Programme specification

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

1. Overview/ factual information

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

The Undergraduate Management Pathways at DEREE – The American College of Greece comprise Entrepreneurship Management, Human Resource Management, and Operations Management. Students complete the requirements of one of the three Management Pathways in the BSc in Business Administration. These Pathways reside in the Department of Management within the School of Business (SB). The Management Department is the largest and most diverse in the SB, and one of the largest College-wide.

The Undergraduate Management Pathways in Management aim to prepare students to become informed citizens and professionals. This is accomplished by providing a rigorous learning experience in which students are given the opportunity to develop a wide range of management, cognitive, practical and transferrable skills that will encourage critical thought and will allow students to perform effectively in their future endeavors. The Pathways assume no prior knowledge in management, but rather have a structured approach to the gradual build up of knowledge and understanding, as well as the development of relevant skills in management and in other business-related fields. Business Administration pathways provide a strong business foundation via selected modules in economics, statistics, ethics and law, coupled with a number of required modules in selected business functions, as appropriate to the pathway, and epitomised by a common capstone module (MG 4740 Business Strategy). Pathway-specific knowledge is progressively built across levels 4, 5 and 6 through respective concentration modules. The structure of each of the Management Pathways is explained later in this report.

Mission

In congruence with the mission of the College, the mission of the Department of Management is to provide our students with an academically challenging and stimulating environment which will form the foundations for life-long learning; to help develop in our students the skills, knowledge, competencies, values and character to perform successfully, ethically and responsibly in the various roles they may occupy throughout their careers; to provide the academic staff with an intelllectually stimulating and professionally rewarding environment which fosters effective teaching, research and development; and, to provide the organizations that employ our students and graduates, and society at large, with forward thinking, professional and community service oriented employees and citizens.

This mission statement was originally formulated and adopted by the Management academic staff in September, 2003. It is reviewed approximately every three years; to date, the statement remains as it was originally formulated.

The Educational Aims and General Goals of the Management Undergraduate Pathways

Aims

All Management Undergraduate Pathways aim to prepare students for postgraduate management education and for careers in management, or other business related fields, in a challenging world of competition, rapid technological change, increased complexity and globalization. Also, the Undergraduate Management Pathways aim to encourage critical thinking in general, and on a variety of management issues in particular, and to provide students with the opportunity to develop a wide range of management, practical and transferrable skills that will allow them to perform effectively in their endeavors.

General Goals

The Undergraduate Management Pathways have the following common general goals.
Upon successful completion of the Program, students will be able to:

➢ demonstrate sound understanding of the business world in its key aspects
➢ apply management theories, concepts, practices and principles
➢ demonstrate in-depth knowledge and understanding in one of three specialisms offered in Management
➢ use management, practical and transferrable skills effectively
➢ use interpersonal and communication skills effectively in a variety of business settings
➢ demonstrate an understanding of ethical and global issues as informed citizens and professionals
➢ use skills of reflection and learning in their everyday lives

Additionally, each Management Pathway has specific aims and objectives. The specific aims and objectives for Human Resource Management Pathway are:

Aims

The Human Resource Management Pathway aims to develop an in-depth understanding of organizational processes and the concepts, practices and principles involved in human resource management.

Objectives

Upon successful completion of the Human Resource Management Pathway, students will be able to:

➢ demonstrate sound knowledge and understanding of the importance of people and the factors which influence behavior in organizations
➢ apply the principles, concepts and practices in human resource management
➢ critically assess a variety of contemporary management issues in relation to human resource management and the behavior of people at work
➢ evaluate human resource practices as inter-related processes strategically supporting organizational effectiveness

Table 1 below displays a graphic representation of the Human Resource Management Pathway requirements.

Table 1. HUMAN RESOURCE MANAGEMENT PATHWAY

Year 1 – Level 4			
Fall	**Credits**	**Spring**	**Credits**
MG 2003 Management Principles	15	BU 2002 Business Legal Issues	10
EC 1101 Principles of Macroeconomics	15	CS 2179 Business Information Systems	15
IB 2006 International Business	15	MA 2021 Applied Statistics	15
MK 20xx Fundamentals of Marketing	15	AF 2006 Financial Accounting	20
Year 2 – Level 5			
Fall	**Credits**	**Spring**	**Credits**
MG 3034 Managing People and Organizations	15	MG 3164 Talent Acquisition	15
MG 3133 New Venture Creation	15	FN 3105 Foundations of Corporate Finance	15
PH 3005 Business Ethics	15	MG 3118 Developing Human Capital	15
BU 3233 Business Research Methods	15	AF 3116 Management Accounting	15
Year 3 – Level 6			
Fall	**Credits**	**Spring**	**Credits**
MG 4131 Strategic Human Resource Management	15	MG 4120 International Human Resource Management	15
MG 4343 Operations Management	15	**Three** of the following options: MG 4017 Managing Workforce Diversity; MG 4121 Leadership; MG 4122 Organization Development and Change; MG 4128 Corporate Social Responsibility; MG 4136 Labor Relations; MG 4151 Managing Reward Systems	45
MG 4535 Seminar in Human Resource Management	15		
MG 4740 Business Strategy	15		
Total UK credits: 360			

2.2 Relationship to other programmes and awards

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

This programme specification is part of a US bachelor's degree programme, awarded with a total of 121 US credits and consisting of:

- The Liberal Education* curriculum (43 US credits)
  (please see Appendix for *Liberal Education* mission, competencies and learning outcomes)
- Concentration Courses (72 US credits)
- General electives (6 US credits)

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
A.1. Demonstrate knowledge and understanding of the external environment and its impact on business. A.1.1. Understand the concept of economic value. Demonstrate knowledge of basic economic theory and how it applies to offering products and services to the public. (Level 4).	Taught and assessed in: EC 1101 Principles of Macroeconomics **(15 UK Credits – Compulsory)**: The role of the government in a mixed economy. National income accounts .Economic fluctuations, unemployment and inflation. Fiscal and monetary policy. Macroeconomic controversies. Learning and Teaching Strategy: ➥ 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.

Multiple choice/problems/essay question practice sets – **formative**	0	Multiple choice/problems/essay questions combination
In-class midterm examination (1-hour) – **summative**	40	Multiple choice/problems/essay questions combination
Final examination (2-hour, comprehensive) – **summative**	60	Multiple choice/problems/essay questions combination

| A.1.2. Recognize, explain and discuss the impact of the legal environment on business activity, practices and decisions within and across national boundaries. (Level 4). | Taught and assessed in: BU 2002 Business Legal Issues **(10 UK credits – Compulsory)**
The legal system. Adoption of laws. Administration of justice. Resolving legal disputes. Alternative dispute resolution. Introduction to civil and commercial law. The law of contracts. Corporate law. Negotiable instruments. Intellectual and industrial property.

Learning and Teaching Strategy:

➢ Classes consist of lectures, case studies, experiential exercises, and in-class discussion of related material.

➢ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course content.

➢ Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors may use the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources.

