

Programme specification

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

1. Overview/ factual information

Programme/award title(s)	<ul style="list-style-type: none"> a. BSc (Honors) in Business Administration (Entrepreneurship Management) b. BSc in Business Administration (Entrepreneurship 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	BSc (Honors) in Business Administration (Entrepreneurship Management): 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 student 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

BSc (Honors) in Business Administration (Entrepreneurship Management)

The Undergraduate Management Pathways at DERE – 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 intellectually 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 Entrepreneurship Management Pathway are:

Entrepreneurship Management Pathway

Aims

The Entrepreneurship Management Pathway aims to develop an in-depth understanding of critical elements associated with entrepreneurial and small business venture, such as opportunity identification and exploitation, venture creation, viability and growth.

Objectives

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

- demonstrate an in-depth understanding of the role and nature of entrepreneurship, as well as the nature and importance of new venture creation and entrepreneurial business growth in contemporary business environments
- use a variety of management skills and tools in developing a business plan for the launching of a new venture and for the growth of an already existing family and non-family business
- manage and grow a small, family, or entrepreneurial business successfully

The following table displays the Entrepreneurship Management Pathway curriculum.

Year 1 – Level 4			
Fall	Credits	Spring	Credits
MG 2003 Management Principles	15	BU 2002 Business Legal Issues	10
MG 2062 Introduction to Entrepreneurship Management	15	CS 2179 Business Information Systems	15
IB 2006 International Business	15	MA 2021 Applied Statistics	15
MK 2030 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 3019 Corporate Entrepreneurship and Innovation	15
AF 3116 Management Accounting	15	FN 3105 Foundations of Corporate Finance	15
MG 3133 New Venture Creation	15	MG 3165 Managing the Family Firm	15
BU 3233 Business Research Methods	15	PH 3005 Business Ethics	15
Year 3 – Level 6			
Fall	Credits	Spring	Credits
MG 4343 Operations Management	15	MG 4156 Enterprise Growth	15
FN 4553 Entrepreneurial Finance	15	MG 4740 Business Strategy	15
MG/MK 4188 Digital Marketing for Entrepreneurship	15	Two of the following options: MG 4123 Business Negotiation; MG 4129 The Decision Making Process: A Qualitative Approach; MG 4131 Strategic Human Resource Management; MG 4157 Project Management; MG 4242 Supply Chain Management; MG 4266 Public Relations	30
MG 4255 Entrepreneurship Theory	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)

***Liberal Education** 43

Required:

Introduction to Academic Writing.....3

Integrated Academic Writing & Ethics.....3

Academic Writing and Research.....3

Professional Communication3

Applied Calculus.....3

Introduction to Information Systems3

Natural Sciences with lab.....4

Elective:

One course in Natural science (without lab).....3

One course in Social Sciences3

Principles of Macroeconomics.....3

International Business.....3

One course in the Humanities3

Business Ethics.....3

Fine and Performing Arts.....3

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding							
Learning outcomes:	Learning and teaching strategy/ assessment methods						
<p>A.1. Demonstrate knowledge and understanding of the external environment and its impact on business.</p> <p>A.1.1. Recognize, explain and discuss the impact of the legal environment on business activity, practices and decisions within and across national boundaries. (Level 4).</p>	<p><u><i>Taught and assessed in:</i></u> BU 2002 Business Legal Issues (10 UK credits – Compulsory) The legal system. Adoption of laws. Administration of justice. Resolving legal disputes. Alternative dispute resolution. Introduction to civil and commercial law. The law of contracts. Corporate law. Negotiable instruments. Intellectual and industrial property.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none"> ➤ 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. <p><u>Assessment Methods:</u></p> <p>Summative:</p> <table border="1"> <tr> <td>Midterm Examination - essay type</td><td>40%</td></tr> <tr> <td>Final Examination – essay type</td><td>60%</td></tr> </table> <p>Formative:</p> <table border="1"> <tr> <td>Two in-class quizzes</td><td>0%</td></tr> </table>	Midterm Examination - essay type	40%	Final Examination – essay type	60%	Two in-class quizzes	0%
Midterm Examination - essay type	40%						
Final Examination – essay type	60%						
Two in-class quizzes	0%						

A.1.2. Demonstrate knowledge and understanding of the basic theories in international business; the major international organizations and regional alliances; and the different dimensions of the operating environment in international markets and how they impact on international business. (Level 4).

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

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

Learning and Teaching Strategy:

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

- Classes consist of lectures, discussions, collaborative in-class learning exercises and specialized video presentations. Throughout the lectures students develop knowledge and understanding related to the subject. Discussions and collaborative in-class case discussions reinforce students' cognitive and key transferable skills.
- Office Hours: Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content.

Use of blackboard site, where instructors post lecture notes, assignments' instructions, timely announcements, as well as additional resources.

Assessment Methods:

Summative:

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

Formative:

In-class, 1-hour, "diagnostic" test	0
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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 behaviour, team and organizational processes; the interaction with the external environment. (Level 5)

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

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:

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

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.

<p>management together with rational analysis and other processes of decision making within organizations. (Level 6)</p>	<p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none"> ➤ 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. <p><u>Assessment Methods:</u></p> <p>Summative:</p> <table border="1"> <tr> <td>Written project 1,800-2,200 words, individual</td><td>40</td></tr> <tr> <td>Final examination (2-hour, problem-solving)</td><td>60</td></tr> </table> <table border="1"> <tr> <td>Formative: Group Coursework - one in-class diagnostic examination and case study analyses</td><td>0</td></tr> </table>	Written project 1,800-2,200 words, individual	40	Final examination (2-hour, problem-solving)	60	Formative: Group Coursework - one in-class diagnostic examination and case study analyses	0
Written project 1,800-2,200 words, individual	40						
Final examination (2-hour, problem-solving)	60						
Formative: Group Coursework - one in-class diagnostic examination and case study analyses	0						
<p>A.3. Demonstrate knowledge and understanding of the functions and processes of business and their relationship with the external environment.</p> <p>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)</p>	<p><u>Taught and assessed in:</u> 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.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none"> ➤ 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. <p><u>Assessment Methods:</u></p>						

A.3.2. Explain the role of marketing and its importance to the economy and to organizations. (Level 4)

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

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	50
Final Examination (2-hour comprehensive)	Answer to essay questions	50

Formative:

In-class, 1-hour, "diagnostic" test, assignments	Objective and short essay	0
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A.3.3. Analyze, record and summarize

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

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

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. Application of Financial Management theory and techniques in business settings (Level 5)

Taught and assessed 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:

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

- 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 examination, (closed-book)	70%

Formative:

Exercises / Comprehensive problems (excel applications)	0
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Taught and assessed in: AF 3116 Management Accounting **(15 UK Credits - Optional)**

Theoretical underpinnings of the role of accounting information in cost accumulation, profitability analysis, planning and decision making in business organizations.

