Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview / factual information

Programme/award title(s)	a. B.Sc. (Honours) in Management Information Systems b. B.Sc. (Ord) in Management Information Systems c. Diploma in Higher Education (DipHE) in Management Information Systems d. Certificate in Higher Education (CertHE) in Management Information Systems
Teaching Institution	Deree - The American College of Greece
Awarding Institution	The Open University (OU)
Date of first OU validation	September 2014
Date of latest OU (re)validation	September 2014
Next revalidation	
Credit points for the award	360
UCAS Code	
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2021
Underpinning QAA subject benchmark(s)	Computing, October 2019 Business and Management, November 2019
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	
Professional/statutory recognition	
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	
Duration of the programme for each mode of study	FT-3 years
Dual accreditation (if applicable)	NECHE Accredited
Date of production/revision of this specification	September 2024

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.
More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student handbook.
The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The MIS programme is reviewed and administered in line with the College's and School's overall mission, as shown below.

The American College of Greece mission

To add distinctive and sustainable value to our students as well as to Greece, American education, Hellenic heritage, and the global community through transformative teaching, scholarship and service SBE mission.

School of Business and Economics mission

Deree School of Business and Economics is committed to providing academically rigorous economics and business and programs that equip students with knowledge and thinking skills grounded on liberal education, economics foundations, business functions and sound specialization components.

MIS programme mission

In congruence with the mission statements of the College and the School of Business and Economics, the B.Sc. in Management Information Systems aims at providing students with an academic experience that fosters development of competencies in integrating business with technology in multiple contexts. Graduates in this degree programme are prepared for careers in the globalised field of information systems, such as information systems analyst and manager, or continue their education in graduate school.

The MIS programme goals are to produce graduates who are able to:

1. Use and administer information systems in different business settings
2. Acquire and apply analytical skills which will enable them to address complex business problems to make informed decisions based on available information and technology resources
3. Apply problem solving skills which will allow them to model information systems solutions for business problems
4. Recognize relationships between concepts of information systems, organization and management, and illustrate redesigning the organization with information systems
5. Identify professional and academic career paths through understanding of the

business and professional responsibilities related to the use of information systems in organizations.

Programme Learning Outcomes (PLOs)

The programme's learning outcomes specify that upon completion of the programme, MIS programme graduates will be able to:

1. Demonstrate knowledge and understanding of business functions
2. Identify legal and ethical principles in business and information systems
3. Apply pertinent technologies and information systems in business
4. Employ quantitative and qualitative methods and tools to optimize the use of information systems in business
5. Evaluate information systems alternatives to facilitate decision making
6. Analyse and synthesize business information systems in alignment with business goals.

For successfully measuring and depicting how subject-specific and generic skills are achieved through the programme, a set of module-specific learning outcomes are mapped against and tightly coupled with each one of the six programme learning outcomes (PLOs).

In terms of **knowledge and understanding**, graduates of the B.Sc. (Hons) in Management Information Systems award will have met the following learning outcomes:

A.1. Demonstrate knowledge and understanding of basic concepts in business functions and economics **(PLO #1)**

- A.1.1 Demonstrate knowledge of macro-economic theory, concepts and policies, and prepare and interprete financial statements
- A.1.2 Demonstrate knowledge in management theories, concepts, functions and practices in the management of organizations, and of basic marketing concepts and of the marketing function
- A.1.3 Understand key elements of operations management as they apply to the production of goods and services offered by manufacturing or service organizations
- A.1.4 Demonstrate knowledge and understanding of business functional and cross-functional information systems and the ways in which they support business operations, improve management decision-making, and help businesses gain competitive advantage, in either local or global context
- A.1.5 Demonstrate basic knowledge, competences and skills to make investing decisions (FN3105) or demonstrate knowledge of management accounting concepts and techniques for decision making, planning and control.

A.2. Identify legal and ethical principles in business and information systems **(PLO #2)**

- A.2.1 Recognize, explain and discuss the impact of the legal environment on business activity, practices and decisions within and across national boundaries
- A.2.2 Demonstrate awareness of moral theories and ethical issues and evaluate their impact on business decision making, and of professional issues in securing information systems.

In terms of **cognitive skills**, graduates of the BSc (Honours) in MIS award will have met the following learning outcomes:

B.1. Evaluate information systems alternatives to facilitate business decision making **(PLO #5)**

- B.1.1 Evaluate how knowledge management and data analytics support decision making, and analyse business intelligence characteristics and alternatives
- B.1.2 Demonstrate basic knowledge, competences and skills to make investing decisions or demonstrate knowledge of management accounting concepts and techniques for decision making, planning and control
- B.1.3 Demonstrate knowledge of macro-economic theory, concepts and policies
- B.1.4 Articulate and explain terms, concepts and theories in a relevant knowledge area effectively.

B.2. Analyse and synthesize business information systems in alignment with business goals **(PLO #6)**

- B.2.1 Relate entrepreneurship, innovation theories and frameworks to business processes supported by information technologies
- B.2.2 Recognize and identify key issues in the analysis and design of information systems comprising networks, security, user interface, and development within a given business environment
- B.2.3 Critically relate business processes and their effect on information systems strategy, taking into consideration the changing external environment
- B.2.4 Demonstrate synthesis of learning accumulated in the program, including comprehensive knowledge of the discipline and its methodologies and practices.

In terms of **practical/professional skills**, graduates of the B.Sc. (Hons) in Management Information Systems award will have met the following learning outcomes:

C.1. Apply pertinent technologies and information systems in business **(PLO #3)**

- C.1.1 Apply coding and database tools in solving problems and in mapping of business requirements to the logical and physical design of a database management system
- C.1.2 Apply theoretical and practical aspects of integrated enterprise solutions to support business processes, and of e-commerce solutions to transform business activities
- C.1.3 Analyse big data to find patterns, trends and associations for decision making
- C.1.4 Demonstrate synthesis of learning accumulated in the program, including comprehensive knowledge of the discipline and its methodologies and practices.

C.2. Employ quantitative & qualitative methods and tools to optimize the use of information in business **(PLO #4)**

- C.2.1 Demonstrate knowledge and understanding of statistical techniques including data analysis, hypotheses, testing, and prediction models, and apply them to business problems
- C.2.2 Evaluate information and research methods, and apply research knowledge and skills, necessary for understanding, framing and addressing research issues
- C.2.3 Analyse big data to find patterns, trends and associations for decision making

C.2.4 Critically relate business processes and their effect on information systems strategy, taking into consideration the changing external environment
C.2.5 Demonstrate synthesis of learning accumulated in the program, including comprehensive knowledge of the discipline and its methodologies and practices.

In terms of **key/transferable skills**, graduates of the B.Sc. (Hons) in Management Information Systems award will have met the following learning outcomes:

D.1. Analyse and synthesize business information systems in alignment with business goals **(PLO #6)**
D.1.1 Communicate ideas effectively orally and/or in writing in a professional context
D.1.2 Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings
D.1.3 Apply self-management skills including a capacity to plan, organize and manage time
D.1.4 Take responsibility for own actions in an academic and professional contexts
D.1.5 Reflect on the broader scope and value of learning and become an independent lifelong learner.

