# University Catalog

## 2014 – 2015

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# Introduction

Accelerating trends toward globalization and regional economic integration, as well as the heightened mobility of the work force, have created an urgent need for professionals worldwide who are equipped to work in increasingly diverse cultural environments. Around the world there is a corresponding and compelling need for education that: a) is informed by innovative teaching methodology and the finest practices of American institutions of higher learning; and b) addresses challenges imposed by economic realities.

Hellenic American University (HAUniv) addresses this need by offering a rigorous, market-relevant, internationally-focused course of study that is consistent with its intent to function as a first-rate global institution founded on the American model of higher education.

The founding of Hellenic American University represents the culmination of the pioneering mission that has guided the Hellenic American Union over the last fifty years to create educational models that incorporate and contextualize innovative training within a cross-cultural framework to address emerging social needs. Founded in 1957, the Hellenic American Union has played a catalytic role in Greek Society. It has functioned as a dynamic, lively forum of intercultural encounter and dialogue in which young Greek women and men could discover new currents in art, new trends in technology and new models of teaching, or could explore the interplay between American and Greek values and traditions --including ones of broad social significance, such as the exchange of ideas on the relationship between American and Greek traditions of participatory democracy.

The establishment of Hellenic American University is deeply consonant with the mission of the Hellenic American Union as described above, and represents a logical outgrowth of its history over five decades. Its vision is informed by the recent public discourse in the United States about the global university and the desire on the part of the Hellenic American Union to leverage its strong, effective presence in the field of professional training to create a new educational model that can make a significant contribution to higher education. With this vision as its guide, and in accordance with its mission and objectives, Hellenic American University will offer high-quality undergraduate and graduate degree programs that respond to unmet student and employer needs.

As the birthplace of democracy and the bedrock of philosophical, political, and scientific inquiry and achievement, Greece occupies a special place in the cultural and educational landscape of the West. Ancient Greece -- home to the first 'University' (Plato's Academy) -– lives on in the imagination of all who prize the life of the mind and the ideals of excellence and intellectual rigor.

Hellenic American University will reaffirm those ideals by taking the best of American educational standards back to the land where the value of education was first enshrined. In particular, our University focuses on degree programs in the social and professional sciences and in the humanities that will equip our graduates to master these complex and evolving fields and to launch careers that will make a difference to their communities.

# About the University

Hellenic American University began with a small and focused program, a Master's in Business Administration, launched in November of 2004, following approval by the NH Postsecondary Education Commission (NH-PEC), now New Hampshire's Department of Education, Division of Higher Education -- Higher Education Commission (NH-HEC). Over the ensuing six years, the institution evolved steadily from its initial identity as a business school to its beginnings as a fully developed university: with NH-PEC approval, it developed and implemented twelve more degree programs: a Professional Master's in Business Administration (PMBA), a Bachelor of Science in Business Administration (BSBA), a Bachelor of Science in Information Technology (BSIT), a Master of Arts in Applied Linguistics (MAAL), a Bachelor of Arts in English Language and Literature (BAELL), a Master of Science in Information Technology (MSIT), a Master of Arts in Translation (MAT), a Bachelor of Music (BM), a Bachelor of Science in Psychology (BSPSY), an Associate of Science in Enterprise Network Administration (ASENA), and a Master of Arts in Conference Interpreting (MACI). In September of 2008, the University launched its first doctoral program, a Ph.D. in Applied Linguistics.

In September of 2011 the University started two new associate programs, specifically the Associate of Science in General Engineering (ASGE) and the Associate of Science in Hospitality Management (ASHM) thus further enriching and diversifying its offerings. In Fall 2012, the Master's of Science in Psychology (MSPsy) was launched.

In the university's continuous effort toward curriculum development and to best exploit intra and inter disciplinary efficiencies the Faculty in the 2013-2014 academic year recommended the incorporation of ASHM into the BSBA program as a distinct major as well as the incorporation of the ASENA into the BSIT program. ASGE in the same academic year became the first university program to be linked with programs of another university, the University of New Hampshire (UNH). This was implemented through the signing of an articulation agreement, which creating a seamless transition for students of the Hellenic American University ASGE program to UNHs baccalaureate programs in Engineering. In Fall 2014 the University launched the Bachelor of Science degree in Engineering.

Simultaneous with the development and implementation of these programs, Hellenic American University engaged in the process of seeking accreditation from the New England Association of Schools and Colleges (NEASC). Visits to the University were conducted by NEASC teams in January of 2006 and January of 2008. In April of 2008, the NEASC Commission on Institutions on Higher Education (CIHE) determined that the institution had met the 'Requirements of Affiliation' and was therefore eligible to apply to be a Candidate for Accreditation. A third visit was conducted in October of 2008, subsequent to an institution-wide 'self-study' which contributed immeasurably to the University's progress in developing policies, procedures, and standards to support undergraduate and graduate programs of distinction. Following this visit, the Commission on Institutions of Higher Education (CIHE) of NEASC approved Hellenic American University as a Candidate for Accreditation, effective as of March 2008.

In 2010 the institution submitted its Biennial report to NEASC and was visited by a NEASC team as a result of the report. In December 2011 HAUniv was accepted into final candidacy by NEASC. The University prepared and submitted a final Self-Study dated 1 October 2012 and NEASC conducted a visit from 11-14 November 2012.

NEASC granted the University accreditation, effective November 14, 2012.

The objectives of the University build upon the institution-defining vision and work of Hellenic American University's founders and pioneering faculty and staff. These objectives influence in a comprehensive fashion all elements of the Hellenic American University community. It is the commitment of Hellenic American University to:

- Provide the best U.S. university education for its students, thereby enhancing their ability to engage in careers that contribute to community and business development;
- Enable students to contribute to global understanding and socioeconomic development by providing them with intercultural communication skills;
- Cultivate a stimulating learning environment in which career practices are informed by the highest standards of scholarly theory and principles of ethical behavior;
- Provide students with the attitudes, skills, and habits for lifelong learning and leadership roles in the global economy; and
- Serve as a center of intellectual and practical excellence in the region, where teaching, scholarship, and practice are integrated.

# Charter, Mission and Vision

## The University's Charter

The Charter of Hellenic American University provides the legal foundation and framework for the institution and grants the University the authority to operate and award degrees. The subsequent approval and recognition sought from State agencies and regional accreditors are intended to assure that the University's programs and their delivery of instruction meet or exceed the rigorous standards of American higher education.

Hellenic American University was established as a United States institution of higher education on May 11, 2004, through passage of an Act of the General Court of the State of New Hampshire and the signature of the Governor. This legislation gave rise to an unprecedented initiative: the creation of a fully American university, chartered in the Granite State.

Hellenic American University's undergraduate, master's, and doctoral programs are regulated, approved, and regularly monitored by the New Hampshire's Department of Education, Division of Higher Education -- Higher Education Commission. Effective as of November 14, 2012 the University is accredited by NEASC.

## Mission of our University

The University Statement of Mission serves as the defining declaration of institutional purpose and direction. It is the lens through which all University programs and initiatives are viewed, instituted, and measured.

> *Hellenic American University provides the highest quality American education which is interculturally-informed, interdisciplinary in nature, and career relevant. It educates its students to be global citizens who are solidly grounded in the liberal arts and equipped to contribute to the economic and social development of their communities. The University's research initiatives advance the creation and dissemination of knowledge in the arts and humanities, social and natural sciences, business, and technology*.

