

# GRADUATE CATALOG

2025-2026

US-authorized / US-accredited



The American University of Greece is accredited by  
the New England Commission of Higher Education

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

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

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

EUCEN - European Universities Continuing Education Network

The College is an affiliate member of

UCEA - University Continuing Education Network

### **The American College of Greece**

Founded in 1875

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

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

#### **College Mission Statement**

*Approved by the Board of Trustees*

*June 2009*

**Deree – The American College of Greece**  
**US-authorized / US-accredited**

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

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

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

Deree College has two campuses, the Aghia Paraskevi campus and the Downtown campus. The Aghia Paraskevi campus, situated on the western slopes of Mt. Hymettus, some ten kilometers from the center of Athens, offers a magnificent view of the surrounding countryside. The renowned architect Constantine Doxiades designed its original buildings. Housed in a five-story facility (constructed in

1993) in Ambelokipi near the city's business center, the Downtown campus was established in 1971 to broaden the College's educational commitment to both business education and the professional community in Greece.

Deree – The American College of Greece offers at present a Master of Arts (MA) in Strategic Communication and Public Relations, a Master of Arts (MA) in Digital Communication and Social Media, a Master of Arts (MA) in Advertising Communications, a Master of Science (MS) in Counseling Psychology and Psychotherapy a Master of Arts (MA) in Applied Educational Psychology, a Master of Science (MS) in Organizational Psychology, a Master of Science (MS) in Data Science, a Master of Science (MS) in Data Science with concentrations (online) and a Master of Arts (MA) in TESOL. Two Graduate Diplomas and two Certificates are offered in the areas of Public Relations/Digital and Social Media, Computer Science and Psychology.

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

Male students of Greek citizenship are not eligible for military deferment on the basis of their enrollment in Deree – The American College of Greece graduate programs.

The American University of Greece (AUG) was founded in 2022 and in 2023 NECHE recognized AUG as an accredited institution, an accreditation that included ACG's operations in Greece by means of a validating agreement between AUG and ACG, supplementing the ACG/OU validation agreement. ACG continues to operate from its Greek headquarters, offering undergraduate and graduate degrees at Deree - The American College of Greece, in Aghia Paraskevi, and graduate business degrees through The Alba Graduate Business School (AGBS) in downtown Athens.

#### **Non-discrimination policy**

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

**Graduate Degrees (MA & MS) / Diplomas /Certificates****FALL TERM 2025-26**

Online Registration for Continuing students	August 29 (F) - September 19 (F)
Orientation / Mandatory	September 19 (F)
First Day of Classes	September 22 (M)
Late Registration	September 22 (M) / 09:00-16:00 - ONLINE
Change of Courses	September 22 (M) 09:00 until September 29 (M) 16:00 - ONLINE
Withdrawal with 100% Refund	September 29 (M)
Withdrawal with 50% Refund	October 6 (M)
* Greek National Holiday	October 28 (T) / Make up class, October 31 (F)
Final deadline for Withdrawal - No Refund	November 7 (F)
*Politechnio School Holiday	November 17 (M) / Make up class, November 21 (F)
* Thanksgiving Holiday	November 28 (F)
Last Day of Classes	December 13 (SAT)
Final Examinations	December 15 (M), 16 (T), 17 (W), 18 (Th), 20 (SAT)

**WINTER TERM 2025-26**

Online Registration for Continuing students	December 12 (F) - January 2 (F)
Orientation / Mandatory	January 5 (M) / Make up class, January 9 (F)
First Day of Classes	January 5 (M)
Late Registration	January 5 (M) / 09:00-16:00 - ONLINE
* Public holiday - Epiphany	January 6 (T)/ Make up class January 16 (F)
Change of Courses	January 5 (M) 09:00 until January 12 (M) 16:00 - ONLINE
Withdrawal with 100% Refund	January 12 (M)
Removal of Fall Term Incompletes	January 12 (M)
Withdrawal with 50% Refund	January 19 (M)
Final deadline for Withdrawal - No Refund	February 20 (F)
* Ash Monday Holiday	February 23 (M) / Makeup class, February 27 (F)
* Greek National Holiday	March 25 (W) / Make up class, March 27 (F)
Last Day of Classes	March 28 (SAT)
Final Examinations	March 30 (M), 31 (T), April 1 (W), 2 (TH), 4 (SAT)

**SPRING TERM 2025-26**

Online Registration for Continuing students	March 30 (M) - April 24 (F)
* Easter Recess	April 5 (SUN) - April 19 (SUN)
Orientation / Mandatory	April 24 (F)
First Day of Classes	April 27 (M)
Late Registration	April 27 (M) / 09:00-16:00 - ONLINE
* Labor Day Holiday	May 1 (F)
Change of Courses	April 27 (M) 09:00 until May 4 (M) 16:00 - ONLINE
Withdrawal with 100% Refund	May 4 (M)
Removal of Winter Term Incompletes	May 11 (M)
Withdrawal with 50% Refund	May 11 (M)
* Feast of the Holy Spirit - Holiday	June 1 (M) / Makeup class, June 5 (F)
Final deadline for Withdrawal - No Refund	June 12 (F)
Commencement	June 26 (F)
* American Independence Day Holiday	July 4 (SAT)
Last Day Of Classes	July 18 (SAT)
Final Examinations	July 20 (M), 21 (T), 22 (W), 23 (TH), 25 (SAT)
Removal of Spring Term Incompletes	Aug 24 (M)

**THESIS SUBMISSION DEADLINES**

MA & MS degree students registered for THESIS in Fall 2025	March 16 (M), 2026
MS in Counseling Psychology & Psychotherapy students registered for THESIS in Fall 2025	June 15 (M), 2026
MA & MS degree students registered for THESIS in Winter 2026	July 6 (M), 2026
MS in Counseling Psychology & Psychotherapy students registered for THESIS in Winter 2026	October 12 (M), 2026
MA & MS degree students registered for THESIS in Spring 2026	October 26 (M), 2026
MS in Counseling Psychology & Psychotherapy students registered for THESIS in Spring 2026	February 1 (M), 2027

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

## Application for Admission

- Candidates may apply for admission online at: <https://goacg.force.com/>  
Prospective students can enter their degree program in one of the following terms:

### DEGREES, DIPLOMAS & CERTIFICATES

#### FALL 2025-26

Online Registration: August 29 – September 19, 2025

Orientation: September 18, 2025

First Day of Classes: September 22, 2025

#### WINTER 2025-26

Online Registration: December 12 – January 2, 2026

Orientation: January 5, 2026

First Day of Classes: January 5, 2026/Make-up class, January 9 (F)

#### SPRING 2025-26

Online Registration: March 30 – April 24, 2026

Orientation: April 24, 2026

First Day of Classes: April 27, 2026

Applications and supporting material for admission are evaluated by the Graduate Program Coordinators. The Office of Research, Innovation, and Graduate Studies is responsible for all policies and decisions regarding graduate admissions.

Applications and supporting materials are retained by the Office of Admissions; All materials are kept on file, under conditions of security and strict confidence, and in accordance with the provisions of Regulation (EC) 2016/679 of the European Parliament and of the Council ("General Data Protection Regulation") and the Greek legislation on the protection of personal data (Law 4624/2019), as in effect

from time to time (the "Personal Data Legislation") . If the admitted applicant is not registered, their application and supportive materials remain active for one year before they are destroyed. Applicants can exercise the rights provided by the Personal Data Legislation, subject to the terms and conditions thereof, and in particular the following: right of access, rectification, restriction of processing, objection, erasure, as well as the right to data portability. If the data subjects have any queries in relation to the protection of their personal data or wish to exercise their legal rights in relation thereto, they can contact the Data Protection Officer of the American College of Greece by using the following contact details: dpo@acg.edu

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

The following are typically required of graduate program applicants:

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

Depending on the program they are applying, candidates may also be required to:

1. attend an interview with the respective Graduate Program Coordinator. Once a complete application package has been submitted, the Office of Admissions will contact the applicant to arrange an interview with the respective Graduate Program Coordinator.
2. provide two recommendation letters (at least one from an academic source)
3. submit an updated CV (resume)

There is no application fee.

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

**Basic Entry Requirements**

The minimum graduate admission requirements are:

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

**Evidence of Proficiency in English**

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

1. TOEFL  $\geq$  80
2. Cambridge, Michigan Proficiency Certificate or Michigan State University Proficiency Certificate
3. International English Language Testing System (academic) (IELTS)  $\geq$  6.5
4. Duolingo English Test (minimum required score 125).

Note: Deree College graduates and graduates from other accredited English language institutions are not required to submit evidence of Proficiency in the English language. Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College's Institution Code Number is 0925. TOEFL and IELTS scores are valid for two years.

**Conditional Admission**

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

**Interview**

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

**Student Visas**

In accordance with Greek law, citizens of countries that are not members of the European Union or party to the Schengen Agreement, but who wish to study in Greece, must obtain a student visa or residence permit before enrolling at the College. Please note that international applicants will not be able to enroll as students in graduate programs until they have a valid student visa or residence permit. The Office of Admissions can provide information and paperwork for the

issuance of the student visa upon request. Applicants for admission are advised to verify the specific requirements for nationals of their country through the local Greek consular authorities. After obtaining the student visa, applicants must acquire a residence permit in order to reside in Greece. Acquiring the proper documentation to reside in Greece is the responsibility of the applicant.

**Permanent Records**

The Office of Admissions creates files for students when they apply for admission to Deree. In the course of the students' studies, their files are updated with documents and official records indicating their status at any given time. As long as a student is enrolled at Deree - ACG, the file remains in the registrar's active records. Following graduation, these files are kept in storage for one year after the student completes their studies. The files are kept in accordance with the provisions of the applicable legislation on personal data, namely, the Regulation (EU) 2016/679 of the European Parliament and of the Council (General Data Protection Regulation) as well as the applicable Greek legislation regarding the current protection of personal data.

The College does not use disciplinary notations on the student's transcript; nor does it release information regarding academic integrity violations to other institutions or external agents.

However, it reserves the right to consider any academic integrity violations when examining applications for study abroad, internships, scholarships, campus employment, or student awards, or for other internal uses for as long as the student is an active ACG student.

**Transfer Credit**

Students may request to have courses transferred under the following conditions:

1. Credit may be given for courses taken in the graduate program of an accredited institution;
2. The Program Coordinator, in consultation with the respective instructor, approves (or otherwise) the transfer on the basis of sufficient equivalence – in content, learning outcomes, and number of credits;
3. The cumulative index (CI) of the prospective transfer course must be at least 3.00 (or its equivalent);
4. Students may not transfer more than 9 credits from a previous graduate program;
5. The College does not accept any courses taken elsewhere after the student's first admission to the graduate program. Students may petition to the Committee on Academic Standards and Policies (CASP), one term in advance for exemption from this policy;
6. No grades are assigned to courses accepted for transfer and those courses do not affect the student's cumulative index (CI) at the College.



## Degree and Non-Degree Students

A student's status is determined on the basis of eligibility for, or intention to pursue, a graduate degree program. A degree-seeking student is defined as a student who is working toward a graduate degree. A non-degree student is defined as a student who is not working toward a graduate degree.

Individuals with the appropriate academic background may be admitted in graduate programs as non-degree students. Non-degree students may take up to three courses and can be enrolled for a maximum period of one academic year. Course access from non-degree students may depend on prerequisite requirements or other programmatic restrictions.

Non-degree students must follow the same admissions procedures as degree students. Non-degree students are not eligible for any type of graduate certificate or degree. Should a non-degree student subsequently decide to pursue a graduate degree, they must petition to CASP.

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

## Registration, Fees and Financial Obligations

### Registration

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

Students who fail to register on the appointed registration dates will be charged a late registration fee. Online degree students who do not meet the registration deadline will be able to register in a course of the following Period.

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

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

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

### Fees

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

A non refundable registration fee also applies.

### Payment Procedure

The first payment has to be made by the date specified with the Letter of Acceptance. For the next registration periods, payment instructions and deadlines are sent via email. Withdrawal and refund deadlines are specified in the respective Academic Calendar.

### Academic Consequences of Unpaid Fees

No Degree, Certificate or other academic award will be granted to any student with an unpaid balance, unless the Committee on Academic Standards and Policies considers that there are justifying exceptional circumstances.

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

### Refund Policy

Fees are refundable to students who officially withdraw from courses for whatever reason according to the deadlines and refund rates specified on the respective Academic Calendar.

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

## Penalties

It is the responsibility of the student to see that all outstanding obligations to the College are met by the required deadlines.

Outstanding obligations to the Business Office must be cleared in order to obtain grades, transcripts, diplomas, or other official papers.

No student will be allowed to register or graduate if he or she has payments overdue to the Business Office.

Financial Assistance

Merit Scholarships

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

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

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

U.S.	Greek AEI	Scholarship (% of Tuition)	Award
3.90+	8.30+	40%	Presidential Scholar
3.75-3.89	7.98 – 8.28	30%	Dean’s Scholar
3.65-3.74	7.77 –7.96	20%	Honor Award
3.50-3.64	7.45 – 7.74	15%	Achievement Award

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

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

Grants

Prospective and current students who are unable to meet their tuition obligations due to economic difficulties may apply for a tuition reduction grant. Grants vary from 5% to 35%. Financial assistance is given for tuition only and does not cover other fees. It is awarded for nine consecutive terms form the recipient’s initial entry to the college.

To continue receiving the award, the recipient must maintain a College Cumulative Index (CI) of 3.00 throughout the period of receiving the grant.

US Title IV Federal Direct Loans

ACG participates in the U.S. Title IV Loan Program for Federal Direct Subsidized/ Unsubsidized Loans. If you are a United States citizen, or an eligible non-citizen, enrolled in an approved graduate program at The American College of Greece you may be eligible to borrow U.S. Federal Direct Loans.

