GRADUATE CATALOG

2021-2022

Deree

School of Graduate and Professional Education

THE AMERICAN COLLEGE OF GREECE

Pierce
Deree
Alba

1875

Deree – The American College of Greece is accredited by
The New England Commission of Higher Education

The Graduate School is accredited by The New England Commission of Higher Education
as a constituent division of ACG.

Deree – The American College of Greece is a member of the following academic organizations:

AACSB International -The Association to Advance Collegiate
Schools of Business
The American Association of Collegiate Registrars and Admissions Officers
The American Conference of Academic Deans
AMICAL - The American International Consortium of Academic Libraries
ALA - The American Library Association
The American National Academic Advising Association
The Association of American International Colleges and Universities
The Association of Governing Boards of Universities and Colleges
The European Council of International Schools
EFMD -The European Foundation for Management Development
EFQM -The European Foundation for Quality Management
NAACO – North American Association of Commencement Officers
The Near East / South Asia Council of Overseas Schools
Council for Advancement and Support of Education
Council of Independent Colleges
Institute of International Education
UACES - University Association for Contemporary European Studies

The College is an associate member of the following academic organization:

EUCEN - European Universities Continuing Education Network

The College is an affiliate member of

UCEA - University Continuing Education Network

The American College of Greece

Founded in 1875

International in origin and outlook, Deree College of the American College of Greece offers a distinctive academic ethos rooted in American higher education best practices and integrating American, Greek and European cultures. The College is committed to extending educational opportunities to qualified students of diverse backgrounds and to active, mutually supportive interaction with its alumni. Deree faculty, dedicated to teaching, scholarship and service, cultivate a rich intellectual campus environment, serve numerous external constituencies and contribute to their professional disciplines. Through undergraduate and graduate curricula in the liberal arts and sciences, business and selected professions, as well as through its co-curricular programs, the College enables students:

- to define and pursue their educational and professional goals,
- to develop as critical and creative thinkers and socially aware individuals, and
- to prepare for lives of reflection as well as responsible civic engagement in a complex, global world.

College Mission Statement

Approved by the Board of Trustees

June 2009

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DEREE - THE AMERICAN COLLEGE OF GREECE

Deree – The American College of Greece is the oldest and largest independent, American-sponsored school in Europe. Founded in Smyrna, Asia Minor by American Christian missionaries as a primary and secondary school for girls, Deree expanded into higher education in 1885. Events there forced it to close in 1922, and the College reopened in Athens in 1923 at the invitation of Eleftherios Venizelos, the internationally renowned statesman. In 1936 the school was named Orlinda Childs Pierce College in memory of the wife of a benevolent supporter.

During the 1960s, there were significant changes at the College. Pierce College was incorporated in the State of Colorado in 1961. In 1963, the secondary school division of Pierce College was recognized by the Greek government as the equivalent of a national public high school. In 1965, the College permanently moved to a sixty-acre site in Aghia Paraskevi, a northeastern suburb of Athens. The first baccalaureate degrees were awarded in 1969. The undergraduate division was renamed Deree in 1973 in honor of a generous benefactor from Chicago, William S. Deree (born Derehanis in the village of Ambelionas in the prefecture of Messenia in the Peloponnese).

Deree is an American-sponsored, independent, coeducational, nonsectarian, and nonprofit educational institution accredited in the United States. Over one hundred and twenty-five years of dedicated service have forged a school larger and more diverse than its founders could have envisioned. Over 33,000 alumni reside in 40 countries and are prominent in business, the arts, and the professions.

Deree College has two campuses, the Aghia Paraskevi campus and the Downtown campus. The Aghia Paraskevi campus, situated on the western slopes of Mt. Hymettus, some ten kilometers from the center of Athens, offers a magnificent view of the surrounding countryside. The renowned architect Constantine Doxiades designed its original buildings. Housed in a five-story facility (constructed in 1993) in Ambelokipi near the city's business center, the Downtown campus was established in 1971 to broaden the College's educational commitment to both business education and the professional community in Greece.

Established in 2003, the School of Graduate & Professional Education is the latest educational division of Deree – The American College of Greece. Located on the Aghia Paraskevi campus, the School of Graduate & Professional Education, at present, offers a Master of Arts (MA) in Strategic Communication and Public Relations, a Master of Arts (MA) in Digital Communication and Social Media, a Master of Arts (MA) in Advertising Communications, a Master of Science (MS) in Counseling Psychology and Psychotherapy a Master of Arts (MA) in Applied Educational Psychology and a Master of Science (MS) in Organizational Psychology. Two Graduate Diplomas and two Certificates are offered in the areas of Public Relations/Digital and Social Media, Computer Science and Psychology.

The educational system of Deree is based upon that of American institutions of higher learning. The degrees granted by ACG do not correspond to those granted by Greek educational institutions and are not recognized by Greek authorities as the equivalent of Greek public university degrees. Nonetheless, degrees granted by ACG are internationally recognized as the equivalent of corresponding degrees granted by colleges and universities accredited in the United States.

Male students of Greek citizenship are not eligible for military deferment on the basis of their enrollment at ACG.

It should be understood that, since the status of private education in Greece is defined by Greek laws and regulations that may be modified at any time by the competent authorities, Deree – The American College of Greece cannot guarantee that its educational status in Greece will remain unchanged. However, while faithfully observing all relevant Greek laws and regulations, Deree can confidently assert that it will always strive to provide its students with a quality education of a standard equivalent to that of the most prestigious colleges and universities in the United States by virtue of Deree's accreditation by The New England Commission of Higher Education.

Non-discrimination policy

Deree – The American College of Greece is an equal opportunity educational institution, whereby qualified individuals are not discriminated against on grounds of age, gender, race, nationality, ethnicity, faith, disability, marital status, or sexual orientation. This non- discrimination policy applies to all educational policies and programs. ACG strives to eliminate unfair bias and stereotyping in the workplace.

GRADUATE ACADEMIC CALENDAR 2021-22

Graduate Degrees (MA & MS) / Diplomas / Certificate in Computer Science

FALL TERM 2021-22

Online Registration for Continuing students	August 30 (M) - September 16 (Th)
Orientation / Mandatory	September 16 (Th), 18:00
First Day of Classes	September 20 (M)
Late Registration	September 20 (M) / 09:00–16:00 - ONLINE
Change of Courses	September 27 (M) / 09:00–16:00
Withdrawal with 100% Refund	September 27 (M)
Withdrawal with 50% Refund	October 8 (F)
Submission Deadline for MS in Counseling Psychology & Psychotherapy students registered in THESIS in the Winter term 2021	October 8 (F)
Submission Deadline for all MA degrees & MS in Data Science students registered in THESIS in the Spring term 2021	October 15 (F)
* Greek National Holiday	October 28 (Th) / Make up classes, October 29 (F)
Final deadline for Withdrawal - No Refund	November 5 (F)
* Politechnio School Holiday	November 17 (W) / Make up classes, November 19 (F)
* Thanksgiving Holiday	November 26 (F)
Last Day of Classes	December 11 (Sat)
Final Examinations	December 13 (M), 14 (Tu), 15 (W), 16 (Th), 18 (Sat)

WINTER TERM 2021-22

Online Registration for Continuing students	December 13 (M) – January 5 (W)
Orientation / Mandatory	January 7 (F)
First Day of Classes	January 10 (M)
Late Registration	January 10 (M) / 09:00–16:00 - ONLINE
Submission Deadline for MS in Counseling Psychology & Psychotherapy students registered in THESIS in the Spring term 2021	January 14 (F)
Change of Courses	January 17 (M) / 09:00–16:00
Withdrawal with 100% Refund	January 17 (M)
Removal of Fall Term Incompletes	January 18 (T)
Withdrawal with 50% Refund	January 28 (F)
Final deadline for Withdrawal - No Refund	February 25 (F)
* Ash Monday Holiday	March 7 (M) / Make up classes, March 11 (F)
Submission Deadline for all MA degrees & MS in Data Science students registered in THESIS in the Fall term 2021	March 18 (F)
* Greek National Holiday	March 25 (F)
Last Day of Classes	April 2 (Sat)
Final Examinations	April 4 (M), 5 (T), 6 (W), 7 (Th), 9 (Sat)
* Easter Recess	April 17 (Sun) - May 1 (Sun)

SPRING TERM 2021-22

Online Registration for Continuing students	April 4 (M) - April 28 (Th)
Orientation / Mandatory	April 29 (F)
* Labor Day Holiday	May 1 (Sun)

IMPORTANT NOTE: If, following the Government's instructions, the Sunday, May 1, Labor Day Holiday moves to Monday, May 2, all Monday, May 2 classes will hold their first session on Friday, May 6

First Day of Classes	May 3 (Tu)
Late Registration	May 3 (Tu) / 09:00 – 16:00 - ONLINE
Change of Courses	May 9 (M) / 09:00 –16:00
Withdrawal with 100% Refund	May 9 (M)
Removal of Winter Term Incompletes	May 9 (M)
Withdrawal with 50% Refund	May 20 (F)
* Feast of the Holy Spirit - Holiday	June 13 (M) / Make up classes, June 17 (F)
Final deadline for Withdrawal - No Refund	June 17 (F)
Submission Deadline for MS in Counseling Psychology & Psychotherapy students registered in THESIS in the Fall term 2021	June 17 (F)
Commencement	June 25 (Sa)
* American Independence Day Holiday	July 4 (M) / Make up classes, July 8 (F)
Submission Deadline for all MA degrees & MS in Data Science students registered in THESIS in the Winter term 2022	July 8 (F)
Last Day Of Classes	July 23 (Sat)
Final Examinations	July 25 (M), 27 (W), 28 (Th), 29 (F), 30 (Sat)

IMPORTANT NOTE: Tuesday, July 26 final exams will be held on Friday, July 29

* Holiday	July 26 (Tu)
Removal of Spring Term Incompletes	August 30 (T)
Submission Deadline for MS in Counseling Psychology & Psychotherapy students registered in THESIS in the Winter term 2022	October 7 (F)
Submission Deadline for all MA degrees & MS in Data Science students registered in THESIS in the Spring term 2022	October 27 (Th)
Submission Deadline for MS in Counseling Psychology & Psychotherapy students registered in THESIS in the Spring term 2022	January 27 (F), 2023

** Holidays are subject to modification according to the rules established by the Greek authorities.*

Application for Admission

All applicants for admission should note the following:

- All applicants for admission should note that applications are accepted throughout the year. However, prospective students can enter their degree program of choice in one of the following terms:

DEGREES, DIPLOMAS & CERTIFICATES

FALL 2020-21
Early Registration Deadline: August 20, 2020
Application Deadline: September 17, 2020
Registration: August 31-September 21, 2020
Orientation: September 17, 2020
First Day of Classes: September 21, 2020

WINTER 2020-21
Early Registration Deadline: December 20, 2020
Application Deadline: January 6, 2021
Registration: December 14, 2020 - January 7, 2021
Orientation: January 6, 2021
First Day of Classes: January 7, 2021

SPRING 2020-21
Early Registration Deadline: March 15, 2021
Application Deadline: April 12, 2021
Registration: March 31 - April 13, 2021
Orientation: April 12, 2021
First Day of Classes: April 13, 2021

- Candidates may apply for admission online at : http://www.campusweb.acg.edu/ICS/Admissions

Applications and supporting material for admission are evaluated by the Graduate Program Coordinators.The Graduate Studies Committee is the governing body responsible for all policies and decisions regarding graduate admissions.

All applications and supporting materials are retained by the Office of Admissions ; All materials are kept on file, under conditions of security and strict confidence, and in accordance with the provisions of Regulation (EC) 2016/679 of the European Parliament and of the Council ("General Data Protection Regulation") and the Greek legislation on the protection of personal data (Law 4624/2019), as in effect from time to time (the "Personal Data Legislation") . If the admitted applicant is not registered they remain active for one year before they are destroyed. Applicants can exercise the rights provided by the Personal Data Legislation, subject to the terms and conditions thereof, and in particular the following: right of access, rectification, restriction of processing, objection, erasure, as well as the right to data portability. If the data subjects have any queries in relation to the protection of their personal data or wish to exercise their legal rights in relation thereto, they can contact the Data Protection Officer of the American College of Greece by using the following contact details: dpo@acg.edu

Please note that if any of the documents submitted with the application are not in English or Greek, they must be accompanied by certified English or Greek translations. Be sure that your application contains both the original documents and certified translations, or legally certified copies of such documents.

The following are required of all Graduate School applicants:

1. Completed application form (including personal statement)
2. Two recommendation letters (at least one from an academic source and one from an employer)
3 Official college or university transcript of undergraduate degree studies from an accredited institution
4. Official college or university transcript of graduate degree studies from an accredited institution (if applicable)
5. Evidence of proficiency in English
6. A certified copy of an identification card for Greek citizens or of a valid passport for non-Greeks
7. CV (in English or Greek)

Candidates are also required to attend an interview with the respective Graduate Program Coordinator.

The Graduate Program Coordinators will review an application upon submission of all required documentation to the Office of Admissions.

There is no application fee.

Transfer applicants should refer to the section entitled "Transfer Students". Non-degree applicants should refer to the section entitled "Degree and Non-Degree Students".

Basic Entry Requirements

The minimum graduate admission requirements are:

i. A bachelor's degree or recognized equivalent from an accredited institution;
ii. At minimum, a cumulative grade point average equivalent to at least 3.0 on a 4.0 scale (B grade) in all prior undergraduate and graduate level work.

Evidence of Proficiency in English

All candidates must provide evidence of proficiency in the English language by submitting one of the following:

1. TOEFL
2. Cambridge, Michigan Proficiency Certificate or Michigan State University Proficiency Certificate
3. International English Language Testing System (academic) (IELTS)

Note: Deree College graduates and graduates from other accredited English language institutions are not required to submit evidence of Proficiency in the English language.

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 and IELTS scores are valid for two years.

Letters of Recommendation

Each applicant for admission must submit two letters of recommendation. At least one of the references must be from an academic source. A letter from a family member or a friend is not admissible.

Conditional Admission

Applicants who do not meet the minimum criteria may be admitted to the program on conditional status if the Graduate Program Coordinators perceive other strengths in their application (e.g., strong research or relevant work experience, or other outstanding achievements during the applicants' undergraduate experience). In such cases, applicants will be expected to complete the requirements of the conditional admission within a specified period of time. Failure to complete these requirements will result in notification of dismissal by the Dean of the Graduate School. Students who have potential but lack the necessary prerequisites may be offered conditional admission and will be required to successfully complete preparatory courses, prior to being fully admitted.

Interview

Once a complete application package has been submitted, the Office of Admissions will contact the applicant to arrange an interview with the respective Graduate Program Coordinator.

ADMISSION TO THE GRADUATE SCHOOL

Student Visas

In accordance with Greek law, citizens of countries that are not members of the European Union or party to the Schengen Agreement, but who wish to study in Greece, must obtain a student visa or residence permit before enrolling at the College. Please note that international applicants will not be able to enroll as students at the Graduate School until they have a valid student visa or residence permit. The Office of Admissions can provide information and paperwork for the issuance of the student visa upon request. Applicants for admission are advised to verify the specific requirements for nationals of their country through the local Greek consular authorities. After obtaining the student visa, applicants must acquire a residence permit in order to reside in Greece. Acquiring the proper documentation to reside in Greece is the responsibility of the applicant.

Permanent Records

The Office of Admissions creates files for students at the point that they apply for admission to Deree. In the course of the students' studies, their files are updated with documents and official records indicating students' status at any given time in their academic careers. As long as the student is enrolled at Deree - ACG, the file remains in the Registrar's active records. Following graduation, these files are kept in storage for one year after completion of their studies. The files are kept in accordance with the provisions of the applicable legislation on personal data, namely today the Regulation (EU) 2016/679 of the European Parliament and of the Council ("General Data Protection Regulation") as well as the applicable Greek Legislation regarding the protection of personal data, as in effect from time to time. Inactive files will be kept in storage for a period of five years.

Transfer Students

Applicants who have started their graduate studies elsewhere and intend to become candidates for a degree at the Graduate School are required to submit the following:

1. Completed application form (including personal statement)
2. Two recommendation letters (at least one from an academic source and one from an employer)
3. Official college or university transcript of undergraduate degree studies from an accredited institution
4. Official college of university transcript of graduate degree studies from an accredited institution
5. Evidence of proficiency in English
   Non-native speakers of English who do not have an undergraduate degree from an English-speaking institution must meet the English-language admissions requirement.
6. A certified copy of the identification card for Greek citizens or of a valid passport for non-Greeks
7. CV (in English or Greek)

Candidates will also be required to attend an interview with the respective Graduate Program Coordinator. The Graduate Program Coordinators will review an application upon submission of all required documentation to the Office of Admissions.

There is no application fee.

The cumulative index (CI) of the prospective transfer student's grades must be at least 3.00 (or its equivalent).

Credit may be given for courses taken in the graduate program of an accredited institution with standards acceptable to the Graduate School of Deree – The American College of Greece, provided the courses correspond to equivalent courses at the Graduate School and have been earned with a grade of 3.00 (or its equivalent) or better.

No grades are assigned to courses accepted for transfer and those courses do not affect the student's cumulative index (CI) at the College.

The College does not accept any courses taken elsewhere after the student's first admission to the Graduate School. Students may petition the Graduate Studies Committee one term in advance for an exception to this policy.

Students may not transfer more than 30% of the credits required for a graduate degree, including students transferring from Graduate Diplomas to Master's degrees.

Degree and Non-Degree Students

A student's status is determined on the basis of eligibility for, or intention to pursue, a degree at the Graduate School. A degree seeking student is one who is working toward a degree. A non degree student is one who is not working toward a degree at the Graduate School.

Non-degree students must follow the same admissions procedures as degree students. Should a non-degree student subsequently decide to pursue a degree at the Graduate School, they must petition the Graduate Studies Committee.

Please note that a student may change status from non-degree to degree or vice versa only once. Non-degree students who become degree students must follow the degree programs in effect at the time they become degree students.

Non-degree students must follow all College academic regulations, including prerequisites.

Registration, Fees and Financial Obligations

Registration

All students are required to register at the beginning of each term. The days on which students may register will be announced by the Registrar's Office.

Students who fail to register on the appointed registration dates will be charged a late registration fee.

Only those who have registered shall have the rights, privileges and access to services of students and members of Deree – The American College of Greece.

At the time of registration students are required to provide full and accurate information concerning all required personal and academic details in accordance with procedures prescribed by the Academic Registrar.

Students must comply with all subsequent requests from College staff for proof of any changes to required personal details. Students failing to do this or who can be shown to have provided false or misleading information as part of an application or subsequent registration will be dealt with under the Hearing and Disciplinary Procedures for Students.

Fees

Fees are specified and announced at the beginning of each academic year. Tuition is charged for all courses, whether taken for credit or non-credit. The College reserves the right to adjust tuition and other fees as the need arises. No such changes will apply to a term in progress, and every effort will be made to maintain the same fees throughout any given academic year.

A non refundable registration fee also applies.

Payment Procedure

Tuition payment for each term is payable in two or three installments. The first payment (deposit) has to be made by the date specified with the Letter of Acceptance. The balance should be settled in one (short terms) or two (long terms) installments, in accordance with the instructions given for each registration period.

Academic Consequences of Unpaid Fees

No Degree, Certificate or other academic award will be granted to any student with an unpaid balance, unless the Graduate Studies Committee considers that there are exceptional circumstances which justify such grant.

Students with an unpaid balance at the close of a term will normally not be issued official records of any kind and will not be permitted to register again until their account is settled.

Refund Policy
Fees are refundable to students who officially withdraw from courses for whatever reason on the following prorated schedule:

Withdrawal within the first week of classes results in 100% refund of tuition.
Withdrawal during the second and third week of classes results in 50% refund of tuition.
Withdrawal thereafter results in no refund.

The College reserves the right to alter academic programs, policies and procedures, campus regulations and tuition and fees throughout the year, as the need arises. Students should consult the ACG web site for the most up to date academic catalog version.

Penalties

It is the responsibility of the student to see that all outstanding obligations to the College are met by the required deadlines.
Outstanding obligations to the Business Office must be cleared in order to obtain grades, transcripts, diplomas, or other official papers.
No student will be allowed to register or graduate if he or she has payments overdue to the Business Office

Financial Assistance

Merit Scholarships

Deree – The American College of Greece aims to attract the highest quality graduate applicants regardless of their ability to finance their education. For this reason, Deree offers scholarships, covering a portion of the cost of tuition, to applicants who have demonstrated exceptional academic performance in their past studies.

The following scholarships are offered to new incoming graduate students as of the academic year 2013-14.

All candidates with an undergraduate degree GPA over 3.5 are entitled to receive a Merit Scholarship:

U.S.	Greek AEI	Scholarship (% of Tuition)	Award
3.90+	8.30+	40%	Presidential Scholar
3.75-3.89	7,98 - 8,28	30%	Dean's Scholar
3.65-3.74	7,77 -7,96	20%	Honor Award
3.50-3.64	7,45 - 7,74	15%	Achievement Award

Graduate applicants from the UK who have a GPA of 2:1(upper 2nd class) and above, typically qualify for a scholarship, however, the percentage will be determined based on the candidate's transcripts and university.

ADMISSION TO THE GRADUATE SCHOOL

All students receiving a scholarship are expected to maintain a cumulative index (CI) of at least 3.0. If a scholarship recipient's CI drops below 3.0 at the end of a term, the scholarship is discontinued until the student's CI reaches 3.0 or above. In that case the student has the obligation to pay the tuition amount corresponding to that period.

Grants

College grants provide tuition reduction (from 10% to 100%) to students in need of financial assistance. Grants are awarded for one full academic year, unless otherwise specified, with the possibility of renewal.
In order to be considered, the applicant must:

- Be a currently enrolled student with a College Cumulative Index (CI) of 3.00 or better.
- Register for a minimum of 6 credits per semester.
- Demonstrate financial need.

To continue receiving the award, the recipient must maintain a College Cumulative Index (CI) of 3.00 throughout the period of receiving the grant. Grants are available to students who do not receive any other form of financial assistance from ACG.

US Title IV Federal Direct Loans

ACG participates in the U.S. Title IV Loan Program for Federal Direct Subsidized/ Unsubsidized Loans. If you are a United States citizen, or an eligible non-citizen, enrolled in an approved graduate program at The American College of Greece you may be eligible to borrow U.S. Federal Direct Loans.
All graduate programs are eligible for Title IV federal aid with the exception of the MA in TESOL and all graduate certificate and diploma programs which are ineligible.

Office of the Registrar

The Office of the Registrar is principally responsible for all aspects of the registration process, including the preparation of schedule material, demographic updates, registration, scheduling, and processing of student grades. Such information is available on the College website.
Students become officially registered through the WEB. During designated dates and times, stipulated by the Registrar's Office, students may use their College ID and pin number to log on to the WEB Registration system and register. Students without Internet access off campus may use the campus computers.
Students may register late only during the late registration period as stipulated for each term by the Registrar's Office.

Student Success Center

The Student Success Center supports students by offering comprehensive, integrated services in the areas of registration, student records, and payments in a one-stop area. The SSC is committed to providing students with consistent, highquality service, both in person and through technology.

Students may visit the SSC to pay a bill, request a certificate, obtain a form, drop a course, submit graduation forms, arrange to bring a visitor on campus, obtain a transcript, view housing listings, place an ad, obtain or replace their student ID, receive assistance to activate their acg.edu and Blackboard account.

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" section of the ACG homepage (www.acg.edu) and it allows students to print forms or view the academic calendar, academic policies, and graduation instructions. From the SSC web page, students can log on to the Campus Web, where they can print their personal course schedule and their unofficial transcript, Acgmail, and Blackboard.

GRADUATE STUDENT SERVICES AND FACILITIES

Student Academic Support Services (SASS)

Student Academic Services (SASS) is an academic service vital to the educational experience of Deree students. Through one-to-one and group workshop-style sessions, SAS learning facilitators support skills development of Deree student across all schools. Through a learner-centered, non-instructional approach, facilitators promote individual development and respond to the needs of each student.

The Validation Office

The Validation Office (Deree-OU) is responsible for all logistics regarding validation of Deree College academic programs and modules by The Open University, UK. Also, it functions as the liaison between The Open University, the External Examiners, and Deree Academic Departments, Academic Council, Registrar's Office, Academic Advising, Curriculum Committee, Committee on Academic Standards and Policies (CASP), Program Committees.
The Executive Director of the Validation Office in his role as a member of the Academic Council ensures that all policies, processes, and procedures pertaining to validation are followed. Moreover, the Executive Director of the Validation Office acts as the first contact person for students wishing to transfer credits from U.S. regionally accredited Colleges/Universities, UK Universities or from other accredited institutions of higher education in Greece and abroad or request an evaluation of their prior learning (transfer credit).
At Admissions level, the Executive Director checks the academic credentials of prospective international incoming or prospective transfer students. Deree students must visit the Validation Office ahead of time when they plan to study for a semester/year abroad and transfer the earned credits back to Deree College.

Services for the Physically Challenged

Services, such as access to parking for the physically challenged, are available to students to assist them while on campus. Please contact the Student Success Center for further information.

The Office of Student Affairs

The Office of the Dean of Students is dedicated to promoting student development and to continually improving the quality of student life. Through programs, services, and activities, the office attempts to assist students in active learning, to help them develop values and ethical standards, and to forge partnerships to advance the learning experience.

Learning Support Services / The Educational Psychologist

The Educational Psychologist is the head of Learning Support Services at Deree-The American College of Greece and helps students who are experiencing problems within the educational setting with the aim of enhancing their learning. Challenges may include learning difficulties and / or other disabilities or other issues that may affect their learning. The Educational Psychologist offers psycho-educational assessments, proposes and coordinates classroom interventions, and referral to other professionals. All services are provided confidentially and free of charge. We encourage students to consult The Educational Psychologist about an educational matter that may concern them.

Financial Assistance and Planning Office

In order to assure the continuing quality of our academic programs as well as access for students and their families to these programs, the College, through the Office of Financial Assistance and Planning, is committed to supporting students who demonstrate financial need and academic promise.
The Financial Assistance Program at Deree provides several types of financial aid based on need and/or academic achievement.
The fundamental philosophy of our Financial Assistance Program is that lack of funds should never prevent academically qualified students from receiving a quality education. Funding for financial assistance comes from the College's own resources and from generous contributions by donors.
Financing a college education can be a daunting prospect, and the College is committed to helping students and their families understand the available financial aid programs and assist in finding ways to meet college expenses.
For detailed information relating to grants, scholarships and other forms of financial assistance please consult the Financial Assistance section of the College's website.

Office of Career Services

Deree graduate students benefit from the ALBA Graduate Business School career workshops and events as well as from the Deree Office of Career Services, which has placed thousands of Deree graduates since 1976. Graduates of the Psychology degrees can also opt for placement in internships within our network of collaborating organizations which includes schools, educational organizations, centers offering comprehensive services to children diagnosed with LD/DD or collaborating organizations in the field of counseling.

The Library

John S. Bailey Library, named in honor of the College's sixth president, provides extensive print, electronic, and audio-visual resources in support of the College's academic programs. The attractive, quiet and modern environment offers an ideal setting for students to study, conduct research, connect with peers, or read for pleasure.

Available resources include:

118.000 books
420.000 e-books
over 14 million academic articles
2.5 million digital images
550 educational DVDs
780 music CDs

The electronic library (library.acg.edu) provides access to full text articles, abstracts, financial and statistical data, business reports, company and industry profiles, market analyses, balance sheets, as well as electronic encyclopedias and dictionaries. Most electronic resources are also available remotely.
Specialized personnel provide individual research assistance and offer information literacy skills workshops and training sessions on the use of the library, the library Discovery system and the online resources and tools.
The library offers document delivery services through partner libraries around the world. Pay-per-article and document delivery services are also available from a variety of document suppliers and international publishers.
An array of media services is also available to students and faculty. The Media Center houses the library's audio-visual and multimedia collections and provides equipment for viewing and listening. Furthermore, the Media Center offers assistance to students and faculty in integrating the latest audiovisual technologies into their research.
The library houses 30 computer stations, an open space of study and research, individual and group study rooms, individual study carrels, comfortable seating areas, as well as the Library Café, where library patrons may relax over a cup of coffee. A wireless network allows users to access all online resources from their laptops, tablets, or hand-held devices. Printing, scanning, and photocopying facilities are also available.

Information Technology Services

Information technology is integral to all aspects of academic life at The American College of Greece, including teaching and learning, research & creative endeavors, outreach, administration, and student life. The systems and services impact virtually every aspect of campus life and are central to the academic enterprise as well as administrative processes. As the provider of technology and technology services at The American College of Greece, the Information Resources Management (IRM) department is committed to technology innovation consistent with the College's strategic plan.

Served by IRM, the ACG community includes, faculty, staff, students, alumni, parents, and all other individuals and organizations that interact with the College.

More specifically, the following IT services are provided:

- Computer Labs: the ACG community benefits from various state-of-the-art student computer labs spread throughout the campus, numbering more than 250 stations.

- Specialized Labs: a specialized IT Networking Lab, equipped with CISCO equipment is available for networking specialization students or specialized course offerings for the community.
- Enhanced classrooms: all classrooms at ACG are technology enabled. Most are equipped with a projector, screen, sound system and computer.
- Instructional Tools: the Academic Computing division of IRM offers support for a range of instructional tools including Blackboard, the College's adopted Learning Management System.
- Classroom and Meeting support: IRM Media Centers provides technology support for all classroom and most college sponsored academic functions. The Media Centers maintain and operate all video conferencing facilities on the ACG campus and provides web conferencing support.
- Administrative support: administrative computing and network services at ACG are provided by the Administrative Computing division of IRM, which ensures safe and secure access to enterprise systems and the campus network.

