing function as a profit center. Student performance is assessed in terms of market share and profit achievement. Advances teamwork skills.➤ 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, and consult on the simulation.➤ Use of a Blackboard learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. <p>Assessment Method</p> <table><tr><td>1st Assessment Midterm Examination</td><td>Essay-type questions, short case</td><td>40</td></tr></table>	1 st Assessment Midterm Examination	Essay-type questions, short case	40
1 st Assessment Midterm Examination	Essay-type questions, short case	40		

		2 nd Assessment Coursework	Group coursework – integration and written report: 30/60 2,400-2,500 words Individual coursework - presentation : 30/60	60

<p>A 9.6 Demonstrate in depth knowledge and understanding of the specialized area of promotion</p>	<p><u>Taught in: MK 4345, Promotions & Digital Activation (15 UK credits-Compulsory)</u></p> <p>Examination of the concepts, techniques, strategies and applications involved in promotion through traditional and digital channels. The scope of promotion targeted towards consumers and trade, planning and managing promotional programs, measuring results and evaluating performance.</p> <p>Teaching & Learning Strategy</p> <ul style="list-style-type: none"> ➤ Class lectures. ➤ Discussion and analysis of cases. ➤ Short assignments on service marketing issues ➤ 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, case studies or team project. ➤ Use of a Blackboard learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. <p>Assessment</p>
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	Mid-term examination (1 hour)	Essay-type questions	40
	Project (2,400-2,500 words)	Create a promotion plan with a digital activation channel component plan	60

<p>A 9.7 Critically discuss and evaluate conceptual models of integrated marketing communication.</p>	<p><u>Taught in: MK 4468,Integrated Marketing Communication Campaigns (15 UK credits-Compulsory)</u></p> <p>The module aims to synthesize knowledge from prior marketing communications courses. Integrates all promotional methods (advertising, sales promotion, personal selling, public relations, direct marketing, etc) in order to develop a complete marketing communications program. Promotional theory and tools examined to better synthesize promotional programs for greater marketing effectiveness.</p> <p>Teaching & Learning Strategy</p> <ul style="list-style-type: none"> ➤ Class lectures, interactive learning (class discussions, group work) and practical problems solved in class. ➤ Sample presentations of professional IMC projects. ➤ Case and problem discussions in class that stress IMC strategy and encourage discussion on key marketing communication issues. ➤ Special lecture to improve presentation skills. ➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions on lectures and project concerns, and see their exam papers. ➤ Use of Blackboard learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.
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	Assessment Method		
	Project (4,500 – 5,000 words)	Create a comprehensive IMC plan, plus media plans and supporting visuals for creative product and present it. Group+ Individual Work: 60/70 Mechanics: 10/70	70
	Presentation	20 minutes in class presentation & 10 minutes Q&A session	30

A 9.8 Analyze the communication issues behind a public relation campaign

Taught in: MK 4266 Public Relations (15 UK credits-Elective)

The module aims to synthesize knowledge from prior marketing communications courses. Integrates all promotional methods (advertising, sales promotion, personal selling, public relations, direct marketing, etc) in order to develop a complete marketing communications program. Promotional theory and tools examined to better synthesize promotional programs for greater marketing effectiveness.

Teaching & Learning Strategy

Learning and Teaching Strategy:

- Class lectures, class discussions and practical problems solved in class.
- Analysis and discussion of case studies 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 an electronic class management system where the instructor may post important announcements, related course materials, and additional resources.

Assessment Method

Written Project – individual; Word count: 1,800-2,200	40%
Final Examination – essay type	60%

A 9.10 Critically evaluate the theories and principles underlying media planning strategy and tactics.	<p>Taught in: MK 4465 Media Planning for Marketing Communication Campaigns (15 UK credits-Elective)</p> <p>The media planning course is designed to facilitate a deeper understanding of media strategy development of the campaign. Moreover, students are given the opportunity to develop a complete and realistic media plan. This module further enables students to see the strong link between marketing and media planning as a tool of implementing marketing objectives.</p> <p>Teaching & Learning Strategy</p> <ul style="list-style-type: none">➤ Class lectures complemented with audiovisuals aids and discussions of cases that stress advertising strategy.➤ In-class practical exercises and group activities to: illustrate advertising research techniques, improve management of the creative process and enhance quantitative analytic techniques.➤ 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, case studies or team project.➤ Use of a Blackboard learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. <p>Assessment Method</p> <table><tr><td>In-class, 1-hour mid-term exam</td><td>Problem sets with explanatory essays</td><td>40</td></tr><tr><td>Project (2,500-2,800 words + executables)</td><td>Create the media strategy and plan for a selected product or service.</td><td>60</td></tr></table>	In-class, 1-hour mid-term exam	Problem sets with explanatory essays	40	Project (2,500-2,800 words + executables)	Create the media strategy and plan for a selected product or service.	60
In-class, 1-hour mid-term exam	Problem sets with explanatory essays	40					
Project (2,500-2,800 words + executables)	Create the media strategy and plan for a selected product or service.	60					

- A. 9.11. Critically evaluate different business approaches deriving from information technology and new media developments through digitization on the four elements of the marketing mix (Product, Price, Place, and Promotion).

Taught in: MK 4104, Digital & Social Media Marketing (15 UK credits-Elective)

Study of marketing on the Internet; how marketers can take advantage of the opportunities made possible by digital platforms such as websites, search (paid and organic), mobile and social media.

Teaching & Learning Strategy

- Class lectures, class participation and discussions of cases (case analyses).
- Project: Assess the digital presence of a specific company in terms of differentiation, customer segments served and value creation using secondary research. Develop company strategic plan for internet and social media presence.
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions on lectures and project concerns, and see their exam papers.
- Use of Blackboard learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment Method

Project Individual 1,800-2,200	Live Assessment Project	40
Final Examination (2-hour, comprehensive)	Essay-type questions	60

A. 9.12. Demonstrate in depth knowledge and understanding of the specialized area of direct marketing, strategy development.	<p>Taught in: MK 4161, Direct Marketing & CRM (15 UK credits-Elective) Examination of the concepts, strategies, and applications involved in direct marketing and CRM. Topics include the scope of direct marketing, planning and launching direct marketing programs, measuring response, and evaluating performance.</p> <p>Teaching & Learning Strategy</p> <p>Class lectures, discussions on weekly reading and practical problems solved in class.</p> <p>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.</p> <p>Use of Blackboard learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.</p> <p>Assessment Method</p> <table><tr><td>Project (1,800-2,200 words)</td><td>Create a direct marketing/ CRM plan</td><td>40</td></tr><tr><td>Final Examination (2hour, comprehensive)</td><td>Short answers to essay questions, numerical problems</td><td>60</td></tr></table>	Project (1,800-2,200 words)	Create a direct marketing/ CRM plan	40	Final Examination (2hour, comprehensive)	Short answers to essay questions, numerical problems	60
Project (1,800-2,200 words)	Create a direct marketing/ CRM plan	40					
Final Examination (2hour, comprehensive)	Short answers to essay questions, numerical problems	60					