Assessment Methods:

Summative:
<table><tr><td>Midterm Examination - essay type</td><td>40%</td></tr><tr><td>Final Examination – essay type</td><td>60%</td></tr></table>**Formative:**
<table><tr><td>Two in-class quizzes</td><td>0%</td></tr></table> |
| A.1.3. Demonstrate knowledge and understanding of the basic theories in international business; the major international organizations and regional alliances; and the different dimensions of the operating environment in international | Taught and assessed in: IB 2006 International Business **(15 UK Credits - Compulsory)**

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

markets and how they impact on international business. (Level 4).	its role in international business.
	Learning and Teaching Strategy: In congruence with the learning and teaching strategy of the college, the following tools are used: ➢ Classes consist of lectures, discussions, collaborative in-class learning exercises and specialized video presentations. Throughout the lectures students develop knowledge and understanding related to the subject. Discussions and collaborative in-class case discussions reinforce students' cognitive and key transferable skills. ➢ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content. ➢ Use of blackboard site, where instructors post lecture notes, assignments' instructions, timely announcements, as well as additional resources. **Assessment Methods:** **Summative:** <table><tr><td>In-class midterm examination (1-hour) – individual, essay-type questions</td><td>**40%**</td></tr><tr><td>Final examination (2-hour, comprehensive, essay-type questions)</td><td>**60%**</td></tr></table> **Formative:** <table><tr><td>In-class, 1-hour, "diagnostic" test</td><td>**0**</td></tr></table>
A.2. Demonstrate knowledge and understanding of the internal aspects, functions and processes of organizations.	

A.2.1. Analyze and assess an organization's internal environment, with particular reference to: human resource management and the processes and practices involved in implementing human resource strategy; individual behavior, team and organizational processes; the interaction with the external environment.	Taught and assessed in: MG 3034 Managing People and Organizations **(15 UK Credits - Compulsory).** Strategic human resource management as a mechanism for managing people at work. Processes and practices involved in implementing human resource strategy, such as recruitment, selection, training, and performance management. Major theories of organizational behavior; concepts of personality, motivation, communication, interpersonal relations, leadership, problem solving, organizational culture and structure, managing change.

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

Assessment Methods**:**

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

A.2.2. Analyze and assess the internal aspects, functions and processes of organizations including their diverse nature, purposes, structures, governance, operations and management. Apply theories, models, frameworks, tasks and roles of management together with rational analysis and other	Taught and assessed in: MG 4343 Operations Management **(15 UK Credits - Compulsory)** Key elements of operations management as they apply to the production of goods and services offered by manufacturing or service organizations. Topics include nature and context of operations management, product design and process selection design of facilities and jobs, managing the supply chain, and revising the system.

processes of decision making within organizations. (Level 6).	Learning and Teaching Strategy:
	➢ Lectures, problem solving exercises, model applications, small case studies, the carrying out of a research project and in-class presentation. ➢ Office hours held by the instructor to provide further assistance to students. ➢ Use of the Blackboard Learning platform to further support communication, by posting lecture notes, assignment instruction, timely announcements, and online submission of assignments.

Assessment Methods:

Summative:

Written project: Individual; 1,800 - 2,200 words	**40**
Final examination (2-hour, problem-solving)	**60**

Formative:

Group Coursework - one in-class diagnostic examination and case study analyses	**0**

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

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

Taught and assessed in: MG 2003 Management Principles **(15 UK Credits - Compulsory)**
Study of the nature, functions and responsibilities of the management of organizations. History of management thought, theories, concepts and practices. The managerial functions of planning, organizing, leading and controlling are examined.

Learning and Teaching Strategy:

➢ Classes consist of lectures, case studies, experiential exercises, and in-class discussion of related material.

➢ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course content.

| | | Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors may use the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources. |

Assessment Methods:

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

A.3.2. Explain the role of marketing and its importance to the economy and to organizations, know the fundamentals of marketing research, consumer behavior and understand their impact on marketing strategy. (Level 4).

Taught and assessed in: MK 2030 Fundamentals of Marketing **(15 UK Credits - Compulsory)**
This course provides an understanding of the basic marketing concepts, as they are used in different profit and non for profit organizations. Basic marketing concepts include: Marketing mix, segmentation, and targeting, positioning, principles of consumer behavior, marketing research.

Learning and Teaching Strategy:
 ➤ Class lectures
 ➤ Short assignments on various marketing issues in small groups in class.
 ➤ Analysis & Discussion of short cases in class.
 ➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
 ➤ Use of a Blackboard learning platform, where instructors post lecture notes, assignment instruction, timely announcements, as well as additional resources

Assessment Methods:
Summative:

Mid-Term Individual Written project	Written Project: 1,000 – 1,200 words	**50**
Final Examination (2-hour comprehensive)	Answer to essay questions	**50**

Formative:

In-class, 1-hour, "diagnostic" test, assignments	Objective and short essay	**0**

A.3.3. Analyze, record and summarize accounting transactions and prepare non-complex financial statements of an economic entity using US GAAP (Generally Accepted Accounting Principles). (Level 4).

Taught in: AF 2006 Financial Accounting **(15 UK Credits - Compulsory)**

Principles, concepts and procedures of financial accounting. Preparation, analysis and interpretation of financial statements in a business context.

Learning and Teaching Strategy:

➢ Class lectures, interactive learning (class discussions, group work) and practical problems solved in class.
➢ Exercises are assigned as homework, the solutions of which are reviewed in class. Additionally an individual assignment requiring a simple financial analysis will be given to the students, so as to enhance their ability to extract financial information from multiple financial sources, as well as interpret financial data.
➢ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.
➢ Use of blackboard.
➢ IT sessions in labs, during which the student practices in recoding transactions using special accounting software (Peachtree Complete Accounting).
➢ A tutoring service provided by the College is also available to students who choose to get additional help

Assessment Methods:	
Summative:	
First Assessment: 1-hour written examination (closed-book, in-class)	**40%**
Second Assessment: 2-hours, written examination (closed-book, in-class)	**60%**

Formative:	
Diagnostic Coursework	**0**

A.3.4. Demonstrate knowledge and ability to apply financial management theory and techniques in business settings. (Level 5)

Taught in: FN 3105 Foundations of Corporate Finance **(15 UK Credits - Compulsory)**
The course provides the knowledge and the skills required for investments, business financing and securities valuation.

Learning and Teaching Strategy:

➢ Class lectures, interactive learning (class discussions) and practical problems solved in class.
➢ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class.
➢ Office hours: students are encouraged to make full use of the office hours of their instructor.
➢ Use of Blackboard.
➢ A tutoring service provided by the College is also available to students who choose to get additional help.

Assessment Methods:

Summative:	
First Assessment: One hour written examination, (closed-book)	**30%**
Second Assessment: Two hours written	**70%**

examination, (closed-book)	

Formative:

Exercises / Comprehensive problems (excel applications)	**0**

Taught and assessed in: AF 3116 Management Accounting **(15 UK Credits – Compulsory)**
Theoretical underpinnings of the role of accounting information in cost accumulation, profitability analysis, planning and decision making in business organizations.

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

Learning and Teaching Strategy:

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

Assessment Methods:

Summative:

First Assessment: Case Analysis (800 – 1,100 words individual project)	**30%**
Second Assessment: Two hours closed-book in-class examination	**70%**

Formative:

Two quizzes	**0**
One written essay	**0**

| A.3.6. Develop an in-depth understanding of the processes and principles involved in the creation of entrepreneurial and small business venture (Level 5) | Taught and assessed in: MG 3133 New Venture Creation **(15 UK Credits - Compulsory)** Survey of the new venture creation process. Introduction to decision-making methods that will enable the student-entrepreneur to plan, launch and operate his or her own new venture. |

Learning and Teaching Strategy:

> Classes consist of: lectures, case studies, experiential exercises, and in-class discussion of related material.

> Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course content.
> Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors may use the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources.