Professional Education

Certificates of Professional Education build upon or extend previous experience and education. Their modules enable participants to increase their effectiveness in their present employment, enhance their promotion prospects, update their current skills or provide additional skills and knowledge that can equip them for career changes.

Professional Education seminars fall under the areas of:

- Digital & Social Media with KnowCrunch
- Business English
- Communication
- Teacher Training
- Information Technology

More information regarding the programs of Professional Education can be obtained from: https://www.acg.edu/graduate/professional-education or professional@acg.edu
Tel: 210 600 9800 ext. 1332

The ACG Office of Development and Alumni Relations

Core mission of The American College of Greece is to contribute to the advancement of Greece and the global community through teaching, scholarship, outreach and service rooted in the American educational tradition. The achievement of this mission is not possible without the support of alumni and friends of the College who join us in the belief that high achieving students should have the opportunity to attain a quality education in Greece. At The American College of Greece (ACG) we consider the network of 52,000 Pierce, Deree and ALBA alumni a propulsion engine that will empower the institution to achieve academic innovation and excellence in the future. ACG alumni occupy leadership positions in more than 1,600 companies and organizations worldwide and constitute a vibrant and proud alumni body that

promotes the ACG brand by supporting each other and ACG intellectually and financially. Finally, Pierce, Deree and ALBA alumni and their families are entitled to a select number of services and offerings without a fee, for life. For this reason, it is essential that your contact information is accurate and current.

In an effort to maintain accurate alumni records please update your data and especially the email account you are checking on a daily basis at the following link: http://www.acg.edu/alumni/stay-connected/update-your-details-form

Athletic Program

The athletic program is a diversified approach to exercise designed to meet all the physical activity needs of the College community. Intercollegiate athletics (held at the local, national and international levels), intramural sports, physical education (credit and non-credit) and outdoor recreation offer the student a choice of programs and provide opportunities for the development of sports participation, fitness and healthcare.
The Intramural Sports program offers a variety of team and individual sports competition between members of the College community. Tournaments last from one day to one semester and emphasize the fun aspect of sports.
Intercollegiate Athletics teams offer opportunities to students to compete in Basketball (men and women), Soccer (men and women), Volleyball (women), Water Polo (men), Rugby (men), Swimming (men and women), Tennis (men and women), and Cheerleading, with the College representative teams against other teams, Colleges and Universities in Greece and abroad.
Group Fitness classes (credit and non-credit) give students the opportunity to learn basic and intermediate skills in a variety of lifetime activities: aqua aerobics, pilates, yoga, zumba, total fitness, circuit training, ABS & legs, body sculpt, TRX.
The Outdoor recreation program offers opportunities for hiking and camping, climbing outdoors, rafting, mountain biking, paintball, skiing and other alternative athletic activities. It offers students, staff and faculty opportunities to meet Greece's majestic nature and appreciate a natural and simpler way of life.
Special events include a Relay Marathon, an International Sports Festival and participation at an International tournament abroad.

The Graduate Student Association

With strong commitment, responsibility and hard work, the Graduate Student Association (GSA) represents democratically the Graduate Student Body and its mission is to be the bridge of communication between the Graduate Students and the administration, faculty and staff of the School of Graduate and Professional Education of Deree – The American College of Greece. GSA honors and supports the values of equality, diversity and meritocracy, recognizing that the Graduate Student Body is a rich mixture of different cultures. Its duties lie on promoting unity and cooperation among the Graduate Student Body, defending the general student welfare, by respecting the valid policies and regulations, encouraging participation in activities that enhance students' growth, and organizing high-quality social and professional developmental events that provide students with the opportunity to network, get involved with the community and develop professional skills.

The Aghia Paraskevi Campus

The American College of Greece's main campus is located in Aghia Paraskevi, an eastern suburb of Athens. The campus contains the following buildings and facilities: The Deree main building, the Communication building, the Center for the Arts building, the Library, the Athletic Complex, the College Chapel, the Open Air Theatre, and Residence buildings. In addition, the campus houses PIERCE, ACG's high school.

The Athletic Complex

Deree – The American College of Greece has an athletic complex of international scope and quality. The two-level gymnasium has 3,100 square meters of floor space. This multi-purposed facility includes two cross-courts and a game court, two dance/exercise studios, a fully equipped Fitness Center with advanced exercise aerobic machines and over 1800 kilos of free weights, one climbing wall, and a sports lounge. A heated, Olympic size swimming pool offering breathtaking views of Hymettos mountain and the city of Athens. Adjacent to the pool is a 400-meter synthetic track and an Edel Grass surfaced soccer field. Four lighted tennis courts complete our athletic facility set-up.

The Black-Box Theatre

The studio theatre is the simplest form of theater space, its interior consisting merely of four walls covered with black velour. Stage settings are spartan, with only a few scenic pieces and props highlighted by ceiling lights against the black velour surround.

The Center for the Arts

The Center for the Arts, a 1,900-square-meter three-story building, includes gallery space for exhibitions, classrooms specially designed for the teaching of painting and sculpture, rooms for music performance practice, a state-of the-art computer lab, a Starbucks coffee shop and an atrium for outdoor displays and events.

The College Chapel

A Byzantine-style chapel, on a slope overlooking the Aghia Paraskevi campus, serves the College community on occasions such as christenings and weddings. Students may also visit the chapel for meditation and quiet reflection.

ACG Health and Wellness Center

The ACG Health and Wellness Center provides accessible high quality first aid, advice, referral to specialists, wellness coaching and educational programming to meet the needs of all members of the College Community. It supports and encourages students, staff and faculty members to realize their optimal physical, emotional, social and intellectual goals through health promotion and disease prevention programs and services. It is the aim of these innovative services to assist the College Community in cultivating their own healthy lifestyles that will follow them throughout the course of their college experience and beyond.

Services offered include:

- Nurses are available Monday-Friday from 8:00-22:00 and are also available on skype.
- The Wellness Coordinator is available for individual and group consultations as well as workshops on topics such as, setting exercise goals, understand eating patterns, healthy food choices, addressing addictive habits such as smoking and excessive cell phone use, causes of stress and healthy ways to relieve it.
- The ACG Health & Wellness Center also researches developments in the areas of health, wellness & spirituality, fitness, and nutrition and shares this with the ACG Community through The Know the Facts series of brochures, announcements and posts on blackboard, the ACG website, social media and educational displays.

The ACG Counseling Center

The Counseling Center of The American College of Greece offers a broad range of psychological services available to currently enrolled Deree students. Our services are designed to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transitions of university life as

well as help faculty and staff function more effectively in their work with students. The services rendered include assessment of various psychological and interpersonal difficulties and interventions in order to help students deal with those difficulties. Services are provided by graduate psychology students in practicum, under the supervision of clinical psychology faculty. Problems typically presented by students include, but are not limited to, the following: emotional problems such as depression, anxiety and intense fears; social problems, such as difficulties with peer interactions, aggression and social withdrawal; problems within the family of students, such as lack of effective communication; psychophysiological problems, such as migraines, headaches or psychosomatic symptoms; educational problems, such as learning difficulties; self-control problems such as eating disorders and smoking.

The Counseling Center is located at the ground floor of the Communications building, Room 0104, counseling@acg.edu.

The Irene Bailey Open-Air Theatre

The Irene Bailey Open-Air Theatre, designed to resemble ancient Greek theaters and with a view of the Attica basin, is used for theatrical performances by students as well as for other College community events.

Cafeteria centers

Food & Beverage units within the Aghia Paraskevi campus are located in three different locations.

- At the corridor of the main Deree building.
- At the 1st floor of the Arts building with indoor seating and outdoor deck.
- At the 1st level of the Communications building.

The Student Lounge

The Student Lounge, located in the Deree main building, is a comfortably furnished, non-smoking lounge, where students can relax, watch TV, listen to music or play board games while enjoying a cup of coffee.

Parking

Graduate Students may use the parking facilities in accordance with the guidelines below:

- use of parking facilities after 16:00pm and until 22:00pm
- no parking allowed Sundays / Public Holidays
- use of parking facilities only for campus related activities
- entrance subject to ultimate discretion of ACG Security Guards
- maximum allowed speed on campus grounds is 20 km/h
- no access allowed beyond designated parking area /parking not allowed at the Communications building

Please note that any infraction with the above guidelines will result in revoking the parking privileges. Furthermore, ACG reserves the right to cancel parking privileges at any time.

Books

Deree students will find the required course textbook list on the College website in advance of each term. This practice aims to make the book acquisition process more efficient and less expensive for students.
Students are free to choose how they will purchase their textbooks and are expected to acquire them prior to the start of classes.

Academic Standing

The responsibility for meeting the degree requirements rests with the candidate. In order to be awarded a graduate degree a student must:

- complete all course requirements of the program.
- complete all course requirements within the time frame specified by each individual program.
- earn a minimum cumulative index (CI) of "B" (3.00).

Course Credit

To receive credit for a course, participants must fulfill and comply with all academic requirements as outlined in the syllabus and by the instructor of the course. This includes, but is not limited to, the submission of assignments by the date announced, taking all tests and/or examinations and generally complying with all assessment requirements of the course.

The School of Graduate and Professional Education is in compliance with the US federal definition of credit hour. One credit is equivalent to one hour (60 minutes) of academic work inside the class per week for 13 weeks and a minimum of two hours of additional student workload outside of the classroom each week per credit hour. Academic work includes, but is not limited to, direct faculty instruction, online learning activities, laboratory work, fieldwork, assessments and supervised practica. Additional student workload activities include, but are not limited to, readings, reflections, essays, reports, inquiry, problem solving, rehearsal, collaborations, and online interactions. Student work reflects intended learning outcomes and is verified through evidence of student achievement.

The school follows a trimester system, which involves three terms per academic year, each term lasting for 13 weeks. Graduate students may take a maximum of 12 credits per fall, winter, or spring term. Students may request an exception to this rule by writing a petition to the Graduate Program Coordinator stating which courses they plan to take, and why the exception is requested.

Attendance and Participation

The educational framework of Deree – The American College of Greece assumes active participation and regular communication between students and instructors. As such, regular attendance, punctuality, and active participation are essential to the academic process.

Consistent with US higher education standards, regular attendance is required as a condition in order to receive academic credit. Graduate students on degree and diploma/certificate courses are not allowed to miss more than 25% of class time per term. This is equal to three absences or 9 class hours in a 3-credit course and six absences or 12 class hours in a 4-credit course, including excused absences due to illness or other serious reasons. Students who exceed the specified number of absences will automatically receive a grade of F.

Programs may set a stricter attendance policy, which they will announce to their students at the beginning of each term. No excuse for absence will exempt a student from the completion of all required coursework in each course.

Active participation and punctuality are also basic requirements for graduate level courses. A 15-minute delay (or more) in class arrival will result in the recording of an absence. Each student's punctuality, frequency and quality of contribution to the class discussion and activities will be assessed and reflected in the class participation score, which typically counts for 10% of the final course grade across all graduate courses. Individual instructors will inform students of the participation criteria in the respective courses at the beginning of classes.

In courses offered in blended format, up to 50% of in-class meetings are fully replaced with interactive online asynchronous learning activities. "Fully replaced" means that students are not required to be on campus on the day classes would have met. The required online activities are organized by weeks and are accessible through Blackboard. Attendance during online weeks is defined as active and timely engagement with online weekly activities such as submitting assignments; posting contributions to class journals, discussions, blogs, and wikis; and responding to colleagues' postings as assigned. Participants in blended courses are expected to attend at least 75% of in-class meetings and at least 75% of on-line weeks.

Advising

All students have an academic advisor for the duration of their studies, normally, the Graduate Program Coordinator. Academic advisors follow the students' progress and offer guidance on matters concerning their studies. Individual meetings with the advisor normally take place during the period before registration.

Maintenance of Matriculation

Students in good academic standing who plan to withdraw from the Graduate School for a specific period of time, may apply to the Student Success Center for maintenance of matriculation for a period of two terms maximum. If their request is granted, students need not apply for readmission when they enroll again. Students who have been granted maintenance of matriculation must follow the degree program in effect at the time of their return. If a student has failed to maintain matriculation for two consecutive terms or more he/she will become automatically inactive in the program and will have to go through the process of readmission.

Readmission

Students who withdraw without having been granted maintenance of matriculation, or who are absent for more than two terms, must apply for readmission to the Office of Admissions. Students must follow the application procedure outlined for their specific graduate program. The Graduate Program Coordinator will examine their application along with those of new students. Readmitted students must follow the degree programs and catalog in effect at the time of their readmission.

Timeframe of Program Completion

Students enrolled in the MA in Strategic Communication and Public Relations, the MA in Digital Communication and Social Media, the MA in Advertising Communications, the MA in TESOL, the MA in Applied Educational Psychology, the MS in Organizational Psychology and the MS in Data Science are required to complete the program in 3 academic years maximum. Students enrolled in the MS in Counseling Psychology & Psychotherapy are required to complete the program in 4 academic years maximum. Students in Graduate Diplomas and Certificates are required to complete the program in 18 months maximum. A full-time student is one who registers for at least 9 credit hours per term. A part-time student is one who registers for 8 or less credit hours per term.

Withdrawal from the College

To withdraw completely from the College, students must apply to the Student Success Center; otherwise, they will receive the grade "F" in all courses they have registered for in the specific term.

Prerequisites

Courses at the 6000 level may have prerequisites that provide the basis for more advanced subject matter. Students are not permitted to register for courses for which they do not have the prerequisites.

Directed Study

Students must consult with their program coordinator regularly and discuss their schedules each term. The College expects that students will follow their program coordinator's guidance; otherwise they will potentially risk not having fulfilled their programs' requirements by the desired date of graduation. In very exceptional cases, students may register for the course they need in order to fulfill requirements in their degree under Directed Study, which is given on an individual basis upon the agreement of a supervising instructor. The student must submit a petition to the Dean's office bearing the signatures of the instructor who will supervise the Directed Study, the program coordinator, and the academic dean who will closely scrutinize the justification for directed study. The credits carried must be equal to those of the course and the course material covered must be as specified in the syllabus.

At the outset of the term, instructor and student agree on a course outline which specifies scheduled meeting times, course content and deadlines for the submission of assessments. Meeting times may follow the regular term instruction schedule (3hrs /10hrs per week of class time), or a combination of modes involving face to face meetings, online instruction or other equivalent means of instruction and learning.

The Directed Study is subject to the same attendance requirements as a regular course and should observe college regulations concerning submission of assessments (including the use of Turnitin). Specifically, the attendance requirements are that at least 80% of the scheduled times for face to face instruction, meetings, online engagement and assessments must be met.

To be eligible for Directed Study, students must be in good academic standing (CI > 3.0) and must have met the prerequisites for the required course.

Grading

Grades are reported at the end of each term or session. The following scale of letter grades and numerical (quality-point) equivalent is used:

A	= 4.00	Excellent
A-	= 3.70	Very Good
B+	= 3.50	Very Good
B	= 3.00	Good
C+	= 2.50	Satisfactory
C	= 2.00	Satisfactory
F	= 0	Fail

Pass/Fail	P/F
Incomplete	IN
Non-Report	NR
Withdrawal	W
Repeat	R
Satisfactory*	S
Unsatisfactory*	U

*Only for foundation and non-credit courses

Dropping Courses

Students may withdraw from any or all of their courses up within the specified deadlines, as announced in the annual academic calendar, by filling out the appropriate form in the Student Success Center or sending the form via email to: ssc@acg.edu. A student will receive the grade "W" (Withdrawal) for courses dropped.

Course Repeat for Grade Replacement

Graduate students may repeat a course for grade replacement by submitting a written request to the Graduate Studies Committee. After repeating a course, the repeat grade will replace the original one. The original grade, accompanied by the letter R, and the replacement grade will both appear on the student's transcript, but only the replacement grade will be counted in computing the cumulative index.
Students may retake up to two courses for grade replacement in the Master's degree.
Students may retake up to one course for grade replacement in their Graduate Diploma/Certificate.

F (Failure)

The grade "F" is computed in the grade-point average (GPA) and in the cumulative index (CI) with a value of 0 (zero). No credit is given for a course in which the final grade is "F".

Academic Probation

Graduate students (certificate and degree) are considered to be in good academic standing provided that their cumulative grade point average is at least 3.0 ("B" average). Any fully admitted student whose overall CI falls below a "B" average during any term will be placed on probation for the next nine credit hours of course work. If, after completion of the ninth hour of credit, the student's overall CI is still below 3.0, the student will receive notification of dismissal from the Graduate School.

Academic Dismissal

Individuals who do not attain the required minimum CI of 3.0 during the probationary period will be notified in writing by the Graduate School of their dismissal. The student will be precluded from all registration and enrollment privileges at that time. Should the student's circumstances be so unusual as to warrant special consideration, the dismissal letter will include directions and provisions for engaging in the appeals process. A student may also be dismissed from the Graduate School as a result of a serious breach of academic or personal integrity (see section on "Academic Integrity").

Exit Award

If a student has failed to meet all degree requirements but has completed a minimum of 15 credits with an average CI of 3.0 or better, they may be awarded with an exit award. This is normally a Graduate Diploma in their respective field of studies. The exit award is recorded on the official student transcript. Students may not register again on degree programs they have previously received an exit award from. However, they may apply for and register on a different program as new students. In such cases, students may not transfer more than 30% of previously earned credits towards the new graduate degree.

IN (Incomplete)

The grade of Incomplete indicates that a substantial part of assessment has been satisfactorily but not entirely completed at the end of the term. Requests for Incompletes will be considered only if they are submitted by a student who can demonstrate extenuating circumstances (genuine emergencies beyond the student's control).
The grade of Incomplete may be given only when the completed part of the student's work in the course is of passing quality. It is the responsibility of the student to request an Incomplete in writing. Requests must be accompanied by verifiable documentation. An Incomplete is given at the discretion of the instructor. To be granted an Incomplete, a student must be within the limits of three absences, or 9 hours, allowed by the Graduate School policies. If a student has completed the coursework and exams but has a pending issue of academic dishonesty or some other breach of policy the student will receive an Incomplete until the issue is resolved.
It is the student's responsibility to make the necessary arrangements with the instructor to have the required work completed or the examination taken. The new examination or submission deadline must be set within four weeks after the original

assessment date. If a course with a recorded Incomplete is not completed within the specified period, the Registrar's Office automatically changes the Incomplete to an "F". A student cannot register for a course for which a pending Incomplete is a prerequisite.

NR (Non-Report)

A mark of "NR" is automatically recorded if the instructor fails to submit a final grade by the specified deadline. The "NR" is automatically removed as soon as the grade is submitted.

Withdrawal from course (W)

A "W" grade indicates that a student withdrew from a course by the date specified in the College academic calendar. No credit is granted.
Students shall not be permitted to withdraw from a course for any reason following the end of term.

Averaging Grades

A cumulative index (CI) is determined for each student at the end of each term. The CI is the average of all grades of all terms of study. It is computed by multiplying the number of credit hours for each course by the quality-point equivalent of the letter grade. The quality points earned for each course are then added and the sum is divided by the total number of credit hours.

Transferred course credits are excluded from compilation of the CI by the Graduate School. Grades reported as "W", "IN", "NR", "S", and "U" are not computed in the CI. When the "IN" or "NR" is removed, the new grade is then averaged into the term in which the course was taken.

Changing Grades

A grade may be changed only at the instructor's request and with the approval of the Dean of the Graduate School. A grade can be changed only if a "clerical or procedural error" can be documented.No such request may be based on the student's performance subsequent to the completion of the course with the exception of Incomplete or In Progress.
Requests for a change of grade are accepted only if submitted during the term following the one in which the incorrect grade was recorded.

Assessment Deadlines

Students are required to submit coursework via Turnitin, as per the instructor's instructions, by the deadlines set in the course outline. As a general rule, extensions will not be given casually, but only under extremely serious circumstances. Students are responsible for petitioning for extensions on coursework deadlines from instructors in writing (via e-mail) at least one week ahead of the deadline. Reasons for requesting extensions should be clearly substantiated and verified in the written request (with official documents, if applicable). If an extension has not been agreed by the instructor and the coursework is submitted late, the following will normally apply:

- Students who submit the coursework within five days after the deadline will receive a maximum grade of C in the particular piece of work.
- Students who submit coursework six days or more after the deadline will automatically receive a grade of F (i.e. 0%), in the particular piece of work.

Group Work

A substantial part of the student academic experience is based on team work. The smooth functioning of student teams is vital to both student performance and the quality of the educational process. Team members are solely responsible for behaving maturely, collegiately, responsibly, efficiently and effectively. Any problems that may arise must initially be dealt with within the team and constructive solutions sought. If problems persist, team members (either collectively or individually) may ask for advice and help from their instructor and Graduate Program Coordinator. The policy of the School is that, no matter what internal problems a team may be facing, the team should not be disbanded, but its members should strive to find mutually acceptable ways of collaboration. The extent to which a team functions smoothly is the sole responsibility of its members. A team may be disbanded only in extreme circumstances and only after the approval of both the instructor and the Graduate Program Coordinator.

Thesis/Capstone Projects

The successful completion of the Thesis/Capstone project is a core requirement for the degree. Graduate students are required to register for their Thesis/Capstone project similarly to all other courses. Students are assigned with an advisor and/or a committee at the beginning of the term they registered for, based on their topic. The final Thesis/Capstone draft is submitted to the advisor according to the process, regulations, and deadlines described in the Thesis handbook or Capstone syllabus of the respective program.

All Theses/Capstone projects, once completed, have to be orally defended to a panel consisting of faculty and, where relevant, practitioners. Students are required to pass both the written component and the oral defense in order to receive credit for this course. As a general rule, Thesis and Capstone projects may not be repeated. The process is described below.

Thesis/Capstone Assessment Process

Following the submission of the Thesis/Capstone, the advisor determines whether it is of passing quality or not. If the Thesis/Capstone is of passing quality, the student proceeds to the oral defense/presentation, the Thesis/Capstone is graded by at least two instructors, and the student may be required to do corrections before the final submission of the grade by the advisor.

In the case that the student fails the oral defense but has submitted a Thesis/Capstone of passing quality, a new oral defense is set within o period of one (1) month.

If the individual written Thesis/Capstone is not of passing quality, the advisor will record an "F" grade. If the student is within the maximum grade replacement limits, they may then register once for the non-credit Thesis Extension course, at an administrative fee. In such cases, the student has a period of thirteen (13) weeks (one term), from the original submission date, to resubmit the Thesis/Capstone project and orally defend it.

In the case where a group Capstone project receives an "F" grade, each group member will receive an F, regardless of any other individual assessments. Students may register once for the non-credit Thesis Extension course, at an administrative fee. In such cases, each student has a period of thirteen (13) weeks (one term), from the original submission date to undertake, submit and defend a new individual Capstone project (min. 10,000 words).

The maximum grade possible for a resubmitted Thesis/Capstone following an original grade of "F" is set at "C". The Thesis/Capstone can be resubmitted only once, and no further extensions will be given. In case of a second failure, the student may receive an Exit Award, provided that the respective academic program criteria have been met.

Thesis/Capstone Extension

Thesis and Capstone projects have strict deadlines and should be submitted within the timeframe set by the degree program. An extension may be granted, only in the presence of extenuating circumstances. In order to receive an extension the student must complete and submit a petition form at least thirty (30) days before the original deadline. The petition needs to be approved by the Thesis/Capstone project advisor, the Graduate Program Coordinator, and the Dean of the Graduate School. If the student is granted an extension by the Dean, they are required to register for the non-credit Thesis Extension course, at an administrative fee, in the following term. Subsequent extensions/registrations may only be considered under extenuating circumstances and only if the student is within the program completion timeframe. If a student fails to submit the Thesis/Capstone on time and no extension has been granted, the student will receive a grade of "F" automatically and the provisions described above will apply.

Student Records

Transcripts

At any time during the course of their studies at Deree – The American College of Greece or after withdrawal or graduation, students, active or not, may request transcripts of their records from the Student Success Center. Each transcript is a copy of the student's complete record and requests for partial records will be denied.

When the transcript is given directly to the student or, at the student's request, to another person, it is labeled "Unofficial". An "Official Transcript of Record" is sent directly to schools or other authorities only at the student's request and is not issued to the student.

Confidentiality

No information or document referring to the student's academic or personal life (such as the student's address, student college e-mail, report card, or transcript of record) is released to anyone outside the College without the written permission of the student. Should a student, former student, or graduate want information from their dossier to be released to persons outside the College, the student must submit a signed request in writing.

Graduation Procedure

General Graduation Requirements

In order to graduate, students must have:

- fulfilled all the requirements set out under the academic standing criteria
- settled the balance of their student account
- paid the Graduation Fee.

Applying for Graduation

When students reach their last term of studies at Deree – The American College of Greece, they must apply for graduation at the Student Success Center. Deadlines for the submission of applications for graduation are announced in advance.

A student who fails to submit an application for graduation by the deadline announced will be moved to the next graduation date.

Participation in commencement and a name appearing on the lists included in the commencement program do not necessarily constitute fulfillment of graduation requirements.

***The Graduate Academic Achievement Award is decided in May and is based on current CI**.

Approval for Graduation

The Dean of The Graduate School or the Dean's designee evaluates each prospective graduate's record and confirms the completion of graduation requirements. After the end of the term, an official list of prospective graduates is presented to the Graduate Studies Committee for final approval.

ACADEMIC REGULATIONS

Although degrees and diplomas are granted only once a year, a student who has been approved by the Graduate Studies Committee for graduation can obtain a certified letter signed by the Dean confirming completion of graduation requirements.

Trustees' Approval and President's Conferral

The President of Deree – The American College of Greece presents the recommendation for graduation to the College's Board of Trustees for approval. The Trustees' approval of the recommendation for graduation gives the President the authority to confer the degrees.

The Graduate School Award is given to the graduate student who has achieved the highest cumulative index upon graduation.

Academic Rights
Academic and Personal Integrity

Academic Rights

Right to Pursue Knowledge and the Right to Free Expression
The student's right to pursue knowledge and to express views responsibly is of the utmost importance in an academic institution and it is so recognized by the College.

Right of Confidentiality
No information or document referring to a student's academic or personal life (such as the student's address, college e-mail address, grade report card, or transcript of record) is released to anybody outside the College without the written permission of the student, subject to legal requirements. Should students, ex-students, or graduates want information from their personal files to be released to persons outside the College, such requests must be made in writing and include the student's signature.

Right to Know and Participate
Students have a right to be informed about policies and procedures that affect their academic progress. Detailed information regarding all course offerings is available to students in course syllabi, deposited in the libraries.

Students have the right to make recommendations for changes to the existing rules through their representatives. Such recommendations, when referring to the academic area, must be submitted to the respective academic dean, who will channel the suggested changes to the proper administrative or academic body for consideration.

Right to Organize and Associate
Students may organize and assemble to pursue their common interests, subject to the guidelines established by the College's governing bodies. Such gatherings, however, should not interfere with the physical operations of the campus, neither should they impinge on the rights of others to conduct their work, and they must not conflict with regularly scheduled programs.

Right to Petition for Exception
Students have the right to petition the Graduate Studies Committee for exceptional academic treatment or for deviation from certain academic policies, provided they submit adequate documentation justifying the request.

Right to Appeal
Students have the right to appeal any decision made by College officials or committees that is contrary to their expectations. A written appeal is ordinarily addressed first to the Graduate Studies Committee and, if no further action can be taken at that level, may move upward to the Dean and Chief Academic Officer.

Integrity

Honesty is an integral part of the learning process. Breaches of academic integrity and personal integrity undermine that process. Maintaining high ethical standards is the responsibility of both students and instructors.

Academic Integrity

Deree – The American College of Greece is an academic community whose fundamental purpose is the pursuit of knowledge. Essential to the success of this educational mission is a commitment to the principles of academic integrity. Academic honesty is an integral part of the learning process and a core value of the College. All members of the ACG community—students, faculty, and staff—are responsible for upholding the highest standards of honesty at all times. Activities that have the effect or intention of interfering with education, pursuit of knowledge, or fair evaluation of a student's performance are not tolerated. Ignorance of the College's policy on academic integrity is not an acceptable defense against any charge of academic dishonesty.

Responsibility of Students

For students, a valuable and enriching academic experience begins with personal integrity and the commitment to taking examinations, writing papers, and carrying out all other required assignments based on independent thinking and without improper or unauthorized assistance.

The fair and accurate evaluation of a student's performance is possible only if the work is truly that of the student. When a grade is assigned, instructors are, in effect, attesting that, to the best of their knowledge, the grade is a true indication of the student's achievement. Offenses against academic integrity include not only misrepresenting one's own work but also aiding fellow students in doing the same.

Violations of Academic Integrity

The various ways in which academic honesty can be violated are listed below. However, the list of examples is not intended to be exhaustive. A description of the main violations of the College's academic integrity policy is presented in Appendix I.

- Plagiarism
- Cheating
- Unauthorized collaboration
- Unauthorized possession of academic materials
- Falsification and fabrication of documents and records
- Multiple submissions
- Facilitating academic dishonesty

Faculty and students are required to use Turnitin for the prevention and detection of plagiarism in all assessed coursework.

Matters of academic integrity violation are dealt by the Graduate Examinations Committee (GEC) which is comprised by the college Registrar and two members of the Graduate Studies Committee (GSC), who are elected to serve on a two-year term.

If a member of faculty, student, staff, or the community at large, suspects that a violation of academic integrity has been committed, she/he is required to immediately inform the Graduate Program Coordinator (GPC) responsible for that program in writing. The GPC will commence the process of investigation as described below.

The following procedures apply:

1. The GPC will investigate the matter and determine whether a violation has occurred, collating evidence of the extent of the offence where appropriate. As part of this, the GPC will first write to the student including a written statement of the allegation and will give the student the opportunity to respond to it within two weeks. If the GPC concludes there is no case to answer, she/he will notify the student that the case is closed.