Learning and Teaching Strategy:

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

Assessment Methods:

Summative:

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)	First Assessment: Case Analysis (800-1,200 words individual project)	30%
	Second Assessment: Two hours closed-book in-class examination	70%
	Formative:	
	Two quizzes	0
	One 'diagnostic' test including numerical and essay type questions	0
	 <u>Taught and assessed in:</u> 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.	
	<u>Learning and Teaching Strategy:</u>	
	<ul style="list-style-type: none">➤ 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.	
	<u>Assessment Methods:</u>	
	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	
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A.4. Develop appropriate policies and strategies within a changing internal and external environment to meet stakeholders' interests. (Level 6)	<p><u>Taught and assessed in:</u> MG 4740 Business Strategy (capstone course) (15 UK Credits - Compulsory)</p> <p>Capstone course that synthesizes knowledge from prior business administration courses, with emphasis on the role of the manager as coordinator and strategist in managing the firm as a total unit. Insight into the organization's mission, values, ethical and social responsibilities, internal and external environments, strengths, weaknesses, competitors, and international competitiveness. Strategy analysis, formulation, implementation/execution and evaluation</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none">➤ 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. <p><u>Assessment Methods:</u></p> <table><tr><td>Coursework - formative</td><td>0%</td><td>Case studies, short reports, analysis of articles, in-class presentations</td></tr><tr><td>Major written project – summative (first assessment)</td><td>70%</td><td>Individual assignment; 4,500 -5,000 words</td></tr><tr><td>Final examination – summative (second assessment)</td><td>30%</td><td>Essay-type</td></tr></table>	Coursework - formative	0%	Case studies, short reports, analysis of articles, in-class presentations	Major written project – summative (first assessment)	70%	Individual assignment; 4,500 -5,000 words	Final examination – summative (second assessment)	30%	Essay-type
Coursework - formative	0%	Case studies, short reports, analysis of articles, in-class presentations								
Major written project – summative (first assessment)	70%	Individual assignment; 4,500 -5,000 words								
Final examination – summative (second assessment)	30%	Essay-type								

A.5. Demonstrate awareness of moral theories and ethical issues and evaluate their impact on business decision making. (Level 5)

Taught and assessed 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:

- Learning activities include lectures, class discussions, and case analysis.
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
- Use of the Blackboard learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment Methods:

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.

A.6.1. Demonstrate knowledge and understanding of statistical techniques including data analysis, hypotheses, testing, and prediction models, and apply them to business problems.

Taught and assessed in: MA 2021 Applied Statistics **(15 UK Credits - Compulsory)**
Organizing and summarizing data. Probability distributions: binomial, Poisson,

(Levels 4)

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.

Learning and Teaching Strategy:

- 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 in conducting research in a business context. (Level 5)

Taught and assessed in: BU 3233 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

	<p>lecture material.</p> <p>➤ Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.</p> <p><u>Assessment Methods:</u></p> <p>Coursework Summative:</p> <table border="1"> <tr> <td>Mid-term Exam (1-hour)</td><td>40</td></tr> <tr> <td>Group research project (2,500 - 3,000 words)</td><td>60</td></tr> </table> <p>Coursework Formative:</p> <table border="1"> <tr> <td>Project Research proposal (2 stages)</td><td>0</td></tr> <tr> <td>Case studies, tests, assignment preparation</td><td></td></tr> </table>	Mid-term Exam (1-hour)	40	Group research project (2,500 - 3,000 words)	60	Project Research proposal (2 stages)	0	Case studies, tests, assignment preparation	
Mid-term Exam (1-hour)	40								
Group research project (2,500 - 3,000 words)	60								
Project Research proposal (2 stages)	0								
Case studies, tests, assignment preparation									

<p>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.</p>	<p><u>Taught and assessed in:</u> CS 2179 Business Information Systems (15 UK Credits – Compulsory)</p> <p>Business information systems concepts. Categories and types. 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.</p> <p><u>Learning and Teaching Strategy:</u></p> <ul style="list-style-type: none"> • Lectures, class discussions, and review of cases taken from the real world
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	<p>and applicable to specific theoretical concepts. Laboratory practical sessions involving training and practice on project management, data management, and data analysis tools.</p> <ul style="list-style-type: none"> • 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.). <p><u>Assessment Methods:</u></p> <p>Summative:</p> <table border="1"> <tr> <td>Midterm Exam</td><td>40</td></tr> <tr> <td>Coursework: case problems</td><td>60</td></tr> </table> <p>Formative:</p> <table border="1"> <tr> <td>Diagnostic test</td><td>0</td></tr> <tr> <td>Case study discussions</td><td>0</td></tr> <tr> <td>Computer lab assignments</td><td>0</td></tr> </table>	Midterm Exam	40	Coursework: case problems	60	Diagnostic test	0	Case study discussions	0	Computer lab assignments	0
Midterm Exam	40										
Coursework: case problems	60										
Diagnostic test	0										
Case study discussions	0										
Computer lab assignments	0										

<p>A.8. Demonstrate knowledge in the concepts, practices and principles related to entrepreneurship, small business and family business management. (Levels 4, 5 & 6).</p> <p>A. 8. 1. Develop knowledge and understanding of the theory and practice of entrepreneurship management in start-ups and in established organizations (Level 4)</p>	<p><u>Taught and assessed in:</u> MG 2062 Introduction to Entrepreneurship Management (15 UK Credits- Compulsory)</p> <p>The significance of entrepreneurship to an economy. Theory and practice of entrepreneurship in start-ups and in established organizations. Entrepreneurial behaviors and challenges.</p> <p><u>Learning and Teaching Strategy:</u></p> <p>In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <p>➤ Class lectures, interactive learning (class discussions) and practical problems solved in</p>
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A. 8.2. Develop an in-depth understanding of the processes and principles involved in the creation and practical application of innovation within organizations (Level 5).

class.

- Lectures: Lectures are devoted to presentation of various key-topics in entrepreneurship literature and practice
- Case-studies 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 blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.

Assessment Methods:

Summative:

Mid-term Examination (1-hour, essay type)	40
Final Examination (2-hour, essay-type)	60

Formative:

Research articles discussion, Case-studies	0
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Taught and assessed in: MG 3019 Corporate Entrepreneurship and Innovation **(15 UK Credits- Compulsory)**

This course examines the theory and practice of making sense and managing innovation in start-ups and already established organizations. Students will develop skills for introducing, analyzing, and managing the offering of break-through products and services.