All graduate programs are eligible for Title IV federal aid with the exception of the MA in TESOL and all graduate certificate and diploma programs which are ineligible.

Online program students are not eligible for financial assistance.

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ACG participates in the U.S. Title IV Loan Program for Federal Direct Subsidized/Unsubsidized Loans. If you are a United States citizen, or an eligible non-citizen, enrolled in an approved graduate program at The American College of Greece you may be eligible to borrow U.S. Federal Direct Loans.

All graduate programs are eligible for Title IV federal aid with the exception of the MA in TESOL and all graduate certificate and diploma programs which are ineligible.

Online program students are not eligible for financial assistance.

For more information, please see <https://studentaid.gov> and <https://acg.edu> or contact the Financial Aid Office at The American College of Greece, 6 Gravias Street, Aghia Paraskevi 15342. ACG's school code for the FAFSA is G41680.

## Enrollment Status for eligibility and reporting for US Title IV funds policy

In determining enrollment status for eligibility for Title IV funds at The American College of Greece our policy is as follows: to be enrolled at least half time (5 credit hours) per trimester.

## Title IV Satisfactory Academic Progress

Federal regulations (CFR 668.34) require institutions of higher education to establish, publish, and regularly apply standards of Satisfactory Academic Progress (SAP) for Federal Student Aid (Title IV) eligibility. According to federal regulations (CFR 668.34), students must maintain Satisfactory Academic Progress (SAP) in order to be eligible for any Federal Student Aid (Title IV). All students, full-time, part-time, and within different programs of study, must meet the following minimum standards of academic achievement and successful course completion

to maintain their Title IV eligibility. The student's progress will be evaluated at the end of every trimester.

To be eligible for further funding students must fulfill all SAP Components:

- Grade Point Average (Qualitative)
- Time (Quantitative)

### Grade Point Average (GPA) (Qualitative component)

Graduate students must maintain a cumulative GPA of at least 3.0 after each trimester and throughout their graduate studies.

### Maximum Time Frame (Quantitative component)

Graduate students must complete their program within the timeframe published in this catalog.

Students should be advised that while US federal eligibility may allow them to continue to apply for aid, individual academic progress rules may impact the student's ability to continue to receive aid.

### Pace of Completion (Quantitative component)

- Pace = Total Credits Completed/Total Credits Attempted
- Students must complete at least 67% of the attempted courses each trimester.

### Incompletes, Withdrawals, Transfer credit

If a student receives an incomplete or if they withdrew from a course, the credits will be counted as attempted but not completed. Once an incomplete is completed and a grade is assigned, the course will be counted as completed. Noncredit courses will not be counted as attempted or completed. Transfer credits are counted as attempted and completed; however, the transfer grades are not calculated in the ACG's cumulative GPA.

### Frequency of SAP Evaluation

Satisfactory academic progress is evaluated at the end of each trimester.

### SAP Warning

Graduate students who do not meet SAP will be placed on federal aid warning for one trimester. Students will be notified of this in writing by email.

Students who have been placed on federal aid warning and have successively met the academic standing requirements for the following trimester will have the financial aid warning status removed.

Students who have been placed on warning and did not meet the academic standing requirements the following trimester will have their aid suspended. Students will be notified of the suspension in writing via their ACG email account.

Students who have had their aid suspended can reapply for federal aid in future trimesters if they eventually meet the SAP requirements.

Students may appeal their suspension of aid as outlined below.

**Appeal of Satisfactory Academic Progress**

If after the warning period, a student still does not meet SAP, they can appeal their loss of Title IV eligibility. Students have two weeks from the date the suspension notification email was sent to submit their appeal. The appeals committee will meet and relay the decision to the student within one month after the submission of the appeal. The appeal committee may determine that the student may be placed on Title IV probation for an additional term if they decide the student will be able to meet the school's satisfactory academic progress requirements by the end of the subsequent term.

**Appeals will be considered for unusual or extraordinary situations such as:**

- family difficulties
- medical problems
- illness
- death in the family
- interpersonal relationship problems
- financial difficulties

Required documentation must include the following:

- Letter explaining why SAP requirements were not met
- Documentation supporting reasons for not meeting SAP requirements
- Explanation of what has changed that will enable student to meet the SAP requirements
- Official Academic Plan of Recovery developed by student and official school advisor outlining the strategies that will be followed in the upcoming academic year to meet SAP requirements. All required documentation must be emailed to [federalaid@acg.edu](mailto:federalaid@acg.edu) with the Subject Line: SAP Appeal Committee
- Students will be notified of the appeal outcome via their ACG email account.

**Decisions**

Students will be notified of the appeal outcome via their ACG email account. Successful appeals will result in Financial Probation Status, in which students will be allowed to receive US Direct Loans for the following trimester if they are eligible.

**Probation – Maintaining Academic Satisfactory Progress While on Probation**

- The student's progress is evaluated at the end of every trimester.
- Students must provide evidence of meeting Satisfactory Academic Progress requirements (qualitative and quantitative) after the first term on probation and before the next disbursement is paid.
- Qualitative: GPA must meet academic standing requirements in order to graduate.
- Quantitative: Students must complete at least 67% of the courses they are registered in their first term on financial probation.
- At the end of the probation period, students who do not meet the SAP requirements of the academic plan will lose their eligibility for US Direct Loans for the next term and academic year and they will be notified in writing to their ACG email account.

**SAP Notifications**

Students will be notified of not meeting SAP requirements and all other decisions via their ACG email account as indicated throughout this document.

**Returning**

Students who failed to maintain eligibility after the academic year may regain their Title IV eligibility by meeting the Satisfactory Academic Progress standards.

**Return of Title IV Funds**

Federal Student Aid (FSA), also known as Title IV funding, is awarded and disbursed under the assumption that a student will complete course(s) for the entire trimester and/or payment period for which the funds were awarded. When a student ceases attendance, officially and/or unofficially, the student may no longer be eligible for the full amount of Title IV funds originally awarded. ACG's refund policy for Graduate students can be found at the following link:

<https://www.acg.edu/admissions/graduate-admissions/tuition-and-fees/>

A student who withdraws from all courses and received Title IV funds must have a R2T4 calculation performed to determine the percentage of aid that was actually earned based on the amount of time the student was enrolled. Students are entitled to aid that was earned. ACG will return any unearned aid to appropriate Title IV program. This adjustment and process is most often referred to as performing the return of Title IV funds or simply "R2T4". The return of funds to the federal government is based on the premise that financial aid is earned in proportion to the length of time during which the student attended. A pro-rated schedule determines the amount of federal aid a student has earned while attending. For example, a student who withdraws in the second week of the trimester has earned less of his/her financial aid than a student who withdraws in the sixth week. Once the 60% point in the trimester/payment period is reached, a student is considered to have earned all of the financial aid originally awarded and will not be required to return any funds. Financial aid that is processed for a student who never begins attendance in any class will be canceled.

If a recipient of Title IV funds stops attending ACG after beginning attendance, the amount of Title IV assistance earned by the student must be determined. If the amount disbursed to the student is greater than the amount the student earned, the unearned funds must be returned to the federal program(s). If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she is eligible to receive a post-withdrawal disbursement of the earned aid that was not received.

**Determination of Withdrawal Date**

The return of Title IV funds process begins when the student officially and/or unofficially withdraws from or stops attending courses.

Official Withdrawal: If a student wishes to withdraw from the College, they must notify ACG of their intent by sending an email to the Registrar's Office. A deferral form is sent to the student to fill out. The Registrar's Office notifies the Office of Financial Aid of the withdrawal date.

**Unofficial Withdrawal:** If students stop attending classes without notifying ACG, the withdrawal date will be the last date of academic attendance as determined by ACG from its attendance records. Attendance records are sent every 14 days by the Registrar's Office to the Office of Financial Aid. This date is used for all students who cease attendance, including those who do not return from an approved Leave of Absence (LOA), those who take an unapproved LOA, and those who officially withdraw.

#### **Earned versus Unearned Title IV funding**

If a student officially or unofficially withdraws, ceases attendance, or is administratively withdrawn from ACG, federal regulations require ACG to calculate the amount of Federal Title IV funds earned during the term from which the student withdrew.

The percent earned is equal to the number of calendar days completed up to the withdrawal (officially or unofficially) date divided by the total number of calendar days in the trimester/payment period. Breaks of 5 days or longer are not included in the count of total days in the payment period.

**Percentage Earned –** The percentage of Title IV funds earned is equal to the percentage of the payment period completed as of the last day of attendance.

$\text{Earned Percent} = \text{Number of Days Completed} \div \text{Total Days in Payment Period}$

**Percentage Unearned –** The total Title IV funds disbursed minus the amount of Title IV funds earned determine the amount of Title IV unearned and must be returned to the Department of Education.

$\text{Unearned Percent} = 100\% - \text{Earned Percent}$

As a result of a withdrawal, students who received federal funds will be required to repay unearned aid. The repayment calculation is performed utilizing the federal government's repayment worksheet.

After the 60% point in the payment period or period of enrollment, a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period. For a student who withdraws after the 60% point-in-time, there are no unearned funds. However, a school must still determine whether the student is eligible for a post-withdrawal disbursement.

## **AID FOR VETERANS AND THEIR DEPENDENTS**

The American College of Greece degree programs are listed as approved training for eligible U.S. citizens at the U.S. Department of Veteran's Affairs.

ACG's VA Facility code is 31000781.

Educational assistance for Veterans of the U.S. Armed Forces:

- Post-9/11 G.I. Bill - Chapter 33
- Montgomery G.I. Bill - Chapter 30

Dependents of certain veterans may be eligible for educational assistance through:

- Survivors' and Dependents' Educational Assistance Program (Chapter 35)
- Transfer of Post-9/11 GI-Bill Benefits to Dependents (TEB)

For more information, please visit the G.I. Bill Web site (<https://benefits.va.gov.gibill>), or contact

our Financial Aid Office at The American College of Greece.

### Office of the Registrar

The Office of the Registrar is principally responsible for all aspects of the registration process, including the preparation of schedule material, demographic updates, registration, scheduling, and processing of student grades. Such information is available on the College website.

Students become officially registered through the WEB. During designated dates and times, stipulated by the Registrar's Office, students may use their College ID and pin number to log on to the WEB Registration system and register. Students without Internet access off campus may use the campus computers.

Students may register late only during the late registration period as stipulated for each term by the Registrar's Office.

### Student Success Center & Student Services Online

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

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

Online students may contact the SSC via email at [ssc@acg.edu](mailto:ssc@acg.edu). MyACG portal is an additional online student services system that provides students with an online gateway to the College's resources and services including information on online registration, calendars, tuition and fees, grades and important forms.

### Books

Deree students will find the required course textbook list on the College website in advance of each term. This practice aims to make the book acquisition process more efficient and less expensive for students.

Students are free to choose how they will purchase their textbooks and are expected to acquire them prior to the start of classes.

In pursuit of our efforts to introduce more electronic learning resources, more faculty members are adopting e-books for their courses. Students who register for these courses will receive the required textbook(s) in an electronic format (e-book), often along with various other electronic course materials, accessed through Blackboard or Canvas (online program students). Where applicable, e-books fees are charged directly onto student account as soon as the student opens the e-book.

### Services for the Physically Challenged

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

### The Office of Student Affairs

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

### ACG Health and Wellness Center

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

Services offered include:

- Nurses are available Monday-Friday from 8:00-22:00 and are also available on skype.
- The Wellness Coordinator is available for individual and group consultations as well as workshops on topics such as, setting exercise goals, understand eating patterns, healthy food choices, addressing addictive habits such as



smoking and excessive cell phone use, causes of stress and healthy ways to relieve it.

- The ACG Health & Wellness Center also researches developments in the areas of health, wellness & spirituality, fitness, and nutrition and shares this with the ACG Community through The Know the Facts series of brochures, announcements and posts on blackboard, the ACG website, social media and educational displays.

## The ACG Care Center

The mission of the ACG Care Center is to support students in their academic journey by offering assessment and accommodations related to their academic responsibilities, including examinations.

The Care Center offers a broad range of psychological services available to currently enrolled Deree students. Our services are designed to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transitions of university life as well as help faculty and staff function more effectively in their work with students.

The services rendered include assessment of various psychological and interpersonal difficulties and interventions in order to help students deal with those difficulties. Services are provided by graduate psychology students in practicum, under the supervision of clinical psychology faculty.

## Support Services for Learning Differences

ACG is committed to providing equal access and opportunity to its students and to making online programs, facilities, websites, and web-based applications accessible to students with disabilities. ACG will make every effort to provide reasonable accommodations to students presenting a documented disability. The ACG Care Center is responsible for coordinating requests for accommodating learning disabilities and also handles requests to accommodate physical disabilities. It is the responsibility of the student during admissions to disclose the disability to the Care Center (email: [carecenter@acg.edu](mailto:carecenter@acg.edu)) and provide appropriate, written documentation supporting the disability. Accommodations will meet the particular needs of the requesting student. As a rule, accommodations will not compromise course educational goals, learning outcomes or essential course content, or impair the rights or opportunities of other students. Records are maintained in a confidential manner and are not included in a student's academic record.

Online program students may benefit from the Counselling Center's online services including virtual counselling sessions, and online awareness-raising and preventive events.

The ACG Care Center is located at the ground floor of the Communications building, Room 0104, ext. 1081, email: [carecenter@acg.edu](mailto:carecenter@acg.edu).

## Financial Assistance and Planning Office

To assure the continuing quality of our academic programs as well as access for students and their families to these programs, the College, through the Office of Financial Assistance and Planning, is committed to supporting students who demonstrate financial need and academic promise.

The Financial Assistance Program at Deree provides several types of financial aid based on need and/or academic achievement.

