

## Programme specification

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

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	<ul style="list-style-type: none"> <li>a. BA (Honours) – International Relations and European Affairs</li> <li>b. BA – International Relations and European Affairs</li> <li>c. Diploma in Higher Education – International Relations and European Affairs</li> <li>d. Certificate in Higher Education</li> </ul>
<b>Teaching Institution</b>	Deree - The American College of Greece
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	June 2018
<b>Date of latest OU (re)validation</b>	
<b>Next revalidation</b>	February 2023
<b>Credit points for the award</b>	BA (Honours) – International Relations and European Affairs: 360
<b>UCAS Code</b>	
<b>Programme start date</b>	Fall 2018
<b>Underpinning QAA subject benchmark(s)</b>	International Relations and Politics
<b>Other external and internal reference points used to inform programme outcomes</b>	International Relations and European Affairs Programmes of Greek Public Universities
<b>Professional/statutory recognition</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face)</b>	
<b>Duration of the programme for each mode of study</b>	FT-3 years
<b>Dual accreditation (if applicable)</b>	NEASC Accredited
<b>Date of production/revision of this specification</b>	February 2023

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

**More detailed information on the learning outcomes, content, and teaching,**

**learning and assessment methods of each module can be found in student module guide(s) and the students handbook.**

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

## 2.1 Educational aims and objectives

In congruence with the mission of the College, the BA (Hons) in International Relations and European Affairs (IREA) programme aims to teach students the theoretical concepts and the practical tools comprising the field of International Relations and European Affairs and prepare them for a deeper understanding of the modern challenges facing the international system, ranging from the shifting of the balance of power to conflict resolution.

In particular, the IREA programme at Deree – The American College of Greece aims to cover mainly two kinds of – complementary – knowledge. On the one hand, an understanding of both the interdisciplinary nature of the study of international relations and the fundamentals of European political and economic integration and its domestic and international implications. On the other hand, a systematic elaboration of major theoretical approaches in the fields of International Relations and European Studies and related disciplines; these address issues about the way key actors interact and shape international relations, the moral challenges of political behaviour and action in the field of international relations, contemporary European and international problems and developments, conflict resolution. The flexibility and interdisciplinarity of the IREA curriculum also allows students to study international relations with other complementary subjects, such as economics, history, and philosophy, hence enriching their academic apparatus and profile.

The programme also aims to prepare students for postgraduate studies as well as for success in their professional lives. The study of the theoretical foundations of international relations, as proposed by the programme, provides an invaluable guide and complement to any liberal arts, scientific and practical “knowledge”. By honing students’ capacity to develop critical skills and advance coherent argumentation, the programme encourages problem solving in all areas. By developing discerning, critical, and adaptive capabilities and skills, it aims to achieve the goals of a liberal arts education and help students better assess and adapt to a changing world in an era of globalization.

The mission and educational aims of the IREA programme at Deree – The American College of Greece have been the outcome of the IREA programme preparation committee with active participation, feedback, and discussion by academic staff from both the School of Liberal Arts and Sciences and the School of Business and Economics.

The goals of the IREA programme are to:

- Provide students with a competent understanding of major theoretical approaches in the discipline of International Relations and European Affairs and the related fields.

- Develop students' analytical and critical thinking and prepare them to practice coherent argumentation.
- Provide students with knowledge and understanding of the origins, evolution and contemporary dynamics of the international political system, including its regional dimensions.
- Prepare students to identify key issues and problems in International Relations and European Affairs and learn how to formulate and elaborate ways of addressing them.
- Provide students with a comprehensive understanding of the rationale and dynamics behind the interconnected social, political and economic transformations that re-define the world as we knew it.
- Prepare students for postgraduate education.
- Help students pursue academic integrity in International Relations research and demonstrate effective teamwork, group communication and respect for others reasoned views.
- Provide students with a multidimensional and an 'examined' approach to international relations as global citizens and professionals.

#### A. Knowledge and Understanding

Demonstrate an understanding of strategic, security, political, economic, sociocultural, and ethical implications of multiple actors co-existing in the contemporary international and European environment:

1. Demonstrate an understanding of the origins, evolution, and contemporary dynamics of the international system, including the nature of cooperation and conflict and the challenges facing the international system today.
2. Identify the key actors in international system – i.e., states, NGOs, intergovernmental organizations, transnational corporations, global civil society, and individuals – and understand how these actors interact and shape international relations.
3. Cultivate a literacy regarding some of the key scholars and thinkers who have shaped our understanding of International Relations and European Affairs.
4. Develop an understanding of the historical evolution of government and society and the way they influence International Relations and European Affairs.
5. Evaluate the multi-dimensional consequences of globalization and regional integration/ disintegration as applied to issues of cooperation and conflict, nationalism, conflict resolution, economic development, energy security, social justice, and human rights,
6. Demonstrate knowledge of the multi-disciplinary nature of international relations by establishing connections with the disciplines that have shaped and continue to influence international relations: politics, history, economics, business, philosophy, and political sociology.

B. Explain the fundamentals of European political and economic integration and its historical and international implications:

1. Demonstrate knowledge of the historical evolution of European institutions, and the process of European integration.
2. Evaluate the implications of European economic and political integration for the transitioning world order.
3. Critically evaluate how contemporary European history, politics, and economy, have transformed, and continue to shape modern Europe.
4. Critically examine contemporary challenges to European integration (including security, political, economic, social, and cultural dimensions).
5. Analyze specific European topics at an in-depth level using major theories, concepts, and ideas, from relevant disciplines.

C. Cognitive skills

1. Examine the ethical implications of political behavior and action and critically evaluate the different ethical perspectives as applied in the domain of international relations.
2. Understand the ethical dimensions of the international relations study, writing and research and appreciate the interdisciplinary nature of international relations as well as its connections with related fields, such as Politics, Philosophy, and History.
3. Apply different ethical theoretical perspectives to resolve certain problems or dilemmas and address certain ethical challenges in the field of international relations and its related fields.

D. Synthesize and evaluate various theoretical approaches in the discipline

1. Defend and substantiate one's inferences and conclusions using various theoretical approaches.
2. Analyze European and international problems and developments in-depth as well as synthesize different theoretical perspectives on them.
3. Compare and contrast major theoretical and conceptual frameworks in the fields of International Relations & European Affairs.
4. Reflect on knowledge and theory and become an independent lifelong learner.
5. Develop critical, reflective, and argumentative skills when approaching international relations questions and problems, through discussion, debate, and written analysis.

E. Practical-Professional Skills

Demonstrate effective written and oral communication skills in multicultural settings:

1. Formulate and communicate arguments clearly
2. Develop effective communication skills, such as clarity, fluency, and coherence so as to engage in argumentation or debate in both academic

- and public contexts.
3. Support arguments by addressing potential counterarguments.
- F. Apply research methods to observe and interpret developments in the fields of International Relations and European Affairs.
1. Utilize various methodological approaches from the discipline of International Relations.
  2. Prepare research proposals, draft papers and reports based on research results.
  3. Manage a complex body of information
  4. Use libraries effectively
  5. Document sources systematically
  6. Identify and engage quality scholarly sources
- G. Key-transferable skills
1. Display competence in collecting, selecting, organizing, and synthesizing a substantial and diverse body of information.
  2. Demonstrate effective communicative and interpersonal skills as well as advanced critical judgement.
  3. Construct complex and sophisticated arguments, in both written and oral forms.
  4. Use of information technology for bibliographic and general research as well as to answer questions and present findings.
  5. Demonstrate strategic planning and negotiation capabilities.
  6. Ability to distil complex ideas and arguments and effectively communicate them.