Learning and Teaching Strategy:

- Class lectures, interactive learning (class discussions), case studies and practical problems solved in class.
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper, and/or go over lecture material.
- Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.

A.8.3. Demonstrate comprehensive knowledge and understanding of principles, concepts, practices and special characteristics of family business.(Level 5)

Assessment Methods:

Summative:

Written Project (individual, 1,300-1,700 words)	40
Final Examination (2-hour, essay-type)	60

Formative:

Short project proposal	0
Research articles discussion, Case-studies	0

Taught and assessed in: MG 3165 Managing the Family Firm **(15 UK Credits - Compulsory)**

Understanding the family business in terms of evolutionary stages; individual development and career planning; management of family structure, conflicts and relationships; and organizational issues, including succession and estate planning, strategic planning and formalizing the firm.

Learning and Teaching Strategy:

- Lectures and class discussions.
- Office hours held by the instructor to provide further assistance to students.
- Use of the Blackboard Learning platform (communication, posting of lecture notes, posting of recommended research articles, assignments' instructions, timely announcements, online submission of assignments, etc.).

Assessment Methods:

Summative:

Written project (individual 1,300-1,700 words)	40
Final Examination (2-hour, essay type)	60

Formative:

Case studies, experiential exercises, and articles reviews	0
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A.8.4. Analyze and assess the principles, concepts and applications in digital technology related to entrepreneurship management. (Level 6)

Taught and assessed in: MK/MG 4188 Digital Marketing for Entrepreneurship **(15 UK Credits - Compulsory)**

A.8.5. Analyze and assess the principles, concepts and applications in finance related to entrepreneurship management (Level 6)

The role of digital marketing in entrepreneurial success; how entrepreneurs can take advantage of digital platforms (internet, social media, mobile) to advance their business to investors and customers.

Learning and Teaching Strategy:

- Class lectures, class participation and discussions of cases (case analyses).
- Project: Create a digital marketing plan for an existing entrepreneurial business or start up
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions on lectures and project concerns, and see their exam papers.
- Use of Blackboard learning platform, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment Methods:

Summative:

Individual written Project (1,800-2,200 words)	Create a digital marketing plan for an existing entrepreneurial business or start up	40%
Final Examination (2-hour)	Essay-type questions	60%

Formative:

Course work	Case discussion, assignments, "diagnostic" test	0%
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Taught and assessed in: FN 4553 Entrepreneurial Finance **(15 UK Credits - Compulsory)**

This course provides a rigorous and systematic study of theories and tools necessary for entrepreneurs to start, build, and harvest a successful venture. It offers financial management practices to entrepreneurs that will help them obtain financing for new venture, and successfully manage investment projects. The course takes into account the financial needs and peculiarities of small scale businesses.

Learning and Teaching Strategy:

- In class exercises and real life examples that help lecturer to illustrate basic concepts, and

A.8.6. Demonstrate in depth knowledge and understanding of entrepreneurship from theoretical and multidisciplinary perspectives. (Level 6).

- techniques used in entrepreneurial finance
- Use of interactive cases that encourage students to identify the peculiarities and differences between corporate finance and entrepreneurial financial applications
 - Value new venture taking into account uncertainty and flexibility in management
 - Group discussion - students are divided into groups to finish case projects and short research activities that involve the use of web search or the use of financial data bases
 - Blackboard - use of material made available online

Assessment Methods:

Summative:

Business plan game	30%
Final Examination (two hours closed book)	70%

Formative:

One written examination	0
In class assignments	0

Taught and assessed in: MG 4255 Entrepreneurship Theory **(15 UK Credits - Compulsory)**

Theoretical analysis of entrepreneurship, utilizing a multidisciplinary approach to examine enterprise creation and the entrepreneur. Emphasis on economic, sociological, psychological, and political theories of entrepreneurship.

Learning and Teaching Strategy:

- Classes consist of lectures, case studies, problem solving, 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:

Mid-term Examination (1-hour, essay-type)	35
Written Project individual, 3,800-4,200 words	65

Formative:

	Short project proposal	0
	Presentation and discussion of research articles	0

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A.8.8. Critically assess and integrate the principles, concepts and applications in two areas related to entrepreneurship, small business and family business management. (Level 6)

A.8.8.1. Apply and critically evaluate human resource management principles, concepts, processes and practices. (Level 6)

A.8.8.2. Demonstrate comprehensive knowledge and understanding in theories, principles and practices in public relations, and critically assess a variety of communication activities required for diverse audiences and

Taught and assessed in: MG 4131 Strategic Human Resource Management **(15 UK Credits - Optional)**

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
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Taught and assessed in: MG/MK 4266 Public Relations(15 **UK Credits - Optional**)

Principles, practices, and theories of public relations. Methodology of identifying problem areas, public issues, target publics. Campaign planning and implementation as part of integrated marketing communications. Corporate image, public opinion, crisis management, risk communication theories and practice. Use of writing tools, staged events and news

A.8.8.3. Demonstrate comprehensive knowledge and understanding of principles, practices and theories in business negotiation. (Level 6)

Learning and Teaching Strategy:

- ### Assessment Methods:

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

Case studies, short assignments on public relations issues, in class discussions	0
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The negotiation process, negotiation and management, and the concepts of power and influence at work and in other settings. Negotiation and the development of international business agreements, corporate diplomacy, and the dynamics of bargaining in national and international contexts. Macro, micro and crisis decisions. Emphasis is on developing knowledge of negotiating approaches and practical skills in applying that knowledge to a variety of situations.

- Classes consist of lectures, case studies, simulation exercises, and in-class discussion of related material. In-class participation 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.

A.8.8.4. Select or design the appropriate decision making techniques in an uncertain environment and evaluate decisions or recommendations made by specialists.(Level 6)

Assessment Methods:

Summative:

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

Formative:

Case studies, experiential exercises, and articles reviews	0
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Taught and assessed in: MG 4129 The Decision Making Process: A Qualitative Approach **(15 UK Credits - Optional)**

Rational decision making, in a multi-disciplinary context and in an uncertain, complex environment. The role of decision making in management. Foundations of managerial and strategic decision making. Interdisciplinary aspects of managerial decision making. Implementing strategic decisions. Gap analysis and the use of scenarios.

Learning and Teaching Strategy:

- Classes consist of lectures, case studies, 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	one in-class diagnostic examination and case study analyses
Written project: Individual; 1,800-2,200 words - summative	40	case problems
Final examination (2-hour) - summative	60	essay-type

A.8.8.5. Select, design and apply various interdisciplinary project management techniques in order to ensure highly effective and efficient project outcomes. (Level 6).

