

.Programme specification

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

1. Overview/ factual information

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| Programme/award title(s) | BA (Honors)- Economics BA - Economics Diploma in Higher Education - Economics Certificate in Higher Education |
| Teaching Institution | The American College of Greece |
| Awarding Institution | The Open University (OU) |
| Date of latest OU validation | Fall 2010 |
| Next revalidation | |
| Credit points for the award | 360 |
| UCAS Code | |
| Programme start date | September 2015 |
| Underpinning QAA subject benchmark(s) | Economics |
| Other external and internal reference points used to inform programme outcomes | |
| Professional/statutory recognition | None |
| Duration of the programme for each mode of study (P/T, FT,DL) | FT - 3years |
| Dual accreditation (if applicable) | NEASC Accredited |
| Date of production/revision of this specification | February 2015 |

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

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

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

2.1 Educational aims and objectives

Mission

In congruence with the mission of the College, the mission of the Economics Department is to generate an academic and professional environment, in which students can learn and practice the science of economics and faculty can contribute to it.

Educational Aims and Objectives

The economics program aims to provide students with a thorough grounding in theoretical and applied economics. The program equips students with the appropriate tools to become successful professionals in today's global market environment. Students completing the program will also be able to pursue graduate studies in economics, finance, and other business-related fields.

The overall goals of the Economics program are to:

- Provide students with a solid background in theoretical and applied economics
- Develop students' analytical and critical thinking on current economic issues and policies
- Provide students with applicable quantitative skills
- Prepare students for postgraduate education
- Prepare students to become informed citizens and professionals

Learning Outcomes

A. Knowledge and Understanding

Gradual build-up knowledge and understanding of:

- economic principles and their application to economic policy
- relevant mathematical and statistical techniques and their use on economic data
- economic policy issues and performance

B. Cognitive Skills

The build-up of cognitive skills, namely reasoning, perception, and intuition is progressive. Students learn to:

- apply the methodological abstractionism and deductivism employed in economic theory
- utilise quantitative and modeling skills
- analyze and synthesize economic issues

C. Practical and Professional Skills

Students acquire practical and professional skills that include:

- The use sampling techniques to obtain data in order to conduct surveys
- The use various modeling techniques to develop forecasts
- Preparation of reports, including tables and charts, on research results
- Presentation of economic and statistical concepts in a clear and meaningful way for those who do not have a background in economics

D. Key/Transferable Skills

Students acquire key/transferable skills that include:

- Recognizing key economic concepts that are present in both every day and professional decision making
- Mathematical and statistical skills
- Basic knowledge in an array of different social sciences
- Ability to perform a critical evaluation of the body of knowledge acquired through the entire programme, keeping an open mind about different methodological approaches

2.2 Relationship to other programmes and awards

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

This programme specification is part of a US bachelor's degree programme that consists of 42 modules, comprising 19 modules of General Education credits, 17 modules of Concentration, and 6 modules of Electives.

3. Programme outcomes

Intended learning outcomes are listed below.

| 3A. Knowledge and understanding | |
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| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>Upon completion of the Economics program, students will be able to:</p> <p>A1. Demonstrate knowledge of:</p> <ul style="list-style-type: none"> a. core economic concepts and principles b. basic tools in mathematics and statistics | <p>A1. a</p> <p><u>Where it is taught:</u> Students take EC 1000 - Principles of Microeconomics and EC 1101 - Principles of Macroeconomics (both level 4), where they acquire knowledge and understanding of core micro and macroeconomic concepts and principles:</p> <ul style="list-style-type: none"> ➤ EC 1000: Introduction to economics and the economy. The market system and the market model. Consumer theory, costs, production and the theory of the firm. Demand for factors of production. ➤ EC 1101: The role of the government in a mixed economy. National income accounts. Theory and practice of fiscal and monetary policy. Macroeconomic controversies. <p><u>Learning and Teaching Strategy:</u> In congruence with the Learning and Teaching strategy of the College, the following tools are used in both EC 1000 and EC 1101:</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.

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

Student performance in EC 1000 and EC 1101 is assessed as follows:

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| In-class, 1-hour, "diagnostic" test - formative | 0 | short answers to essay questions, numerical problems, mc uestions |
| In-class 1-hour midterm examination - summative | 40 | short answers to essay questions, numerical problems, mc questions |
| Final examination (2-hour, comprehensive) - summative | 60 | short answers to essay questions, numerical problems, mc questions |

A1. b

Where it is taught:

Students take MA 1105 - Applied Calculus (level 4), and two (2) courses in statistics, namely MA 2110 - Statistics I (level 4), and MA 2211 - Statistics II (level 5), where they are taught the following:

- MA 1105: Functions, limits and continuity. Derivative of polynomials, and rational, exponential and logarithmic functions. Sketching the graph of a function. Indefinite and definite integral. Integration techniques. Area as an integral. Functions of several variables. Partial derivatives of first and second order. Application of differentiation and integration to problems in business, economics, and related fields.

- MA 2110 Organizing and summarizing data. Probability distributions: binomial, Poisson, normal, *t*-distribution, chi-square. Sampling and sampling distribution of the mean. The central limit theorem.
- MA 2211 Confidence interval for one mean, one variance, and one proportion. Hypotheses testing. Parametric tests for one mean and for the difference between two means. Parametric tests for one standard deviation and for the difference between two standard deviations. Parametric tests for one proportion and for the difference between two proportions. Test for independence of two qualitative/categorical variables. One way analysis of variance. Simple and multiple correlation and regression

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

- MA 1105: Classes consist of lectures where the concepts of the course are introduced. Their application to the discussion of problems arising from business, economics and related fields is illustrated through several examples. Assessed coursework is regularly assigned and discussed in class with students actively participating in the discussion. In MA 1105, students are required to attend 1 hour/week recitation session.
- MA 2110 and MA 2211: The concepts of the course are introduced, exemplified and illustrated through extensive problem solving. Assessed coursework is regularly assigned and discussed in class with students actively participating in the discussion.

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

Student performance in MA 1105, MA2110, and MA 2211 is assessed as follows:

| | | |
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| In-class, 1-hour, "diagnostic" test - formative | 0 | numerical problems |
| In-class 1-hour midterm examination - summative | 40 | numerical problems |
| Final examination (2-hour, comprehensive) - summative | 60 | numerical problems |