The philosophy of our Financial Assistance Program is that lack of funds should never prevent academically qualified students from receiving a quality education. Funding for financial assistance comes from the College's own resources and from generous contributions by donors.

Financing a college education can be a daunting prospect, and the College is committed to helping students and their families understand the available financial aid programs and assist in finding ways to meet college expenses.

For detailed information relating to grants, scholarships and other forms of financial assistance please consult the Financial Assistance section of the College's website.

## Office of Career Services

Deree graduate students benefit from the Deree Office of Career Services, which has placed thousands of Deree graduates since 1976. Graduates of the Psychology degrees can also opt for placement in internships within our network of collaborating organizations which includes schools, educational organizations, centers offering comprehensive services to children diagnosed with LD/DD or collaborating organizations in the field of counseling. The Career Portal provides one-stop shop for online students to access career information and advice through GoingGlobal, HigherEd, and Sigi3 all of which complement the Careers Office services with career-related webinars, virtual career fairs, online assessments and thousands of job and internship positions worldwide.

## The Library

John S. Bailey Library, named in honor of the College's sixth president, provides extensive electronic and print resources, as well as an array of services in support of its academic programs.

The library building features a variety of spaces including a large open reading area, individual and group study rooms, two activity classrooms, individual study carrels, comfortable seating, and a café, offering a welcoming environment for students to do research, study, and connect with peers. In addition, the digital museum offers an overview of the history of the college and showcases digital collections and student projects.

A wealth of resources including over 1 million e-books; over 115,000 print books; 75,000 journals and magazines; over 2.5 million digital images; 90,000 online streaming videos, as well as databases with access to millions of articles, statistical data, reports, electronic encyclopedias, handbooks, dictionaries and more, is

available to all students and academic staff. A full list along with an array of online tools and tutorials is available on the [library website](#). All electronic resources are also accessible remotely. The library discovery tool offers unified searching across all resources through a single search box.

Specialized librarians provide individual research assistance and offer training sessions on the use of the library, the library discovery system, and the online resources and tools. Information literacy skills workshops are incorporated into the Writing Program courses that students are required to complete. Special information literacy sessions are also organized for the needs of specific courses or disciplines.

Library resources are complemented with an extensive document delivery service through libraries around the world as well as pay-per view and document supply services from publishers and vendors.

An array of media services is also available to students and faculty. The Media Center houses the library's audio-visual and multimedia collections and provides equipment for viewing and listening.

The Library provides 34 computer stations with access to the library resources, and the internet as well as software such as Microsoft Office and SPSS Statistics and two multi-function printers with printing, photocopy and scanning facilities. Wireless access is available in all areas of the library for users to connect through their laptops, tablets, or mobile devices.

Library Help Desk: Library Main Level 1348 email: [library@acg.edu](mailto:library@acg.edu)

## Information Technology Services

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

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

More specifically, the following IT services are provided:

- Computer Labs: the ACG community benefits from various state-of-the-art student computer labs spread throughout the campus, numbering more than 250 stations.
- Specialized Labs: a specialized IT Networking Lab, equipped with CISCO equipment is available for networking specialization students or specialized course offerings for the community.

- Enhanced classrooms: all classrooms at ACG are technology enabled. Most are equipped with a projector, screen, sound system and computer.
- Instructional Tools: the Academic Computing division of IRM offers support for a range of instructional tools including Blackboard and Canvas, the College's adopted Learning Management System.
- Classroom and Meeting support: IRM Media Centers provides technology support for all classroom and most college sponsored academic functions. The Media Centers maintain and operate all video conferencing facilities on the ACG campus and provides web conferencing support.
- Administrative support: administrative computing and network services at ACG are provided by the Administrative Computing division of IRM, which ensures safe and secure access to enterprise systems and the campus network. The College's IT helpdesk is a central point for all technology-related questions for both on-campus and online program students.

## Professional Education

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

Professional Education seminars fall under the areas of:

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

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

## The ACG Office of Development and Alumni Relations

Core mission of The American College of Greece is to contribute to the advancement of Greece and the global community through teaching, scholarship, outreach and service rooted in the American educational tradition. The achievement of this mission is not possible without the support of alumni and friends of the College who join us in the belief that high achieving students should have the opportunity to attain a quality education in Greece. At The American College of Greece (ACG) we consider the network of more than 60,000 Pierce, Deree and ALBA alumni a propulsion engine that will empower the institution to achieve academic innovation and excellence in the future. ACG alumni work in more than 71% of the world's 100 Most Powerful Brands and constitute a vibrant and proud alumni body. To support the transition from student life to professional life after graduation, the



## GRADUATE STUDENT SERVICES AND FACILITIES

Advancement Office continuously increase opportunities for interaction between students and alumni through the ACG Connect platform an exclusive, interactive platform where alumni can network, stay informed about ACG news and academic programs, be invited to online events, participate in the benefit program, apply for and post job opportunities, promote Alumni businesses or services, and become mentors of current ACG students and/or mentor other Alumni; the Mentoring program where young alumni and current students are invited to participate in a mentoring scheme to foster meaningful relationships with other alumni; and the Alumni Office which as of 2020 has adopted a digital engagement strategy, and has offered a series of live alumni webinars featuring selected alumni covering a wide range of topics, from business, career development, personal development, wellness and more. The Office is currently engaged in developing country-specific alumni chapters with the first one that of the UAE. The first International Alumni chapter was launched in 2020 by Alumni residing in UAE followed by those of UK, USA and Switzerland.

Finally, Pierce, Deree and ALBA alumni and their families are entitled to a select number of services and offerings without a fee, for life. For this reason, it is essential that your contact information is accurate and current.

In an effort to maintain accurate alumni records please update your data and especially the email account you are checking on a daily basis via the ACG Connect application available both in Apple and Google Play stores.

### Athletic Program

The athletic program is a diversified approach to exercise designed to meet all the physical activity needs of the College community. Intercollegiate athletics (held at the local, national and international levels), intramural sports, physical education and outdoor recreation offer the student a choice of programs and provide opportunities for the development of sports participation, fitness and healthcare. Online athletics sessions are also available during the term, timely announced to students via email and the College's website.

### The Graduate Student Association

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

## The Aghia Paraskevi Campus

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

## The Athletic Complex

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

## The Black-Box Theatre

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

## The Center for the Arts

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

## The College Chapel

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

## The Irene Bailey Open-Air Theatre

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

## Cafeteria centers

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

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

## The Student Lounge

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

## Parking

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

- use of parking facilities after 16:00pm and until 22:00pm
- no parking allowed Sundays / Public Holidays
- use of parking facilities only for campus related activities
- entrance subject to ultimate discretion of ACG Security Guards

## CAMPUS

- maximum allowed speed on campus grounds is 20 km/h
- no access allowed beyond designated parking area /parking not allowed at the Communications building

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

## Academic Standing

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

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

## Course Credit

To receive credit for a course, participants must fulfill and comply with all academic requirements as outlined in the syllabus and by the instructor of the course. This includes, but is not limited to, the submission of assignments by the date announced, taking all tests and/or examinations and generally complying with all assessment requirements of the course. Graduate programs comply with the US federal definition of credit hour. One hour of work is the equivalent of 60 minutes of class time (also referred to as a class or active learning contact hour) or 60 minutes of independent study work (also referred to as self-study or preparation time). As a general guidance, the school requires 2,340 minutes of student work for each unit of credit.

In campus-based, traditional, and blended/hybrid courses, one credit is equivalent to one hour (60 minutes) of in-class or active learning engagement per week over a 13-week term and a minimum of two hours of student independent study each week per credit hour. In online education courses delivered over an 8-week period, one credit is equivalent to 1.7 hours (102 minutes) of active learning engagement and a minimum of 3.5 hours of student independent study each week per credit hour. In-class and active learning engagement includes, but is not limited to, direct faculty instruction, online learning activities, laboratory work, fieldwork, and supervised practica. Student independent study activities include, but are not limited to, readings, reflections, essays, reports, inquiry, problem solving, rehearsal, collaborations, and online interactions with content. Student work reflects intended

learning outcomes and is verified through evidence of student achievement. The school follows a trimester system for most campus-based, traditional, and blended/hybrid learning programs, which involves three terms per academic year. Graduate students may take a maximum of 12 credits per fall, winter, or spring term. Students may request an exception to this rule by writing a petition to the Graduate Program Coordinator stating which courses they plan to take, and why the exception is requested. For online education programs the school adopts a period system, which involves six, 8-week periods per year. Online graduate students may take a maximum of 6 credits, per period.

## Attendance and Participation

The educational framework of Deree – The American College of Greece assumes active participation and regular communication between students and instructors. As such, regular attendance, punctuality, and active participation are essential to the academic process. Consistent with US higher education standards, regular attendance is required as a condition in order to receive academic credit.

Graduate students on degree and diploma/certificate courses are not allowed to miss more than 25% of class or online engagement time per term. For campus-based or remote instruction courses, this is equal to three absences or 9 class hours in a 3-credit course and six absences or 12 class hours in a 4-credit course, including excused absences due to illness or other serious reasons.

Participants in blended courses are expected to attend at least 75% of in-class meetings and at least 75% of online weeks. For courses offered in online education format, participants are required to attend at least 75% of active learning hours. Attendance during online weeks is defined as active and timely engagement with online weekly activities, including synchronous and asynchronous learning engagement.

Students who exceed the specified number of absences will receive a grade of F. Programs may set a stricter attendance policy, which they will announce to their students at the beginning of each term. No excuse for absence will exempt a student from the completion of all required coursework in each course.

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

## Advising

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

## Maintenance of Matriculation

Students in good academic standing who plan to withdraw from a graduate program for a period of time which is longer than two terms/periods, may apply to the Student Success Center for maintenance of matriculation by completing and submitting the appropriate form. If their request is granted, students need not apply for readmission when they enroll again.

Students who have been granted maintenance of matriculation must follow the degree program in effect at the time of their return. If a student has failed to maintain matriculation for more than two consecutive terms, they will become automatically inactive in the program and will have to go through the process of readmission.

## Readmission

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

## Timeframe of Program Completion

Students enrolled in the MA in Strategic Communication and Public Relations, the MA in Digital Communication and Social Media, the MA in Advertising Communications, the MA in TESOL, the MA in Applied Educational Psychology, the MS in Organizational Psychology and the MS in Data Science are required to complete the program in 3 academic years maximum.

Students enrolled in the MS in Counseling Psychology & Psychotherapy are required to complete the program in 4 academic years maximum.

Students in Graduate Diplomas and Certificates are required to complete the program in 18 months maximum.

Students who need to extend the duration of their studies beyond the stated timeframes, due to extenuating circumstances, are required to petition to the Committee on Academic Standards and Policies (CASP).

## Withdrawal from the College

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

## Prerequisites

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

## Directed Study

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

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

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

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

Grading

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

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

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

\*Only for foundation and non-credit courses

Dropping Courses

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

Course Retake for Grade Replacement

Graduate students may repeat/retake a course for grade replacement by submitting a written request to the Graduate Program Coordinator. After retaking a course, the repeat grade will replace the original one. The original grade, accompanied by the letter R, and the replacement grade will both appear on the student's transcript, but only the replacement grade will be counted in computing the cumulative index. **Students may retake up to two courses (max 7 credits) for grade replacement in their Master's degree.**  
**Students may retake up to one course (max 4 credits) for grade replacement in their Graduate Diploma/Certificate.**

F (Failure)

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

Academic Probation

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

Academic Dismissal

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

Exit Award

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

IN (Incomplete)

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

to an “F”. A student cannot register for a course for which a pending Incomplete is a prerequisite.

#### **NR (Non-Report)**

A mark of “NR” is automatically recorded if the instructor does not submit a final grade by the specified deadline. The “NR” is automatically removed as soon as the grade is submitted.

#### **Withdrawal from course (W)**

A “W” grade indicates that a student withdrew from a course by the date specified in the College academic calendar. No credit is granted.

Students shall not be permitted to withdraw from a course for any reason following the end of term.

#### **Averaging Grades**

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

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

#### **Changing Grades**

A grade may be changed only at the instructor’s request and with the approval of the Chair of the corresponding Department. A grade can be changed only if a “clerical or procedural error” can be documented. No such request may be based on the student’s performance subsequent to the completion of the course with the exception of Incomplete or In Progress.

Requests for a change of grade are accepted only if submitted during the term following the one in which the incorrect grade was recorded.

#### **Assessment Deadlines**

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

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

#### **Group Work**

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

### **Thesis/Capstone Projects**

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

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

### **Thesis/Capstone Assessment Process**

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

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

If the individual written Thesis/Capstone is not of passing quality, the advisor will record an “F” grade. If the student is within the maximum grade replacement limits, they may then register once for the non-credit Thesis Extension course, at an administrative fee. In such cases, the student has a period of thirteen (13) weeks



(one term), from the original submission date, to resubmit the Thesis/Capstone project and orally defend it.

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

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

## Thesis/Capstone Extension

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

## Student Records

### Transcripts

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

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

### Confidentiality

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

## Graduation Procedure

### General Graduation Requirements

In order to graduate, students must have:

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

In order to graduate, students must:

- Complete all course requirements of the program.
- Complete all course requirements within the time frame specified by each program
- Earn a minimum cumulative index (CI) of “B” (3.00).

### Applying for Graduation

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

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

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

### Approval for Graduation

The Chair of the Department evaluates each prospective graduate’s record and confirms the completion of graduation requirements. After the end of the term, an official list of prospective graduates is presented to the Faculty Assembly for final approval.

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



## ACADEMIC REGULATIONS

### **Graduation with Distinction**

The Deree Graduate Highest Achievement Award is given to the graduate student who has achieved the highest cumulative index upon graduation. \*The Award is decided in May and is based on current CI.