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)

The courses listed are part of a US Bachelor's degree programme that consists of 42 modules, comprising 15 modules of General Education credits, 21 modules of Concentration, and 6 modules of Electives. This programme specification is part of a US bachelor's degree programme that consists of 121 US credits, comprising 43 credits of General Education credits, 66 credits of Concentration, and 12 credits of Electives.

Liberal Education (distributive requirements). . . . .43

Core modules

Academic Writing . . . . .	.6
Integrated Academic Writing, Research and Ethics. . . . .	.3
Public speaking or professional communication or equivalent. . . . .	.3
Mathematics (basic statistics, college algebra, OR higher) . . . . .	.3
Introduction to information systems or equivalent computer literacy course. . . . .	.3
Any Natural Sciences course with a lab . . . . .	.4
(selected from: biology, chemistry, environmental studies, geology, oceanography, physical science and physics)	

**Liberal Education Electives**

One course in Natural Sciences (without a Lab) . . . . .	.3
One course in Fine and Performing Arts. . . . .	.3
Three courses in Social and Behavioural Sciences . . . . .	.9
(Selected from at least two of the following: anthropology, economics, political science, psychology, sociology)	
Two courses in Humanities . . . . .	.6
(Selected from at least two of the following: archaeology, art history, history, literature, classical literature, music, philosophy, theatre history)	

**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.

**LIBERAL EDUCATION COMPETENCIES AND LEARNING OUTCOMES**

**1. Communication and Information Literacy**

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

**2. Social Responsibility and Civic Engagement**

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

**3. Cultural and Global Perspectives**

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

3.4 Discuss issues of cultural diversity.

#### 4. Ethics and Values

4.1 Explain the importance of values in our venture to understand the world.

4.2 Identify ethical issues in different contexts, especially in one's major course of study.

4.3 Discuss ideologies and ethical principles upheld by different cultures and cocultures.

4.4 Describe different approaches through which ethical dilemmas may be examined and resolved.

#### 5. Aesthetic Expression

5.1 Discuss the main themes, symbols, and means of expression in various art forms.

5.2 Demonstrate ability to create or recreate aesthetic works that reflect knowledge of the artistic process and awareness of self, social and stylistic contexts.

5.3 Reflect on the outcomes of an artistic work.

5.4 Discuss the value of diversity in creative approaches in the visual, verbal and performing arts.

#### 6 Scientific and Quantitative Literacy

6.1 Describe major concepts, principles, laws and theories in mathematics and the natural sciences.

6.2 Discuss the impact of science and technology on the individual, society, and the physical environment.

6.3 Apply scientific and mathematical methods and principles in making informed decisions in various disciplines.

6.4 Demonstrate practical and processing skills associated with natural sciences, mathematics and technology.

#### 7 Integration

7.1 Synthesize concepts learned in the Liberal Education 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.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place

2.4 List of all exit awards

- a. BA (Honours) – International Relations and European Affairs
- b. BA – International Relations and European Affairs
- c. Diploma in Higher Education – International Relations and European Affairs
- d. Certificate in Higher Education



<b>Compulsory modules</b>	<b>Credit points</b>	<b>Is module compensable?</b>	<b>Semester runs in</b>
IR 2010: Introduction to International Relations	15	No	Fall
IR 2015: Modern European History & Politics	15	No	Fall
PO 1015: Introduction to Politics and Global Affairs	15	No	Spring
PO 2004: Diplomatic History	15	No	Fall
PO 2000: International Organizations	15	No	Spring
PO 2001: Political Behavior	15	No	Spring
EC 1000 Microeconomics	15	Yes	Fall
EC 1001: Macroeconomics	15	Yes	Spring
<b>Optional Modules (one out of two)</b>	<b>Credit points</b>	<b>Is module compensable?</b>	<b>Semester runs in</b>
PO 2001 Political Behaviour	15	No	Spring
IB 2006 International Business	15	No	Spring

Intended learning outcomes at Level 4 are listed below:

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A-3B. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>Upon completion of the IREA programme, students will be able to:</p> <p>A) Demonstrate an understanding of political, economic, social, cultural and security implications of multiple actors co-existing in the contemporary European and international environment:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the origins, evolution, and contemporary dynamics of the International and European system, including the nature of cooperation and conflict and the challenges facing the international system today.</li> <li>2. Identify the key actors in International Relations and European Affairs – i.e., states, NGOs, intergovernmental organizations, transnational corporations, global civil society, and individuals – and understand how these actors interact and shape international relations.</li> <li>3. Cultivate a literacy regarding some of the key scholars and thinkers who have shaped our understanding of International Relations and European Affairs.</li> <li>4. Develop an understanding of the historical evolution of government and society and the way they influence International Relations and European Affairs.</li> </ol>	<p><u>Where it is taught:</u></p> <p><b>A1:</b> PO 1015- Introduction to Politics and Global Affairs, IR 2010-Introduction to International Relations, IR 2015-Modern European History and Politics, PO 2000 International Organizations, PO 20024 Diplomacy.</p> <p><b>A2:</b> IR 2010-Introduction to International Relations, PO 2000 International Organizations, PO 2004-Diplomacy</p> <p><b>A3:</b> IR 2010-Introduction to International Relations, Modern European History &amp; Politics, PO 2001-Political Behaviour</p> <p><b>A4:</b> PO 1015 Introduction to Politics and Global Affairs, IR 2010 Introduction to International Relations, IR 2015-Modern European History and Politics, PO 2000 International Organizations</p> <p><b>A5:</b> PO 1015-Introduction to Politics and Global Affairs, IR 2015 Modern European History &amp; Politics</p>

## Learning Outcomes – LEVEL 4

### **3A-3B. Knowledge and understanding**

5. Evaluate the multi-dimensional consequences of globalization and regional integration/ disintegration as applied to issues of cooperation and conflict, nationalism, conflict resolution, economic development, energy security, social justice, and human rights.
  6. Demonstrate knowledge of the multi-disciplinary nature of international relations by establishing connections with the disciplines that have shaped and continue to influence international relations: politics, history, economics, philosophy, and political sociology.
- B. Upon completion of the IREA programme, students will be able to explain the fundamentals of European political and economic integration and its historical and international implications:
1. Demonstrate knowledge of the historical evolution of European institutions, and the process of European integration.
  2. Evaluate the implications of European economic and political integration for the transitioning world order.
  3. Critically evaluate how contemporary European history, politics, economy, society and culture have transformed, and continue to shape, modern Europe.