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| <p>A2. Demonstrate detailed knowledge of theories, models and tools of micro- and macro-economics, as well as analyze and evaluate major policy debates.</p> | <p>A2. <u>Where it is taught:</u> At level 5, students are required to take two courses in intermediate economic theory and policy, and two courses in advanced economic theory and policy. The built up of knowledge is gradual and is as follows:</p> <ul style="list-style-type: none"> ➤ Intermediate economic theory (EC 2270 – Managerial Economics and EC 2271 – Macroeconomic Theory and Policy – both level 5) <ul style="list-style-type: none"> ▪ EC 2270: Basic micro analysis for consumer and business decision making. Production, technology, and costs. Price and output determination in different market structures. Markets for factors of production. ▪ EC 2271: Measurement and analysis of national income. The basic goods market macroeconomic model. The role of money. The IS-LM and AD-AS model. Fiscal and monetary policies. Unemployment and inflation. ➤ Advanced economic theory (EC 2473 – Selected Topics in Microeconomic Theory and EC 2474 – Advanced Macroeconomics – both level 5) <ul style="list-style-type: none"> ▪ EC 2473: Labor supply. Economics of time and uncertainty. General equilibrium and welfare economics. Game theory. Asymmetric information. Externalities and public goods. ▪ EC 2474: Expectations and macroeconomic policy in the short and the long run. Consumption and investment theory. Balance of payments, exchange rates and macroeconomic analysis for an open economy. <p><u>Learning and Teaching Strategy:</u> In congruence with the Learning and Teaching strategy of the College, the following tools are employed:</p> <ul style="list-style-type: none"> ➤ Intermediate economic theory courses consist of lectures, class discussions, and review of cases taken from the real world and applicable to specific theoretical concepts. ➤ Advanced economic theory courses consist of lectures, in-class problem discussion, and class discussions of recent articles in economic journals. ➤ 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. |
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|--|---|--|---|---|--|----|---|--|----|---|
| <p>A3. Demonstrate knowledge of:</p> <ol style="list-style-type: none"> a. The importance of economic institutions in the evolution of European society. b. The evolution of economic ideas, as well as analyze and critically evaluate the contributions of major schools of economic thought | <ul style="list-style-type: none"> ➤ Use of a Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. <p><u>Assessment Methods:</u> Assessment methods give students the opportunity to display detailed knowledge and understanding of economic theory, as well as ability to analyze and evaluate policy. Students get timely feedback (within 21 days) on their formative test and midterm exam by their lecturer.</p> <p>Student performance in EC 2270, EC 2271, EC 2473, EC 2474 is assessed as follows:</p> <table border="1" data-bbox="887 671 1868 807"> <tr> <td>In-class, 1-hour, "diagnostic" test - formative</td> <td>0</td> <td>numerical problems/essay-type questions combination</td> </tr> <tr> <td>In-class midterm examination (1-hour) - summative</td> <td>40</td> <td>numerical problems/essay-type questions combination</td> </tr> <tr> <td>Final examination (2-hour, comprehensive) - summative</td> <td>60</td> <td>numerical problems/essay-type questions combination</td> </tr> </table> <p>A3.</p> <p><u>Where it is taught:</u></p> <ol style="list-style-type: none"> a. Students take one course covering the economic history of Europe, EC 2011 – Economic History of Europe (level 4), which provides knowledge and understanding of the inter-relationships between economic events and cultural, political, social, religious and demographic trends and between economic events and economic thought. <ul style="list-style-type: none"> ➤ EC 2011: The economic development of Europe from the early Middle Ages to the present. The allocation of scarce resources throughout history and the emergence of institutions attempting to solve problems associated with such allocation. The relationship between economic events and cultural, political, social, religious and demographic trends and between economic events and economic thought. <p><u>Learning and Teaching Strategy:</u> In congruence with the Learning and Teaching strategy of the</p> | In-class, 1-hour, "diagnostic" test - formative | 0 | numerical problems/essay-type questions combination | In-class midterm examination (1-hour) - summative | 40 | numerical problems/essay-type questions combination | Final examination (2-hour, comprehensive) - summative | 60 | numerical problems/essay-type questions combination |
| In-class, 1-hour, "diagnostic" test - formative | 0 | numerical problems/essay-type questions combination | | | | | | | | |
| In-class midterm examination (1-hour) - summative | 40 | numerical problems/essay-type questions combination | | | | | | | | |
| Final examination (2-hour, comprehensive) - summative | 60 | numerical problems/essay-type questions combination | | | | | | | | |

College, the following tools are used:

- Classes consist of lectures and class discussions.
- 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 site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment Methods: Assessment methods give students the opportunity to display detailed knowledge and understanding, as well as ability to analyze and critically evaluate the contributions of major schools of economic thought. Students get timely feedback (within 21 days) on their formative coursework and midterm exam by their lecturer.

Student performance in EC 2011 is assessed as follows:

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| "diagnostic" coursework - formative | 0 | Essay-type |
| In-class 1-hour midterm examination - summative | 40 | Essay-type |
| Final examination (2-hour, comprehensive) - summative | 60 | Essay-type |

- b. Students take one (1) course in the history of economic thought, EC 3210 – History of Economic Thought I (level 6), which provides the evolution dimension of economic theory and method in its historical and philosophical context:
- EC 3210: The development of economic ideas from medieval times to the mid-nineteenth century. The origins of modern economic theory. Economics in the context of history, politics, and culture.

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

- Classes consist of lectures and class discussions.
- 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.

A4. Apply mathematical and statistical techniques and data processing methods to a variety of economic topics and be able to relate theory to practice

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

Assessment Methods: Assessment methods give students the opportunity to display detailed knowledge and understanding, as well as ability to analyze and critically evaluate the contributions of major schools of economic thought. Students get timely feedback (within 21 days) on their formative coursework and preliminary drafts of their essay by their lecturer.

Student performance in EC 3210 is assessed as follows:

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| "diagnostic" coursework - formative | 0 | essay-type questions |
| Essay (1,800-2,200 words) - summative | 40 | literature review/synthesis/critical evaluation |
| Final examination (2-hour, comprehensive) - summative | 60 | essay-type questions |

A4.

Where it is taught:

Students take two (2) additional quantitative courses in economics, namely EC3350 – Mathematical Techniques in Economics (level 4) and EC 3636 - Applied Methods in Economics (level 6), as part of their concentration requirements:

- EC 3350: Use of economic models. Equilibrium analysis. Matrices. Derivatives. Optimization problems. Integration. Dynamic analysis. Mathematical programming.
- EC 3636: Data categories. Databases. Applications of descriptive and inferential statistics in economics and finance. Model building and use in economics and finance. Model estimation.

Learning and Teaching Strategy: Classes consist of lectures and class discussions. Blackboard and office hours are available, as stated previously. Moreover, students are exposed to the use of quantitative techniques and data processing methods on actual economic, financial, or social data using the econometrics program E-VIEWS, as well as the packages MAPLE and SPSS. Specifically:

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|---|--|--|--------------------|--------------------|--|----|--------------------|--|----|--------------------|-------------------------------|---|---------------------------------------|---------|----|---|--|----|---|
| <p>A5. Apply with minimum guidance tools, techniques and research methods on economic issues at an advanced level</p> | <ul style="list-style-type: none"> ➤ EC 3350: Lectures, class work, discussion on advantages and limitations of applied techniques. ➤ EC 3636: Lectures, question-answer periods, and laboratory practice sessions. One hour per week practice through software for the purpose of comprehending the material through real world empirical problems and self- testing assignments. <p><u>Assessment Methods:</u> Assessment methods give students the opportunity to apply quantitative tools to economic theories and data. Students get timely feedback (within 21 days) by their lecturer on their formative test or coursework, as well as on the midterm exam.</p> <p>Student performance in EC 3350 is assessed as follows:</p> <table border="1" data-bbox="887 647 1807 724"> <tr> <td>In-class, 1-hour, "diagnostic" test - formative</td> <td>0</td> <td>numerical problems</td> </tr> <tr> <td>In-class 1-hour midterm examination - summative</td> <td>40</td> <td>numerical problems</td> </tr> <tr> <td>Final examination (2-hour, comprehensive) - summative</td> <td>60</td> <td>numerical problems</td> </tr> </table> <p>Student performance in EC 3636 is assessed as follows:</p> <table border="1" data-bbox="887 820 1939 896"> <tr> <td>Coursework - formative</td> <td>0</td> <td>simulations/interpretation of results</td> </tr> <tr> <td>Project</td> <td>40</td> <td>Data collection/ statistical analysis/ interpretation</td> </tr> <tr> <td>Final examination (2-hour, comprehensive) - summative</td> <td>60</td> <td>numerical problems/essay-type questions combination</td> </tr> </table> | In-class, 1-hour, "diagnostic" test - formative | 0 | numerical problems | In-class 1-hour midterm examination - summative | 40 | numerical problems | Final examination (2-hour, comprehensive) - summative | 60 | numerical problems | Coursework - formative | 0 | simulations/interpretation of results | Project | 40 | Data collection/ statistical analysis/ interpretation | Final examination (2-hour, comprehensive) - summative | 60 | numerical problems/essay-type questions combination |
| | In-class, 1-hour, "diagnostic" test - formative | 0 | numerical problems | | | | | | | | | | | | | | | | |
| In-class 1-hour midterm examination - summative | 40 | numerical problems | | | | | | | | | | | | | | | | | |
| Final examination (2-hour, comprehensive) - summative | 60 | numerical problems | | | | | | | | | | | | | | | | | |
| Coursework - formative | 0 | simulations/interpretation of results | | | | | | | | | | | | | | | | | |
| Project | 40 | Data collection/ statistical analysis/ interpretation | | | | | | | | | | | | | | | | | |
| Final examination (2-hour, comprehensive) - summative | 60 | numerical problems/essay-type questions combination | | | | | | | | | | | | | | | | | |
| <p>A5. <u>Where it is taught:</u></p> <p>Students take one course in Econometrics, EC 4753 – Econometrics (level 6).</p> <ul style="list-style-type: none"> ➤ EC 4753: The multiple regression model. Ordinary Least Squares Estimation. Violation of assumptions: heteroskedasticity, autocorrelation, multicollinearity. Econometric applications: further diagnostics. Methods of Estimation. Time-Series analysis, Stationary variables. Volatility Models, Vector Auto Regression Forecasting. <p><u>Learning and Teaching Strategy:</u> Classes consist of lectures and class discussions. Blackboard and office hours are available, as stated previously. Moreover, students are exposed to the use of</p> | | | | | | | | | | | | | | | | | | | |