## Purposes of our University

- Prepare students for careers that enhance the quality of their professional lives by offering rigorous, competency-based academic programs that respond to economic and social needs;
- Initiate, promote, and support faculty and student research, applied research, advanced scholarship, and creativity;
- Develop well-rounded individuals who are conversant with both the conventions and basic knowledge of disciplines other than their own and with the interrelations between these disciplines;
- Cultivate the values of diversity, sustainability, internationalism, and integrity;
- Develop life-long learners by creating a stimulating academic culture and environment that fosters intellectual inquiry and promotes habits of critical thinking; and
- Educate students to take leadership roles in their own communities and the larger global community by emphasizing social responsibility and public service.

## Institutional Vision

Our Statement of Institutional Vision stands as an ideal to which the Hellenic American University community continuously aspires. Our objective is to purposefully and thoughtfully prioritize and undertake those actions which will bring our University ever closer to this ideal. This is a stimulating and worthy challenge, one that asks the best of all who embrace the University as their academic home.

> *Hellenic American University will be recognized as the premier publicly-regulated, independent, American institution of higher learning in the larger Mediterranean region.*

# Academic Calendar

For the academic year **2014-2015**, the University has adopted the following calendar*:

| | |
|---|---|
| **Fall Semester 2014** | |
| September 1 | Labor Day (U.S.) |
| September 8 | First Day of Classes (Continuing Students) |
| September 18-19 | New Student Orientation |
| September 19 | Final day to Add/Drop a course for full tuition refund (Continuing Students) |
| September 22 | First Day of Classes (Freshman Class) |
| October 3 | Final day to Add/Drop a course for full tuition refund (Freshmen Entering Class) |
| October 11 | Commencement 2014 |
| October 13 | Columbus Day (U.S.) |
| October 24 | Community Meeting with the President |
| October 28 | National Day (Greece) |
| November 11 | Veteran's Day (U.S.) |
| November 17 | "Polytechneio " Commemorative Day (Greece) |
| November 27 | Thanksgiving Day (U.S.) |
| December 19 | Last Day of Classes |
| December 22 – January 6 | Christmas Recess |
| **WINTERIM** | |
| January 12 | First Day of Classes |
| ADD DROP PERIOD | For full tuition refund students must drop the class no later than the second session of the term |
| January 19 | Martin Luther King, Jr.'s Birthday (U.S.) |
| January 30 | Feast of Three Hierarchs (Greece) |
| January 30 | Last Day of Classes |
| **Spring Semester 2015** | |
| January 29-30 | New Student Orientation |
| February 2 | First Day of Classes |
| February 13 | Final day to Add/Drop a course for full tuition refund |
| February 16 | Presidents' Day (US) |
| February 23 | Lent Monday (Greece) |
| March 25 | Independence Day (Greece) |
| April 6-13 | Easter Recess/Spring Break |
| May 1 | Labor Day (Greece) |
| May 22 | Last Day of Classes |
| May 25 | Memorial Day (U.S.) |
| **Summer Term, I 2015** | |
| June 2 | First Day of Classes |
| ADD DROP PERIOD | For full tuition refund students must drop the class no later than the second session of the term |
| June 29 | Last Day of Classes |

| **Summer Term, II 2014** | |
|---|---|
| July 4 | Independence Day (U.S.) |
| July 6 | First Day of Classes |
| ADD DROP PERIOD | For full tuition refund students must drop the class no later than the second session of the term |
| July 31 | Last Day of Classes |

* Additional holiday information for upcoming years will be added as it becomes available.

- National holidays are observed according to the location of the campus.

- PLEASE NOTE: Regular University semesters run for 15-weeks. Summer Terms and or Intersession typically run for 4 weeks. When, because of Holidays, classes do not meet for the prescribed period they will be re-scheduled to meet the University course contact requirements.

# The Ph.D. in Applied Linguistics Schedule 2014-2015

| The Ph.D. in Applied Linguistics Schedule<br>**PHD SCHEDULE 2014-2015 (3rd intake)** | |
|---|---|
| September 29th - October 4th 2014 | Intercultural and Professional Communication (IPC2) |
| October 6th - October 11th 2014 | Intercultural and Professional Communication (IPC3) |
| October 6th - October 11th 2014 | Second Language Education (SLE3) |

| The Ph.D. in Applied Linguistics Schedule<br>**PHD SCHEDULE 2014-2015 (4th intake)** | |
|---|---|
| October 6th - October 11th 2014 | DAL 08 Applied Linguistics Research Seminar |
| October 13th -October 18th 2014 | DAL 07 Text-Discourse-Genre |

| The Ph.D. in Applied Linguistics Schedule<br>**PHD SCHEDULE 2014-2015 (5th intake)** | |
|---|---|
| October 13th -October 18th 2014 | DAL 07 Text-Discourse-Genre |

# Admissions

## Undergraduate Programs

Applications for all Hellenic American University programs can be submitted at any time during the year and are processed in the order received. Academic terms run for 15 weeks and normally begin in September, and February of each year. Courses are scheduled during the day, in the evenings, and on weekends as student needs dictate.

The Office of Admissions evaluates applications and support materials for admissions and decides upon the acceptance and placement of students. All application support documentation should consist of either the original documents or notarized copies. Since the language of instruction and administration at Hellenic American University is English, documents that are not in English must be accompanied by certified English translations.

The accuracy and completeness of the submitted material will facilitate the admissions process and the timely evaluation of the applicant's candidacy. ***All applications and support materials are retained by Hellenic American University. Once submitted, no materials will be returned to the applicant.***

### Admissions Requirements

Admission to the undergraduate programs of Hellenic American University is based on prior academic performance, non-academic experience, involvement in extra-curricular activities and proficiency in the English Language. The following are the minimum requirements for unconditional admission:

- High school Diploma from an accredited high school or foreign secondary school equivalent.
- English Language Proficiency (Undergraduate programs are offered exclusively in the English Language.)

**Applicants must submit the following in order to qualify for consideration for admission to the University:**

- A completed undergraduate admissions application (See Web for Downloads)
- Official Diploma, transcripts, and certificates of all secondary and post-secondary schools attended. These documents may be sent directly from the issuing institution to the Admissions Office of the University or the applicant may receive them in a sealed envelope and submit them with the application. ***The sealed envelope(s) must not have been opened before receipt by Hellenic American University Admissions in order for the transcript to be valid.***
- Evidence of English language proficiency*
- The required essay
- Two letters of recommendation from school officials where the applicant has most recently attended or working professionals if the applicant has been or is currently working.
- Two current passport-size photographs
- A non-refundable application fee of €30/$42
- A copy of the applicant's passport/National Identity Card

*** English Proficiency can be evidenced by one of the following:**

- A high school Diploma and/or transcripts from an institution whose language of instruction is English
- International Baccalaureate Certificate or Diploma
- General Certificate of Secondary Education Certificate (GCSE)
- International English Language Testing System (IELTS) with a minimum score of 5.5
- Test of English as a Foreign Language (TOEFL) with a minimum iBT total score of 80
- Test of English for International Communication (TOEIC) with minimum score of 750
- Michigan English Language Assessment (MELAB) with a minimum score of 77
- University of Michigan Certificate of Competency in English (ECCE)
- University of Cambridge First Certificate in English (FCE)
- Hellenic American University Advanced Level Certificate in English (ALCE)

SAT and ACT scores, although not required, will assist the University with its decision. Applicants must make their own arrangements for the examinations and have the results forwarded to the University. Please contact us for further information.