#### **A6:**

PO 1015 Introduction to Politics and Global Affairs, EC1000 Principles of Microeconomics, EC1101 Principles of Macroeconomics, IR 2015 Modern European History & Politics, PO 2001 Political Behaviour, IB 2006 International Business

#### Where it is taught:

#### **B1:**

PO 2000 International Organizations, PO 2004 Diplomacy

#### **B2:**

PO 2000 International Organizations, PO 2004 Diplomacy

#### **B3:**

IR 2015-Modern European History and Politics

**Learning Outcomes – LEVEL 4**

**3A-3B. Knowledge and understanding**

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| <p>4. Critical examine contemporary challenges to European integration (including security, political, economic, social, and cultural dimensions).</p> <p>5. Analyze specific European topics at an in-depth level using major theories, concepts, and ideas for relevant disciplines.</p> |  |
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**3C-3D. Cognitive skills**

**Learning outcomes:**

- C. Examine the ethical implications of political behavior and action and critically evaluate the different ethical perspectives as applied in the domain of international relations.
1. Examine the ethical implications of political behavior and action and critically evaluate the different ethical perspectives as applied in the domain of international relations.
  2. Understand the ethical dimensions of the international relations study, writing and research and appreciate the interdisciplinary nature of international relations as well as its connections with related fields, such as Politics, Philosophy, and History.
  3. Apply different ethical theoretical perspectives to resolve certain problems or dilemmas and address

**Learning and teaching strategy/ assessment methods**

Where it is taught:

**C1:**

PO 2001-Political Behaviour

**C2:**

IR 2010, Introduction to International Relations, PO 2001-Political Behaviour

**C3:**

PO 2001-Political Behaviour

### 3C-3D. Cognitive skills

certain ethical challenges in the field of international relations and its related fields.  
related fields.

D. Synthesize and evaluate various theoretical approaches in the discipline

1. Defend and substantiate one's inferences and conclusions using various theoretical approaches.
2. Analyze European and international problems and developments in-depth as well as synthesize different theoretical perspectives on them.
3. Compare and contrast major theoretical and conceptual frameworks in the fields of International Relations & European Affairs.
4. Reflect on knowledge and theory and become an independent lifelong learner.
5. Develop critical, reflective, and argumentative skills when approaching international relations questions and problems, through discussion, debate, and written analysis.

**D3:**

IR 2010-Introduction to International Relations, IR 2015 Modern European History & Politics

**D4:**

IR 2010-Introduction to International Relations, IR 2015 Modern European History & Politics

**D5:**

IR 2010-Introduction to International Relations, IR 2015 Modern European History & Politics, PO 2004-Diplomacy.

### 3E-3F. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>E. Demonstrate effective written and oral communication skills in multicultural settings:</p> <ol style="list-style-type: none"> <li>1. Formulate and communicate arguments clearly</li> <li>2. Develop effective communication skills, such as clarity, fluency, and coherence so as to engage in argumentation or debate in both academic and public contexts.</li> <li>3. Support arguments by addressing potential counterarguments.</li> </ol> <p>F. Apply research methods to investigate an issue or problem in the fields of International Relations and European Affairs.</p> <ol style="list-style-type: none"> <li>1. Utilize various methodological approaches from the discipline of International Relations.</li> <li>2. Prepare research proposals, draft papers and reports based on research results.</li> <li>3. Manage a complex body of information</li> <li>4. Use libraries effectively</li> <li>5. Document sources systematically</li> <li>6. Identify and engage quality scholarly sources</li> </ol>	<p><u>Where it is taught:</u></p> <p>E1:</p> <p>PO 1015-Introduction to Politics and Global Affairs, EC 1000 Principles of Microeconomics, EC 1101 Principles of Macroeconomics, IR 2010- Introduction to International Relations, IR 2015 Modern European History &amp; Politics, PO 2000 International Organizations, PO 2004 Diplomacy, PO 2001 Political Behaviour, IB 2006 International Business.</p> <p>E2:</p> <p>PO 1015-Introduction to Politics and Global Affairs, EC 1000 Principles of Microeconomics, EC 1101 Principles of Macroeconomics, IR 2010- Introduction to International Relations, IR 2015 Modern European History &amp; Politics, PO 2000 International Organizations, PO 2004 Diplomacy, PO 2001 Political Behaviour, IB 2006 International Business.</p> <p>E3:</p> <p>PO 1015-Introduction to Politics and Global Affairs, IR 2010- Introduction to International Relations, PO 2000 International Organizations, PO 2004 Diplomacy, PO 2001 Political Behaviour</p> <p>F1:</p> <p>PO 1015 Introduction to Politics and Global Affairs, IR 2010 Introduction to International Relations, IR 2015 Modern European History &amp; Politics, PO 2000 International Organizations, PO 2004 Diplomacy</p>

<b>3E-3F. Practical and professional skills</b>	
	<p>F2: IR 2015 Modern European History &amp; Politics, PO 2000 International Organizations, PO 2004 Diplomacy.</p> <p>F3: EC 1000 Principles of Microeconomics, EC 1101 Principles of Macroeconomics</p>
<b>3G. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<ol style="list-style-type: none"> <li>1. Display competence in collecting, selecting, organizing, and synthesizing a substantial and diverse body of information.</li> <li>2. Demonstrate effective communicative and interpersonal skills as well as advanced critical judgement.</li> <li>3. Construct complex and sophisticated arguments, in both written and oral forms.</li> </ol>	<p><b>G1:</b> PO 1015 Introduction to Politics and Global Affairs, EC 1000 Principles of Microeconomics, EC 1101 Principles of Macroeconomics</p> <p><b>G4:</b> IR 2010 Introduction to International Relations</p>

**3G. Key/transferable skills**

4. Use of information technology for bibliographic and general research as well as to answer questions and present findings.
5. Demonstrate strategic planning and negotiation capabilities.
6. Ability to distil complex ideas and arguments and effectively communicate them.

### Certificate of Higher Education In International Relations and European Affairs (120 Credits)

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Is module compensable?</b>	<b>Semester runs in</b>
IR 3120 Research Methods in International Relations	15	NO	Fall
IR 3225 Foreign Policy	15	NO	Fall
PH 3010 Ethics	15	NO	Fall
PO 3131 Theories of International Relations	15	NO	Fall/Spring
PH 3022 Social and Political Philosophy	15	NO	Spring
EC 3232 Economics of European Union	15	NO	Fall
IR 3117 International Political Economy and Global Markets	15	NO	Spring
<b>Optional Modules (one out of five)</b>	<b>Credit points</b>	<b>Is module compensable?</b>	<b>Semester runs in</b>
HY 3026 Middle East: Power and Ideology	15	No	Spring
SO 3035 Migration in the Global Age	15	No	Spring
PO 30XX Religion and Politics	15	No	Fall
IB 3008 Business in the European Union	15	NO	Fall
AN 3007 Ethnicity and Identity	15	YES	Spring

Intended learning outcomes at Level 5 are listed below:

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A) Demonstrate an understanding of political, economic, social, cultural and security implications of multiple actors co-existing in the contemporary European and international environment:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the origins, evolution, and contemporary dynamics of the International and European system, including the nature of cooperation and conflict and the challenges facing the international system today.</li> <li>2. Identify the key actors in International Relations and European Affairs – i.e., states, NGOs, intergovernmental organizations, transnational corporations, global civil society, and individuals – and understand how these actors interact and shape international relations.</li> <li>3. Cultivate a literacy regarding some of the key scholars and thinkers who have shaped our understanding of International Relations and European Affairs.</li> <li>4. Develop an understanding of the historical evolution of government and society and the way they influence International Relations and European Affairs.</li> <li>5. Evaluate the multi-dimensional consequences of globalization</li> </ol>	<p><u>Where it is taught:</u></p> <p><b>A1:</b> IR 3120 Research Methods in International Relations, IR 3225 Foreign policy, PO 3131 Theories of International Relations, IR 3117 International Political Economy and Global Markets.</p> <p><b>A2:</b> IR 3120 Research Methods in International Relations, IR 3225 Foreign policy, PO 3131 Theories of International Relations, IR 3117 International Political Economy and Global Markets.</p> <p><b>A3:</b> IR 3120 Research Methods in International Relations, PH 3022 Social and Political Philosophy, PO 30XX Religion and Politics.</p> <p><b>A4:</b> PO 3131 Theories of International Relations, PH 3022 Social and Political Philosophy, AN 3007 Ethnicity and Identity.</p> <p><b>A5:</b> EC 3232 Economics of European Union, IR 3117 International Political Economy and Global Markets, HY 3026 Middle East Power and Ideology, PO</p>

## Learning Outcomes – LEVEL 5

### **3A. Knowledge and understanding**

<p>and regional integration/ disintegration as applied to issues of cooperation and conflict, nationalism, conflict resolution, economic development, energy security, social justice, and human rights.</p> <p>6. Demonstrate knowledge of the multi-disciplinary nature of international relations by establishing connections with the disciplines that have shaped and continue to influence international relations: politics, history, economics, philosophy, and political sociology.</p> <p>B. Upon completion of the IREA programme, students will be able to explain the fundamentals of European political and economic integration and its historical and international implications:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of the historical evolution of European institutions, and the process of European integration.</li> <li>2. Evaluate the implications of European economic and political integration for the transitioning world order.</li> <li>3. Critically evaluate how contemporary European history, politics, economy, society and culture have transformed, and continue to shape, modern Europe.</li> <li>4. Critical examine contemporary challenges to European</li> </ol>	<p>30XX Religion and Politics, AN 3007 Ethnicity and Identity.</p> <p><b>A6:</b> EC 3232 Economics of European Union, PH 3022 Social and Political Philosophy, PH 3010 Ethics, IR 3117 International Political Economy and Global Markets, HY 3026 Middle East Power and Ideology, SO 3035 Migration in the Global Age, PO 30XX religion and Politics, AN 3007 Ethnicity and Identity.</p> <p><u>Where it is taught:</u></p> <p><b>B1:</b> EC 3232 Economics of European Union, IB 3008 Business in the European Union.</p> <p><b>B2:</b> IR 3225 Foreign Policy, EC 3232 Economics of European Union, IR 3117 International Political Economy and Global Markets, IB 3008 Business in the European Union.</p> <p><b>B3:</b> EC 3232 Economics of the European Union, IR 3117 International Political Economy and Global Markets, IB 3008 Business in the European Union</p> <p><b>B4:</b> EC 3232 Economics of the European Union, SO 3035 Migration in the Global Age, PO 30XX Religion and Politics, IB 3008 Business in the European Union</p>
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## Learning Outcomes – LEVEL 5

### 3A. Knowledge and understanding

<p>integration (including security, political, economic, social, and cultural dimensions).</p> <p>5. Analyze specific European topics at an in-depth level using major theories, concepts, and ideas for relevant disciplines.</p>	<p>B5: EC 3232 Economics of the European Union, IR 3117 International Political Economy and Global Markets, PO 30XX Religion and Politics, IB 3008 Business in the European Union.</p>
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### 3C. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C. Examine the ethical implications of political behavior and action and critically evaluate the different ethical perspectives as applied in the domain of international relations.</p> <ol style="list-style-type: none"> <li>1. Understand the ethical dimensions of the international relations study, writing and research and appreciate the interdisciplinary nature of international relations as well as its connections with related fields, such as Politics, Philosophy, and History.</li> <li>2. Apply different ethical theoretical perspectives to resolve certain problems or dilemmas and address certain ethical challenges in the field of international relations and its related fields.</li> </ol>	<p>C1: IR 3225 Foreign Policy, PH 3022 Social and Political Philosophy, PH 3011 Ethics</p> <p>C2: IR 3120 Research methods in International Relations, PH 3022 Social and Political Philosophy, PH 3010 Ethics.</p> <p>C3:  PH 3010 Ethics.</p>

### 3C. Cognitive skills

<p>3. Apply different ethical theoretical perspectives to resolve certain problems or dilemmas and address certain ethical challenges in the field of international relations and its related fields.</p>	<p>D1: IR 3120 Research Methods in International Relations, PO 3131 Theories of International Relations, PH 3022 Social and Political Philosophy, PH 3010 Ethics, PO 30XX Religion and Politics.</p>
<p>D. Synthesize and evaluate various theoretical approaches in the discipline</p> <ol style="list-style-type: none"> <li>1. Defend and substantiate one's inferences and conclusions using various theoretical approaches.</li> <li>2. Analyze European and international problems and developments in-depth as well as synthesize different theoretical perspectives on them.</li> <li>3. Compare and contrast major theoretical and conceptual frameworks in the fields of International Relations &amp; European Affairs.</li> <li>4. Reflect on knowledge and theory and become an independent lifelong learner.</li> <li>5. Develop critical, reflective, and argumentative skills when approaching international relations questions and problems, through discussion, debate, and written analysis.</li> </ol>	<p>D2: IR 3225 Foreign Policy, PO 3131 Theories of International Relations, EC 3232 Economics of European Union, IB 3008 Business in the European Union.</p> <p>D3: IR 3225 Foreign Policy, PO 3131 Theories of International Relations, SO 3035 Migration in the Global Age</p> <p>D4: IR 3120 Research Methods in International Relations, IR 3225 Foreign policy, PO 3131 Theories of International Relations, PH 3022 Social and Political Philosophy, PH 3010 Ethics, SO 3035 Migration in the Global Age.</p> <p>D5: PO 3131 Theories of International Relations, PH 3022 Social and Political Philosophy, PH 3010 Ethics, PO 30XX Religion and Politics</p>

### 3C. Cognitive skills

<b>3C. Cognitive skills</b>	

### 3E-3F. Practical and professional skills

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>E. Demonstrate effective written and oral communication skills in multicultural settings:</p> <ol style="list-style-type: none"> <li>1. Formulate and communicate arguments clearly</li> <li>2. Develop effective communication skills, such as clarity, fluency, and coherence so as to engage in argumentation or debate in both academic and public contexts.</li> <li>3. Support arguments by addressing potential counterarguments.</li> </ol> <p>F. Apply research methods to investigate an issue or problem in the fields of International Relations and European Affairs.</p> <ol style="list-style-type: none"> <li>1. Utilize various methodological approaches from the discipline of International Relations.</li> <li>2. Prepare research proposals, draft papers and reports based on research results.</li> <li>3. Manage a complex body of information</li> <li>4. Use libraries effectively</li> </ol>	<p><b>E1:</b> IR 3120 Research Methods in International Relations, IR 3225 Foreign policy, PO 3131 Theories of International Relations, EC 3232 Economics of European Union, PH 3022 Social and Political Philosophy, PH 3010 Ethics, IR 3117 International Political Economy and Global Markets, HY 3026 Middle East Power and Ideology, SO 3031 Migration in the Global Age, IB 3008 Business in the European Union, AN 3007 Ethnicity and Identity.</p> <p><b>E2:</b> IR 3120 Research Methods in International Relations, IR 3225 Foreign policy, PO 3131 Theories of International Relations, EC 3232 Economics of European Union, PH 3022 Social and Political Philosophy, IR 3117 International Political Economy and Global Markets, HY 3026 Middle East Power and Ideology, SO 3031 Migration in the Global Age, IB 3008 Business in the European Union, AN 3007 Ethnicity and Identity.</p> <p><b>E3:</b> IR 3120 Research Methods in International Relations, PO 3131 Theories of International Relations, EC 3232 Economics of European Union, PH 3022 Social and Political Philosophy, IR 3117 International Political Economy and Global Markets, HY 3026 Middle East Power and Ideology, SO 3031 Migration</p>

### 3E-3F. Practical and professional skills

5. Document sources systematically
6. Identify and engage quality scholarly sources

in the Global Age, IB 3008 Business in the European Union, AN 3007 Ethnicity and Identity.