Students who, at the end of their studies, have achieved a minimum cumulative index (CI) of 3.85 graduate with distinction. Two levels of distinction apply:

- High Distinction - awarded to each student with the highest CI of their graduating class in their respective degree program.
- Distinction - awarded to students who have attained a minimum CI of 3.85 and above.

## Purpose Statement

The College relies upon students to know and adhere to standards of behavior pertaining to personal and academic integrity, guided by the Student Honor Pledge, College policies and Greek law. To this end, the College has developed its own standards for student conduct as well as procedures for disciplinary action.

## Interpretation And Revision

Any question of interpretation or application of the Student Code of Conduct or the Residences Rules and Regulations should be referred to the Dean of Students or the Executive Directors of International Student Services and Housing & Residential Services respectively.

The Office of Student Affairs reviews the Student Code of Conduct on an annual basis. The Student Code of Conduct is available on the ACG website.

## Student Rights

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

- The right to learn, including the right of access to ideas, the right of access to facts and opinions, the right to express ideas, and the right to discuss those ideas with others;

- The right to be treated as an individual member of the community, including the right to be free of discrimination based on age, sex, religion, ethnic or national origin, handicap, sexual orientation, and the right to be free from harassment of any type;
- The right of peaceful coexistence, including the right to be free from violence, force, threats, and abuse, and the right to move about freely;

The right to be free of any action that unduly interferes with student rights and/or the learning environment;

The right to express an opinion, which includes the right to state an agreement or disagreement with the opinions of others and the right to an appropriate forum for the expression of that opinion;

The right of privacy;

In student conduct procedures, students have the right to be informed of charges of misconduct, the right to adequate time to prepare a response to the charges, the right to hear evidence in support of the charges, the right to present evidence against the charges, and the right to freedom against compulsory self-incrimination.

## Student Responsibilities

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

- [Academic Appeals](#)
- [Acceptable Use of College Technology Resources](#)
- [ACG Equality, Diversity and Inclusion Policy 2020](#)
- [ACG Harassment and Sexual Misconduct Policy](#)
- [ACG Non-Discrimination, Anti-Harassment, Sexual Misconduct, Relationship Violence and Stalking Policy](#)
- [ACG Safeguarding Policy 2020](#)
- [Applicant Grievance Procedure](#)
- [Computer Ethics Policy](#)
- [Data Retention Policy](#)
- [E-Mail Policy](#)
- [Intramural Sports Handbook](#)
- [Password Policy](#)
- [Residence Rules and Regulations](#)
- [Student Conduct Code](#)

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

### Student Honor Pledge

*As an entering student at Deree – The American College of Greece, I recognize that this institution offers me an opportunity for a unique transformational experience. The purpose of this experience is to help students become exemplary and reflective citizens of Greece and the world, who contribute to the improvement of people's lives.*

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

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

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

### General Responsibilities

#### Information

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

#### Official Communications

Students are expected to use English in all official communications, written and oral, with members of the College community.

Students are required to use their College e-mail account in all their correspondence with the faculty and administration.

#### Behavior

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

#### Awareness and Compliance

Students are expected to be aware and comply with the Greek Law.

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

### Academic Integrity

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

### Violations of Academic Integrity

An academic offence (or breach of academic integrity) includes any action or behavior likely to confer an unfair advantage, whether by advantaging the alleged offender or by disadvantaging another or others. Examples of such misconduct are unauthorized use of Generative Artificial Intelligence tools, including chatbots, such as Chat GPT, and other tools, such as paraphrasers, to generate and / or rewrite material, plagiarism, collusion, cheating, impersonation, supplying false documentation, use of inadmissible material and disruptive behavior during examinations. Responsibility for reviewing breaches of academic integrity is held by the Committee on Standing and Conduct (COSC).

According to College policy all student tests and assignments are submitted through a plagiarism detection software called Turnitin.

Charges are submitted in writing to the COSC chair and accompanied by any further substantiating evidence. If a member of the Committee originates the charge, the member will be recused from the decision-making process, and any other process related to the case, other than those related to the role of plaintiff/witness.

The alleged offender is informed in writing that a report has been submitted against him/her. He/She has the right within five working days of receipt of the notification to submit a written statement of facts he/she believes COSC should know and/or to request a meeting with the Chair and one committee member.

The Committee on Standing and Conduct will either itself investigate the charge

or establish from its own membership a panel to conduct the investigation. In establishing whether a breach of academic integrity has occurred, the Committee (or panel) considers oral and/or written evidence supplied by the individual(s) making the charge and any other evidence deemed relevant.

The following list of sanctions is indicative and can be imposed by majority vote of the Committee:

**Admonishment Letter (or Letter of Warning):** The student is advised in writing that their behavior violates rules of academic integrity and that a recurrence will lead to more serious sanctions. The committee will deliberate on whether the letter should or should not appear in the student's file permanently or for a lesser period of time.

The College does not use disciplinary notations on the student's transcript; nor does it release information regarding academic integrity violations to other institutions or external agents.

However, it reserves the right to consider any academic integrity violations when examining applications for study abroad, internships, scholarships, campus employment, or student awards, or for other internal uses for as long as the student is an active ACG student.

COSC or, on appeal, the Academic Council or Chief Academic Officer may impose additional penalties for academic misconduct affecting the sanctioned student's ability to hold elected office in student organizations including student government and restricting other non-academic activities.

**First Offence File:** The student's name and a description of the offense is recorded in the student information system, and is accessible by the chief academic officer, the academic deans, the dean of students and department heads. Second offences automatically result in a hearing.

**Suspension:** The student's relationship with the College will be discontinued for a specified period of time. The student will forfeit any college-related fees. Academic Policies Governing the Deree US Degree.

**Dismissal:** The student's relationship with the College will be terminated. The right to apply for readmission shall be denied.

COSC observes College policies on academic integrity. When a student is found guilty of a breach of academic integrity, the committee applies the sanction(s) pertinent to the offence. The COSC chair informs the student and the plaintiff of actions to be taken in writing within five working days of the formulation of the final recommendation.

#### Hearing

Deliberation on a second offence violation requires a hearing. A student may be called to a hearing even in the case of a first offence, depending on the severity of the charge. Once the Committee establishes that the report is complete, the

Chair calls for a hearing within eight working days from the receipt of the charge. The Chair informs the student in writing of: the charge(s); the student's rights; and the fact that the student's presence is required at the hearing. The student has the right:

- to attend the hearing alone or with a member of the College community who agrees to speak for the student.
- to answer questions, present evidence and introduce witnesses from the College community for defense against the charge.
- to pose questions to witnesses from the College community.

The Chair notifies the plaintiff in writing when his/her presence is required, of the time and place of the hearing, as well as the plaintiff's rights:

- to be accompanied by a member of the College community who agrees to speak for the plaintiff.
- to introduce witnesses from the College community.
- to pose questions to the student and witnesses from the College community.

At the hearing, the chair announces the purpose and the function of the committee and reads the charge(s). The chair opens the floor, inviting parties present to provide additional information and call witnesses, if they so wish. Parties present may pose questions to the student/plaintiff/witness(es). The members of the committee are then given the opportunity to ask questions of the parties present.

When the hearing is over, the chair asks all those present apart from the committee members to leave the room.

Committee members then deliberate on the outcomes of the hearing. The committee arrives at a majority judgment on the case and, if necessary, recommends sanctions. If a student does not appear for a hearing and fails to notify the committee of their inability to do so, the committee rules on the case in absentia.

#### Appeal

Within three working days of receipt of COSC's decision, the student has the right to lodge a formal written appeal against the decision of the committee. The appeal is addressed first to the Academic Council and subsequently to the chief academic officer, and then to the president, whose decision is final.

Any COSC decision and recommendation on a case are subject to the Academic Council's approval, the Board of Examiner's ratification of grades, and the appeals process available to students. The committee recommends sanctions based on majority vote.

- Stage One - Opportunity for early resolution at a local level through the Academic or Departmental Advising (Informal internal consideration);
- Stage Two - A formal review stage by the Academic Council and the Vice President of Academic Affairs (Formal internal consideration); and
- Stage Three – Open University review.

Stage 2 and Stage 3 are completed within 90 calendar days.

Informal internal consideration is designed to address straightforward concerns quickly and locally before a student makes a formal appeal. This might include, for example, face-to-face discussion with the student to explain a decision, or asking an appropriate member of staff to handle the matter. If appropriate, the College will write to the student setting the outcome.

Formal internal consideration: When a student is dissatisfied with the outcome of early resolution, or where early resolution is not possible or suitable due to the nature, complexity or seriousness of the case, the formal stage of appeals is used. Appeals must be submitted online to the Academic Council at [academic-council@acg.edu](mailto:academic-council@acg.edu) no later than 14 days following the publication of Examination Board results. Students must officially state in their email that this is an appeal and add any supporting evidence needed. All appeals, including requests for grade change for non-validated courses, must be submitted to the Academic Council within the above stated timeframe and no later than the end of the second week of the following semester/session.

The Academic Council, which meets regularly every two weeks, will consider the student's academic appeal at its next scheduled meeting. The members of the Academic Council shall exclude any members of the faculty or the administration who have been involved in the assessment of the student or who have been members of the relevant Board of Examiners.

The Academic Council considers and ensures appropriate action on the student's appeal. Students who attended a non-validated course may appeal a final course grade within 45

days from the last day of classes for courses without a final exam or from the day of the final exam for courses with final exams. For appeals concerning grade assignment in non-validated courses, the Department Chair/Program Coordinator may form a departmental committee to review the student assessment and propose to the Academic Council a decision on the grade.

Students are advised of the outcome within 3 days of the meeting by the Academic Council's secretary via e-mail.

Within 3 days of receipt of the Academic Council's outcome, the student has the right to appeal further, in writing, to the Vice President of Academic Affairs (VPAA). The VPAA considers any supplementary evidence provided and informs the students of their decision in writing within 7 days of receipt of the appeal. The VPAA signs the Completion of Internal Procedures Letter (COIP) to the student. The Registrar's Office will keep records of outcomes for all academic appeal cases.

## Personal Integrity

All members of the ACG community are expected to be ethical and truthful. Violations of personal integrity will not be tolerated.

Personal Integrity Violations include, but are not limited to:

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

## Violations of Personal Integrity

Charges against a student for violation of personal integrity may originate from any source: a faculty member, a staff member, an administrator, a fellow student, or the community at large. The plaintiff brings the charge(s) to the attention of the AVP Research, Innovation and Graduate Studies (RIGS) in writing. Policies and Procedures hold as described the [Student Code of Conduct](#).

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

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

## General Description & Aims

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

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

## General Educational Aims

- The aims of the program are to enable students to:
- Develop a comprehensive understanding of specific media institutions, practices, technologies and artifacts/texts within particular fields of communication.
  - Acquire and evaluate knowledge of key communication theories and the role of the mass media in local, global and multicultural environments.
  - Develop a systematic understanding of the strategic function of the practice of professional public relations and communication in diverse areas and settings.
  - Critically assess an organization's internal and external communication requirements and develop the ability to research, manage and implement planned communication programs.
  - Effectively apply methods, tools and techniques in formulating professional plans in the areas of corporate affairs, political communication, intercultural communication, crisis management and in special industries such as tourism and entertainment.

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

- Develop a range of discipline-related transferable skills that will allow them to work in creative and independent ways.
- Develop a comprehensive understanding of the changing media systems and the increasing inter-connection of economies and cultures brought about by the rapid spread of technology and information.
- Adhere to the highest professional and ethical standards in the practice of public relations and other communication related careers.

## Study Options

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

## Graduation Requirements

- In order to be awarded the MA in Strategic Communication & Public Relations degree, a student must:
- Complete all course requirements of the program within a period of 3 years.
  - Earn a minimum cumulative index (CI) of "B" (3.00).

## Curriculum Structure I

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

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

Required Communication Courses (12 credits):

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

Required Public Relations Courses (9 credits):

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

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

CN 6003	Political Communication
CN 6004	Communication for the Tourism Industry
CN 6007	Strategic Corporate Communication
CN 6009	Public Relations in Public and Nonprofit Organizations
CN 6008	Communication for the Entertainment Industry

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- CN 6015 Intercultural Communication and International PR
  - CN 6020 Effective Communication Skills
  - CN 6022 Event Planning and Management
  - CN 6030 Multimedia Applications for Communication Campaigns
- Students may also select 1 elective from any of the other graduate communication programs upon approval of the graduate program coordinator.
- \*Electives are offered on a rotating basis during the academic year.

- Capstone (3 credits)
- CN 6512 Capstone in Communication  
(Prerequisites: CN 6001, CN 6002, CN 6006, CN 6010, CN 6017)
- Thesis (3 credits)
- CN 6460 Thesis in Communication (runs for two terms or 26 weeks)  
(Prerequisites: CN 6001, CN 6006, CN 6010, CN 6027)

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- Students may also select 1 elective from any of the other graduate communication programs upon approval of the graduate program coordinator.
- \*Electives are offered on a rotating basis during the academic year

- Capstone project or Thesis (3 credits):
- CN 6512 Capstone in Communication  
(Prerequisites: CN 6001, CN 6002, CN 6006, CN 6010, CN 6017)
- CN 6460 Thesis in Communication (runs for 2 terms or 26 weeks)  
(Prerequisites: CN 6001, CN 6006, CN 6010, CN 6127)

Curriculum Structure II  
(available to students eligible for distance learning classes)

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

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

Required Communication Courses (12 credits):

- CN 6010 Media and Communication Theory \*(BL)
  - CN 6002 Advanced Media Writing & Techniques
  - CN 6006 Applied Communication Research Methods
  - CN 6127 Quantitative Research in Communication
- \*(BL), Courses offered in Blended Learning format.