Assessment Methods:

Summative:

Written project: Business Plan. Team of two; 3,700 – 4,000 words	**50**
Business Plan presentation and answering questions. Team of two.	**10**
Final Examination (2-hour): essay type	**40**

Formative:

Creation of a business concept, case studies, experiential exercises	**0**

A.4. Develop appropriate policies and strategies within a changing internal and external environment to meet stakeholders' interests.	Taught and assessed in: MG 4740 Business Strategy (capstone course) **(15 UK Credits - Compulsory)** Capstone course that synthesizes knowledge from prior business administration courses, with emphasis on the role of the manager as coordinator and strategist in managing the firm as a total unit. Insight into the organization's mission, values, ethical and social responsibilities, environments, strengths and weaknesses, competitors, and international competitiveness. Strategy analysis, formulation, implementation/execution and evaluation.

Learning and Teaching Strategy:

- ➤ Classes consist of: lectures, discussions, case analysis and problem solving exercises, video presentations, and analysis of related material.

- ➤ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course content.

- ➤ Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors may use the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources.

Assessment Methods:

Coursework - **formative**	0%	Case studies, short reports, discussion and analysis of articles, in-class presentations
Major Written project – **summative** (first assessment)	70%	Individual; 4,500 – 5,000 words
Final examination – **summative** (second assessment)	30%	Essay-type

A.5 Demonstrate awareness of moral theories and ethical issues and evaluate their impact on business decision making. (Level 5).	Taught in: PH 3005 Business Ethics **(15 UK Credits – Compulsory)** Introduction to major theories and basic moral problems in the domain of business. The use of reasoning in moral assessment of business practices. Application of moral theories to specific cases of corporate conduct ranging from the individual to society in general, in the local and the international context.

	Learning and Teaching Strategy:
	- Classes consist of lectures and interactive learning (class discussions of contemporary articles, as well as of case studies assigned by the instructor). Emphasis is put on the application of moral theoretical tools in business decision making. - Use of video presentations. - Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can discuss the course material. - Use of a Blackboard site, where instructors can post lecture notes assignment instructions, timely announcements, and additional resources. - Use of library facilities: Students are encouraged to make use of the library facilities for their assignments as well as for preparation for the final exam.

Assessment Methods:

Home assignment or In-class, 1-hour "diagnostic" test **formative**	0	Essay-type questions (choice: 1 out of 2)
In-class midterm examination (1-hour) **summative**	40	Essay-type questions (choice: 1 out of 2)
Final examination (2-hour, comprehensive) **summative**	60	Essay-type questions (choice: 2 out of 4)

A.**6. Demonstrate basic knowledge and understanding of quantitative and qualitative methods and tools used to conduct research in business. (Levels 4, 5).**	
A.6.1. Demonstrate knowledge and understanding of statistical techniques including data analysis, hypotheses, testing, and prediction models, and apply them to business problems (Level 4)	Taught and assessed in: MA 2021 Applied Statistics **(15 UK Credits - Compulsory)** Organizing and summarizing data. Probability distributions: binomial, Poisson, normal, *t*-distribution, chi-square. Sampling and sampling distribution of the mean. The central limit theorem. Parametric tests for one mean and for the difference between two means. Test for independence of two qualitative/categorical variables. Simple and multiple correlation and regression.

- ➢ Class lectures, interactive learning (class discussion, group work), video presentations, and practical problems solved in class.
- ➢ Exercises and primary source documents are assigned as homework, the solutions of which are reviewed in class.
- ➢ Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.

- ➢ Use of the blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment Methods:

Summative:

Midterm Examination	**40%**
Final Examination	**60%**

A.6.2. Demonstrate knowledge and understanding of methodological approaches, frameworks and tools used in conducting research in a business context. (Level 5).

Taught and assessed in: BU 32XX Business Research Methods **(15 UK Credits - Compulsory)**
This course provides an understanding of the role and importance of research in a business context. Research process stages including, formulating and clarifying research questions, writing a literature review, designing research, choosing appropriate methods of sampling, data collection and analysis, and reporting on findings.

Learning and Teaching Strategy:

- ➢ Training and use on the appropriate software applications necessary for the data analysis.

- ➢ Class lectures and seminar-style class discussion of key terms and concepts with appropriate examples. Use of case studies.

- ➢ Office hours: students are encouraged to make full use of the office hours of their instructor,

where they can ask questions, see their exam paper, and/or go over lecture material.
- ➢ Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.

Assessment Methods:

Coursework **Summative**:

Mid-term Exam (1-hour)	**40**
Group research project: 1,300 – 1,700 words	**60**

Coursework **Formative**:

Project Research proposal (2 stages) Case studies, tests, assignment preparation	**0**

Taught and assessed in: CS 2179 Business Information Systems **(15 UK Credits – Compulsory)**
Business information systems concepts, categories and trends. The strategic impact of information systems and technologies on business functions and decision making process. Data resource management. Ethical and security issues. Global information systems concepts.

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

Learning and Teaching Strategy:
- ➢ Lectures, class discussions, and review of cases taken from the real world and applicable to specific theoretical concepts. Laboratory practical sessions involving training and practice on project management, data management, and data analysis tools.
- ➢ Office hours held by the instructor to provide further assistance to students.
- ➢ Use of the Blackboard Learning platform (communication, posting of lecture notes / assignments' instructions / timely announcements, online submission of assignments, etc.).

Assessment Methods:	
Summative:	
Midterm Exam Examination (1-hour comprehensive), short answers to essay questions.	**40**
Coursework: Solution to practical problems and short essay questions	**60**

Formative:	
Diagnostic test	**0**
Case study discussions	**0**
Computer lab assignments	**0**

A.8.Demonstrate knowledge in the concepts, practices and principles related to organizational behavior and human resource management. (Levels 5 and 6).

A.8.1   Demonstrate comprehensive knowledge and understanding of the principles, concepts and techniques used in effective planning, implementation and evaluation of employee training and development programs. (Level 5)

Taught and assessed in: MG 3118 Developing Human Capital (**15 UK Credits – Compulsory)**
The strategic role of training and development in achieving corporate objectives, through effective needs assessment, employee development plans and career management. Evaluation of the training and development effort, learning theories and e-learning.

Learning and Teaching Strategy:

➢   Classes consist of lectures, case studies, experiential exercises, and in-class discussion of related material.

➢   Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course content.

➢   Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors may use the site to post their announcements, upload related course

material, lecture notes, assignment instructions and additional resources.

Assessment Methods:

Coursework - **formative**	0	Case studies and experiential exercises
Individual written project - **summative**	40	1,300 – 1,700 words
Final examination (2-hour) - **summative**	60	essay-type

A.8.2 Demonstrate comprehensive knowledge and understanding of the principles, concepts and techniques involved in the acquisition, deployment and retention of the organization's work force. (Level 5)

Taught and assessed in: MG 3164 Talent Acquisition (**15 UK Credits Compulsory)**
Staffing models, strategy, and methods, including, planning, job analysis, recruitment, measurement, selection and retention management, to achieve organizational effectiveness.

Learning and Teaching Strategy:

- ➢ Classes consist of lectures, case studies, experiential exercises, and in-class discussion of related material.
- ➢ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course content.
- ➢ Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors may use the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources.