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1. Locate, extract, analyze data from library and other resources including the acknowledgement and referencing of sources. (Levels 4, 5, and 6)	<u>Taught and assessed in:</u> MK 2030 Fundamentals of Marketing MG 3034 Managing People and Organizations BU 3233 Business Research Methods AF 3116 Management Accounting MG 4343 Operations Management MG 4740 Business Strategy MK 4104 Digital & Social Media Marketing MK 4161 Direct Marketing & CRM MK 4465 Media Planning for Marketing Communication Campaigns

<p>B2. Interpret, analyze, solve structured, and to a limited extent, unstructured problems from a generated data set. (Levels 4, 5, and 6)</p>	<p><u>Taught and assessed in:</u></p> <ul style="list-style-type: none"> BU 2002 Business Legal Issues MG 2003 Management Principles IB 2006 International Business MK 2030 Fundamentals of Marketing EC 1101 Principles of Macroeconomics AF 2006 Financial Accounting CS 2179 Business Information Systems MA 2021 Applied Statistics BU 3233 Business Research Methods AF 3116 Management Accounting FN 3105 Foundations of Corporate Finance MG 3034 Managing People and Organizations PH 3005 Business Ethics MG 4343 Operations Management MG 4740 Business Strategy MK 3135 Marketing Communications MK 3131 Building Marketing Value Proposition MK 4358 Marketing Research MK 4447 Advanced Marketing Management Metrics MK 4468 Integrated Marketing Communication Campaigns MK 4104 Digital & Social Media Marketing MK 4161 Direct Marketing & CRM MK 4465 Media Planning for Marketing Communication Campaigns
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<p>B3. Develop and critically evaluate arguments and evidence including identifying assumptions and detecting false logic. (Levels 5 and 6)</p>	<p><u>Taught and assessed in:</u></p> <ul style="list-style-type: none"> MG 3034 Managing People and Organizations BU 3233 Business Research Methods MG 4343 Operations Management MG 4740 Business Strategy MK 3135 Marketing Communications MK 3131 Building Marketing Value Proposition MK 3159 Consumer Behaviour MK 4358 Marketing Research MK 4447 Advanced Marketing Management Metrics MK 4468 Integrated Marketing Communication Campaigns MK 4104 Digital & Social Media Marketing MK 4161 Direct Marketing & CRM MK 4465 Media Planning for Marketing Communication Campaigns
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<p>B4. Analyze 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)</p>	<p><u>Taught and assessed in:</u></p> <ul style="list-style-type: none"> MG 2003 Management Principles CS 2179 Business Information Systems IB 2006 International Business PH 3005 Business Ethics MG 3034 Managing People and Organizations BU 3233 Business Research Methods MG 4740 Business Strategy MK 3135 Marketing Communications MK 3131 Building Marketing Value Proposition MK 3159 Consumer Behaviour MK 4358 Marketing Research MK 4447 Advanced Marketing Management Metrics MK 4468 Integrated Marketing Communication Campaigns MG/MK 4266 Public Relations MK 4104 Digital & Social Media Marketing MK 4161 Direct Marketing & CRM MK 4465 Media Planning for Marketing Communication Campaigns
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<p>B5. Apply critical thinking to create, evaluate and assess a range of options in solving complex problems (Levels 5 and 6).</p>	<p><u>Taught and assessed in:</u></p> <ul style="list-style-type: none"> BU 3233 Business Research Methods AF 3116 Management Accounting FN 3105 Foundations of Corporate Finance MG 4343 Operations Management MG 4740 Business Strategy MK 3135 Marketing Communications MK 3131 Building Marketing Value Proposition MK 3159 Consumer Behaviour MK 4358 Marketing Research MK 4447 Advanced Marketing Management Metrics MK 4468 Integrated Marketing Communication Campaigns MG/MK 4266 Public Relations MK 4104 Digital & Social Media Marketing MK 4161 Direct Marketing & CRM MK 4465 Media Planning for Marketing Communication Campaigns
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<p>B6. Analyze various aspects of professional communication and evaluate effectiveness of oral as well as written communication. (Levels 5)</p>	<p><u>Taught and assessed in:</u></p> <ul style="list-style-type: none"> MK 3135 Marketing Communications MK 3454 Marketing Management MK 3159 Consumer Behaviour MK 4358 Marketing Research MK 4447 Advanced Marketing Management Metrics MK 4468 Integrated Marketing Communication Campaigns MK 4104 Digital & Social Media Marketing MK 4161 Direct Marketing & CRM MK 4465 Media Planning for Marketing Communication Campaigns
<p>B7. Synthesize and apply the knowledge, utilize and develop the skills and abilities, gained in the various business and non-business courses taken during the undergraduate program of study. (Level 6)</p>	<p><u>Taught and assessed in:</u></p> <p><u>MG 4740</u> Business Strategy</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1. 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)	<p><u>Taught and assessed in:</u></p> <ul style="list-style-type: none"> CS 2179 Business Information Systems MA 2021 Applied Statistics AF 2006 Financial Accounting AF 3116 Management Accounting FN 3105 Foundations of Corporate Finance BU 3233 Business Research Methods MG 4740 Business Strategy MK 3131 Building Marketing Value Proposition MK 4358 Marketing Research MK 4447 Advanced Marketing Management Metrics MK 4468 Integrated Marketing Communication Campaigns MK 4465 Media Planning for Marketing Communication Campaigns MK 4345 Promotions & Digital Activation
C2. Use Information Technology effectively to retrieve, process, analyze and communicate information (Level 4, 5, and 6).	<p>A6 <u>Taught and assessed in:</u></p> <ul style="list-style-type: none"> CS 2179 Business Information Sytems BU 3233 Business Research Methods MK 4358 Marketing Research <p>Use of information technology is embedded in all business courses</p>