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| <p>A6. Use and critically evaluate advanced economic theories and policies in relation to real world issues</p> | <p>quantitative techniques and data processing methods on actual economic, financial, or social data using the econometrics program E-VIEWS, as well as the packages MAPLE and SPSS. Specifically:</p> <ul style="list-style-type: none"> ➤ EC 4753: Lectures, question-answer periods, and laboratory practice sessions. One hour per week practice through software (Eviews) for the purpose of comprehending the material through real world empirical problems and self- testing assignments. <p><u>Assessment Methods:</u> Assessment methods give students the opportunity to apply quantitative tools to economic theories and data. Students get timely feedback (within 21 days) by their lecturer on their formative test and preliminary drafts of their research paper.</p> <p>Student performance in EC 4753 is assessed as follows:</p> <table border="1" data-bbox="887 678 1912 756"> <tr> <td>In-class, 1-hour, "diagnostic" test - formative</td> <td>0</td> <td>numerical problems/interpretation of results</td> </tr> <tr> <td>Research paper (1,800-2,200 words) - summative</td> <td>40</td> <td>data collection/methodology/interpretation</td> </tr> <tr> <td>Final examination (2-hour, comprehensive) - summative</td> <td>60</td> <td>numerical problems/interpretation of results</td> </tr> </table> | In-class, 1-hour, "diagnostic" test - formative | 0 | numerical problems/interpretation of results | Research paper (1,800-2,200 words) - summative | 40 | data collection/methodology/interpretation | Final examination (2-hour, comprehensive) - summative | 60 | numerical problems/interpretation of results |
| | In-class, 1-hour, "diagnostic" test - formative | 0 | numerical problems/interpretation of results | | | | | | | |
| Research paper (1,800-2,200 words) - summative | 40 | data collection/methodology/interpretation | | | | | | | | |
| Final examination (2-hour, comprehensive) - summative | 60 | numerical problems/interpretation of results | | | | | | | | |
| <p>A6. <u>Where it is taught:</u></p> <p>Students take two capstone courses, namely Seminar in Microeconomic Theory (EC 4775) and Seminar in Macroeconomic Theory (EC 4776), where they are exposed to advanced literature in economics (both level 6).</p> <ul style="list-style-type: none"> ➤ EC 4775: Topics in advanced microeconomic theory. The analytics of uncertainty and information. Games with economic applications. Welfare choices. Contracts and auctions. Introduction to optimization in economic theory. Applications to current economic problems. ➤ EC 4776: Advanced macroeconomic theory. The New Classical Revolution and its critics. The new Keynesian economics. Neoclassical growth models and beyond. Infinite-horizon and overlapping generation models. Endogenous growth. The real business cycles controversy. Open economy macroeconomics <p><u>Learning and Teaching Strategy:</u> In congruence with the Learning and Teaching strategy of the College, economics capstone courses are conducted through class lectures, case studies,</p> | | | | | | | | | | |

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| | <p>and interactive discussions. Students are also exposed to the use of quantitative techniques and data processing methods on actual economic, financial, or social data using the econometrics program E-VIEWS. In addition:</p> <ul style="list-style-type: none"> ➤ 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 site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources is available. <p><u>Assessment Methods:</u> Assessment methods give students the opportunity to apply quantitative tools to economic theories and data. Students get timely feedback (within 21 days) by their lecturer on their formative test and preliminary drafts of their research paper.</p> <p>Student performance in both capstone courses (EC 4775, EC 4776) is assessed as follows:</p> <table border="1"> <tr> <td>In-class, 1-hour, "diagnostic" test - formative</td> <td>0</td> <td>essay-type questions</td> </tr> <tr> <td>Research paper (3,800-4,200 words) - summative</td> <td>50</td> <td>literature review/data collection/methodology/interpretation</td> </tr> <tr> <td>Final examination (2-hour, comprehensive) - summative</td> <td>50</td> <td>essay-type questions</td> </tr> </table> | In-class, 1-hour, "diagnostic" test - formative | 0 | essay-type questions | Research paper (3,800-4,200 words) - summative | 50 | literature review/data collection/methodology/interpretation | Final examination (2-hour, comprehensive) - summative | 50 | essay-type questions |
| In-class, 1-hour, "diagnostic" test - formative | 0 | essay-type questions | | | | | | | | |
| Research paper (3,800-4,200 words) - summative | 50 | literature review/data collection/methodology/interpretation | | | | | | | | |
| Final examination (2-hour, comprehensive) - summative | 50 | essay-type questions | | | | | | | | |

| 3B. Cognitive skills | |
|---|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| Upon completion of the Economics program, students will be able to: | |

3B. Cognitive skills

B1. Apply the methodological abstractionism and deductivism employed in economic theory

B1.

Where it is taught:

The built up of cognitive skills, namely reasoning, perception, and intuition is progressive. It is achieved as follows:

- At level 4, students take EC 1000 - Principles of Microeconomics and EC 1101 - Principles of Macroeconomics:
 - EC 1000: Introduction to economics and the economy. The market system and the market model. Consumer theory, costs, production and the theory of the firm. Demand for factors of production.
 - EC 1101: The role of the government in a mixed economy. National income accounts. Theory and practice of fiscal and monetary policy. Macroeconomic controversies.

Learning and Teaching Strategy and Assessment Methods as outlined above in LO A1a

- At level 5, students take intermediate (EC 2270 – Managerial Economics and EC 2271 – Macroeconomic Theory and Policy) and advanced economic theory (EC 2473 – Selected Topics in Microeconomic Theory and EC 2474 – Advanced Macroeconomics):
 - EC 2270: Basic micro analysis for consumer and business decision making. Production, technology, and costs. Price and output determination in different market structures. Markets for factors of production.
 - EC 2271: Measurement and analysis of national income. The basic goods market macroeconomic model. The role of money.

3B. Cognitive skills

The IS-LM and AD-AS model. Fiscal and monetary policies. Unemployment and inflation.

- EC 2473: Labor supply. Economics of time and uncertainty. General equilibrium and welfare economics. Game theory. Asymmetric information. Externalities and public goods.
- EC 2474: Expectations and macroeconomic policy in the short and the long run. Consumption and investment theory. Balance of payments, exchange rates and macroeconomic analysis for an open economy.

Learning and Teaching Strategy and Assessment Methods as outlined above in LO A2

- At level 6, students take seminar (capstone) courses in economic theory (EC 4775 – Seminar in Microeconomic Theory and EC 4776 – Seminar in Macroeconomic Theory):
 - EC 4775: Advanced microeconomic theory. The analytics of uncertainty and information. Welfare choices. Introduction to optimization in economic theory. Applications to current economic problems.
 - EC 4776: Advanced macroeconomic theory. The New Classical Revolution and its critics. The new Keynesian economics. Neoclassical growth models and beyond. Infinite-horizon and overlapping generation models. Endogenous growth. The real business cycles controversy. Open economy macroeconomics.

Learning and Teaching Strategy and Assessment Methods as outlined above in LO A6

3B. Cognitive skills

B2. Utilise quantitative and modeling skills

B2.