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

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

- The Liberal Education curriculum (43 US credits)
- Concentration (72 US or 360 UK credits)
- General electives (6 US or 30 UK credits).

Liberal Education ……			**43**
Core Courses:			***22***
WP	1010	Introduction to Academic Writing	3
WP	1111	Integrated Academic Writing & Ethics	3
WP	1212	Academic Writing and Research	3
MA	2105	Applied Calculus* OR higher	3
HC	2300	Professional Communication	3
CS	1070	Introduction to Information Systems**	3
Any Natural Science course with a lab			4
Liberal Education Electives:			***21***
LE designated course in STEM/Natural Sciences			3
LE designated courses in Social and Behavioral Sciences			9
Required:			
EC	1101	Principles of Macroeconomics (L4)	3
LE designated courses in Humanities			6
Required:			
PH	3005	Business Ethics (L5)	3
LE designated course in Fine and Performing Arts			3

The Liberal Education mission, competencies and learning outcomes are presented in Appendix 1, p.38.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.
N/A

2.4 List of all exit awards
a. B.Sc. (Honours) in Management Information Systems b. B.Sc. (Ord) in Management Information Systems c. Diploma in Higher Education (DipHE) in Management Information Systems d. Certificate in Higher Education (CertHE) in Management Information Systems

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
MG 2003 Management Principles	15				Fall
AF 2007 Financial Accounting	15				Fall
MK 2030 Introduction to Marketing	15				Fall
BU 2003 Business Legal Issues	15				Fall
CS 2179 Business Information Systems	15				Spring
EC 1101 Principles of Macroeconomics	15				Spring
MA 2021 Applied Statistics	15				Spring
MG 2063 Principles of Operations Management	15				Spring
TOTAL LEVEL 4	**120**				

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4
Learning and teaching strategy
In congruence with the teaching and learning strategy of the college, the following methods are used at Level 4: • Classes consist of lectures, discussions, collaborative in-class small projects or case studies and specialized video presentations as appropriate. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and collaborative in-class small projects reinforce students' cognitive and key transferable skills. Specialized video presentations familiarize students with industry and professional practices and help them connect abstract concepts to the 'real world'. • Classes at Level 4 are interactive and student engagement in the learning process is mainly pursued through their active participation in class. Additionally, through individual course work students are required to make use of the library and become familiar with library resources, hence making a first step towards independent learning. • Teaching is supported by instructors' office hours. All academic staff, regardless of their rank or seniority, have a contractual obligation to keep one (1) office hour per week per module during semesters. Students are encouraged to make full use of office hours, where they can ask questions, see their exam paper(s) and/or assessed coursework, and/or go over lecture material. Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content. • Teaching staff and students make full use of the Blackboard CMS (Course Management System) platform, where professors post lecture notes, instructions, timely announcements, assignments, quizzes, etc. • Student learning is guided by the teaching staff and provides the ground for students to lay the foundations for more demanding modules at level 5.
Assessment methods
• Assessment of student performance involves a reasonable mix of assessment methods (including seen or unseen examinations) and may incorporate both "formative" ("diagnostic" evaluation that provides feedback in order to improve learning) along with "summative" (evaluation that tests whether students have mastered the learning outcomes of a programme) evaluation tools.

- Formative assessments examples are online multiple-choice quizzes, take-home assignments, case problem analyses, programming problems and computer lab assignments, group assignments and team coursework, and presentations. They do not contribute to the student's grade.
- Summative assessment includes unseen written exams, coursework, research papers and research projects. Summative assessments do contribute to the student's grade. Each summative assessment tests one or more learning outcomes of the module. Teaching staff must provide in-class or online feedback to students on any assessment within 21 days of submission. Such feedback serves a tool for reflection by informing students to what extent they have met learning outcomes and provide guidance on how to improve their future work. Summative assessments at this level include: coursework, midterm examination and final examination.
- Examinations consist of open essay-type questions and/or problem-solving exercises. The midterm examination takes place half-way through the module, whereas the final examination takes place at the end of the module. Instructors typically provide feedback on the first assessment to students in class. Such feedback informs students to what extent they have met learning outcomes and provide guidance on how to improve their future work. At their own initiative, students also have the opportunity to receive feedback on their final assessment.

3A. Knowledge and understanding

Learning outcomes: • A1: Demonstrate knowledge and understanding of basic concepts in business functions and economics (PLO 1) • A2: Identify legal and ethical principles in business and information systems (PLO 2)	**Taught and assessed in:**
A.1.1 Demonstrate knowledge of macro-economic theory, concepts and policies, and prepare and interprete financial statements A.1.2 Demonstrate knowledge in management theories, concepts, functions and practices in the management of organizations, and of of basic marketing concepts and of the marketing function A.1.3 Understand key elements of operations management as they apply to the production of goods and services offered by manufacturing or service	**A.1.1** EC 1101 Principles of Macroeconomics AF 2007 Financial Accounting **A.1.2** MG 2003 Management Principles MK 2030 Introduction to Marketing **A.1.3**

organizations A.1.4 Demonstrate knowledge and understanding of business functional and cross-functional information systems and the ways in which they support business operations, improve management decision-making, and help businesses gain competitive advantage, in either local or global context A.2.1 Recognize, explain and discuss the impact of the legal environment on business activity, practices and decisions within and across national boundaries	MG 2063 Principles of Operations Management **A.1.4** CS 2179 Business Information Systems **A.2.1** BU 2003 Business Legal Issues

3B. Cognitive skills	
Learning outcomes: • B.1. Evaluate information systems alternatives to facilitate business decision making (PLO 5) • B.2. Analyse and synthesize business information systems in alignment with business goals (PLO 6)	**Taught and assessed in:**
B.1.5: Demonstrate knowledge of macro-economic theory, concepts and policies B.1.6: Articulate and explain terms, concepts and theories in a relevant knowledge area effectively	**B.1.5** EC 1101 Principles of Macroeconomics **B.1.6** AF 2007 Financial Accounting MG 2003 Management Principles MK 2030 Introduction to Marketing MG 2063 Principles of Operations Management

3C. Practical and professional skills	
Learning outcomes: • C.1. Apply pertinent technologies and information systems in business (PLO 3) • C.2. Employ quantitative & qualitative methods and tools to optimize the use of information in business (PLO 4)	**Taught and assessed in:**
C.1.1: Demonstrate knowledge and understanding of business functional and cross-functional information systems and the ways in which they support business operations, improve management decision-making, and help businesses gain competitive advantage, in either local or global context C.2.1: Demonstrate knowledge and understanding of statistical techniques including data analysis, hypotheses, testing, and prediction models, and apply them to business problems	**C.1.1** AF 2007 Financial Accounting CS 2179 Business Information Systems **C.2.1** MA 2021 Applied Statistics

3D. Key/transferable skills	
Learning outcome: D.1. Analyse and synthesize business information systems in alignment with business goals (PLO 6)	**Taught and assessed in:**
D.1.1: Communicate ideas effectively orally and/or in writing in a professional context	**D.1.1** CS 2179 Business Information Systems

The following table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes at Level 4.