<p>C3. Use quantitative tools in analyzing and solving financial and managerial problems. (Levels 5 and 6)</p>	<p><u>Taught and assessed in:</u></p> <ul style="list-style-type: none"> MA 2021 Applied Statistics AF 2006 Financial Accounting AF 3116 Management Accounting BU 3233 Business Research Methods FN 3105 Foundations of Corporate Finance MG 4343 Operations Management MG 4740 Business Strategy MK 3135 Marketing Communications MK 3131 Building Marketing Value Proposition MK 4358 Marketing Research MK 4447 Advanced Marketing Management Metrics MK 4468 Integrated Marketing Communication Campaigns MK 4465 Media Planning for Marketing Communication Campaigns MK 4345 Promotions & Digital Activation
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3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1. Communicate ideas successfully orally and in writing in a business context. (Levels 4, 5, and 6)	<u>Taught and assessed in:</u> MK 2030 Fundamentals of Marketing BU 3233 Business Research Methods MG 3034 Managing People and Organizations MG 4343 Operations Management MG 4740 Business Strategy MK 3135 Marketing Communications MK 3131 Building Marketing Value Proposition MK 4358 Marketing Research MK 4447 Advanced Marketing Management Metrics MK 4468 Integrated Marketing Communication Campaigns MK 4465 Media Planning for Marketing Communication Campaigns MK 4345 Promotions & Digital Activation

D2. 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: BU 3233 Business Research Methods MK 4358 Marketing Research
D3. Reflect intellectually and become an independent self-managed lifelong learner.	Taught throughout the curriculum.

4. Programme Structure

Programme Structure - LEVEL 4			
Compulsory modules	Credit points	Optional modules	Credit points
EC 1101 PRINCIPLES OF MACROECONOMICS	15		
CS 2179 BUSINESS INFORMATION SYSTEMS	15		
MA 2021 APPLIED STATISTICS	15		
AF 2006 FINANCIAL ACCOUNTING	20		
BU 2002 BUSINESS LEGAL ISSUES	10		
MG 2003 MANAGEMENT PRINCIPLES	15		
MK 2030 FUNDAMENTALS OF MARKETING	15		
IB 2006 INTERNATIONAL BUSINESS	15		
TOTAL LEVEL 4	120		

Certificate of Higher Education in Business Administration

In accordance with the framework for higher education qualifications, the holder of a Certificate of Higher Education in Business Administration will have a sound knowledge of the basic concepts of General Business and Management and will have learned how to apply different business functions to solving problems. He or she will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility.

Certificates of Higher Education in Business Administration are awarded to students who have demonstrated:

- i) knowledge of the underlying concepts and principles associated with management and all business administration functions, and an ability to evaluate and interpret these within internal and external business contexts;
- ii) an ability to retrieve, analyze, interpret, and present qualitative and quantitative data, to develop lines of argument and make sound judgments in accordance with basic theories and concepts of general business and management.

Typically, holders of the qualification will be able to:

- a) apply a wide variety of business functions to solving basic business-related problems;
- b) communicate the results of their study/work accurately and reliably, with coherent arguments, orally and in writing;
- c) undertake further training and develop new skills within a structured and managed environment;

and will have:

- d) qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Upon completion of level 4 (120 credits or 8 modules), students will be able to i) recognize and be familiar with key business functions and the impact of the external environment on business, ii) apply basic statistical techniques to business.

Specifically, holders of the Certificate of Higher Education in Business Administration will be able to demonstrate knowledge and understanding of:

- Core economic concepts and principles (EC 1101)
- Basic tools in statistics (MA 2021)
- The legal environment for business (BU 2002)
- The evolving international business environment (IB 2006)
- Management theories, concepts, principles and practices (MG 2003)
- The fundamentals of marketing research, consumer behavior and marketing strategy (MK 2030)
- Accounting transactions and non-complex financial statements (AF 2006)
- Business functional and cross-functional information systems (CS 2179)

In addition, they will have the following cognitive, practical/professional and key/transferable skills:

- They will be able to locate, extract, and analyze data from library and other resources including the acknowledgement and referencing of sources. (MK 2030)
- They will be able to analyze and solve structured problems, and to a limited extent unstructured problems, from a generated data set. (BU 2002, MG 2003, IB 2006, MK 2030, EC 1101, AF 2006, CS 2179, MA 2021)

- They will be able to analyze ethical choices in business; assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of and framework for ethical decision making. (MG 2003, CS 2179, IB 2006)
- They will be able to use numeric skills in solving complex problems of increasing complexity and, depending on the course level, with increasing autonomy. (CS 2179, MA 2021, AF 2006, MK 2030)
- They will be able to use information technology effectively to retrieve, process, analyze and communicate information. (CS 2179)
- They will be able to use qualitative and/or quantitative tools in analyzing and solving financial and managerial problems. (MA 2021, AF 2006)
- They will be able to communicate ideas effectively orally and/or in writing in a professional context. (MK 2030)
- They will be able to reflect intellectually and become independent, self-managed lifelong learner. (all courses)

CERTIFICATE OF HIGHER EDUCATION BUSINESS ADMINISTRATION (120 CREDITS)

Compulsory Modules:

LEVEL 4

EC 1101 MACROECONOMICS (LEVEL 4) – 15 CREDITS
 MA 2021 APPLIED STATISTICS (LEVEL 4) – 15 CREDITS
 AF 2006 FINANCIAL ACCOUNTING (LEVEL 4) – 20 CREDITS
 BU 2002 BUSINESS LEGAL ISSUES (LEVEL 4) – 10 CREDITS
 CS 2179 BUSINESS INFORMATION SYSTEMS (LEVEL 4) – 15 CREDITS
 IB 2006 INTERNATIONAL BUSINESS (LEVEL 4) – 15 CREDITS
 MG 2003 MANAGEMENT PRINCIPLES (LEVEL 4) – 15 CREDITS
 MK 2030 PRINCIPLES OF MARKETING (LEVEL 4) – 15 CREDITS

Optional Modules:

NONE

Programme Structure - LEVEL 5				
Compulsory modules		Credit points	Optional modules	Credit points
BU 3233	Business Research Methods	15		
FN 3105	Foundations of Corporate Finance	15		
MG 3034	Managing People and Organizations	15		
PH 3005	Business Ethics	15		
AF 3116	Management Accounting	15		
MK 3159	Consumer Behavior	15		
MK 3131	Building Marketing Value Proposition			
MK 3135	Marketing Communications	120		

Diploma of Higher Education in Business Administration in Marketing Communications

Upon completion of levels 4 and 5 (240 credits or 16 modules), students will be able to i) recognize and be familiar with key business and management functions and the impact of the external environment on business, ii) apply statistical techniques to business, iii) demonstrate detailed knowledge of theories, models, tools, and practices in organizational behavior, consumer behavior, marketing management, marketing communications, finance and accounting for business v) apply their knowledge of business functions and business ethics to solving complex problems in business administration.