*Interview*: A personal interview is required for every applicant who appears to meet the standards for admission either in person or by telephone.

## Conditional Admissions

Under certain circumstances, applicants who demonstrate excellent potential for successful completion of the program, but do not meet all entrance requirements, may be considered for conditional admission. Students admitted in this manner must successfully remove any outstanding conditions within the time period stipulated by the Office of Admissions in order to achieve unconditional status and officially continue in the program.

## Non-degree Students (Special/Non-matriculated)

Hellenic American University welcomes applications for non-degree status. A non-degree student (also referred to as a special or non-matriculated student) is one who is not pursuing a degree. Non-degree students are limited to a total of 30 credits (approximately 10 courses).

**Non-degree applicants are required to submit the following in order to qualify for consideration for admission to the University with non-degree status:**

- A completed undergraduate admissions application (See Web Downloads')
- Official Diploma, transcripts, and certificates of all secondary and post-secondary schools attended. These documents may be sent directly from the issuing institution to the Admissions Office of the University or the applicant may receive them in a sealed envelope and submit them with the application. ***The sealed envelope(s) must not have been opened before receipt by Hellenic American University Admissions Office in order for the transcript to be valid.***
- Evidence of English language proficiency* (See above)
- Two current passport-size photographs
- A copy of the applicant's passport/National Identity Card
- A non-refundable application fee of €30/$42

If a non-degree student should subsequently decide to pursue a degree at the University, **the student should petition the Office of Admissions for a change of status and provide the following to qualify for consideration for degree status:**

- The required essay
- Two letters of recommendation

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 are admitted as a regular undergraduate student.

# Graduate Programs

## Process

Applications for all Hellenic American University Master's Degree programs can be submitted at any time during the year and are processed in the order received. Academic terms run for 15 weeks and normally begin in October, and February of each year. Courses are scheduled during the day, in the evenings, and on weekends, as student needs dictate.

Consonant with its international character and commitment to diversity, Hellenic American University welcomes applicants from all parts of the globe. We attract students with substantial experience who wish to enhance their career opportunities with the knowledge gained through our various Master's programs.

The Graduate Admissions Committee evaluates applications and support materials and decides upon the acceptance and placement of students at Hellenic American University. All application support documentation should consist of either the original documents or notarized copies. Since the language of instruction and administration at Hellenic American University is English, documents that are not in English must be accompanied by certified English translations.

The accuracy and completeness of submitted material will facilitate the admissions process and the timely evaluation of an applicant's candidacy. ***All applications and support materials are retained by Hellenic American University. Once submitted, no materials will be returned to the applicant.***

## Application Package

To be considered for admission, a candidate must submit a complete application package, which consists of:

1. A completed admissions application;
2. Signed and sealed envelopes containing official transcripts from each college/university (graduate or undergraduate programs) previously attended. These may either be sent directly from the institution, or received by the applicant in sealed envelopes and submitted with the application. The sealed envelope must not have been opened by the applicant under any circumstances in order for the transcript to be valid;
3. An up-to-date résumé;
4. The required essay;
5. Two (2) letters of recommendation;

6. Evidence of English Language Proficiency. (See under admission criteria below);
7. Two (2) current passport-size photographs;
8. A copy of a passport or National Identity Card; and
9. A non-refundable application fee of 50€/$70 (100€/$140for the Ph.D. program).

In addition to the above mentioned required supportive documents, candidates who are applying for the Master of Arts in Translation (MAT) or the Master of Arts in Conference Interpreting (MACI) programs must also submit the following:

10. Evidence of second foreign language proficiency (See under admission criteria below);
11. Evidence of Greek language proficiency (for non-Greek citizens) (See under admission criteria below);
12. Entrance Exams (See under admission criteria below);

*All applications and supporting materials are retained by Hellenic American University. Documents that are not in English must be accompanied by certified English translations. Applications should contain either the original documents (or notarized copies) and certified translations.* ***All applications and supporting materials are retained by Hellenic American University. Once submitted, no materials will be returned to the applicant.***

## Admission Criteria

The Graduate Admissions Committee evaluates applications and supporting material for admissions and decides upon the acceptance and placement of students at Hellenic American University.

Admission to the graduate programs of the University is based on prior academic performance, both at the undergraduate and at the graduate level, professional work experience, and proficiency in the English Language. The selection process gives particular emphasis to evidence of leadership potential along with academic excellence. Special weight is also assigned to professional experience in the selection process. Applicants who are eligible for unconditional admission should meet the following requirements:

1. **An undergraduate (or graduate in the case of the Ph.D. program) degree** from a recognized university with a liberal arts or general education component, or an undergraduate degree from an accredited institution, with at least a B (3.0) grade point average; and
2. **Evidence of English Language proficiency**. For those applicants whose native language is not English, the University will accept the following forms of evidence:
    a. An undergraduate or graduate degree from an institution in which English is the language of instruction
    b. Test of English as a Foreign Language (TOEFL) with a minimum iBT total score of 90
    c. Test of English for International Communication (TOEIC) with a minimum score of 850
    d. Michigan English Language Assessment (MELAB) with a minimum score of 81
    e. University of Michigan or Cambridge Certificate of Proficiency in English
    f. International English Language Testing System (IELTS) score of 6.5
    g. Other evidence of proficiency will be reviewed individually

3. **Interview**

Every application packet is reviewed individually. Therefore, it is important that the applicant goes through an interview. If this is not feasible, the candidate is contacted and spoke to over the phone. The interview will be conducted by a faculty member from the Department and will revolve around a candidate's prior academic and professional experience.

4. **Evidence of Second Foreign Language (if involved) or Greek Language Proficiency for MAT and MACI applicants**

Acceptable forms of evidence include:

a. an undergraduate or graduate degree from an institution in which the second foreign language is the language of instruction
b. equivalent certificate of proficiency for the second foreign language (if involved)
c. equivalent certificate of proficiency for the Greek language (for non-Greek citizens)
d. other evidence of proficiency will be reviewed individually

5. **Entrance Exams**

a. Participation in the MACI Program depends on success in the written and oral entrance examinations, which take place in September. In order to be admitted to the program, apart from having solid grounding in English (Proficiency level) and the appropriate level Certificate for the second Foreign Language, applicants are also required to translate a short text from the two foreign languages into Greek as well as to succeed in the oral examination conducted by interpreters and interpreting instructors.

b. Participation in the MAT Program depends on success in the written entrance examination, which takes place in September. Applicants will be asked to translate a text from English into Greek in two hours. The text will be of about 300 words long and they are allowed to use dictionaries.

Hellenic American University reserves the right to make inquiries concerning the accuracy of the information provided in a candidate's application. Decisions on admission are made in good faith on the basis of information provided by the applicant and his/her referees. If the University later discovers that false statements have been made or material information withheld or omitted, it reserves the right to withdraw an offer of admission or to terminate registration.

## Conditional Admission

The Admissions Committee may decide to defer the decision of admission for some candidates who show exceptional promise of successful completion of their program of choice but do not meet minimum standards for admission, in order to evaluate more accurately the actual potential of the applicant. In these cases, the Admissions Committee may grant conditional admission status to the applicant, until there is sufficient and clear evidence that the student is qualified to enter the program. Conditionally admitted students receive formal admission only if they provide the evidence requested by the Admissions Committee. The requested evidence may consist of additional letters of recommendation, evidence of professional growth potential, or additional course work. The Admissions Committee specifically informs conditionally admitted students about the time period within which the requirements for unconditional admission must be met.