Level	Study module/unit	Programme outcomes																													
		A.1.1	A.1.2	A.1.3	A.1.4	A.1.5	A.2.1	A.2.2	B.1.1	B.1.2	B.1.3	B.1.4	B.2.1	B.2.2	B.2.3	B.2.4	C.1.1	C.1.2	C.1.3	C.1.4	C.2.1	C.2.2	C.2.3	C.2.4	C.2.5	D.1.1	D.1.2	D.1.3	D.1.4	D.1.5
4	AF 2007 Financial Accounting	✓										✓																			
	BU 2003 Business Legal Issues						✓																								
	CS 2179 Business Information Systems				✓																					✓					
	EC 1101 Principles of Macroeconomics	✓									✓																				
	MA 2021 Applied Statistics																				✓										
	MG 2003 Management Principles		✓									✓																			
	MG 2063 Principles of Operations Management			✓								✓																			
	MK 2030 Introduction to Marketing		✓									✓																			

Title of exit award at Level 4: Certificate in Higher Education (CertHE) in Management Information Systems

Students that exit the programme upon completion of Level 4 (having obtained 120 L4 credits) will be eligible for the award of a Certificate of Higher Education (CertHE) in Management Information Systems.

Certificate in Higher Education (CertHE) in Management Information Systems (120 credits)
Compulsory Modules: **Level 4** AF 2007 Financial Accounting – 15 credits BU 2003 Business Legal Issues – 15 credits CS 2179 Business Information Systems – 15 credits EC 1101 Principles of Macroeconomics – 15 credits MA 2021 Applied Statistics – 15 credits MG 2003 Management Principles – 15 credits MG 2063 Principles of Operations Management – 15 credits MK 2030 Introduction to Marketing – 15 credits **Optional Modules:** None

Please see Appendix 2 on p.40 for a rationale on exit awards according to the Quality Assurance Agency's Quality Code for Higher Education in relation to the 'Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies' (November 2014).

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
PH 3005 Business Ethics	15				Fall
CS 3140 Electronic Commerce	15				Fall
CS 3245 Data Management for Business	15				Fall
CS 3247 Knowledge-based Decision Making	15				Fall
FN 3105 Financial Management **or**					
AF 3116 Management Accounting	15				Spring
BU 3233 Business Research Methods	15				Spring
CS 3153 Business Problem Solving	15				Spring
CS 3246 Enterprise Systems	15				Spring
TOTAL LEVEL 5	**120**				

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5
Learning and teaching strategy
In congruence with the teaching and learning strategy of the college, the following methods are used at Level 5: • Classes consist of lectures, discussions, collaborative in-class small projects or case studies and specialized video presentations as appropriate. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and collaborative in-class small projects reinforce students' cognitive and key transferable skills. Specialized video presentations familiarize students with industry and professional practices and help them connect abstract concepts to the 'real world'.

- Classes at Level 5 are interactive and student engagement in the learning process is mainly pursued through their active participation in class case problem analyses. Additionally, through individual course work students are required to make use of the library and become familiar with library resources, hence making a first step towards independent learning.
- Teaching is supported by instructors' office hours. All academic staff, regardless of their rank or seniority, have a contractual obligation to keep one (1) office hour per week per module during semesters. Students are encouraged to make full use of office hours, where they can ask questions, see their exam paper(s) and/or assessed coursework, and/or go over lecture material. Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content.
- Teaching staff and students make full use of the Blackboard CMS (Course Management System) platform, where professors post lecture notes, instructions, timely announcements, assignments, quizzes, etc.
- Student learning gradually becomes more independent through projects aiming at developing students' analytical thinking.

Assessment methods

- Assessment of student performance involves a reasonable mix of assessment methods (including seen or unseen examinations) and may incorporate both "formative" ("diagnostic" evaluation that provides feedback in order to improve learning) along with "summative" (evaluation that tests whether students have mastered the learning outcomes of a programme) evaluation tools.
- Formative assessments examples are online multiple-choice quizzes, take-home assignments, case problem analyses, programming problems and computer lab assignments, group assignments and team coursework, and presentations. They do not contribute to the student's grade.
- Summative assessment includes unseen written exams, coursework, research papers and research projects. Summative assessments do contribute to the student's grade. Each summative assessment tests one or more learning outcomes of the module. Teaching staff must provide in-class or online feedback to students on any assessment within 21 days of submission. Such feedback serves a tool for reflection by informing students to what extent they have met learning outcomes and provide guidance on how to improve their future work. Summative assessments at this level include: midterm examination, research project, and team work.
- Midterm examinations consist of essay-type questions and/or problem-solving exercises, programming problems and information systems solutions' evaluation and development. The midterm examination takes place half-way through the module, whereas the final examination takes place at the end of the module. Instructors typically provide feedback on the first assessment to students in class. Such feedback informs students to what extent they have met learning outcomes and provide guidance on how to improve their future work. At their own initiative, students also have the opportunity to receive feedback on their final assessment.

3A. Knowledge and understanding	
Learning outcomes: • A1: Demonstrate knowledge and understanding of basic concepts in business functions and economics (PLO 1) • A2: Identify legal and ethical principles in business and information systems (PLO 2)	**Taught and assessed in:**
A.1.7: Demonstrate basic knowledge, competences and skills to make investing decisions or demonstrate knowledge of management accounting concepts and techniques for decision making, planning and control A.1.8: Demonstrate synthesis of learning accumulated in the program, including comprehensive knowledge of the discipline and its methodologies and practices A.2.2: Demonstrate awareness of moral theories and ethical issues and evaluate their impact on business decision making A.2.3: Examine legal, ethical and professional issues in securing information systems	**A.1.7** FN 3105 Financial Management **or** AF 3116 Management Accounting **A.1.8** CS 4858 Capstone Project in Management Information Systems **A.2.2** PH 3005 Business Ethics **A.2.3** CS 4250 Information Systems Security and Control

3B. Cognitive skills	
Learning outcomes: • B.1. Evaluate information systems alternatives to facilitate business decision making (PLO 5) • B.2. Analyse and synthesize business information systems in alignment with business goals (PLO 6)	**Taught and assessed in:**
B.1.1: Analyse how knowledge management can support decision making; Combine knowledge management strategies with decision-making technologies to improve knowledge-based business performance B.1.4: Demonstrate basic knowledge, competences and skills to make investing decisions or demonstrate knowledge of management accounting concepts and techniques for decision making, planning and control	**B.1.1** CS 3247 Knowledge-based Decision Making **B.1.4** FN 3105 Financial Management **or** AF 3116 Management Accounting