F1:

IR 3120 Research Methods in International Relations, PO 3131 Theories of International Relations, SO 3035 Migration in the Global Age, PO 30XX Religion and Politics.

F2:

IR 3120 Research Methods in International Relations, EC 3232 Economics of the European Union, PH 3022 Social and Political Philosophy.

F3:

IR 3120 Research Methods in International Relations, PO 3131 Theories of International Relations, IR 3117 International Political Economy and Global Markets.

F4:

IR 3120 Research Methods in International Relations, IR 3225 Foreign Policy, PH 3022 Social and Political Philosophy, IR 3117 International Political Economy and Global Markets.

F5:

IR 3120 Research Methods in International Relations, IR 3225 Foreign Policy, EC 3232 Economics of European Union, PH 3022 Social and Political Philosophy, IR 3117 International Political Economy and Global Markets, SO 3035 Migration in the Global Age.

F6:

IR 3225 Foreign Policy, EC 3232 Economics of the European Union, PH 3022 Social and Political Philosophy, IR 3117 International Political Economy and Global Markets

### 3G. Key/transferrable skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<ol style="list-style-type: none"> <li>1. Display competence in collecting, selecting, organizing, and synthesizing a substantial and diverse body of information.</li> <li>2. Demonstrate effective communicative and interpersonal skills as well as advanced critical judgement.</li> <li>3. Construct complex and sophisticated arguments, in both written and oral forms.</li> <li>4. Use of information technology for bibliographic and general research as well as to answer questions and present findings.</li> <li>5. Demonstrate strategic planning and negotiation capabilities.</li> <li>6. Ability to distil complex ideas and arguments and effectively communicate them.</li> </ol>	<p>G1: IR 3120 Research Methods in International Relations, IR 3225 Foreign Policy, HY 3026 Middle East Power and Ideology, SO 3025 Migration in the Global Age, PO 30XX Religion and Politics, IB 3008 Business in the European Union, AN 3007 Ethnicity and Identity.</p> <p>G2: IR 3225 Foreign Policy, PH 3022 Social and Political Philosophy, PH 3010 Ethics, HY 3026 Middle East Power and Ideology, SO 3025 Migration in the Global Age, PO 30XX Religion and Politics, IB 3008 Business in the European Union, AN 3007 Ethnicity and Identity.</p> <p>G3: IR 3225 Foreign Policy, PH 3022 Social and Political Philosophy, PH 3010 Ethics, HY 3026 Middle East Power and Ideology, SO 3025 Migration in the Global Age, PO 30XX Religion and Politics, IB 3008 Business in the European Union, AN 3007 Ethnicity and Identity.</p> <p>G4: IR 3120 Research Methods in International Relations, IR 3117 International Political Economy and Global Markets,</p> <p>G5: EC 3232 Economics of European Union.</p> <p>G6: Economics of European Union, PH 3010 Ethics.</p>

**Diploma of Higher Education in International Relations and European Affairs (240 Credits)**

<b>Compulsory modules</b>	<b>Credit points</b>	<b>Is module compensable?</b>	<b>Semester runs in</b>
IR 4255 Strategy and Geopolitics	15	No	Spring
IR 4365 European Foreign, Security and Defence Policies	15	No	Spring
IR 4130 Global Communication and the Media in IR	15	No	Fall
IR 4135 International Law	15	No	Fall
IR 40XX The Role of Energy in the 21 <sup>st</sup> Century	15	No	Fall
PO 4025 Terrorism and Political Violence	15	No	Spring
IR 4145 Senior Thesis in International Relations	15	No	Spring
<b>Optional Modules (one out of seven)</b>	<b>Credit points</b>	<b>Is module compensable?</b>	<b>Semester runs in</b>
IR 4250 Asia in World Affairs	15	No	Fall
IR 4140 Greece and the World	15	No	Spring
HY 4053 A Global History of the Cold War	15	No	Fall
HY 4054 Thucydides and War Strategies	15	No	Spring
IR 40XX Conflict Resolution and Negotiation in IR	15	No	Fall
IB 4118 EU Economic Integration	15	No	Spring
EC 4020 Economic Development and Sustainability	15	No	Fall

Intended learning outcomes at Level 6 are listed below:

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A-3B. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>A. <u>Knowledge and Understanding</u></p> <p>Demonstrate an understanding of strategic, security, political, economic, sociocultural, and ethical implications of multiple actors co-existing in the contemporary international and European environment:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the origins, evolution, and contemporary dynamics of the international system, including the nature of cooperation and conflict and the challenges facing the international system today.</li> <li>2. Identify the key actors in international system – i.e., states, NGOs, intergovernmental organizations, transnational corporations, global civil society, and individuals – and understand how these actors interact and shape international relations.</li> <li>3. Cultivate a literacy regarding some of the key scholars and thinkers who have shaped our understanding of International Relations and European Affairs.</li> <li>4. Develop an understanding of the historical evolution of</li> </ol>	<p>A1: IR 4255 Strategy and Geopolitics, IR 4135 International Law, IB 4118 EU Economic Integration.</p> <p>A2: IR 4255 Strategy and Geopolitics, IR 4365 European Foreign, Security and Defence Policies, IR 4130 Global Communication and the Media in IR, IR 4135 International Law, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, PO 4025 Terrorism and Political Violence.</p> <p>A3: IR 4255 Strategy and Geopolitics, IR 4145 Senior Thesis in International Relations, and European Affairs, HY 4054 Thucydides and War Strategies.</p> <p>A4: IR 4135 International Law, PO 4025 Terrorism and Political Violence, IB 4118 Eu Economic Integration.</p> <p>A5: IR 4365 European Foreign, Security and Defence Policies, IR 4130 Global Communication and the Media in IR, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, IR 4145 Senior Thesis in International Relations and European Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece, and the World, HY 4053 A</p>