2. In all other cases, the GPC will hand over the case to the GEC for further investigation.

3. If a member of the Graduate Examinations Committee or Graduate Studies Committee originates the charge, then that member will be recused from the decision making process and any other process related to the case, other than those related to the role of complainant/witness.

4. Where the investigation reveals evidence of an offense, the Graduate Examinations Committee will meet to assess the seriousness of the offense and decide on the penalties based on the Academic Misconduct SGPE Penalties (Appendix IV).

5. The Chair of the GEC will communicate the decision to the student in writing and will include details of the appeal procedures open to the student. This decision will also be recorded in the student's file.

6. The student may appeal to the GSC for a review of the decision. This request must be submitted within seven days of receipt of the written notification. Normally, the criteria for a review are as follows:

- That the proceedings of the investigation were not carried out in accordance with the procedures.
- That fresh evidence can be presented which was not or could not reasonably have been made available to the investigation;
- That the finding of the investigation was against the weight of the evidence.

7. Within five working days of receipt of the GSC decision, the student has the right to make a formal written appeal to the Chief Academic Officer against the decision of the GSC.

Responsibility of Instructors

Instructors are responsible for ensuring that the College's rules and regulations are enforced. When academic honesty is breached, instructors are obliged to report the violation. Laxity on the part of instructors includes having tests or test items exposed where they can be seen by students; returning tests and then using the same test again; reading, correcting papers, leaving the room, or conversing or giving help to students during an examination; and ignoring student attempts to cheat.

Laxity or negligence in monitoring exams, preventing plagiarism or guarding against other violations of academic integrity may result in disciplinary action. Failure to report cases of academic dishonesty to the Graduate Program Coordinator will be considered evidence of negligence and may result in disciplinary action.

To initiate a charge against an instructor, a signed statement must be submitted to the Graduate Studies Committee. After assessing the seriousness of the charge, the Graduate Studies Committee may issue an informal warning (not part of the record) or a reprimand (to be included in the instructor's dossier). In more serious cases,

or in the case of repeated charges, the President or the President's designee may appoint a committee of Graduate School faculty members and administrators to hear the charges and the defense and to make recommendations to the President.

Personal Integrity

All members of the ACG community are expected to be ethical and truthful. Violations of personal integrity will not be tolerated.
Personal Integrity Violations include, but are not limited to:

- disruption of academic, administrative, sporting, social or other activities of the College;
- obstruction of, or improper interference with, the functions, duties or activities of any Student, member of the faculty or staff or other employee(s) of the College;
- violent, indecent, disorderly, threatening or offensive behaviour or language whilst on College premises or engaged in any College activities;
- fraud, deceit, deception or dishonesty in relation to the College or its faculty or staff;
- action likely to cause injury or impair health or safety on campus;
- harassment, of any student, member of the faculty, staff or other employee(s) of the College;
- damage to College property or the property of other members of the College community;
- misuse or unauthorized use of College premises or items of property, including computer misuse.

A description of the main violations of the College's personal integrity policy is presented in Appendix II.

Violations of Personal Integrity

Charges against a student for violation of personal integrity may originate from any source: a faculty member, a staff member, an administrator, a fellow student, or the community at large. The plaintiff brings the charge(s) to the attention of the Graduate Studies Committee in writing.

The chair of the Graduate Studies Committee, within three days of receiving the written charge, will call a meeting of the committee. The chair informs, in writing, the members of the Graduate Studies Committee of the charge(s) made and of the time and place of the hearing. The chair also informs the student, in writing, of the charges and invites the student to be present during the hearing, reminding the student of the right to come to the hearing alone or with another person (a faculty member, a fellow student, or a representative spokesperson); to answer questions, present evidence, and introduce any witness(es) for defense against the charge(s);

and to cross-examine any witness(es). The defendant also has the right to remain silent. The defendant's presence at the hearing is mandatory.

The chair also notifies the plaintiff, in writing, of the time and place of the hearing and of the plaintiff's obligation to be present, to introduce witnesses and to cross-examine the defendant and witnesses. Since the burden of proof rests with the person(s) bringing the charge(s), the plaintiff must be present at the meeting; otherwise, the charge(s) will be dropped.

During the hearing the chair of the Graduate Studies Committee reads the written charge(s), as submitted by the plaintiff, and then invites the plaintiff to provide additional information and/or witnesses, if the plaintiff so wishes. The defendant or the defendant's counsel may cross-examine the plaintiff and the witness(es).

The chair invites the defendant to speak in defense against the charge(s). If the student has come with counsel, the counsel is also invited to speak for the defendant. The plaintiff or the plaintiff's counsel may cross-examine the defendant and the defendant's witness(es).

The members of the Graduate Studies Committee are then given the opportunity by the chair to question the defendant and the plaintiff.

When the hearing is completed, the chair addresses the plaintiff, the defendant, the counsel, the witness(es), and any other person who may have been invited to attend the hearing. After the members are given an opportunity to deliberate upon the findings of the hearing, they will be asked (1) to render judgment and to vote on whether the defendant is guilty of the charge (or of some lesser charge), and (2) if the defendant is found guilty, to recommend disciplinary action.

The following are the types of penalties that may be imposed for violating any of the codes of academic or personal integrity.

Verbal Warning: The student will be warned verbally concerning his or her behavior by the chair of the Graduate Studies Committee.

Letter of Warning: The student will be warned in writing that his or her behavior has been found to be unacceptable and that a recurrence of the offending behavior will result in more serious action. The warning will be placed in the student's file.

Suspension: For serious offenses, the student's relationship with the College will be discontinued for a specified period of time. Such a penalty becomes part of the student's permanent record at the College.

Dismissal: For the most serious offenses, the student's relationship with the College will be terminated completely. The student will be denied the right to apply for readmission. The dismissal becomes part of the student's permanent record.

A copy of the Graduate Studies Committee's recommendation is sent to the

student. The recommendation is recorded in the student's file.

The Right to Appeal

Within three working days of receipt of the decision on disciplinary action, both the plaintiff and the defendant have the right to appeal the decision to the Chief Academic Officer. If no appeal is received within three working days, the College will hold that the individual concerned accepts the penalty imposed.

If the Chief Academic Officer does not deem any change to the decision is warranted, the appeal may then be brought to the President whose decision is final.

PURPOSE STATEMENT

In order to create an environment whereby students can live safely, succeed academically, and develop skills for life, leadership, and service, the College relies upon students to know and adhere to standards of behavior pertaining to personal and academic integrity, guided by the Student Honor Pledge, College policies and Greek laws. Students are expected to respect the rights and privileges of others and to exhibit both inside and outside the classroom conduct becoming of a student in both manner and attitude. To this end, the College has developed its own standards for student conduct as well as procedures for disciplinary action.

INTERPRETATION AND REVISION

Any question of interpretation or application of the Student Code of Conduct or the Residences Rules and Regulations should be referred to the Dean of Students or the Executive Directors of International Student Services and Housing & Residential Services respectively. The Office of Student Affairs reviews the Student Code of Conduct on an annual basis. Students have the right to be informed about amendments.

STUDENT RIGHTS

The choice to become a member of the Deree community implies the commitment to accept the rights and responsibilities of that membership. These stem from the understanding that the individual is responsible to the community and the community is equally responsible to the individual.
As such, all student members of the Deree community have certain rights:

- The right to learn, including the right of access to ideas, the right of access to facts and opinions, the right to express ideas, and the right to discuss those ideas with others;
- The right to be treated as an individual member of the community, including the right to be free of discrimination based on age, sex, religion, ethnic or national origin, handicap, sexual orientation, and the right to be free from harassment of any type;
- The right of peaceful coexistence, including the right to be free from violence, force, threats, and abuse, and the right to move about freely;
- The right to be free of any action that unduly interferes with student rights and/or the learning environment;
- The right to express an opinion, which includes the right to state an agreement or disagreement with the opinions of others and the right to an appropriate forum for the expression of that opinion;
- The right of privacy;
- In student conduct procedures, students have the right to be informed of charges of misconduct, the right to adequate time to prepare a response to the charges, the right to hear evidence in support of the charges, the right to present evidence against the charges, and the right to freedom against compulsory self-incrimination.

STUDENT RESPONSIBILITIES

All students of Deree – The American College of Greece [Deree-ACG] are responsible for reading and upholding the Student Conduct Code, the Student Honor Pledge, the Academic Policies and Procedures, the Rules and Regulations, the IT Policies, the Residences Rules and Regulations, the Intramurals Sports Handbook, and other College policies.

The Student Conduct Code, the Student Honor Pledge, the Academic Policies and Procedures, the Residences Rules and Regulations, and other College policies can be found in the Graduate Catalog and on the website at:
https://www.acg.edu/current-students/student-services/student-life/student-code-of-conduct/

IT Policies can be found in the graduate catalog and at:
https://www.acg.edu/current-students/it-acg/it-policies/

Intramurals Sports Handbook can be found at:
https://www.acg.edu/current-students/athletics/intramural-sports/

Once admitted at Deree-ACG, students are expected to comply with and sign the Student Honor Pledge:

Student Honor Pledge

As an entering student at Deree – The American College of Greece, I recognize that this institution offers me an opportunity for a unique transformational experience.

The purpose of this experience is to help students become exemplary and reflective citizens of Greece and the world, who contribute to the improvement of people's lives.

I recognize and accept personal responsibility for honesty in all of my interactions while a member of this community of scholars. Such honesty is a vital part of my academic career and is the foundation of my work here as a student. I pledge that I will uphold the academic integrity and student conduct policies of the institution and will encourage my peers and others in the community to respect and observe such policies.

Furthermore, I pledge to only present my own work as my own and to present to Deree – The American College of Greece authorities, committees, faculty, staff and students only valid and truthful documents.

I realize that violations of College policies, as listed in the catalog, and other misconduct could result in various penalties and even expulsion from the College.

GENERAL RESPONSIBILITIES

Information
Students must keep the Office of the Registrar informed of their current address and telephone number, both local and permanent, and inform the Registrar's office of any changes.

Official Communications
Students are expected to use English in all official communications, written and oral, with members of the College community. Students are required to use their College e-mail account in all their correspondence with the faculty and administration.

Behavior
Students must keep the College premises in neat working order by using the facilities with due respect, by discarding all refuse in the appropriate receptacles provided, and by handling College equipment and educational materials with care. Students are expected to maintain their personal appearance and behave in a manner appropriate to an academic institution and environment.

Awareness and Compliance
Students are expected to be aware and comply with the Greek Law. Students are expected to be aware of what constitutes a violation of the Student Conduct Code and behave in a manner which is consistent with College standards.

A description of the Student Conduct Code violations is presented in Appendix III.

Non-Discrimination Policy
The American College of Greece is an equal opportunity educational institution, whereby qualified individuals are not discriminated against on grounds of age, gender, race, nationality, ethnicity, faith, disability, marital status, or sexual orientation. This non-discrimination policy applies to all educational policies and programs. ACG strives to eliminate unfair bias and stereotyping in the institution.

Foreign Corrupt Practices Act Policy

College Community Members (as defined below) are required to act with honesty and integrity and comply with applicable laws at all times when transacting College business. This policy specifically prohibits College Community Members from engaging in bribery of a public official in connection with College business or other College activities, in order to obtain or retain business or otherwise secure an improper advantage. College Community Members must comply with applicable anti-bribery laws of the foreign countries with which they carry out international activities, including the provisions of the U.S. Foreign Corrupt Practices Act ("FCPA"), as well as with applicable anti-bribery laws of their local country.

- College Community Members include:
  - (a) faculty, other academic appointees, staff, and other employees of the College and its affiliates;
  - (b) students;
  - (c) members of the Board of Trustees;
  - (d) consultants, vendors, contractors and third parties doing business with, or on behalf of, the College and its affiliates; and
  - (e) volunteers associated with the College.

- Public Official is defined as any:
  - (a) employee, officer or agent of a government,
  - (b) political candidate of a party, or
  - (c) employee of a:
    - (i) government owned or controlled commercial enterprise, university, research institution, health care facility, or instrumentality,
    - (ii) public international organization (e.g., United Nations, World Bank, World Health Organization), or
    - (iii) political party.

- Bribery is defined as the direct or indirect (through a third party):
  - (a) offering, giving, directing or promising to another person (including a Public Official's family member) anything of value with the intention to induce or reward a Public Official to:
    - (i) undertake an official act or decision,
    - (ii) violate his or her official duties,
    - (iii) use his or her influence to affect an act or decision of the government or
    - (iv) give an improper advantage;
  - (b) requesting, agreeing to receive, accepting, or directing a financial or other advantage for oneself or others if such advantage is intended to induce or reward improper performance of one's responsibilities or duties or to gain an improper advantage; or
  - (c) engaging in (a) or (b) without the intention to induce or reward or gain an improper advantage, but which could reasonably be interpreted as such an inducement or reward.

- Forms of Bribery may include, but not be limited to:
  - (a) cash, or cash equivalents such as stock shares;
  - (b) Unreasonable gifts, entertainment, travel expenses or other hospitality;
  - (c) Unwarranted discounts, rebates or excessive commissions (e.g. to sales or marketing agents);
  - (d) Unwarranted allowances or expense reimbursements;
  - (e) Political/charitable contributions;
  - (f) Uncompensated use of College services or facilities; or
  - (g) kickbacks."

Data Protection

Computer Ethics Policy
The American College of Greece is committed to free and open inquiry and discussion, fair allocation of College resources, and the provision of a working environment free of needless disruption. To advance these goals, ACG has adopted policies on computer usage that are summarized here.

- ACG computers and computer networks are to be used only by persons authorized by the College, and only for College purposes. College purposes include the educational programs of the College, as well as its research, administrative, and outreach activities. Use of College facilities for other purposes requires prior authorization.
- No one shall knowingly endanger the security of any College computer or network facility, nor will fully interfere with others' authorized computer usage.
- No one shall use the College's communication facilities to attempt unauthorized use, nor to interfere with others' legitimate use, of any computer or network facility anywhere.
- No one shall connect any computer to any of the College's networks unless it meets technical and security standards set by ACG's Information Resources Management administration.
- All users shall share computing resources in accordance with policies set for the computers involved, giving priority to more important work and cooperating fully with the other users of the same equipment.
- No one without specific authorization shall use any College computer or network facility for non-College business.
- No one shall give a computer password to an unauthorized person, nor obtain another person's computer password by any unauthorized means whatsoever. No one except the system administrator in charge of a computer is authorized to issue passwords for that computer.
- No one shall engage in, encourage, or conceal from authorities any «cracking,» unauthorized tampering, or other unauthorized use or deliberate disruption of computers.
- No one without specific authorization shall read, alter, or delete any other person's computer files or electronic mail, even if the operating system of the computer permits them to do so.
- No one shall copy or use software or data in violation of copyright laws, license agreements, or the basic requirements of academic honesty.
- No one shall create, install, or knowingly distribute a computer virus, «Trojan horse,» or other surreptitiously destructive program on any College computer or network facility, regardless of whether any demonstrable harm results.
- No one without proper authorization shall modify or reconfigure the software or hardware of any College computer or network facility.
- Users shall not place confidential data into computers without protecting it appropriately. The College cannot guarantee the privacy or authenticity of computer files or electronic communications unless special arrangements are made.
- Users shall take full responsibility for messages that they transmit through the College's computers and network facilities and shall obey the policies of discussion forums in which they participate. Laws and rules against fraud, harassment, obscenity, and the like apply to electronic communications no less than other media.
- Those who publish World Wide Web pages or similar information resources on College computers shall take full responsibility for what they publish; shall respect the acceptable-use conditions for the computer on which the material resides; shall obey all applicable laws; and shall not publish commercial advertisements without prior authorization. References and links to commercial sites are permitted, but advertisements, and especially paid advertisements, arenot. Users shall not accept payments, discounts, free merchandise or services, or any other remuneration in return for placing anything on their web pages or similar facilities.
- Users shall comply with the regulations and policies of newsgroups, mailing lists, and other public forums through which they disseminate messages.
- Those who administer computers and network facilities shall perform their duties fairly, in accordance with College policies, and shall refer all disciplinary matters to appropriate authorities through the VP for Information Resources Management.
- Electronic mail (e-mail) is intended for communication between individuals and clearly identified groups of interested individuals, not for mass broadcasting. No one without prior authorization shall use the College's facilities to distribute the same or substantially the same e-mail message to more than one person without prior evidence that they wish to receive it, nor to distribute chain letters (messages asking the recipient to distribute copies further). ACG reserves the right to discard incoming mass mailings(«spam») without notifying the sender or intended recipient. For its own protection, the College reserves the right to block all Internet communications from sites that are involved in extensive spamming or other disruptive practices, even though this may leave College Computer users unable to communicate with those sites.

Acceptable Use of E-mail Policy

Terms and Conditions of Use

User should carefully read this document as well as "The American College of Greece Computer Ethics Policy" posted on the ACG website. By using the service, user agrees to be bound by these terms and conditions. If user does not wish to be bound by these terms, user should cease using the service and immediately terminate his or her user account (e-mail: helpdesk@acg.edu, fax: 210-6012781, or call the IRM Help Desk: 210-6009800/9 ext. 1356, 1378).

Acceptable Use – Termination

User agrees that registration to the e-mail service of the ACG community is not a right but a privilege. User agrees to comply with the ACG Computer Ethics Policy, and the Terms and Conditions of Use of e-mail, as well as with all Greek and international laws and their implementing regulations.

User may utilize acg.edu for legitimate personal and educational purposes, but shall not use its resources to conduct any business or activity, or solicit the performance of any activity, which is prohibited by or would violate any applicable law or legal obligation, or for purposes that may create civil or criminal liability, including but not limited to: (a) uses which are defamatory, deceptive, obscene, or otherwise

inappropriate; (b) uses that violate or infringe upon the rights of any other person, such as unauthorized distribution of copyrighted material; (c) «spamming,» sending unsolicited bulk e-mail messages, sending unsolicited advertising or similar conduct; (d) threats to or harassment of another; (e) knowingly sending any virus, worm, cancelbot, or other harmful component. If User violates these rules or the College learns of other unlawful or harmful use of the Service by User, the College may terminate User's account and take other action it deems appropriate, including notifying the authorities and suing for damages.

Member account, password and security
Your mailbox operates using an account designation and a password. You have to change your password the very first time you log into the system; If you feel uncomfortable with handling the change, address yourself to a computer lab assistant or call the IRM Help Desk, ask them to guide you but register your new password on your own and in full privacy.

You are responsible for maintaining the confidentiality of the password and account, and are fully responsible for the content of each message sent using your account and for all activities that occur under your password or account. You agree to (a) immediately notify acg.edu of any unauthorized use of your password or account or any other breach of security, and (b) ensure that you exit from your account at the end of each session. Acg.edu cannot and will not be liable for any loss or damage arising from your failure to comply with this directive.

User must change his password often and keep it secure. If you have any problem or if you lose your password, call the IRM Help Desk for assistance.

General Practices Regarding Use and Storage
You acknowledge that acg.edu may establish general practices and limits concerning use of the Service, including without limitation the maximum number of days that email messages will be retained by the Service, the maximum number of email messages that may be sent from or received by an account on the Service, the maximum size of any email message that may be sent from or received by an account on the Service, the maximum disk space that will be allotted on acg.edu servers on your behalf, and the maximum number of times (and the maximum duration for which) you may access the Service in a given period of time. You agree that acg.edu has no responsibility or liability for the deletion or failure to store any messages and other communications or other content maintained or transmitted by the Service. You acknowledge that acg.edu reserves the right to log off accounts that are inactive for an extended period of time. You further acknowledge that acg.edu reserves the right to modify these general practices and limits from time to time.

User is responsible for creating and retaining copies of all files, data and other materials as may be necessary for reconstruction of any files, information material or messages lost or mis-processed by acg.edu.

OTHER INSTITUTIONAL POLICIES AND REGULATIONS

Disclaimer of Warranties
You expressly understand and agree that:

Your use of the service is at your sole risk. The service is provided on an «as is» and «as available» basis. Acg.edu expressly disclaims all warranties of any kind, whether express or implied. Acg.edu makes no warranty that (i) the service will meet your requirements, (ii) the service will be uninterrupted, timely, secure, or error-free, (iii) the results that may be obtained from the use of the service will be accurate or reliable.

Any material downloaded or otherwise obtained through the use of the service is done at your own discretion and risk and that you will be solely responsible for any damage to your computer system or loss of data that results from the download of any such material.

MASTER OF ARTS (MA) IN STRATEGIC COMMUNICATION & PUBLIC RELATIONS

MASTER OF ARTS (MA) IN STRATEGIC COMMUNICATION & PUBLIC RELATIONS

General Description & Aims

In a world of growing media and communication technologies, the role of communication specialists is rapidly expanding. The MA in Strategic Communication & Public Relations is a professional degree program designed to prepare the next generation of communication professionals to successfully meet local and global demands for communication knowledge.

By integrating theory with practice and a focus on a real-world approach, the program prepares students for a variety of positions in media, public relations, and other communication- related professions. It provides expert training in writing, presentation skills, and new media techniques and enables them to design and implement communication projects for a specific industry or organization through hands-on experiences. Graduates become skilled strategists and communicators in a wide range of professional areas, from corporate affairs to political communication, crisis management and international PR and in special industries such as Tourism and Entertainment.

General Educational Aims

The aims of the program are to enable students to:

- Develop a comprehensive understanding of specific media institutions, practices, technologies and artifacts/texts within particular fields of communication.
- Acquire and evaluate knowledge of key communication theories and the role of the mass media in local, global and multicultural environments.
- Develop a systematic understanding of the strategic function of the practice of professional public relations and communication in diverse areas and settings.
- Critically assess an organization's internal and external communication requirements and develop the ability to research, manage and implement planned communication programs.
- Effectively apply methods, tools and techniques in formulating professional plans in the areas of corporate affairs, political communication, intercultural communication, crisis management and in special industries such as tourism and entertainment.
- Develop a range of discipline- related transferable skills that will allow them to work in creative and independent ways.
- Develop a comprehensive understanding of the changing media systems and the increasing inter-connection of economies and cultures brought about by the rapid spread of technology and information.
- Adhere to the highest professional and ethical standards in the practice of public relations and other communication related careers.

Study Options

The program may be completed in one year (full-time) or up to three years (part-time). Classes run Monday to Thursday from 18:30-21:30. New students are admitted at the start of the fall, winter and spring terms.

Graduation Requirements

In order to be awarded the MA in Strategic Communication & Public Relations degree, a student must:

- Complete all course requirements of the program within a period of 3 years.
- Earn a minimum cumulative index (CI) of "B" (3.00).

Curriculum Structure I

(offered entirely face- to- face in the classroom)

Total of 11 courses (33 US credits) at graduate level

Required Communication Courses (12 credits):

CN 6010	Media and Communication Theory
CN 6002	Advanced Media Writing and Techniques
CN 6006	Applied Communication Research Methods
CN 6127	Quantitative Research in Communication

Required Public Relations Courses (9 credits):

CN 6001	Public Relations Strategy
CN 6011	Crisis Communication Management
CN 6017	Public Relations and the New Media

Elective Courses (3 from the list/9credits):

CN 6003	Political Communication
CN 6004	Communication for the Tourism Industry
CN 6007	Strategic Corporate Communication
CN 6009	Public Relations in Public and Nonprofit Organizations
CN 6008	Communication for the Entertainment Industry
CN 6015	Intercultural Communication and International PR
CN 6020	Effective Communication Skills
CN 6030	Multimedia Applications for Communication Campaigns

Students may also select 1 elective from any of the other graduate communication programs upon approval of the graduate program coordinator.

*Electives are offered on a rotating basis during the academic year.

Capstone (3 credits)

CN 6512 Capstone in Communication
(Prerequisites: CN 6001, CN 6002, CN 6006, CN 6010, CN 6017)

Thesis (3 credits)

CN 6460 Thesis in Communication (runs for two terms or 26 weeks)
(Prerequisites: CN 6001, CN 6006, CN 6010, CN 6027)

Curriculum Structure II

(available to students eligible for distance learning classes)

Note: Courses designated as BL or ON are not approved for students who are eligible for US Federal Financial Aid.

Total of 11 courses (33 US credits) at graduate level

Required Communication Courses (12 credits):

CN 6010 Media and Communication Theory *(BL)
CN 6002 Advanced Media Writing & Techniques
CN 6006 Applied Communication Research Methods
CN 6127 Quantitative Research in Communication

*(BL), Courses offered in Blended Learning format.

Required Public Relations Courses (9 credits):

CN 6001 Public Relations Strategy
CN 6011 Crisis Communication Management
CN 6017 Public Relations and the New Media

Elective Courses (3 from the list/9credits):

CN 6003 Political Communication
CN 6004 Communication for the Tourism Industry
CN 6007 Strategic Corporate Communication
CN 6009 Public Relations in Public and Nonprofit Organizations
CN 6008 Communication for the Entertainment Industry
CN 6015 Intercultural Communication and International PR
CN 6020 Effective Communication Skills
CN 6030 Multimedia Applications for Communication Campaigns

Students may also select 1 elective from any of the other graduate communication programs upon approval of the graduate program coordinator.

*Electives are offered on a rotating basis during the academic year

MASTER OF ARTS (MA) IN STRATEGIC COMMUNICATION & PUBLIC RELATIONS

Capstone project or Thesis (3 credits):

CN 6512 Capstone in Communication
(Prerequisites: CN 6001, CN 6002, CN 6006, CN 6010, CN 6017)

CN 6460 Thesis in Communication (runs for 2 terms or 26 weeks)
(Prerequisites: CN 6001, CN 6006, CN 6010, CN 6127)

MASTER OF ARTS (MA) IN DIGITAL COMMUNICATION & SOCIAL MEDIA

MASTER OF ARTS (MA) IN DIGITAL COMMUNICATION & SOCIAL MEDIA

General Description & Aims

The overall aim of the MA in Digital Communication & Social Media degree is to provide a specialist graduate program for students who aspire to plan, design, implement and evaluate digital communication and social media strategies in private, public and non-profit settings. The program seeks to prepare a new generation of knowledgeable and competent communication practitioners who can successfully navigate and shape the digital and social media environment. A variety of teaching methods are used including lectures, lab work, software applications, lectures from industry experts, and real cases of professional practice where students can work in social media environments in order to develop, implement and evaluate solutions.

General Educational Aims

The MA in Digital Communication & Social Media provides an integrated study of fundamental communication theory across media as well as practical skills in crafting and delivering content through digital and social platforms.
The main aims of the program are to develop:

- A systematic understanding of communication theory across traditional and new media.
- The ability to apply communication knowledge and understanding to a range of digital and social media platforms, taking into account the wider technological, ethical and legal aspects of the environment in which an organization operates.
- A critical awareness of current digital and social media issues, methodologies and solutions that affect communication practice in the field.
- A sufficient range and critical understanding of communication methods, skills and knowledge that will enable students to act independently as digital and social media professionals.

Study Options

The program may be completed in one year (full-time) or up to three years (part-time). Classes run Monday to Thursday from 18:30-21:30. New students are admitted at the start of the fall, winter and spring terms.

Graduation Requirements

In order to be awarded the MA in Digital Communication and Social Media, a student must:

- Complete all course requirements of the program within a period of 3 years.
- Earn a minimum cumulative index (CI) of "B" (3.00).

Curriculum Structure

Total of 11 courses (33 US credits) at graduate level.

Required Communication Courses (12 credits):

CN 6035	Applied Communication Theory
CN 6006	Applied Communication Research Methods
CN 6127	Quantitative Research in Communication

Required Digital & Social Media Communication Courses (9 credits):

CN 6040	New Media Theory & Research
CN 6141	Digital & Social Media Strategy
CN 6042	Web Design and Development
CN 6047	Content Strategy

Elective Courses (3 from the list/9 credits):

CN 6025	Digital Media Production
CN 6148	Digital & Social Analytics
CN 6065	Social Media Management
CN 6043	Brand Communication
CN 6046	UX – User Experience & Responsive Design

Students may also select 1 elective from any of the other graduate communication programs upon approval of the graduate program coordinator.

*Electives are offered on a rotating basis during the academic year.

Capstone Project or Thesis (3 credits):

CN 6249	Capstone Project: The Digital Transformation Challenge (Prerequisites: CN 6141, CN 6042)
or	
CN 6450	Thesis in Communication ((runs for two terms or 26 weeks) (Prerequisites: CN 6035, CN 6040, CN 6006, CN 6127)

MASTER OF ARTS (MA) IN ADVERTISING COMMUNICATIONS

MASTER OF ARTS (MA) IN ADVERTISING COMMUNICATIONS

General Description & Aims

The MA in Advertising Communications is a pioneering program in Greece that meets the growing industry demand for trained professionals in the art, science and practice of advertising. It is an advanced program of study which artfully bridges up-to-date theoretical knowledge with the practical skills required by the industry. The program adopts a 360°, holistic view of advertising theory and practice, exposing students to the multiple facets of advertising, uniquely balancing its creative and strategic planning sides.

General Educational Aims

The educational aims of this program are to:

- Prepare students for a career in advertising by equipping them with a broad understanding of the multiple facets of advertising which will allow them to respond to current industry requirements as well as future needs.
- Provide advanced knowledge of advertising theories and concepts and a critical awareness of current issues in advertising, by synthesizing diverse viewpoints and perspectives.
- Provide students with multiple opportunities to bridge theory and practice.
- Emphasize on insight-led advertising strategy and the generation of strong creative ideas which produce messages that can resonate across a variety of media.
- Offer specialized training on techniques and tools used for research and insight generation, objective-setting, creative thinking and concepting, media planning, production, implementation and evaluation of advertising campaigns.
- Prepare students to communicate effectively and to meet client demands with professionalism, adhering to high ethical standards.