3C. Practical and professional skills	
Learning outcomes: • C.1. Apply pertinent technologies and information systems in business (PLO 3) • C.2. Employ quantitative & qualitative methods and tools to optimize the use of information in business (PLO 4)	**Taught and assessed in:**
C.1.2: Demonstrate knowledge and understanding of how e-commerce transforms business activities and disrupts the markets C.1.3: Recognize the role business computing in solving problems and create practical and contemporary applications using a structured high-level general-purpose programming language	**C.1.2** CS 3140 Electronic Commerce **C.1.3** CS 3153 Business Problem Solving

3C. Practical and professional skills	
C.1.4: Demonstrate knowledge and understanding of database tools, along with the mapping of business requirements to the logical and physical design of a database management system C.1.5: Apply theoretical and practical aspects of integrated enterprise solutions in support to business processes C.2.2: Evaluate information and research methods, and apply research knowledge and skills, necessary for understanding, framing and addressing research issues.	**C.1.4** CS 3245 Data Management for Business **C.1.5** CS 3246 Enterprise Systems **C.2.2** BU 3233 Business Research Methods
3D. Key/transferable skills	
Learning outcome: D.1. Analyse and synthesize business information systems in alignment with business goals (PLO 6)	**Taught and assessed in:**
D.1.1: Communicate ideas effectively orally and/or in writing in a professional context D.1.3: Apply self-management skills including a capacity to plan, organize and manage time.	**D.1.1** CS 3140 Electronic Commerce **D.1.3** CS 3140 Electronic Commerce CS 3245 Data Management for Business CS 3246 Enterprise Systems

The following table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes at Level 5.

Level	Study module/unit	Programme outcomes																												
		A.1.1	A.1.2	A.1.3	A.1.4	A.1.5	A.2.1	A.2.2	B.1.1	B.1.2	B.1.3	B.1.4	B.2.1	B.2.2	B.2.3	B.2.4	C.1.1	C.1.2	C.1.3	C.1.4	C.2.1	C.2.2	C.2.3	C.2.4	C.2.5	D.1.1	D.1.2	D.1.3	D.1.4	D.1.5
5	PH 3005 Business Ethics							✓																						
	CS 3140 Electronic Commerce																	✓								✓		✓		
	CS 3245 Data Management for Business																✓											✓		
	CS 3247 Knowledge-based Decision Making								✓																					
	FN 3105 Financial Management **or** AF 3116 Management Accounting					✓				✓																				
	BU 3233 Business Research Methods																					✓								
	CS 3153 Business Problem Solving																✓													
	CS 3246 Enterprise Systems																	✓										✓		

Title of exit award at Level 5: Diploma in Higher Education (DipHE) in Management Information Systems

Students that exit the programme upon completion of Level 4 and Level 5 (having obtained 120 credits at each level) will be eligible for the award of a Diploma of Higher Education (DipHE) in Management Information Systems.

Diploma in Higher Education (DipHE) in Management Information Systems (240 credits)
Compulsory Modules: **Level 4** AF 2007 Financial Accounting – 15 credits BU 2003 Business Legal Issues – 15 credits CS 2179 Business Information Systems – 15 credits EC 1101 Principles of Macroeconomics – 15 credits MA 2021 Applied Statistics – 15 credits MG 2003 Management Principles – 15 credits MG 2063 Principles of Operations Management – 15 credits MK 2030 Introduction to Marketing – 15 credits **Level 5** PH 3005 Business Ethics – 15 credits CS 3140 Electronic Commerce – 15 credits CS 3245 Data Management for Business – 15 credits CS 3247 Knowledge-based Decision Making – 15 credits FN 3105 Financial Management – 15 credits **or** AF 3116 Management Accounting – 15 credits BU 3233 Business Research Methods – 15 credits CS 3153 Business Problem Solving – 15 credits CS 3246 Enterprise Systems – 15 credits **Optional modules:** None

Please see Appendix 2 on p.40 for a rationale on exit awards according to the Quality Assurance Agency's Quality Code for Higher Education in relation to the 'Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies' (November 2014).

Programme Structure - LEVEL 6					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
CS 4249 Business Intelligence	15				Fall
CS 4267 Applied Business Analytics	15				Fall
CS 4384 Analysis and Design of Information Systems	15				Fall
MG 4057 Project Management	15				Fall
CS 4250 Information Systems Security and Control	15				Spring
CS 4161 Technology Innovation and Entrepreneurship	15				Spring
CS 4562 Information Systems Strategy	15				Spring
CS 4858 Capstone Project in Management Information Systems	15				Spring
TOTAL LEVEL 6	**120**				

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6
Learning and teaching strategy
In congruence with the teaching and learning strategy of the college, the following methods are used at Level 6: • Classes consist of lectures, discussions, collaborative in-class small projects or case studies and specialized video presentations as appropriate. Throughout the lectures students develop knowledge and understanding related to the subject content. Discussions and collaborative in-class small projects reinforce students' cognitive and key transferable skills. Specialized video presentations familiarize students with industry and professional practices and help them connect abstract concepts to the 'real world'. • Classes at Level 6 are interactive and student engagement in the learning process is mainly pursued through their active participation in class. Through individual course work students are required to make use of the library and become familiar with library resources, hence making a first step towards independent learning.

- Teaching is supported by instructors' office hours. All academic staff, regardless of their rank or seniority, have a contractual obligation to keep one (1) office hour per week per module during semesters. Students are encouraged to make full use of office hours, where they can ask questions, see their exam paper(s) and/or assessed coursework, and/or go over lecture material. Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content.
- Teaching staff and students make full use of the Blackboard CMS (Course Management System) platform, where professors post lecture notes, instructions, timely announcements, assignments, quizzes, etc.
- At this level, students are expected to apply critical thinking and synthesis skills in a learning environment with minimum guidance.

Assessment methods

- Assessment of student performance involves a reasonable mix of assessment methods (including seen or unseen examinations) and may incorporate both "formative" ("diagnostic" evaluation that provides feedback in order to improve learning) along with "summative" (evaluation that tests whether students have mastered the learning outcomes of a programme) evaluation tools.
- Formative assessments examples are online multiple-choice quizzes, take-home assignments, case problem analyses, programming problems and computer lab assignments, group assignments and team coursework, and presentations. They do not contribute to the student's grade.
- Summative assessment includes unseen written exams, research papers and research projects. Summative assessments do contribute to the student's grade. Each summative assessment tests one or more learning outcomes of the module. Teaching staff must provide in-class or online feedback to students on any assessment within 21 days of submission. Such feedback serves a tool for reflection by informing students to what extent they have met learning outcomes and provide guidance on how to improve their future work. Summative assessments at this level include: midterm examination, midterm project, research project, final examination, and team work.
- Examinations consist of open essay-type questions and/or problem-solving exercises, or a combination of answers to essay questions and case problems. The midterm examination takes place half-way through the module, whereas the final examination takes place at the end of the module. Instructors typically provide feedback on the first assessment to students in class. Such feedback informs students to what extent they have met learning outcomes and provide guidance on how to improve their future work. At their own initiative, students also have the opportunity to receive feedback on their final assessment.
- Additionally, a Capstone Project of the MIS award is offered during the final semester of students' undergraduate studies. This module provides students with the opportunity to synthesize knowledge gained from modules taken throughout the entire curriculum and conduct small-scale research on a topic related to management information systems.