Assessment Methods:
Summative:

Individual written project: 1,300 – 1,700 words	**40**
Final Examination (2-hour): essay type	**60**

Formative:

Case studies, experiential exercises, and	**0**

articles reviews	

A.8.3 Demonstrate comprehensive knowledge of issues pertinent to international human resources and critically evaluate the variety of challenges that a human resource manager has to deal with in an international context. (Level 6).

Taught and assessed in: MG/IB 4120 International Human Resource Management (**15 UK Credits – Compulsory)**

Analysis of International Human Resource Management (IHRM): issues, principles and practices. Focus on international recruitment, selection, training and global talent management and performance management. Emphasis on training and development, and performance management. Fundamentals of international assignments: forms, compensation, benefits and taxes. Introduction to labor law and industrial relations in international and EU context.

Learning and Teaching Strategy:

➢ Classes consist of lectures, discussions, case analysis, in-class projects and specialized video presentations. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and group in-class projects reinforce students' cognitive and key transferrable skills. Specialized video presentations familiarize students with professional skills and further develop their cognitive skills.

➢ Term project (individual): A 2300 to 2700 word critical literature review paper on a topic in the field of international human resource management, designed to promote students' excellence in writing and effective communication using specialized language, synthesis, critical evaluation, identification and use of high quality and wide range of sources.

➢ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content.
➢ Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.

Assessment Methods:

Summative:

Term project (individual, 2,300 - 2,700 words)	**50%**
Final Examination (2-hour, essay-type questions)	**50%**

A.8.4 Apply and critically evaluate human resource management principles, concepts, processes and practices. (Level 6)	Taught and assessed in: MG 4131 Strategic Human Resource Management **(15 UK Credits - Compulsory)** The strategic management of people to enhance the organization's effectiveness. Human Resource Management (HRM) principles, strategies, processes and practices such as planning, recruitment and selection, training and development, performance management, rewarding and maintaining an effective workforce.

Learning and Teaching Strategy:

- ➢ Classes consist of lectures, case studies, experiential exercises, and in-class discussion of related material.

- ➢ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course content.
- ➢ Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors may use the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources.

Assessment Methods:

Summative:

Written project: individual assessment 1,800 - 2,200 words	**40**
Final Examination (2-hour): essay type	**60**

Formative:

Case studies and experiential exercises	**0**

A.8.5 Demonstrate comprehensive knowledge	Taught and assessed in: MG 4535 Seminar in Human Resource Management (**15 UK Credits –**

and understanding of theories and current research on selected topics in organizational behavior and human resource management. (Level 6).	**Compulsory)** Students conduct qualitative or quantitative research into a topic in organizational behavior and human resource management. Research topics may include, but are not restricted to, strategic HRM, employee engagement, talent management and retention and employee well-being and innovativeness. Field research principally includes interviews with managers and/or employees.

Learning and Teaching Strategy:
Interactive, not a lecture course. The course is delivered through a few 'traditional' lectures and mostly through interactive group discussions and feedback sessions on submitted student work. A substantial amount of time is devoted to supervising student projects. The major learning activity is an individual research project conducted on an OB or HRM topic approved by the instructor, which will include a limited field study.

Assessment Methods:
Summative:

Written research project: individual assessment 4,000 – 4,400 words	**100**

Formative:

Project proposals, student presentations	0
Case studies, discussion of research articles	0

A.8.6 Demonstrate in-depth knowledge and understanding of the principles, concepts, practices and applications in three areas related to organizational behavior and human resource management. (Level 6).

A.8.6.1 Demonstrate comprehensive knowledge and understanding of the principles,

Taught and assessed in: MG 4017 Managing Workforce Diversity (**Level 6 - 15 UK Credits - Optional)**

	concepts, practices and challenges of an increasingly diverse workforce. (Level 6).	Understanding and managing the challenges of an increasingly diverse workforce. Individual and group perspectives on diversity. Diversity and the change process; inclusion strategies for the organization's competitive advantage.

Understanding and managing the challenges of an increasingly diverse workforce. Individual and group perspectives on diversity. Diversity and the change process; inclusion strategies for the organization's competitive advantage.

Learning and Teaching Strategy:

➢ Classes consist of lectures, case studies, experiential exercises, and in-class discussion of related material. In-class discussion is emphasized.

➢ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course content.

➢ Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors may use the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources.

Assessment Methods:

Coursework - **formative**	0	case studies, experiential exercises, in-class quizzes
Written project - **summative**	40	Individual; 1,800 - 2,200 words
Final examination (2-hour) - **summative**	60	essay-type

A.8.6.2 Demonstrate comprehensive knowledge and understanding of theories, concepts and dynamics of leadership development. (Level 6).

Taught and assessed in: MG 4121 Leadership (**15 UK Credits – Optional)**
Major theories and research findings in leadership. Application of theories and concepts to develop critical thinking and leadership skills. The dynamics of leadership. Topics include motivating and influencing people; power, politics and negotiation; teambuilding; managing conflict, leading decision groups; transformational, strategic leadership and change.

Learning and Teaching Strategy:

➢ Classes consist of lectures, case studies, experiential exercises, and in-class discussion of related material. In-class discussion is emphasized.

| | > Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course content. |
| | > Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors may use the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources. |

Assessment Methods:

Summative:

Written project: Individual; 1,800 - 2,200 words	40
Final examination (2-hour, essay-type)	60

Formative:

Student presentations on leaders and leadership topics	0
Experiential activities, self assessment questionnaires	0
Case studies, discussion of research articles	0

A.8.6.3 Demonstrate comprehensive knowledge and understanding of theories, principles and practices in organization development aimed at improving organizational effectiveness through planned change. (Level 6)

Taught and assessed in: MG 4122 Organizational Development and Change (**15 UK Credits – Optional)**

Theories, principles and practices of organizational development and planned change. The organizational development process and overcoming resistance to change. The intervention process and the effective implementation of change strategies. Emphasis in this course is on experiential learning.

Learning and Teaching Strategy:

> Classes consist of lectures, case studies, experiential exercises, and in-class discussion of related material. In-class discussion is emphasized.

> Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course content.

> Use of the Blackboard learning platform: in order to enhance the teaching and learning

process, instructors may use the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources.

Assessment Methods:

Coursework – **formative**	0	Class discussions, assignments, "diagnostic" tests
Written project - **summative**	40	Individual assignment: 1,800 - 2,200 words
Final examination (2-hour) – **summative**	60	essay-type

A.8.6.4 Demonstrate comprehensive knowledge and understanding of the labor-management relationship in unionized and non-unionized settings, and critically examine the development, structure and processes in this relationship. (Level 6)

Taught and assessed in: MG 4136 Labor Relations (**15 UK Credits – Optional**)
Study of the development of the labor movement and the structure of organized groups. Analysis of labor union and employer association activities including: contract negotiations, contract administration, and dispute resolution through mediation and arbitration. Labor- management relations in non-unionized settings.

Learning and Teaching Strategy:

➢ Classes consist of lectures, case studies, experiential exercises, and in-class discussion of related material. In-class discussion is emphasized.

➢ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course content.

➢ Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors may use the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources.

Assessment Methods:

Summative:

| Individual written project: 1,800 - 2,200 words | **40** | |

Final Examination (2-hour): essay type	**60**

Formative:

Case studies, experiential exercises, and articles reviews	**0**

A.8.6.5 Demonstrate comprehensive knowledge and understanding of the principles, concepts and techniques used to achieve a fair and equitable reward system in the organization. (Level 6)	<u>Taught and assessed in</u>: MG 4151 Managing Reward Systems (**15 UK Credits – Optional)** Compensation principles and strategy to achieve organizational effectiveness through job evaluation methods, salary surveys, creation of the wage structure, performance management, and the administration of compensation and benefits programs.