Required Public Relations Courses (9 credits):

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

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

- CN 6003 Political Communication
- CN 6004 Communication for the Tourism Industry
- CN 6007 Strategic Corporate Communication
- CN 6009 Public Relations in Public and Nonprofit Organizations
- CN 6008 Communication for the Entertainment Industry
- CN 6015 Intercultural Communication and International PR
- CN 6020 Effective Communication Skills
- CN 6022 Event Planning and Management
- CN 6030 Multimedia Applications for Communication Campaigns



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

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

## General Description & Aims

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

## General Educational Aims

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

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

## Study Options

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

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

## Graduation Requirements

- In order to be awarded the MA in Digital Communication and Social Media, a student must:
- Complete all course requirements of the program within a period of 3 years.
  - Earn a minimum cumulative index (CI) of "B" (3.00).

## Curriculum Structure

Total of 11 courses (33 US credits) at graduate level.  
Required Communication Courses (9 credits):

CN 6035	Applied Communication Theory
CN 6040	New Media Theory and Research
CN 6127	Quantitative Research in Communication

Required Digital and Social Media Communication Courses (12 credits):

CN 6141	Digital and Social Media Strategy
CN 6047	Content Development
CN 6065	Social Media Management
CN 6079	Digital Advertising

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

CN 6042	Web Design and Development
CN 6148	Digital and Social Analytics
CN 6025	Digital Media Production
CN 6043	Brand Communication
CN 6046	UX – User Experience and Responsive Design

Students may also select 1 elective from any of other graduate communication programs upon approval of the graduate program coordinator.  
\*Electives are offered on a rotating basis during the academic year.

Capstone Project or Thesis (3 Credits):

CN 6249	Capstone Project: The Digital Transformation Challenge (Prerequisites: CN 6141, CN 6065)
or	
CN 6350	Thesis in Digital Communication (runs for two terms or 26 weeks) (Prerequisites: CN 6035, CN 6040, CN 6027)

# MASTER OF ARTS (MA) IN ADVERTISING COMMUNICATIONS

# MASTER OF ARTS (MA) IN ADVERTISING COMMUNICATIONS

## General Description & Aims

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

## General Educational Aims

The educational aims of this program are to:

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

## Study Options

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

# MASTER OF ARTS (MA) IN ADVERTISING COMMUNICATIONS

## Graduation Requirements

- In order to be awarded the MA in Advertising Communications, a student must:
- Complete all course requirements of the program within a period of 3 years.
  - Earn a minimum cumulative index (CI) of "B" (3.00).

## Curriculum Structure

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

Required Courses (21 credits):

CN 6070	Advertising Theories
CN 6071	Advertising in Context
CN 6172	Campaign Strategy & Planning
CN 6085	Brand Identity Design
CN 6074	Creativity & Ideation
CN 6075	Research Methods in Advertising
CN 6276	The Practitioner's Kit
or	
CN 6377	Internship in Advertising

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

Concentration Area 1: Advertising Strategy & Planning

CN 6178	Media Planning
CN 6070	ADVERTISING THEORIES
CN 6079	Digital Advertising
CN 6080	Account Handling

Concentration Area 2: Creative Advertising

CN 6081	Copywriting
CN 6082	Art Direction
CN 6025	Digital Media Production

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

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

Capstone Project, Thesis or Portfolio (3 credits):

CN 6488	Capstone Project (Prerequisites: CN 6070, CN 6074, CN 6075, CN 6172)
Or	
CN 6489	Thesis (Prerequisites: CN 6070, CN 6071, CN 6075, CN 6127)
Or	
CN 6590	Portfolio (Prerequisites: CN 6070, CN 6172, CN 6074, CN 6081, CN 6082)

MASTER OF SCIENCE (MS) IN  
COUNSELING PSYCHOLOGY  
& PSYCHOTHERAPY

# MASTER OF SCIENCE (MS) IN COUNSELING PSYCHOLOGY & PSYCHOTHERAPY

## General Description & Aims

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

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

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

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

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

# MASTER OF SCIENCE (MS) IN COUNSELING PSYCHOLOGY & PSYCHOTHERAPY

## General Educational Aims

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

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

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

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

## Study Options

The program may be completed in two years (full-time) or up to four years (parttime). Classes run Monday to Thursday from 17:40-20:40/21:40. New students are admitted at the start of the fall, winter and spring terms. Completing the program in two years is possible only for students who begin their studies in the fall term.

## Graduation Requirements

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

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

Curriculum Structure

Total of 57 US credits at graduate level

Required Courses (47 credits):

YEAR 1:	AP 6039	Theories and Principles of Treatment in Counseling
	AP 6053	Psychological Testing and Assessment
	AP 6086	Biological Basis of Behavior and Psychopharmacology
	AP 6021	Professional and Ethical Issues in Counseling and Psychotherapy
	AP 6007	Research Methods
	AP 6029	Multicultural Perspectives
	AP 6224	Interviewing Techniques
	AP 6043	Advanced Analysis and Interpretation of Behavioral Data
	AP 6010	Program Design and Evaluation
	AP 6045	Advanced Psychopathology
	AP 6034	Group Counseling and Psychotherapy
YEAR 2:	AP 6217	Substance Use Theory Interventions
	AP 6209	Mental Health Practice in Health Settings
	AP 6556	Family and System Approaches to Counseling and Psychotherapy
	and	
	AP 6601	Practicum I
	AP 6787	Internship I
	AP 6888	Practicum II

MENTAL HEALTH COUNSELOR PATH

(for students wishing to pursue counselor licensing in the USA)

AP 6077	Theories of Learning and Human Development
AP 6590	Career Counseling

Elective courses (2 from the list/6 credits):

AP 6560	Humanistic and Existential Approaches to Counseling and Psychotherapy
AP 6549	CBT Approaches to Counseling and Psychotherapy
AP 6542	Psychodynamic Approaches to Counseling and Psychotherapy
AP 6585	Third –Wave Approaches to Therapy

Thesis (4 credits)

AP 6591	Thesis in Counseling Psychology
(Prerequisites: AP 6023, AP 6043, AP 6021, AP 6053, AP 6010)	

MASTER OF ARTS (MA) IN  
APPLIED CHILD  
AND ADOLESCENT  
PSYCHOLOGY



# MASTER OF ARTS (MA) IN APPLIED CHILD AND ADOLESCENT PSYCHOLOGY

## General Description & Aims

The MA in Applied Child and Adolescent Psychology is a degree program for psychologists, educators and other professionals, who are seeking to work with children, adolescents, families, and schools. The program emphasizes the development of specialized skills and knowledge that maximize the learning process and prepares students to conduct assessment, prevention, and interventions for students' psychological and learning difficulties. It prepares professionals who will serve the profession and the client by offering high-quality services based on theory, high ethical integrity, and empirically validated practices. Furthermore, in the context of an applied program it is expected that graduate students will acquire the methodological knowledge and skills needed in order to undertake a major piece of individual research. Finally, an essential part of the MA program is the gradual development of professional skills through the completion of at least 350 hours of supervised practicum at appropriate professional settings before graduating. The structure, duration, and content of the program curriculum and of the practical training were developed after careful consideration of international training standards.

## General Educational Aims

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

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

# MASTER OF ARTS (MA) IN APPLIED CHILD AND ADOLESCENT PSYCHOLOGY

## Study Options

The program may be completed in one year (full-time) or up to three years (parttime). Classes run Monday to Thursday from 17:40-20:40. New students are admitted at the start of the fall, winter and spring terms.

## Graduation Requirements

In order to be awarded the MA in Applied Child and Adolescent Psychology, a student must:

- Complete all course requirements of the program within a period of three years;
- Earn a minimum cumulative index (CI) of "B" (3.00);
- Complete at least 350 hours of practical training;
- Complete and defend a Thesis in the area of applied child and adolescent psychology.

## Curriculum Structure

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

AP 6077	Theories of Learning and Human Development
AP 6052	Child and Adolescent Psychopathology
AP 6029	Multicultural Perspectives
AP 6054	Research Methods and Statistics
AP 6071	Child and Adolescent Psychological Assessment
AP 6075	Psychoeducational Assessment
AP 6073	Instructional Intervention and Consultation
AP 6072	Child and Adolescent Therapeutic Interventions
AP 6174	Principles of Behavior Change
AP 6039	Theories and Principles of Treatment in Counseling
AP 6489	Thesis (3 credits)

Thesis (3 credits)

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

Practicum (2 credits)

AP 6383	Practicum I
AP 6384	Practicum II
(Prerequisites: AP 6077, AP 6052, AP 6039)	

MASTER OF SCIENCE (MS) IN  
ORGANIZATIONAL  
PSYCHOLOGY

# MASTER OF SCIENCE (MS) IN ORGANIZATIONAL PSYCHOLOGY

## General Description & Aims

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

## General Educational Aims

The MS in Organizational Psychology will prepare students to develop a comprehensive understanding of practices and interventions in organizational

# MASTER OF SCIENCE (MS) IN ORGANIZATIONAL PSYCHOLOGY

psychology, synthesizing data, contextual information, and ethical and professional challenges. This is achieved through the development of a curriculum that promotes critical understanding of the core theories, trends and empirical findings in organizational psychology as well as the use of practical skills for promoting thriving at work.

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

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

## Study Options

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

## Graduation Requirements

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

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

## Curriculum Structure

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

Required courses (33 credits):

OP 6005	Applying Psychology at Work
OP 6010	Analysis of Behavioral Data
OP 6015	Personality at Work
OP 6020	Psychological Assessment & Measurement
OP 6025	Human Behavior in Organizations
OP 6030	Selecting, Developing and Retaining Talent

MASTER OF SCIENCE (MS) IN ORGANIZATIONAL PSYCHOLOGY

OP 6035	Health & Wellbeing at Work
OP 6040	Learning, Training and Development
OP 6045	Diversity and Inclusion in Organizations
OP 6050	Ethics in Organizational Psychology
OP 6055	Negotiation & Conflict Resolution Skills Workshop
OP 6060	Coaching & Career Counseling

Capstone project or Thesis (3 credits):

OP 6285	Capstone in Organizational Psychology (Prerequisites: OP 6005, OP 6030)
or	
OP 6380	Thesis in Organizational Psychology (Prerequisites: OP 6005, OP 6010, OP 6025)

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

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

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

## General Description & Aims

The MA in TESOL is designed to provide professional development opportunities for those speakers of English who wish to pursue or further their careers as TESOL practitioners. It will equip participants with the knowledge, understanding and professional skills relevant to teaching and supporting the learning of English to Speakers of Other Languages (ESOL). Participants will acquire independent learning and transferable skills required for continuing professional development in ever-changing current and future educational contexts. A two-track approach (Practicum & Thesis) caters for both pre-service and more experienced and qualified students. The MA in TESOL embeds Deree’s validated Trinity College London CertTESOL initial teacher training course in the Practicum Track, which is an internationally-recognized qualification. Digital technologies are becoming evermore prevalent and increasingly mainstream in TESOL, and this is reflected in the strong focus on the use of educational technology and digital tools and resources throughout the program, both in the way the program is delivered and in its content. The core courses will be taught using a blended learning approach (50% face-to-face and 50% online), which will allow participants to experience online learning first-hand.

## General Educational Aims

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

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

## Study Options

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

## Graduation Requirements

- In order to be awarded the MA in TESOL degree, a student must:
- Complete all course requirements of the program within a period of 3 years.
  - Earn a minimum cumulative index (CI) of “B” (3.00).

## Curriculum Structure

Total of 12 courses (36 US credits) at graduate level	
Required courses (30 credits):	
TL 6001	TESOL Methodology and Pedagogy
TL 6002	Language Awareness
TL 6003	Second Language Learning and Acquisition
TL 6004	Educational Technology in TESOL
TL 6005	Teaching Language Skills
TL 6006	Curriculum & Syllabus Design
TL 6007	Critical Perspectives in TESOL
TL 6008	Young Learners & Teens

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

TL 6009	Management in TESOL
TL 6015	Learning Difficulties and TESOL

Option I: Practicum Track (leads to Trinity College London CertTESOL)

TL 6410	TESOL Practice
TL 6512	Capstone Project in TESOL

Teaching practicum in TESOL, with Portfolio, Journal and Materials assignments (5,000 words total) accompanied by a 10,000-word Action Research report.

Option II: Thesis Track

TL 6011	RESEARCH Methods in TESOL
TL 6513	Thesis in TESOL

Individual research inquiry into an area of TESOL resulting in a 15,000-word thesis



# MASTER OF SCIENCE (MS) IN DATA SCIENCE

General Description & Aims

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

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

Prospective students are expected to have some basic with some basic programming and mathematics knowledge.

The program is available in a campus-based education modality.

General Educational Aims

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

Graduation Requirements

- In order to be awarded the MS in Data Science degree, a student must:
- Complete all course requirements (36 credits) of the program within a period of 3 years.
  - Earn a minimum cumulative index (CI) of "B" (3.00).