3A. Knowledge and understanding	
Learning outcomes: • A1: Demonstrate knowledge and understanding of basic concepts in business functions and economics (PLO 1) • A2: Identify legal and ethical principles in business and information systems (PLO 2)	**Taught and assessed in:**
A.1.8: Demonstrate synthesis of learning accumulated in the program, including comprehensive knowledge of the discipline and its methodologies and practices A.2.3: Examine legal, ethical and professional issues in securing information systems.	**A.1.8** CS 4858 Capstone Project in Management Information Systems **A.2.3** CS 4250 Information Systems Security and Control

3B. Cognitive skills	
Learning outcomes: • B.1. Evaluate information systems alternatives to facilitate business decision making (PLO 5) • B.2. Analyse and synthesize business information systems in alignment with business goals (PLO 6)	**Taught and assessed in:**
B.1.2: Evaluate business intelligence characteristics and alternatives. Synthesise the components, models, designs and other elements applicable for a business intelligence solution B.1.3: Analyse big data to find patterns, trends and associations for decision making B.2.1: Select, design, and apply project management techniques to ensure effective	**B.1.2** CS 4249 Business Intelligence **B.1.3** CS 4267 Applied Business Analytics **B.2.1**

3B. Cognitive skills	
and efficient project outcomes B.2.2: Relate entrepreneurship, innovation theories and frameworks to business processes supported by information technologies B.2.3: Recognize and identify key issues in the analysis and design of information systems comprising networks, security, user interface, and development within a given business environment B.2.4: Critically relate business processes and their effect on information systems strategy, taking into consideration the changing external environment B.2.5: Demonstrate synthesis of learning accumulated in the program, including comprehensive knowledge of the discipline and its methodologies and practices.	MG 4057 Project Management **B.2.2** CS 4161 Technology Innovation and Entrepreneurship **B.2.3** CS 4384 Analysis and Design of Information Systems **B.2.4** CS 4562 Information Systems Strategy **B.2.5** CS 4858 Capstone Project in Management Information Systems

3C. Practical and professional skills	
Learning outcomes: • C.1. Apply pertinent technologies and information systems in business (PLO 3) • C.2. Employ quantitative & qualitative methods and tools to optimize the use of information in business (PLO 4)	**Taught and assessed in:**
C.1.6: Analyse big data to find patterns, trends and associations for decision making C.1.7: Demonstrate synthesis of learning accumulated in the program, including comprehensive knowledge of the discipline and its methodologies and practices	**C.1.6** CS 4267 Applied Business Analytics **C.1.7**

3C. Practical and professional skills	
C.2.3: Apply principles, standards and controls in assessing value of and risk in information assets, aiming at securing information technologies and systems C.2.4: Analyse big data to find patterns, trends and associations for decision making C.2.5: Critically relate business processes and their effect on information systems strategy, taking into consideration the changing external environment C.2.6: Demonstrate synthesis of learning accumulated in the program, including comprehensive knowledge of the discipline and its methodologies and practices.	CS 4858 Capstone Project in Management Information Systems **C.2.3** CS 4250 Information Systems Security and Control **C.2.4** CS 4267 Applied Business Analytics **C.2.5** CS 4562 Information Systems Strategy **C.2.6** CS 4858 Capstone Project in Management Information Systems

3D. Key/transferable skills	
Learning outcome: D.1. Analyse and synthesize business information systems in alignment with business goals (PLO 6)	**Taught and assessed in:**
D.1.1: Communicate ideas effectively orally and/or in writing in a professional context D.1.2: Demonstrate interpersonal, teamwork and/or leadership skills and the ability to work effectively with others including in cross-cultural settings D.1.3: Apply self-management skills including a capacity to plan, organize and	**D.1.1** CS 4161 Technology Innovation and Entrepreneurship CS 4384 Analysis and Design of Information Systems CS 4562 Information Systems Strategy CS 4858 Capstone Project in Management Information Systems

3D. Key/transferable skills	
manage time D.1.4: Take responsibility for own actions in an academic and professional contexts D.1.5: Reflect on the broader scope and value of learning and become an independent lifelong learner.	**D.1.2** CS 4384 Analysis and Design of Information Systems CS 4562 Information Systems Strategy CS 4858 Capstone Project in Management Information Systems **D.1.3** MG 4057 Project Management CS 4250 Information Systems Security and Control CS 4161 Technology Innovation and Entrepreneurship CS 4562 Information Systems Strategy CS 4858 Capstone Project in Management Information Systems **D.1.4** CS 4250 Information Systems Security and Control CS 4858 Capstone Project in Management Information Systems **D.1.5** CS 4858 Capstone Project in Management Information Systems

The following table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes at Level 6.

Level	Study module/unit	Programme outcomes																												
		A.1.1	A.1.2	A.1.3	A.1.4	A.1.5	A.2.1	A.2.2	B.1.1	B.1.2	B.1.3	B.1.4	B.2.1	B.2.2	B.2.3	B.2.4	C.1.1	C.1.2	C.1.3	C.1.4	C.2.1	C.2.2	C.2.3	C.2.4	C.2.5	D.1.1	D.1.2	D.1.3	D.1.4	D.1.5
6	CS 4249 Business Intelligence								✓																					
	CS 4267 Applied Business Analytics								✓										✓				✓							
	CS 4384 Analysis and Design of Information Systems													✓												✓	✓			
	MG 4057 Project Management																											✓		
	CS 4250 Information Systems Security and Control							✓																				✓	✓	
	CS 4161 Technology Innovation and Entrepreneurship												✓													✓		✓		
	CS 4562 Information Systems Strategy														✓									✓		✓	✓	✓		
	CS 4858 Capstone Project in Management Information Systems															✓				✓					✓	✓	✓	✓	✓	

Title of exit award at Level 6: B.Sc. (Ord) in Management Information Systems

Students that exit the programme upon completion of 300 credits at Levels 4, 5 and 6 will be eligible for the award of an ordinary Bachelor's – B.Sc. (Ord) in Management Information Systems. More specifically, having obtained 120 credits at levels 5 and 6, and a minimum of 60 credits at Level 6. Typically, students will have obtained at least 60 credits at Level 6 by completing four (4) of the compulsory modules, excluding module CS4858 Capstone Project in Management Information Systems.

Please see Appendix 2 on p.40 for a rationale on exit awards according to the Quality Assurance Agency's Quality Code for Higher Education in relation to the 'Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies' (November 2014).