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

- ➢ Classes consist of lectures, case studies, experiential exercises, and in-class discussion of related material. In-class discussion is emphasized.

- ➢ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course content.

- ➢ Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors may use the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources.

<u>Assessment Methods:</u>

Summative:

Individual written project: 1,800 - 2,200 words	**40**
Final Examination (2-hour): essay type	**60**

Formative:

Case studies, experiential exercises, and articles reviews	**0**

Formative:

Case study analysis and in-class discussion	**0**

A.8.6.6 Demonstrate comprehensive knowledge of issues related to social responsibility in the global market, and critically assess the models, practices and tools that an organization may employ to help assure a sustainable future. (Level 6).	<u>Taught and assessed in:</u> MG 4128 Corporate Social Responsibility **(Level 6 - 15 UK Credits - Optional)** Total systems approach to integrating the issues of the workplace, human rights, the community, the environment and the marketplace into core business strategies. Examination of economic, environmental and social issues necessary for long-term and sustainable business success. <u>Learning and Teaching Strategy:</u> ➢ Classes consist of lectures, case studies, experiential exercises, and in-class discussion of related material. In-class discussion is emphasized. ➢ Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course content. ➢ Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors may use the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources. <u>Assessment Methods:</u>

Coursework - **formative**	0	Case studies
Presentation	10	Team
Written project - **summative**	40	Individual: 1,800 - 2,200 words
Final examination - **summative**	50	essay-type

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1. Locate, extract, analyze data from library and other resources including the acknowledgement and referencing of sources. (Levels 4, 5, and 6)	<u>Taught and assessed in:</u> MK 2030 Fundamentals of Marketing MG 3034 Managing People and Organizations BU 3233 Business Research Methods AF 3116 Management Accounting

3B. Cognitive skills

	MG 3133 New Venture Creation MG 3118 Developing Human Capital MG 3164 Talent Acquisition MG 4017 Managing Workforce Diversity MG/IB 4120 International Human Resource Management MG 4151 Managing Reward Systems MG 4131 Strategic Human Resource Management MG 4128 Corporate Social Responsibility MG 4121 Leadership MG 4122 Organizational Development and Change MG 4136 Labor Relations MG 4343 Operations Management MG 4535 Seminar in Human Resource Management MG 4740 Business Strategy
B2. Analyze and solve structured, and to a limited extent, unstructured problems, from a generated data set. (Levels 4, 5, and 6)	<u>Taught and assessed in:</u> BU 2002 Business Legal Issues MG 2003 Management Principles IB 2006 International Business MK 2030 Fundamentals of Marketing CS 2179 Business Information Systems MA 2021 Applied Statistics AF 2006 Financial Accounting EC 1101 Principles of Macroeconomics PH 3005 Business Ethics FN 3105 Foundations of Corporate Finance AF 3116 Management Accounting BU 3233 Business Research Methods MG 3133 New Venture Creation MG 3118 Developing Human Capital

3B. Cognitive skills	
	MG 3164 Talent Acquisition MG 3034 Managing People and Organizations MG 4131 Strategic Human Resource Management MG 4128 Corporate Social Responsibility MG/IB 4120 International Human Resource Management MG 4121 Leadership MG 4017 Managing Workforce Diversity MG 4122 Organizational Development and Change MG 4136 Labor Relations MG 4151 Managing Reward Systems MG 4535 Seminar in Human Resource Management. MG 4343 Operations Management MG 4740 Business Strategy
B3. Develop and critically evaluate arguments and evidence including identifying assumptions and detecting false logic. (Levels 5, and 6)	Taught and assessed in: MG 3034 Managing People and Organizations BU 3233 Business Research Methods MG 3118 Developing Human Capital MG 3164 Talent Acquisition MG 3133 New Venture Creation MG 4017 Managing Workforce Diversity MG 4343 Operations Management MG 4131 Strategic Human Resource Management MG 4128 Corporate Social Responsibility MG/IB 4120 International Human Resource Management MG 4121 Leadership MG 4122 Organizational Development and Change MG 4136 Labor Relations MG 4151 Managing Reward Systems

3B. Cognitive skills	
	MG 4535 Seminar in Human Resource Management MG 4740 Business Strategy
B4. Analyze and evaluate ethical choices. Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of and framework for ethical decision-making. (Levels 4, 5, and 6)	Taught and assessed in: IB 2006 International Business MG 2003 Management Principles CS 2179 Business Information Systems PH 3005 Business Ethics MG 3034 Managing People and Organizations BU 3233 Business Research Methods MG 3133 New Venture Creation MG 4128 Corporate Social Responsibility MG 4017 Managing Workforce Diversity MG 4740 Business Strategy MG 4131 Strategic Human Resource Management MG/IB 4120 International Human Resource Management MG 4121 Leadership MG 4136 Labor Relations MG 4151 Managing Reward Systems Discussion of ethical choices is embedded in almost all Business courses.
B5. Apply critical thinking to create, evaluate and assess a range of options in solving complex problems (Levels 5 and 6).	Taught and assessed in: AF 3116 Management Accounting MG 3133 New Venture Creation FN 3105 Foundations of Corporate Finance BU 3233 Business Research Methods

3B. Cognitive skills	
	MG 3118 Developing Human Capital MG 3164 Talent Acquisition MG 4131 Strategic Human Resource Management MG 4017 Managing Workforce Diversity MG 4128 Corporate Social Responsibility MG/IB 4120 International Human Resource Management MG 4121 Leadership MG 4122 Organizational Development and Change MG 4136 Labor Relations MG 4151 Managing Reward Systems MG 4535 Seminar in Human Resource Management MG 4343 Operations Management MG 4740 Business Strategy
B6. Analyze various aspects of professional communication and evaluate its effectiveness. (Levels 5, 6)	<u>Taught and assessed in:</u> MG 3133 New Venture Creation MG 4128 Corporate Social Responsibility
B7. Synthesize the knowledge gained in the various business and non-business courses taken during the undergraduate program of study. (Level 6)	<u>Taught and assessed in:</u> MG 4740 Business Strategy MG 4535 Seminar in Human Resource Management

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1. Make use of numeric skills in solving problems of increasing complexity and, depending on the course level, with increasing autonomy. (Levels 4, 5, and 6)	Taught and assessed in: CS 2179 Business Information Systems MA 2021 Applied Statistics AF 2006 Financial Accounting MK 2030 Fundamentals of Marketing BU 3233 Business Research Methods FN 3105 Foundations of Corporate Finance AF 3116 Management Accounting MG 3133 New Venture Creation MG 4343 Operations Management MG 4740 Business Strategy
C2. Make use of information technology effectively to retrieve, process, analyze and communicate information. (Level 4, 5, and 6).	Taught and assessed in: CS 2179 Business Information Systems BU 32xx Business Research Methods The use of information technology is embedded in almost all Business courses.
C3. Make use of qualitative and/or quantitative tools in analyzing and solving financial and managerial problems. (Levels 4, 5 and 6)	Taught and assessed in: AF 2006 Financial Accounting MA 2021 Applied Statistics BU 3233 Business Research Methods AF 3116 Management Accounting FN 3105 Foundations of Corporate Finance MG 3133 New Venture Creation