## Learning Outcomes – LEVEL 6

### **3A-3B. Knowledge and understanding**

<p>government and society and the way they influence International Relations and European Affairs.</p> <p>5. Evaluate the multi-dimensional consequences of globalization and regional integration/ disintegration as applied to issues of cooperation and conflict, nationalism, conflict resolution, economic development, energy security, social justice, and human rights,</p> <p>6. Demonstrate knowledge of the multi-disciplinary nature of international relations by establishing connections with the disciplines that have shaped and continue to influence international relations: politics, history, economics, business, philosophy, and political sociology.</p> <p><b>B. <u>Explain the fundamentals of European political and economic integration and its historical and international implications:</u></b></p> <p>1. Demonstrate knowledge of the historical evolution of European institutions, and the process of European integration.</p> <p>2. Evaluate the implications of European economic and political integration for the transitioning world order.</p> <p>3. Critically evaluate how contemporary European history, politics, and economy, have transformed, and continue</p>	<p>Global History of the Cold War, IR 40XX Conflict Resolution and Negotiation in IR, EC 4020 Economic Development.</p> <p>A6: IR 4130 Global Communication and the Media in IR, IR 4145 Senior Thesis in International Relations, and European Affairs, HY 4053 A Global History of the Cold War, HY 4054 Thucydides and War Strategies, IB 4118 EU Economic Integration, EC 4020 Economic Development.</p> <p>B1: IR 4135 International Law, IB 4118 EU Economic Integration</p> <p>B2: IR 4255 Strategy and Geopolitics, IR 40XX The Role of Energy in the 21<sup>st</sup> Century.</p> <p>B3: PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations, and European Affairs, HY 4053 A Global History of the Cold War, IR 40XX Conflict Resolution and Negotiation in IR.</p> <p>B4: IR 4365 European Foreign, Security and Defence Policies, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, IR 4145 Senior Thesis in International Relations, and European Affairs, IR 40XX Conflict Resolution and Negotiation in IR.</p> <p>B5: IR 4365 European Foreign, Security and Defence Policies, IR 4145 Senior</p>
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**Learning Outcomes – LEVEL 6**

**3A-3B. Knowledge and understanding**

<p>to shape modern Europe.</p> <ol style="list-style-type: none"> <li>4. Critically examine contemporary challenges to European integration (including security, political, economic, social, and cultural dimensions).</li> <li>5. Analyze specific European topics at an in-depth level using major theories, concepts, and ideas, from relevant disciplines.</li> </ol>	<p>Thesis in International Relations, and European Affairs, IB 4118 EU Economic Integration.</p>
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**3C-3D. Cognitive skills**

<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>C. <u>Cognitive skills</u></p> <ol style="list-style-type: none"> <li>1. Examine the ethical implications of political behavior and action and critically evaluate the different ethical perspectives as applied in the domain of international relations.</li> <li>2. Understand the ethical dimensions of the international relations study, writing and research and appreciate the interdisciplinary nature of international relations as well as its connections with related fields, such as Politics, Philosophy, and History.</li> </ol>	<p>C1: IR 4135 International Law, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations and European Affairs, IR 40XX Conflict Resolution and Negotiation in IR.</p> <p>C2: IR 4255 Strategy and Geopolitics, IR 4365 European Foreign, Security and Defense Policies, IR 4130 Global Communication and the Media in IR, IR 4135 International Law, IR 4145 Senior Thesis in International Relations, and European Affairs, HY 4053 A Global History of the Cold War, HY 4054 Thucydides and War Strategies.</p>

### 3C-3D. Cognitive skills

3. Apply different ethical theoretical perspectives to resolve certain problems or dilemmas and address certain ethical challenges in the field of international relations and its related fields.

**D. Synthesize and evaluate various theoretical approaches in the discipline**

1. Defend and substantiate one's inferences and conclusions using various theoretical approaches.
2. Analyze European and international problems and developments in-depth as well as synthesize different theoretical perspectives on them.
3. Compare and contrast major theoretical and conceptual frameworks in the fields of International Relations & European Affairs.
4. Reflect on knowledge and theory and become an independent lifelong learner.
5. Develop critical, reflective, and argumentative skills when approaching international relations questions and problems, through discussion, debate, and written analysis.

D1:

IR 4255 Strategy and Geopolitics, IR 4145 Senior Thesis in International Relations, IR 40XX Conflict Resolution and Negotiation in IR.

D2:

IR 4365 European Foreign, Security and Defense Policies, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, IR 4145 Senior Thesis in International Relations, and European Affairs, IB 4118 EU Economic Integration.

D3:

IR 4255 Strategy and Geopolitics, IR 4365 European Foreign, Security and Defense Policies, IR 4130 Global Communication and the Media in IR, IR 4135 International Law, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations and European Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece and the World, HY 4053 A Global History of the Cold War, HY 4054 Thucydides and War Strategies, IR 40XX Conflict Resolution and Negotiation in IR, IB 4118 EU Economic Integration, EC 4020 Economic Development.

D4:

IR 4255 Strategy and Geopolitics, IR 4365 European Foreign, Security and Defense Policies, IR 4130 Global Communication and the Media in IR, IR 4135 International Law, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations and European Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece and the World, HY 4053 A Global History of the Cold War, HY 4054 Thucydides and War Strategies, IR 40XX Conflict Resolution and Negotiation in IR, IB 4118 EU Economic Integration, EC 4020 Economic Development.

<b>3C-3D. Cognitive skills</b>	
	<p>D5:</p> <p>IR 4255 Strategy and Geopolitics, IR 4365 European Foreign, Security and Defense Policies, IR 4130 Global Communication and the Media in IR, IR 4135 International Law, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations and European Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece and the World, HY 4053 A Global History of the Cold War, HY 4054 Thucydides and War Strategies, IR 40XX Conflict Resolution and Negotiation in IR, IB 4118 EU Economic Integration, EC 4020 Economic Development.</p>
<b>3E-3F. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>E. <u>Practical-Professional Skills</u></b></p> <p>Demonstrate effective written and oral communication skills in multicultural settings:</p> <ol style="list-style-type: none"> <li>1. Formulate and communicate arguments clearly</li> <li>2. Develop effective communication skills, such as clarity, fluency, and coherence so as to engage in argumentation or debate in both academic and public contexts.</li> <li>3. Support arguments by addressing potential counterarguments.</li> </ol>	<p>E1:</p> <p>IR 4255 Strategy and Geopolitics, IR 4365 European Foreign, Security and Defense Policies, IR 4130 Global Communication and the Media in IR, IR 4135 International Law, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations and European Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece and the World, HY 4053 A Global History of the Cold War, HY 4054 Thucydides and War Strategies, IR 40XX Conflict Resolution and Negotiation in IR, IB 4118 EU Economic Integration, EC 4020 Economic Development.</p> <p>E2:</p> <p>IR 4255 Strategy and Geopolitics, IR 4365 European Foreign, Security and Defense Policies, IR 4130 Global Communication and the Media in IR, IR 4135 International Law, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, PO 4025</p>

### 3E-3F. Practical and professional skills

F. Apply research methods to observe and interpret developments in the fields of International Relations and European Affairs.

1. Utilize various methodological approaches from the discipline of International Relations.
2. Prepare research proposals, draft papers and reports based on research results.
3. Manage a complex body of information
4. Use libraries effectively
5. Document sources systematically
6. Identify and engage quality scholarly sources

Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations and European Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece and the World, HY 4053 A Global History of the Cold War, HY 4054 Thucydides and War Strategies, IR 40XX Conflict Resolution and Negotiation in IR, IB 4118 EU Economic Integration, EC 4020 Economic Development.