Taught and assessed in: MG 4157 Project Management **(15 UK Credits - Optional)**

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

Learning and Teaching Strategy:

- Classes consist of: lectures, class discussions, and review of cases taken from the real world and applicable to specific theoretical concepts and lab sessions on project management software (MS-Project).
- 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 – essay type (2 hours)	60

Formative:

In-class, 1-hour, "diagnostic" test - Essay type	0
Coursework - Case studies	0
Project presentation - Presentation	0

A.8.8.6. Select and adjust appropriate flexible approaches in order to deal with a variety of real life problems of contemporary complex supply networks. (Level 6)

Taught and assessed in: MG 4242 Supply Chain Management **(15 UK Credits - Optional)**

The design and management of complex supply chain systems. A systems approach to the management of all activities involved in physically moving raw materials, in-process and finished-goods inventories from point of origin to point of use or consumption. Supply Chain Management, in combination with emerging information technologies.

Learning and Teaching Strategy:

- Classes consist of lectures, discussions, collaborative in-class small projects. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and collaborative in-class small projects reinforce students' cognitive and key transferable skills.

	<div>➤ 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.</div> <div>➤ Use of blackboard site, where instructors post lecture notes, assignments instructions, timely announcements, as well as additional resources.</div> <div><u>Assessment Methods:</u></div> <table><tr><td>Coursework - formative</td><td>0%</td><td>diagnostic test, case studies and problem-solving exercises</td></tr><tr><td>One in-class diagnostic examination-formative</td><td>0%</td><td>Essay-type, problem-solving</td></tr><tr><td>Written project – summative 1,800-2,200 words</td><td>40%</td><td></td></tr><tr><td>Final Examination (2-hour) - summative</td><td>60%</td><td>Essay-type, problem-solving</td></tr></table>	Coursework - formative	0%	diagnostic test, case studies and problem-solving exercises	One in-class diagnostic examination-formative	0%	Essay-type, problem-solving	Written project – summative 1,800-2,200 words	40%		Final Examination (2-hour) - summative	60%	Essay-type, problem-solving
Coursework - formative	0%	diagnostic test, case studies and problem-solving exercises											
One in-class diagnostic examination-formative	0%	Essay-type, problem-solving											
Written project – summative 1,800-2,200 words	40%												
Final Examination (2-hour) - summative	60%	Essay-type, problem-solving											

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B.1. Locate, extract, analyze data from library and other resources including the acknowledgement and referencing of sources (Levels 4, 5 and 6).</p>	<p><u>Taught and assessed in:</u> MK 2030 Fundamentals of Marketing</p> <p>MG 3034 Managing People and Organizations BU 3233 Business Research Methods AF 3116 Management Accounting MG 3133 New Venture Creation MG 3019 Corporate Entrepreneurship and Innovation MG 3165 Managing the Family Firm</p> <p>MG 4343 Operations Management MG 4255 Entrepreneurship Theory MG/MK 4188 Digital Marketing for Entrepreneurship FN 4553 Entrepreneurial Finance MG 4157 Project Management MG 4131 Strategic Human Resource Management</p>

3B. Cognitive skills	
	MG 4242 Supply Chain Management MG 4123 Business Negotiation MG 4266 Public Relations MG 4156 Enterprise Growth MG 4740 Business Strategy
B.2. Analyze and solve structured problems, and to a limited extent unstructured problems, from a generated data set (Levels 4, 5 and 6).	<p><u>Taught and assessed in:</u></p> BU 2002 Business Legal Issues MG 2062 Introduction to Entrepreneurship Management MG 2003 Management Principles IB 2006 International Business MK 2030 Fundamentals of Marketing AF 2006 Financial Accounting CS 2179 Business Information Systems MA 2021 Applied Statistics BU 3233 Business Research Methods AF 3116 Management Accounting FN 3105 Foundations of Corporate Finance MG 3034 Managing People and Organizations PH 3005 Business Ethics MG 3133 New Venture Creation MG 3019 Corporate Entrepreneurship and Innovation MG 3165 Managing the Family Firm FN 4553 Entrepreneurial Finance MG 4129 The Decision Making Process: A qualitative approach MG/MK 4188 Digital Marketing for Entrepreneurship MG 4131 Strategic Human Resource Management MG 4242 Supply Chain Management MG 4123 Business Negotiation MG 4266 Public Relations MG 4255 Entrepreneurship Theory MG 4156 Enterprise Growth MG 4157 Project Management MG 4343 Operations Management MG 4740 Business Strategy

B.3. Develop and critically evaluate arguments and evidence including identifying assumptions and detecting false logic (Levels 5 and 6).	<p><u>Taught and assessed in:</u> MG 3034 Managing People and Organizations BU 3233 Business Research Methods MG 3133 New Venture Creation MG 3019 Corporate Entrepreneurship and Innovation</p> <p>FN 4553 Entrepreneurial Finance MG 4129 The Decision Making Process: A qualitative approach MG/MK 4188 Digital Marketing for Entrepreneurship MG 4131 Strategic Human Resource Management MG 4242 Supply Chain Management MG 4123 Business Negotiation MG 4266 Public Relations MG 4255 Entrepreneurship Theory MG 4156 Enterprise Growth MG 4157 Project Management MG 4343 Operations Management MG 4740 Business Strategy</p>
B4. Analyze and evaluate ethical choices. Assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of and framework for ethical decision-making (Levels 4, 5 and 6).	<p><u>Taught and assessed in:</u> MG 2062 Introduction to Entrepreneurship Management MG 2003 Management Principles CS 2179 Business Information Systems IB 2006 International Business</p> <p>MG 3133 New Venture Creation PH 3005 Business Ethics MG 3034 Managing People and Organizations BU 3233 Business Research Methods MG 3019 Corporate Entrepreneurship and Innovation</p> <p>MG 4131 Strategic Human Resource Management MG 4740 Business Strategy</p>

	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 problem (Levels 5 and 6).	<p><u>Taught and assessed in:</u> BU 3233 Business Research Methods AF 3116 Management Accounting FN 3105 Foundations of Corporate Finance MG 3133 New Venture Creation MG 3019 Corporate Entrepreneurship and Innovation MG 3165 Managing the Family Firm</p> <p>FN 4553 Entrepreneurial Finance MG 4129 The Decision Making Process: A qualitative approach MG/MK 4188 Digital Marketing for Entrepreneurship MG 4131 Strategic Human Resource Management MG 4242 Supply Chain Management MG 4123 Business Negotiation MG 4266 Public Relations MG 4255 Entrepreneurship Theory MG 4156 Enterprise Growth MG 4157 Project Management MG 4343 Operations Management MG 4740 Business Strategy</p>
B6. Analyze various aspects of professional communication and evaluate its effectiveness. (Level 5)	<p><u>Taught and assessed in:</u> MG 3133 New Venture Creation</p>