3B. Cognitive skills
	MG 4131 Strategic Human Resource Management MG 4017 Managing Workforce Diversity MG 4128 Corporate Social Responsibility MG/IB 4120 International Human Resource Management MG 4121 Leadership MG 4122 Organizational Development and Change MG 4136 Labor Relations MG 4151 Managing Reward Systems MG 4535 Seminar in Human Resource Management MG 4343 Operations Management MG 4740 Business Strategy

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D1. Communicate ideas effectively orally and/or in writing in a professional context. (Levels 4, 5, and 6)	Taught and assessed in: MK 2030 Fundamentals of Marketing MG 3034 Managing People and Organizations MG 3133 New Venture Creation MG 3118 Developing Human Capital MG 3164 Talent Acquisition BU 3233 Business Research Methods MG 4017 Managing Workforce Diversity MG 4343 Operations Management MG 4131 Strategic Human Resource Management MG/IB 4120 International Human Resource Management MG 4121 Leadership MG 4122 Organizational Development and Change MG 4136 Labor Relations

3D. Key/transferable skills	
	MG 4151 Managing Reward Systems MG 4128 Corporate Social Responsibility MG 4535 Seminar in Human Resource Management. MG 4740 Business Strategy
D2. Develop interpersonal, teamwork and/or leadership skills. Work effectively with others in small groups or teams. (Levels 5, and 6)	Taught and assessed in: BU 3233 Business Research Methods MG 3133 New Venture Creation MG 4128 Corporate Social Responsibility
D3. Reflect intellectually and become an independent self-managed lifelong learner.	Developed and reinforced throughout the curriculum.

4. Programme Structure

Programme Structure - LEVEL 4			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
EC 1101 PRINCIPLES MACROECONOMICS	15	NONE	
CS 2179 BUSINESS INFORMATION SYSTEMS	15		
MA 2021 APPLIED STATISTICS	15		
AF 2006 FINANCIAL ACCOUNTING	20		
BU 2002 BUSINESS LEGAL ISSUES	10		
MG 2003 MANAGEMENT PRINCIPLES	15		
MK 2030 FUNDAMENTALS OF MARKETING	15		
IB 2006 INTERNATIONAL BUSINESS	15		
TOTAL LEVEL 4	**120**		

Certificate of Higher Education in Business Administration

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

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

i) knowledge of the underlying concepts and principles associated with management and all business administration functions, and an ability to evaluate and interpret these within internal and external business contexts;

ii) an ability to retrieve, analyze, interpret, and present qualitative and quantitative data, to develop lines of argument and make sound judgments in accordance with basic theories and concepts of general business and management.

Typically, holders of the qualification will be able to:

a) apply a wide variety of business functions to solving basic business-related problems;

b) communicate the results of their study/work accurately and reliably, with coherent arguments, orally and in writing;

c) undertake further training and develop new skills within a structured and managed environment;

and will have:

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

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

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

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

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

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

- They will be able to use numeric skills in solving problems of increasing complexity and, depending on the course level, with increasing autonomy. (CS 2179, MA 2021, AF 2006, MK 2030)
- They will be able to use information technology effectively to retrieve, process, analyze and communicate information. (CS 2179)
- They will be able to use qualitative and/or quantitative tools in analyzing and solving financial and managerial problems. (MA 2021, AF 2006)
- They will be able to communicate ideas effectively orally and/or in writing in a professional context. (MK 2030)
- They will be able to reflect intellectually and become independent, self-managed lifelong learner. (all courses)

CERTIFICATE OF HIGHER EDUCATION IN BUSINESS ADMINISTRATION (120 CREDITS)
Compulsory Modules:

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

Optional Modules:
NONE

Programme Structure - LEVEL 5			
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**
BU 3233 BUSINESS RESEARCH METHODS PH 3005 BUSINESS ETHICS FN 3105 FOUNDATIONS OF CORPORATE FINANCE MG 3034 MANAGING PEOPLE AND ORGANIZATIONS MG 3133 NEW VENTURE CREATION MG 3118 DEVELOPING HUMAN CAPITAL MG 3164 TALENT ACQUISITION AF 3116 MANAGEMENT ACCOUNTING	15 15 15 15 15 15 15 15	NONE	
TOTAL LEVEL 5	**120**		

Diploma of Higher Education in Business Administration

Upon completion of levels 4 and 5 (240 credits or 16 modules), students will be able to i) recognize and be familiar with key business and management functions and the impact of the external environment on business, ii) apply statistical techniques to business, iii) demonstrate detailed knowledge of theories, models, tools, and practices in organizational behavior, human resource management, new business planning, finance, and accounting, iv) demonstrate knowledge and understanding of European Union institutions, practices, decision-making processes and policies and their implications for business management v) apply their knowledge of business functions and business ethics to solving complex problems in business administration.

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

Holders of this Diploma will demonstrate knowledge and understanding of:

- Core economic concepts and principles (EC 1101)

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

Additionally, holders of the Diploma of Higher Education in Business Administration will be able to demonstrate detailed knowledge and critical understanding of:
- Statistical techniques, tools and research methods (BU 3233)
- Organizational behavior and management theories, concepts, principles and practices (MG 3034)
- Financial and managerial accounting; as well as financial management tools and their applications to practical problems. (FN 3105, AF 3116)
- Moral theories and ethical issues which have an impact on business decision making (PH 3005)
- Processes and principles involved in the creation of entrepreneurial and small business venture (MG 3133)
- Concepts, practices, processes, and principles related to human resource management (MG 3118, MG 3164)

In addition, they will have the following cognitive, practical/professional and key/transferable skills:
- They will be able to locate, extract, and analyze data from library and other resources including the acknowledgement and referencing of sources. (BU 3233, MK 2030, AF 3116, MG 3034, MG 3133, MG 3164, MG 3118)
- They will be able to analyze and solve structured problems, and to a limited extent unstructured problems, from a generated data set. (BU 2002, BU 3233, MG 2003, MK 2030, CS 2179, MA 2021, EC 1101, AF 2006, IB 2006, PH 3005, FN 3105, MG 3034, AF 3116, MG 3133, MG 3118, MG 3164)
- They will be able to develop and critically evaluate arguments and evidence including identifying assumptions and detecting false logic. (BU 3233, MG 3034, MG 3133, MG 3118, MG 3164)
- They will be able to analyze and evaluate ethical choices in business. (BU 3233, MG 2003, CS 2179, IB 2006, PH 3005, MG 3034, MG 3133)
- They will be able to apply critical thinking to create, evaluate and assess a range of options in solving complex problems. (AF 3116, FN 3105, MG 3133, MG 3118, BU 3233, MG 3164)
- They will be able to analyze various aspects of business communication and evaluate its effectiveness. (MG 3133)
- They will be able to use numeric skills in solving problems of increasing complexity and, depending on the course level, with increasing autonomy. (BU3233, CS 2179, MA 2021, AF 2006, MK 2030, FN 3105, AF 3116, MG 3133)
- They will be able to use information technology effectively to retrieve, process, analyze and communicate information with guidance. (CS 2179, BU 3233)
- They will be able to use qualitative and/or quantitative tools in analyzing and solving financial and managerial problems. (AF 2006, MA 2021, BU 3233, FN 3105, MG 3133, AF 3116)

- They will be able to communicate ideas successfully orally and/or in writing in a professional context. (MG 3034, BU 3233, MG 2003, MK 2030, MG 3133, MG 3118, MG 3164)
- They will be able to work effectively with others in small groups or teams. (MG 2003, BU 3233, MG 3133)
- They will be able to reflect intellectually and become independent, self-managed lifelong learner. (all courses)