Holders of the Diploma of Higher Education in Business Administration will be able to demonstrate knowledge and understanding of diverse business functions and environments as well as detailed knowledge and critical understanding of specific fields.

Holders of this Diploma will demonstrate knowledge and understanding of:

- Core economic concepts and principles (EC 1101)

- Basic tools in statistics (MA 2021)
- The legal environment for business (BU 2002)
- The evolving international business environment (IB 2006)
- Management theories, concepts, principles and practices (MG 2003)
- The fundamentals of marketing research, consumer behavior and marketing strategy (MK 2030)
- Accounting transactions and non-complex financial statements (AF 2006)
- Business functional and cross-functional information systems (CS 2179)

Additionally, holders of the Diploma of Higher Education in Business Administration will be able to demonstrate detailed knowledge and critical understanding of:

- Statistical techniques, tools and research methods (BU 3233)
- Organizational behavior and management theories, concepts, principles and practices (MG 3034)
- Financial and managerial accounting; as well as financial management tools and their applications to practical problems. (FN 3105, AF 3116)
- Moral theories and ethical issues which have an impact on business decision making (PH 3005)
- Concepts and theories of consumer behavior (MK 3159)
- Concepts and theories of Building Marketing Value Proposition (MK 3131)
- Concepts and theories of Marketing Communications (MK 3135)

In addition, they will have the following cognitive, practical/professional and key/transferable skills:

- They will be able to locate, extract, and analyze data from library and other resources including the acknowledgement and referencing of sources. (MK 2030, MG 3034, BU 3233, AF 3116, MK 4104, MK 4447, MK 4161).
- They will be able to analyze and solve structured problems, and to a limited extent unstructured problems, from a generated data set. (BU 2002, MG 2003, IB 2006, MK 2030, EC 1101, AF 2006, CS 2179, MG 3129, MA 2021, BU 3233, AF 3116, FN 3105, MG 3034, PH 3005, MG 4343, MG 4740, MK 3131, MK 3135, MK 3159).
- They will be able to develop and critically evaluate arguments and evidence including identifying assumptions and detecting false logic. (MG 3034, BU 3233, MG 4343, MG 4740, MK 3131, MK 3135, MK 3159)
- They will be able to analyze ethical choices in business; assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of and framework for ethical decision making. (MG 2003, CS 2179, IB 2006, MG 2003, PH 3005, MG 3034, BU 3233, MK 3131, MK 3135, MK 3159)
- They will be able to apply critical thinking to create, evaluate and assess a range of options in solving complex problems. (BU 3233, AF 3116, FN 3105, MK 3135, MK 3131, MK 3159, MG 4343, MG 4740, MK 4345, MK 4468, MK 4358, MK 4447, MK 4104, MG 4266, MK 4465, MK 4161).
- They will be able to analyze various aspects of professional communication and evaluate its effectiveness. (MG 2003, MK 3135, MK 3131, MK 3159)
- They will be able to use numeric skills in solving complex problems of increasing complexity and, depending on the course level, with increasing autonomy. (CS 2179, MA 2021, AF 2006, MK 2030, AF 3116, FN 3105, MG 2003, BU 3233, MK 3131, MK 3135).

- They will be able to use information technology effectively to retrieve, process, analyze and communicate information. (CS 2179, BU 3233 MK 4358)
- They will be able to use qualitative and/or quantitative tools in analyzing and solving financial and managerial problems. (MA 2021, AF 2006, AF 3116, MG 2003 MK 3131, MK 3135, MK 3159)
- They will be able to communicate ideas successfully orally and/or in writing in a professional context. (MK 2030, MG 2003, BU 3233, MG 3034, MG 2133 MK 3131, MK 3135, MK 3159)
- They will be able to develop interpersonal, teamwork and/or leadership skills; to work effectively with others in small groups or teams. (BU 3233, MK 4358, MK 4465, MK 3135).
- They will be able to reflect intellectually and become independent, self-managed lifelong learners. (all courses)

DIPLOMA OF HIGHER EDUCATION BUSINESS ADMINISTRATION IN MARKETING COMMUNICATIONS (240 CREDITS)

Compulsory Modules:

LEVEL 4

EC 1101 PRINCIPLES OF MACROECONOMICS (LEVEL 4) – 15 CREDITS
MA 2021 APPLIED STATISTICS (LEVEL 4) – 15 CREDITS
AF 2006 FINANCIAL ACCOUNTING (LEVEL 4) – 20 CREDITS
BU 2002 BUSINESS LEGAL ISSUES (LEVEL 4) – 10 CREDITS
CS 2179 BUSINESS INFORMATION SYSTEMS (LEVEL 4) – 15 CREDITS
IB 2006 INTERNATIONAL BUSINESS (LEVEL 4) – 15 CREDITS
MG 2003 MANAGEMENT PRINCIPLES (LEVEL 4) – 15 CREDITS
MK 2030 FUNDAMENTALS OF MARKETING (LEVEL 4) – 15 CREDITS

LEVEL 5

BU 3233 BUSINESS RESEARCH METHODS (LEVEL 5) – 15 CREDITS
MK 3159 CONSUMER BEHAVIOR (LEVEL 5) – 15 CREDITS
MK 3135 MARKETING COMMUNICATIONS (LEVEL 5) – 15 CREDITS
PH 3005 BUSINESS ETHICS (LEVEL 5) – 15 CREDITS
FN 3105 FOUNDATIONS OF CORPORATE FINANCE (LEVEL 5) – 15 CREDITS
MG 3034 MANAGING PEOPLE AND ORGANIZATIONS (LEVEL 5) – 15 CREDITS
MK 3131 BUILDING MARKETING VALUE PROPOSITION (LEVEL 5) – 15 CREDITS
AF 3116 MANAGEMENT ACCOUNTING (LEVEL 5) – 15 CREDITS

Programme Structure - LEVEL 6				
Compulsory modules		Credit points	Optional modules	Credit points
			<u>TWO OF THE FOLLOWING:</u>	
MG 4343	Operations Management	15	MK 4465 Media Planning for Marketing Communications Campaigns	15
MG 4740	Business Strategy	15		
MK 4345	Promotions & Digital Activation	15		15
MK 4447	Advanced Marketing Management &Metrics	15	MK 4104 Digital & Social Media Marketing	15
MK 4358	Marketing Research	15	MG/MK 4266 Public Relations	15
MK 4468	Integrated Marketing Communication Campaigns	15	MK 4161 Direct Marketing & CRM	15
				15
		90		
		120		
SUBTOTAL				
TOTAL LEVEL 6				