## International Admission -- Applicant Information

Citizens of countries that are not members of the European Union who wish to study at Hellenic American University must obtain permission to enter Greece and to reside there in accordance with Greek law. Applicants for admission are advised to verify the requirements for nationals of their country through the Greek Consular authorities and to complete the necessary public/government documents to facilitate their student visa before arriving in Greece. Students must also complete the necessary Residence Permit paperwork. For additional details on the legal requirements for international applicants, applicants may also contact the University Admissions Office.

If applicable, international applicants are urged to register early for the appropriate TOEFL/TOEIC test administrations. Applicants must make their own arrangements for the examinations and have the results forwarded to the University in care of the Hellenic American Education Center.

## Non-discrimination policy

Hellenic American University admits students of any race, color, national and ethnic origin, gender, sexual orientation, age, religion, physical disability, or veteran status to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. The university does not discriminate on the basis of race, color, national and ethnic origin, gender, sexual orientation, age, religion, physical disability, or veteran status in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs.

The University reserves the right to make inquiries concerning the accuracy of the information provided in the candidate's application. Decisions on admission are made in good faith on the basis of information provided by the applicant and his/her referees. If the university later discovers that false statements have been made or material information withheld or omitted, it reserves the right to withdraw an offer of admission or to terminate registration.

The Hellenic American University Student Records Policy protects the privacy of student academic records. This policy is consistent with United States Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232G; 34 CFR Part 99); however, it does not abrogate any of the requirements of, or rights under, the terms of the 2472/97 Data Protection Act. The Hellenic American University Student Records policy is published in the *Student Handbook*.

## Transfers and Waivers

### Undergraduate Programs

**Transfers**

Students transferring from another higher education institution may be eligible to transfer up to 64 credits (32 credits for the Associate Degree programs) of undergraduate coursework for courses already successfully completed in another institution with a grade of C- or better. Students applying for admission to the undergraduate programs may also transfer a complete associate degree. The determination of eligible transfer credit will be made by the University.

If credits are transferred, only the credit appears on the Hellenic American University transcript. The grades do not transfer and do not become part of the student's GPA. Only grades given by Hellenic

American University faculty for HAUniv courses appear on the HAUniv transcript and count toward the student's cumulative GPA.

The last 32 credits of the degree program must be earned at Hellenic American University in order for the student to be awarded an undergraduate baccalaureate degree.

**Waivers**
Courses may be waived under certain conditions. Waivers may be awarded for prior experiential learning and/or for credit by examination. When a course is waived, the University shall determine if credit shall be granted (waivers without substitution) or no credit shall be granted (waivers with substitution).

No more than 50% of the credits required for a degree shall be awarded as waivers. When credit is awarded on the basis of prior experiential or non-collegiate-sponsored learning alone, student learning and achievement are demonstrated to be at least comparable in breadth, depth, and quality to the results of institutionally provided learning experiences. The faculty assure that there are clear standards for assessment of student competencies in the designated subject areas and that the student's record will contain the competencies attained and the methods of assessment on the basis of which the credits were awarded. If credits are waived, only the credit appears on the HAUniv transcript. Only grades given by Hellenic American University faculty for HAUniv courses appear on the HAUniv transcript and count toward the student's cumulative GPA.

## Graduate Programs

**Transfers**
Students transferring from another institution may be eligible to transfer some credits of graduate coursework for courses already successfully completed. The University Curriculum Committee will establish a limit of credits that may be transferred toward graduation requirements for each graduate program. In no case will the number of credits allowed exceed 25% of the total required for graduation for that program. The determination of eligible transfer credits for each student requesting them will be made by the relevant admissions committee for that program.

If credits are transferred or waived, only the credit amount appears on the HAUniv transcript. The grades do not transfer and do not become part of the student's GPA. Only grades given by HAUniv faculty for Hellenic American University courses appear on the HAUniv transcript and count toward the GPA.

**Waivers**
Courses may be waived under certain conditions. Waivers fall under the responsibility of the Admissions Committee. When a course is waived, the Admissions Committee shall determine if credit shall be granted (waivers without substitution) or if no credit shall be granted (waivers with substitution).

**Waivers WITH Substitution for Professional Experience**
An applicant with at least five years of experience in any professional area in which the University offers a degree may have the first professional course in that major area waived WITH substitution of another course. (No credit is awarded for either non-collegiate sponsored instruction or prior experiential learning.)

**Maximum Credit for Waivers**

In no case may a student have waivers for more than 9 credit hours of coursework for a graduate degree.

**Responsibility for Waiver Determination**

The responsibility for determining which courses are eligible for waiver resides solely with the Admissions Committee under the supervision of the Provost. This Committee shall fully document all decisions concerning waivers, including its reasons for judging that the candidate has acquired the relevant competencies for each waived course. This documentation must be forwarded to the Registrar, who shall keep it in the student's official file. The student's mentor/academic advisor shall also be informed of these decisions.

# Tuition & Fees

### Payment Policy

Students are required to pay their tuition in two installments per academic year. The 1st installment is due upon registration for the Fall semester and the 2nd upon registration for the Spring semester. Some continuing students may have contracted arrangements with the Financial Services Office. These students should contact this Office during the fall registration period.

## Undergraduate Programs

### Tuition

Resident tuition for all bachelor's degree programs is €28.000/$39,200 (€666,66/$933.32 per 3-credit course or €222.22/$311.11 per credit). The resident tuition for students pursuing a *major in Performance* under the Bachelor of Music degree for the four years is €34.000/$47,600 (€444,44/$622.22 per credit for their last 27 credits). For non-resident students the total tuition for all bachelor's degree programs is €45.000, including the *major in Performance* in the Bachelor of Music degree (€1.071,43/$1500 per 3-credit course or €357,14/$500 per credit). Tuition is subject to change.

The cost of books and additional class materials that may be required for each course are not included in the tuition.

### Fees

In addition to tuition, the following fees are due and payable at the beginning of each academic year before registration for all undergraduate students except for non-degree (special/non-matriculated) students:

| Fees | Amount | Payable |
|---|---|---|
| Application Fee | 30 €/$42 | Payable with the submission of the application |
| TOEIC Exam | 100 €/$140 | Candidate students that lack proof of English Language Certification, according to HAUniv's admissions requirements |
| Non-Refundable Deposit | 1,000 €/$1,400 | To be deducted from the 1st instalment |
| Registration Fee (for full scholarship students only) | 100 €/$140 | Per term / payable upon registration |
| Education Services Fee | 150 €/$210 | Per year / payable upon Fall registration |
| Graduation Fee | 150 €/$210 | One month before the graduation ceremony |
| Conservatory Fee | 80 €/$112 | Music students only |

The following fees apply in certain circumstances for **all students**:

| | | |
|---|---|---|
| Late Registration Fee | €100/$140 | Students registering during the first two weeks of classes after the start of the term |
| STOP-OUT FEE | €150/$210 | Students not registering for a specific period within the academic year |
| ID Replacement Fee | €20/$28 | Contact the Office of Student Affairs to request new ID card |

| | | |
|---|---|---|
| Confirmation of Studies | €150/$210 | Enrolled students or alumni requesting a confirmation of studies with an apostille stamp |
| Official Transcript | 30 €/$42 | Enrolled students or alumni requesting an official transcript |
| Unofficial Transcript | 10 €/ $14 | Students can obtain one copy of unofficial transcripts per semester for free. Additional copies of unofficial transcripts will be charged. |

## Graduate Programs

The cost of tuition varies according to program. Table 1 depicts the current tuition and fee rates per program for resident students. For non-resident students the total tuition for all master's degree programs for the entering year is €27.000 and for the Ph.D. program is €50.000. The cost of books and other material that may be required for each course are not included in the tuition figures.