Where it is taught:

Students acquire research skills in economics, including knowledge of economic data sources, ability to collect, analyze, and interpret economic data via the following required courses (all courses are level 6):

- EC 3636: Data categories. Databases. Applications of descriptive and inferential statistics in economics and finance. Model building and use in economics and finance. Model estimation.
- EC 4753: The multiple regression model. Ordinary Least Squares Estimation. Violation of assumptions: heteroskedasticity, autocorrelation, multicollinearity. Econometric applications: further diagnostics. Methods of Estimation. Time-Series analysis, Stationary variables. Volatility Models, Vector Auto Regression Forecasting.
- EC 4775: Topics in advanced microeconomic theory. The analytics of uncertainty and information. Games with economic applications. Welfare choices. Contracts and auctions. Introduction to optimization in economic theory. Applications to current economic problems.
- EC 4776: Advanced macroeconomic theory. The New Classical Revolution and its critics. The new Keynesian economics. Neoclassical growth models and beyond. Infinite-horizon and overlapping generation models. Endogenous growth. The real business cycles controversy. Open economy macroeconomics.

Learning and Teaching Strategy and Assessment Methods as outlined above in LOs A4, A5, and A6

B3. Analyze and synthesize with minimum guidance issues relating to a variety of fields in economics

B3.

Where it is taught:

Students enrich and deepen their knowledge in economics by being required to

3B. Cognitive skills

take six (6) additional modules in economics, three of which at level 5 and three at level 6. Students may choose amongst a variety of different economics subjects offered, as illustrated in the following tables.

| *** | ECONOMICS OPTIONS - LEVEL 5 | FREQUENCY |
|---------|---------------------------------------|-----------------|
| EC 2114 | Health Economics | Fall |
| EC 2226 | Principles of Lending | Spring |
| EC 2240 | Money and Banking | Fall and Spring |
| EC 3220 | Economic Development | Fall |
| EC 3221 | Economic Development of Modern Greece | Fall |
| EC 3225 | Real Estate Economics | Fall* |
| EC 3227 | Maritime Economics | Spring* |
| EC 3324 | Insurance | Fall* |
| EC 3332 | The European Union | Spring* |
| EC 3334 | Environmental and Resource Economics | Spring* |
| EC 3342 | Public Finance | Spring* |
| EC 3345 | Monetary Theory and Policy | Spring* |
| EC 3362 | Labor Economics | Fall* |

| **** | ECONOMICS OPTIONS - LEVEL 6 | FREQUENCY |
|---------|--|-----------|
| EC 3435 | Insurance Issues and Reporting | Fall* |
| EC 3443 | Investment and Portfolio Theory | Fall |
| EC 3638 | Actuarial Science | Spring* |
| EC 3737 | Insurance Industry Dynamics | Fall* |
| EC 4231 | International Trade | Fall* |
| EC 4363 | History of Economic Thought II | Spring* |
| EC 4365 | International Monetary Economics | Spring* |
| EC 4564 | Financial Economics: The Analytics of Risk Mgt | Spring |
| EC 4667 | Economics of Defense | Spring* |

Learning and Teaching Strategy: Learning and teaching tools vary depending on the course level and content, but in congruence with the Learning and Teaching

3B. Cognitive skills

strategy of the College, the following tools are generally used:

- Classes consist of lectures and class discussions.
- 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 site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment Methods: Assessment methods vary depending on course level, and content, but generally give students the opportunity to display detailed knowledge and understanding, as well as ability to analyze and critically evaluate. Students get timely feedback (within 21 days) by their lecturer on formative tests or coursework, as well as on preliminary drafts of their essays.

Examples of assessment methods in optional modules are given below:

| | | |
|--|----|----------------------|
| In-class, 1-hour, "diagnostic" test - formative | 0 | essay-type questions |
| In-class midterm examination (1-hour) - summative | 40 | essay-type questions |
| Final examination (2-hour, comprehensive) - summative | 60 | essay-type questions |

| | | |
|--|----|---|
| In-class, 1-hour, "diagnostic" test - formative | 0 | essay-type questions |
| Essay (length depends on the level*) - summative | 40 | literature review/synthesis/critical evaluation |
| Final examination (2-hour, comprehensive) - summative | 60 | essay-type questions |

* For a 40% weight in the overall mark, essay word ranges have as follows:

L5: 1,300-1,700 words

L6: 1,800-2,200 words

| 3C. Practical and professional skills | |
|--|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>Upon completion of the Economics program, students will be able to:</p> <p>C1. Use sampling techniques to obtain data in order to conduct surveys.</p> <p>C2. Use various modeling techniques to develop forecasts.</p> <p>C3. Prepare reports, including tables and charts, on research results.</p> <p>C4. Present economic and statistical concepts in a clear and meaningful way for those who do not have a background in economics.</p> | <p>C1, C2, C3, C4</p> <p><u>Where it is taught:</u></p> <p>C1, C2, C3, and C4 are attained via acquisition of adequate research skills in economics. Knowledge of economic data sources, ability to collect, analyze, and interpret economic data is taught in the following courses:</p> <ul style="list-style-type: none"> ➤ Level 4: EC 3350 - Mathematical Techniques in Economics: Use of economic models. Equilibrium analysis. Matrices. Derivatives. Optimization problems. Integration. Dynamic analysis. Mathematical programming. ➤ Level 6: EC 3636 – Applied Methods in Economics: Data categories. Databases. Applications of descriptive and inferential statistics in economics and finance. Model building and use in economics and finance. Model estimation. ➤ Level 6: EC 4753 - Econometrics: The multiple regression model. Ordinary Least Squares Estimation. Violation of assumptions: heteroskedasticity, autocorrelation, multicollinearity. Econometric applications: further diagnostics. Methods of Estimation. Time-Series analysis, Stationary variables. Volatility Models, Vector Auto Regression Forecasting. <p><u>Learning and Teaching Strategy and Assessment Methods as outlined above in LOs A4 and A5</u></p> |

| 3D. Key/transferable skills | |
|--|---|
| Learning outcomes: | Learning and teaching strategy/ assessment methods |
| <p>Upon completion of the Economics program, students will be able to:</p> <p>D1. Recognize and be familiar with key economic concepts that are present in both everyday as well as in professional decision-making.</p> | <p>D1.</p> <p><u>Where it is taught:</u></p> <ul style="list-style-type: none"> ➤ EC 1000 (level 4): Introduction to economics and the economy. The market system and the market model. Consumer theory, costs, production and the theory of the firm. Demand for factors of production. ➤ EC 1101 (level 4): The role of the government in a mixed economy. National income accounts. Theory and practice of fiscal and monetary policy. Macroeconomic controversies. ➤ Intermediate economic theory (EC 2270 – Managerial Economics and EC 2271 – Macroeconomic Theory and Policy – both level 5) <ul style="list-style-type: none"> ○ EC 2270: Basic micro analysis for consumer and business decision making. Production, technology, and costs. Price and output determination in different market structures. Markets for factors of production. ○ EC 2271: Measurement and analysis of national income. The basic goods market macroeconomic model. The role of money. The IS-LM and AD-AS model. Fiscal and monetary policies. Unemployment and inflation. <p><u>Learning and Teaching Strategy and Assessment Methods as outlined above in LOs A1a and A2</u></p> <p>D2.</p> |

3D. Key/transferrable skills

D2. Use mathematical and statistical skills in order to:

- measure and interpret economic magnitudes
- interpret graphs and charts
- use distribution functions, hypothesis testing, and regression analysis
- conduct independent research

Where it is taught:

D2 is attained via acquisition of adequate mathematical and statistical skills in economics. Familiarity with economic data sources, ability to collect, analyze, and interpret economic data is taught in the following courses:

- Level 4: EC 3350 - Mathematical Techniques in Economics: Use of economic models. Equilibrium analysis. Matrices. Derivatives. Optimization problems. Integration. Dynamic analysis. Mathematical programming.
- Level 6: EC 3636 – Applied Methods in Economics: Data categories. Databases. Applications of descriptive and inferential statistics in economics and finance. Model building and use in economics and finance. Model estimation.
- Level 6: EC 4753 - Econometrics: The multiple regression model. Ordinary Least Squares Estimation. Violation of assumptions: heteroskedasticity, autocorrelation, multicollinearity. Econometric applications: further diagnostics. Methods of Estimation. Time-Series analysis, Stationary variables. Volatility Models, Vector Auto Regression Forecasting.
- Level 6: EC 4775 – Seminar in Microeconomic Theory: Topics in advanced microeconomic theory. The analytics of uncertainty and information. Games with economic applications. Welfare choices. Contracts and auctions. Introduction to optimization in economic theory. Applications to current economic problems.
- Level 6: EC 4776 – Seminar in Macroeconomic Theory: Advanced macroeconomic theory. The New Classical Revolution and its critics. The new Keynesian economics. Neoclassical growth models and beyond. Infinite-horizon and overlapping generation models. Endogenous growth. The real business cycles controversy. Open economy macroeconomics.