BSc Business Administration in Marketing Communications (360 CREDITS)

Compulsory Modules

LEVEL 4

EC 1101 PRINCIPLES OF MACROECONOMICS (LEVEL 4) – 15 CREDITS

MA 2021 APPLIED STATISTICS (LEVEL 4) – 15 CREDITS

AF 2006 FINANCIAL ACCOUNTING (LEVEL 4) – 20 CREDITS

BU 2002 BUSINESS LEGAL ISSUES (LEVEL 4) – 10 CREDITS

CS 2179 BUSINESS INFORMATION SYSTEMS (LEVEL 4) – 15 CREDITS

IB 2006 INTERNATIONAL BUSINESS (LEVEL 4) – 15 CREDITS

MG 2003 MANAGEMENT PRINCIPLES (LEVEL 4) – 15 CREDITS

MK 2030 FUNDAMENTALS OF MARKETING (LEVEL 4) – 15 CREDITS

LEVEL 5

BU 3233 BUSINESS RESEARCH METHODS (LEVEL 5) – 15 CREDITS

MK 3159 CONSUMER BEHAVIOR (LEVEL 5) – 15 CREDITS

MK 3135 MARKETING COMMUNICATIONS (LEVEL 5) – 15 CREDITS

PH 3005 BUSINESS ETHICS (LEVEL 5) – 15 CREDITS

FN 3105 FOUNDATIONS OF CORPORATE FINANCE (LEVEL 5) – 15 CREDITS

MG 3034 MANAGING PEOPLE AND ORGANIZATIONS (LEVEL 5) – 15 CREDITS

MK 3131 BUILDING MARKETING VALUE PROPOSITION (LEVEL 5) – 15 CREDITS

AF 3116 MANAGEMENT ACCOUNTING (LEVEL 5) – 15 CREDITS

LEVEL 6

MG 4343 OPERATIONS MANAGEMENT (LEVEL 6) -15 CREDITS

MG 4740 BUSINESS STRATEGY (LEVEL 6) -15 CREDITS

MK 4358 MARKETING RESEARCH (LEVEL 6) -15 CREDITS

MK 4468 INTEGRATED MARKETING COMMUNICATION CAMPAIGNS (LEVEL 6) -15 CREDITS

MK 4447 ADVANCED MARKETING MANAGEMENT & METRICS (LEVEL 6) -15 CREDITS

MK 4345 PROMOTIONS & DIGITAL ACTIVATION (LEVEL 6) -15 CREDITS

TWO OF THE FOLLOWING ELECTIVES:

MK 4465 MEDIA PLANNING FOR ADVERTISING CAMPAIGNS (LEVEL 6) -15 CREDITS

MK 4104 DIGITAL & SOCIAL MEDIA MARKETING (LEVEL 6) -15 CREDITS

MG/MK 4266 PUBLIC RELATIONS (LEVEL 6) -15 CREDITS

MK 4161 DIRECT MARKETING & CRM (LEVEL 6) -15 CREDITS

BSc in Business Administration (Marketing Communications)

Upon completion of 360 credits (20 modules, including four Level 6 modules), students will be able to i) recognize and be familiar with key business and management functions and the impact of the external environment on business, ii) apply statistical techniques to business, v) apply their knowledge of business functions and business ethics to solving complex problems in business administration. iii) demonstrate detailed knowledge of theories, models, tools, and practices in organizational behavior, consumer behavior, marketing management, marketing communications, finance and accounting for business iv) demonstrate knowledge and understanding of concepts and practices involved in the creation and practical application of marketing communications. v) apply their knowledge of business functions and business ethics to solving complex problems in business administration, and marketing communications related cases. vi) Apply their detailed knowledge of business marketing communications to solve structured and unstructured communication problems.

Holders of the ordinary BSc in Business Administration (Marketing Communications) will be able to demonstrate knowledge and understanding of diverse business functions and environments as well as detailed knowledge and critical understanding of the marketing management task.

Holders of this BSc will demonstrate knowledge and understanding of:

- Core economic concepts and principles (EC 1101)
- Basic tools in statistics (MA 2021)
- The legal environment for business (BU 2002)
- The evolving international business environment (IB 2006)
- Management theories, concepts, principles and practices (MG 2003)
- The fundamentals of marketing research, consumer behavior and marketing strategy (MK 2030)
- Accounting transactions and non-complex financial statements (AF 2006)
- Business functional and cross-functional information systems (CS 2179)

Additionally, holders of the ordinary BSc in Business Administration (Marketing Communications) will be able to demonstrate detailed knowledge and critical understanding of:

- Statistical techniques, tools and research methods (BU 3233)
- Organizational behavior and management theories, concepts, principles and practices (MG 3034)
- Financial and managerial accounting; as well as financial management tools and their applications to practical problems. (FN 3105, AF 3116)
- Moral theories and ethical issues which have an impact on business decision making (PH 3005)
- Concepts & applications of marketing communications (MK 3135)