**Table 1. Graduate Program Tuition and Fees for resident students**

| Program | Duration | Credits (# Courses) | Tuition fees | Application fees |
|---|---|---|---|---|
| Ph.D. Degree | | | | |
| Ph.D. in Applied Linguistics | 3 ½ years (full-time) | 58 credits | 520€/$730 per credit (30,160€/$42,224) | 100€/$140 |
| Master's Degrees | | | | |
| PMBA [Professional Master's of Business Administration] | 1 2/3 years (full-time) | 48 credits (16 courses) | 1.005 €/$1,405 per course (16,080€/$19,663) [335€/credit] | 50€/$70 |
| MBA [Master's of Business Administration] | 2 years (full-time) | 42 credits (14 courses) | 1003€/$1,404.48 per course (14.045€/$25,200) [334,40€/credit] | 50€/$70 |
| MBA - Rolling Cohort | 2 years | 42 credits (14 courses) | $21,095 [$502.26/ credit] | $70 |
| MAAL [Master's of Applied Linguistics] | 2 years (part-time) | 39 credits (13 courses including dissertation) | 713€/$1,000 per course (9.269€/$12,975) [237,67€/credit] | 50€/$70 |
| MAT [Master's of Arts in Translation] | 1 year (full-time) 2 years (part-time) | 39 credits (13 courses including dissertation) | 713€/$1,000 per course (9.269€/$12,975) [237,67€/credit] | 50€/$70 |
| MACI [Master's of Arts in Interpretation] | 1 year (full-time) 2 years (part-time) | 39 credits (13 courses including dissertation) | 713€/$1,000 per course (9.269€/$12,975) [237,67€/credit] | 50€/$70 |
| MSIT [Master's of Science in Information Technology] | 1 ½ years (full-time) | 36 credits (12 courses) | 1.000 €/$1,400 per course (12.000€/$16,800) [333,33€/credit] | 50€/$70 |
| MSPSY [Master's of Science in Psychology] | 2 years (full-time) | 60 credits | 665,46 €/$931.64 per course (13.309€/$18,632.6) [221,82€/credit] | 50€/$70 |

Veterans applying to the University under the GI Bill are charged resident tuition irrespective of their resident status.

**Fees**

In addition to tuition, the following fees are due and payable at the beginning of each academic year before registration for all graduate students:

| **Fees** | **Amount** | **Payable** |
|---|---|---|
| Application Fee | 50€/$70 (100€/$140 for the Ph.D. program). | Payable with the submission of the application |
| Education Services Fee | €150/$210 | Per Year/Payable upon Fall Registration |
| Graduation Fee | €150/$210 | One month before the graduation ceremony |
| Registration Fee (for full scholarship students only) | €100/$140 | Per term/payable upon registration |
| Non-Refundable Deposit | €1,000/$1,400 | To be deducted from the 1st instalment |

The following fees apply in certain circumstances for **all students**:

| | | |
|---|---|---|
| Late Registration Fee | €100/$140 | Students registering during the first two weeks of classes after the start of the term |
| STOP-OUT FEE | €150/$210 | Students not registering for a specific period within the academic year |
| ID Replacement Fee | €20/$28 | Contact the Office of Student Affairs to request new ID card |
| Confirmation of Studies | €150/$210 | Enrolled students or alumni requesting a confirmation of studies with an apostille stamp |
| Official Transcript | 30 €/$42 | Enrolled students or alumni requesting an official transcript |
| Unofficial Transcript | 10 €/ $14 | Students can obtain one copy of unofficial transcripts per semester for free. Additional copies of unofficial transcripts will be charged. |

The following fee applies to Ph.D. students:

| | | |
|---|---|---|
| Dissertation Fee | €150/$210 | Ph.D. students having completed their dissertation must pay this fee upon submission of the manuscript |

**Tuition and fees are subject to change. Students who are delinquent in their tuition and fees will not be allowed to continue in the program until their fees are current.**

The University further reserves the right to refuse to register and/or to withhold grades, transcripts, and diploma of any student until all delinquent charges have been paid in full.

*For further information, please contact the Department of Financial Services.*

# Financial Aid & Scholarships

Hellenic American University is committed to helping students with exceptional promise enroll in appropriate academic programs and through academic study and application succeed in their quest to acquire knowledge and competencies that will make a difference in their personal and professional lives.

Current and prospective students may apply for Financial Aid and for Scholarships. Undergraduate students may apply for consideration for work-study support and graduate students may apply for fellowships, teaching, and research assistantships. Selected students may have up to 50% of tuition waived in exchange for agreed upon work during the academic year.

Financial Aid is awarded to students based on need and takes the form of Student Assistantship. Scholarships (Fellowships and Assistantships) are awarded to students based on academic achievement and special consideration. All financial awards are reviewed periodically and can be suspended or revoked if a student does not maintain academic standing appropriate to the award or does not demonstrate appropriate conduct within the University as outlined in the *Student Handbook*.

Students interested in Financial Aid must submit an official request for Financial Aid (application). The Financial Aid Committee will consider all applications and supporting documents and will then determine final awards. Students interested in Scholarships must submit an official request for Scholarship. The Scholarship Committee will consider all applications and supporting documents and will then determine final awards. Complete information on financial aid including scholarship categories are detailed in the *Student Handbook*.

*All financial aid and scholarship information can be found on the HAUniv website (http://www.hauniv.edu/?i=hau-uni.en.financial-aid).*

# Academic Information

## Academic Credit

Hellenic American University fully complies with US federal requirements relating to Title IV program participation vis-a-vis the award of academic credit. The basic unit of credit at Hellenic American University is the semester hour. In a typical 15-week semester, each credit awarded corresponds to one contact hour of classroom instruction per week, which is supplemented by a minimum of two hours of appropriate out-of-class activities of appropriate academic rigor commensurable to the level of instruction (undergraduate or graduate) that students receive. At least an equivalent amount of work is required for other academic activities established by the institution, including E-learning courses, laboratory work, internships, practica, studio work, directed studies, independent studies and other academic work leading to the award of credit hours.

## Academic Mentoring/Advising for Students

Academic mentoring/advising is an integral part of Hellenic American University experience. It guides students toward the timely completion of their studies as well as the identification and fulfilment of their academic goals. Students who are admitted to the academic programs of Hellenic American University enroll in appropriate courses with counsel from a mentor/advisor.

While faculty mentors/advisors have specific responsibilities, students also play an active part in the advising relationship. They are expected to initiate contact with their mentors, make final decisions about academic matters, and accept responsibility for the consequences of their decisions. The *Student Handbook* outlines these responsibilities in detail.

The University places great emphasis on the development of students' personal skills. Every student is expected to manage his/her own learning process and to be able to work both independently and as a part of a group.