Study Options

The program may be completed in one year (full-time) or up to three years (part-time). Classes run Monday to Thursday from 18:30-21:30. New students are admitted at the start of the fall, winter and spring terms.

Graduation Requirements

In order to be awardee the MA in Advertising Communications, a student must:

- Complete all course requirements of the program within a period of 3 years.
- Earn a minimum cumulative index (CI) of "B" (3.00).

Curriculum Structure

Total of 11 courses (33 US credits) at graduate level.

Required Courses (21 credits):

CN 6070	Advertising Theories
CN 6071	Advertising in Context
CN 6172	Campaign Strategy & Planning
CN 6043	Brand Communication
CN 6074	Creativity & Ideation
CN 6075	Research Methods in Advertising
CN 6276	The Practitioner's Kit
or	
CN 6377	Internship in Advertising

Elective Courses (any 3 from the 2 concentrations below/ 9 credits):

Concentration Area 1: Advertising Strategy & Planning

CN 6178	Media Planning
CN 6079	Digital Advertising
CN 6080	Account Handling

Concentration Area 2: Creative Advertising

CN 6081	Copywriting
CN 6082	Art Direction
CN 6025	Digital Media Production
CN 6285	Brand Identity Design

Students may also select one elective from any of the other graduate communication programs upon approval of the graduate program coordinator.

*Electives are offered on a rotating basis during the academic year.

Capstone Project, Thesis or Portfolio (3 credits):

CN 6488	Capstone Project (Prerequisites: CN 6070, CN 6074, CN 6075, CN 6172)
Or	
CN 6389	Thesis (Prerequisites: CN 6070, CN 6071, CN 6075)
Or	
CN 6590	Portfolio (Prerequisites: CN 6070, CN 6172, CN 6074, CN 6081, CN 6082)

MASTER OF SCIENCE (MS) IN COUNSELING PSYCHOLOGY & PSYCHOTHERAPY

MASTER OF SCIENCE (MS) IN COUNSELING PSYCHOLOGY & PSYCHOTHERAPY

General Description & Aims

The mission of the MS in Counseling Psychology & Psychotherapy is to prepare students to become academically knowledgeable, competent, and ethically responsible mental health professionals. Counseling psychology is an innovative branch of applied professional psychology concerned with the integration of different psychological theories, research traditions and bodies of knowledge within the process of psychological therapy.

Since inception as the MS in Applied Psychology in 2005, the program has trained ethical, competitive and well educated professionals who have found their own place within and made a significant contribution to the profession of counseling psychology and other sister disciplines in the area of mental health.

The program prepares candidates to be self-reflective, ethical practitioners committed to professional development and maintenance of professional standards. This is achieved through the offering of an integrated curriculum involving psychology theory, skills development and practical experience. Assessment will address both theory and competence and evaluate knowledge and skills in line with the learning outcomes of the program.

The program enables students to take a critical academic approach to theory, practice and research in psychotherapeutic and counseling psychology, and trains candidates to work as an independent professional. Through a comprehensive curriculum that follows the research/ practitioner model, and aims to promote an integrative approach to theory, professional practice and research, the faculty is training students with the goal of:

- Promoting personal awareness and development;
- Developing theoretical and psychological knowledge (including new and challenging perspectives);
- Developing therapeutic skills, providing opportunities for supervised practice;
- Fostering an informed awareness of current professional concerns and debates;
- Developing research knowledge and skills.

General Educational Aims

The educational aims of the Program are to develop effective autonomous practitioners in integrative counseling and psychotherapy and psychotherapeutic related fields. Students will be enabled to work ethically and efficiently with a range of clients and in a variety of employment settings and in private practice.

- To prepare students for employment within their chosen context of healthcare;
- To develop students' capacity to learn as independent and lifelong learners;
- To provide flexible learning opportunities, thereby widening participation;
- To meet the needs of the counseling and psychotherapy profession.

To achieve these overall program aims the specific aims are to:

- Enable students to become critical and reflective practitioners, able to use evidence from research in their clinical practice;
- Enable students to become autonomous problem solvers, able to function within an ethical and professional framework;
- Enable students to become independent learners, able to continue their personal and professional development;
- Enable students to develop attitudes, adopt values and personal moral qualities in line with the American Psychological Association (APA) and American Counseling Association (ACA) ethical framework;
- To provide a program that is coherent and challenging that will facilitate skills development that will meet market demands;
- To provide the scope for the flexibility to meet market demand in terms of pace of study, place of study and mode of study;
- To offer a psychotherapeutic program to stimulate and enhance the intellectual creativity of students;
- To develop transferable research skills for the professional and provide an opportunity to gain a training in research.

Study Options

The program may be completed in two years (full-time) or up to four years (part-time). Classes run Monday to Thursday from 17:30-20:30. New students are admitted at the start of the fall, winter and spring terms. Completing the program in two years is possible only for students who begin their studies in the fall term.

Graduation Requirements

In order to be awarded the MS in Counseling and Psychotherapy, a student must:

- Complete all course requirements of the program within a period of four years;
- Earn a minimum cumulative index (CI) of "B" (3.00);
- Complete at least 700 hours of practical training;
- Complete and defend a research Thesis;
- Undertake at least 40 hours of personal counseling/psychotherapy.

Curriculum Structure

Required Courses (50 credits):

YEAR 1:	AP 6039	Principles of Counseling & Personal Development
	AP 6053	Psychological Testing & Assessment
	AP 6020	Biological Basis of Behavior
	AP 6021	Professional & Ethical Issues in Counseling & Psychotherapy
	AP 6023	Qualitative Research
	AP 6224	Interviewing Techniques
	AP 6022	Diversity Workshop
	AP 6043	Advanced Analysis & Interpretation of Behavioral Data
	AP 6010	Program Design & Evaluation
	AP 6045	Advanced Psychopathology
	AP 6034	Group Counseling & Psychotherapy
	AP 6055	Workshop on Crisis Intervention
YEAR 2:	Two (2) of the following:	
	AP 6560	Humanistic & Existential Approaches to Counseling & Psychotherapy
	AP 6549	CBT Approaches to Counseling & Psychotherapy
	AP 6542	Psychodynamic Approaches to Counseling & Psychotherapy
	AP 6585	Short term Approaches to Counseling & Psychotherapy
	&	
	AP 6246	Psychology of Addictions
	AP 6244	Counseling in Health Settings
	AP 6556	Family & System Approaches to Counseling & Psychotherapy
	&	
	AP 6601	Practicum I
	AP 6702	Practicum II
	AP 6803	Practicum III

MENTAL HEALTH COUNSELOR PATH

AP 6077	Theories of Learning & Human Development
AP 6590	Career Counseling
AP 6591	Thesis

MASTER OF ARTS (MA) IN APPLIED EDUCATIONAL PSYCHOLOGY

MASTER OF ARTS (MA) IN APPLIED EDUCATIONAL PSYCHOLOGY

General Description & Aims

The MA in Applied Educational Psychology is a degree program for educators, psychologists and other professionals in education, who are seeking to work with children, adolescents, families, and schools. The program emphasizes the development of specialized skills and knowledge that maximize the learning process and prepares students to conduct assessment, prevention, and interventions for students' psychological and learning difficulties. It prepares professionals who will serve the profession and the client by offering high-quality services based on theory, high ethical integrity, and empirically validated practices. Furthermore, in the context of an applied program it is expected that graduate students will acquire the methodological knowledge and skills needed in order to undertake a major piece of individual research. Finally, an essential part of the MA program is the gradual development of professional skills through the completion of at least 200 hours of supervised practicum at appropriate professional settings before graduating. The structure, duration, and content of the program curriculum and of the practical training were developed after careful consideration of international training standards. Specifically the program is designed to address the entry-level competencies identified by the International School Psychology Association (ISPA) as critical to training.

General Educational Aims

The MA in Applied Educational Psychology will prepare candidates to be self-reflective, ethical practitioners committed to professional development and maintenance of professional standards. This is achieved through the offering of an integrated curriculum of academic theory, practical skills development and fieldwork experience. Assessment will address knowledge of theory and practical competencies according to the learning outcomes of the program.
The program focuses on training professionals who:

- Are prepared to apply evidenced-based strategies in children with adolescents, families, and educators.
- Have multiple opportunities to bridge theory and practice in course projects and fieldwork practice.

Study Options

The program may be completed in one year (full-time) or up to three years (part-time). Classes run Monday to Thursday from 17:30-20:30. New students are admitted at the start of the fall, winter and spring terms.

Graduation Requirements

In order to be awarded the MA in Applied Educational Psychology, a student must:

- Complete all course requirements of the program within a period of three years.
- Earn a minimum cumulative index (CI) of "B" (3.00).
- Complete at least 200 hours of practical training
- Complete and defend a Thesis in the area of applied educational psychology

Curriculum Structure

Total of 14 courses (36 US credits) at graduate level, UK Level 7

Required courses (32 credits):

AP 6077	Theories of Learning and Human Development
AP 6052	Developmental Psychopathology
AP 6054	Research Design and Data Analysis
AP 6028	Professional Ethical and Legal Issues
AP 6073	Consultation
AP 6022	Diversity Issues in Counseling in Different Settings
AP 6071	Child and Adolescent Psychological Assessment
AP 6075	Learning Disabilities Assessment and Remediation
AP 6072	Child and Adolescent Therapeutic Interventions
AP 6174	Behavior Management & Applied Behavior Analysis
AP 6057	Family, School and Community Systems
AP 6058	Crisis Intervention in the Schools

Thesis (3 credits)

AP 6489	Thesis (runs for two terms or 26 weeks), (Prerequisites: AP 6077, AP 6071, AP 6075, AP 6054)

Fieldwork (1 credit)

AP 6478	Fieldwork, (Prerequisites: AP 6077, AP 6073, AP 6174 and AP 6071 or AP 6072 or AP 6075)

MASTER OF SCIENCE (MS) IN ORGANIZATIONAL PSYCHOLOGY

MASTER OF SCIENCE (MS) IN ORGANIZATIONAL PSYCHOLOGY

General Description & Aims

The MS in Organizational Psychology is a degree program that provides a unique bridge between the knowledge base and scientific methods of psychology and the practical skills required in order to investigate issues of critical relevance to individuals, organizations, and society. The program advocates the scientist-practitioner model in the application of psychology to critical contemporary issues, such as creating fair, inclusive and meaningful workplaces, where employees can thrive and employers can develop evidence-based and innovative HR and management tools, practices and solutions. The MS in Organizational Psychology prepares psychologists, social scientists and other professionals in any type of organization to develop ethical and evidence-based practices in the main areas of the field ranging from assessment and selection through to motivation and teamworking in the workplace, stress and wellbeing, career coaching and training, life-long development, organizational development and change. Furthermore, an essential part of the MS program is to address contemporary questions about diversity and inclusion, the future of work and the technological transformations that alter the dynamics of jobs, workers and organizations. Finally, graduate students will have the opportunity to develop and apply advanced knowledge and skills in developing research designs, collecting suitable data and selecting and applying appropriate statistical techniques through the completion of a research thesis or a capstone project in organizational psychology. The structure and content of the program follows the guidelines provided by the Society of Industrial and Organizational Psychology (SIOP).

General Educational Aims

The MS in Organizational Psychology will prepare students to develop a comprehensive understanding of practices and interventions in organizational psychology, synthesizing data, contextual information, and ethical and professional challenges. This is achieved through the developed of a curriculum that promotes critical understanding of the core theories, trends and empirical findings in organizational psychology as well as the use of practical skills for promoting thriving at work.

The program aims to train professionals who will be able to:

- Critically evaluate a wide variety of evidence sources and interpret its implications for professional and ethical practice
- Articulate problems using appropriate data and comprehensive psychological techniques
- Design evidence-based practices and interventions at the individual, group and organizational levels, and assess their effectiveness
- Formulate insights and communicate them effectively in written, oral or digital forms, in academic or organizational environments
- Demonstrate advanced interpersonal and consultative skills to real-world problems
- Implement core ethical and sustainability principles underpinning professional practice

Study Options

The program may be completed in one year (full-time) or up to three years (part-time). Classes run Monday to Thursday from 18:30-21:30. New students are admitted at the start of the fall, winter and spring terms.

Graduation Requirements

In order to be awarded the MS in Organizational Psychology, a student must:

- Complete all course requirements of the program within a period of three years.
- Earn a minimum cumulative index (CI) of "B" (3.00).

Curriculum Structure

Total of 12 courses (36 US credits) at graduate level, UK level 7

Required courses (33 credits):

OP 6005	Applying Psychology at Work
OP 6010	Analysis of Behavioral Data
OP 6015	Personality at Work
OP 6020	Psychological Assessment & Measurement
OP 6025	Human Behavior in Organizations
OP 6030	Selecting, Developing and Retaining Talent
OP 6035	Health & Wellbeing at Work
OP 6040	Learning, Training and Development
OP 6045	Diversity and Inclusion in Organizations
OP 6050	Ethics in Organizational Psychology

OP 6055	Negotiation & Conflict Resolution Skills Workshop
OP 6060	Coaching & Career Counseling

Capstone project or Thesis (3 credits):

OP 6385	Capstone in Organizational Psychology (Prerequisites: OP 6005, OP 6025, OP 6050)

or

OP 6380	Thesis in Organizational Psychology (Prerequisites: OP 6005, OP 6010, OP 6025)

MASTER OF ARTS (MA) IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

MASTER OF ARTS (MA) IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

General Description & Aims

The MA in TESOL is designed to provide professional development opportunities for those speakers of English who wish to pursue or further their careers as TESOL practitioners.

It will equip participants with the knowledge, understanding and professional skills relevant to teaching and supporting the learning of English to Speakers of Other Languages (ESOL). Participants will acquire independent learning and transferable skills required for continuing professional development in ever-changing current and future educational contexts.

A two-track approach (Practicum & Thesis) caters for both pre-service and more experienced and qualified students. The MA in TESOL embeds Deree's validated Trinity College London CertTESOL initial teacher training course in the Practicum Track, which is an internationally-recognized qualification.

Digital technologies are becoming evermore prevalent and increasingly mainstream in TESOL, and this is reflected in the strong focus on the use of educational technology and digital tools and resources throughout the program, both in the way the program is delivered and in its content. The core courses will be taught using a blended learning approach (60% face-to-face and 40% online), which will allow participants to experience online learning first-hand.

General Educational Aims

The aims of the program are to:

- Develop students' knowledge and understanding of and critical engagement with fundamental theories, concepts and current practice in TESOL;
- Enable students to acquire a systematic understanding of and critical insights into English as a linguistic system;
- Provide students with professional expertise in TESOL and enhance their understanding and broaden their theoretical knowledge of classroom language teaching and how languages are learned;
- Describe and demonstrate how linguistic theory can be applied to practical areas of TESOL such as syllabus and materials design and language testing;

- Give students an advanced understanding of the range of applications and use of educational technology in TESOL and language learning;
- Equip students to undertake an independent research project in a specific area of TESOL and produce an academic report;
- Instill critical perspectives and enable students to engage in professional and academic debates in the areas of TESOL, language learning, and educational technology;
- Encourage students to become independent and reflective learners able to continue their professional development beyond completion of the program.

Study Options

The MA TESOL is taught using a blended approach: a mixture of face-to-face classes and online study. Each 3-credit course has 18 hours face-to-face and 18 hours online, plus 3 hours assessment. Face-to-face classes run on every second Saturday from 10:00-13:00 and/or 14:00-17:00. For each course, there will be 6 weeks where on-campus attendance is required during the 3 terms. Classes take place in the American College of Greece, Agia Paraskevi Campus. Online activity will be ongoing throughout the courses and will involve collaboration with other participants, as well as individual work, all under the supervision of an instructor. The program may be completed in one calendar year (full-time) or up to three years (part-time). New students are admitted at the start of the fall, winter and spring terms.

Graduation Requirements

In order to be awarded the MA in TESOL degree, a student must:

- Complete all course requirements of the program within a period of 3 years.
- Earn a minimum cumulative index (CI) of "B" (3.00).

Curriculum Structure

Total of 12 courses (36 US credits) at graduate level

Required courses (30 credits):

TL 6001	TESOL Methodology and Pedagogy
TL 6002	Language Awareness
TL 6003	Second Language Learning and Acquisition
TL 6004	Educational Technology in TESOL
TL 6005	Teaching Language Skills
TL 6006	Curriculum & Syllabus Design
TL 6007	Critical Perspectives in TESOL
TL 6008	Young Learners & Teens

TL 6009 Management in TESOL

TL 6015 Learning Difficulties and TESOL

Option I: Professional Pathway (leads to Trinity College London CertTESOL)

TL 6410 TESOL Practice (3 credits)

&

TL 6512 Capstone Project in TESOL (3 credits)

Teaching practicum in TESOL, with Portfolio, Journal and Materials assignments (5.000 words total) accompanied by a 10.000-word Action Research report.

Option II: Research Pathway

TL 6011 Research Methods in TESOL (3 credits)

&

TL 6513 Thesis in TESOL (3 credits)

Individual research inquiry into an area of TESOL resulting in a 15.000-word Thesis.

MASTER OF SCIENCE (MS) IN DATA SCIENCE

MASTER OF SCIENCE (MS) IN DATA SCIENCE

General Description & Aims

The MS in Data Science is an advanced program of study that prepares students for a professional career in Information Technology, particularly in handling big volumes of data, finding patterns in data, making predictions, and effectively visualising and communicating data, with the intent to facilitate organizational decision making. Students become acquainted with various types of data including business transaction data, text data, and images.

The program equips participants with a well-calibrated, theoretical and practical synthesis of applied mathematics, statistics, computer science, and business information skills. It is appropriate for students from a variety backgrounds, including information technology, computer science, engineering, economics, MIS, as well as business with some basic programming knowledge.

The degree allows students to pursue either a professional pathway, suitable for immediate professional application or a research pathway, suitable for advanced graduate study and research. Under the professional pathway, the program also incorporates a Professional Certificate in Business Intelligence and Data Mining jointly offered with the company SAS.

General Educational Aims

The aims of the program are to:

- Provide advanced knowledge and understanding of machine learning methods as applied to the discovery of patterns in data, and expose students to the relevant tools.
- Offer specialized training on the techniques behind the storage and processing of big volumes of data, including business transaction data, text data, and images.
- Emphasize on business data problem formulation and analysis, incorporating data mining techniques.
- Prepare students to communicate data effectively, using visualization as well as written and oral formats.

Study Options

The program may be completed in one year (full-time) or up to three years (part-time). Classes run Monday to Thursday from 18:30-21:30. New students are admitted at the start of the fall, winter and spring terms.

Graduation Requirements

In order to be awarded the MS in Data Science degree, a student must:

- Complete all course requirements of the program within a period of 3 years.
- Earn a minimum cumulative index (CI) of "B" (3.00).

Curriculum Structure

Total of 12 courses (36 US credits) at graduate level

Required courses (30 credits):

ITC 6001	Introduction to Big Data
ITC 6002	Exploring and Analyzing Data
ITC 6003	Applied Machine Learning
ITC 6004	Data Visualization
ITC 6005	Semantic Web
ITC 6006	Big Data in Business
ITC 6107	Big Data Architectures
ITC 6008	Search Engines and Web Mining
ITC 6009	Machine Vision in Data Science
ITC 6010	Natural Language Processing

Option I: Professional Pathway:

ITC 6420	SAS Platform for Business Analytics (3 credits)
or	
ITC 6230	Advanced Machine Learning (3 credits)
&	
ITC 6421	Capstone Project (3 credits)

Option II: Research Pathway

ITC 6230	Advanced Machine Learning (3 credits)
&	
ITC 6440	Thesis (3 credits)

(Individual research inquiry into an area of Big Data and Data Mining, resulting in a 15,000-word thesis).

Graduate Diplomas and Certificate Programs

Graduate Diploma in Public Relations

Graduate Diploma in Digital & Social Media

Graduate Certificate in Psychology

Graduate Certificate in Computer Science

GRADUATE DIPLOMA IN PUBLIC RELATIONS

General Description & Aims

This program offers working professionals an opportunity to gain knowledge in fundamental and special areas of public relations to enhance their communication skills, compliment their work experience and advance their career.

It is also designed to equip graduates of disciplines other than public relations with skills and competencies which can lead to a variety of job opportunities, including work as a public relations specialist, marketing assistant, account executive, campaign speech writer, media planner, lobbyist and press agent.

Students learn how to design and implement professional communication plans for clients in a variety of settings employing traditional and digital media techniques and a wide range of public relations skills including writing for the media, leaflet and poster copy, as well as event planning and organization.

Upon successful completion of this program students are eligible for entry in the MA in Strategic Communication and Public Relations program, towards which they can transfer all the core graduate diploma courses (9 credits).

Admission Requirements

In order to be considered for entry to the program applicants should be prepared to demonstrate all of the following:

1. Competence to undertake graduate work: a College or University degree within social science, business and management studies or a computer science related discipline.
2. Evidence of Proficiency in English.
3. Motivation and/or Relevant experience to specialize in this area: Evidence of strong motivation to work in communication related professions will be sought in the interview and the personal statement submitted with the application form.

General Educational Aims

The aims of the program are to enable students to:

- Develop a systematic understanding of the strategic function of the practice of professional public relations in diverse areas and settings.
- Critically assess an organization's internal and external communication requirements and develop the ability to research, manage and implement planned communication programs.
- Develop a range of discipline- related transferable skills that will allow them to work in creative and independent ways.
- Adhere to the highest professional and ethical standards in the practice of public relations and other communication related careers.

Study Options

The program may be completed in one year (full-time) or up to eighteen months (part-time). Classes run Monday to Thursday from 18:30-21:30. New students are admitted at the start of the fall, winter and spring terms.

Graduation Requirements

In order to be awarded the Graduate Diploma in Public Relations, a student must:

- Complete all course requirements of the program within a period of 18 months.
- Earn a minimum cumulative index (CI) of "B" (3.00).

Curriculum Structure

Total of 5 courses (15 US credits) at graduate level

Required Courses (9 credits):

CN 6001	Public Relations Strategy
CN 6002	Advanced Media Writing and Techniques
CN 6017	Public Relations and the New Media

Elective Courses (2 from the list - 6 credits):

CN 6009	PR for Public & Non Profit Organizations
CN 6004	Communication for the Tourism Industry
CN 6008	Communication for the Entertainment Industry
CN 6011	Crisis Communication Management
CN 6015	Intercultural Communication and International PR
CN 6030	Multimedia Applications for Communication Campaigns

GRADUATE DIPLOMA IN DIGITAL & SOCIAL MEDIA

General Description & Aims

Social media has now become a primary channel to engage, listen to, and communicate with an organization's audiences. An integrated and multi-channel social media strategy is a necessity for all organizations seeking to achieve their missions or business objectives. The Graduate Diploma in Digital and Social Media enables professionals tasked with advertising, branding, public affairs, strategic communications (internal or external), or community engagement to plan, execute, and assess comprehensive and effective digital and social media campaigns for private, public, or non-profit organizations. Through a combination of lectures, project work, cases and lab work, participants develop expertise in social media planning, digital campaign management, and analysis to craft authentic and effective content for their organizations and communities.

The program offers a blend of theory and practice and is an ideal option for communication or marketing professionals who wish to update their knowledge and skills or for people who wish to change careers. Upon successful completion of this program students are eligible for entry in the MA in Digital and Social Media program, towards which they can transfer all the core graduate diploma courses (9 credits).

Admission Requirements

In order to be considered for entry to the program applicants should be prepared to demonstrate all of the following:

1. Competence to undertake graduate work: a College or University degree within social sciences, business and management studies or a computer science related discipline.
2. Evidence of Proficiency in English.
3. Motivation and or Relevant experience to specialize in this area: Evidence of strong motivation to work in communication related professions will be sought in the interview and the personal statement submitted with the application form.

General Educational Aims

The aims of the program are to enable students to:

- To provide students with advanced foundations of contemporary digital and social media communication theories and methods.
- To expose students to emerging concepts, issues and trends in digital and social media.
- To enable students to effectively plan, execute, and assess comprehensive and effective social media campaigns.
- To provide students with hands-on experience in developing and evaluating digital and social media content.

Study Options

The program may be completed in one year (full-time) or up to eighteen months (part-time). Classes run Monday to Thursday from 18:30-21:30. New students are admitted at the start of the fall, winter and spring terms.

Graduation Requirements

In order to be awarded the Graduate Diploma in Digital and Social Media, a student must:

- Complete all course requirements of the program within a period of 18 months.
- Earn a minimum cumulative index (CI) of "B" (3.00).

Curriculum Structure

Total of 5 courses (15 US credits) at graduate level, cross listed with the MA in Digital Communication & Social Media program.

Required Courses (9 credits):

CN 6035	Applied Communication Theory
CN 6047	Content Strategy
CN 6041	Digital & Social Media Strategy

Elective Courses (2 from the list - 6 credits):

CN 6025	Digital Media Production
CN 6043	Brand Communication
CN 6065	Social Media Management
CN 6148	Digital and Social Analytics

GRADUATE CERTIFICATE IN PSYCHOLOGY

General Description & Aims

An intensive post-baccalaureate (UK Level 6) program that serves as a solid basis and a conversion course for further advanced study in psychology. It is appropriate for people who hold a first degree in a field other than psychology, giving them the opportunity to obtain the necessary theoretical and practical foundations for a future career in psychology. Upon successful completion and an interview, graduates are eligible for direct entry into the MS in Counseling Psychology & Psychotherapy.
The purpose of the program is to provide a broad grounding in psychology that enables participants to develop and/or advance their basic knowledge and skills in psychology in relation to their professional and personal interests.
The program aims to:

- Provide participants with a broad, basic knowledge of theory and research in the scientific study of psychology.
- Develop the ability to describe and evaluate psychological theory and research.
- Develop the ability to construct a coherent argument and support it with evidence from research in psychology.

Admission Requirements

In order to be considered for entry to the program applicants should be prepared to demonstrate all of the following:

1. Competence to undertake graduate work:
   - a college or university degree in a field other than psychology.
   - at minimum, a cumulative grade point average equivalent to at least 3.0 on a 4.0 scale (B grade) in all prior undergraduate and graduate level work.

2. Evidence of Proficiency in English.

3. Motivation and/or relevant experience to specialize in this area: Evidence of strong motivation to work in psychology related areas will be sought in the interview and the personal statement submitted with the application form. Evidence of work experience in a setting where interpersonal relationships are of central importance, or experience in counseling, sponsorship, relevant social/community/voluntary work is highly desirable.

General Educational Aims

The program aims to:

- Enable students to display a comprehensive understanding of psychological knowledge and critical awareness of current debates in psychology.
- Develop students' knowledge, skills, and understanding of the principles, methods and ethical practices
- Demonstrate sufficient knowledge of psychological theories and literature in the core domains of the science of psychology.
- Develop a more detailed knowledge of the literature, theories and issues relevant their field of interest.
- Develop the ability to design, carry out and evaluate psychological research.
- To be able to conduct ethically sensitive research

Study Options

The program may be completed in 2 terms (6 months; full-time) or over 4 terms (12 months; part-time). Online classes run in weekdays from 18:30-20:30.

Courses are offered fully online, combining synchronous class meetings with asynchronous activities.

Graduation Requirements

In order to be awarded the Graduate Certificate in Psychology, a student must:
- Complete all course requirements of the program within a period of 18 months.
- Earn a minimum cumulative index (CI) of "B" (3.00).

Curriculum Structure

Total of 4 courses (16 US credits) at post-baccalaureate level (UK level 6)

Required Courses:

AP 5001	Fundamentals of Psychology Science
AP 5002	Research Methods in Psychology
AP 5003	Psychopathology
AP 5004	Human Development and Personality Theories

GRADUATE CERTIFICATE IN COMPUTER SCIENCE

General Description & Aims

The Graduate Certificate in Computer Science is a post-baccalaureate program of study that serves as a solid basis and a conversion course for people who hold a first degree in a field other than computing and information sciences. It is appropriate for graduates from any discipline who wish to advance or transition into a career in information technology as well as for students who wish to pursue further graduate studies in data science, programming, computing and related IT areas.

The program provides theoretical and practical foundations of computer science so that students can plan, develop, and apply appropriate tools to frame and solve problems across industries. Students will learn how to program, use databases, and perform the basics of data analytics with an industry tool in order to extract useful information from raw data. Students will also become acquainted with applied mathematical skills in calculus and linear algebra as applicable in data analysis.

Admission Requirements

In order to be considered for entry to the program applicants should be prepared to demonstrate all of the following:

1. Competence to undertake graduate work: a College or University degree apart from Computer Science and related disciplines.
2. Evidence of Proficiency in English.
3. Motivation and/or Relevant experience to specialize in this area: Evidence of strong motivation to work in computer science related areas will be sought in the interview and the personal statement submitted with the application form.

General Educational Aims

The aims of the program are to enable students to:

1. Design simple software systems and assess them from a technical perspective.
2. Critically evaluate the techniques for storing and processing data, including business transaction data, and apply the relevant tools.
3. Analyze data for decision making by applying relevant methods.
4. Formulate ideas and arguments and communicate them effectively, using visualization as well as written and oral formats.

Study Options

The program may be completed in one term (full-time), for students starting in Fall, or up to three terms (part-time). Classes run Monday to Thursday from 18:30-21:30. New students are admitted at the start of the fall, winter and spring terms.

Graduation Requirements

In order to be awarded the Graduate Certificate in Computer Science, a student must:

- Complete all course requirements of the program within a period of 12 months.
- Earn a minimum cumulative index (CI) of "B" (3.00).