- Concepts & applications of building marketing value proposition (MK 3131)
- Organizational behavior and management theories, concepts, principles and practices (MG 4343)
- Principles, concepts and strategies of marketing research (MK 4358)
- Principles, concepts, and strategies for successful measurement of the marketing communication outcome (MK 4447)
- Principles concepts and strategies for successful design and implementation of marketing communications (MG/MK 4266, MK 4345, MK 4468, MK 4104, MK 4161)
- In addition, they will have the following cognitive, practical/professional and key/transferable skills:
- They will be able to locate, extract, and analyze data from library and other resources including the acknowledgement and referencing of sources. (MK 2030, MG 3034, BU 3233, AF 3116, MK 4358, MK 3135, MK 4345, MK 4104).
- They will be able analyze and solve structured problems, and to a limited extent unstructured problems, from a generated data set. (BU 2002, MG 2003, IB 2006, MK 2030, EC 1101, AF 2006, CS 2179, MG 3129, MA 2021, BU 3233, AF 3116, FN 3105, MG 3034, PH 3005, MG 2003, MG 4343, MG 4740, MK 3135, MK 3131, MK 3159, MK 4358, MK 4447, MK 4468, MK 4345, MK 4161, MK 4104)
- They will be able to develop and critically evaluate arguments and evidence including identifying assumptions and detecting false logic. (MG 3034, BU 3233, MK 3135, MK 3131, MK 3159, MK 4358, MK 4447, MK 4468, MK 4345, MK 4161, MK 4104)
- They will be able to analyze ethical choices in business; assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of and framework for ethical decision making. (MG 2003, CS 2179, IB 2006, MG 2003, PH 3005, MG 3034, BU 3233, MK 3131, MK 3135, MK 3159, MK 4358, MK 4447, MK 4468, MK 4345, MK 4161, MK 4104)
- They will be able to apply critical thinking to create, evaluate and assess a range of options in solving complex problems. (BU 3233, AF 3116, FN 3105, MK 3135, MK 3131, MK 3159, MK 4358, MK 4447, MK 4468, MK 4345, MK 4161, MK 4104)
- They will be able to analyze various aspects of professional communication and evaluate its effectiveness. (MG 2003, MK 3135, MK 3131, MK 3159, MK 4358, MK 4447, MK 4468, MK 4345, MK 4161, MK 4104)
- They will be able to use numeric skills in solving complex problems of increasing complexity and, depending on the course level, with increasing autonomy. (CS 2179, MA 2021, AF 2006, MK 2030, AF 3116, FN 3105, MG 2003, BU 3233 MK 3135, MK 3131, MK 4345, MK 3159, MK 4358).
- They will be able to use information technology effectively to retrieve, process, analyze and communicate information. (CS 2179, BU 3233 MK 4358)
- They will be able to use qualitative and/or quantitative tools in analyzing and solving financial and managerial problems. (MA 2021, AF 2006, AF 3116, MG 2003 MK 3135, MK 3131, MK 3159, MK 4358, MK 4447, MK 4468, MK 4345, MK 4161, MK 4104)
- They will be able to communicate ideas successfully orally and/or in writing in a professional context. (MK 2030, MG 2003, BU 3233, MG 3034, MK 3135, MK 3131, MK 3159, MK 4358, MK 4447, MK 4468, MK 4345, MK 4161, MK 4104,)
- They will be able to develop interpersonal, teamwork and/or leadership skills; to work effectively with others in small groups or teams. (BU 3233, MK 4358).
- They will be able to reflect intellectually and become independent, self-managed lifelong learners. (all courses)

5. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features 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

n/a

6. Support for students and their learning

STUDENT SERVICES

Orientation

All new students participate in an orientation program as they begin their first semester at the College. The orientation program is designed to introduce them to the campus, the academic system, College regulations and policies, and student life.

Student Success Center (SSC)

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

Students may visit the Student Success Center to pay a bill, request a certificate, obtain a form, arrange to bring a visitor on campus, obtain their transcript, see an academic advisor, ask about OU validation, change a course, and obtain or replace their student ID.

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” on the ACG homepage (www.acg.edu) and it allows students to print forms or view the academic calendar, academic policies, final exams schedule, course schedule, graduation instructions, major requirements, frequently asked questions (FAQs), the e-mail directory, and financial aid and international student information. From the SSC web page students may choose to log on to the myACG portal, where they can print their personal course schedule and their unofficial transcript. To log on, students need to go to the SSC and get their PIN, which is private, should not be shared with anyone, and will be given to the students only if they have no obligations (business office, library, or academic advising).

Academic Advising

All students are assigned an academic advisor responsible for assisting them in gaining the greatest benefit from their educational experience at the College. Good academic advising is a vital part of the learning process and an integral part of the basic teaching function of the College. Effective academic advising provides specific aid to students in considering and completing academic programs, but it goes beyond mere course scheduling; it includes planning, decision making, implementation, and evaluation of academic, personal, and career-related matters, and exploration. The College assigns all entering freshmen a First-Year advisor from the Office of Academic Advising. Thereafter, the advising program is faculty-based and fosters personal contact between students and faculty. Department Heads, assistant Department Heads and Area Coordinators act as educational consultants.

New incoming students and continuing DERE-ACG students are required to consult every semester and during the announced advising period with an advisor at the Office of Academic Advising.

Advisors never make decisions for students. Their overriding objective is to assist students in developing the maturity required to make their own choices and to be responsible for the consequences of those choices.

Student Academic Support Services (SASS)

Student Academic Support Services (SASS) provides support to the learning of DERE 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-centred 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 UK Quality Code for Higher Education - Chapter B2: Recruitment, selection and admission to higher education. Upon admission, students intending to follow a Degree in Sports Management register for a BSc in Combined Studies and may transfer to SM up until completion of Level 4.

In relation to the recruitment strategy, the Department participates in promotional “Discover DERE 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 DERE:EE:

- 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.

The above listed grades qualify the student for placement directly into WP 1010. Applicants who do not qualify for WP 1010 but who otherwise show academic promise may be admitted conditionally and placed in the English for Academic Purposes Program (see section "English Language Requirements").

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8. Language of study
The formal language of instruction for all modules in the BSc (Hons) in Accounting and Management Studies is English.

9. Information about assessment regulations
<p>Section 6 ‘Assessment Procedure’ of the DEREE Regulatory Framework (s. attachment) describes the assessment regulations as follows:</p> <p>“6.1 Although courses may employ assessment instruments which perform only a diagnostic or formative function, credit for the completion of a course can only be obtained on the basis of one or more summative assessments. A summative assessment provides a measure of the extent to which a student has achieved the intended learning outcomes of a course.</p> <p>6.2 The assessment of a student’s academic performance requires a judgment of the quality of his or her work. In all cases, this assessment must be governed by criteria which are explicit and communicated to students.</p> <p>6.3 Faculty are expected to develop rubrics for the assessment of students, and it is the responsibility of department heads or area coordinators to ensure that these rubrics are</p>

consistent with the program specification and other documentation approved at validation.

6.4 *Second Marking*

All assessed work submitted for credit in programs leading to Open University validated awards shall be subject to the policy of second marking. This policy extends to all modes of assessment. In implementing the College's policy on second marking, the following procedure will be adopted:

- 6.4.1 The first marker will provide the rubric for the assessment of the course (6.3, above), the grade assigned to each item of assessed work and a brief justification for this grade.
- 6.4.2 Second markers will be selected by the department head/area coordinator from the first marker's department, and s/he should be familiar with the course content. The second marker should test mark a minimum sample of 25% of completed assessments. In all cases the samples should not be lower than five.
- 6.4.3 The sample of work for second marking will be prepared by the Registrar's Office. This sample will comprise all items that have been assigned an A grade or a grade below D (40%), and a representative selection of the remaining items of assessed work. The sample should include at least some work that will be sent to external examiners (thereby providing them with evidence that second marking has been carried out).
- 6.4.4 The mark should be agreed between the original instructor and the second marker. In cases where it is not possible to reach agreement, a third internal marker will be appointed by the department head or area coordinator. All items of assessment for that course should be re-marked if the third marker recommends a significant change in the grade assigned to any item of assessed work. In this event, the entire cohort will be subject to the process of re-marking.
- 6.4.5 The second (or, in the event of a disagreement, the third) marker should prepare a brief report during the marking process to be sent to the external examiner for that course. This report should explain the basis upon which the assessed work was graded and the procedure adopted for the second (and where relevant the third) marking; provide an

analysis of the distribution of marks between students and modes of assessment; identify any issues that were encountered in the assessment problems; and make recommendations for the future assessment of the course.