## Course Enrollment

After the student meets with the advisor and receives permission to enroll in courses, the student must contact the Office of the Registrar to register for specific courses. Students are advised to initiate the registration procedure well in advance of the start of class. It is also the student's responsibility to be aware of registration dates, fee payments and schedule adjustment procedures. This information can be found on the university website http://www.hauniv.edu

## Add/Drop Policies

Depending on the semester attended the following add/drop policy apply:

**15 week semester**
Students may add or drop a course(s) without academic or financial penalty in the first 2 weeks of the term. An Add/Drop form signed by both the course instructor (or Mentor) and student must be submitted to the Office of the Registrar for processing. Once the Add/Drop period ends, a student may not add a course(s). Courses may be dropped up to the 7th week of classes without academic penalty. Courses dropped during the 3rd and 4th week of classes are eligible for a 50% refund. Refunds will first be applied to any past-due student balances before being remitted to the student. Students dropping a

course after the end of week 4 will receive no refund of fees. Courses dropped between the 3rd and 7th week of classes will be recorded on the student transcript as having receive a grade of "W", withdraw. After the 7th week of classes, all students will be awarded a grade for the course.

**12 week semester**
Students may add or drop a course(s) without academic or financial penalty in the first 2 weeks of the term. An Add/Drop form signed by both the course instructor (or Mentor) and student must be submitted to the Office of the Registrar for processing. Once the Add/Drop period ends, a student may not add a course(s). Courses may be dropped up to the 7th week of classes without academic penalty. Courses dropped during the 3rd and 4th week of classes are eligible for a 50% refund. Refunds will first be applied to any past-due student balances before being remitted to the student. Students dropping a course after the end of week 4 will receive no refund of fees. Courses dropped between the 3rd and 7th week of classes will be recorded on the student transcript as having receive a grade of "W", withdraw. After the 7th week of classes, all students will be awarded a grade for the course.

**Special Academic Terms (winter intersession / summer I / summer II)**
Students may add or drop a course(s) without academic or financial penalty up to the conclusion of the first academic session of the term. An Add/Drop form signed by both the course instructor (or Mentor) and student must be submitted to the Office of the Registrar for processing. Once the Add/Drop period ends, a student may not add a course(s). Courses may be dropped up to the conclusion of the first academic session without academic penalty. Courses dropped till the 2nd session are eligible for a 50% refund. Refunds will first be applied to any past-due student balances before being remitted to the student. Students dropping a course after the 2nd session will receive no refund of fees. Courses dropped till 3rd session will be recorded on the student transcript as having receive a grade of "W", withdraw. After the 3rd session, all students will be awarded a grade for the course.

**Ph.D. in Applied Linguistics Drop Policy**
Students may drop from the program without academic or financial penalty in the first week of each term. Students dropping the program after the end of week 2 will receive no refund of fees.

## Course Requirements

General course descriptions can be found in this Catalog and on the University Website. Specific course details and requirements are provided by faculty members to students at the beginning of each course via the course syllabus. The syllabus includes the instructor's expectations, course description and policies, outcomes to be achieved and assessment procedures, as well as faculty contact details and procedures and deadlines for coursework submissions. Questions and clarifications regarding the course syllabus should be directed to the respective faculty.

## Modes of Instruction

Hellenic American University is supported by state-of-the-art facilities and equipment and makes wide use of innovative instructional techniques. Faculty members offer classroom instruction using cases, lectures, videos programs and other multimedia presentations. Faculty also encourage on-line interaction to obtain information about course material, syllabi, lectures, etc. Students will receive extensive feedback from faculty in the evaluation process to assist them in attaining the competencies required for that area of study. Academic instruction is in English.

## Directed Studies

A directed study may be given for an approved catalog course taught individually (or in a small group). Directed Studies comply with Federal Requirements in regard to the award of Academic Credit (see section on academic credit). The learning outcomes and course credits of the directed study must meet those of the regularly taught course. Contact time with the relevant faculty member is scheduled for no less than six (6) hours per 3-credit course. One, or several, but not more than four students participate in the directed study. At times, there will be directed studies that are overseen and evaluated by adjunct faculty members under the supervision of the program coordinator.
The faculty member and the students are free to arrange the times for their meetings, but at least one meeting is held at the beginning of the directed study where the objectives, the activities, the standards for assessment and the rest of the schedule are all agreed on. (A record of this will be filed with the Registrar as the equivalent of a syllabus for a course using the regular course syllabus template.) In addition, one meeting will assess students' progress and one meeting (at the end of the study) will conclude the work done and allow time for student presentations, demonstrations and/or reports to be delivered to the faculty member.

***Conditions for a course to be offered as a directed study:***

- When students are unable to graduate in a timely manner because the course is not scheduled in time to meet their needs.
- When students wish to complete a Major/Minor and the major/minor courses are not scheduled often enough due to the limited number of students in the Major/Minor
- When students cannot attend a regularly scheduled course due to documented circumstances beyond their control.
- When the number of students registered in a class does not meet the required minimum number of registrations to run as a regularly scheduled class. (The final number of actual registrations is calculated at the end of the second week of the term.)
- Other circumstances as determined by the Provost

It is important to note that:

1. Some courses are not offered as directed studies due to special characteristics of the content (e.g., math, computer programming, etc.) and/or required methodology (e.g., labwork, etc.).
2. In case of undergraduate studies the freshmen students are discouraged to request a directed study. Under special circumstances they may grant the right to register in a Directed study after submitting an Appeal to the Office of the Provost.

The process for requesting a Directed Study can be found in the *Student Handbook,* which outlines the policy in detail.

## Independent Studies

An independent study is the study, on a tutorial basis, of a topic not covered in course offerings listed in the Catalog. With the approval of the department chair or program coordinator/director, the student and faculty member agree upon the subject, but the responsibility for developing and completing the independent study lies primarily with the student. The independent study opportunities are available to third- and fourth-year undergraduate students or graduate students who are in good academic standing (B average). Faculty will only undertake independent studies in their area of expertise and will be limited to 3 per academic year. Exceptions must be appealed directly to the Provost.

The first draft of the completed independent study form must be submitted to the supervising faculty member no later than the last day of classes of the semester\term prior to the semester\term in which the independent study is to be completed.

## Auditing Courses

Persons who wish to attend scheduled classes but not to earn credits may do so on a space available basis with the permission of the registrar and the instructor. The registrar shall determine whether there is space available. The instructor determines whether the potential auditor is appropriately prepared for the course in question and whether the potential auditor can attend the course without disruption or any detriment to the regular students who will attend. Auditors may be admitted to a class beginning in the week immediately before class is scheduled to start. The audit fee will be 50% of the tuition charged to those who attend for credit during that semester\term.

## The Assessment Process

Learning outcomes are assessed by a combination of formal examinations, written assignments, individual and group projects, case analysis and classroom discussions – this depends on the competencies to be attained in the course and the assessment procedures most relevant to those competencies. Formal examinations, including both midterms and finals, are administered in most courses to assess understanding of the subject matter as well as broad educational excellence in critical thought, oral and written communications, quantitative skills, and ethical reasoning.

### Criteria of the Assessment Process

Criteria used in the formal assessment process may be all or some of the following:

- Critical thinking: the ability to critically and creatively analyze is considered highly important for students who aim at obtaining professional positions
- Soundness of the conclusion: it is important that students' work is well organized and has a well thought-out conclusion
- Relevance: students must be able to produce relevant work in a suitable format
- Integration of the subject material: students are expected to relate a number of real-life situations to what they have been taught in their degree program

## Grading System and Standards

Grading is one of the primary means of communicating the student's performance and level of competence in and understanding of the subject matter.