BSc. (Ord) in Management Information Systems (300 credits)

Compulsory Modules:

Level 4
AF 2007 Financial Accounting – 15 credits
BU 2003 Business Legal Issues – 15 credits
CS 2179 Business Information Systems – 15 credits
EC 1101 Principles of Macroeconomics – 15 credits
MA 2021 Applied Statistics – 15 credits
MG 2003 Management Principles – 15 credits
MG 2063 Principles of Operations Management – 15 credits
MK 2030 Introduction to Marketing – 15 credits

Level 5
PH 3005 Business Ethics – 15 credits
CS 3140 Electronic Commerce – 15 credits
CS 3245 Data Management for Business – 15 credits
CS 3247 Knowledge-based Decision Making – 15 credits
FN 3105 Financial Management – 15 credits **or** AF 3116 Management Accounting – 15 credits
BU 3233 Business Research Methods – 15 credits
CS 3153 Business Problem Solving – 15 credits
CS 3246 Enterprise Systems – 15 credits

Level 6
MG 4057 Project Management – 15 credits
CS 4267 Applied Business Analytics – 15 credits
CS 4384 Analysis and Design of Information Systems – 15 credits
CS 4562 Information Systems Strategy – 15 credits

Optional modules: None

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

Elective modules are offered at least once a year. Additionally, there is an internship-for-credit optional module as part of the US programme. The rest of the points are not applicable.

5. Support for students and their learning.
(For apprenticeships this should include details of how student learning is supported in the work place)

Academic advising is primarily carried out by the Department Chair in coordination with the Programme Coordinator and the Academic Advising Office. Students also consult Management Information Systems faculty for advising on a variety of topics including career options and postgraduate studies during faculty office hours. Faculty/instructors hold one office hour per week per module taught. Faculty/instructors office hours are available through the School of Business and Economics Dean's Office.

The Academic Advising Office aids students in choosing and completing their academic programs. The advising staff members provide academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. The advising staff members communicate to new students the idea of the Engagement Development Plan (EDP) and the Co-Curricular Transcript.

Academic Societies offer students the opportunity to engage and collaborate with faculty in an academic discipline, attend lectures and seminars and participate in a wide range of activities that provide deeper engagement in a particular subject area. The Governing Body of the Management Information Systems Society represents Management Information Systems students for academic matters and the organization of extra-curricular events. They communicate with the faculty and administration.

Opportunities for academic, professional and personal development are offered through the College's student academic support services, co-curricular activities, and academic

societies. The College has implemented a US approach to PDP recently renamed to EDP (Engagement Development Plan). The Co-Curricular Transcript is designed as a means of recognizing extracurricular learning, development, and contributions to campus and community life. Official Copies of the Co-Curricular Transcript can be used by students to supplement résumés and academic transcripts when seeking employment and applying to graduate schools. The Co-Curricular Transcript includes the following categories: academic enrichment, scholarly engagement, academic honours, awards, scholarships, fellowships, athletics, college engagement and leadership, community service and volunteerism. It is available to students through the Registrar's Office.

The Registrar offers a presentation on the dual award system and its academic policies during the New Student Orientation day. The New Student Orientation Program introduces incoming students to the campus, the academic system (dual OU/Deree awards), College rules and regulations, and academic and social life. Students receive information on student programs and services such as advising, financial aid, and co-curricular activities.

The Student Academic Support Services (SASS) offers academic assistance to students through individual learning facilitation sessions and/or workshops focusing on particular academic skills areas (for example, research skills, note-taking, exam preparation).

Work-based Learning - Internship Opportunities
The College cooperates with a number of multinational companies (e.g. the Libra Group, Diageo, Coca-Cola HBC, etc.) and offers all students international internship placements, often combined with study abroad opportunities.
There is an internship-for-credit optional module as part of the MIS US programme. Students who decide to choose this module, gain on-the-job experience and training as they learn to apply knowledge gained in the classroom to real life professional situations. The internship-for-credit module is designed to encourage reflective learning, as students evaluate theories and concepts learned in class through the lens of their professional experience in the field. Since the beginning of the MIS programme in fall 2014, thirteen (13) students have selected this option, which was actually their first step to a professional career in Management Information Systems.
We consider that the experience students have accumulated from internships in information systems-related areas has significantly contributed to their skills building and eventually in finding a job immediately after graduation.

Disability Status and Provisions
Students are responsible for alerting the Educational Psychologist to a special need, and for providing relevant documentary evidence. The Educational Psychologist suggests actions to be taken to accommodate a student with special needs, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee of Disabilities and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with learning difficulties may be eligible for special accommodations, such as extra time for examination completion, and receive support and counselling from the Educational Psychologist on campus. The College announced the establishment of the Counselling Centre in September 2015, with the aim to support, encourage, educate, counsel, and

empower students in a college setting as they adjust to the challenges and transition of university life where needed.

The Student Handbook provides detailed information about the Management Information Systems programme, all aspects related to pursuing an OU award at DEREE, as well as guidance to prospective and current students. Individual programme student handbooks are available on the ACG website.

The Office of Career Services helps students formulate strategies to make the most of their studies before they graduate. Career Services offers students dedicated employability and career development activities, workshops and events.

The Office of Student Affairs is dedicated to promoting student development and enhancing the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. Office of Student Affairs co-curricular activities include social, cultural and recreational clubs that allow students to pursue their interests and, at the same time, provide opportunities for leadership.

The Student Success Centre (SSC) is designed as a one-stop service point for students. The primary purpose of SSC is to simplify the interactions between students and the College. Among other services, the SSC issues student IDs; credentials for the college's online services; accepts student requests for various certificates and petitions related to their studies; processes requests for course withdrawals; and guides students to the appropriate offices for matters related to registration, academic advising, validation, transfer credit, and tuition payment. The SSC is open extended hours (M-Th. 8:00 – 19:00 and Fri. 8:00 – 18:00) in order to be accessible to students.

6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

The Admissions Process
To qualify for admission to the academic programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the programme of their choice. To this end, applicants must meet the following requirements:

The standard minimum entry requirement for the major's programme is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants whose grades are between 11/20-13.99/20 or its equivalent, may be admitted to the College on a provisional basis.
Students admitted on a provisional basis will be required to fulfil the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to Deree:

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

The following is required for all freshmen applicants:

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

Evidence of Proficiency in English

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

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

Oxford Online Placement Test: 99 or above

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

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

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

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

7. Language of study
English

8. Information about non-OU standard assessment regulations (including PSRB requirements)
N/A

9. For apprenticeships in England End Point Assessment (EPA). *(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*
N/A

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

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

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

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

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

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

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

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

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

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

11. Changes made to the programme since last (re)validation

The programme team introduced changes to the programme level outcomes, curriculum structure, assessment strategy and individual modules.

Changes to the programme learning outcomes aimed at enhancing the awards alignment with the QAA Subject Benchmark Statements and developments in the field of information systems.

At level 4, the number of UK credits of module *AF2007 Financial Accounting* (L4) are decreased from 20 to 15 and the number of UK credits of module *BU2003 Business Legal Issues* (L4) are increased from 10 to 15. The MIS programme endorses the decisions of the Accounting and Management programme teams for the above changes. These changes do not affect Year-1 total number of credits.