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
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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).	<u>Taught and assessed in:</u> CS 2179 Business Information Systems MA 2021 Applied Statistics AF 2006 Financial Accounting MG 2062 Introduction to Entrepreneurship Management MK 2030 Fundamentals of Marketing AF 3116 Management Accounting FN 3105 Foundations of Corporate Finance MG 3133 New Venture Creation BU 3233 Business Research Methods MG 3019 Corporate Entrepreneurship and Innovation FN 4553 Entrepreneurial Finance MG/MK 4188 Digital Marketing for Entrepreneurship MG 4343 Operations Management MG 4242 Supply Chain Management MG 4156 Enterprise Growth MG 4157 Project Management MG 4740 Business Strategy
C2. Make use of information technology effectively to retrieve, process, analyse and communicate information. (Levels 4, 5, and 6).	<u>Taught and assessed in:</u> CS 2179 Business Information Systems BU 3233 Business Research Methods Use of information technology is embedded in all business courses

3C. Practical and professional skills	
<p>C3. Make use of qualitative and/or quantitative tools in analyzing and solving financial and managerial problems. (Levels 4, 5 and 6).</p>	<p><u>Taught and assessed in:</u> MA 2021 Applied Statistics AF 2006 Financial Accounting MG 2062 Introduction to Entrepreneurship Management</p> <p>AF 3116 Management Accounting MG 3133 New Venture Creation MG 3019 Corporate Entrepreneurship and Innovation BU 3233 Business Research Methods FN 3105 Foundations of Corporate Finance</p> <p>FN 4553 Entrepreneurial Finance MG 4129 The Decision Making Process: A qualitative approach MG/MK 4188 Digital Marketing for Entrepreneurship MG 4131 Strategic Human Resource Management MG 4242 Supply Chain Management MG 4123 Business Negotiation MG 4266 Public Relations MG 4156 Enterprise Growth MG 4157 Project Management MG 4343 Operations Management MG 4740 Business Strategy</p>

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)	<p><u>Taught and assessed in:</u> MK 2030 Fundamentals of Marketing</p> <p>MG 3133 New Venture Creation BU 3233 Business Research Methods MG 3034 Managing People and Organizations MG 3019 Corporate Entrepreneurship and Innovation MG 3165 Managing the Family Firm</p> <p>FN 4553 Entrepreneurial Finance MG 4129 The Decision Making Process: A qualitative approach MG/MK 4188 Digital Marketing for Entrepreneurship MG 4131 Strategic Human Resource Management MG 4242 Supply Chain Management MG 4123 Business Negotiation MG 4266 Public Relations MG 4255 Entrepreneurship Theory MG 4156 Enterprise Growth MG 4157 Project Management MG 4343 Operations Management MG 4740 Business Strategy</p>
D2. Develop interpersonal, teamwork and/or leadership skills. Work effectively with others in small groups or teams. (Levels 5)	<p><u>Taught and assessed in:</u> BU 3233 Business Research Methods MG 3133 New Venture Creation</p>
D3. Reflect intellectually and become an independent self-managed lifelong learner.	<p><u>Developed and reinforced throughout the curriculum.</u></p>

4. Programme Structure

Programme Structure - LEVEL 4				
Compulsory modules		Credit points	Optional modules	Credit points
AF 2006	Financial Accounting	20		
BU 2002	Business Legal Issues	10		
CS 2179	Business Information Systems	15		
IB 2006	International Business	15		
MA 2021	Applied Statistics	15		
MG 2062	Introduction to Entrepreneurship Management	15		
MG 2003	Management Principles	15		
MK 2030	Fundamentals of Marketing	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 entrepreneurship management concepts, principles and practices (MG 2062)
- 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. (MG 2062, BU 2002, MG 2003, IB 2006, MK 2030, MG 2062, AF 2006, CS 2179, MA 2021)
- They will be able to analyze ethical choices in business; assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of and framework for ethical decision making. (MG 2062, MG 2003, CS 2179, IB 2006)
- They will be able to use numeric skills in solving complex problems of increasing complexity and, depending on the course level, with increasing autonomy. (CS 2179, MA 2021, AF 2006, MG 2062, 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, MG 2062, 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

MG 2062 INTRODUCTION TO ENTREPRENEURSHIP MANAGEMENT (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	15		
FN 3105	Foundations of Corporate Finance	15		
MG 3034	Managing People and Organizations	15		
PH 3005	Business Ethics	15		
AF 3116	Management Accounting	15		
MG 3133	New Venture Creation	15		
MG 3019	Corporate Entrepreneurship and Innovation	15		
MG 3165	Managing the Family Firm	15		
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 venture planning and creation, finance, and accounting for business, small business and family business, iv) demonstrate knowledge and understanding of concepts and practices involved in the creation and practical application of innovation in organizations, 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 entrepreneurship management concepts, principles and practices (MG 2062)
- 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)
- Principles, concepts, practices and special characteristics of family business (MG 3165)
- Processes and principles involved in the creation and practical application of innovation in organizations (MG 3019)
- Processes and principles involved in the creation of entrepreneurial and small business venture (MG 3133)

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

- They will be able to locate, extract, and analyze data from library and other resources including the acknowledgement and referencing of sources. (MK 2030, MG 3034, BU 3233, AF 3116, MG 3133, MG 3019, MG 3165).
- 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 2062, MG 2003, IB 2006, MK 2030, AF 2006, CS 2179, MA 2021, BU 3233, AF 3116, FN 3105, MG 3034, PH 3005, MG 3133, MG 3019, MG 3165).
- They will be able to develop and critically evaluate arguments and evidence including identifying assumptions and detecting false logic. (MG 3034, BU 3233, MG 3133, MG 3019)
- They will be able to analyze ethical choices in business; assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of and framework for ethical decision making. (MG 2062, MG 2003, CS 2179, IB 2006, MG 3133, PH 3005, MG 3034, BU 3233, MG 3019)
- They will be able to apply critical thinking to create, evaluate and assess a range of options in solving complex problems. (BU 3233, AF 3116, FN 3105, MG 3133, MG 3019, MG 3165).
- They will be able to analyze various aspects of professional communication and evaluate its effectiveness. (MG 3133)