For the purpose of communicating the level of performance achieved the following grades have been adopted for all **undergraduate programs**:

- [A] 4.0 Distinguished performance
- [A-] 3.7 Excellent performance
- [B+] 3.5 High Performance
- [B] 3.0 Good Performance
- [B-] 2.7 Above Average
- [C+] 2.5 Slightly exceeds expectations
- [C] 2.0 Average

- [C-] 1.7 Below Average
- [D] 1.0 Almost failing
- [F] 0.0 Failing
- [W] Withdrawn from course with no grade recorded
- [I] Incomplete
- [HP] High Pass
- [P] Pass
- [NP] No Pass

For the purpose of communicating the level of performance achieved, the following grades have been adopted for all **Master's programs**:

- [A] 4.0 Distinguished performance
- [A-] 3.7 Excellent performance
- [B+] 3.5 High Performance
- [B] 3.0 Good Performance
- [B-] 2.7 Above Average
- [C+] 2.5 Slightly exceeds expectations
- [C] 2.0 Average
- [F] 0.0 Failing
- [W] Withdrawn from course with no grade recorded
- [I] Incomplete
- [HP] High Pass
- [P] Pass
- [NP] No Pass

**Ph.D. in Applied Linguistics Grading System and Standards** are as follows:

[A ] 4.00 Distinguished performance
[A-] 3.7 Excellent Performance
[B+] 3.5 High Performance
[B ] 3.0 Good Performance
[F] 0.0 Failing
[W] Withdrawn from course with no grade recorded
[I ] Incomplete

In rare instances students may not be able to finish all work-related materials in order for the instructor to award a grade. In these instances a grade of ''I'' may be issued. All ''I'' grades must be changed no later than the end of the following semester or they automatically convert to a grade of ''F''.

Professors may make changes to grades based on completion of outstanding requirements, on new information received and inquiries and appeals from students. Grade changes must occur within a 6-month time period to be considered legitimate.

## Honors

Undergraduate students who have earned at least 50% of their credits at Hellenic American University graduate "Summa Cum Laude" if their GPA is 3.91 or above; "Magna Cum Laude" if their GPA is 3.81 to 3.9; and "Cum Laude" if their GPA is 3.71 to 3.8. Honors are recorded on a student's transcript and diploma when his/her degree is conferred.

## Graduation Requirements

Students pursuing a Bachelor degree must earn 126 credits with a minimum GPA of 2.0 for all courses (including those within their major), and must complete a capstone project for their major. The last 32 credits for the baccalaureate degree must be completed at Hellenic American University. In regard to Associate degree programs, students must earn 90 credits with a minimum GPA of 2.0 for all courses. Students pursuing graduate degrees must maintain a GPA of 3.0 for all courses attended, complete a thesis, dissertation or capstone project and, depending on the program catalog in effect upon their admission, need to earn between 36 and 60 credits.

Undergraduate students must pass required core courses in their major with a grade of C- or better to successfully fulfill requirements towards graduation. If they fail to do so in any one course, they must retake the course and achieve a grade of C- or better.

## Academic Progression, Probation and Dismissal

**Undergraduate Programs**
Students must maintain a cumulative GPA of 2.0 to remain in good standing and to be making satisfactory progress in their degree program. Any student whose cumulative GPA falls below 2.0 for 2 consecutive regular semesters will be placed on academic probation. Once the GPA again reaches 2.0, the student will be reclassified as being in "good standing". If a student remains on academic probation for 2 semesters, he or she is subject to dismissal from the University. Scholarship students' GPAs are subject to annual evaluation and University policy changes.

Students who cannot achieve a cumulative 2.0 GPA, even after taking all of the course credits required for their degree completion, are subject to dismissal from the University. Students who do not attend any classes for a one year period and who have not been granted a leave of absence, will lose their continuing status and will need to reapply for admission.

**Graduate Programs**
Students must maintain a cumulative GPA of 3.0 to remain in good standing and to be making satisfactory progress in their degree program. Any student whose cumulative GPA falls below 3.0 for 2 regular semesters will be placed on academic probation. Once the GPA again reaches 3.0, the student will be reclassified as being in "good standing". If a student remains on academic probation for 2 semesters, he or she is subject to dismissal from the University. Scholarship students' GPAs are subject to annual evaluation and University policy changes

Students who cannot achieve a cumulative 3.0 GPA, even after taking all of the course credits required for their degree completion, are subject to dismissal from the University. Students who do not attend any classes for a one year period and who have not been granted a leave of absence, will lose their continuing status and will need to reapply for admission.

## Attendance

Students are expected to attend all classes and to participate actively in class discussions. Course grades will be based, in part, on class participation.

## Leaves of Absence (Stop out)

Students facing extenuating circumstances and require to suspend their studies (leave of absence) for a period of up to one year should submit an official request for approval by the Provost. Students requesting a leave of absence should be in good standing. Students on academic probation can petition but may be required to reach good standing (i.e., to raise their GPA) before approval is granted.

a. Students who know in advance that they will not be enrolling for a specific term need to contact their mentor prior to the beginning of the term or during the two first weeks of classes to fill out a leave of absence form, specifying the reasons for their request.
b. Students who face an emergency and wish to suspend their studies at the University during a term need to contact their mentor to fill out a request for leave of absence form.
c. Students who have been granted leave of absence to study at another institution of higher education for up to one year will need upon their return to contact their mentor and submit official transcripts from the institution they have attended. Credits earned, may be transferred toward the fulfillment of Hellenic American University degree requirements.
d. Students requesting leave of absence to complete their last semester another institution of higher education need to have the credits to be earned pre-approved in order to satisfy Hellenic American University graduation requirements (for detailed procedure please refer to the University's transfer policy section)
e. The leave of absence policy is not applicable to foreign-visa students who need to remain enrolled throughout their course of studies

A leave of absence may be approved for up to one-year during the entire duration of the student's program. Students cannot exceed the requested leave of absence period

A maximum of 3 leave of absences may be approved before additional coursework or requirements may be imposed on a student

The date of submission of the leave of absence form is the date used in determining if a tuition refund is due. Students who have not submitted a leave of absence form will remain enrolled and will be required to pay tuition for that term and will receive grades appropriate to the course work completed and will be recorded on the transcript.

**Readmission**
Students who do not attend any classes for a one year period, and who have not been granted a leave of absence, will lose their continuing status and will need to reapply for admission to the University. If a student is re-admitted he/she will need to follow the catalog in effect at the time of their readmission. Ph.D students who do not attend any of the pre-scheduled classes, will lose their continuing status and will need to attend the classes they missed before continuing their studies in the Ph.D. Program.

## Program Withdrawal (Drop Out)

Students requesting to withdraw from a program or the University must submit a written and signed "program withdrawal form", regarding their decision to drop out to their mentor. The date of submission of the form is the date used in determining if a tuition refund is due.

Students who do not submit a program withdrawal form will remain enrolled and will be required to pay tuition for that term and will receive grades appropriate to the course work completed. Failure to withdraw officially may result to failing grades recorded on the transcript.

Students, who have not been enrolled for two consecutive terms and have not been granted a leave of absence or fail to register upon expiration of their leave of absence will be notified and will be administratively withdrawn from their respective programs.