Study Options

Campus-based delivery

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

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

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

Curriculum Structure

Total of 12 courses (36 US credits) at graduate level		
Required Courses:		
ITC 6001	ITC 6002	Introduction to Big Data
	ITC 6103	Exploring and Analyzing Data
	ITC 6004	Applied Machine Learning
	ITC 6107	Data Visualization
	ITC 6008	Big Data Architectures
	ITC 6009	Search Engines and Web Mining
		Machine Vision in Data Science

MASTER OF SCIENCE (MS) IN DATA SCIENCE

Three of the following electives:

ITC 6045	Project Management in Data Science
ITC 6119	Business Forecasting
ITC 6230	Deep Learning
ITC 6125	Machine Learning and Applications
ITC 6005	Knowledge Graphs
ITC 6050	Data Engineering

Required Project – One of the following:

ITC 6421	Capstone Project
ITC 6440	Thesis

# Graduate Diplomas and Certificate Programs

Graduate Diploma in Public Relations

Graduate Diploma in Digital & Social Media

Graduate Certificate in Psychology

# GRADUATE DIPLOMA IN PUBLIC RELATIONS

## General Description & Aims

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

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

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

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

## Admission Requirements

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

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

## General Educational Aims

The aims of the program are to enable students to:

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

## Study Options

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

## Graduation Requirements

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

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

## Curriculum Structure

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

Required Courses (9 credits):

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

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

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

# GRADUATE DIPLOMA IN DIGITAL & SOCIAL MEDIA

## General Description & Aims

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

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

## Admission Requirements

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

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

## General Educational Aims

The aims of the program are to enable students to:

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

## Study Options

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

## Graduation Requirements

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

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

## Curriculum Structure

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

Required Courses (9 credits):

CN 6035	Applied Communication Theory
CN 6047	Content Development
CN 6141	Digital & Social Media Strategy

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

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

# GRADUATE CERTIFICATE IN PSYCHOLOGY

## General Description & Aims

An intensive post-baccalaureate (UK Level 6) program that serves as a solid basis and a conversion course for further advanced study in psychology. It is appropriate for people who hold a first degree in a field other than psychology, giving them the opportunity to obtain the necessary theoretical and practical foundations for a future career in psychology. Upon successful completion and an interview, graduates are eligible for direct entry into the MS in Counseling Psychology & Psychotherapy.

The purpose of the program is to provide a broad grounding in psychology that enables participants to develop and/or advance their basic knowledge and skills in psychology in relation to their professional and personal interests.

The program aims to:

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

## Admission Requirements

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

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

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

## General Educational Aims

The program aims to:

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

## Study Options

The program may be completed in 2 terms (6 months; full-time) or over 4 terms (12 months; part-time).

Online classes run during weekdays (Monday - Thursday) from 18:30-20:30.

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

## Graduation Requirements

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

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

## Curriculum Structure

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

Required Courses:

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

# Course Descriptions



## COURSE DESCRIPTIONS

### **AP 5001      FUNDAMENTALS OF PSYCHOLOGY SCIENCE      4 US CREDITS**

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

### **AP 5002      RESEARCH METHODS IN PSYCHOLOGY      4 US CREDITS**

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

### **AP 5003      PSYCHOPATHOLOGY      4 US CREDITS**

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

### **AP 5004      HUMAN DEVELOPMENT AND PERSONALITY THEORIES      4 US CREDITS**

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

### **AP 6010      PROGRAM DESIGN AND EVALUATION      3 US CREDITS**

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

## COURSE DESCRIPTIONS

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

Evaluation is critical in the development and maintenance of evidence-based practice. This course will cover the core knowledge and skills involved in program evaluation, provide hands-on experience in evaluation design, and provide exposure to some of the ethical and philosophical issues current in evaluation research. The course will be conducted on face-to-face sessions. Course activities will be focused on giving students hands-on experience in the specific research skills and tools required for effective program design and evaluation.

### **AP 6020      BIOLOGICAL BASIS OF BEHAVIOR      2 US CREDITS**

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

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

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

### **AP 6022      DIVERSITY WORKSHOP      2 US CREDITS**

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

**AP 6023 QUALITATIVE RESEARCH 3 US CREDITS**

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

**AP 6029 MULTICULTURAL PERSPECTIVES 3 US CREDITS**

Culture can represent a variety of experiences and ways people identify themselves, including race and ethnicity, class status, sexual orientation, disability status, gender and religion. This seminar-style course covers key principles, theories and applications of multiculturalism in counseling contexts. It examines several aspects of various cultural experiences as they impact the client, counselor and the counselor-client relationship.

**AP 6034 GROUP COUNSELING AND PSYCHOTHERAPY 3 US CREDITS**

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

**AP 6039 PRINCIPLES OF COUNSELING AND PERSONAL DEVELOPMENT 4 US CREDITS**

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

**AP 6043 ADVANCED ANALYSIS AND INTERPRETATION OF BEHAVIORAL DATA 3 US CREDITS**

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

**AP 6045 ADVANCED PSYCHOPATHOLOGY 3 US CREDITS**

The purpose of this course is to review and comprehensively examine the scientific evidence related to issues of description, classification and academic study of human mental distress. The course explores various theoretical approaches and evidence-based information about the cause and course of the various disorders. The course reviews major clinical conditions of adulthood. After defining the term of psychopathology, as well as exploring the differentiation between normality and abnormality, all psychopathological syndromes will be reviewed. The course explores current theoretical, etiological, and therapeutic viewpoints. The emphasis of this review will be on comparing and contrasting different theoretical perspectives on each disorder, as well as reviewing the empirical literature in support of these perspectives. The clinical diagnostic criteria as these are stressed in the diagnostic manuals DSM-5 and ICD-10 will be elaborated, as well as the criteria for a meaningful differential diagnosis. The dimensional approach, as opposed to the categorical of DSM-5, will also be presented and critically discussed.

**AP 6052 CHILD AND ADOLESCENT PSYCHOPATHOLOGY 3 US CREDITS**

This course will provide an overview of the most common expressions of child and adolescent psychopathology. The learning objectives include conceptual, empirical, and clinical issues related to the mental health of children and adolescents. The diverse factors that influence the etiology and expression of disorders will be considered, such as genetics, family influences, and culture. Students will become familiar with the DSM-5 and how to conceptualize cases. Students will also be taught how to communicate as a professional through writing and presentations, in order to convey information in a clear and understandable manner. Although interventions will be discussed, they will not be a primary emphasis in this course. This course is designed to advance the student's understanding of the current state of knowledge with regard to etiological factors and the diagnostic issues related to the expression of various childhood disorders.

**AP 6053 PSYCHOLOGICAL TESTING AND ASSESSMENT**  
**4 US CREDITS**

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

**AP 6054 RESEARCH METHODS AND STATISTICS 3 US CREDITS**

Leadership in the area of child psychology requires the capacity to think critically about current research and to communicate current findings to others. This course covers core concepts in research methodology and explores how to critically evaluate research findings. This course provides a review of topics related to the research process. It also discusses ethical guidelines for practice and research. The first lectures cover topics about descriptive statistics, different types of variables, the properties of the ideal normal distribution, standard scores, and the relationship between variables. It then moves on the discussion of critical aspects of experimental and non-experimental research.

**AP 6055 WORKSHOP ON CRISIS INTERVENTION 2 US CREDITS**

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

**AP 6071 CHILD & ADOLESCENT PSYCHOLOGICAL ASSESSMENT**  
**3 US CREDITS**

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

**AP 6072 CHILD AND ADOLESCENT THERAPEUTIC INTERVENTIONS**  
**3 US CREDITS**

This course offers comprehensive details about providing evidence-based treatment to children experiencing a range of emotional and/or behavioral problems.

Students learn about various treatment implementation approaches and examine the application of those approaches with diverse families (e.g., culturally, ethnically, sexually, economically). Upon completion of the course, students will understand the most effective treatments across a range of different childhood disorders and have a rubric for determining how to make treatment decisions.

**AP 6073 INSTRUCTIONAL INTERVENTION**  
**AND CONSULTATION 3 US CREDITS**

This course will focus on the implementation of different intervention methods to enhance education outcomes for all children including MTSS practices applied to clinical and school settings, specific cognitive and meta-cognitive interventions, and evidence-based educational interventions. Also, the course is designed to provide the prospective school-based helping professional with the knowledge of theories and techniques to be an effective consultant with administration, staff and parents.

**AP 6075 PSYCHOEDUCATIONAL ASSESSMENT 3 US CREDITS**

This course covers the knowledge and skills required to conduct individual assessment of educationally relevant cognitive functions and special abilities. Students are expected to achieve a high level of proficiency in administration and scoring of standardized tests, and initial skills in analysis and integration of assessment data, report writing, and oral communication of assessment results. Historical influences and theoretical models for conceptualizing cognitive and neuropsychological functions and special abilities are presented.

**AP 6077 THEORIES OF LEARNING AND HUMAN DEVELOPMENT**  
**3 US CREDITS**

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

**AP 6174 PRINCIPLES OF BEHAVIOR CHANGE 3 US CREDITS**

*Prerequisites:* AP 6077 THEORIES OF LEARNING AND HUMAN DEVELOPMENT

Presents the student with an introduction to the basic principles and historical overview of applied behavior analysis, learning theory, and the fundamental principles of science and behavior. Students will learn to distinguish between

respondent and operant models of behavior and conditions. Concepts and principles of behavior including reinforcement, punishment, stimulus control, verbal behavior, and motivational operations will be defined and discussed in the context of behavioral learning theory in order to establish a theoretical foundation for applications in advanced-level courses.

**AP 6224      INTERVIEWING TECHNIQUES      2 US CREDITS**

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

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

**AP 6244      COUNSELING IN HEALTH SETTINGS      2 US CREDITS**

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

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

**AP 6246      PSYCHOLOGY OF ADDICTIONS      2 US CREDITS**

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

This course introduces students to theories, techniques, and relevant research associated with the Psychology of Addiction. It surveys various aspects of addiction, namely substance abuse, eating disorders, gambling, self-injury, "love" addictions, and the Internet addiction encompassing both didactic and experiential

approaches to addiction. It reviews DSM-IV diagnosis, assessment measures, treatment planning, and the application of empirically validated techniques to clinical situations focusing on addiction.

**AP 6383      PRACTICUM I**

**AP 6384      PRACTICUM II      2 US CREDITS**

*Prerequisites:*    AP 6077 THEORIES OF LEARNING AND HUMAN DEVELOPMENT  
                          AP 6052 CHILD AND ADOLESCENT PSYCHOPATHOLOGY  
                          AP 6039 PRINCIPLES OF COUNSELING AND PERSONAL DEVELOPMENT

The practicum I and II provides students with a structured opportunity to gain real-world, hands-on experience in a child and adolescent educational/therapeutic setting. It allows students to apply concepts and practices learned in coursework as they assist in professional level work under the formal guidance from a qualified supervisor. Students typically pursue tasks and projects that constitute entry-level professional work. In addition, since fieldwork is meant to be a learning opportunity for students, fieldwork tasks usually involve skills and knowledge that the student has already begun to develop through coursework but for which the student has not yet developed a high level of expertise. Finally, the taught component of the class helps students develop case conceptualization skills by integrating theoretical knowledge and applying it to real case material for treatment/remediation planning and evaluation.

**AP 6489      THESIS      3 US CREDITS**

*Prerequisites:*    AP 6077 THEORIES OF LEARNING AND HUMAN DEVELOPMENT  
                          AP 6071 CHILD AND ADOLESCENT PSYCHOLOGICAL ASSESSMENT  
                          AP 6075 PSYCHOEDUCATIONAL ASSESSMENT  
                          AP 6054 RESEARCH METHODS AND STATISTICS

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

**AP 6542 PSYCHODYNAMIC APPROACHES TO COUNSELING  
AND PSYCHOTHERAPY 3 US CREDITS**

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

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

Through the use of audiovisual equipment and the thorough presentation and analysis of clinical cases, students will have the chance to learn how psychodynamic counseling is conducted and will be introduced to the major techniques of those approaches. The course also reviews defense mechanisms, transference, empathy and other important clinical constructs and examines the way they function and interfere with the therapeutic relationship.

**AP 6549 CBT APPROACHES TO COUNSELING  
AND PSYCHOTHERAPY 3 US CREDITS**

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

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

**AP 6556 FAMILY AND SYSTEM APPROACHES TO COUNSELING  
AND PSYCHOTHERAPY 3 US CREDITS**

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

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

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

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

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



### AP 6585 SHORT TERM APPROACHES TO COUNSELING AND PSYCHOTHERAPY 3 US CREDITS

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

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

### AP 6590 CAREER COUNSELING 3 US CREDITS

*Prerequisites:* AP 6039 PRINCIPLES OF COUNSELING AND PERSONAL DEVELOPMENT  
 AP 6045 ADVANCED PSYCHOPATHOLOGY  
 AP 6021 ETHICS  
 AP 6053 TESTING AND ASSESSMENT  
 AP 6022 DIVERSITY WORKSHOP

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

### AP 6591 THESIS 4 US CREDITS

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

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

Students work closely with their thesis advisor on the completion of the thesis, which is evaluated by two additional readers. An oral defense of the thesis is scheduled after its submission.

The thesis should demonstrate in-depth knowledge of the topic, evidenced by a thorough literature review and display of critical thinking skills, and by the demonstration of basic competencies in research design, data analysis, and interpretation.

### AP 6601 PRACTICUM I 2 US CREDITS

### AP 6702 PRACTICUM II 1 US CREDIT

*Prerequisites:* SUCCESSFUL COMPLETION OF AP 6601 PRACTICUM I

### AP 6803 PRACTICUM III 1 US CREDIT

*Prerequisites:* SUCCESSFUL COMPLETION OF AP 6601 PRACTICUM I AND AP 6702 PRACTICUM II

The practicum seminars are designed to provide supervision and consultation for the practicum experience along with discussion of professional development issues and responsibilities as a counseling psychologist. Topics examined through the consultation process include: case conceptualization, professional development, peer supervision, quality assurance, legal and ethical considerations, institutional dynamics.