Curriculum Structure

Total of 4 courses (12 US credits) at post-baccalaureate level (UK level 6)

Required Courses:

ITC 5001	Programming Fundamentals
ITC 5002	Data Analytics with R
ITC 5103	Databases
ITC 5004	Applied Mathematics

Course Descriptions

AP 5001 FUNDAMENTALS OF PSYCHOLOGY SCIENCE 4 US CREDITS

Fundamental introductory course for all students studying psychology. Overview of the field of psychology as a natural science: theoretical perspectives, biological basis of behavior, sensory systems, perception, states of consciousness, learning, memory and forgetting, theories of intelligence, theories of social behavior.

AP 5002 RESEARCH METHODS IN PSYCHOLOGY 4 US CREDITS

This course provides a review of topics related to the research process. The first lectures cover topics about descriptive statistics, different types of variables, the properties of the ideal normal distribution, standard scores, and the relationship between variables. Further topics include critical psychometric properties such as reliability and validity, and issues relevant to the development of tests and scales. Final topics include critical aspects of experimental and non-experimental research and the discussion of studies that had an important impact in the field of psychology.

AP 5003 PSYCHOPATHOLOGY 4 US CREDITS

This course provides an overview of theories of and research in the study of psychopathological development. The course involves a scientist - practitioner approach to the study of a variety of psychological disorders, including anxiety, affective and personality disorders, as well as assessment and treatment approaches.

AP 5004 HUMAN DEVELOPMENT & PERSONALITY THEORIES 4 US CREDITS

An integrated presentation of theory and research, focusing on normal, physical, cognitive, social and personality development from the age of six through adolescence, followed by a historical and theoretical examination of the concept of personality. Scientific conceptualization of human behaviour and critical evaluation and comparison of personality theories, with respect to comprehensiveness, empirical validity and applied value. Applications of principles of personality development to contemporary society.

AP 6010 PROGRAM DESIGN & EVALUATION 3 US CREDITS

Program evaluation is the art and science of developing viable answers to questions like: Who is a program intended to serve? What are its goals? What does the program actually look like, who does it actually reach, and what are the outcomes for those who received the intervention? How can a program be improved to better meet its goals? What needs to be adapted for a different population or setting? Why should a program continue to be funded? Which intervention works better?

Which is more cost-effective?

Evaluation covers a wide range of assessments, not just of individual programs, but of working coalitions, and institutional and governmental policies. Evaluators work with program staff and stakeholders to clarify a program's operational theory and goals, develop information to help tailor an intervention to a specific audience, document a program's specific activities, reach, and outcomes, and develop information about the impact of a program or policy on a specific community health concern.

Evaluation is critical in the development and maintenance of evidence-based practice. This course will cover the core knowledge and skills involved in program evaluation, provide hands-on experience in evaluation design, and provide exposure to some of the ethical and philosophical issues current in evaluation research.

The course will be conducted on face-to-face sessions. Course activities will be focused on giving students hands-on experience in the specific research skills and tools required for effective program design and evaluation.

AP 6020 BIOLOGICAL BASIS OF BEHAVIOR 2 US CREDITS

An introduction to the nature and role of the biological processes that underlie our thoughts, feelings, and behaviors. The first part of the course focuses on describing the cells and organization of the nervous system, neurotransmission, neuroanatomy, and research methods for studying the brain. The second part of the course hones in on the physiological basis of memory, language, psychiatric disorders, decision making, emotion and stress.

AP 6021 PROFESSIONAL & ETHICAL ISSUES IN COUNSELING & PSYCHOTHERAPY 2 US CREDITS

The course cultivates professional awareness and introduces issues related to reflective practice. It covers such areas as professionalism, legal issues, statutes, administrative rules, and standards for practitioners in counseling and applied developmental psychology. It stresses the importance of recognizing one's professional limitations, making referrals in any area(s) considered outside the boundaries of one's professional capabilities.

AP 6022 DIVERSITY WORKSHOP 2 US CREDITS

This workshop aims at increasing self- awareness regarding diversity issues while preparing students to work competently with various groups representing diversity with respect to race, ethnicity, gender, socioeconomic status, disability, and sexual orientation in both therapeutic and preventive contexts.

AP 6023 QUALITATIVE RESEARCH 3 US CREDITS

A critical presentation of theory, method, and practice of qualitative research with an emphasis on its naturalistic and interpretive approach to the social world and human experience. A variety of research methods for data collection (case studies, interview, participant observation, life story) and analysis (phenomenological method, discourse analysis, grounded theory) are covered and linked to major theoretical paradigms ([post]positivism, hermeneutics, [post]constructivism, critical theory, and cultural studies methods).

AP 6028 PROFESSIONAL ETHICAL AND LEGAL ISSUES 2 US CREDITS

This course is designed to develop a wide knowledge base, critical thinking, and ethical decision-making skills for professional practice. It covers areas such as specific ethical and legal issues and ways of thinking to enhance one's professional development. It challenges one to increase awareness, sensitivity, and understanding of the ethical principles of school-based psychological services, and to develop skills in ethical decision-making.

AP 6034 GROUP COUNSELING & PSYCHOTHERAPY 3 US CREDITS

The course reviews the basic principles guiding group therapy as an approach to helping people alleviate their personal distress and appreciate how they may have been thwarting their own best efforts to understand themselves and to achieve their goals. The focus is on identifying the key aspects of group counseling that lead to change. Major strategies and techniques are reviewed, critically discussed and contrasted as they apply to most counseling groups, therapeutic approaches, and settings.

AP 6039 PRINCIPLES OF COUNSELING & PERSONAL DEVELOPMENT 4 US CREDITS

The course examines the philosophy, main theories, practices, and principles of counseling and psychotherapy. Topics include the counseling relationship, assessment and referral procedures, brief and long-term approaches, and legal, ethical, and diversity issues. The course involves both didactic and experiential learning modes and is designed to provide a bridge from theory to professional practice. An essential goal is to affect the awareness, knowledge base, and application of techniques, and to help the student determine career goals and assume professional ethical standards, roles, and responsibilities. Methods used include group interaction, self disclosure, case studies, and role-playing. All experiential techniques aim at increasing self-awareness and thus enhancing the prospective counselor's listening and guidance skills, as well as the ability for empathy and understanding.

AP 6043 ADVANCED ANALYSIS & INTERPRETATION OF BEHAVIORAL DATA 3 US CREDITS

An extension of basic concepts in statistics, this course is organized around advanced statistical topics such as analysis of variance (ANOVA), including single-factor independent measures and repeated measures designs, factorial ANOVA, multiple comparison procedures, the general linear model, linear and multiple regression, and some non-parametric tests. Also, the course covers material about factor analysis and ROC curve analysis. Emphasis is on the process of selecting an appropriate analysis for research data, carrying out the analysis with the use of specialized statistical software, interpreting the output, and using APA style to write results and conclusions. Computer-based analysis is implemented using the Windows version of the Statistical Package for the Social Sciences (SPSS).

AP 6045 ADVANCED PSYCHOPATHOLOGY 3 US CREDITS

The purpose of this course is to review and comprehensively examine the scientific evidence related to issues of description, classification and academic study of human mental distress. The course explores various theoretical approaches and evidence-based information about the cause and course of the various disorders.

The course reviews major clinical conditions of adulthood. After defining the term of psychopathology, as well as exploring the differentiation between normality and abnormality, all psychopathological syndromes will be reviewed. The course explores current theoretical, etiological, and therapeutic viewpoints. The emphasis of this review will be on comparing and contrasting different theoretical perspectives on each disorder, as well as reviewing the empirical literature in support of these perspectives. The clinical diagnostic criteria as these are stressed in the diagnostic manuals DSM-5 and ICD-10 will be elaborated, as well as the criteria for a meaningful differential diagnosis. The dimensional approach, as opposed to the categorical of DSM-5, will also be presented and critically discussed.

AP 6052 DEVELOPMENTAL PSYCHOPATHOLOGY 3 US CREDITS

The course reviews major clinical syndromes of childhood and adolescence viewed within the context of normal development and explores current theoretical, diagnostic, etiological, and therapeutic viewpoints. The ideas of disability, pathology, and dysfunction and the contrasting ideas of ability, health, and functionality are considered in relation to each other.

AP 6053 PSYCHOLOGICAL TESTING & ASSESSMENT 4 US CREDITS

This course has two parts: Part A provides students with the theoretical and practical basis for choosing and using the wide range of test and measurement data available to applied researchers. Particular emphasis is placed upon the criteria used to evaluate the adequacy of tests and assessments. Topics include reliability, validity, test construction and test adaptation for cross-cultural assessment. Part B is designed to cover the theory and practice of intellectual and personality assessment with an emphasis on the Wechsler scales, and the MMPI. Students administer, score, and interpret tests under supervision and are trained to write reports.

AP 6054 RESEARCH DESIGN & DATA ANALYSIS 3 US CREDITS

This course provides a review of topics related to the research process. The first lectures cover topics about descriptive statistics, different types of variables, the properties of the ideal normal distribution, standard scores, and the relationship between variables. It then moves on the discussion of critical aspects of experimental and non-experimental research. Finally, a variety of qualitative research methods for data collection (case studies, interview, participant observation, life story) and analysis (phenomenological method, discourse analysis, grounded theory) are covered.

AP 6055 WORKSHOP ON CRISIS INTERVENTION 2 US CREDITS

The prevalence of acute crisis situations in our society necessitates that counselors acquire knowledge and skill base for effective and professional crisis intervention. Students will familiarize with evidence-based applications of theory to practice with at-risk populations. Special vulnerabilities and ethical concerns regarding at-risk populations will be examined. Students will apply crisis intervention theory and models of intervention to various problem areas such as suicide, sexual assault, domestic violence, substance abuse, grief and loss, violent behavior, natural disasters.

AP 6057 FAMILY, SCHOOL & COMMUNITY SYSTEMS 2 US CREDITS

This course addresses the family as a system within an ecological context. It covers parent counseling, the school and family as interactive systems, and school-parent collaboration. It focuses on the diverse needs of the child within the context of family, school and community. The course examines the interplay of diverse cultures, lifestyles, abilities, language and communication with the role of community institutions.

AP 6058 CRISIS INTERVENTION IN THE SCHOOLS 2 US CREDITS

This course is designed to increase knowledge and skills for practice with crisis intervention.

AP 6071 CHILD & ADOLESCENT PSYCHOLOGICAL ASSESSMENT 3 US CREDITS

This course is a study of major psychological instruments used in assessment of school-aged children and adolescents; the nature, limitations, and predictive value of these methods; and the procedures for selection, administration, scoring, and interpretation of techniques for evaluation of cognitive and socio-emotional functioning.

AP 6072 CHILD & ADOLESCENT THERAPEUTIC INTERVENTIONS 3 US CREDITS

This course provides a conceptual framework for interventions with children, adolescents and their families. The course will review research and intervention skills/techniques stemming from the major theoretical approaches to child and adolescent counseling and psychotherapy.

AP 6073 CONSULTATION 3 US CREDITS

This course provides students with the knowledge and skills necessary to engage in consultation, collaborative problem solving, and systems level interventions in school and therapeutic settings. Theories, models, and processes of consultation and change with administrators, teachers, parents, community and mental health agencies, and students will be examined. Particular attention is given to students with learning and behavioral problems. The majority of this course will be devoted to instruction in skills and strategies required to conduct collaborative consultative services through lecture, applied case work, group work, student presentations, role play, self appraisal, and class discussion.

AP 6075 LEARNING DISABILITIES ASSESSMENT & REMEDIATION 3 US CREDITS

This course will provide students with an in-depth understanding of the different domains of learning disabilities and their cognitive correlates. It will focus on the use and interpretation of sound norm-based assessment tools for the identification of Learning Disabilities (LDs), as well as on the implementation of different intervention methods to enhance education outcomes for all children.

AP 6077 THEORIES OF LEARNING & HUMAN DEVELOPMENT 3 US CREDITS

A critical presentation of stages, processes and milestones of normal cognitive, emotional and social development of children, with particular attention to the dynamic interplay between biological, psychological, and socio-cultural forces. Special emphasis is placed on the interdependence of developmental changes in the cognitive, emotional and social domains and on empirical research to integrate theoretical and applied perspectives.

AP 6174 BEHAVIOR MANAGEMENT & APPLIED BEHAVIOR ANALYSIS 3 US CREDITS

Prerequisites: AP 6077 THEORIES OF LEARNING & HUMAN DEVELOPMENT

This course focuses on identifying, recording, evaluating and changing social and academic behaviors of special and diverse populations. Theories of classroom management will be explored and various approaches to management including use of technological advances. Developing classroom and individual behavior management plans will be emphasized. The course will focus on the applications of the experimental analysis of behavior to problems of social importance with a variety of populations and settings. Observational methods, single-subject designs, behavior promotion and reduction, and generalization strategies are reviewed in relation to the needs of students with disabilities. It aims at training students in the process of systematically applying interventions based upon the principles of behavior analysis to improve socially significant and learning behaviors to a meaningful degree, and to demonstrate that the interventions employed are responsible for the improvement in behavior.

AP 6224 INTERVIEWING TECHNIQUES 2 US CREDITS

Prerequisites: AP 6039 PRINCIPLES OF COUNSELING & PERSONAL DEVELOPMENT
AP 6021 PROFESSIONAL & ETHICAL ISSUES IN COUNSELING & PSYCHOTHERAPY

This course exposes the students to several interviewing techniques in the field of counseling and applied psychology and aims at developing students' attending and listening skills, and the ability to respond therapeutically in a decision-making framework.

AP 6244 COUNSELING IN HEALTH SETTINGS 2 US CREDITS

Prerequisites: AP 6039 PRINCIPLES OF COUNSELING & PERSONAL DEVELOPMENT
AP 6021 PROFESSIONAL & ETHICAL ISSUES IN COUNSELING & PSYCHOTHERAPY

This course is an introduction to the study of psychological factors in health and illness, and the role of the counselor in health settings. It examines the major models, research methods, interventions, and issues in health psychology and behavioral medicine. Topics include stress-illness, compliance, psycho-immunology, bereavement counseling, social support, and coping with disorders such as cardiovascular disease, pain, cancer, gastrointestinal disorders, diabetes, and obesity.

AP 6246 PSYCHOLOGY OF ADDICTIONS 2 US CREDITS

Prerequisites: AP 6039 PRINCIPLES OF COUNSELING & PERSONAL DEVELOPMENT
AP 6021 PROFESSIONAL & ETHICAL ISSUES IN COUNSELING & PSYCHOTHERAPY

This course introduces students to theories, techniques, and relevant research associated with the Psychology of Addiction. It surveys various aspects of addiction, namely substance abuse, eating disorders, gambling, self-injury, "love" addictions, and the Internet addiction encompassing both didactic and experiential approaches to addiction. It reviews DSM-IV diagnosis, assessment measures, treatment planning, and the application of empirically validated techniques to clinical situations focusing on addiction.

AP 6478 FIELDWORK 1 US CREDIT

Prerequisites: AP 6077 CHILD AND ADOLESCENT DEVELOPMENT
AP 6073 CONSULTATION
AP 6174 BEHAVIOR MANAGEMENT AND ABA
AND
AP 6071 CHILD AND ADOLESCENT PSYCHOLOGICAL ASSESSMENT
OR
AP 6072 CHILDHOOD AND ADOLESCENT THERAPEUTIC INTERVENTIONS
OR
AP 6075 LEARNING DISABILITIES ASSESSMENT AND REMEDIATION

Fieldwork is designed much like a practicum and provides students with a structured opportunity to gain real-world, hands-on experience in a child and adolescent educational/therapeutic setting. It allows students to apply concepts and practices learned in coursework as they assist in professional-level work under the formal guidance from a qualified supervisor.

Students typically pursue tasks and projects that constitute entry-level professional work. In addition, since fieldwork is meant to be a learning opportunity for students, fieldwork tasks usually involve skills and knowledge that the student has already begun to develop through coursework but for which the student has not yet developed a high level of expertise.

Finally, the taught component of the class helps students develop case conceptualization skills by integrating theoretical knowledge and applying it to real case material for treatment/remediation planning and evaluation. Topics examined through the consultation process include: case conceptualization, professional development, peer supervision, quality assurance, legal and ethical considerations, institutional dynamics, consultation and communication of assessment results.

AP 6489 THESIS IN EDUCATIONAL PSYCHOLOGY 3 US CREDITS

Prerequisites: AP 6077 CHILD AND ADOLESCENT DEVELOPMENT
AP 6071 CHILD AND ADOLESCENT PSYCHOLOGICAL ASSESSMENT
AP 6075 LEARNING DISABILITIES ASSESSMENT AND REMEDIATION
AP 6054 RESEARCH DESIGN AND DATA ANALYSIS

A Thesis is undertaken by all students working individually and in consultation with a selected instructor who acts as their thesis advisor. The dissertation must convey scholarly and/or professional analysis informed by sustained and appropriate application of methodology. The dissertation is a significant analytical piece of work: it represents work of a higher standard of what is normally expected from a term paper and provides an opportunity for students to draw on their methodological, analytical and substantive learning in a comprehensive written study.

AP 6542 PSYCHODYNAMIC APPROACHES TO COUNSELING & PSYCHOTHERAPY 3 US CREDITS

Prerequisites: AP 6039 PRINCIPLES OF COUNSELING & PERSONAL DEVELOPMENT
AP 6021 PROFESSIONAL & ETHICAL ISSUES IN COUNSELING & PSYCHOTHERAPY
AP 6022 DIVERSITY WORKSHOP
AP 6224 INTERVIEWING TECHNIQUES
AP 6045 ADVANCED PSYCHOPATHOLOGY

The course reviews major humanistic and psychodynamic theories and clinical approaches in counseling, psychotherapy and clinical practice. It also provides students with a history of the development of psychoanalytic theory and the innovations in clinical practice.

Through the use of audiovisual equipment and the thorough presentation and analysis of clinical cases, students will have the chance to learn how psychodynamic

counseling is conducted and will be introduced to the major techniques of those approaches. The course also reviews defense mechanisms, transference, empathy and other important clinical constructs and examines the way they function and interfere with the therapeutic relationship.

AP 6549 CBT APPROACHES TO COUNSELING & PSYCHOTHERAPY 3 US CREDITS

Prerequisites: AP 6039 PRINCIPLES OF COUNSELING & PERSONAL DEVELOPMENT
AP 6021 PROFESSIONAL & ETHICAL ISSUES IN COUNSELING & PSYCHOTHERAPY
AP 6022 DIVERSITY WORKSHOP
AP 6224 INTERVIEWING TECHNIQUES
AP 6045 ADVANCED PSYCHOPATHOLOGY

The focus of this course is to introduce students to the principles, theory and practice of Cognitive Behavior Therapy (CBT) to counseling individuals. It reviews the basic concepts, principles, techniques and new developments related to CBT. The course aims at helping the students develop a good theoretical understanding of this major school of thought in psychotherapy. It covers such areas as: Development and principles of CBT, CBT for Depression, CBT for Anxiety Disorders, the role of therapeutic relationship in CBT, and schema-focused therapy.

AP 6556 FAMILY & SYSTEM APPROACHES TO COUNSELING & PSYCHOTHERAPY 3 US CREDITS

Prerequisites: AP 6039 PRINCIPLES OF COUNSELING & PERSONAL DEVELOPMENT
AP 6021 PROFESSIONAL & ETHICAL ISSUES IN COUNSELING & PSYCHOTHERAPY
AP 6022 DIVERSITY WORKSHOP
AP 6224 INTERVIEWING TECHNIQUES
AP 6045 ADVANCED PSYCHOPATHOLOGY

This course presents principles of assessment and concepts for counseling a family or individuals as part of a family emotional system. It consists of a theory and practice approach focusing on levels of interactive functioning and relationship stress, including the formulation of therapeutic goals in conjunction with the “family life cycle” paradigm.

AP 6560 HUMANISTIC & EXISTENTIAL APPROACHES TO COUNSELING & PSYCHOTHERAPY 3 US CREDITS

Prerequisites:
AP 6039 PRINCIPLES OF COUNSELING & PERSONAL DEVELOPMENT
AP 6021 PROFESSIONAL & ETHICAL ISSUES IN COUNSELING & PSYCHOTHERAPY
AP 6022 DIVERSITY WORKSHOP
AP 6224 INTERVIEWING TECHNIQUES
AP 6045 ADVANCED PSYCHOPATHOLOGY

This course is a study of the Third Force in psychology with emphasis on the emergence of the Third Force movement, the works of Maslow, Frankl, Rogers, May, and Yalom, and their contribution to clinical practice. The course focuses on the key elements of humanistic/ existential psychotherapy and how these elements are exemplified in understanding personality, psychopathology, and psychotherapy. Special emphasis is placed on how existential philosophy illuminates the human situation; this emphasis is then explored relative to how psychotherapy can be utilized within an humanistic/ existential framework. In the pursuit of these areas of study an important aim will be the enhancement of student self-awareness. Case material will be drawn upon throughout the course to concretize the theory being studied.

AP 6585 SHORT TERM APPROACHES TO COUNSELING & PSYCHOTHERAPY 3 US CREDITS

Prerequisites:
AP 6039 PRINCIPLES OF COUNSELING & PERSONAL DEVELOPMENT
AP 6021 PROFESSIONAL & ETHICAL ISSUES IN COUNSELING & PSYCHOTHERAPY
AP 6022 DIVERSITY WORKSHOP
AP 6224 INTERVIEWING TECHNIQUES
AP 6045 ADVANCED PSYCHOPATHOLOGY

In the last decade, a growing need has emerged for the design and implementation of brief psychosocial interventions focused on specific themes and/or symptoms. This course addresses this well-delineated need, by introducing students to the principles, strategies, and techniques of brief, symptom-focused counseling interventions. Short-term psychotherapy (brief psychotherapy, time-limited psychotherapy) is examined from a variety of theoretical and clinical perspectives that share the emphasis on clearly focused interventions and rapid conflict resolution. During the course, three of these approaches to short-term psychotherapy will be included: Interpersonal Therapy (IPT), Mindfulness Based Interventions, and Dynamic Interpersonal Therapy (DYT) and mentalization. The course's structure is based upon the belief that an effective counselor must first be knowledgeable and skilled in various modalities, and, second, they must have developed a wide array of techniques, so as to meet adequately the client/patient's specific needs. Skill building, critical thinking and utilization of empirical support are emphasized.

AP 6590 CAREER COUNSELING 3 US CREDITS

Career counseling and career development are a specialty area that set apart the field of counseling from other mental health professions. The purpose of this course is to provide students with an understanding of career development and the role of the career counselor, with an emphasis on developmental life planning.

AP 6591 THESIS IN COUNSELING PSYCHOLOGY 4 US CREDITS

Prerequisites:
AP 6010 PROGRAM DESIGN & EVALUATION
AP 6021 ETHICS
AP 6023 QUALITATIVE RESEARCH
AP 6043 ADVANCED ANALYSIS AND INTERPRETATION OF BEHAVIORAL DATA
AP 6053 TESTING & ASSESSMENT

A Thesis is undertaken by all students working individually and in consultation with a selected instructor who acts as their thesis advisor. Students are expected to develop their ideas and design a study based on their appreciation of the relevant literature. Students are required to present a research thesis proposal protocol to a three-member thesis committee and gain approval before proceeding with their study and collection of data for their Thesis. Research protocols involving the participation of human subject are also submitted to the Human Research Ethics Committee for approval.

Students work closely with their thesis advisor on the completion of the thesis, which is evaluated by two additional readers. An oral defense of the thesis is scheduled after its submission. The thesis should demonstrate in-depth knowledge of the topic, evidenced by a thorough literature review and display of critical thinking skills, and by the demonstration of basic competencies in research design, data analysis, and interpretation.

AP 6601 PRACTICUM I 2 US CREDIT

Prerequisites:
AP 6039 PRINCIPLES OF COUNSELING & PERSONAL DEVELOPMENT
AP 6021 PROFESSIONAL & ETHICAL ISSUES IN COUNSELING & PSYCHOTHERAPY
AP 6022 DIVERSITY WORKSHOP
AP 6224 INTERVIEWING TECHNIQUES
AP 6045 ADVANCED PSYCHOPATHOLOGY
AP 6034 GROUP COUNSELING & PSYCHOTHERAPY

AP 6702 PRACTICUM II 1 US CREDIT

Prerequisites:
AP 6039 PRINCIPLES OF COUNSELING & PERSONAL DEVELOPMENT
AP 6021 PROFESSIONAL & ETHICAL ISSUES IN COUNSELING & PSYCHOTHERAPY
AP 6022 DIVERSITY WORKSHOP
AP 6224 INTERVIEWING TECHNIQUES
AP 6045 ADVANCED PSYCHOPATHOLOGY
AP 6034 GROUP COUNSELING & PSYCHOTHERAPY
AP 6601 PRACTICUM I

AP 6803 PRACTICUM III 1 US CREDIT

Prerequisites:
AP 6039 PRINCIPLES OF COUNSELING & PERSONAL DEVELOPMENT
AP 6021 PROFESSIONAL & ETHICAL ISSUES IN COUNSELING & PSYCHOTHERAPY
AP 6022 DIVERSITY WORKSHOP
AP 6224 INTERVIEWING TECHNIQUES
AP 6045 ADVANCED PSYCHOPATHOLOGY
AP 6034 GROUP COUNSELING & PSYCHOTHERAPY
AP 6601 PRACTICUM I
AP 6702 PRACTICUM II

CN 6001 PUBLIC RELATIONS STRATEGY 3 US CREDITS

Effective and creative planning is at the heart of all public relations and communication activity. This course promotes understanding of the practice of public relations from both a theoretical and practical perspective, discussing key concepts of public relations as a communication management function. Topics explored include social and organizational contexts of public relations management and strategies for planning, implementing, and evaluating public relations campaigns.

CN 6002 ADVANCED MEDIA WRITING & TECHNIQUES 3 US CREDITS

Audience needs, perceptions and expectations as the key to effective communication. The PR writing process from research, planning, and design to the production of public relations materials for distribution through traditional and social media.

CN 6003 POLITICAL COMMUNICATION 3 US CREDITS

This course enables the student to assess the role and function of communication in the public sphere, providing a general overview of key theories and research in the field. The course adopts a cross-national perspective and focuses on exploring the relationship between political institutions and the media, and on the role of new media in politics, popular culture and the construction of public opinion. A special emphasis is given to the analysis of cases and examples from Greece.

CN 6004 COMMUNICATION FOR THE TOURISM INDUSTRY 3 US CREDITS

This course focuses on communication strategies and public relations tools employed in the major sectors of the travel and tourism industry, i.e. accommodation, food and beverage, transportation, attractions, and destinations. It examines communication practices and techniques that are of special importance in order for businesses to achieve organizational objectives in relation to brand image, differentiation, targeting, customer loyalty, etc.

CN 6006 APPLIED COMMUNICATION RESEARCH METHODS 3 US CREDITS

This course enables students to develop the research skills that will allow them to complete successful research projects in their future careers. The theory and techniques of both quantitative and qualitative communication research methods are presented in this course. Using numerous examples of research in the field, the course demonstrates how communication studies are designed and applied to specific cases.

CN 6007 STRATEGIC CORPORATE COMMUNICATION 3 US CREDITS

Corporate communication lies at the heart of effective strategic management. This course examines important corporate communication areas such as internal communication, advertising, public relations, integrated communications strategies, and new communication technologies and focuses on how these areas work together to achieve organizational objectives.

CN 6008 COMMUNICATION FOR THE ENTERTAINMENT INDUSTRY 3 US CREDITS

The entertainment industry is one of the largest and fastest growing industries in the world. This course explores various sectors of the entertainment industry and their communication strategies. The discussion will include new media, gaming, theme entertainment, live performances, music, television, film and sports. Topics examine the "celebrity industries" and the PR structures that manufacture celebrity, drawing examples from the full range of contemporary media.

CN 6009 PUBLIC RELATIONS IN PUBLIC & NONPROFIT ORGANIZATIONS 3 US CREDITS

This course is designed to examine the processes and practices of public relations and strategic planning for public and non-profit organizations. It will generate special knowledge on concepts relating to public and non-profit communication campaigns while focusing upon a variety of social issues related to the environment, culture, education, public health, and many other social programs and services.

CN 6010 MEDIA & COMMUNICATION THEORY 3 US CREDITS

This course is designed to provide students with a historical and critical overview of theory and research on communication and the role of mass media in contemporary society. Topics examined in the course include, but not limited to, media economics, media convergence, media representations of the real world, media audiences, globalization and media and the impact of digital revolution on media institutions.

CN 6011 CRISIS COMMUNICATION MANAGEMENT 3 US CREDITS

This course focuses on crisis communication practices in organizations of all types, with an emphasis on planning, emergency communication, image restoration, and organizational learning. Strategies discussed include pre-crisis planning, crisis response, and post-crisis recovery.

CN 6015 INTERCULTURAL COMMUNICATION & INTERNATIONAL PUBLIC RELATIONS 3 US CREDITS

A critical examination of international public relations theory and practice in the context of major social and technological transformations. This course explores key concepts in intercultural communication as well as the role of globalization and the Internet in international campaigning. Students are provided with an extensive analysis of contemporary international case studies in a range of organizational contexts.

CN 6017 PUBLIC RELATIONS & THE NEW MEDIA 3 US CREDITS

This course provides students with the skills and knowledge necessary in planning public relations campaigns with the use of digital communication tools, such as Content Management, Blogging, Microblogging, Search Engine Optimization (SEO), Social Networking Sites (SNS), Viral Marketing, Usability Studies and Digital Metrics. It examines the potential of digital technologies for public relations campaigns, the particular challenges of online communication and the planning, management and evaluation of interactive communications campaigns.

CN 6020 EFFECTIVE COMMUNICATION SKILLS 3 US CREDITS

This course offers an opportunity to learn and apply, in daily life, practical principles of effective communication. Emphasis is placed on psychological, social, cultural, and linguistic factors, which affect person-to-person interaction. This course is designed to help students improve their communication in both personal and professional contexts. Attention is given to human perceptions, interpersonal dynamics, patterns of inference, listening, and verbal and visual symbols.