6.4.6 All decisions on grades remain provisional until they have been confirmed at the relevant Board of Examiners

6.5 *External Examiners*

The University is responsible for the appointment of external examiners. Their role is to ensure that justice is done to the individual student and that the standard of the University's validated awards is maintained.

6.5.1 The specific responsibilities of external examiners include:

- the impartial assessment of students comparing their performance with that of their peers undertaking comparable programs of higher education elsewhere and in the light of subject benchmarks and qualification descriptors;
- approving the form and content of proposed examination papers, coursework, assessment rubrics and other assessments that count towards the award, including the approval of alternative assessments and adjustments made for students with declared disability or special needs;
- advising on any proposed changes to the approved assessment regulations or assessment strategy which will directly affect students currently on the program;
- ensuring that assessment criteria are correctly interpreted and that there is parity of assessment across the cohort;
- moderating the marks awarded by internal examiners;
- meeting students and, where appropriate, conducting *viva voce* examinations;
- ensuring that the assessments are conducted in accordance with the approved program regulations;
- attending the meetings of the board of examiners at which decisions on

recommendations for award are made and ensuring that those recommendations have been reached by means in accordance with the University's requirements and normal practice in UK higher education.

- Enhancement-led reporting to the College including student performance and academic standards, appropriateness of curriculum content/teaching and learning strategies as well as on the effectiveness of the assessments and any lessons to be drawn from them
- reporting to the Open University on the required report proforma and any matters of serious concern arising from the assessments which put at risk the standard of the University's award.

6.5.2 Once the process of second marking has been completed (6.4, above), the summative work completed by a sample of students on each course will be sent to the relevant external examiners. This sample will comprise all items that have been assigned an A or F (all work above 70% and below 40%) grade and a representative selection from items receiving intermediate grades.

6.5.2.1 The size of the samples will be agreed with the external examiners, and they will include some items that have been second marked (6.4.3, above).

6.5.2.2 Samples of assessed work completed in the Summer Session and Fall Semester will be sent by post to the external examiners; samples of work completed in the Winter Session and Spring Semester will be available for External Examiners to review on campus in the Summer.

6.5.2.3 Any amendments to the marks of the sample as a result of external moderation must be applied to the rest of the cohort.

6.5.2.4 The Validation Office will receive the external examiners' reports and forward them for consideration by Boards of Examiners, Program Committees, and the Registrar's Office. The Open University also receives copies of response to External Examiners reports.

6.6 *Boards of Examiners*

Boards of Examiners carry full responsibility for the assessment of students in accordance with the College's regulations and for recommending the conferment of an Open University award to students who have fulfilled the objectives of the approved program of study and achieved the standard required for the award.

6.6.1 A Board is established for each program or cluster of programs that leads to Open University awards. The responsibilities of a Board of Examiners are to:

- approve (or establish arrangements for the approval of) assessment tasks, examination papers and project titles both for the initial assessment of students and any subsequent reassessments;
- ensure that assessment tasks, examination papers and project titles are moderated by appropriate external examiners;
- confirm the grades assigned to students majoring in the relevant discipline or clusters of disciplines in accordance with the College's regulations;
- recommend the conferment of awards to students who have fulfilled the objectives of an approved program of study and achieved the standard required for the award;
- review the progress of students, ensuring that they achieve the required learning outcomes and taking into account the recommendations of the Committee of Academic Standards and Policies on students with mitigating circumstances;
- determine the form of assessment that should be offered to those students who have failed or have been unable to take the assessment for acceptable reasons;
- receive and approve recommendations from the Committee on Disability and Learning Differences for the assessment of students with special requirements; monitor the forms and conduct of assessment and patterns of student achievement on the programs for which it is responsible;
- act in accordance with the outcome of any appeals made through the Appeals Procedure (Section 9, below).

6.6.2 The membership of Boards of Examiners shall comprise a representative for each course contributing to the program(s) for which it is responsible, the external

examiner(s), and the relevant department head(s) or area coordinator(s). The chairs of Boards (who will normally be department heads or area coordinators with responsibility for programs other than those which fall within the remit of the Board) will be appointed by the Academic Council. Students are not members of Boards of Examiners.

- 6.6.3 External examiners must be present at meetings of the Board of Examiners which have been convened for the purpose of assessing students for an award or recommending the conferment of an award upon a student (6.6.1 (c) and (d) in the Board's terms of reference). All decisions on grades remain provisional until they have been ratified at a meeting of the Board attended by the relevant external examiner(s)."

Additional information about assessment regulations is included in Section 7 'Assessment, Progression and Awards' of the DERE Regulatory Framework.

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

All Schools and Programmes are invested in the continuous improvement of the quality and standards of teaching and learning. To that end Schools and Programmes are committed to the following core values and efforts are made:

- to design and plan active learning activities within programmes of study;
- to support teaching and student learning through instructional technology;

- to design effective assessments and give relevant and timely feedback to learners;
- to support effective learning technologies and environments which offer students appropriate guidance;
- to encourage among faculty the integration of scholarship and professional activities with teaching and learning;
- to develop appropriate methods for teaching and learning in the subject areas and at the level of the academic programmes;
- to encourage the development of learning communities, acknowledging
- diversity and promoting equality of opportunity and participation in higher education; and
- to engage in cycles of monitoring of teaching and learning effectiveness and proceed with the adjustment of pedagogies thus ensuring the improvement of the quality and standards of instruction and student performance.