### CN 6001 PUBLIC RELATIONS STRATEGY 3 US CREDITS

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

**CN 6002      ADVANCED MEDIA WRITING AND TECHNIQUES  
3 US CREDITS**

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

**CN 6003      POLITICAL COMMUNICATION      3 US CREDITS**

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

**CN 6004      COMMUNICATION FOR THE TOURISM INDUSTRY  
3 US CREDITS**

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

**CN 6006      APPLIED COMMUNICATION RESEARCH METHODS  
3 US CREDITS**

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

**CN 6007      STRATEGIC CORPORATE COMMUNICATION      3 US CREDITS**

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

**CN 6008      COMMUNICATION FOR THE ENTERTAINMENT INDUSTRY  
3 US CREDITS**

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

**CN 6009      PUBLIC RELATIONS IN PUBLIC AND NONPROFIT  
ORGANIZATIONS      3 US CREDITS**

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

**CN 6010      MEDIA AND COMMUNICATION THEORY      3 US CREDITS**

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

**CN 6011      CRISIS COMMUNICATION MANAGEMENT      3 US CREDITS**

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

**CN 6015      INTERCULTURAL COMMUNICATION AND  
INTERNATIONAL PUBLIC RELATIONS      3 US CREDITS**

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

**CN 6017 PUBLIC RELATIONS AND THE NEW MEDIA 3 US CREDITS**

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

**CN 6020 EFFECTIVE COMMUNICATION SKILLS 3 US CREDITS**

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

**CN 6022 EVENT PLANNING AND MANAGEMENT 3 US CREDITS**

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

**CN 6025 DIGITAL MEDIA PRODUCTION 3 US CREDITS**

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

**CN 6030 MULTIMEDIA APPLICATIONS FOR COMMUNICATION CAMPAIGNNS 3 US CREDITS**

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

**CN 6035 APPLIED COMMUNICATION THEORY 3 US CREDITS**

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

**CN 6040 NEW MEDIA THEORY & RESEARCH 3 US CREDITS**

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

**CN 6042 WEB DESIGN AND DEVELOPMENT 3 US CREDITS**

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



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

The classroom experience combines the study of the relevant theoretical base of digital representation with the practical exploration of online architecture and creation.

Individually and as a team, students analyze, synthesize and put into practice key elements of web design and development. Websites, landing pages, classic blogs, vlogs and microsites would be the field of students' work that concludes with the design of a functional prototype.

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

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

**CN 6043      BRAND COMMUNICATION      3 US CREDITS**

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

**CN 6046      UX - USER EXPERIENCE AND RESPONSIVE DESIGN      3 US CREDITS**

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

This course provides an overview of the theoretical underpinnings of UX (ranging from the productive / pragmatic to the experiential / hedonic end of the spectrum)

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

**CN 6047      CONTENT DEVELOPMENT      3 US CREDITS**

Covering content strategy in relation to broader digital strategy, KPIs and relevant metrics this course develops writing skills for the digital environment, focusing on web texts, social posts, tweets, emails and newsletters or blog articles, examining SEO factors as well as the creation of audiovisual and YouTube video content, all within the context of a content calendar. This course also covers how we can implement AI for content development purposes, boost SEO performance and generate useful audience insights.

**CN 6065      SOCIAL MEDIA MANAGEMENT      3 US CREDITS**

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

**CN 6070      ADVERTISING THEORIES      3 US CREDITS**

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

**CN 6071      ADVERTISING IN CONTEXT      3 US CREDITS**

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

**CN 6074      CREATIVITY& IDEATION      3 US CREDITS**

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

**CN 6079      DIGITAL ADVERTISING      3 US CREDITS**

Digital advertising, much like the broader "digitalization of life," fundamentally differs from its traditional, offline counterpart. For communication specialists to thrive in this daring, new, and exciting field, they must explore innovative pathways to communicate their brands, ideas, and products, engaging with the digital generation in a manner that is appropriate, mutually respectful, and profitable. This course offers a comprehensive exploration of the strategic, tactical, and design aspects of digital advertising tools and channels currently available, employing an audience-centric and analytics-based approach. Students will delve into the connections between theories and practical applications, leveraging useful frameworks and models, as well as concrete digital tools in digital advertising and communication. This course concurrently provides students with the opportunity to enhance their project portfolio with a digital advertising plan. The educational tools used throughout the course include a combination of lectures, case studies, class discussions, exercises, and hands-on workshops with digital platforms and tools. Additionally, the course introduces AI tools for ad development, such as AI-driven content creation and personalization, to equip students with cutting-edge skills in this evolving field.

**CN 6080      ACCOUNT HANDLING      3 US CREDITS**

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

**CN 6081      COPYWRITING      3 US CREDITS**

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

**CN 6082      ART DIRECTION      3 US CREDITS**

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

**CN 6085      BRAND IDENTITY DESIGN      3 US CREDITS**

Creating identities for their clients' brands is one of the most exciting tasks for branding, advertising and other marketing communications practitioners. Equally exciting is the creation of meaningful touchpoints with the consumer, that continue to shape those brands after their birth. This course provides a full understanding of the notion of Brand, how it is consistently shaped, managed and collectively constructed to effectively connect with people's hearts and minds. It has been designed to help students who wish to work in the creative, the strategic planning or the account management department of a communication agency to:

## COURSE DESCRIPTIONS

- a. Evaluate brands and branding, as well as the various elements that comprise a brand identity system, and
- b. Create a brand identity, addressing specific business questions.

### CN 6127      **QUANTITATIVE RESEARCH IN COMMUNICATION** 3 US CREDITS

*Prerequisites:* CN 6006 APPLIED COMMUNICATION RESEARCH METHODS  
OR  
CN 6040 NEW MEDIA THEORY AND RESEARCH

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

It aims to prepare researchers to effectively grasp elementary statistical concepts and theory, as well as intelligently apply basic statistical methods for the purposes of empirical research in communication and public relations. The course will consequently combine simple exposition to statistical theory with practical use of research methodology, alternating between lectures and computer lab sessions, where students will be introduced to IBM's SPSS™ statistical package.

The course follows a 'hands-on' approach, encouraging students to take an active part in the learning process, after being introduced to the necessary theories and practical instruments in order to apply them in various communication and public relations research scenarios and cases. Thus, students are given the opportunity to immediately apply newly acquired knowledge and skills in relevant research context. Cases are also used throughout the module, in order to illustrate the various procedures, so that students can gain a better understanding of the practical implications of the discussed research methods, as well as their applicability and relevance in real-life situations.

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

### CN 6141      **DIGITAL AND SOCIAL MEDIA STRATEGY** 3 US CREDITS

*Prerequisites:* CN 6035 APPLIED COMMUNICATION THEORY

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

## COURSE DESCRIPTIONS

*\*Upon successfully completing this course, the student will be a Certified Digital Marketing Associate, awarded by the Digital Marketing Institute (DMI).*

### CN 6148      **DIGITAL & SOCIAL ANALYTICS**      3 US CREDITS

*Prerequisites:* CN 6141 DIGITAL & SOCIAL MEDIA STRATEGY

From research, to planning and implementation, the field of digital and social media marketing offers immense opportunities for real-time, or near real-time, data collection, analysis and measurement, that can lead to the optimization of new as well as traditional media communication campaigns. Yet, today's digital media landscape is becoming increasingly challenging when identifying optimum solutions and strategies for the achievement of specific digital goals and objectives. The modern marketing analyst needs to be in a position to evaluate existing and arising analytic capabilities offered online, combine and integrate analytic tools as part of an optimum analytic plan, present and interpret collected data, extract valuable insights that will lead to the optimization of content delivery and strategic marketing communication. This course allows students to gain familiarity with digital and social analytics tools and methods, and to develop the necessary skills in applying them for the collection of actionable data and assessing and optimizing digital marketing campaigns.

### CN 6172      **CAMPAIGN STRATEGY & PLANNING**      3 US CREDITS

*Prerequisites:* CN 6070 ADVERTISING THEORIES

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

### CN 6178      **MEDIA PLANNING**      3 US CREDITS

*Prerequisites:* CN 6070 ADVERTISING THEORIES

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

### CN 6249 CAPSTONE PROJECT IN DIGITAL COMMUNICATION & SOCIAL MEDIA 3 US CREDITS

**Prerequisites:** CN 6141 DIGITAL AND SOCIAL MEDIA STRATEGY  
CN 6065 SOCIAL MEDIA MANAGEMENT

*"Digitalization is the cause of large-scale and sweeping transformations across multiple aspects of business, providing unparalleled opportunities for value creation and capture, while also representing a major source of risk"*

*World Economic Forum, 2016*

The emergence of the digital economy has unlocked new opportunities regarding the relations between a brand and multiple audiences. Within the current complex and highly competitive environment, companies often are challenged with a need for change in order to reconnect with their customers and the markets. Digital transformation is the integration of digital technology into all areas of a business, meaning a new business model of operations, customer relations, branding, products and services development. In this capstone course, students will embark on a team challenge to develop a digital transformation solution for an existing product/service of a certain brand. Students will be given a real brief from a brand to work on. The challenge is for them to come up with their own idea of digitizing the product/service/company, design the solution (eg. build a web site or develop the mockup of an application) and finally develop the communication strategy to promote the outcome through digital and social media. At the end of the course, students will pitch their digital transformation journey to a panel including the client.

### CN 6276 THE PRACTITIONER'S KIT 3 US CREDITS

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

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

### CN 6350 THESIS IN DIGITAL COMMUNICATION 3 US CREDITS

**Prerequisites:** CN 6035 APPLIED COMMUNICATION THEORY  
CN 6040 NEW MEDIA THEORY AND RESEARCH  
CN 6127 QUANTITATIVE RESEARCH IN COMMUNICATION

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

### CN 6377 INTERNSHIP IN ADVERTISING 3 US CREDITS

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

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

### CN 6389 THESIS 3 US CREDITS

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

The thesis runs for the equivalent duration of 2 terms, namely 26 weeks. Students are required to work independently under the supervision of an allocated thesis advisor. The final thesis document must be approximately 15,000-20,000 words in length (excluding appendices and references) and should demonstrate competencies in research design, data analysis and interpretation, as well as in-depth knowledge of the topic, evidenced by a thorough literature review and critical thinking skills. The topic of the thesis will be based on approved proposals

and should relate to Communication Studies. Students will meet their supervisor regularly and will be required to submit progress reports. The dissertation may take the form of empirical research piece or a secondary research essay.

### **CN 6460      THESIS IN COMMUNICATION      3 US CREDITS**

*Prerequisites:* CN 6001 PUBLIC RELATIONS STRATEGY  
CN 6006 APPLIED COMMUNICATION RESEARCH METHODS  
CN 6010 MEDIA AND COMMUNICATION THEORY  
CN 6127 QUANTITATIVE RESEARCH IN COMMUNICATION

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

### **CN 6488      CAPSTONE PROJECT      3 US CREDITS**

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

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

### **CN 6512      CAPSTONE IN COMMUNICATION      3 US CREDITS**

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

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

### **CN 6590      PORTFOLIO      3 US CREDITS**

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

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

### **ITC 6001      INTRODUCTION TO BIG DATA      3 US CREDITS**

The course addresses students who are new to Data Science and are interested in understanding Big Data management and analysis techniques. Prior programming experience in Python is necessary to successfully complete the course. Along with the theoretical aspects, the course provides hands-on experience with programming language libraries for data management, and query languages for relational databases.



**ITC 6002      EXPLORING AND ANALYZING DATA      3 US CREDITS**

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

**ITC 6103      APPLIED MACHINE LEARNING      3 US CREDITS**

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

**ITC 6004      DATA VISUALIZATION      3 US CREDITS**

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

**ITC 6005      KNOWLEDGE GRAPHS      3 US CREDITS**

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

**ITC 6107      BIG DATA ARCHITECTURES      3 US CREDITS**

*Prerequisites:*    ITC 6001 INTRODUCTION TO BIG DATA

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

**ITC6045      PROJECT MANAGEMENT IN DATA SCIENCE      3 US CREDITS**

The course provides the fundamentals in Project Management (PM) focused on Data Science. The course combines planning, organizing, resourcing and monitoring all the steps of a Data Science project. Students are exposed to PM techniques of managing complex Data Science projects and better understand how companies manage those projects considering various stakeholders needs, financial constraints, etc. The course also offers hands-on experience through exercises.

**ITC 6008      SEARCH ENGINES AND WEB MINING      3 US CREDITS**

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

**ITC 6009      MACHINE VISION IN DATA SCIENCE      3 US CREDITS**

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

**ITC 6050 DATA ENGINEERING 3 US CREDITS**

The course provides a broad introduction to the essential principles and practices of Data Engineering. From understanding the foundational concepts of data engineering and its intersection with data science to practical hands-on experience with industry-standard tools. This course covers every facet of building robust data pipelines. Learn to read, write, and transform data efficiently, master database management with SQL and NoSQL databases, and gain proficiency in designing scalable and reliable data architectures.

**ITC 6110 NATURAL LANGUAGE PROCESSING 3 US CREDITS**

*Prerequisites:* ITC6103 APPLIED MACHINE LEARNING

The course explores fundamental concepts and ideas in natural language processing (NLP), and develops an in-depth understanding of both algorithms for processing linguistic information and the underlying computational properties of natural languages. Students are exposed to word-level, syntactic, and semantic processing from both a linguistic and an algorithmic perspective. The course focuses on modern quantitative techniques in NLP (using large corpora, statistical models for acquisition, disambiguation, and parsing) and the utilization of modern Deep Learning techniques.

**ITC 6119 BUSINESS FORECASTING 3 US CREDITS**

*Prerequisites/ /co-requisites:* ITC 6103 APPLIED MACHINE LEARNING

Forecasting is a critical process that is conducted by organizations across all industries and sectors, such as telcos, manufacturing, consumer packaged goods, retail, pharmaceutical, government and related institutions, banks, and others. The above organizations, in order to become more efficient and more effective in their operations, forecast every day various measures such as interest rates, demand, energy consumption, GDP, revenues, network traffic, exchange rates and many more. This course aims to teach students fundamental concepts about quantitative forecasting (time series and econometric methods) and how these can be applied in practice using state of the art software i.e., Python and SAS Forecast Server.