CN 6022 EVENT PLANNING AND MANAGEMENT 3 US CREDITS

This course offers a comprehensive framework for the research, planning, coordination, promotion, management, implementation and evaluation of special events (live, virtual and hybrid) in a variety of contexts. The course content will explore the approaches, techniques and practices relevant to successful event planning for a positive event experience based on the needs of a sponsoring organization and event participants. It explores key concepts in event management as well as the role of event planning in the field of Strategic Communication and Public Relations. Students are provided with an extensive analysis of event planning cases in a range of organizational contexts

CN 6025 DIGITAL MEDIA PRODUCTION 3 US CREDITS

A professional engaged in Digital Communication & the Social Media is increasingly required to be familiar of the various multimedia platforms that are available in order to effectively produce audiovisual productions. This course provides the opportunity for students to engage in the entire production process from theory to practice in the lab by utilizing the full potential of the various Adobe Creative Cloud suite software. Furthermore, students will be exposed to various skills such as, but not limited to: image and sound aesthetics, filmic processes, storyboarding, production organization, graphic design, color grading, lighting techniques, animation, video & audio effects as well as editing based techniques. The final audiovisual project will be tailored according to the various digital media formats and the inherent communication strategy and will be ready for launching in the mobile, web or social media nexus.

CN 6030 MULTIMEDIA APPLICATIONS FOR COMMUNICATION CAMPAIGNS 3 US CREDITS

In communication campaigns, diverse media are being engaged for the promotion of well-defined messages. This course introduces in a hands-on manner, the basic notions of visual communication, as well as important tools for the creation of digital audiovisual narratives. Via projects, students will learn how to compose audiovisual messages, digital, linear or interactive. Thus visually literate students, will be able to create specific visions for successful outcomes, not only making use of contemporary technologies, but also of the ones that will appear in the future, no matter how much techniques and technologies evolve. The procedure of a message's analysis which leads to audiovisual synthesis, is one of the most useful tools in a student's hands, since it provides him a method to propose original solutions.

CN 6035 APPLIED COMMUNICATION THEORY 3 US CREDITS

This course addresses the relationship between theory and practice in understanding communication in applied contexts. Specifically, this course provides students with systematic overview of communication theory in traditional and new media, and a greater understanding of how communication concepts, theories, principles, models, methods, research, and other practices, can be applied to address real-life communication and organizational goals. Topics examined in the course include, but are not limited to, techniques of rhetoric and persuasive message strategy, message framing, various audience response models, theories of media effects, major principles of media planning, digital public relations, advertising strategy and social media crisis management.

CN 6040 NEW MEDIA THEORY & RESEARCH 3 US CREDITS

This course has been designed to cover major theoretical debates in the area of internet and new media studies and the empirical evidence that is needed to assess them. Students will comprehend how the communication environment has changed and how digitalization is reshaping our patterns of interaction, sociability, identity, existing social institutions, networks, and structures of everyday life. The course will also discuss critical ethical, policy and legal issues, such as privacy, big data, and freedom of expression in the digital era.

CN 6042 WEB DESIGN & DEVELOPMENT 3 US CREDITS

In the digital era, the development of purposeful and engaging online content constitutes a competitive advantage at an individual and collective level. The design and architecture of information are integral elements in the way we make sense of the world around us, which is progressively digitised to serve the needs of everyday life as well as institutional strategic priorities.

The course aims at giving both the fundamental principles of design and development in the context of web presence and a practical hands-on experience of the evaluation and development of audience-centred web places (websites, landing pages, etc.).

The classroom experience combines the study of the relevant theoretical base of digital representation with the practical exploration of online architecture and creation. Individually and as a team, students analyse, synthesise and put into practice key elements of web design and development. Websites, landing pages, classic blogs, vlogs and microsites would be the field of students' work that concludes with the design of a functional prototype.

Students first analyse and evaluate a real case study against a series of criteria that stem out of major trends in design and development of web-based content and services as well as user experience concerns. Then, they work as a team towards the design of a purposeful landing page, website or microsite.

Individual research as well as teamwork will take place in a lab environment with the use of popular web-development tools.

CN 6043 BRAND COMMUNICATION 3 US CREDITS

Which are the brands that people love most and why? What draws people to brands, how are brand cultures formed and how do companies create compelling experiences through digital and social media? How is brand management changing in response to the digital media environment? These are the questions the course Brands and Digital Branding is exploring. Specifically, the course focuses on how brands are viewed, built, managed, and measured to ensure a firms' differentiation. To explore these issues, the course provides relevant theories, concepts, techniques, and models in branding. The course will interweave lectures, exercises, guest speakers, case discussions, a workshop and a brand audit group project.

CN 6046 UX – USER EXPERIENCE & RESPONSIVE DESIGN 3 US CREDITS

User Experience (commonly abbreviated as UX) is often conceived as an extension of the traditional concepts of ergonomics and usability; UX moves the focus from the predominantly functional aspects of interaction design to a wide variety of sensory, emotional, affective, social, and symbolic connotations that accompany the use of digital technologies. Therefore, UX can be seen as a superset of standard, usability-centred interaction design principles and evaluation criteria.

This course provides an overview of the theoretical underpinnings of UX (ranging from the productive / pragmatic to the experiential / hedonic end of the spectrum) and highlights important issues in the design and evaluation of the users' experience with interactive technologies. Furthermore, interaction is no longer limited to a single platform (e.g. the desktop computer); instead, it encompasses a diverse ecosystem of devices ranging from small wearables to large-scale interactive installations. The course highlights the nuances of designing experiences for a multitude of different devices. An introduction to the particulars of designing and developing games (along with hands-on practice using software that is considered standard in the game industry) is also provided as a working example of designing experience-driven interactive applications.

CN 6047 CONTENT STRATEGY 3 US CREDITS

Covering content strategy in relation to broader digital strategy, KPIs and relevant metrics this course develops writing skills for the digital environment, focusing on web texts, posts, tweets, newsletters or blog articles, examining SEO factors as well as script writing for multimedia or multimodal texts, all within the context of a content calendar.

CN 6065 SOCIAL MEDIA MANAGEMENT 3 US CREDITS

Social media is changing communication patterns around the world in almost every industry. Social media has helped give consumers a voice and connect them with their friends and other like-minded consumers, and it has opened up numerous new communication channels for brands to interact with current and potential customers. The emphasis of this course is on understanding consumers' social interactions, examining the various social media channels available to marketers, learning how to build social marketing strategies, and practicing how to build social communities and track their effectiveness. The course uses a combination of lectures, lab demonstrations, case studies and a simulation game.

CN 6070 ADVERTISING THEORIES 3 US CREDITS

This course aims at providing students with an advanced understanding of how advertising may impact audiences on a psychological level. It discusses issues pertinent to advertising on a micro level, focusing on how advertising affects individuals; includes an examination of the relationship between advertising and decision-making; examines concepts from psychology and behavioral sciences such as perception, learning, memory, motivation; explores diverse models and theories to explain how advertising works. Incorporates theories on persuasion and attitude change.

CN 6071 ADVERTISING IN CONTEXT 3 US CREDITS

This course examines issues pertinent to advertising on a macro level, incorporating functional and critical approaches to the practices, processes and effects of

advertising. It covers the history and evolution of advertising; the structure of today's advertising industry and ad agencies; the shifts in advertising practice as a result of globalization, media convergence and the growth of digital media; and critical discussions of how advertising relates to society in cultural, social, economic, ethical and regulatory contexts. The aim of the course is to provide students with an explanation, contextualization, and thus a critical understanding of the multifaceted role and function of advertising in today's world. Such an understanding is a precondition for students to be able to operate as competent professionals, but also as competent citizens in the contemporary media environment, of which advertising is a central component.

CN 6074 CREATIVITY AND IDEATION 3 US CREDITS

Students attending this course will learn the multifaceted approaches to creativity and cultivate the skills that will help them improve their creativity in relation to generating advertising concepts. Combining theory with practice, this course presents current theoretical knowledge as well as a variety of techniques whose practice may improve creative output, including the innovative LSP workshop. By the end of the course, they will be able to conceive and assess creative ideas for advertising purposes, using a multitude of techniques.

CN 6075 RESEARCH METHODS IN ADVERTISING 3 US CREDITS

Research methods and tools in Advertising can be used for a variety of purposes, such as the measurement of audience perceptions, attitudes and motivation to predict the effectiveness of an advertising message, campaign or medium, the evaluation of actual campaign effectiveness and meeting of objectives, the generation of ideas and concepts for the creative executions in advertising. These methods vary, from quantitative, to qualitative and mixed methods approaches, and heavily depend on the needs of the client. This course offers an overview of the most prominent such methods and tools employed in advertising, following an applied approach.

CN 6079 DIGITAL ADVERTISING 3 US CREDITS

Digital advertising, as are most components of what is currently known as "digitalization of life", is fundamentally different from its traditional, offline version. If communication specialists want to be part of this daring, new and exciting field, they will need to explore innovative pathways of communicating their brands, ideas and products, engaging with the digital generation in an appropriate, mutually respectful and profitable way. This course offers a comprehensive exploration of the strategic, tactical and design aspects of digital advertising tools and channels currently offered, with an audience-centric and analytics-based approach. To this end the course deals with connections between theories and practical applications, useful frameworks and models, as well as concrete digital tools in digital advertising and communication, concurrently providing students with the opportunity to enhance their project portfolio with a digital advertising plan. The educational tools used throughout the course are a combination of lectures, case studies and class discussions, exercises, as well as hands-on workshops with digital platforms and tools.

CN 6080 ACCOUNT HANDLING 3 US CREDITS

The Account Handler is the link between the agency and the client. It is a key client servicing role that coordinates all of the stakeholders involved in the development of the advertising idea, from the initial client brief to its production and its running in the media. The skills of the account handler are indispensable for both the client and the agency teams. Students will have the opportunity to develop these skills and practice them, through group and individual workshops and in-class exercises. The course also covers tools and techniques necessary for preparing budgets and writing briefs and proposals. It examines issues such as building and maintaining client relationships, winning new clients, handling client demands and managing agency clusters.

CN 6081 COPYWRITING 3 US CREDITS

Advertising has its own language, borrowing from popular culture, narratives, persuasive rhetoric, visual rhetoric, and linguistics. Focusing on combining theory with practice, this course offers theoretic background and practical tools to students who wish to pursue a career as copywriters in creative advertising. Students attending this course should aim to understand and master the craft of persuasive advertising copywriting for a variety of requirements such as: headlines, messages, scripts, as well as the articulation of abstract creative ideas. By the end of the course, they should be able to assess good copywriting and produce work of professional standard for different brands, audiences, and media.

CN 6082 ART DIRECTION 3 US CREDITS

Visual communication is at the heart of advertising, designed to persuade, motivate, inspire, and capture the audience imagination. The purpose of this course is to provide students the opportunity to study and practice on the visual aspects of advertising, with a focus on art direction. The course deep-dives into the understanding and creation of effective design compositions, employing all visual design elements: typography, imagery, color, space and symbols that influence online and offline communications. Students will function as art directors for real-life projects and appreciate the role that the creative team plays in the production of deployed advertising campaigns.

CN 6127 QUANTITATIVE RESEARCH IN COMMUNICATION 3 US CREDITS

Prerequisites: CN 6006 APPLIED COMMUNICATION RESEARCH METHODS

The purpose of this module is to introduce graduate students with applied quantitative research methods used in communications and public relations. It focuses mainly on core topics in quantitative research, ranging from basic statistical terms and procedures (such as 'sample' and central tendency respectively) to more advanced procedures (such as regression analysis).

It aims to prepare researchers to effectively grasp elementary statistical concepts and theory, as well as intelligently apply basic statistical methods for the purposes of empirical research in communication and public relations.

The course will consequently combine simple exposition to statistical theory with practical use of research methodology, alternating between lectures and computer lab sessions, where students will be introduced to IBM's SPSS™ statistical package. The course follows a 'hands-on' approach, encouraging students to take an active part in the learning process, after being introduced to the necessary theories and practical instruments in order to apply them in various communication and public relations research scenarios and cases. Thus, students are given the opportunity to immediately apply newly acquired knowledge and skills in relevant research context.

Cases are also used throughout the module, in order to illustrate the various procedures, so that students can gain a better understanding of the practical implications of the discussed research methods, as well as their applicability and relevance in real-life situations.

The module covers traditional, as well as new media-related methods and tools.

CN 6141 DIGITAL & SOCIAL MEDIA STRATEGY 3 US CREDITS

Prerequisites: CN 6035 APPLIED COMMUNICATION THEORY

Digital media and technologies have revolutionized the industry and practice of professional communication. This course covers the fundamentals of digital campaign strategy and planning. We compare and contrast outbound and inbound marketing approaches within the context of a digital marketing strategy and explore the main digital media channels including: display advertising, search advertising, content marketing, email & mobile, and social community building. The course takes a comprehensive perspective on the development of appropriate strategies and plans as well as on appropriate performance measurement. The course combines lectures, demonstrations, three major case studies, and an exciting executive simulation game.

CN 6148 DIGITAL & SOCIAL ANALYTICS 3 US CREDITS

Prerequisites: CN 6141 DIGITAL & SOCIAL MEDIA STRATEGY

From research, to planning and implementation, the field of digital and social media marketing offers immense opportunities for real-time, or near real-time, data collection, analysis and measurement, that can lead to the optimization of new as well as traditional media communication campaigns. Yet, today's digital media landscape is becoming increasingly challenging when identifying optimum solutions and strategies for the achievement of specific digital goals and objectives. The modern marketing analyst needs to be in a position to evaluate existing and arising analytic capabilities offered online, combine and integrate analytic tools

as part of an optimum analytic plan, present and interpret collected data, extract valuable insights that will lead to the optimization of content delivery and strategic marketing communication. This course allows students to gain familiarity with digital and social analytics tools and methods, and to develop the necessary skills in applying them for the collection of actionable data and assessing and optimizing digital marketing campaigns.

CN 6172 CAMPAIGN STRATEGY AND PLANNING 3 US CREDITS

Prerequisites: CN 6070 ADVERTISING THEORIES

It focuses on strategic planning as the process of identifying a problem that can be solved through advertising, determining objectives, deciding on strategies to accomplish the objectives, and implementing the tactics. Students will hone in on the role of the account planner, who acts as "the voice of the consumer", engaging in insight mining and evaluating consumers' relationships with the brand to determine appropriate messages. Includes an examination of metrics relevant to determining campaign effectiveness. Further, the course aims at equipping students with an array of practical tools, such as such as advertising plans, creative briefs, personas and consumer journey maps.

CN 6178 MEDIA PLANNING 3 US CREDITS

Prerequisites: CN 6070 ADVERTISING THEORIES

This course familiarizes students with the practices and tools used for the development of a strategic media plan, and the evaluation metrics to measure its effectiveness. It examines the theoretical principles underlying media choices, including synergy and integration, for both offline and online platforms. It also evaluates the research sources available to the media planners regarding the audience's buying and media behaviors, for the development of an effective media strategy. Classwork includes the use of media planning software data.

CN 6249 CAPSTONE PROJECT: THE DIGITAL TRANSFORMATION CHALLENGE 3 US CREDITS

Prerequisites: CN 6141 DIGITAL & SOCIAL MEDIA STRATEGY
CN 6042 WEB DESIGN & DEVELOPMENT

The emergence of the digital economy has unlocked new opportunities regarding the relations between a brand and multiple audiences. Within the current complex and high competitive environment, companies often are challenged with a need for change in order to reconnect with their customers and the markets. Digital transformation is the integration of digital technology into all areas of a business,

meaning a new business model of operations, customer relations, branding, products and services development. In this capstone course (running for 26 weeks), students will embark on a team challenge to develop a digital transformation solution for an existing product/service of a certain brand. Students will be given a real brief from a brand to work on. The challenge is for them to come up with their own idea of digitizing the product/service/company, design the solution (e.g. build a web site or develop the mockup of an application) and finally develop the communication strategy to promote the outcome through digital and social media. At the end of the course, students will pitch their digital transformation journey to a panel including the client.

CN 6276 THE PRACTITIONER'S KIT 3 US CREDITS

Prerequisites: CN 6070 ADVERTISING THEORIES
CN 6172 CAMPAIGN STRATEGY AND PLANNING

The Practitioners Kit consists of three distinct modules, which help students develop and practice essential professional and personal skills. The first module, Professional Communication Skills, focuses on tools, techniques and practical training on composing and communicating information, negotiating and managing conflict. Presentation Skills helps students develop their public speaking abilities, structure their material and deliver demanding presentations, in an effective and persuasive manner. Lastly, the Bootcamp is an intensive and engaging team workshop, which exposes students to the working conditions of an actual advertising agency, while they develop and pitch an original campaign on a live brief. All together, these modules help students foster their strengths and improve their performance on a number of abilities that include communication, presentation, teamwork and creative ideation.

CN 6377 INTERNSHIP IN ADVERTISING 3 US CREDITS

Prerequisites: CN 6172 CAMPAIGN STRATEGY & PLANNING
CN 6074 CREATIVITY & IDEATION
CN 6070 ADVERTISING THEORIES

An internship in an advertising agency places students in a real working environment in which they are allocated in a team, contribute to actual tasks and become part of the day-to-day processes. This enables students to test their knowledge and skills, as well as to apprehend their strengths and areas for improvement in the professional arena. This course gives the students the opportunity to put theory to practice, expand their understanding and plan for their career. The course does not include class work but does include reflection and frequent contact with the instructor.

CN 6285 BRAND IDENTITY DESIGN 3 US CREDITS

Prerequisites: CN 6043 BRAND COMMUNICATION (COREQUISITE)
CN 6082 ART DIRECTION (COREQUISITE)

A brand identity system is the collection of all the tangible elements of a brand, that determines how a brand will be perceived by an audience. During this course students will focus on the design and production processes of brand identity elements. The course utilizes a comprehensive approach from concept development through design and production and gives students the opportunity to create a breadth of brand elements, including names, logos, packages, identity manuals and style guides.

CN 6389 THESIS IN ADVERTISING 3 US CREDITS

Prerequisites: CN 6070 ADVERTISING THEORIES
CN 6075 RESEARCH METHODS IN ADVERTISING
CN 6071 ADVERTISING IN CONTEXT

The thesis runs for the equivalent duration of 2 terms, namely 26 weeks. Students are required to work independently under the supervision of an allocated thesis advisor. The final thesis document must be approximately 15,000-20,000 words in length (excluding appendices and references) and should demonstrate competencies in research design, data analysis and interpretation, as well as in-depth knowledge of the topic, evidenced by a thorough literature review and critical thinking skills. The topic of the thesis will be based on approved proposals and should relate to Communication Studies. Students will meet their supervisor regularly and will be required to submit progress reports. The dissertation may take the form of empirical research piece or a secondary research essay.

CN 6450 THESIS IN DIGITAL COMMUNICATION 3 US CREDITS

Prerequisites: CN 6035 APPLIED COMMUNICATION THEORY
CN 6040 NEW MEDIA THEORY & RESEARCH
CN 6006 APPLIED COMMUNICATION RESEARCH METHODS
CN 6127 QUANTITATIVE RESEARCH IN COMMUNICATION

The thesis runs for the equivalent duration of 2 terms, namely 26 weeks. Students are required to work independently under the supervision of an allocated thesis advisor. The final thesis document must be approximately 15,000-20,000 words in length (excluding appendices and references) and should demonstrate competencies in research design, data analysis and interpretation, as well as in-depth knowledge of the topic, evidenced by a thorough literature review and critical thinking skills. The topic of the dissertation will be based on approved proposals and should relate to Communication Studies. Students will meet their supervisor regularly and will be required to submit progress reports. The dissertation may take the form of empirical research piece or a secondary research essay.

CN 6460 THESIS IN STRATEGIC COMMUNICATION 3 US CREDITS

Prerequisites: CN 6001 PUBLIC RELATIONS STRATEGY
CN 6006 APPLIED COMMUNICATION RESEARCH METHODS
CN 6010 MEDIA AND COMMUNICATION THEORY
CN 6027 QUANTITATIVE RESEARCH IN COMMUNICATION

The thesis runs for the duration of two terms (or 26 weeks). Students are required to work independently under the supervision of an allocated thesis advisor. The thesis document is normally between 15,000-20,000 words in length and spans the entire research process, from problem formulation to describing findings, conclusions and recommendations. The topic of the dissertation will be based on approved proposals and should relate to Communication Studies. Students will meet their supervisor regularly and will be required to submit progress reports. The dissertation may take the form of empirical research piece or a secondary research essay.

CN 6488 CAPSTONE PROJECT IN ADVERTISING 3 US CREDITS

Prerequisites: CN 6070 ADVERTISING THEORIES
CN 6172 CAMPAIGN STRATEGY AND PLANNING
CN 6074 CREATIVITY AND IDEATION
CN 6075 RESEARCH METHODS IN ADVERTISING

The capstone brings together and assesses all previously acquired skills and knowledge, into an intensive team-work project that prepares students for their future careers in the advertising industry. This challenging project, which is supervised by a faculty member for a duration of 26 weeks, focuses on the delivery of a report, consisting of a professional, 360, ready-to-launch campaign, based on a given client brief, which, after its completion is pitched by each team, to a panel from the industry. For the successful completion of the capstone project, students need to exhibit a clear appreciation and understanding of the strategic dimensions of advertising as well as the management of creativity in a collaborative effort. They also need to employ their acquired skills and knowledge to develop valuable insights using a range of advertising research and evaluation techniques, to make appropriate use of tools that facilitate creative thinking and adapt these on the specific needs of the project.

CN 6512 CAPSTONE PROJECT 3 US CREDITS

Prerequisites: CN 6001 PUBLIC RELATIONS STRATEGY
CN 6002 ADVANCED MEDIA WRITING & TECHNIQUES
CN 6006 APPLIED COMMUNICATION RESEARCH METHODS
CN 6010 MEDIA AND COMMUNICATION THEORY
CN 6017 PUBLIC RELATIONS & THE NEW MEDIA

The Capstone project is the MA candidates' final academic project, and marks the culmination of their Master's degree program. The Capstone project requires students to integrate and apply the knowledge and skills acquired in their course work. Projects are selected by students with faculty approval and conducted under the guidance of a faculty member. Projects can focus on: designing a professional communication strategic plan to meet the objectives of an organization; devising a complete professional campaign to promote a company, product, service, or public figure; or researching a communication topic relevant to one of the special areas examined in the elective courses.

CN 6590 PORTFOLIO IN ADVERTISING 3 US CREDITS

Prerequisites: CN 6070 ADVERTISING THEORIES
CN 6172 CAMPAIGN STRATEGY & PLANNING
CN 6074 CREATIVITY & IDEATION
CN 6081 COPYWRITING
CN 6082 ART DIRECTION

An advertising creative needs to have a portfolio of selected works that indicate skills, styles, creative competency as well as strategic understanding. Coming up with compelling and appropriate ideas that deliver results is a never-ending quest, hence a portfolio is always work in progress. This course teaches students how to create, manage, enrich and present their portfolio which includes specifically assigned and designed creative campaigns. After attending this course, students will be able to demonstrate they have achieved all the program level outcomes and can put them in use to deliver compelling creative executions that meet the industry standards. Every piece of work presented in their portfolio by the end of this course, should be new and specially designed for the purposes of this course.

ITC 5001 PROGRAMMING FUNDAMENTALS 3 US CREDITS

The course is addressed to students, who are new to programing and are interested in understanding the relevant techniques. It provides the opportunity to develop the algorithmic way of thinking, to gain experience in programming concepts, and to apply them through a programming language. The course combines theoretical concepts with hands-on experience.

ITC 5002 DATA ANALYTICS WITH R 3 US CREDITS

The course is addressed to students, who would like to know how to manage data, create models that explain the data, and making predictions about the data. The student will be acquainted with introductory statistics, data mining, and data management approaches. The course combines theoretical concepts with hands-on experience with R language

ITC 5004 APPLIED MATHEMATICS 3 US CREDITS

A course to teach skills in calculus and linear algebra as well as their applications in data analysis problems.
Calculus: Functions, limits and continuity. Derivative of polynomials, and other well known functions, e.g. exponential, logarithmic. Finding maxima and minima using derivatives. Sketching the graph of a function. Indefinite and definite integral. Integration techniques. Area as an integral. Functions of several variables. Partial derivatives.
Linear algebra: Matrices and matrix computations, vectors, linear systems of equations, determinants, inner product, eigenvalues and eigenvectors.

ITC 5103 DATABASES 3 US CREDITS

Prerequisites: ITC 5001 PROGRAMMING FUNDAMENTALS

The course focuses on the functions of a database system and its role as the foundation of modern information systems. It exposes students to planning, collecting data, designing, implementing, maintaining and managing databases. Finally, exposes the connection of a programming language (e.g. Python) to a relational database. The course combines theoretical concepts with hands-on experience.

ITC 6001 INTRODUCTION TO BIG DATA 3 US CREDITS

The course addresses students who are new to Data Science and are interested in understanding Big Data management and analysis techniques. Some programming experience is necessary to successfully complete the course.

Along with the theoretical aspects, the course provides hands-on experience with programming language libraries for data management, relational and NOSQL databases, stream processing as well as a distributed processing system.

ITC 6002 EXPLORING & ANALYZING DATA 3 US CREDITS

The course focuses on procedures for analyzing data, techniques for interpreting the results of such procedures, ways of planning the gathering of data to make its analysis easier, more precise or more accurate, and all the machinery and results of statistics which apply to analyzing data. It also examines probabilistic inference for generative models of inference together with standard techniques in pattern recognition. Topics covered include: Descriptive and inferential statistics, sampling, probability spaces, queuing theory, stochastic processes, mathematical modeling, experimental design, parametric and non-parametric tests, regression, clustering, Markovian and Bayesian networks.

ITC 6003 APPLIED MACHINE LEARNING 3 US CREDITS

The course provides a broad introduction to the key ideas of machine learning, a rapidly growing field which resides at the intersection of computer science and statistics, and is concerned with finding useful patterns in data. Emphasis is given on intuition and practical examples, which covers a wide range of real life implementations, including personalized product recommendations and natural language processing.

ITC 6004 DATA VISUALIZATION 3 US CREDITS

The course combines the science of data visualization with the art of graphic design, and introduces ways to accurately and effectively communicate complex information. Students are exposed to techniques of presenting complex ideas in easily accessible and understandable manners, by transforming data into visual graphics, such as charts, bar graphs, scatterplots, and heatmaps. The course also offers hands-on experience through exercises, which allow students to explore the types of data in use today, learn how people perceive different graphical displays, and create visual presentations that foster impact on the audiences.

ITC 6005 SEMANTIC WEB 3 US CREDITS

The course provides a broad introduction to core ideas of the Semantic Web layer, an intellectual milestone for the evolution of the web and the management of data from heterogeneous sources, based on “The Web of Meaning” vision, which sets the basis for significant developments in technical prerequisites and business requirements. Students are exposed to a multidimensional overview of the constitutional elements of the semantic web, namely: RDF, OWL, Query, Logic, Proof, Trust. The emphasis is on the integration of core semantic web ideas to real world problems and on the capacity of students to vision real world application by adopting ontological engineering and extensive reasoning capabilities in data.

ITC 6006 BIG DATA IN BUSINESS 3 US CREDITS

The course provides a broad qualitative introduction to Big Data and Data Analytics, a paradigm in Web Science, which enables the transformation of massively produced raw data into knowledge and wisdom capable of supporting smart decision making, innovative services, new business models, innovation and entrepreneurship. Students are exposed to the business potential of related research towards technology driven innovation and sustainable development. Emphasis is given to the integration of Big Data Research to Innovation and Entrepreneurship, with well-structured and justified business plans for real world startups, in several domains of human activity including but not limited to Health, Bioinformatics, Life Sciences, Entertainment, Education, Public Service, Government, Security, Finance, Sustainability, etc.

ITC 6008 SEARCH ENGINES & WEB MINING 3 US CREDITS

This course provides a comprehensive introduction to the theory and implementation of algorithms for organizing and searching large text collections. The first half of the course examines text search engines for enterprise and web environments; an open-source engine such as Indri can be used as a working example. The second half of the course explores text mining techniques such as recommender systems, clustering, and categorization. The course strives for a hands-on experience in document ranking, evaluation, and classification into browsing hierarchies, as well as other related topics.

ITC 6009 MACHINE VISION IN DATA SCIENCE 3 US CREDITS

This course emphasizes machine learning and vision in a combined cross-talk between the two fields. The goal is to enlighten machine learning techniques on vision problems, to inform about new developments on learning, and to identify unique challenges and opportunities in the combined fields.
Computer Vision has become ubiquitous in our society, with applications in search, image understanding, apps, mapping, medicine, drones, self-driving cars etc. Core to many of these applications are visual recognition tasks such as image classification, localization and detection. The explosion of images and videos on the Internet and the availability of large amounts of annotated data have created unprecedented opportunities and fundamental challenges on scaling up computer vision.

ITC 6010 NATURAL LANGUAGE PROCESSING 3 US CREDITS

The course explores fundamental concepts and ideas in natural language processing (NLP), otherwise known as computational linguistics, and aims to develop an in-depth understanding of both algorithms for processing linguistic information and the underlying computational properties of natural languages. Students are exposed to word-level, syntactic, and semantic processing from both a linguistic and an algorithmic perspective, led by current research and tools in the field. The course focuses on modern quantitative techniques in NLP -- using large corpora, statistical models for acquisition, disambiguation, and parsing -- and the construction of representative systems. Topics to cover are: natural language understanding, morphological processing, lexicon, tagger, converter, parser, word sense disambiguation, word and sentence embeddings, deductive approaches to interpretation, machine translation and language acquisition.