- They will be able to use numeric skills in solving complex problems of increasing complexity and, depending on the course level, with increasing autonomy. (CS 2179, MA 2021, AF 2006, MK 2030, AF 3116, FN 3105, MG 3133, BU3233, MG 3019).
- They will be able to use information technology effectively to retrieve, process, analyze and communicate information. (CS 2179, BU 3233)
- They will be able to use qualitative and/or quantitative tools in analyzing and solving financial and managerial problems. (MG 2062, MA 2021, AF 2006, AF 3116, MG 3133, MG 3019, BU 3233, FN 3105)
- They will be able to communicate ideas successfully orally and/or in writing in a professional context. (MK 2030, MG 3133, BU 3233, MG 3034, MG 3019, MG 3165).
- They will be able to develop interpersonal, teamwork and/or leadership skills; to work effectively with others in small groups or teams. (BU 3233, MG 3133).
- They will be able to reflect intellectually and become independent, self-managed lifelong learners. (all courses)

DIPLOMA OF HIGHER EDUCATION IN BUSINESS ADMINISTRATION (240 CREDITS)

Compulsory Modules:

LEVEL 4

MG 2062 INTRODUCTION TO ENTREPRENEURSHIP MANAGEMENT (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 3019 CORPORATE ENTREPRENEURSHIP AND INNOVATION (LEVEL 5) – 15 CREDITS

MG 3165 MANAGING THE FAMILY FIRM (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

Programme Structure - LEVEL 6				
Compulsory modules		Credit points	Optional modules	Credit points
MG 4343	Operations Management	15	<u>TWO OF THE FOLLOWING:</u>	
MG 4740	Business Strategy	15	MG 4123 Business Negotiation	15
MG 4255	Entrepreneurship Theory	15	MG 4129 The Decision Making Process: A Qualitative Approach	15
MG 4156	Enterprise Growth	15		
MG/MK 4188	Digital Marketing for Entrepreneurship	15	MG 4131 Strategic Human Resource Management	15
FN 4553	Entrepreneurial Finance	15		
			MG 4266 Public Relations	15
			MG 4157 Project Management	15
			MG 4242 Supply Chain Management	15
SUBTOTAL				
TOTAL LEVEL 6		90	SUBTOTAL	30
TOTAL LEVEL 6		120		

BSc in Business Administration (Entrepreneurship 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 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 venture planning and creation, finance, and accounting for business, small business and family business, iv) demonstrate knowledge and understanding of concepts and practices involved in the creation and practical application of innovation in organizations, v) apply their knowledge of business functions and business ethics 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 of entrepreneurial and small business venture, such as opportunity identification and exploitation, new venture creation, viability and growth.

Holders of the ordinary BSc in Business Administration (Entrepreneurship Management) will be able to demonstrate knowledge and understanding of diverse business functions and environments as well as detailed knowledge and critical understanding of all element associated with the entrepreneurial and small business venture creation, viability and growth.

Holders of this BSc will demonstrate knowledge and understanding of:

- Core entrepreneurship management concepts, principles and practices (MG 2062)
- 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 (Entrepreneurship 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)
- Principles, concepts, practices and special characteristics of family business (MG 3165)
- Processes and principles involved in the creation and practical application of innovation in organizations (MG 3019)
- Processes and principles involved in the creation of entrepreneurial and small business venture (MG 3133)
- Internal aspects, functions and processes of organizations including their diverse nature, purposes, structures, governance, operations and management. (MG 4343)
- Principles, concepts and strategies for successful business growth (MG 4156)
- Entrepreneurship from theoretical and multidisciplinary perspectives (MG 4255)
- Decision making techniques in an uncertain environment and evaluating decisions or recommendations made by specialists (MG 4129)
- Principles, concepts and applications in two functional areas (digital technology and finance) related to entrepreneurship management (MG/MK 4188, FN 4553)
- Principles, concepts and applications in two areas related to entrepreneurship, small business, family business management (MG 4123, MG 4129, MG 4131, MG 4157, MG 4242, MG/MK 4266).

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

- They will be able to locate, extract, and analyze data from library and other resources including the acknowledgement and referencing of sources. (MK 2030, MG 3034, BU 3233, AF 3116, MG 3133, MG 3019, MG 3165, MG 4343, MG 4255, MG/MK 4188, FN 4553, MG 4219, MG 4157, MG 4131, MG 4242, MG 4123, MG 4266, MG 4156).
- They will be able analyze and solve structured problems, and to a limited extent unstructured problems, from a generated data set. ((BU 2002, MG 2062, MG 2003, IB 2006, MK 2030, AF 2006, CS 2179, MG 4129, MA 2021, BU 3233, AF 3116, FN 3105, MG 3034, PH 3005, MG 3133, MG 3019, MG 3165, FN 4553, MG 4129, MG/MK 4188, MG 4131, MG 4242, MG 4123, MG 4266, MG 4255, MG 4156, MG 4157, MG 4343).
- They will be able to develop and critically evaluate arguments and evidence including identifying assumptions and detecting false logic. (MG 3034, BU 3233, MG 3133, MG 3019, FN 4553, MG 4129, MG/MK 4188, MG 4131, MG 4242, MG 4123, MG 4266, MG 4255, MG 4156, MG 4157, MG 4343)
- They will be able to analyze ethical choices in business; assess the moral and ethical dimensions of actions, persons, and business practices and develop an awareness of and framework for ethical decision making. (MG 2062, MG 2003, CS 2179, IB 2006, MG 3133, PH 3005, MG 3034, BU 3233, MG 3019, MG 4131).

- They will be able to apply critical thinking to create, evaluate and assess a range of options in solving complex problems. (BU 3233, AF 3116, FN 3105, MG 3133, MG 3019, MG 3165, FN 4553, MG 4129, MG/MK 4188, MG 4131, MG 4242, MG 4123, MG 4266, MG 4255, MG 4156, MG 4157, MG 4343).
- They will be able to analyze various aspects of professional communication and evaluate its effectiveness. (MG 3133)
- They will be able to use numeric skills in solving complex problems of increasing complexity and, depending on the course level, with increasing autonomy. (CS 2179, MA 2021, AF 2006, MK 2030, AF 3116, FN 3105, MG 3133, MG 2062, BU3233, MG 3019, FN 4553, MG/MK 4188, MG 4343, MG 4242, MG 4156, MG 4157).
- They will be able to use information technology effectively to retrieve, process, analyze and communicate information. (CS 2179, BU 3233)
- They will be able to use qualitative and/or quantitative tools in analyzing and solving financial and managerial problems. (MG 2062, MA 2021, AF 2006, AF 3116, MG 3133, MG 3019, BU 3233, FN 3105, FN 4553, MG 4129, MG/MK 4188, MG 4131, MG 4242, MG 4123, MG 4266, MG 4156, MG 4157, MG 4343).
- They will be able to communicate ideas successfully orally and/or in writing in a professional context. (MK 2030, MG 3133, BU 3233, MG 3034, MG 3019, MG 3165, FN 4553, MG 4129, MG/MK 4188, MG 4131, MG 4242, MG 4123, MG 4266, MG 4255, MG 4156, MG 4157, MG 4343).
- They will be able to develop interpersonal, teamwork and/or leadership skills; to work effectively with others in small groups or teams. (BU 3233, MG 3133).
- They will be able to reflect intellectually and become independent, self-managed lifelong learners. (all courses).