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	Programme outcomes																																			
		A1	A2	A3	A4	A5	A6	A7	A8					B1	B2	B3	B4	B5	B6	B7			C1	C2	C3		D1	D2	D3								
5	PH 3005 Business Ethics					✓											✓							✓													
	FN 3105 Foundations of Corporate Finance			✓											✓			✓					✓	✓													
	AF 3116 Management Accounting			✓										✓	✓			✓				✓	✓	✓													
	BU 3233 Business Research Methods						✓							✓	✓	✓	✓	✓				✓	✓						✓								
	MG 3034 Managing People and Organizations		✓											✓		✓	✓						✓					✓									
	MK 3131 Building Marketing Value Proposition			✓										✓	✓	✓		✓	✓			✓	✓	✓			✓	✓									
	MK 3159 Consumer Behavior			✓										✓	✓	✓	✓	✓				✓	✓	✓				✓									
	MK 3135 Marketing Communications								✓					✓	✓			✓					✓														

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8					B1	B2	B3	B4	B5	B6	B7			C1	C2	C3		D1	D2	D3							
6	MG 4343 Operations Management		✓											✓		✓	✓	✓		✓			✓	✓	✓											
	MG 4740 Management Strategy				✓									✓		✓	✓	✓		✓			✓	✓	✓			✓								
	MK 4358 Marketing Research			✓											✓	✓		✓					✓	✓												
	MK 4468 Integrated Marketing Communication Campaigns								✓					✓	✓	✓	✓	✓					✓													
	MK 4447 Advanced Marketing Management & Metrics								✓					✓	✓	✓	✓	✓					✓	✓												
	MK 4345 Promotions & Digital Activation								✓					✓	✓			✓					✓	✓					✓							
	Electives																																			
	MK 4465 Media Planning for Marketing Communication Campaigns			✓										✓	✓								✓	✓					✓							
	MK 4104 Digital & Social Media Marketing			✓										✓	✓	✓	✓	✓					✓	✓	✓				✓							
	MK 4161 Direct Marketing & CRM									✓				✓	✓	✓		✓						✓				✓								
MG/MK 4266 Public Relations									✓				✓	✓	✓	✓	✓					✓						✓								

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 than English** must have programme specifications both in English and the language of delivery.

Appendix - Liberal Education Requirements

In keeping with NEASC Standard 4, The Academic Programme, each undergraduate US programme at DEREE-The American College of Greece includes a general education requirement (“Liberal Education”), a major/concentration requirement, and electives. The first set of requirements encourages students to sample the breadth of the curriculum; the second encourages depth within a field of specialization; and the last encourages exploration of new subjects.

LIBERAL EDUCATION

Liberal Education refers partly to foundation skills, but also to knowledge, cognitive skills, state of mind, life habits and that are developed primarily through a set of required courses and which prepare students for success in their major course of study, and their personal and professional lives after the college experience.

LIBERAL EDUCATION - MISSION

A vital component of the undergraduate experience, the Liberal Education programme prepares students to become globally engaged twenty-first century citizens with the intellectual habits, practical skills, and socio-cultural sensibilities needed in a rapidly changing world. Liberal Education helps students develop essential competencies for success across disciplines and in life beyond college by cultivating open mindedness, tolerance, problem-solving ability, intellectual curiosity and creativity. It also promotes thoughtful self-expression, an ethical compass, and responsibility to the local and global communities.

LIBERAL EDUCATION - COMPETENCIES AND LEARNING OUTCOMES

1. Communication and Information Literacy

- 1.1 Demonstrate effective verbal (writing, speaking and listening) and nonverbal communication skills.
- 1.2 Retrieve, critically evaluate and synthesize information adhering to legal and ethical practices.
- 1.3 Show knowledge of the stages needed from draft to final text or presentation using proper documentation and citation.
- 1.4 Demonstrate a mastery of the basic skills in information technology.

2. Social Responsibility and Civic Engagement

- 2.1 Discuss issues of identity and inclusion.
- 2.2 Explain different dimensions of sustainability and how it relates to one's discipline.
- 2.3 Discuss ways of responsible civic engagement.
- 2.4 Engage in activities that serve the needs of the local and global community.
- 2.5 Evaluate elements of Greek society that reflect Greek cultural values and the desirability to maintain or change such values so that Greek society can succeed in a new interdependent environment without losing its identity.

3. Cultural and Global Perspectives

- 3.1 Discuss world history or sociocultural traditions from different perspectives.
- 3.2 Describe diverse worldviews, ideas, institutions or artistic expressions manifest in varied contexts globally.
- 3.3 Demonstrate understanding of the workings of Greek, American and European social, political and economic systems and trace the geographical and historical factors that shape these systems.
- 3.4 Discuss issues of cultural diversity.

4. Ethics and Values

- 4.1 Explain the importance of values in our venture to understand the world.
- 4.2 Identify ethical issues in different contexts, especially in one's major course of study.
- 4.3 Discuss ideologies and ethical principles upheld by different cultures and cocultures.

4.4 Describe different approaches through which ethical dilemmas may be examined and resolved.

5. Aesthetic Expression

5.1 Discuss the main themes, symbols, and means of expression in various art forms.

5.2 Demonstrate ability to create or recreate aesthetic works that reflect knowledge of the artistic process and awareness of self, social and stylistic contexts.

5.3 Reflect on the outcomes of an artistic work.

5.4 Discuss the value of diversity in creative approaches in the visual, verbal and performing arts.

6 Scientific and Quantitative Literacy

6.1 Describe major concepts, principles, laws and theories in mathematics and the natural sciences.

6.2 Discuss the impact of science and technology on the individual, society, and the physical environment.

6.3 Apply scientific and mathematical methods and principles in making informed decisions in various disciplines.

6.4 Demonstrate practical and processing skills associated with natural sciences, mathematics and technology.

7 Integration

7.1 Synthesize concepts learned in the Liberal Education programme with major concepts in one's academic major.

7.2 Evaluate theoretical and practical knowledge included in Liberal Education competencies in the context of academic and professional enhancement.

DEREE's general education curriculum (US degree), which consists of 43 US credits, ensures that students will acquire breadth of knowledge in the traditional disciplines of the liberal arts that will enable them to become successful contributors to a diverse global community.

DEREE's Liberal Education requirements are as follows:

DEREE- The American College of Greece Liberal Education Program – Effective September 2015

Core Courses	
WP 1010 Introduction to Academic Writing	3
WP 1111 Integrated Academic Writing & Ethics	3
EN 1212 Academic Writing and Research	3
Mathematics (basic statistics, college algebra, OR higher)*	3

SP 2300 Presentation Skills or EN 3342 Professional Communication or equivalent	3
CS 1070 Introduction to information systems or equivalent computer literacy course *	3
Any Natural Science with a lab	4
Liberal Education Electives	
LE designated course in Natural Sciences	3
LE designated courses in the Social and Behavioral Sciences (from more than one discipline)	9
LE designated courses in Humanities (from more than one discipline)	6
LE designated course in Fine and Performing Arts	3
TOTAL	43 credits

**May be fulfilled through appropriate academic evaluation*