ITC 6015 STRATEGIC THINKING FOR DATA SCIENTISTS 3 US CREDITS

This course examines the science of strategic management equipping students with the business knowledge they need to harness the possibilities of data analytics and leverage data analytics for effective decision making. An understanding of business objectives and the underlying processes that drive functional operations are emphasized as well as the development of crucial soft skills such as communication and teamwork skills that will help data scientists generate business value for their companies. Topics include, although not exclusively, the understanding of business strategy, how it is formed and the differences between various strategic options. The formation of competitive advantage through functional-level strategies will be discussed together with frameworks of developing data-analytics strategies and data-driven organizations. At the same time, in order to navigate the challenges data scientists face in business environments students will develop a number of soft skills, such as creativity, cognitive flexibility and empathy and the ability to work effectively in multi-functional teams. In addition, students will learn how to communicate the results of their analysis to key decision-makers and demonstrate how they will help to improve performance. Central within this module is the development of students' understanding of how businesses make decisions in order to direct their data analytic efforts in the right direction and deliver the kinds of insights that are highly valuable and actionable. A powerful "Business Simulation" will be used throughout the course to deepen student's understanding of the real factors which impact business decisions and practice what they learn during the course.

ITC 6107 BIG DATA ARCHITECTURES 3 US CREDITS

Prerequisites: ITC 6001 INTRODUCTION TO BIG DATA

This course prepares students to deal with large-scale collections of data as objects to be stored, searched over, selected, and transformed for use. Emphasis is placed both on the background theory and the practical application of information retrieval, as well as, database design and management, data extraction, transformation and loading for data warehouses, and operational applications.

ITC 6230 ADVANCED MACHINE LEARNING 3 US CREDITS

Prerequisites: ITC 6002 EXPLORING AND ANALYZING DATA
ITC 6003 APPLIED MACHINE LEARNING

The course provides exposure to advanced techniques that extract useful information in the presence of incomplete, or noisy data. Also, there is emphasis on not only predicting a single value but a sequence of values. Finally, distributed techniques are considered for scaling-up the methods to the needs of real-world problems. In particular, the course provides a background on Deep Learning methods, ensemble methods (both for supervised and unsupervised learning), Markov models with an emphasis to algorithms that scale up/out to process massive datasets given enough processing cores. Case studies in recommender systems developed and deployed in industry will be discussed as well.

ITC 6420 SAS PLATFORM FOR BUSINESS ANALYTICS 3 US CREDITS

Prerequisites: ITC 6001 INTRODUCTION TO BIG DATA
ITC 6002 EXPLORING AND ANALYZING DATA
ITC 6003 APPLIED MACHINE LEARNING
ITC 6004 DATA VISUALIZATION

In today's business environment every organization is flooded with data, scattered around all departments in various formats. These data are related to sales and demand, customers, suppliers, personnel, financial information, inventories etc. In order for organizations to survive in today's volatile and uncertain environment they must have competitive advantages that can be acquired by exploiting the large amounts of data that they have so as to become more efficient and more effective in their decision making processes. This course focuses on the three areas of data exploitation for decision making purposes i.e. data management, business intelligence and business analytics. The software to be used during the course to support the above three areas and related concepts is SAS Enterprise Guide, SAS Enterprise Miner and SAS Visual Analytics.

In addition, the course will form the foundation and will prepare students to participate in the SAS Joint Certificate in Business Analytics and Data Mining that will be provided by SAS after the successful completion of a separate examination process (separate project, exam and presentation of outcomes).

ITC 6421 CAPSTONE PROJECT 3 US CREDITS

Prerequisites: ITC 6107 BIG DATA ARCHITECTURES
ITC 6008 SEARCH ENGINES AND WEB MINING
ITC 6420 SAS PLATFORM FOR BUSINESS ANALYTICS
ITC 6009 MACHINE VISION IN DATA SCIENCE

The capstone project is undertaken by students working individually or collaboration and in consultation with an instructor who acts as their capstone advisor. The capstone project must convey a sound solution to a practical problem. The capstone project is a significant analytical, design and implementation piece work and provides an opportunity for students to draw on their methodological, analytical and substantive learning in a comprehensive written study in the field of data mining and big data.

ITC 6440 THESIS 3 US CREDITS

Prerequisites: ITC 6008 SEARCH ENGINES AND WEB MINING
ITC 6230 ADVANCED MACHINE LEARNING
ITC 6107 BIG DATA ARCHITECTURES
ITC 6009 MACHINE VISION IN DATA SCIENCE

The thesis is undertaken by students working individually and in consultation with an instructor who acts as their thesis advisor. The thesis must convey scholarly and/or professional analysis informed by appropriate application of methodology. The thesis is a significant analytical piece of work and provides an opportunity for students to draw on their methodological, analytical and substantive learning in a comprehensive written study in the field of data mining and big data.

OP 6005 APPLYING PSYCHOLOGY AT WORK 3 US CREDITS

This course examines the science of people at work. It moves progressively through the scientific concepts, methods and research findings in Organizational Psychology. A full understanding of the interface between the organization, the job and its people and best practices in the world of work are emphasized. Topics include, although not exclusively, the understanding and knowledge of attitudes and emotions, how they are formed and measured and how they play a role within organizational settings. Theories of work behavior and activities at work, such as psychological capital, flow at work and job crafting, positive traits, job attitudes and occupational health will be discussed as well as how jobs can be changed to optimize individual performance and the wellbeing of the job incumbent. In addition, inter-individual processes will be explored that build human and social resources. Central within this module are the determinants and consequences of peoples' views on their work, work motivation, emotional labor and emotional intelligence.

OP 6010 ANALYSIS OF BEHAVIORAL DATA 3 US CREDITS

The course deals with key questions such as 'What collected data tells us about the way people work?' and 'How do people work?' To answer these questions, students analyze data generated from instruments and tests reflecting various theories of work behavior, topics like job satisfaction, organizational commitment, work and health, performance appraisal, the influence of technology on work, etc. The course provides students with the essential conceptual knowledge to critically evaluate research findings and with the practical skills necessary to carry scientifically and ethically sound research projects.

OP 6015 PERSONALITY AT WORK 3 US CREDITS

Personality is a key factor in the understanding of organizational behaviors and attitudes and related to leadership, teamwork, stress and job performance. The course focuses on the understanding of organizational and work behavior with an emphasis on the role of personality. It also reviews the latest advance in the use of personality assessment at work.

OP 6020 PSYCHOLOGICAL ASSESSMENT & MEASUREMENT 3 US CREDITS

This course surveys the theory and practice of psychological testing and measurement, the application of psychological tests and assessment in educational, clinical, and industrial/organizational settings, and offers both didactic and hands-on training in psychometric theory and techniques. Topics covered include history of psychological testing, controversies and ethical issues in testing and assessment; psychometric and test development principles and techniques (standardization and norming, reliability, validity, and utility; item analysis), selecting test instruments and applications in organizational settings and groups as well as how to construct surveys and conduct survey research for organizational change initiatives.

OP 6025 HUMAN BEHAVIOR IN ORGANIZATIONS 3 US CREDITS

This course examines the interaction between people, structure, environment, and other organizational dimensions. It moves progressively through the individual, team and organizational levels of analysis, and draws on theories, concepts and practices that aim to explain human behavior in contemporary organizations. Topics include values, attitudes, motivation, leadership, communication, team dynamics, conflict, power, trust, justice, culture, structure, and change. Students reflect on theory and practice so as to understand their own and other's behavior in organizations. Developing an in-depth understanding of how humans behave at work enables learners to choose and implement appropriate practices to achieve positive human outcomes and increase organizational effectiveness.

OP 6030 SELECTING, DEVELOPING AND RETAINING TALENT 3 US CREDITS

This course offers a critical analysis of employee and talent management practices and methods. It assists learners in reflecting on theory and practice from an ethical and professional standpoint. The course does not just focus on the practical aspects of attracting, selecting, developing, rewarding, and retaining talented employees, but also on strategic thinking in employee management so as to equip learners with the knowledge and skills required for resourcing and managing talent within a global context.

OP 6035 HEALTH & WELLBEING AT WORK 3 US CREDITS

This course explores the role of health and wellbeing at work, in relation to organizational functioning and productivity. Drawing on key literature in the Organizational Psychology field, a major theme to investigate is work-related stress - examining its causes, consequences and effects at the individual, organizational, and societal levels. This module also assesses theoretical and practical issues of concern, covering thematic issues such as psychosomatic health in relation to counter-productive work behaviors, as well as identifying key preventative and intervention strategies to enhance overall health and wellbeing in the job.

OP 6040 LEARNING TRAINING AND DEVELOPMENT 3 US CREDITS

This course explores psychological approaches to learning, training and development in organizations to enable students to critically evaluate current concepts and techniques and apply them in a work setting. The course examines the activities and processes that impact on organizational and individual learning. It focuses on learning theories, skill acquisition and the organizational and social factors in training and development facilitating an understanding of individual development from both an organizational and personal perspective. The entire cycle of training and development will be examined from training needs analysis through design, implementation, transfer to evaluation, within the context of today's organizations and the global market. The course will also explore how training can be organized to bring about effective learning and look at psychological research on the role of different training media. All students engage in the development of trainer competencies through the design and implementation of training sessions for small groups.

OP 6045 DIVERSITY AND INCLUSION IN ORGANIZATIONS 3 US CREDITS

As organizations become increasingly diverse, people must constantly interact with peers, managers, and customers with very different backgrounds, experiences, and identities. Inclusive workplaces build on equity principles to create a culture of respect, involvement and success for both people and organizations. This course involves an examination of individual differences and group affiliations that create a diverse workforce. It examines what limits and promotes inclusion and what can be done to promote inclusive workplaces. The course deals with gender, ethnicity, age, sexual orientation, disability and religion among other categories of difference in the workplace as examined by social sciences and organizational studies.

OP 6050 ETHICS IN ORGANIZATIONAL PSYCHOLOGY 2 US CREDITS

The course studies ethical and legal issues in the workplace and the role of organizational psychologists in fostering ethical behavior. It cultivates ethical awareness in issues pertaining to professionalism, training standards, recognizing limitations of practice, among others. The course studies ethical and legal issues in the workplace and the role of organizational psychologists in fostering ethical behaviour. It cultivates ethical awareness and teaches students ethical theories and how they can use them as tools of decision-making in issues as they arise in the domain of organizational psychology. Students are also introduced to the APA ethical principles and standards and learn how to apply professional codes of conduct to their work, including research, consulting, and assessment.

OP 6055 NEGOTIATION & CONFLICT RESOLUTION SKILLS WORKSHOP 1 US CREDIT

Workplace conflict is inevitable when employees of various backgrounds and different work styles are brought together for a shared business purpose. Conflict can be expressed in numerous ways such as insults, noncooperation, bullying and anger. The negative effects of workplace conflict can include work disruptions, decreased productivity, project failure, absenteeism, turnover and termination. Organizational psychologists and human resource professionals often become involved in settling workplace conflicts, they create conflict resolution programs and initiate employee communication on conflict. Strong negotiation skills and conflict resolution skills impact organizational psychologists' ability to resolve conflicts effectively. The workshop focuses on building practical skills in conflict resolution techniques and negotiation strategies.

OP 6060 COACHING & CAREER COUNSELING 3 US CREDITS

Career counseling and career development are a specialty area that set apart the field of counseling from other mental health professions. The purpose of this course is to provide students with an understanding of career counseling and career development and the role of the career counselor, with an emphasis on developmental life planning.

OP 6380 THESIS IN ORGANIZATIONAL PSYCHOLOGY 3 US CREDITS

Prerequisites OP 6005 APPLYING PSYCHOLOGY AT WORK
OP 6010 ANALYSIS OF BEHVIORAL DATA
OP 6025 HUMAN BEHAVIOR IN ORGANIZATIONS

Students work independently and in consultation with a selected instructor who acts as their thesis advisor. Students are expected to develop their ideas and design a study based on their appreciation of the relevant literature. Students are required to present a research thesis proposal protocol to a two-member thesis committee and gain approval before proceeding with their study and collection of data for their Thesis. Research protocols involving the participation of human subject are submitted to the Institutional Review Board for approval before data collection. Students work closely with their thesis advisor on the completion of the thesis, which is evaluated by the additional reader. An oral defense of the thesis is scheduled after its submission. The thesis should demonstrate in-depth knowledge of the topic, evidenced by a thorough literature review and display of critical thinking skills, and by the demonstration of basic competencies in research design, data analysis, and interpretation.

OP 6385 CAPSTONE IN ORGANIZATIONAL PSYCHOLOGY 3 US CREDITS

Prerequisites OP 6005 ORGANIZATIONAL PSYCHOLOGY
OP 6025 HUMAN BEHAVIOR IN ORGANIZATIONS
OP 6050 ETHICS IN ORGANIZATIONAL PSYCHOLOGY

A comprehensive capstone project applying the knowledge and skills learned in the courses that comprise the MS in Organizational Psychology. Projects must have theoretical/academic and applied components.

TL 6001 TESOL METHODOLOGY AND PEDAGOGY 3 US CREDITS

This course introduces students to methodology and pedagogy in TESOL. It reviews the history of English language teaching and provides an overview of contemporary concepts and trends in TESOL. Approaches and methods are compared, contrasted and evaluated in terms of their implications for teaching practice. Students apply their knowledge of TESOL practice to actual teaching.

TL 6002 LANGUAGE AWARENESS 3 US CREDITS

This course covers the English language system from both a practical and theoretical perspective. It examines differing approaches to language analysis and description and their effect on teaching and materials.

TL 6003 SECOND LANGUAGE LEARNING AND ACQUISITION 3 US CREDITS

This course explores the key issues related to the process of learning an additional language, and their relevance for language teaching. It provides students with an in-depth overview of the theory and research in the field of second language acquisition (SLA).

TL 6004 EDUCATIONAL TECHNOLOGY IN TESOL 3 US CREDITS

The course critically explores the affordances and constraints of technology and the ways in which educational technology can be applied to language teaching and learning in contexts of interest to the participants. Participants will apply their understanding of educational technology and its theoretical foundations to the evaluation and development of e-materials for language learning and teaching.

TL 6005 TEACHING LANGUAGE SKILLS 3 US CREDITS

This course explores the central concepts, principles and issues surrounding the learning and teaching of the productive and receptive language skills (i.e. writing, speaking, reading and listening). It also provides opportunities for students to evaluate and practice for themselves a variety of relevant teaching methods and techniques.

TL 6006 CURRICULUM & SYLLABUS DESIGN 3 US CREDITS

The purpose of this course is to provide students with the knowledge, tools and techniques for analyzing, modifying, developing and assessing courses and materials for English language learners. Topics include needs analysis, curriculum and syllabus design, the planning and evaluation of units of work, strategies, techniques, and resources for a variety of learners and contexts, assessment and evaluation, and the design and implementation of the evaluation of TESOL programs.

TL 6007 CRITICAL PERSPECTIVES IN TESOL 3 US CREDITS

This course introduces students to current issues in the TESOL field, developing their ability to engage critically with texts and ideas, and interrogating assumptions that are often unexamined.

TL 6008 YOUNG LEARNERS AND TEENS 3 US CREDITS

This course addresses the specific needs of young learners and teenagers (5-16 years old) of ESOL and how best to approach teaching them. It covers various aspects of learning and teaching, including how children develop and learn, how they learn second and foreign languages, how teachers can create suitable learning environments, and how they can assess their students and help them develop the life-long learning skills and intercultural communicative competence that are components of the 21st century education. Participants will critically evaluate materials, design their own teaching materials, learning activities and complete lessons.

TL 6009 MANAGEMENT IN TESOL 3 US CREDITS

This course is designed for TESOL professionals who have made, or who are planning to make, the transition into management in a language teaching operation and need to gain expertise in key areas of the academic manager's role. The course provides training and development in clearly defined aspects of management such as customer service, human resources, innovation, marketing and finance. Participants will apply the knowledge they gain to plan an initiative in a language teaching operation (LTO).

TL 6011 RESEARCH METHODS IN TESOL 3 US CREDITS

This course equips students with the skills and knowledge required to carry out research at Master's degree level, addressing a topic within field of TESOL.

TL 6015 LEARNING DIFFICULTIES AND TESOL 3 US CREDITS

This course introduces students to the nature and types of learning difficulties and their impact on learning and acquisition of English as a second language. The students will have the opportunity to explore ways in which learning difficulties could be identified, accommodated and supported effectively in the English language classroom. An overview of instructional modification and inclusion strategies will be offered.

TL 6410 TESOL PRACTICE 3 US CREDITS

Prerequisites: TL 6001 TESOL METHODOLOGY AND PEDAGOGY
TL 6002 LANGUAGE AWARENESS
TL 6003 SECOND LANGUAGE LEARNING AND ACQUISITION
TL 6006 CURRICULUM AND SYLLABUS DESIGN

This course further prepares students for professional practice in TESOL. Participants will be introduced to Action Research as a research methodology, and identify an area of their own practice to explore in an action research project, which they will write up as a proposal. Students will experience being taught a new language, observe experienced teachers teaching real learners, and prepare a lesson and teach learners themselves, and make recommendations for future learning.

TL 6512 CAPSTONE PROJECT IN TESOL 3 US CREDITS

Prerequisites: TL 6005 TEACHING LANGUAGE SKILLS
TL 6410 TESOL PRACTICE

This capstone course requires students to carry out an Action Research project which contributes to their professional development as a TESOL practitioner. They will observe lessons and the lessons of their peers. They will teach groups of real students using lessons they have prepared and gather primary data for their research. These lessons will be observed and assessed. Students will reflect on their teaching and the materials they used and provide feedback, which will be compiled into a portfolio. The portfolio will also include observations of lessons taught by other teachers. Students will also be interviewed by an examiner about materials they have created and used.

TL 6513 THESIS IN TESOL 3 US CREDITS

Prerequisites: TL 6001 TESOL METHODOLOGY AND PEDAGOGY
TL 6002 LANGUAGE AWARENESS
TL 6003 SECOND LANGUAGE LEARNING AND ACQUISITION
TL 6006 CURRICULUM AND SYLLABUS DESIGN
TL 6011 RESEARCH METHODS IN TESOL

The thesis is undertaken by students working individually and in consultation with an instructor who acts as their thesis advisor. The thesis must convey scholarly and/or professional analysis informed by appropriate application of methodology. The thesis is a significant analytical piece of work and provides an opportunity for students to draw on their methodological, analytical and substantive learning in a comprehensive written study in the field of TESOL.

Violations of Academic Integrity

Plagiarism

A form of academic theft, plagiarism is the act of using another's words, ideas, or organizational patterns without crediting or acknowledging the source. It includes any paraphrasing or summarizing of another's work without acknowledgment, as well as the failure to acknowledge the quotation of paragraphs, sentences, or even phrases written or spoken by someone else. Any use of published sources (books, magazines, newspapers, websites, photos, textbooks, etc.) or unpublished sources (class lectures or notes, handouts, speeches, other students' papers, or material from a research service) without acknowledgment is plagiarism. Moreover, the use of charts, pictures, graphs, diagrams, data, Websites, or other communication or recording media without acknowledgment constitutes plagiarism. The submission of research, completed papers or projects prepared by someone else also constitutes plagiarism, as does the unacknowledged use of research sources gathered by someone else. Students are responsible for understanding the legitimate use of sources, the appropriate ways of crediting sources (both print and electronic) through documentation, and the consequences of violating this responsibility.

Cheating

Cheating is defined as the use (or the attempted use) of unauthorized or inappropriate assistance, material, or study aids in examinations or other academic work. The use of books, notes, and calculators, and conversation with others is forbidden in certain academic exercises and work; their use in these cases constitutes cheating. Similarly, students must not request others to conduct research for them or prepare any work for them; this includes, but is not limited to, the services of commercial term paper companies. Cheating also involves giving or receiving unauthorized help before, during, or after an examination. Examples of cheating include, but are not limited to, the use of prepared notes, "crib sheets", or electronic aids during an examination (unless specifically approved by the instructor); attempting to look at another student's paper or giving or receiving oral or visual information; intentionally allowing another student to view one's own examination; copying the work of another student during an examination or other academic exercise or permitting another student to copy one's work; taking an examination for another student or allowing another student to take one's examination.

Taking an exam by proxy for someone else is an infraction of academic integrity on the part of both the student enrolled in the course and the proxy or substitute (see section on Facilitating Academic Dishonesty). Cheating also includes the writing of a take-home exam for another student.

Unauthorized Collaboration

Students may not collaborate on course work that will be graded unless they have faculty authorization. Unauthorized collaboration means working with others without the specific permission of the instructor on assignments that will be submitted for a grade. This rule applies to in-class or take-home tests, papers, or homework assignments. Examples of unauthorized collaboration can include, but are not limited to, jointly calculating homework problems, checking homework answers with other students, having another person help one rewrite a paper, and sharing sources for a take-home examination. Submission for academic credit of work represented as one's own effort but which has been developed with substantial assistance from another person is a violation of academic honesty. It is also a violation of academic honesty to provide such assistance. Unauthorized collaboration can even occur within the context of group projects when the degree or type of collaboration exceeds the parameters of what an instructor has expressly authorized. The purpose of a particular assignment and the acceptable method of completing it are determined by the instructor, not the student.

Unauthorized Possession of Academic Materials

Unauthorized possession of academic materials includes the selling or purchasing of examinations, papers, reports, or other academic work; taking another student's academic work without permission; and possessing examinations, papers, reports, or other assignments not released by the instructor. Unauthorized removal of an examination or quiz from a classroom, faculty office, or other facility also constitutes a violation of academic integrity.

Falsification and Fabrication

Misrepresenting material or fabricating information in an assignment is a breach of academic integrity. Examples include, but are not limited to, false citations of sources, use of invented information, or falsification of data. Fabrication includes submitting false documents for the purpose of being excused from a scheduled examination or other academic assignment. Altering the answers given on an exam or changing the letter or numerical grade after the instructor has graded the examination and has distributed it to students for review constitutes falsification. Committing or attempting to commit forgery or alteration of College or personal documents or records, and furnishing false information to the College or its instructors are considered violations of academic integrity and must be reported to the Graduate Studies Committee for disciplinary action.

Multiple Submissions

It is a violation of academic integrity to submit the same work or substantial portions of it for academic credit more than once or by more than one student without the prior approval or authorization of the instructor. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or even required; however, the student is responsible for indicating in writing that the current work submitted for academic credit is cumulative in nature.

Facilitating Academic Dishonesty

Knowingly helping or attempting to help another person violate any provision of the academic integrity code is a breach of that code. Students who knowingly or negligently allow their work to be used by other students or who otherwise aid others in academic dishonesty are violating the College's code of academic integrity. Such students are as guilty of intellectual dishonesty as the student who receives the material, even though they may not themselves benefit academically from that dishonesty.

Violations of Personal Integrity

Lying

Lying consists of, but is not limited to, communicating untruths to gain an unfair academic or employment advantage. This includes requesting classmates to sign attendance registers on your behalf or giving a false reason to a faculty member when requesting a change in an examination date or an extension on a paper or project.

Discrimination and Harassment

It is the College's policy that all employees and students work in an educational environment free from harassment of any nature. Therefore, sexual, racial, or religious harassment or other forms of an abuse of a power relationship, or bullying or threatening behavior are not tolerated. Harassment is defined as verbal (including harassment by phone, mail, Internet, or e-mail) or physical conduct that shows hostility toward an individual and has the purpose or effect of creating an intimidating, hostile, or offensive educational environment, or has the purpose or effect of interfering with an individual's academic performance.

Computer Misuse

The framework of responsible, considerate, and ethical behavior expected by the College extends to the use of computers. The College expects students to use the College's and their own personal information technology resources responsibly and to comply with all applicable College policies and local and international laws. The College provides electronic resources and services in support of its educational, research, and service mission. Use that threatens or interferes with the mission of the College, the integrity of the network, the privacy or safety of others, or that are illegal, is prohibited and subject to penalty.

Unacceptable activities and behaviors include, but are not limited to, misrepresentation (including forgery) of the identity of the sender or source of electronic communication; alteration of the content of a message originating from another person or computer with the intent to deceive; unauthorized use or attempted use of restricted-access computer resources or accounts; electronic theft of computer programs, data, or text belonging to another; and commercial use of the College's electronic resources.

Computer misuse consists of, but is not limited to, creation, use, storage, or transmission of information, programs, or any other data that can reasonably be judged to be inappropriate or offensive to other users. The College's policy on harassment applies to electronic displays or communications. No member of the College community may display or transmit images, sounds or messages that are threatening, abusive, or offensive.

Furthermore, it is strictly forbidden to use a mobile phone camera – or any type of camera – to record people and their activities in the classroom (including still photos, audio, or video recording) without the instructor's prior knowledge and explicit written permission. Individuals who do so will face disciplinary penalties. The instructor may review these regulations at the beginning of each term and before assessments.

POLICY CONCERNING COPYRIGHT AND THE USE OF IMAGES FOR STUDENTS

Students are required to comply with copyright laws and the applicable legislation on personal data, regarding use of images. Disregard for intellectual property and privacy issues constitutes infringement of ethical standards and violation of laws, involving potential legal action. "Copyright-protected works" range from literary works, to recordings, musical scores, plays, films, visual works of art, choreographic works, typographical works, photographs and more. As not everything available on the web is free to use, students must keep in mind that images are likely protected by copyright. It's better not to use images whose copyright has not been ascertained.

We encourage students to use images which are in the public domain or available through subscription resources.

However, there is less rigidity involved when material protected by copyright is used for educational purposes especially in non-profit institutions. This is referred to as 'fair use': students may exceptionally use relevant material for a class project, but must acknowledge the source and the creator/author if appropriate. Fair use does not apply when the project is made known to parties other than the instructor and classmates e.g. through social media or publications. Images in the public domain are not subject to copyright laws. Ethical issues should be taken into consideration when manipulating/changing an image. Furthermore, fair use is not free of any limits whatsoever, e.g. students cannot photocopy their entire textbook (s). Generally, one may make one copy of up to 10% of a book or one chapter.

In addition, students must secure written permission/consent from:

a) anyone who has been the subject in a photograph, video or other medium even taken/made by the student who intends to use this material in an educational or other manner
b) anyone who has participated in a performance should the student wish to publicize, record or display such recordings to others.

STUDENTS ARE REQUIRED TO FILL OUT RELEVANT RELEASE AND CONSENT FORMS AND OBTAIN SIGNATURES BY ALL PARTIES INVOLVED.

Definition of public domain

The term "public domain" refers to creative materials that are not protected by intellectual property laws such as copyright, trademark, or patent laws. The public owns these works, not an individual author or artist. Anyone can use a public domain work without obtaining permission, but no one can ever own it.
An important wrinkle to understand about public domain material is that, while each work belongs to the public, collections of public domain works may be protected by copyright. If, for example, someone has collected public domain images in a book or on a website, the collection as a whole may be protectable even though individual images are not. You are free to copy and use individual images but copying and distributing the complete collection may infringe what is known as the "collective works" copyright....

Student Conduct Code Violations

Academic Misconduct*
Any act of cheating, fabrication and plagiarism as per the Academic Policies and Procedures of the Graduate Catalog & Student Handbook.

Alcohol
Possession, consumption, distribution, sale or purchase of alcoholic beverages by students on campus and the Residence Complex, except at specific college events after permission granted by the Office of Student Affairs. In the latter occasions, reasonable use of alcohol and moderate drinking are expected. Being intoxicated on campus and at the Residence Complex or during college activities off campus.

Assault*
Any violent action or threat of such action that is disruptive of order and a violation of personal liberty of oneself, another individual or a group. This includes but is not limited to: • Actions of physical violence; particularly violence with physical means such as blows, weapons, etc or threat of such action; • Any verbal or written statement that amounts to psychological violence; • Sexual violence/harassment • Racial harassment; • Stalking and hazing.

Consumption of Food and Beverages
Consumption of food and beverages in classrooms, laboratories, studios, athletic facilities, the library or any other teaching and learning space in the College main building at any time.

Defiance of College Officials
Defiance or belligerence toward or lying to a College faculty or staff member who asks for identification or information. Students are expected to carry their Deree-ACG student identification cards at all times and must identify themselves to College officials upon request. It is understood that College officials will identify themselves and present a valid reason before making such a request.

Discrimination*
Any discrimination based on any ground such as sex, gender, race, color, ethnic or social origin, genetic features, bodily appearance, movement, language, nationality, religion or belief, political or any other opinion, membership of a national minority, property, birth, physical, mental or psychological disability, age, marital status or sexual orientation. The College strives to maximize valuable talent and potential, and eliminate unconscious bias, prejudice and stereotyping.

Disruptive Behavior*
Any behavior of a student in and out of the classroom which prevents the instructors to teach, other students to learn, or interferes with the normal operation of the College, its institutions and the Residence Complex. This includes but is not limited to:
• Disruption of or interference with the lawful administration of the functions of the College and the rights of other members of the College community;
• Disruptive behavior at locations off-campus while enrolled at Deree-ACG. This includes, but is not limited to, behaviors that disturb the peace of the residential neighborhood bordering campus.

Gambling
Betting or playing games of chance on College premises. This includes, but is not limited to selling pools on athletic events, playing card games or other games that involve wagering of money. Certain card games, such as bridge, are permitted as a regularly scheduled activity of a club, which is officially recognized by the Office of Student Affairs.

Harassment*
Harassment, threatening behavior, humiliation, coercion, bullying or abuse of a power relationship. Harassment includes but is not limited to verbal (including harassment by phone, mail, e-mail, social media) or physical conduct, on and off campus, that shows hostility and has the intent or effect of unreasonably creating an intimidating, hostile, or offensive educational, work, or living environment for an individual or a group. Harassment may occur on the basis of race, color, sex, disability, religion, national origin, sexual orientation, gender identity or other stereotyped characteristic (see para 4.2.6). Harassment may occur as the result of a single incident as well as repeated incidents. Bullying is a repeated and unreasonable behavior directed towards an individual or group with the result of risk to physical/psychological health and safety. This includes but is not limited to:
• Verbal abuse or threats, insulting or offensive language;
• Deliberately excluding someone from activities;
• Spreading misinformation or rumors;
• Physical abuse or intimidation.