Learning and Teaching Strategy and Assessment Methods as outlined above in LOs A4, A5, and A6

3D. Key/transferrable skills

D3. Demonstrate a measure of knowledge in an array of different social sciences, thus becoming better informed citizens and professionals.

D3.

Where it is taught: Students are required to take two, level 4 modules of their choice in social sciences other than economics, namely anthropology, political science, psychology, or sociology, as illustrated in the following table.

| ** | SOCIAL SCIENCE OPTIONS - LEVEL 4 | FREQUENCY |
|----------------|----------------------------------|-----------------|
| | ANTHROPOLOGY | |
| AN 1000 | Introduction to Anthropology | Fall and Spring |
| AN 1003 | Cultural Anthropology | Fall and Spring |
| AN 2030 | Greek Folklore | Fall |
| | POLITICAL SCIENCE | |
| PO 1000 | Political Organization | Fall and Spring |
| PO 1001 | Political Behavior | Fall and Spring |
| PO 2004 | Diplomacy | Spring |
| PO 2008 | Beyond State and Nation | Fall |
| | PSYCHOLOGY | |
| PS 1000 | Psychology as a Natural Science | Fall and Spring |
| PS 1001 | Psychology as a Social Science | Fall and Spring |
| | SOCIOLOGY | |
| SO 1000 | Introduction to Sociology | Fall and Spring |
| SO 1101 | Sociology of Modern Life | Fall and Spring |
| SO 1009 | Tourism, Leisure and Society | Fall and Spring |
| SO 2004 | Social Inequality | Fall |
| SO 2030 | Social Problems | Spring |

Learning and Teaching Strategy: Learning and teaching tools vary depending on the discipline selected, but in congruence with the Learning and Teaching strategy of the College, the following tools are generally used:

- Classes consist of lectures and class discussions.
- 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 site, where instructors post lecture notes,

3D. Key/transferrable skills

D4. Perform a critical evaluation of the body of knowledge acquired through the program, keeping an open mind about different methodological approaches

assignment instructions, timely announcements, as well as additional resources.

Assessment Methods: Assessment methods vary depending on the nature of the course, but generally give students the opportunity to display knowledge and understanding of concepts, notions, and theories. Students get timely feedback on their assessed coursework and exams by their instructor. Student performance is typically assessed as follows:

| | | |
|--|----|---|
| In-class, 1-hour, "diagnostic" test - formative | 0 | short answers to essay questions |
| In-class 1-hour midterm examination - summative | 40 | short answers to essay question |
| Final examination (2-hour) - summative | 60 | short answers to essay questions |

D4.

Where it is taught:

Students take two capstone courses, namely Seminar in Microeconomic Theory (EC 4775) and Seminar in Macroeconomic Theory (EC 4776), where they are exposed to advanced literature in economics (both level 6).

- EC 4775: Topics in advanced microeconomic theory. The analytics of uncertainty and information. Games with economic applications. Welfare choices. Contracts and auctions. Introduction to optimization in economic theory. Applications to current economic problems.
- EC 4776: Advanced macroeconomic theory. The New Classical Revolution and its critics. The new Keynesian economics. Neoclassical growth models and beyond. Infinite-horizon and overlapping generation models. Endogenous growth. The real business cycles controversy. Open economy macroeconomics

Learning and Teaching Strategy and Assessment Methods as outlined above in LO A6

Towards LO D4, students also take six (6) additional modules in economics, three of which at level 5 and three at level 6. Students may choose amongst a variety of

3D. Key/transerable skills

different economics subjects offered (full list provided under LO B3).

Learning and Teaching Strategy and Assessment Methods as outlined above in LO B3.

4. Programme Structure

| Programme Structure - LEVEL 4 | | | |
|--|---------------|----------------------------------|---------------|
| Compulsory modules | Credit points | Optional modules | Credit points |
| EC 1000 PRINCIPLES OF ECONOMICS I | 15 | SOCIAL SCIENCE OPTION* – LEVEL 4 | 15 |
| EC 1101 PRINCIPLES OF ECONOMICS II | 15 | SOCIAL SCIENCE OPTION* – LEVEL 4 | 15 |
| EC 2011 ECONOMIC HISTORY OF EUROPE | 15 | | |
| MA 1105 APPLIED CALCULUS | 15 | | |
| MA 2110 STATISTICS I | 15 | | |
| EC 3350 MATHEMATICAL TECHNIQUES IN ECONOMICS | 15 | | |
| SUBTOTAL | 90 | SUBTOTAL | 30 |
| TOTAL | 120 | | |

Exit Award: Certificate of Higher Education in Economics, 120 credits (see attached document with relevant Learning Outcomes)

| Programme Structure - LEVEL 5 | | | |
|---|----------------------|-----------------------------|----------------------|
| Compulsory modules | Credit points | Optional modules | Credit points |
| MA 2211 STATISTICS II | 15 | ECONOMICS OPTION* – LEVEL 5 | 15 |
| EC 2270 MANAGERIAL ECONOMICS | 15 | ECONOMICS OPTION* – LEVEL 5 | 15 |
| EC 2271 MACROECONOMIC THEORY AND POLICY | 15 | ECONOMICS OPTION* – LEVEL 5 | 15 |
| EC 2473 SELECTED TOPICS IN MICROECONOMIC THEORY | 15 | | |
| EC 2474 ADVANCED MACROECONOMICS | 15 | | |
| SUBTOTAL | 75 | SUBTOTAL | 45 |
| TOTAL | 120 | | |

Exit award : Diploma of Higher Education in Economics, 240 credits(see attached document with relevant Learning Outcomes)

| Programme Structure - LEVEL 6 | | | |
|---|----------------------|-----------------------------|----------------------|
| Compulsory modules | Credit points | Optional modules | Credit points |
| EC 3210 HISTORY OF ECONOMIC THOUGHT I | 15 | ECONOMICS OPTION* – LEVEL 6 | 15 |
| EC 3636 APPLIED METHODS IN ECONOMICS | 15 | ECONOMICS OPTION* – LEVEL 6 | 15 |
| EC 4753 ECONOMETRICS | 15 | ECONOMICS OPTION* – LEVEL 6 | 15 |
| EC 4775 SEMINAR IN MICROECONOMIC THEORY | 15 | | |
| EC 4776 SEMINAR IN MACROECONOMIC THEORY | 15 | | |

| Programme Structure - LEVEL 6 | | | |
|-------------------------------|-----|----------|----|
| SUBTOTAL | 75 | SUBTOTAL | 45 |
| TOTAL | 120 | | |

Exit award: BA Economics, 300 credits (see attached document with relevant Learning Outcomes)
BA(Honours) Economics, 360 credits

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

Academic Advising

Responsible for coordinating all aspects of the undergraduate advising process, the Academic Advising Office aids students in choosing and completing their academic programs. The advising staff provides academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. Once students have declared their major they participate in an advising program that uses academic staff as advisors to handle the responsibility of advising on academic and career-related matters.

International students have an additional non-academic international student advisor who assists them in their efforts to adjust to the new culture and supports them in obtaining any student visas and residence permits required by Greek law.

Student success is measured through academic performance and other methods of instructor evaluation. At-risk populations are rigorously supervised by the Academic Advising Office.