BSc IN BUSINESS ADMINISTRATION (ENTREPRENEURSHIP MANAGEMENT) (300 CREDITS)

LEVEL 4

MG 2062 INTRODUCTION TO ENTREPRENEURSHIP MANAGEMENT (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 3019 CORPORATE ENTREPRENEURSHIP AND INNOVATION (LEVEL 5) – 15 CREDITS

MG 3165 MANAGING THE FAMILY FIRM (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 4343 OPERATIONS MANAGEMENT (LEVEL 6) – 15 CREDITS AND

THREE OF THE FOLLOWING LEVEL 6 MODULES FOR THE ORDINARY (300 UK CREDITS) BSc IN BUSINESS ADMINISTRATION (ENTREPRENEURSHIP MANAGEMENT):

MG 4255 ENTREPRENEURSHIP THEORY (LEVEL 6) – 15 CREDITS

MG 4156 ENTERPRISE GROWTH (LEVEL 6) – 15 CREDITS

MG/MK 4188 DIGITAL MARKETING FOR ENTREPRENEURSHIP (LEVEL 6) – 15 CREDITS

FN 4553 ENTREPRENEURIAL FINANCE (LEVEL 6) – 15 CREDITS

TWO OF THE FOLLOWING:

MG 4123 BUSINESS NEGOTIATION (LEVEL 6) – 15 CREDITS
MG 4129 THE DECISION MAKING PROCESS: A QUALITATIVE APPROACH (LEVEL 6) – 15 CREDITS
MG 4131 STRATEGIC HUMAN RESOURCE MANAGEMENT (LEVEL 6) – 15 CREDITS
MG 4266 PUBLIC RELATIONS (LEVEL 6) – 15 CREDITS
MG 4157 PROJECT MANAGEMENT (LEVEL 6) – 15 CREDITS
MG 4242 SUPPLY CHAIN MANAGEMENT (LEVEL 6) – 15 CREDITS

5. Distinctive features of the programme structure

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

N/A

6. Support for students and their learning

Academic Advising

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

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

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

Student Orientation

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

Student Orientation.

The **Student Academic Support Services (SASS)** is open daily and offers academic assistance to all DERE-ACG students through individual learning facilitation sessions and/or workshops. SASS learning facilitators are peers who assist students in improving and strengthening academic study skills.

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

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

The **Student Success 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; Job Bank 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 Below 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 fulfil the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to DERE:EE:

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

The following is required for all freshmen applicants:

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

Evidence of Proficiency in English

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

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

TOEFL (internet based): 87 or above
GCE higher level English: Grade C or greater
Oxford Online Placement Test: 99 or above

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

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

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

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

8. Language of study

The language of instruction is English.

9. Information about assessment regulations

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

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

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

Summative assessments include:

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

Formative assessments include:

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

Assessment Procedure (Regulatory Framework)

6.1 Although courses may employ assessment instruments which perform only a diagnostic or formative function, credit for the completion of a course can only be obtained on the basis of one or more summative assessments. A summative assessment provides a measure of the extent to which a student has achieved the intended learning outcomes of a course.

6.2 The assessment of a student's academic performance requires a judgment of the quality of his or her work. In all cases, this assessment must be governed by criteria which are explicit and communicated to students.

6.3 Faculty are expected to develop rubrics for the assessment of students, and it is the responsibility of department heads or area coordinators to ensure that these rubrics are consistent with the program specification and other documentation approved at validation.

6.4 *Second Marking*

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

6.4.1 The first marker will provide the rubric for the assessment of the course (6.3, above), the grade assigned to each item of assessed work and a brief justification for this grade.

6.4.2 Second markers will be selected by the department head/area coordinator from the first marker's department, and s/he should be familiar with the course content. The second marker should test mark a minimum sample of 25% of completed assessments. In all cases the samples should not be lower than five.

6.4.3 The sample of work for second marking will be prepared by the Registrar's Office. This sample will comprise all items that have been assigned an A grade or a grade below C (40%), and a representative selection of the remaining items of assessed work. The sample should include at least some work that will be sent to external examiners (thereby providing them with evidence that second marking has been carried out).

6.4.4 The mark should be agreed between the original instructor and the second marker. In cases where it is not possible to reach agreement, a third internal marker will be appointed by the department head or area coordinator. All items of assessment for that course should be re-marked if the third marker recommends a significant change in

the grade assigned to any item of assessed work. In this event, the entire cohort will be subject to the process of re-marking.

6.4.5 The second (or, in the event of a disagreement, the third) marker should prepare a brief report during the marking process to be sent to the external examiner for that course. This report should explain the basis upon which the assessed work was graded and the procedure adopted for the second (and where relevant the third) marking; provide an analysis of the distribution of marks between students and modes of assessment; identify any issues that were encountered in the assessment problems; and make recommendations for the future assessment of the course.

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

6.5 *External Examiners*

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

6.5.1 The specific responsibilities of external examiners include:

- the impartial assessment of students comparing their performance with that of their peers undertaking comparable programs of higher education elsewhere and in the light of subject benchmarks and qualification descriptors;
- approving the form and content of proposed examination papers, coursework, assessment rubrics and other assessments that count towards the award, including the approval of alternative assessments and adjustments made for students with declared disability or special needs;
- advising on any proposed changes to the approved assessment regulations or assessment strategy which will directly affect students currently on the program;
- ensuring that assessment criteria are correctly interpreted and that there is parity of assessment across the cohort;
- moderating the marks awarded by internal examiners;
- meeting students and, where appropriate, conducting *viva voce* examinations;
- ensuring that the assessments are conducted in accordance with the approved program regulations;
- attending the meetings of the board of examiners at which decisions on recommendations for award are made and ensuring that those recommendations have been reached by means in accordance with the University's requirements and normal practice in UK higher education.
- Enhancement-led reporting to the College including student performance and academic standards, appropriateness of curriculum content/teaching and learning strategies as well as on the effectiveness of the assessments and any lessons to be drawn from them
- reporting to the Open University on the required report proforma and any matters of serious concern arising from the assessments which put at risk the standard of the University's award.