DIPLOMA OF HIGHER EDUCATION IN BUSINESS ADMINISTRATION (240 CREDITS)
Compulsory Modules:

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

LEVEL 5
BU 3233 BUSINESS RESEARCH METHODS (LEVEL 5) – 15 CREDITS
MG 3118 DEVELOPING HUMAN CAPITAL (LEVEL 5) – 15 CREDITS
MG 3164 TALENT ACQUISITION (LEVEL 5) – 15 CREDITS
PH 3005 BUSINESS ETHICS (LEVEL 5) – 15 CREDITS
FN 3105 FOUNDATIONS OF CORPORATE FINANCE (LEVEL 5) – 15 CREDITS
MG 3034 MANAGING PEOPLE AND ORGANIZATIONS (LEVEL 5) – 15 CREDITS
MG 3133 NEW VENTURE CREATION (LEVEL 5) – 15 CREDITS
AF 3116 MANAGEMENT ACCOUNTING (LEVEL 5) – 15 CREDITS

Compulsory modules	Credit points	Optional modules	Credit points
MG 4343 OPERATIONS MANAGEMENT MG 4740 BUSINESS STRATEGY MG 4131 STRATEGIC HUMAN RESOURCE MANAGEMENT MG 4535 SEMINAR IN HUMAN RESOURCE MANAGEMENT MG/IB 4120 INTERNATIONAL HUMAN RESOURCE MANAGEMENT	15 15 15 15 15	THREE OF THE FOLLOWING PATHWAY-SPECIFIC MODULES: MG 4017 MANAGING WORKFORCE DIVERSITY MG 4121 LEADERSHIP MG 4122 ORGANIZATIONAL DEVELOPMENT AND CHANGE MG 4128 CORPORATE SOCIAL RESPONSIBILITY MG 4136 LABOR RELATIONS MG 4151 MANAGING REWARD SYSTEMS **SUBTOTAL**	
SUBTOTAL **TOTAL LEVEL 6**	**75** **120**		**45**

BSc in Business Administration (Human Resource Management)

Upon completion of 300 credits (20 modules, including four Level 6 modules), students will be able to i) recognize and be familiar with key business functions and the impact of the external environment on business, ii) apply basic statistical techniques to business, iii) demonstrate detailed knowledge of theories, models, tools, and practices in organizational behavior, human resource management, new business planning, finance, and accounting, iv) demonstrate knowledge and understanding of European Union institutions, practices, decision-making processes and policies and their implications for business

management v) apply their knowledge of business functions, business ethics, and business communication to solving complex problems in business administration, vi) apply their detailed knowledge of business functions to evaluating and solving complex, unstructured problems in business administration and in organizational behavior and human resource management with minimum guidance.

Holders of the ordinary BSc in Business Administration (Human Resource Management) will be able to demonstrate knowledge and understanding of diverse business functions and environments as well as detailed knowledge and critical understanding of specific fields.

Holders of this BSc will demonstrate knowledge and understanding of:

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

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

- Statistical techniques, tools and research methods (BU 3233)
- Organizational behavior and management theories, concepts, principles and practices (MG 3034)
- Financial and managerial accounting; as well as financial management tools and their applications to practical problems. (FN 3105, AF 3116)
- Moral theories and ethical issues which have an impact on business decision making (PH 3005)
- Processes and principles involved in the creation of entrepreneurial and small business venture (MG 3133)
- Concepts, practices, processes, and principles related to human resource management (MG 3118, MG 3164)

- Internal aspects, functions and processes of organizations including their diverse nature, purposes, structures, governance, operations and management. (MG 4343)
- Concepts, practices, processes, and principles related to organizational behavior and human resource management (MG 4131, MG 4017, MG/IB 4120, MG 4121, MG 4122, MG 4128, MG 4136, MG 4151, MG 4535)

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

- They will be able to locate, extract, and analyze data from library and other resources including the acknowledgement and referencing of sources. (MK 2030, BU 3233, AF 3116, MG 3034, MG 3133, MG 4343, MG 4017, MG/IB 4120, MG 4121, MG 4122, MG 4128, MG 4131, MG 4136, MG 4151, MG 3118, MG 3165, MG 4535)
- They will be able to analyze and solve structured problems, and to a limited extent unstructured problems, from a generated data set. (BU 2002, BU 3233, MG 2003, MK 2030, CS 2179, MA 2021, EC 1101, AF 2006, MG 3133, IB 2006, FN 3105, MG 3034, PH 3005, AF 3116, MG 4017, MG/IB 4120, MG 4121, MG 4122, MG 4128, MG 4131, MG 4136, MG 4151, MG 3118, MG 4343, MG 3164, MG 4535)
- They will be able to develop and critically evaluate arguments and evidence including identifying assumptions and detecting false logic. (BU 3233, MG 3034, MG 4343, MG 3133, MG 4017, MG/IB 4120, MG 4121, MG 4122, MG 4128, MG 4131, MG 4136, MG 4151, MG 3118, MG 3164, MG 4535)
- They will be able to analyze and evaluate ethical choices in business. (BU 3233, MG 2003, CS 2179, IB 2006, PH 3005, MG 3034, MG 3133, MG 4017, MG/IB 4120, MG 4121, MG 4128, MG 4131, MG 4136, MG 4151)
- They will be able to apply critical thinking to create, evaluate and assess a range of options in solving complex problems. (AF 3116, FN 3105, MG 3133, BU 3233, MG 4343, MG 4017, MG/IB 4120, MG 4121, MG 4122, MG 4128, MG 4131, MG 4136, MG 4151, MG 3118, MG 3164, MG 4535,)
- They will be able to analyze various aspects of professional communication and evaluate its effectiveness. (MG 3133, MG 4128)
- They will be able to use numeric skills in solving problems of increasing complexity and, depending on the course level, with increasing autonomy. (BU3233, CS 2179, MA 2021, AF 2006, MK 2030, FN 3105, AF 3116, MG 3133 MG 4343)
- They will be able to use information technology effectively to retrieve, process, analyze and communicate information. (CG 2179, BU 3233)
- They will be able to use qualitative and/or quantitative tools in analyzing and solving financial and managerial problems. (AF 2006, MA 2021, BU 3233, FN 3105, MG 3133, AF 3116, MG 4343, AF 3116, MG 4131, MG 4017, MG 4128, MG/IB 4120, MG 4121, MG 4122, MG 4136, MG 4151, MG 4535, MG 4343)
- They will be able to communicate ideas successfully orally and/or in writing in a professional context. (MG 3034, BU 3233, MG 2003, MK 2030, MG 3133, MG 3118, MG 3164, MG 4343, MG 4017, MG/IB 4120, MG 4121, MG 4122, MG 4128, MG 4131, MG 4136, MG 4151, MG 4535)
- They will be able to work effectively with others in small groups or teams. (BU 3233, MG 3133, MG 4128)
- They will be able to reflect intellectually and become independent, self-managed lifelong learner. (all courses)

BSc IN BUSINESS ADMINISTRATION (HUMAN RESOURCE MANAGEMENT) (300 CREDITS)