Student Orientation

Organized and coordinated by the Office of Student Affairs, the New Student Orientation Program introduces incoming students to the campus, the academic system (dual OU/DEREE degrees), College rules and regulations, and academic and social life. Students receive information on student programs and services such as advising, financial aid, and co-curricular programming. Various sources of information are employed to help the student make a smooth transition to the College environment. Among these are orientation folders containing material on available services, information sessions with administrators and student Orientation Leaders, activity fair, and stands that promote student organizations. A parent orientation session is held as part of the orientation program. The Validation Office and the Registrar offer presentations on the OU award and its academic policies at Student Orientation.

The **Student Academic Support Services (SASS)** is open daily and offers academic

assistance to all DERE-ACG students through individual learning facilitation sessions and/or workshops. SASS learning facilitators are peers who assist students in improving and strengthening academic study skills.

The **Office of Student Affairs** is dedicated to promoting student development and continually improving the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values, such as presentations, lectures, excursions, debates, theatrical plays, blood drives, happenings and events. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. All the student groups have an advisor, or coach, who is knowledgeable in the subject area, monitors their activity, attends their general assemblies and supports the group during the year.

The **Student Association** maintains bridges of communication between the students and the administration. Members of the Student Association participate in academic committees where they contribute their input.

The **Student Success Centre** 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 Student Success Centre aims to create the optimum conditions so that students can follow the path to academic success. The SSC web page has been set up to reflect the one-stop concept of the Centre 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.

Disability Status and Provisions

Students are responsible for alerting the Educational Psychologist to a special need, and for providing relevant documentary evidence. The Educational Psychologist suggests actions to be taken to accommodate a student with special needs, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee of Disabilities and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with learning difficulties may be eligible for special accommodations, such as extra time for examination completion, and receive support and counselling from the Educational Psychologist on campus.

The **Office of Career Services** offers centralized, comprehensive and coordinated career development, through appointments, sessions and workshops, building relationships and longstanding collaborations between students/alumni and potential employers. In the past three years the Office has expanded the quality of the services offered by acquiring a Career Services Manager tool, Goinglobal, as well as the handling of the international internship positions and the work study positions, transforming it thus into a hub for career-related issues. The Office moved dynamically to the era of social media utilizing Facebook and LinkedIn. The variety of programs and services offered to students and alumni include: counselling sessions about career advising and graduate studies advising; an online test which identifies strengths and personality preferences aiming to assist the students in their selection of a major; Goinglobal, a tool offering job openings abroad; skills workshops about job search and job interview techniques; Career networking events; JobBank offering part-time and full-

time positions; Career Days where the students have the opportunity to have a short interview with a company representative; International Internship program.

7. Criteria for admission

Admission requirements are 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 and are in accordance to the QAA Quality Code Part B: Assuring and enhancing academic quality Chapter B2: Recruitment, Selection and Admission to higher education.

Upon admission, students register for a BA in Combined Studies and may transfer to the OU programme up until completion of Level 4.

In relation to the recruitment strategy, the Admissions Office organizes 5 promotional “Discover DERE Day” recruitment events per academic year, where members of the faculty provide brochures and information about the programme. During that event, faculty and the admissions team are also provided with the opportunity to communicate the aim and educational objectives of School of Business programmes. The Admissions Office also produces print / marketing material for specific programmes with the direct aim to promote them to target audiences through all types and methods of Above the Line and Bellow the Line Advertising. More specifically, the Admissions Office promotes the programme by:

- Participating in Education Fairs and third party events with an Admissions Booth including brochures/banners.
- Coordinating school visits and presentations on the specific programme to all target audiences (school pupils, parents, teachers, principals, career advisers, other public university students with the intention to study in parallel with our Education Institution).
- Organizing focused events across the country to attract candidates from other provinces into the main city campus to study.
- Running direct mailing campaigns (via post and electronic) including Degree Course information.
- Conducting one-on-one info sessions with pupils and parents.

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 and 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 counsellor.
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.

8. Language of study

The language of instruction is English

9. Information about assessment regulations

The assessment methods for each module are included in the module syllabus and made known to the student through:

- a) the course information packet which is given to all students on the first day of classes and
- b) postings on Blackboard.

The programme uses a variety of summative assessments which directly connect to the Learning Outcomes and measure the mastery of students' knowledge and understanding, cognitive, creative as well as technical and practical skills. Mark schemes are used for each type of summative assessment which comprise a number of criteria for testing the degree to which the students have achieved these outcomes. There are usually two summative assessments per semester/session module: a midterm and a final, each contributing a percentage toward the overall grade in the module. A sample of the assessments is second marked and this sample is reviewed by the External Examiner. Grades are ratified by the Board of Examiners. Several courses also include formative assessments which do not contribute to the mark of the module but provide valuable opportunities for learning and offering feedback to students.

Summative assessments include:

- Individual projects.
- Team projects.
- Research papers.
- In-class examinations.
- In-class presentations.

Formative assessments include:

- In class presentations.
- In class exam and/or discussion.

Assessment Procedure (Regulatory Framework)

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.

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.

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 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 C (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 II and Fall Semester will be sent by post to the external examiners; samples of work completed in the Spring Semester and Summer Session I 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.

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).

More information on Assessment, Progression and Awards is provided under section 7 in the Regulatory Framework (APPENDIX).

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

Programmes use the following direct and indirect methods for evaluating and improving the quality of teaching:

- On line Course Evaluation for each module (through *CourseEval*). This is submitted anonymously by students in all modules. Following submission of grades, results are sent electronically to the Provost, the Deans, the Department Heads/Programme Coordinators and the course instructor. They are also available to the President and the VP of Human Resources. Results are taken into consideration both in terms of improving teaching but also evaluating faculty.
- Senior Exit Survey: completed by all graduating students.
- Module Leader Reports where feedback from the course evaluations is also considered.
- Feedback from meetings between External Examiners and students.
- Departmental meetings with the student Academic Society.
- Representation of Academic Societies through their presidents in the Programme Committees. Student concerns are discussed and feedback is communicated back to the students by the relevant Society presidents.
- Student advising.
- Students may always express concerns to the Deans, the Provost or the President either individually or through the Student Association.

The College places high value on effective pedagogical practices in the classroom by:

- Providing its faculty with the resources to improve the quality of instruction such as computers, smart classrooms, and electronic and print library resources, and training in new instructional technologies such as Blackboard.
- Supporting workshops, seminars, guest speakers, and retreats on best practices in teaching.
- Supporting faculty in the organization and hosting of international conferences at ACG
- Supporting faculty on visiting teaching fellowships.

The College is an institutional member of the **Faculty Resource Network (FRN)** at

New York University. Established in 1984, the Network is an award-winning, nationally recognized faculty development initiative involving over 16,000 faculty members who teach more than 200,000 undergraduate students at a broad cross section of colleges and universities across the United States.

DEREE-ACG is also a member of the **Global Liberal Arts Alliance (GLAA)**, an international, multilateral partnership of American style liberal arts institutions with the goal of supporting excellence in liberal arts education on a transnational basis. The Great Lakes Colleges Association, based in Ann Arbor, Michigan, coordinates the activities and projects of the Alliance and was instrumental in its formation. There are presently 27 institutions representing 15 nations in the Alliance membership. GLAA's purpose is to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences.

DEREE-ACG's **Teaching and Learning Center (TLC)** focuses on academic staff development. The goals of the TLC are to promote best practice (both US and UK) in pedagogy by

- Offering programs which engage faculty in continuous improvement of Teaching.
- Supporting faculty in professional development in teaching.
- Promoting the value of teaching inside and outside the University Community.
- Encouraging faculty to explore new teaching methods and technologies.