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

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

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

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

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

6.6 *Boards of Examiners*

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

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

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

6.6.2 The membership of Boards of Examiners shall comprise a representative for each course contributing to the program(s) for which it is responsible, the external examiner(s), and the relevant department head(s) or area coordinator(s). The chairs of Boards (who will normally be department heads or area coordinators with responsibility for programs other than those which fall within the remit of the Board) will be appointed by the Academic Council. Students are not members of Boards of Examiners.

6.6.3 External examiners must be present at meetings of the Board of Examiners which have been convened for the purpose of assessing students for an award or

recommending the conferment of an award upon a student (6.6.1 (c) and (d) in the Board's terms of reference). All decisions on grades remain provisional until they have been ratified at a meeting of the Board attended by the relevant external examiner(s).

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

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

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

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

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

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

The College is an institutional member of the **Faculty Resource Network (FRN)** at New York University. Established in 1984, the Network is an award-winning, nationally recognized faculty development initiative involving over 16,000 faculty members who teach more than 200,000 undergraduate students at a broad cross section of colleges

and universities across the United States.

DEREE-ACG is also a member of the **Global Liberal Arts Alliance** (GLAA), an international, multilateral partnership of American style liberal arts institutions with the goal of supporting excellence in liberal arts education on a transnational basis.

The Great Lakes Colleges Association, based in Ann Arbor, Michigan, coordinates the activities and projects of the Alliance and was instrumental in its formation. There are presently 27 institutions representing 15 nations in the Alliance membership.

GLAA's purpose is to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences.

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

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

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

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 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.

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

[illegible]

Level	Study module/unit	Programme outcomes																																
		A1	A2	A3	A4	A5	A6	A7	A8					B1	B2	B3	B4	B5	B6	B7		C1	C2	C3		D1	D2	D3						
5	PH 3005 Business Ethics					✓									✓		✓																	
	FN 3105 Foundations of Corporate Finance			✓											✓			✓				✓		✓										
	AF 3116 Management Accounting			✓										✓	✓			✓				✓		✓										
	BU 3233 Business Research Methods						✓							✓	✓	✓	✓	✓				✓	✓	✓		✓	✓							
	MG 3034 Managing People and Organizations		✓											✓	✓	✓	✓									✓								
	MG 3133 New Venture Creation			✓										✓	✓	✓	✓	✓	✓			✓		✓		✓	✓							
	MG 3019 Corporate Entrepreneurship and Innovation								✓					✓	✓	✓	✓	✓				✓		✓		✓								
	MG 3165 Managing the Family Firm								✓					✓	✓			✓								✓								

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8					B1	B2	B3	B4	B5	B6	B7		C1	C2	C3		D1	D2	D3				
6	MG 4343 Operations Management		✓											✓	✓	✓		✓				✓		✓		✓						
	MG 4740 Management Strategy				✓									✓	✓	✓	✓	✓		✓		✓		✓		✓						
	MG 4555 Entrepreneurship Theory								✓					✓	✓	✓		✓								✓						
	MG 4156 Enterprise Growth								✓					✓	✓	✓		✓				✓		✓		✓						
	MG/MK 4188 Digital Marketing for entrepreneurship								✓					✓	✓	✓		✓				✓		✓		✓						
	FN 4553 Entrepreneurial Finance								✓					✓	✓	✓		✓				✓		✓		✓						
	Electives: Two of the following																															
	MG 4123 Business Negotiation								✓					✓	✓	✓		✓						✓		✓						
	MG 4129 The Decision Making Process: A qualitative approach			✓											✓	✓		✓					✓		✓							
	MG 4131 Strategic Human Resource Management								✓					✓	✓	✓	✓	✓					✓		✓							
	MG 4157 Project Management								✓					✓	✓	✓		✓				✓		✓		✓						
	MG 4242 Supply Chain Management								✓					✓	✓	✓		✓				✓		✓		✓						
	MG 4266 Public Relations								✓					✓	✓	✓		✓					✓		✓							

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be aligned with the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.

Annexe 3 - General Education Requirements

DEREE – The American College of Greece General Education

In keeping with NEASC Standard 4, The Academic Program, each undergraduate US programme at DEREЕ-The American College of Greece includes a general education requirement, 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.

General 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.

At present DEREЕ's general education curriculum (US degree), which consists of 47

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. DEREЕ's minimum general education requirements are as follows:

- 3 courses in academic writing
- 1 course in Public Speaking
- 1 course in Ethics
- 3 courses in the Humanities
- 2 courses in the natural sciences with laboratory
- 4 courses in the social sciences
- CS 1070 Introduction to Information Systems

For the US degree, a new Liberal Education program (LE) proposal is being discussed at Curriculum Committee and the Faculty Assembly. The Provost provided feedback and guidance to the CC on this proposal based on the work he had done at his previous institution (Park University) as well as a number of US higher education publications, e.g. American Association of Colleges and Universities' Liberal Education and America's Promise (LEAP) initiative. In addition, the CC benchmarked a great number of US institutions ranging from several members of the Council of Independent Colleges to larger institutions and Ivy League schools to produce a proposal for the Faculty Assembly's review and approval.

At present, learning outcomes have been approved by the Faculty Assembly, while distribution requirements are being debated at Curriculum Committee and the Faculty Assembly. By focusing on core competencies and learning outcomes such as communication and information literacy, civic engagement, and global perspectives, the LE program will provide students with a broad yet deep foundation which will complement and support their major programs. The College aims to implement the LE program in fall 2015.

DEREE – The American College of Greece

LIBERAL EDUCATION

MISSION

A vital component of the undergraduate experience, the Liberal Education program 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.

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 socio cultural 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 co-cultures.
- 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 program 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.

Approved by the Faculty on 27/1/2014

DEREE- The American College of Greece Liberal Education Program – Draft Proposal

Core Courses	Credits
WP 1010 Academic Writing * (WP designated course)	3
WP 1111 Academic Writing * (WP designated course)	3
WP 1212 Academic Writing (WP designated course) or equivalent writing course in the curriculum *	3
<i>* At least one academic writing course should address learning outcomes in Competency # 1 that relate to research skills.</i>	
Mathematics (basic statistics or college algebra) **	3
<i>** May be fulfilled through appropriate academic evaluation.</i>	
Public speaking or professional communication or	

equivalent course in communication	3
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Introduction to information systems or equivalent computer literacy course ***	3
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*** *May be fulfilled through appropriate academic evaluation.*

One course in ethics	3
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Liberal Education Electives

LE designated course in Natural Science with a lab	4
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LE designated courses in the Social Sciences	6
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LE designated courses in Humanities	6
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LE designated course in Fine and Performing Arts	3
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LE designated course in Integrative Learning	3
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TOTAL	43
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"It is noted that all votes on this document are based on the notion that this is a working draft that will go to the departments and the faculty for comments and discussion."