At level 4, module *IB2006 International Business* is replaced by module *MG2063 Principles of Operations Management*. Both benchmarking in UK and US higher education institutions and latest QAA subject benchmarks showed that a module in International Business is not required. On the contrary, a module on Operations Management is required since Operations is a fundamental function in business. As a result, through this module students will acquire knowledge about business functions early in the curriculum and therefore apply this knowledge in level 5 and 6 modules.

At level 5, module *AF 3116 Management Accounting* is added as alternative to *FN 3105 Financial Management* to allow students choose between knowledge on financing and investing activities at corporate level or at manufacturing level including cost analysis in the manufacturing function.

At level 5, module *CS3144 Customer Relationship Management Systems* is replaced by module *CS3153 Business Problem Solving*. Both benchmarking in UK and US higher education institutions and latest QAA subject benchmarks showed that a module in Customer Management is not required. Through the new module, we aim at enhancing students' problem solving and coding skills.

At level 5, module *CS3348 Enterprise Social Networks* is replaced by module *BU3233 Business Research Methods*. Both benchmarking in UK and US higher education institutions and latest QAA subject benchmarks showed that a module in enterprise Networks is not required. Through the new module, we aim at strengthening students' research skills and at preparing them for the Capstone Project at level 6.

At level 6, module *MG4242 Logistics and Supply Chain Management* is replaced by module *CS4267 Applied Business Analytics*. Module MG4242 remains as elective under the US programme. Through the new module, we aim at enhancing students' critical analysis and evaluation skills and at the same time expose them to the use of state-of-the-art technology platforms by leading software vendors.

At level 6, module *MG4343 Operations Management* is replaced by module *CS4858 Capstone Project in Management Information Systems*. For MIS students, necessary knowledge on Operations is offered through module *MG2063 Principles of Operations Management* at level 4, earlier in the curriculum. Through the Capstone Project, students will demonstrate the ability to engage in independent study resulting in a scientific or research endeavour, involving the formulation of new problems or issues, the elaboration of new implications or the development of new relationships.

Module teach-out

For substituted modules *IB2006 International Business* (L4), *MG4242 Logistics and Supply Chain Management* (L6) and *MG4343 Operations Management* (L6), no teach-out is required since they continue to be compulsory in the curriculum of other programmes in the School of Business and Economics.

Substituted modules *CS3144 Customer Relationship Management Systems* (L5) and *CS3348 Enterprise Social Networks* (L5) will continue to be offered until all students in the current UK validated programme graduate. Following this, both modules will serve as MIS electives under the US programme. Therefore, teach-out is not required.

The table on the following page offer an overview of the proposed structural modifications outlined above by comparing the existing with the proposed structure.

Changes to the Management Information Systems programme

Existing Programme	UK CREDITS			Action	Proposed Programme	UK CREDITS		
	level 4	level 5	level 6			level 4	level 5	level 6
AF 2006 Financial Accounting (L4)	20			Credits change	AF 2007 Financial Accounting (L4)	15		
BU 2002 Business Legal Issues (L4)	10			Credits change	BU 2003 Business Legal Issues (L4)	15		
CS 2179 Business Information Systems (L4)	15			Module update	CS 2179 Business Information Systems (L4)	15		
EC 1101 Principles of Macroeconomics (L4)	15			Module update	EC 1101 Principles of Macroeconomics (L4)	15		
IB 2006 International Business (L4)	15			Replaced by	MG 2063 Principles of Operations Management (L4)	15		
MA 2010 Statistics I (L4)	15			Replaced by	MA 2021 Applied Statistics (L4)	15		
MG 2003 Management Principles (L4)	15			Module update	MG 2003 Management Principles (L4)	15		
MK 2030 Fundamentals of Marketing (L4)	15			Module update	MK 2030 Introduction to Marketing (L4)	15		
PH 3005 Business Ethics (L5)		15		Module update	PH 3005 Business Ethics (L5)		15	
FN 3105 Foundations of Corporate Finance (L5)		15		Add option	FN 3105 Financial Management (L5) **or** AF 3116 Management Accounting (L5)		15	
CS 3140 Electronic Commerce (L5)		15		Module update	CS 3140 Electronic Commerce (L5)		15	
CS 3144 Customer Relationship Management Systems (L5)		15		Replaced by	CS 3153 Business Problem Solving (L5)		15	
CS 3245 Data Management and IT for Business (L5)		15		Module update	CS 3245 Data Management for Business (L5)		15	
CS 3246 Enterprise Systems (L5)		15		Module update	CS 3246 Enterprise Systems (L5)		15	
CS 3247 Information Systems for Decision Making (L5)		15		Module update	CS 3247 Knowledge-based Decision Making (L5)		15	
CS 3348 Enterprise Social Networks (L5)		15		Replaced by	BU 3233 Business Research Methods (L5)		15	
CS/MG 4157 Project Management (L6)			15	Module update	MG 4057 Project Management (L6)			15
CS 4249 Business Intelligence (L6)			15	Module update	CS 4249 Business Intelligence (L6)			15
CS 4350 Information Systems Security and Control (L6)			15	Module update	CS 4250 Information Systems Security and Control (L6)			15
CS 4284 Analysis and Design of Information Systems (L6)			15	Module update	CS 4384 Analysis and Design of Information Systems (L6)			15
CS 4461 Technology Innovation & Entrepreneurship (L6)			15	Module update	CS 4161 Technology Innovation and Entrepreneurship (L6)			15
MG 4242 Logistics and Supply Chain Management (L6)			15	Replaced by	CS 4267 Applied Business Analytics (L6)			15
CS 4462 Information Systems Strategy (L6)			15	Module update	CS 4562 Information Systems Strategy (L6)			15
MG 4343 Operations Management (L6)			15	Replaced by	CS 48XX Capstone Project in Management Information Systems (L6)			15
Total per Level	**120**	**120**	**120**		*Total per Level*	**120**	**120**	**120**
		Grand total:	**360**				*Grand total:*	**360**

Appendix 1 – Liberal Education mission, competencies and learning outcomes

DEREE – The American College of Greece

LIBERAL EDUCATION

MISSION

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

COMPETENCIES AND LEARNING OUTCOMES

1. Communication and Information Literacy

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

2. Social Responsibility and Civic Engagement

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

3. Cultural and Global Perspectives

3.1 Discuss world history or sociocultural traditions from different perspectives.
3.2 Describe diverse worldviews, ideas, institutions or artistic expressions manifest in varied contexts globally.

3.3 Demonstrate understanding of the workings of Greek, American and European social, political and economic systems and trace the geographical and historical factors that shape these systems.
3.4 Discuss issues of cultural diversity.

4. Ethics and Values

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

5. Aesthetic Expression

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

6. Scientific and Quantitative Literacy

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

7. Integration

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

Approved by the Faculty on 27/1/2014.