E3:

IR 4255 Strategy and Geopolitics, IR 4365 European Foreign, Security and Defense Policies, IR 4130 Global Communication and the Media in IR, IR 4135 International Law, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations and European Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece and the World, HY 4053 A Global History of the Cold War, HY 4054 Thucydides and War Strategies, IR 40XX Conflict Resolution and Negotiation in IR, IB 4118 EU Economic Integration, EC 4020 Economic Development.

F1:

PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations, and European Affairs.

F2:

IR 4130 Global Communication and the Media in IR, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations, and European Affairs, HY 4053 A Global History of the Cold War, HY 4054 Thucydides and War Strategies.

F3:

IR 4255 Strategy and Geopolitics, IR 4365 European Foreign, Security and Defense Policies, IR 4145 Senior Thesis in International Relations and European Affairs, HY 4053 A Global History of the Cold War, HY 4054 Thucydides and War Strategies, IR 40XX Conflict Resolution and Negotiation in IR, IB 4118 EU Economic Integration, EC 4020 Economic Development.

<b>3E-3F. Practical and professional skills</b>	
	<p><b>F4:</b> IR 4255 Strategy and Geopolitics, IR 4365 European Foreign, Security and Defense Policies, IR 4130 Global Communication and the Media in IR, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations and European Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece, and the World.</p> <p><b>F5:</b> IR 4255 Strategy and Geopolitics, IR 4365 European Foreign, Security and Defense Policies, IR 4130 Global Communication and the Media in IR, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations and European Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece, and the World.</p> <p><b>F6:</b> IR 4255 Strategy and Geopolitics, IR 4365 European Foreign, Security and Defense Policies, IR 4130 Global Communication and the Media in IR, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations and European Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece, and the World.</p>
<b>3G. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p>G. <u>Key-transferable skills</u></p> <ol style="list-style-type: none"> <li>1. Display competence in collecting, selecting, organizing, and synthesizing a substantial and diverse body of information.</li> <li>2. Demonstrate effective communicative and</li> </ol>	<p><b>G1:</b> IR 4255 Strategy and Geopolitics, IR 4365 European Foreign, Security and Defense Policies, IR 4130 Global Communication and the Media in IR, IR 4135 International Law, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International</p>

### 3G. Key/transferable skills

interpersonal skills as well as advanced critical judgement.

3. Construct complex and sophisticated arguments, in both written and oral forms.
4. Use of information technology for bibliographic and general research as well as to answer questions and present findings.
5. Demonstrate strategic planning and negotiation capabilities.
6. Ability to distil complex ideas and arguments and effectively communicate them.

Relations and European Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece and the World, HY 4053 A Global History of the Cold War, HY 4054 Thucydides and War Strategies, IR 40XX Conflict Resolution and Negotiation in IR, IB 4118 EU Economic Integration.

G2:

IR 4255 Strategy and Geopolitics, IR 4365 European Foreign, Security and Defense Policies, IR 4130 Global Communication and the Media in IR, IR 4135 International Law, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations and European Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece and the World, HY 4053 A Global History of the Cold War, HY 4054 Thucydides and War Strategies, IR 40XX Conflict Resolution and Negotiation in IR, IB 4118 EU Economic Integration,

G3:

IR 4255 Strategy and Geopolitics, IR 4365 European Foreign, Security and Defense Policies, IR 4130 Global Communication and the Media in IR, IR 4135 International Law, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations and European Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece and the World, HY 4053 A Global History of the Cold War, HY 4054 Thucydides and War Strategies, IR 40XX Conflict Resolution and Negotiation in IR, IB 4118 EU Economic Integration,

G4:

IR 4255 Strategy and Geopolitics, IR 4365 European Foreign, Security and Defense Policies, IR 4130 Global Communication and the Media in IR, IR 4135 International Law, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations and European Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece and the World, HY 4053 A Global History of the Cold War, HY 4054 Thucydides and War Strategies, IR 40XX Conflict Resolution and Negotiation in IR, IB 4118 EU Economic Integration,

### 3G. Key/transferrable skills

#### G5:

IR 4255 Strategy and Geopolitics, IR 4365 European Foreign, Security and Defense Policies, IR 4130 Global Communication and the Media in IR, IR 4135 International Law, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations and European Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece and the World, HY 4053 A Global History of the Cold War, HY 4054 Thucydides and War Strategies, IR 40XX Conflict Resolution and Negotiation in IR, IB 4118 EU Economic Integration,

#### G6:

IR 4255 Strategy and Geopolitics, IR 4365 European Foreign, Security and Defense Policies, IR 4130 Global Communication and the Media in IR, IR 4135 International Law, IR 40XX The Role of Energy in the 21<sup>st</sup> Century, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations and European Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece and the World, HY 4053 A Global History of the Cold War, HY 4054 Thucydides and War Strategies, IR 40XX Conflict Resolution and Negotiation in IR, IB 4118 EU Economic Integration,

## BA (Hons) in International Relations and European Affairs (300 Credits)

#### 4. Distinctive features of the programme structure

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

- There are no restrictions regarding the availability of elective modules
- The internship placement in the US degree does not affect progression

#### 5. Support for students and their learning

All new students participate in an orientation programme as they begin their first semester at the College. The orientation program is designed to introduce them to the campus, the academic system, College regulations and policies, and student life.

##### Student Success Center (SSC)

The Student Success Centre supports students by offering comprehensive, integrated services in the areas of academic advising, OU validation issues, student records, registration, and payments in a one-stop area. The Centre is committed to providing students with consistent, high-quality service, both in person and through technology. The Student Success Centre aims to create the optimum conditions so that students can follow the path to academic success.

Students may visit the Student Success Centre to pay a bill, request a certificate, obtain a form, arrange to bring a visitor on campus, obtain their transcript, see an academic advisor, ask about OU validation, change a course, and obtain or replace their student ID.

The SSC web page has been set up to reflect the one-stop concept of the Centre and includes information from different departments. It may be accessed from the "Quick Links" on the ACG homepage ([www.acg.edu](http://www.acg.edu)) and it allows students to print forms or view the academic calendar, academic policies, final exams schedule, course schedule, graduation instructions, major requirements, frequently asked questions (FAQs), the e-mail directory, and financial aid and international student information. From the SSC web page students may choose to log on to the myACG portal, where they can print their personal course schedule and their unofficial transcript. To log on, students need to go to the SSC and get their PIN, which is private, should not be shared with anyone, and will be given to the students only if they have no obligations (business office, library, or academic advising).

##### Academic Advising

All students are assigned an academic advisor responsible for assisting them in gaining the greatest benefit from their educational experience at the College. Good academic advising is a vital part of the learning process and an integral part of the basic teaching function of the College. Effective academic advising provides specific aid to students in considering and completing academic programs, but it goes beyond mere course scheduling; it includes planning, decision-making, implementation, and evaluation of academic, personal, and career-related matters, and exploration. The College assigns all entering freshmen a First-Year advisor from the Office of Academic Advising. Thereafter, the advising programme is faculty-based and fosters personal contact between students and faculty. Department Heads and Programme Coordinators act as educational consultants.