Illegal Substances*
The possession, sale, purchase, use, processing, production or distribution of illegal substances and paraphernalia inside College premises or at the Residence Complex. Being intoxicated on campus and at the Residence Complex or during college activities off campus.

Interruption of College Operations
The following points are indicative of violations in this category:

Disrespect towards College officials
Disrespect towards a College official acting in performance of his/her duties. Refusing to cooperate with any College official acting in performance of his/her duties. This includes not presenting proper identification when requested.
Failure to comply with lawful directives of College officials such as College Gate Security Guards, or law enforcement officers acting in performance of their duties.

Obstruction of the Student Conduct Code process
This includes, but is not limited to: Discouraging or attempting to discourage an individual's proper participation in, or use of, the student conduct system; Influencing or attempting to influence another person to commit an abuse of the

student code of conduct system; Assisting, conspiring or hiring another person to commit an abuse of the student code of conduct system; Attempting to influence the impartiality of a member of a student conduct board prior to, during, and/or after a student conduct code proceeding.

Violation of Policies
This includes, but is not limited to: Entrance in College premises without authorization. This includes, but is not limited to, persons violating the Visitation Policy; Violation of the IT Policies (Computer Ethics Policy, Email Policy, Acceptable Use of College Technology Resources); Violation of the Residences Rules and Regulations; Violation of Library Rules and Regulations; Violation of Student Lounge Rules and Regulations.

Other Incidents
Engagement in disorderly, lewd or indecent conduct. Cause or attempt to cause a fire or explosion, tampering with fire safety equipment and falsely reporting a fire, an explosion or an explosive device, and setting off false fire alarms. Involvement in bomb threats. Failure to evacuate any College building during an emergency alarm. Operation of a vehicle or wheeled transportation on College grounds in a reckless manner. This includes, but is not limited to, motorized vehicles, skates, and bicycles without the proper regard for safety, courtesy, and caution. Demonstrations or protests by individuals or groups involving the threat or use of physical force, which obstructs or prevents other members of the College community from carrying out their work or studies.

Littering
Throwing objects and cigarette butts on the ground causing an untidy and environmentally unfriendly condition.

Loitering
Loitering on PIERCE College premises or violating established College closing times is prohibited.

Misrepresentation/Dishonesty

The following points are indicative of violations in this category:

- Forging, altering, misusing, misrepresenting, failing to provide accurate and required information to or about College Officials acting in performance of their duties, on College documents, records, or identification cards. This includes false reporting of emergencies or violations of the Student Conduct Code.
- Furnishing false identification or information to the College or to College authorities with the intent to deceive or falsely identify another person. This includes using another student's ID card.
- Communicating untruths to gain an unfair academic or employment advantage.
- Representing the College without specific prior written consent of the proper College officials.

APPENDIX III

Sexual Violence/Assault*
Sexual violence/assault includes physical sexual activity without prior clear and voluntary consent; consent should be affirmative, unambiguous, conscious, and given in advance; consent is revocable. Sexual violence includes but is not limited to:

- Sexual activity against a person's will through physical force, violence, threat, intimidation, manipulation, ignoring the objections of the other person etc;
- Sexual activity where a person is incapable of giving consent, due to age, use of drugs or alcohol, intellectual or other disability, which prevents the individual from having the capacity to give consent etc;
- Rape, sexual assault/battery/abuse, coercion, domestic violence, dating violence and stalking.

Sexual Harassment*
Sexual harassment includes but is not limited to:

- any verbal or physical conduct or offensive remarks of a sexual nature;
- unsolicited, unwelcome, and unwanted sexual advances;
- requests for sexual favors; this includes, but is not limited to, implicit or explicit suggestions that submitting to or rejecting such conduct will be a factor in academic or employment evaluations, or participation in College activities;
- visual displays of degrading sexual images;
- sexually suggestive conduct;
- non-physical actions such as digital media stalking, cyberbullying, and non-consensual recording of sexual activity.

Smoking
As of July 2020 any type of smoking, including vaping, is completely prohibited on campus and the residencies, in all indoor and outdoor areas.

Theft
Theft or unauthorized use to the property belonging or loaned to the College, a member of the College Community or visitor, as well as possession of stolen property. This includes possessing, duplicating or using keys to any College premises or services without authorization. Deree-ACG is not responsible for any loss of an individual's personal property.

Use of College Name and Emblem*
The College name and emblem, or any part thereof, shall not be used by any student or group of students in connection with any public performance or for any other purpose except as authorized by the Office of Integrated Marketing and Communications. Any request for the use of the College name and emblem must also have the approval of the Dean of Students.

Vandalism*
Belonging or loaned to the College, a member of the College Community or visitor committed deliberately or in disregard of the possible harm to others.

Weapons/Explosives*
Possession and/or use of firearms, explosives, ammunition, fireworks, weapons including, but not limited to, catapults, knives (except sharp blades required by academic class e.g.: Art and knives used only for the consumption of food), paintball guns, pellet guns (including any "toy" gun that discharges any object), or other deadly weapons or dangerous chemicals.

Deree-ACG expects that its students comply with the Greek law. In addition to imposing disciplinary sanctions, the College may refer students for prosecution for conduct prohibited in accordance with the Greek law, such as discrimination; assault; harassment; sexual violence/assault/harassment; theft; possession and/or use of weapons or explosives; possession, sale, purchase, use or distribution of illegal substances.

APPENDIX IV

ACADEMIC MISCONDUCT ACG SCHOOL OF GRADUATE AND PROFESSIONAL EDUCATION PENALTIES

(Adapted from Plagiarism Reference Tariff, 2015)

1. Assign points based on the following criteria:
In deciding the seriousness of an offence, the Graduate Examinations Committee will take into consideration the nature of the offence, the significance of the assessment and any evidence of deliberate attempts to avoid detection.

HISTORY

All academic integrity offences will be recorded and used to determine history.
1st Time 150 points
2nd Time 200 points
3rd Time Automatic expulsion

AMOUNT/EXTENT

This refers to all types of individual and collaborative, written and practical, print and electronicassignments including word processed documents, project work, presentations, spreadsheets,
media projects, drawings, designs, computer code, etc.

Below 5% AND less than two sentences	80 points
As above but with critical aspects* plagiarized	105 points
Between 5% and 20% OR more than two sentences but not more than two paragraphs	105 points
As above but with critical aspects* plagiarized	130 points
Between 20% and 50% OR more than two paragraphs but not more than five paragraphs	130 points
As above but with critical aspects* plagiarized	160 points
Above 50% OR more than five paragraphs	160 points
Submission purchased from essay mill or ghostwriting services	225 points
Presenting work taken (all or in part) from another without their knowledge or consent	225 points
Presenting work previously submitted	225 points
Other severe academic misconduct (e.g. cheating on examination, fabrication, falsification of data and/or references, etc.)	225 points

*Critical aspects are key ideas and arguments that are central to the assessment.

LEVEL/STAGE

Graduate level	140 points

VALUE/SIGNIFICANCE OF ASSESSMENT

Standard weighting (50% or less of module)	30 points
Component weighted at more than 50% of module	60 points
Final capstone project, dissertation, or other type of major assessment contributing to award	100 points

ADDITIONAL CHARACTERISTICS

Evidence of deliberate attempt to disguise plagiarism by changing words, sentences, references or any other method to avoid detection.	40 points

2. Award penalties based on the assigned points:

PENALTIES (SUMMATIVE WORK)

In all cases a formal written admonishment is given and a record made contributing to the
student's previous history.

Points	Available Penalties (select only one)
Below 400	• No further action beyond formal written warning
401-489	• Assessment awarded 0% –resubmission required, with no penalty on mark (Normal Grading) • Assessment awarded 0% –resubmission required, but mark capped at C
490-534	• Assessment awarded 0% –resubmission required, but mark capped at C • Assessment awarded 0% – no resubmission allowed – course retake
535-569	• Assessment awarded 0% – no resubmission allowed – course retake • Assessment awarded 0% – no resubmission allowed – course retake, but course marked at C • Suspension for one term (1) at least [note on transcript]
570 +	• Assessment awarded 0% – no resubmission allowed – course retake, but course marked at C • Suspension for one term (1) at least [note on transcript] • Expulsion from institution [no re-admission allowed] [note on transcript]
	** Resubmissions and retakes may only take place where permitted within academic regulations

RESIDENCES RULES AND REGULATIONS

All individuals staying in the College Residence Complex are required to adhere to the Student Conduct Code, these Residences Rules and Regulations, all policies published by the Offices of Residential Services and International Student Services, and the Greek law.

Deree - The American College of Greece reserves the right to amend or supplement the Residences Rules and Regulations at any time upon such notice to residents as it deems appropriate. The Executive Director of International Student Services and the Executive Director of Residential Services are responsible for the publication of the Residences Rules and Regulations. Suggestions for amendments may be addressed to these offices. Each resident agrees to observe all rules and regulations affecting his/her stay with the College. Residence visitors are also required to follow the College Residences Rules and Regulations.

Alcohol

Deree-ACG expects residents to refrain from possession or consumption of alcoholic beverages in all areas of the Residence Complex, including outdoor common areas.

Balconies

No individual is permitted to climb on balcony railings or to attempt to pass from one apartment balcony to another. Any such action is unsafe, and, therefore, strictly prohibited. In addition, residents are not to throw anything from the balconies or windows onto the grounds below. Violating this policy could lead to dismissal from the Residence Complex and Deree-ACG. Such incidents will be reported to the home institutions of study abroad students.

BBQ

Barbecues or any other incendiary device are not allowed in or around the Residence Complex. Barbecue events may be held in designated barbecue areas only, and only with prior permission from the Office of Residential Services. The presence of a College staff member is required.

Building Entrance

Any person entering or leaving the Residence Complex must use the main entrance door and may not use the windows, balconies or emergency exits. Emergency exits are to be used strictly in cases of emergency as directed by Residence Complex staff.

Check-in

Upon check-in, an Apartment Inventory Checklist that includes a bedroom and apartment inventory should be signed and submitted to Resident Assistants (RAs). This inventory serves as a record of the contents and the condition of the apartment and as the basis for assessing the condition of the apartment when the resident moves out.

Check-out

All residents must check out with an RA. The RAs will provide residents with sign-up times for check-out during final examinations week. During check-out, the RAs will inspect the apartments, record any damages using the Apartment Inventory Checklist, collect keys and obtain the signature of the resident on the Apartment Inventory Checklist. The cost of any damages to the bedroom/apartment will be charged at the time of check-out. Residents are required to return the apartment key, the RA cards and plug adapters, clean their apartments, and throw out their garbage.

Cleaning

Residents are responsible for maintaining a reasonable standard of cleanliness in their apartments and keeping the common areas, such as the Fitness area, Laundry area and Lobby area, clean and tidy. Residence Complex staff reserves the right to inspect apartments and common areas. If Residence Complex staff assess that the condition of the apartment does not meet the required reasonable standard of cleanliness, the responsible resident(s) will be expected to take all necessary steps towards cleaning and tidying up within 48 hours. If the resident(s) fail to meet to do so within this time-frame, the College will carry out cleaning, and the cost of this service will be covered by the resident(s).

Conduct

Study Abroad/International students are expected to comply with the Deree-ACG Student Conduct Code. The document is available online and may be obtained at the Office of Student Affairs.

Cooking

Residents are permitted to cook in their apartments using the utensils and cookware provided. All kitchens are equipped with a cooking-ventilation unit, placed above the stove. The cooking-ventilator should be used every time residents cook. For any questions about the proper use of the oven or microwave, residents are asked to contact the RAs. Barbeque grills or other cooking devices not provided by Deree-ACG are prohibited.

Damages

Residents shall compensate Deree-ACG for any damages caused to the Residence Complex or furniture/equipment in common areas and apartments for which they are held responsible. Residents are required to report damages or normal wear-and-tear occurring during residents' stay to the RAs immediately. Tampering with,

disabling, obstructing, vandalizing, or interfering with the normal functioning of any portion of a security monitoring system or monitored door, including, but not limited to, door alarms, cameras, or card readers, is strictly prohibited.

Decorations
Nails, screws, double-stick tape, or duct tape on or in the walls, ceilings, furniture, or fixtures are prohibited. White poster putty is permitted for hanging posters and other decorations.

Fighting*
Any individuals engaged in a physical fight in or near any building owned or operated by Deree-ACG may be referred to a Hearing Board.

Fire Alarms
Smoke detectors are located throughout the building. In the event of an alarm, all residents should exit the building. Residents must have regard to the safety of themselves and other residents and observe the Fire Regulations applicable to Residences (see Emergency Evacuation Procedures that are posted on apartment doors). In particular, residents must not temper with any fire-fighting equipment or any other safety equipment, block sounders, prop open any fire-proof door or disengage any door closure mechanisms. Corridors, doorways, staircases and entrances must not be obstructed in any way. This includes placing items outside, around and beside doors (e.g. bins). The use of candles or any other open flame devices is not permitted within the Residence Complex premises.

Fitness Center
The Residence Complex is equipped with fitness areas. Equipment in the fitness areas is used at residents' own risk. Residents are encouraged to seek instruction regarding the proper use of the equipment from the Deree-ACG Gym staff.

Garbage
Garbage should be placed into plastic bags and taken to the garbage bins outside the building. Blue garbage bins are for recyclables. Green garbage bins are for refuse. Garbage may not be left in common areas such as hallways. It is the responsibility of each resident to remove garbage and maintain a clean apartment.

Illegal Substances*
The possession, sale, purchase, use, production, processing or distribution of illegal substances and paraphernalia is strictly prohibited. In addition to imposing the disciplinary sanction of expulsion from the Residence Complex, the Residence Complex staff may refer residents for prosecution.

Internet
Peer-to-peer sharing, use of torrents, or any illegal downloading of media or any other materials is prohibited. Residents are expected to comply with College IT Policies.

Modifications to the Apartment
No college-owned furniture or equipment may be removed from the apartment.

Noise and Music
Residents and Residence Complex visitors may use musical instruments at the lobby area. Excessive noise (e.g. speakers operated at excessive volume, playing a musical instrument during quiet hours) is prohibited and may result in sanctions. Residents are kindly asked you to use common sense on this matter.

Non-Discrimination*
Any discrimination based on any ground such as sex, gender, race, color, ethnic or social origin, genetic features, language, nationality, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age, marital status or sexual orientation is not tolerated. The College strives to maximize valuable talent and potential, and eliminate unconscious bias, prejudice and stereotyping. All residents have the responsibility to safeguard and the right to expect a friendly and hospitable environment free of any form of harassment, discrimination and actions or behavior that interfere with the residents' privacy, study habits or sleep.

Personal Property and Theft
Residents must have respect for the property and belongings of others and not use, 'borrow', take or damage any items which belong to others without the owner's permission. Deree-ACG is not responsible for any loss of an individual's personal property. Apartment doors should be kept shut at all times. Theft, unauthorized use, destruction of, or damage to the property of others or College property is not tolerated. This includes possessing, duplicating or using keys to any College premises or services without authorization.

Pets
Pets are not allowed in the Residence Complex. Deree-ACG generally allows students with disabilities to bring Service and Assistance Animals to campus to perform work or tasks related to a disability or, if shown to be necessary, to afford a student with a documented disability an equal opportunity to use and enjoy the Residence Complex.

Quiet Hours
All residents must observe quiet hours regulations in the apartments, common areas, lounges, building entrances and back patio. Quiet hours are reserved for study and sleep.
Quiet hours are:
- 3:30 p.m. to 5:30 p.m. and 10:00 p.m. to 7:30 a.m. in the winter (October - March);
- 3:00 p.m. to 5:30 p.m. and 11:00 p.m. to 7:00 a.m. in the summer (April - September).

Room Entry
Deree-ACG staff reserve the right to enter residents' rooms for maintenance repairs with prior notice, in case of emergency and if there is sufficient reason to believe that a violation of ACG policy is occurring in the room for any other reasonable purpose. Should entrance to apartments be deemed necessary, advance notice will be given if possible.

Room Keys

Room keys are assigned to students upon checking into their room. Keys are not to be duplicated. Individuals are urged to exercise caution in safeguarding their keys. Residents must not hand over the keys to any person other than a member of Residential Services staff. Individuals who lose a key or return a key that is damaged are billed 50 Euros for a replacement.

Residents are reminded to:

- Not loan keys to anyone for any reason.
- Not mark keys with room number or any other identifiable markings.
- Never leave keys unattended. If residents accidentally lock themselves out of their room, they should contact the RA or call one of the staff members.

Smoking*

All apartments, common areas and balconies are smoke free. Should evidence of smoking be found in an apartment, a cleaning charge will be assessed against the resident. Violating the smoking policy will result in sanctions that may lead to removal from the building.

Unauthorized Entrance

Entrance is prohibited to unauthorized or authorized individuals who gain access to the Residence Complex as a result of tailgating* or the use of a propped** or compromised doors. Tailgating and door propping are prohibited.

*The term "tailgating" is used to describe the situation where one or more people follow an authorized person through an accesscontrolled door when the authorized person opens the door legitimately. This can be done either with or without the authorized person's knowledge and/or consent. Tailgating to gain entry to any residential facility is prohibited. The prohibition of tailgating also applies to authorized persons who have forgotten or lost their access card.

**The term "door propping" is used to describe the placement of any object in, near or around the apartment door or entrance door of the building in an effort to prevent the door from closing or block door closure. Door propping is prohibited.

Visitation Policy Violation

Visitation is defined as the time period within which residents' guests may visit the Residence Complex (8:00 a.m. to 11:00 p.m.). No visitors may enter or remain in the Residence Complex between 11:00 p.m. and 8:00 a.m. The Visitation Policy is applicable to all Residence Complex areas (apartments, common use areas or building entrances). No overnight guests are allowed. Visitors must always be accompanied by their hosts/residents while in the Residence Complex. Residents not complying with the Visitation Policy will be held responsible for damages and Rules and Regulations violations attributed to their guests.

Violating the Residences Rules and Regulations or the Deree-ACG Student Conduct Code will result in sanctions that may lead to removal from the Residence Complex.

Deree-ACG expects that residents comply with Greek law. In addition to imposing disciplinary sanctions, the College may refer residents for prosecution for conduct prohibited in accordance with Greek law, such as discrimination; assault; harassment; sexual violence/assault/ harassment; theft; possession and/or use of weapons or explosives; possession, sale, purchase, use or distribution of illegal substances.

Faculty teaching Graduate Courses

COMMUNICATION

Diamantaki, Katerina: Assistant Professor, Communication
B.A., University of London, M.A., Ph.D., National and Kapodistrian University of Athens

Falagas, Nikos: Adjunct Preceptor, Communication
B.A., University of Rochester; M.A., University of Leicester

Giakoumaki, Christina: Assistant Professor, Communication
MA in Digital Communication and Social Media, Graduate Diploma in Digital and Social Media, Program Coordinator
Ptychion, University of Peiraeus; M.S., Ph.D., Athens University of Economics and Business

Kamaras, Dimitris: Associate Lecturer I, Communication
B.S., University of Piraeus; M.A., Ph.D., City University

Karimalis, Grigoris: Associate Lecturer I, Communication
B.S., University of Athens ; M.A., University of Akron ;
Ph.D., Wayne State University

Kefala, Argyro: Associate Professor, Communication
MA in Strategic Communication and Public Relations, Graduate Diploma in Public Relations, Program Coordinator
B.A., Deree College ; M.A., Temple University ; M.A., Ph.D., New York University

Kontopoulou, Vassia: Instructor, Communication
BA, Athens University of Economics and Business; MBA, Athens University of Economics and Business;
PhD, Athens University of Economics and Business

Kyparissiadis, George: Assistant Professor, Communication
MA in Advertising Communications, Program Coordinator
B.S., Athens University of Economics and Business; M.A., City University; Ph.D., Panteion University

Leader, Simon: Assistant Professor, Communication
B.A., Nottingham Polytechnic; M.A., PhD., University of Leicester
Lyra, Anastasia: Associate Lecturer II, Communication
Ptychion, Athens University of Economics and Business;
M.A., University of Maryland

McCormac, Daniel: Assistant Professor, Communication
B.A., Occidental College; M.A., University of Missouri

Miliopoulou, Georgia: Associate Professor, Communication
B.A., Aristotle University of Thessaloniki; M.A., Ph.D, Athens Panteion University

FACULTY TEACHING GRADUATE COURSES

ENGLISH

Haritatou, Parthenia: Instructor, English and Modern Languages
B.A., English Literature and Linguistics, Aristotle University of Thessaloniki;
M.A., English Literature, PhD in Philosophy, Newcastle University Upon Tyne, Great Britain

Ilkou, Melpomeni: Assistant Professor, English
B.A., Bernard M. Baruch College - The City University of New York ;
M.S., Queens College-The City University of New York

Kolokonte, Marina: Assistant Professor, English and Modern Greek
Ptychion, University of Ioannina; M.A. University of Durham; Ph.D., University of Newcastle

Mandalios, Jane: Assistant Professor, English
MA in TESOL, Program Coordinator
B.A., University of Sheffield; M.A., University of Wales at Cardiff; Ph.D., University of Exeter

Vlachos, Kosmas: Instructor, English and Modern Languages
B.A., English Literature and Linguistics, Aristotle University of Thessaloniki; M.A., English Literature, PhD in Philosophy, Newcastle University Upon Tyne, Great Britain

ENGLISH FOR ACADEMIC PURPOSES

Stetson-Tiligadas, Susan: Assistant Professor, EAP
B.A., Illinois Wesleyan University; M.A., Université de Mons-Hainaut;
Ph.D., Capella University

GRAPHIC DESIGN

Brellis, Christopher: Associate Lecturer II, Graphic Design
B.A., Ravensbourne College of Design and Communication, London;
Foundation studies in Art and Design, Central Saint Martin's College, London;
M.A., Royal College of Art, London

INFORMATION TECHNOLOGY

Christou, Ioannis: Associate Professor, Information Technology
Dipl. Ing., M.B.A., National Technical University of Athens; M.S., Ph.D., University of Wisconsin-Madison

Drakakis, George: Instructor, Information Technology
B.S., Artistotle University of Thessaloniki; M.S., University of Liverpool; M.S., Trinity University of Dublin; Ph.D., University of Cambridge

Efremidis, Sofloklis: Instructor, Information Technology
BSc Electrical Engineering, National Technical University of Athens; M.Sc. and Ph.D. degree, Department of Computer Science, Cornell Univeristy, U.S.A.

Kotsovoulou, Maria: Assistant Professor, Information Technology
B.S., The American College of Greece - Deree ;
M.S., Heriot-Watt University

Lentzos, Konstantinos: Instructor, Information Technology
Ptychion in Mathematics, University of Athens; MSc in Pure Mathematics, University of Athens; MSc in Artificial Intelligence, University of Piraeus

Papadias, Constantinos: Associate Lecturer I, Cybersecurity
Ptychion, National Technical University of Athens; Ph.D., Ecole Nationale Superieure de Telecommunications, Paris

Robotis, Andreas: Instructor, Information Technology
Diploma, National Technical University of Athens; , M.Sc, University Of Southern California, M.Sc, University Of California At Los Angeles; Ph.D, Insead

Vardoulias, George: Assistant Professor, Information Technology, Cybersecurity
B.S., National Technical University of Athens; Ph.D., University of Edinburgh

Vetsikas, Ioannis: Associate Professor, Information Technology, Cybersecurity
Diploma, National Technical University of Athens, M.Sc., Ph.D. Cornell University

Vogiatzis, Dimitris: Assistant Professor, Information Technology, Cybersecurity
MS in Data Science, Program Coordinator
Ptychion, University of Athens ; M.S., University of Edinburgh ;
Ph.D., National Technical University of Athens

Zaras, Andreas: Instructor, Management Information Systems
Ptychion, Athens University of Economics and Business; M.S., University of Warwick; M.S., ALBA Graduate Business School

Yovanof, Gregory: Instructor, Information Technology
Diploma in Electrical Engineering, NTUA, Greece; MSc in Signal Processing, University of Southern California (USC); PhD in Electrical Engineering – Digital Communications, Univ. of Southern California (USC), Los Angeles, USA.

FACULTY TEACHING GRADUATE COURSES

INTERNATIONAL TOURISM AND HOSPITALITY MANAGEMENT

Papageorgiou, Georgios: Associate Professor, Tourism
B.A. Technological Education Institute of Athens;
M.S., Ph.D., University of Birmingham

MANAGEMENT

Tasoulis, Kostas: Associate Professor, Management
B.A., University of the West of England; M.S., Ph.D., University of Bath

MARKETING

Krepapa, Areti: Professor, Marketing
Dean, School of Graduate and Professional Education
B.S., The American College of Greece – Deree;
M.B.A., University of Wales; Ph.D., University of Bath

Kyrousi, Antigone: Assistant Professor, Marketing
Ptychion, Athens University of Economics and Business;
Ph.D., Athens University of Economics and Business

Perrea, Toula: Associate Lecturer I, Marketing
BS, Deree – The American College of Greece; MS, University of Newcastle upon Tyne; UK; PhD, Aarhus School of Business & Social Sciences, Denmark

PSYCHOLOGY

Armaos, Remos: Instructor, Psychology
BA, University of Patras; MS, PhD in Education, University of Manchester, UK

Beratis, Ion: Assistant Professor, Psychology
Ptychion, University of Athens; M.S., University of Edinburgh;
Ph.D., University of Athens

Diareme, Stavroula: Instructor, Psychology
BA, National & Kapodistrian University of Athens (EKPA); MS, Department of Psychology, University of Warwick, UK; MA and PsyD, Alliant International University of California (former California School of Professional Psychology), USA

Giannoulis, Katingo: Instructor, Psychology
B.A., The American College of Greece - Deree; M.Sc. University of Surrey;
Ph.D., Royal Holloway & Bedford New Colleges, University of London

Galanakis, Michael: Instructor, Psychology
Ptychion, National Kapodistrian University of Athens, Department of Philosophy, Pedagogy & Psychology; MSc in Organizational Psychology, Panteion University; PhD in Organizational Psychology, Panteion University

Janikian, Mari: Associate Professor, Psychology
MA in Applied Educational Psychology, Program Coordinator
B.A., The American College of Greece – Deree;
M.S., Ph.D., Northeastern University

Korre, Maria: Instructor, Psychology
BS, Deree – The American College of Greece; MSc, University of Surrey

Koliris, Maria Ersi: Instructor, Psychology
BSc (Hons) in Social Psychology, University of Kent, Canterbury; MSc in Counselling Psychology & Post-MSc in Counselling Psychology, City University, London; PsychD (Prof) in Psychotherapy, Metanoia Institute/Middlesex University, London

Kyriakidou, Olivia: Assistant Professor, Psychology
MS in Organizational Psychology, Program Coordinator
BA, Aristotle University of Thessaloniki; MS, University of Surrey; MS, London School of Economics; PhD, University of Surrey

Louka, Anastasia: Instructor, Psychology
BA, Deree-The American College of Greece; MA, Fairleigh Dickinson University; PhD, Fordham University.

Maragakis, Alexandros: Instructor, Psychology
BA, University of Nevada, Reno; MA, University of Nevada, Reno; PhD, University of Nevada, Reno

Martinos, Marina: Associate Lecturer I, Psychology
B.S., London School of Economics; M.A., University of Sussex;
M.S., University of London; Ph.D., University College London

Michalopoulou, Lito Eleni: Instructor, Psychology
Ptychion, Aristotle University of Thessaloniki; M.Ed., Ph.D., The Pennsylvania State University

Nega, Chrisanthi: Associate Professor, Psychology
Graduate Certificate in Psychology, Program Coordinator
B.A., The American College of Greece-Deree ; Ph.D., City University, London

Paizi, Despina: Adjunct Professor, Psychology
B.A. National and Kapodistrian University of Athens, M.S., University of Edinburgh; Ph.D., University of Rome "La Sapienza" in collaboration with the Institute for Cognitive Sciences and Technologies (ISTC-CNR), Rome, Italy

FACULTY TEACHING GRADUATE COURSES

Pelios, Lilian: Adjunct Professor, Psychology
B.A., The American College of Greece – Deree;
M.A., Queens College; Ph.D., Temple University

Protopapa, Sophia: Instructor, Psychology
BA, History, Deree, The American College of Greece; MA, Mediterranean Studies, King's College London; MA, Industrial/Organizational Psychology, University of New Haven; MSc, Psychology/ Clinical Mental Health Counseling, Hellenic American University; Doctorate, Social Sciences, University of Leicester.

Stefanatou, Athena: Instructor, Psychology
B.A., The American College of Greece-Deree, B.A, Panteio University of Athens, M.S., City University, Ph.D., Medical School of Athens

Syngelaki, Eva: Adjunct Professor, Psychology
B.S. University of Athens; University of Surrey, Guilford; M.S., University of Reading; Ph.D. Cardiff University

Takis, Nikolaos: Assistant Professor, Psychology
B.A., M.S., Ph.D., University of Athens

Thomadaki, Olga: Assistant Professor, Psychology
B.A., The American College of Greece - Deree; M.S., Ph.D., City University, London

Ventouratou, Ritsa: Professor, Psychology
B.A., M.A., University of Liverpool ; Ph.D., University of Manchester Institute of Science and Technology

Vousoura, Eleni: Assistant Professor, Psychology
MS in Counseling Psychology and Psychotherapy, Program Coordinator
B.A., National and Kapodistrian University of Athens; M.A., M.S., Teachers College, Columbia University; M.Phil., Ph.D., Columbia University

CAMPUS INFORMATION

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