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

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

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

| Level | Study module/unit | Programme outcomes | | | | | | | | | | | | | | | | |
|-------|--|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| 4 | EC 1000 PRINCIPLES OF ECONOMICS I | ✓ | | | | | | ✓ | | | | | | | ✓ | | | |
| | EC 1101 PRINCIPLES OF ECONOMICS II | ✓ | | | | | | ✓ | | | | | | | ✓ | | | |
| | EC 2011 ECONOMIC HISTORY OF EUROPE | | | ✓ | | | | | | | | | | | | | | |
| | MA 1105 APPLIED CALCULUS | ✓ | | | | | | | | | | | | | | | | |
| | MA 2110 STATISTICS I | ✓ | | | | | | | | | | | | | | | | |
| | EC 3350 MATHEMATICAL TECHNIQUES IN ECONOMICS | | | | ✓ | | | | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | |
| | SOCIAL SCIENCE OPTION | | | | | | | | | | | | | | | | | ✓ |
| | SOCIAL SCIENCE OPTION | | | | | | | | | | | | | | | | | ✓ |

| Level | Study module/unit | Programme outcomes | | | | | | | | | | | | | | | | |
|-------|---|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| 5 | MA 2211 STATISTICS II | ✓ | | | | | | | | | | | | | | | | |
| | EC 2270 MANAGERIAL ECONOMICS | | ✓ | | | | | ✓ | | | | | | | ✓ | | | |
| | EC 2271 MACROECONOMIC THEORY AND POLICY | | ✓ | | | | | ✓ | | | | | | | ✓ | | | |
| | EC 2473 SELECTED TOPICS IN MICROECONOMIC THEORY | | ✓ | | | | | ✓ | | | | | | | | | | |
| | EC 2474 ADVANCED MACROECONOMICS | | ✓ | | | | | ✓ | | | | | | | | | | |
| | ECONOMICS OPTION | | | | | | | | | | ✓ | | | | | | | ✓ |
| | ECONOMICS OPTION | | | | | | | | | | ✓ | | | | | | | ✓ |
| | ECONOMICS OPTION | | | | | | | | | | ✓ | | | | | | | ✓ |

| Level | Study module/unit | Programme outcomes | | | | | | | | | | | | | | | | |
|-------|---|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
| 6 | EC 3210 HISTORY OF ECONOMIC THOUGHT I | | | ✓ | | | | | | | | | | | | | | |
| | EC 3636 APPLIED METHODS IN ECONOMICS | | | | ✓ | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | |
| | EC 4753 ECONOMETRICS | | | | | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | |
| | EC 4775 SEMINAR IN MICROECONOMIC THEORY | | | | | | ✓ | ✓ | ✓ | | | | | | | ✓ | | ✓ |
| | EC 4776 SEMINAR IN MACROECONOMIC THEORY | | | | | | ✓ | ✓ | ✓ | | | | | | | ✓ | | ✓ |
| | ECONOMICS OPTION | | | | | | | | | | ✓ | | | | | | | ✓ |
| | ECONOMICS OPTION | | | | | | | | | | ✓ | | | | | | | ✓ |
| | ECONOMICS OPTION | | | | | | | | | | ✓ | | | | | | | ✓ |

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.

ACG-DEREE

ECONOMICS EXIT AWARDS

I. Certificate of Higher Education in Economics

In accordance with the framework for higher education qualifications, the holder of a Certificate of Higher Education in Economics will have a sound knowledge of the basic concepts of Economics and will have learned how to take different approaches 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 Economics are awarded to students who have demonstrated:

- i) knowledge of the underlying concepts and principles associated with Economics, and an ability to evaluate and interpret these within the context of Economics;
- ii) an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of Economics.

Typically, holders of the qualification will be able to:

- a) evaluate the appropriateness of different approaches to solving problems related to Economics;
- b) communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;
- 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 15-credit modules), students will be able to i) recognize and be familiar with key economic concepts that are present in both everyday as well as in professional decision making; ii) apply basic mathematical techniques to economic topics, thus aligning theory to practice.

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

- Core economic concepts and principles (EC 1000, EC 1101)

- Basic tools in mathematics and statistics (MA 1105, MA 2110, EC 3350)
- The importance of economic institutions in the evolution of European society (EC 2011)
- A measure of knowledge in an array of social sciences (two level-4 modules in social sciences)

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

- They will be able to use sampling techniques to obtain data in order to conduct surveys (MA 2110)
- They will be able to use mathematical and statistical skills to measure and interpret economic magnitudes (MA 2110, EC 3350)
- They will be able to interpret graphs and charts (EC 1000, EC 1101)

II. Intermediate level

The intermediate level includes the Diploma of Higher Education in Economics and the ordinary (non-Honours) degree in Economics.

In accordance with the framework for higher education qualifications, holders of qualifications at this level will have developed a sound understanding of the principles in Economics and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. They will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

Non-Honours degrees are awarded to students who have demonstrated:

- i) knowledge and critical understanding of the well-established principles of Economics and of the way in which those principles have developed;
- ii) ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;
- iii) knowledge of the main methods of enquiry in Economics and ability to evaluate critically the appropriateness of different approaches to solving problems in Economics;
- iv) an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of the qualification will be able to:

- a) use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;

b) effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;

c) undertake further training, develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organisations;

and will have:

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

II.a. Diploma of Higher Education in Economics

Upon completion of levels 4 and 5 (240 credits or 8 15-credit modules), students will be able to i) recognize and be familiar with key economic concepts that are present in both everyday as well as in professional decision making; ii) apply basic mathematical techniques to economic topics, thus aligning theory to practice; iii) demonstrate detailed knowledge of theories, models, and tools of micro-and macro-economics, iv) apply the methodological abstractionism and deductivism employed in economic theory, v) analyze and evaluate major policy debates

Specifically, holders of the Diploma of Higher Education in Economics will be able to demonstrate detailed knowledge and critical understanding of:

- Core economic concepts and principles (EC 1000, EC 1101)
- Basic tools in mathematics and statistics (MA 1105, MA 2110, EC 3350)
- The importance of economic institutions in the evolution of European society (EC 2011)
- A measure of knowledge in an array of social sciences (two level-4 modules in social sciences)
- The cumulative progression of economic theories (EC 2270, EC 2271, EC 2473, EC 2474)
- Major economic policy debates (EC 2473, EC 2474)

In addition, they will have the following cognitive skills:

- They will be able to apply the methodological abstractionism and deductivism employed in economic theory (EC 2270, EC 2271, EC 2473, EC 2474)
- They will be able to analyze and synthesize issues relating to various fields in Economics (three level-5 modules in Economics)

and the following practical/professional and key/transferable skills:

- They will be able to use sampling techniques to obtain data in order to conduct surveys (MA 2110)
- They will be able to use mathematical and statistical skills to measure and interpret economic magnitudes (MA 2110, EC 3350)
- They will be able to interpret graphs and charts (EC 1000, EC 1101)

- They will be able to prepare reports including tables and charts on research results (three level-5 modules in Economics)
- Use hypothesis testing and regression analysis (MA 2211)

II.b. BA in Economics

Upon completion of 300 credits (20 15-credit modules), students will be able to i) recognize and be familiar with key economic concepts that are present in both everyday as well as in professional decision making; ii) apply basic mathematical techniques to economic topics, thus aligning theory to practice; iii) demonstrate detailed knowledge of theories, models, and tools of micro-and macro-economics, iv) apply the methodological abstractionism and deductivism employed in economic theory, v) analyze and evaluate major policy debates, vi) analyze and synthesize with minimum guidance issues relating to a variety of fields in Economics

Specifically, holders of the ordinary BA in Economics will be able to demonstrate detailed knowledge and critical understanding of:

- Core economic concepts and principles (EC 1000, EC 1101)
- Basic tools in mathematics and statistics (MA 1105, MA 2110, EC 3350)
- The importance of economic institutions in the evolution of European society (EC 2011)
- A measure of knowledge in an array of social sciences (Two level-4 modules in social sciences)
- The cumulative progression of economic theories (EC 2270, EC 2271, EC 2473, EC 2474)
- Major economic policy debates (EC 2473, EC 2474)
- The evolution of economic ideas and the contributions of major schools of economic thought (EC 3210)

In addition, they will have the following cognitive skills:

- They will be able to apply the methodological abstractionism and deductivism employed in economic theory (EC 2270, EC 2271, EC 2473, EC 2474)
- They will be able to analyze and synthesize issues relating to various fields in Economics (six modules in Economics, three of which level-5 and three level-6)

and the following practical/professional and key/transferable skills:

- They will be able to use sampling techniques to obtain data in order to conduct surveys (MA 2110)
- They will be able to use mathematical and statistical skills to measure and interpret economic magnitudes (MA 2110, EC 3350)
- They will be able to interpret graphs and charts (EC 1000, EC 1101)
- They will be able to prepare reports including tables and charts on research results (six modules in Economics, three of which level-5 and three level-6)
- Use hypothesis testing and regression analysis (MA 2211)

CERTIFICATE OF HIGHER EDUCATION IN ECONOMICS (120 CREDITS)**Compulsory Modules:**

EC 1000 PRINCIPLES OF MICROECONOMICS (LEVEL 4) – 15 CREDITS
 EC 1101 PRINCIPLES OF MACROECONOMICS (LEVEL 4) – 15 CREDITS
 EC 2011 ECONOMIC HISTORY OF EUROPE (LEVEL 4) – 15 CREDITS
 MA 1105 APPLIED CALCULUS (LEVEL 4) – 15 CREDITS
 MA 2110 STATISTICS I (LEVEL 4) – 15 CREDITS
 EC 3350 MATHEMATICAL TECHNIQUES IN ECONOMICS (LEVEL 4) – 15 CREDITS

Optional Modules:

SOCIAL SCIENCE OPTION** (LEVEL 4) – 15 CREDITS
 SOCIAL SCIENCE OPTION** (LEVEL 4) – 15 CREDITS

| ** | SOCIAL SCIENCE OPTIONS - LEVEL 4 | FREQUENCY |
|----------------|----------------------------------|-----------------|
| | ANTHROPOLOGY | |
| AN 1000 | Introduction to Anthropology | Fall and Spring |
| AN 1003 | Cultural Anthropology | Fall and Spring |
| AN 2030 | Greek Folklore | Fall |
| | POLITICAL SCIENCE | |
| PO 1000 | Political Organization | Fall and Spring |
| PO 1001 | Political Behaviour | Fall and Spring |
| PO 2004 | Diplomacy | Spring |
| PO 2008 | Beyond State and Nation | Fall |
| | PSYCHOLOGY | |
| PS 1000 | Psychology as a Natural Science | Fall and Spring |
| PS 1001 | Psychology as a Social Science | Fall and Spring |
| | SOCIOLOGY | |
| SO 1000 | Introduction to Sociology | Fall and Spring |
| SO 1101 | Sociology of Modern Life | Fall and Spring |
| SO 1009 | Tourism, Leisure and Society | Fall and Spring |
| SO 2004 | Social Inequality | Fall |
| SO 2030 | Social Problems | Spring |

DIPLOMA OF HIGHER EDUCATION IN ECONOMICS (240 CREDITS)**Compulsory Modules:**

EC 1000 PRINCIPLES OF MICROECONOMICS (LEVEL 4) – 15 CREDITS
 EC 1101 PRINCIPLES OF MACROECONOMICS (LEVEL 4) – 15 CREDITS
 EC 2011 ECONOMIC HISTORY OF EUROPE (LEVEL 4) – 15 CREDITS
 MA 1105 APPLIED CALCULUS (LEVEL 4) – 15 CREDITS
 MA 2110 STATISTICS I (LEVEL 4) – 15 CREDITS
 EC 3350 MATHEMATICAL TECHNIQUES IN ECONOMICS (LEVEL 4) – 15 CREDITS
 MA 2211 STATISTICS II (LEVEL 5) – 15 CREDITS
 EC 2270 MANAGERIAL ECONOMICS (LEVEL 5) – 15 CREDITS
 EC 2271 MACROECONOMIC THEORY AND POLICY (LEVEL 5) – 15 CREDITS
 EC 2473 SELECTED TOPICS IN MICROECONOMIC THEORY (LEVEL 5) – 15 CREDITS
 EC 2474 ADVANCED MACROECONOMICS (LEVEL 5) – 15 CREDITS

Optional Modules:

SOCIAL SCIENCE OPTION** (LEVEL 4) – 15 CREDITS
 SOCIAL SCIENCE OPTION** (LEVEL 4) – 15 CREDITS
 ECONOMICS OPTION*** (LEVEL 5) – 15 CREDITS
 ECONOMICS OPTION*** (LEVEL 5) – 15 CREDITS
 ECONOMICS OPTION*** (LEVEL 5) – 15 CREDITS

| *** | ECONOMICS OPTIONS - LEVEL 5 | FREQUENCY |
|----------------|---------------------------------------|-----------------|
| EC 2114 | Health Economics | Fall |
| EC 2226 | Principles of Lending | Spring |
| EC 2240 | Money and Banking | Fall and Spring |
| EC 3220 | Economic Development | Fall |
| EC 3221 | Economic Development of Modern Greece | Fall |

| | | |
|----------------|--------------------------------------|---------|
| EC 3225 | Real Estate Economics | Fall* |
| EC 3227 | Maritime Economics | Spring* |
| EC 3324 | Insurance | Fall* |
| EC 3332 | The European Union | Spring* |
| EC 3334 | Environmental and Resource Economics | Spring* |
| EC 3342 | Public Finance | Spring* |
| EC 3345 | Monetary Theory and Policy | Spring* |
| EC 3362 | Labour Economics | Fall* |

BA in ECONOMICS (300 CREDITS)

Compulsory Modules:

EC 1000 PRINCIPLES OF MICROECONOMICS (LEVEL 4) – 15 CREDITS
 EC 1101 PRINCIPLES OF MACROECONOMICS (LEVEL 4) – 15 CREDITS
 EC 2011 ECONOMIC HISTORY OF EUROPE (LEVEL 4) – 15 CREDITS
 MA 1105 APPLIED CALCULUS (LEVEL 4) – 15 CREDITS
 MA 2110 STATISTICS I (LEVEL 4) – 15 CREDITS
 EC 3350 MATHEMATICAL TECHNIQUES IN ECONOMICS (LEVEL 4) – 15 CREDITS
 MA 2211 STATISTICS II (LEVEL 5) – 15 CREDITS
 EC 2270 MANAGERIAL ECONOMICS (LEVEL 5) – 15 CREDITS
 EC 2271 MACROECONOMIC THEORY AND POLICY (LEVEL 5) – 15 CREDITS
 EC 2473 SELECTED TOPICS IN MICROECONOMIC THEORY (LEVEL 5) – 15 CREDITS
 EC 2474 ADVANCED MACROECONOMICS (LEVEL 5) – 15 CREDITS
 EC 3210 HISTORY OF ECONOMIC THOUGHT I (LEVEL 6) – 15 CREDITS

Optional Modules:

SOCIAL SCIENCE OPTION** (LEVEL 4) – 15 CREDITS
 SOCIAL SCIENCE OPTION** (LEVEL 4) – 15 CREDITS
 ECONOMICS OPTION*** (LEVEL 5) – 15 CREDITS
 ECONOMICS OPTION*** (LEVEL 5) – 15 CREDITS
 ECONOMICS OPTION*** (LEVEL 5) – 15 CREDITS
 ECONOMICS OPTION**** (LEVEL 6) – 15 CREDITS
 ECONOMICS OPTION**** (LEVEL 6) – 15 CREDITS
 ECONOMICS OPTION**** (LEVEL 6) – 15 CREDITS

| **** | ECONOMICS OPTIONS - LEVEL 6 | FREQUENCY |
|----------------|--|-----------|
| EC 3435 | Insurance Issues and Reporting | Fall* |
| EC 3443 | Investment and Portfolio Theory | Fall |
| EC 3638 | Actuarial Science | Spring* |
| EC 3737 | Insurance Industry Dynamics | Fall* |
| EC 4231 | International Trade | Fall* |
| EC 4363 | History of Economic Thought II | Spring* |
| EC 4365 | International Monetary Economics | Spring* |
| EC 4564 | Financial Economics: The Analytics of Risk Mgt | Spring |
| EC 4667 | Economics of Defence | Spring* |