**ITC 6230 DEEP LEARNING 3 US CREDITS**

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

The course focuses on Deep Neural Network Cell architectures. Deep learning is a branch of machine learning concerned with the development and application of

modern neural networks. Deep learning algorithms using modern NN architectures extract layered high-level representations of data in a way that maximizes performance on a given task. We will cover their theory, their applications, and their training.

In particular, the course provides a background on NN architectures starting with Feed Forward and Recursive Neural Networks (FFNN, RNN) and the derivation of Backpropagation as an organized computation of Gradient Descent for their training from data. We address limitations stemming from the vanishing and exploding gradients problems. Then we move to more complex architectures: Convolutional Neural Networks (CNN), a variety of Sequence modeling NN like Long Short Term Memory NN (LSTM), Gated, Gated Recurrent Units (GRU), Transformers, Reformers. We also discuss Attention mechanisms to increase long term learning in Sequence NN's. We revisit Back Propagation and explain how the latest NN cell architectures solve or mitigate the vanishing/exploding gradients problem of traditional RNN's. We finally cover optimization techniques adapted to NN training, hyperparameter tuning and explore Python libraries like Pytorch and Tensorflow for efficiently program and train NN's.

**ITC 6125 MACHINE LEARNING AND APPLICATIONS 3 US CREDITS**

*Prerequisites:* ITC 6103 APPLIED MACHINE LEARNING

Machine learning algorithms are data analysis methods, which search data sets for patterns and characteristic structures. Typical tasks are the classification of data, automatic regression and unsupervised model fitting. The course will cover methods from a variety of related subjects including Statistics, applied mathematics and more specialized fields, such as pattern recognition and neural computation. Those methods will cover image and speech analysis, medical imaging, bioinformatics, and exploratory data analysis.

**ITC 6421 CAPSTONE PROJECT 3 US CREDITS**

*Prerequisites:* ITC 6107 BIG DATA ARCHITECTURES  
ITC 6008 SEARCH ENGINES AND WEB MINING  
ITC 6119 BUSINESS FORECASTING OR ITC 6230 DEEP LEARNING  
ITC 6009 MACHINE VISION IN DATA SCIENCE

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

**ITC 6440      THESIS      3 US CREDITS**

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

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

**OP 6005      APPLYING PSYCHOLOGY AT WORK      3 US CREDITS**

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

**OP 6010      ANALYSIS OF BEHAVIORAL DATA      3 US CREDITS**

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

**OP 6015      PERSONALITY AT WORK      3 US CREDITS**

Personality is a key factor in the understanding of organizational behaviors and attitudes related to leadership, teamwork, stress, and job performance. The course

focuses on the role of personality in understanding organizational and work behavior. It also reviews the latest advances in the use of personality assessment at work. Finally, the course will prepare you with the skills required to plan, conduct (using R), report, and interpret advanced quantitative statistical analyses commonly used in Organizational Psychology.

**OP 6020      PSYCHOLOGICAL ASSESSMENT AND MEASUREMENT      3 US CREDITS**

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

**OP 6025      HUMAN BEHAVIOR IN ORGANIZATIONS      3 US CREDITS**

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

**OP 6030      SELECTING, DEVELOPING AND RETAINING TALENT      3 US CREDITS**

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



**OP 6035 HEALTH & WELLBEING AT WORK 3 US CREDITS**

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

**OP 6040 LEARNING TRAINING AND DEVELOPMENT 3 US CREDITS**

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

**OP 6045 DIVERSITY AND INCLUSION IN ORGANIZATIONS 3 US CREDITS**

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

**OP 6050 ETHICS IN ORGANIZATIONAL PSYCHOLOGY 2 US CREDITS**

The course studies ethical and legal issues in the workplace and the role of organizational psychologists in fostering ethical behavior. It cultivates ethical

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

**OP 6055 NEGOTIATION & CONFLICT RESOLUTION SKILLS WORKSHOP 1 US CREDIT**

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

**OP 6060 COACHING AND CAREER COUNSELING 3 US CREDITS**

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

**OP 6380 THESIS IN ORGANIZATIONAL PSYCHOLOGY 3 US CREDITS**

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

Students work independently and in consultation with a selected instructor who acts as their thesis advisor. Students are expected to develop their ideas and design a study based on their appreciation of the relevant literature. Students are required to present a research thesis proposal protocol to a two-member thesis committee and gain approval before proceeding with their study and collection of data for their Thesis. Research protocols involving the participation of human subject are submitted to the Institutional Review Board for approval before data

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

### **OP 6285 CAPSTONE IN ORGANIZATIONAL PSYCHOLOGY** **3 US CREDITS**

*Prerequisites* OP 6005 APPLYING PSYCHOLOGY AT WORK  
OP 6030 SELECTING, DEVELOPING AND RETAINING TALENT

The capstone brings together and assesses all previously acquired skills and knowledge into an intensive team-work project. The capstone, which is supervised by a faculty member for a duration of 26 weeks, focuses on the delivery of a report, based on a given client brief, which, after its completion is presented by each team to the instructor and the client involved. In this course, students will use their knowledge and skills to analyze an I/O problem that an actual client is facing, and then develop evidence-based solutions that informs the client's decision-making. In the process, students will gain a better understanding of their own role as an emergent member of the I/O psychology community.

### **TL 6001 TESOL METHODOLOGY AND PEDAGOGY** 3 US CREDITS

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

### **TL 6002 LANGUAGE AWARENESS** 3 US CREDITS

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

### **TL 6003 SECOND LANGUAGE LEARNING AND ACQUISITION** **3 US CREDITS**

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

### **TL 6004 EDUCATIONAL TECHNOLOGY IN TESOL** 3 US CREDITS

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

### **TL 6005 TEACHING LANGUAGE SKILLS** 3 US CREDITS

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

### **TL 6006 CURRICULUM & SYLLABUS DESIGN** 3 US CREDITS

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

### **TL 6007 CRITICAL PERSPECTIVES IN TESOL** 3 US CREDITS

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

### **TL 6008 YOUNG LEARNERS AND TEENS** 3 US CREDITS

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

COURSE DESCRIPTIONS

**TL 6009      MANAGEMENT IN TESOL      3 US CREDITS**

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

**TL 6015      LEARNING DIFFICULTIES AND TESOL      3 US CREDITS**

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

**TL 6410      TESOL PRACTICE [PRACTICUM TRACK]      3 US CREDITS**

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

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

**TL 6512      CAPSTONE PROJECT IN TESOL      3 US CREDITS**

*Prerequisites:* TL 6005 TEACHING LANGUAGE SKILLS  
TL 6410 TESOL PRACTICE

In this capstone course students carry out an Action Research project which contributes to their professional development as a TESOL practitioner. This research will be carried out in the context of the teaching practice requirements of the Trinity Certificate in TESOL, and will be written up in a dissertation of 10,000 words. Students will teach groups of real students using lessons they have prepared, and gather primary data for their research. These lessons will be observed and assessed. Students will reflect on their teaching and the materials they used. They will also do observations of lessons taught by experienced teachers and their peers. Students will be assessed by an examiner from Trinity College, London for the Materials Assignment module, which requires them to explain and reflect on materials they have created and used.

COURSE DESCRIPTIONS

**TL 6513      THESIS IN TESOL      3 US CREDITS**

*Prerequisites:* TL 6005 TEACHING LANGUAGE SKILLS  
LDT 6025 RESEARCH METHODS IN EDUCATION AND TRAINING

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

ACADEMIC MISCONDUCT ACG PENALTIES

(Adapted from Plagiarism Reference Tariff, 2015)

1. Assign points based on the following criteria:

In deciding the seriousness of an offence, the COSC will take into consideration the nature of the offence, the significance of the assessment and any evidence of deliberate attempts to avoid detection.

HISTORY

All academic integrity offences will be recorded and used to determine history.

- 1st Time 150 points
- 2nd Time 200 points
- 3rd Time Automatic expulsion

AMOUNT/EXTENT

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

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

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

LEVEL/STAGE

Graduate level 140 points

VALUE/SIGNIFICANCE OF ASSESSMENT

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

ADDITIONAL CHARACTERISTICS

Evidence of deliberate attempt to disguise plagiarism by changing words, sentences, references or any other method to avoid detection.	40 points
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2. Award penalties based on the assigned points:

PENALTIES (SUMMATIVE WORK)

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

Points	Available Penalties (select only one)
Below 400	<ul style="list-style-type: none"><li>No further action beyond formal written warning</li></ul>
401-489	<ul style="list-style-type: none"><li>Assessment awarded 0% –resubmission required, with no penalty on mark (Normal Grading)</li><li>Assessment awarded 0% –resubmission required, but mark capped at C</li></ul>
490-534	<ul style="list-style-type: none"><li>Assessment awarded 0% –resubmission required, but mark capped at C</li><li>Assessment awarded 0% – no resubmission allowed – course retake</li></ul>
535-569	<ul style="list-style-type: none"><li>Assessment awarded 0% – no resubmission allowed – course retake</li><li>Assessment awarded 0% – no resubmission allowed – course retake, but course marked at C</li><li>Suspension for one term (1) at least [note on transcript]</li></ul>
570 +	<ul style="list-style-type: none"><li>Assessment awarded 0% – no resubmission allowed – course retake, but course marked at C</li><li>Suspension for one term (1) at least [note on transcript]</li><li>Expulsion from institution [no re-admission allowed] [note on transcript]</li></ul>
	<p>** Resubmissions and retakes may only take place where permitted within academic regulations</p>

Faculty

## FACULTY TEACHING GRADUATE COURSES

### COMMUNICATION

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

**Falagas, Nikos:** Associate Faculty, Communication  
B.A., University of Rochester; M.A., University of Leicester

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

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

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

**Dr. Kissas, Angelos:** Assistant Professor, Communication  
B.A. National and Kapodistrian University of Athens, MSc LSE, Ph.D. LSE

**Kontopoulou, Vassia:** Assistant Professor, Communication  
BA, Athens University of Economics and Business; MBA, Athens University of Economics and Business;  
PhD, Athens University of Economics and Business

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

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

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

## FACULTY TEACHING GRADUATE COURSES

### ENGLISH

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

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

**Tsantila, Natasha:** Assistant Professor of English  
MA in TESOL, Program Coordinator  
BA, University of Athens; MA, University of Reading, UK, Ph.D Greek Open University

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

### ENGLISH FOR ACADEMIC PURPOSES

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

### GRAPHIC DESIGN

**Constantinides, Melina:** Associate Faculty, Graphic Design BA, Deutsche Höhere Lehranstalt für Graphik Design und Werbung - Athens MA Communication Design , Central Saint Martins College of Art & Design - London

**Hotzoglou, Elias:** Assistant Professor, Information Management B.S., The American College of Greece - Deree; Certification, ACP/ICCP; M.S., University of Sheffield.

### INFORMATION TECHNOLOGY

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

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

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

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

**Milioris, Dimitrios:** Instructor, Information Technology  
BSc, M.Sc., University of Crete; Ph.D., Columbia University, NY, USA

**Papadias, Constantinos:** Professor, Cybersecurity  
Diploma, National Technical University of Athens; Ph.D., Ecole Nationale Supérieure de Telecommunications, Paris

**Polymenakos, Lazaros:** Instructor, Information Technology  
B.S., National Technical University of Athens; M.S., Ph.D., Massachusetts Institute of Technology

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

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

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

## INTERNATIONAL TOURISM AND HOSPITALITY MANAGEMENT

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

## MANAGEMENT

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

## MARKETING

**Krepapa, Areti:** Professor, Marketing  
B.S., The American College of Greece – Deree;  
M.B.A., University of Wales; Ph.D., University of Bath

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

**Perrea, Tola:** Assistant Professor, Marketing  
BS, Deree – The American College of Greece; MS, University of Newcastle upon Tyne; UK; PhD, Aarhus School of Business & Social Sciences, Denmark

## PHILOSOPHY

**Patsioti, Ioanna:** Professor, Philosophy  
Ptychion, University of Athens ; M.Phil., University College, London ; Diploma, London School of Public Relations ; Diploma, University of London ; Ph.D., University of Athens

## PSYCHOLOGY

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

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

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

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

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



## FACULTY TEACHING GRADUATE COURSES

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

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

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

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

**Manara, Irene:** Instructor, Psychology  
B.A., The American College of Greece; M.Sc., Ph.D., University of Surrey

**Maragakis, Alexandros:** Assistant Professor, Psychology  
BA, University of Nevada, Reno; MA, University of Nevada, Reno; PhD, University of Nevada, Reno

**Martinos, Marina:** Assistant Professor, Psychology  
B.S., London School of Economics; M.A., University of Sussex;  
M.S., University of London; Ph.D., University College London

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

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

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

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

## FACULTY TEACHING GRADUATE COURSES

**Sax Alessandra:** B.A. Elisabeth Irwin High School, Associate Professor Argosy University/College of Behavioral Sciences and Psychology, Chicago, Illinois / Ed. D. in Counseling Psychology and Supervision in Counselor Education

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

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

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

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

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

**Vasiliou, Vasilis:** Instructor, Psychology  
BSc, University of Crete; M.Sc., University of Swansea; Ph.D., University of Cyprus

**Venianaki, Maria:** Instructor, Information Technology  
M.Sc., Imperial College London, United Kingdom; Ph.D., IMT School for Advanced studies Lucca, Italy

**Zymni, Aikaterini:** Instructor, Psychology  
M.Sc., The University of La Verne, California; Ph.D., Panteion University of Social and Political Sciences





## CAMPUS INFORMATION

Deree – The American College of Greece  
6 Gravias Street  
GR-153 42 Aghia Paraskevi  
Greece

Telephone: +30 210 600-9800/9

**Website:** [www.acg.edu](http://www.acg.edu)