New incoming students and continuing Deree-ACG students are required to consult every semester and during the announced advising period with an advisor at the Office of Academic Advising.

Advisors never make decisions for students. Their overriding objective is to assist students in developing the maturity required to make their own choices and to be responsible for the consequences of those choices.

### **Student Academic Support Services (SASS)**

Student Academic Support Services (SASS) provides support to the learning of Deree students at the undergraduate and graduate level through a variety of approaches encouraging participatory learning. SASS learning facilitators recognize that individual qualities and efforts vary; therefore, facilitators adopt a learner-centred approach without undue interference in order to promote individual development and to respond to the needs of each student. The goal of SASS is to help students become insightful readers, effective critical thinkers, and independent learners.

Student Academic Support Services offers two major types of academic support:

1. One-on-one Sessions, conducted on a one-on-one basis between a facilitator and a student. They are provided on a first-come-first-served basis and cover a wide range of college skills.
2. Group Sessions are of two kinds, both designed to emphasize direct interaction between participants:
  - a. Academic-skills workshops are offered on demand. They may focus on sharpening a quantitative or qualitative skill for a course or help participants sharpen conversational skills in a foreign language.
  - b. Study-skills workshops are offered regularly. They are designed to help participants improve a particular study skill, such as note-taking or exam preparation.

### **Disability and Learning Differences**

The College Committee on Disability and Learning Differences monitors and recommends policies and procedures to benefit individuals with disabilities and learning differences. In addition, it makes recommendations in consultation with relevant academic departments/ areas regarding special assessments to be given by tutors to specific students with disability and/or learning differences.

The Committee proposes alternative assessment methods for specific students with disability and/or learning differences in consultation with relevant academic departments/ areas to ensure appropriateness of assessment method. The Committee is obliged to follow the advice of the department with regard to appropriateness and communicate with the Registrar about this. The Committee on Disability and Learning Differences submits the list of OU students with disabilities and learning difficulties and their approved alternative assessment methods to the OU Validation Office and Registrar.

## **6. Criteria for admission**

### **The Admissions Process**

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

The standard minimum entry requirement for the major's programme is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants whose grades are between 11/20-13.99/20 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 courses students will be allowed to register for will be determined by their English language placement (see section "English Language Requirements"). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP 1010. Students with provisional status who are placed in EAP 999, EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.
- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section "Academic Probation").

The following is required for all freshmen applicants:

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

### **Evidence of Proficiency in English**

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

Pearson test of Academic English (PTE Academic): 58 or greater

Michigan State University Certificate of Language Proficiency (MSU-CELP)

Michigan Proficiency Certificate

Cambridge Proficiency Certificate

Cambridge Advanced English (CAE) with Grade A only

International Baccalaureate Certificate\*

International Baccalaureate Diploma

IELTS: (academic) 6.5 or above

SAT: 450 or above

ACT: 18 or above

TOEFL (paper based): 567 or above

TOEFL (computer based): 227 or above

TOEFL (internet based): 87 or above

GCE higher level English: Grade C or greater

Oxford Online Placement Test: 99 or above

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

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

Students may also qualify to take WP 1010 by submitting evidence of fluency based on graduation from an English speaking secondary school or 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 (see section "English Language Requirements").

## 7. Language of study

English Language

## 8. Information about non-OU standard assessment regulations (including PSRB requirements)

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

Deree faculty comprises of experienced professionals active in their respective fields through their research, publications, think-tank work and other forms of professional engagement. Significant body of research has been garnered by Deree faculty in the fields of learning innovation and pedagogy. Recognizing the need of a structured holistic approach to teaching and learning, over the past years, Deree has been implementing a variety of initiatives aimed at boosting the faculty's teaching excellence geared toward maintaining high standards and their comparability across sections, modules, and schools. An important component of this strategy was driven by the recognition that new members of the faculty have to be socialized with the sophisticated, induced with best standard emulated by the OU, Deree teaching culture.

During the academic year 2017-18, a wide range of activities took place aiming to raising staff awareness with regards to the College's emphasis on pedagogy and research. Lectures, workshops, and seminars were organized by the College and were well-attended by the staff of all departments/areas.

Recognizing the importance of pedagogy and research, the College has established the Deree Teaching and Learning Center, which organizes workshops on current pedagogy, informs faculty about relevant opportunities abroad and seeks external funding for such purposes among other things. It also assists departments with planning and monitoring implementation of a series of events (e.g. lectures, workshops, symposia, round-table discussions, colloquia, retreats) every semester.

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

N/A

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

## Annexe 1 - Curriculum map

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

Level	Study module/unit	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4	D5	E1	E2	E3	F1	F2	F3	F4	F5	F6	G1	G2	G3	G4	G5	G6
	<b>CORE MODULES</b>																																		
4	PO 1015-Introduction to Politics and Global Affairs	✓			✓	✓	✓														✓	✓	✓	✓						✓					
	EC 1000 Principles of Microeconomics						✓														✓	✓			✓					✓					
	EC 1101 Principles of Macroeconomics						✓														✓	✓			✓					✓					
	IR 2010 Introduction to International Relations	✓	✓	✓	✓									✓				✓	✓	✓	✓	✓	✓	✓								✓			
	IR 2015 Modern European History and Politics			✓	✓	✓	✓			✓								✓	✓	✓	✓	✓		✓	✓										
	PO 2000 International Organizations	✓	✓		✓			✓	✓												✓	✓	✓	✓	✓										
	PO 2004 Diplomacy	✓	✓	✓				✓	✓											✓	✓	✓	✓	✓	✓										
	<b>OPTIONAL MODULES</b>																																		
	PO 2001 Political Behaviour			✓			✓						✓	✓							✓	✓		✓											
	IB 2006 International Business		✓				✓														✓	✓													

Level	Study module/unit	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4	D5	E1	E2	E3	E4	E5	E6	G1	G2	G3	G4	G5	G6		
	<b>CORE MODULES</b>																																	
5	IR 3120 Research Methods in International Relations	V	V	V										V		V			V		V	V	V	V	V		V			V				
	IR 3225 Foreign Policy	V	V						V				V				V	V	V		V	V			V	V	V	V	V	V				
	PO 3131 Theories of International Relations	V	V		V											V	V	V	V	V	V	V	V	V										
	EC 3232 Economics of European Union					V	V	V	V	V	V	V					V				V	V	V		V	V					V	V		
	PH 3022 Social and Political Philosophy			V	V		V						V	V		V			V	V	V	V	V		V	V	V	V	V	V				
	PH 3010 Ethics						V						V	V	V	V			V	V	V							V	V			V		
	IR 3117 International Political Economy and Global Markets	V	V			V	V		V	V		V									V	V	V		V	V	V			V				
	<b>OPTIONAL MODULES</b>																																	
	HY 3026 Middle East Power and Ideology					V	V															V	V	V				V	V	V				
	SO 3035 Migration in the Global Age				V	V						V							V	V	V	V	V	V			V	V	V					
	PO 30XX Religion and Politics			V		V	V					V	V				V				V		V	V	V			V	V	V				
	IB 3008 Business in the European Union							V	V	V	V	V						V			V	V	V					V	V	V				
AN 3007 Ethnicity and Identity				V	V	V														V	V	V					V	V	V					



## Annexe 2: Notes on completing programme specification templates

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