Appendix 2 – Exit awards

Certificate in Higher Education (CertHE) in Management Information Systems
Diploma in Higher Education (DipHE) in Management Information Systems
B.Sc. (Ord) in Management Information Systems

1. Certificate in Higher Education (CertHE) in Management Information Systems

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

Certificates in Higher Education in Management Information Systems are awarded to students who have demonstrated:
i) knowledge of the underlying concepts and principles associated with all Management Information Systems functions, and an ability to evaluate and interpret these within internal and external business contexts;
ii) an ability to retrieve, analyse, interpret, and present qualitative and quantitative data, to develop lines of argument and make sound judgments in accordance with basic theories and concepts of Management Information Systems.

Typically, holders of the qualification will be able to:
a) apply a wide variety of Management Information Systems theories and concepts to solving basic business-related problems;
b) communicate the results of their study/work accurately and reliably, with coherent arguments, orally and in writing;
c) undertake further training and develop new skills within a structured and managed environment;
and will have:
d) qualities and transferable skills necessary for employment requiring the exercise of personal responsibility.

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

- Core economic concepts and principles
- Basic tools in statistics
- The legal environment for business
- Management theories, concepts, principles and practices
- The fundamentals of marketing research and marketing strategy
- Accounting transactions and non-complex financial statements
- Business functional and cross-functional information systems.

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

- Locate, extract, and analyse data from library and other resources including the acknowledgement and referencing of sources

- Interpret, analyse, and solve structured problems, and to a limited extent unstructured problems
- Develop and critically evaluate arguments and evidence including identifying assumptions and detecting false logic
- Analyse and evaluate ethical choices in business
- Recognize and analyse the requirements and practical constraints of different types of information systems
- Use numeric skills, including quantitative financial techniques, in solving complex problems
- Use information technology effectively to retrieve, process, analyse and communicate information with guidance
- Relate the importance of people management within projects in terms of resource allocation, leadership, teamwork, and motivation
- Communicate ideas successfully orally and in writing, and to adapt message content to a particular audience and medium of communication in a professional context
- Develop interpersonal, teamwork and/or leadership skills and work effectively with others in small groups or teams
- Reflect intellectual and function as an independent, self-managed lifelong learner.

2. Diploma in Higher Education (DipHE) in Management Information Systems

Upon completion of levels 4 and 5 (240 credits or 16 modules), students will be able to: i) recognize and be familiar with key business functions and the impact of the external environment on business, ii) apply basic statistical techniques to business, iii) demonstrate detailed knowledge of theories, models, tools, and practices of finance and accounting, management, and information systems, iv) apply their detailed knowledge of business functions to evaluating and solving complex, unstructured problems in information systems.
Holders of the Diploma of Higher Education in Management Information Systems will be able to demonstrate knowledge and understanding of diverse business functions and environments as well as detailed knowledge and critical understanding of specific fields like economics, law and marketing.

Additionally, holders of the Diploma in Management Information Systems will be able to demonstrate detailed knowledge and critical understanding of statistical techniques and tools, management theories, concepts, principles and practices, financial accounting as well as finance theories, concepts, principles and practices and their applications to practical problems, moral theories and ethical issues which have an impact on business decision making, and information systems to support operations and processes with customers, suppliers, partners and employees.

In addition, they will have the following cognitive, practical/professional and key/transferable skills:
- Locate, extract, and analyse data from library and other resources including the acknowledgement and referencing of sources
- Interpret, analyse, and solve structured problems, and to a limited extent unstructured problems, from a generated data set

- Develop and critically evaluate arguments and evidence including identifying assumptions and detecting false logic
- Analyse and evaluate ethical choices in business
- Apply critical thinking to create, evaluate and assess a range of options in solving complex problems
- Recognize and analyse the requirements and practical constraints of different types of information systems
- Apply appropriate theory, practices and tools to address design and implementation issues of information technology related problems
- Exhibit reasoning ability and creativity to address a given problem
- Use numeric skills, including quantitative financial techniques, in solving complex problems
- Use information technology effectively to retrieve, process, analyse and communicate information with guidance
- Relate the importance of people management within projects in terms of resource allocation, leadership, teamwork, and motivation
- Specify, design and construct solutions involving programming to given problems
- Determine the risks, controls and safety measures in the use of computing technologies.
- Communicate ideas successfully orally and in writing, and to adapt message content to a particular audience and medium of communication in a professional context
- Develop interpersonal, teamwork and/or leadership skills and work effectively with others in small groups or teams
- Reflect intellectual and function as an independent, self-managed lifelong learner.

3. B.Sc. (Ord) in Management Information Systems

Upon completion of 300 credits (20 modules, including four Level 6 modules), students will be able to: i) recognize and be familiar with key business functions and the impact of the external environment on business, ii) apply basic statistical techniques to business, iii) demonstrate detailed knowledge of theories, models, tools, and practices of finance and accounting, management, and information systems, iv) apply their detailed knowledge of business functions to evaluating and solving complex, unstructured problems in information systems with minimum guidance.

Holders of the ordinary BSc in Management Information Systems will be able to demonstrate knowledge and understanding of diverse business functions and environments as well as detailed knowledge and critical understanding of specific fields like economics, law and marketing.

Additionally, holders of the ordinary BSc in Management Information Systems will be able to demonstrate detailed knowledge and critical understanding of:
- Statistical techniques and tools
- Logistics and management theories, concepts, principles and practices
- Financial accounting; as well as finance theories, concepts, principles and practices and their applications to practical problems
- Moral theories and ethical issues which have an impact on business decision making

- Application of tools, technological aspects, and techniques for information systems analysis and design
- Use of information systems to support operations and processes with customers, suppliers, partners and employees
- Selection, design, and application of several interdisciplinary project management techniques in order to ensure highly effective and efficient project outcomes.

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

- Locate, extract, and analyse data from library and other resources including the acknowledgement and referencing of sources
- Interpret, analyse, and solve structured problems, and to a limited extent unstructured problems
- Develop and critically evaluate arguments and evidence including identifying assumptions and detecting false logic
- Analyse and evaluate ethical choices in business
- Apply critical thinking to create, evaluate and assess a range of options in solving complex problems
- Recognize and analyse the requirements and practical constraints of different types of information systems
- Analyse the extent to which an information system meets the requirements defined for its current use and sustainability
- Apply appropriate theory, practices and tools to address design and implementation issues of information technology related problems
- Exhibit reasoning ability and creativity to address a given problem
- Use numeric skills, including quantitative financial techniques, in solving complex problems
- Use information technology effectively to retrieve, process, analyse and communicate information with guidance
- Use quantitative tools in analysing and solving financial and managerial problems
- Relate the importance of people management within projects in terms of resource allocation, leadership, teamwork, and motivation
- Specify, design and construct solutions involving programming to given problems
- Determine the risks, controls and safety measures in the use of computing technologies
- Synthesise prior acquired knowledge to analyse and design information systems for business
- Communicate ideas successfully orally and in writing, and to adapt message content to a particular audience and medium of communication in a professional context
- Develop interpersonal, teamwork and/or leadership skills and work effectively with others in small groups or teams.
- Reflect intellectual and function as an independent, self-managed lifelong learner.