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

LEVEL 5
BU 3233 BUSINESS RESEARCH METHODS (LEVEL 5) – 15 CREDITS
MG 3118 DEVELOPING HUMAN CAPITAL (LEVEL 5) – 15 CREDITS
MG 3164 TALENT ACQUISITION (LEVEL 5) – 15 CREDITS
PH 3005 BUSINESS ETHICS (LEVEL 5) – 15 CREDITS
FN 3105 FOUNDATIONS OF CORPORATE FINANCE (LEVEL 5) – 15 CREDITS
MG 3034 MANAGING PEOPLE AND ORGANIZATIONS (LEVEL 5) – 15 CREDITS
MG 3133 NEW VENTURE CREATION (LEVEL 5) – 15 CREDITS
AF 3116 MANAGEMENT ACCOUNTING (LEVEL 5) – 15 CREDITS

LEVEL 6
MG 4131 STRATEGIC HUMAN RESOURCE MANAGEMENT (LEVEL 6) – 15 CREDITS AND
THREE OF THE FOLLOWING LEVEL 6 MODULES FOR THE ORDINARY (300 UK CREDITS) BSc IN BUSINESS ADMINISTRATION (HUMAN RESOURCE MANAGEMENT):

MG 4343 OPERATIONS MANAGEMENT (LEVEL 6) – 15 CREDITS
MG 4535 SEMINAR IN HUMAN RESOURCE MANAGEMENT (LEVEL 6) – 15 CREDITS
MG/IB 4120 INTERNATIONAL HUMAN RESOURCE MANAGEMENT (LEVEL 6) – 15 CREDITS
MG 4017 MANAGING WORKFORCE DIVERSITY (LEVEL 6) – 15 CREDITS
MG 4121 LEADERSHIP (LEVEL 6) – 15 CREDITS
MG 4122 ORGANIZATIONAL DEVELOPMENT AND CHAN GE (LEVEL 6) – 15 CREDITS
MG 4128 CORPORATE SOCIAL RESPONSIBILITY (LEVEL 6) – 15 CREDITS
MG 4136 LABOR RELATIONS (LEVEL 6) – 15 CREDITS
MG 4151 MANAGING REWARD SYSTEMS (LEVEL 6) – 15 CREDITS

5. Distinctive features of the programme structure

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

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 DEREE-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 Center** supports students by offering comprehensive, integrated services in the areas of academic advising, OU validation issues, student records, registration, and payments in a one-stop area. The Student Success Center 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 Center and includes information from different departments. It may be accessed from the "Quick Links" on the ACG homepage (www.acg.edu) and it allows students to print forms or view the academic calendar, academic policies, final exams schedule, course schedule, graduation instructions, major requirements, frequently asked questions (FAQs), the e-mail directory, and financial aid and international student information.

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 counseling 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 DEREE 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 DEREE:
•Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.
•The number of courses students will be allowed to register for will be determined by their English language placement (see section "English Language Requirements"). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP 1010. Students with provisional status who are placed in EAP 999, EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.

•Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
•Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
•After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
•Students on provisional status are subject to the College probation policy (see section "Academic Probation").

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

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

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

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

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College's Institution Code Number is 0925. TOEFL scores are valid for 2 years.

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

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 unction, 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 *Course Eval*). 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 DEREE 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 3: General Education Requirements

Annexe 1 - Curriculum map

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

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
4	MG 2003			✓							✓		✓																			
	EC 1101	✓									✓																					
	IB 2006	✓									✓		✓																			
	MK 2030			✓					✓		✓							✓								✓						
	BU 2002	✓									✓																					
	CS 2179							✓			✓		✓					✓	✓													
	MA 2021						✓				✓							✓		✓												
	AF 2006			✓							✓							✓		✓												

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
5	MG 3034		✓							✓	✓	✓	✓													✓						
	MG 3133			✓						✓	✓	✓	✓	✓	✓			✓		✓						✓	✓					
	PH 3005					✓					✓		✓																			
	BU 3233						✓			✓	✓	✓	✓	✓				✓	✓	✓						✓	✓					
	MG 3118								✓	✓	✓		✓													✓						
	FN 3105			✓							✓			✓				✓		✓												
	MG 3164								✓	✓	✓		✓	✓												✓						
	AF 3116			✓						✓	✓			✓				✓		✓												

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
6	MG 4131								✓	✓	✓	✓	✓	✓						✓						✓						
	MG 4343		✓							✓	✓	✓		✓				✓		✓						✓						
	MG 4535								✓	✓	✓	✓		✓		✓				✓						✓						
	MG 4740				✓				✓	✓	✓	✓	✓	✓		✓		✓		✓						✓						
	ELECTIVES																															
	MG 4017								✓	✓	✓	✓	✓	✓						✓						✓						
	MG/IB 4120								✓	✓	✓	✓	✓	✓						✓						✓						
	MG 4121								✓	✓	✓	✓	✓	✓						✓						✓						
	MG 4122								✓	✓	✓	✓		✓						✓						✓						
	MG 4128								✓	✓	✓	✓	✓	✓	✓					✓						✓	✓					
	MG 4136								✓	✓	✓	✓	✓	✓						✓						✓						
	MG 4151								✓	✓	✓	✓	✓	✓						✓						✓						

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 <u>section 3</u> must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <u>http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx</u>

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: <u>http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx</u>

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 **<u>exit awards</u>** (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 **<u>languages other then English</u>** must have programme specifications both in English and the language of delivery.

Annexe 3 General Education Requirements

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

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

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

LIBEARL EDUCATION - COMPETENCIES AND LEARNING OUTCOMES

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

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

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

4. Ethics and Values
4.1 Explain the importance of values in our venture to understand the world.
4.2 Identify ethical issues in different contexts, especially in one's major course of study.
4.3 Discuss ideologies and ethical principles upheld by different cultures and cocultures.
4.4 Describe different approaches through which ethical dilemmas may be examined and resolved.

5. Aesthetic Expression
5.1 Discuss the main themes, symbols, and means of expression in various art forms.
5.2 Demonstrate ability to create or recreate aesthetic works that reflect knowledge of the artistic process and awareness of self, social and stylistic contexts.
5.3 Reflect on the outcomes of an artistic work.
5.4 Discuss the value of diversity in creative approaches in the visual, verbal and performing arts.

6 Scientific and Quantitative Literacy
6.1 Describe major concepts, principles, laws and theories in mathematics and the natural sciences.
6.2 Discuss the impact of science and technology on the individual, society, and the physical environment.
6.3 Apply scientific and mathematical methods and principles in making informed decisions in various disciplines.
6.4 Demonstrate practical and processing skills associated with natural sciences, mathematics and technology.

7 Integration
7.1 Synthesize concepts learned in the Liberal Education programme with major concepts in one's academic major.
7.2 Evaluate theoretical and practical knowledge included in Liberal Education competencies in the context of academic and professional enhancement.

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

DEREE- The American College of Greece

Liberal Education Program – Effective September 2015

Core Courses	
WP 1010 Introduction to Academic Writing	3
WP 1111 Integrated Academic Writing & Ethics	3
EN 1212 Academic Writing and Research	3
Mathematics (basic statistics, college algebra, OR higher)*	3
SP 2300 Presentation Skills *or* EN 3342 Professional Communication *or* equivalent	3
	3
Liberal Education Electives	4
LE designated course in Natural Sciences	
	3
LE designated courses in the Social and Behavioral Sciences *(from more than one discipline)*	9
LE designated courses in Humanities *(from more than one discipline)*	6
LE designated course in Fine and Performing Arts	3
TOTAL	**43 credits**

May be fulfilled through appropriate academic evaluation