**Readmission**
Students who have withdrawn from the University and wish to return will need to contact the Office of Admissions to re-apply. If a student is re-admitted, he/she will need to follow the catalog in effect at the time of their re-admission.

## Ph.D. in Applied Linguistics Continuing Status

Students who do not attend any of the pre-scheduled classes, will lose their continuing status and will need to attend the classes they missed before continuing their studies in the Ph.D. program.

## Time Limits – Degree Attainment

Undergraduate students must complete all requirements for their degree within 8 years (Associate degrees within 4 years) of the date of initial enrolment, excluding any granted leaves of absence. Graduate students need to complete their degrees within five (5) years from the initial enrollment, excluding any granted leave of absence.

# Code of Student Conduct and Ethics

The rules and regulations governing the actions and interactions of administrative personnel, faculty, and students are intended to ensure that the aims and objectives of the Hellenic American University are accomplished according to the highest standards of academic rigor and ethical behavior. All such rules and regulations are detailed in the *Student Handbook* which is given to all students during new student orientation.

The University expressly reserves the right to make changes to its written policies, rules, and regulations at any time.

A distinction is made between "academic" conduct and "non-academic" conduct, prescribed standards of behavior, sanctions for non-academic misconduct, the lines of authority and responsibility for non-academic behavior problem, due process and procedures for establishing disciplinary action are detailed in full within the *Student Handbook*.

### Distinction between Academic and Non-Academic Conduct:

Academic conduct is generally considered to be related to the actions of students that are associated with the teaching-learning environment. Misconduct, may include, but not necessarily be limited to, such things as plagiarism, cheating and falsifying academic records. The section below details the information for the handling of "Academic Misconduct." The chair of the appropriate department is the first contact for reports of academic misconduct.

Non-academic conduct is generally considered to involve actions of students related to standards of behavior that are established for the purpose of maintaining an acceptable level of propriety within the university community. Through appropriate due process procedures, disciplinary action will be taken in response to conduct, which violates these principles. Details on possible types of "misconduct" by HAUniv students, while on campus or participating in a university sponsored activity off-campus are listed in complete detail within the *Student Handbook*.

## Academic Misconduct

The HAUniv student is expected to act in a responsible manner, as expected in a university setting, in all activities connected with his or her studies. Instances of cheating, lying, violating courses rules, copyright infringement, or damaging/destroying the University facilities or equipment violate the Code of Student Ethics. If it is determined, by a professor or other appropriate University official, that a student has acted unprofessionally, he or she will be subject to disciplinary action. Such action shall include but not be limited to: a failing grade on the work product, a failing grade in the course, or expulsion from the program. The severity of the action shall be jointly determined by the appropriate Professor and the Academic Standards Committee. The student shall have the right to appeal to the Provost in writing, stating the reason for the appeal. A personal meeting with the Provost may be arranged. The Provost's decision is final. All appeals must be made no later than four weeks from the date of the decision of the Academic Standards Committee or four weeks from the distribution of final grades.

## Plagiarism and Academic Integrity

**Plagiarism**
Plagiarism is a serious academic offense. Plagiarism is defined as copying another student's work, lending work to another student, or representing extracts or whole articles and texts from books, handouts, or parts of websites as one's own work.

The *Student Handbook* further defines plagiarism, discusses why it is a serious academic offence, and suggests ways to avoid it. It also discusses, in detail, the university policy in cases where plagiarism is suspected.

**Academic Integrity**
Every student is expected to produce his/her own work product and will be judged on the merit of that product. If it is determined that a student has plagiarized another's work, he or she will be subject to disciplinary action. Such action shall include but not be limited to: a failing grade on the work product, a failing grade in the course, or expulsion from the program. The severity of the action shall be jointly determined by the appropriate Professor and the Academic Standards Committee. The student shall have the right to appeal in writing to the Provost. All appeals must be made no later than four weeks from the communication of the Committee's decision to the student. The decision of the Provost is final.

## Non-Discrimination Policy

The Hellenic American University does not discriminate on the basis of race, color, national and ethnic origin, gender, sexual orientation, age, religion, physical disability, or veteran status in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs. Students, as well as academic faculty and staff, are expected to behave in accordance with this policy both inside the classroom and during on-campus university activities or events. Violation of this policy will lead to disciplinary action.

## Sexual Harassment Policy

It is the policy of Hellenic American University to maintain an environment free of all inappropriate conduct of a sexual nature. Sexual harassment in any form is expressly prohibited. Any individual who engages in any conduct that constitutes sexual harassment or that creates a sexually offensive and/or hostile environment will be subject to appropriate action, up to and including disciplinary action or immediate termination.

Management will promptly and thoroughly investigate all allegations of sexual harassment and will take appropriate corrective action. Any student who believes that a violation of this sexual harassment policy has occurred has the responsibility to report the alleged violation immediately to their mentor or to any other representative of Senior Administration. No adverse action will be taken against any individual who reports allegations of sexual harassment, and all reports will be treated confidentially.

## Drug-Free Policy

**Policy Summary**
Hellenic American University recognizes that drug and alcohol abuse diminishes the integrity of the institution and erodes the strength and vitality of its human resources. It is the intent of the University to educate students and employees about the dangers of drug and alcohol abuse, and to discourage the illegal possession and distribution of drugs and alcohol.

It is the policy of the Hellenic American University that the unlawful manufacture, distribution, possession, use or abuse of alcohol and/or illicit drugs on the Hellenic American University campus or property owned or controlled by the University is strictly prohibited. All categories of employees and students are subject to this policy and to applicable federal and local laws related to this matter. Additionally, any violation of this policy may result in disciplinary action.

**Standards of Conduct**
Hellenic American University employees and students are prohibited from engaging in the unlawful manufacture, distribution, dispensation, possession, use or being under the influence of illegal drugs or alcohol on the University campus, and at off-campus facilities owned or controlled by the University. At off-campus events, to the extent that off-campus activities are considered to be University activities, the standards of conduct (of the act) shall apply, and alcohol shall not be abused by those of the legal drinking age (18 years or older), nor used, possessed or distributed by those who have not attained legal drinking age (18 years or older).

**Information & Sanctions**
The University will impose appropriate sanction(s) on any employee or student who fails to comply with the terms of this policy. Violation of this policy will result in disciplinary action, including, but not limited to a warning, written reprimand, suspension (with or without pay), dismissal, expulsion, and/or mandatory participation and successful completion of a drug abuse assistance or rehabilitation program approved by an appropriate health or law enforcement agency.

Any University employee paid from U.S. federally funded grants or contracts, must notify the University of any criminal drug statute conviction for a violation occurring at the University or while engaged in University activities no later than five calendar days of the conviction.

Penalties, including fines and possible imprisonment are contingent upon local authorities' decisions and law. The University will impose appropriate sanction(s) on any employee or student who fails to comply with the terms of this policy.

## Non-Smoking Policy

Hellenic American University, as an educational institution in accordance with local laws, prohibits smoking on campus. Consequently, HAUniv employees, students and visitors who wish to smoke will be able to do so only outside the buildings.

All University employees will be informed about the University's Drug-Free policy upon being hired. Students will be informed during their orientation as well as through their *Student Handbook*.

## Student Email and Internet Policy

This Policy contains important rules covering the use of HAUniv e-mail and access to the Internet. Many of the rules apply equally to the other University methods of communicating with the outside world such as letter, fax and telephone. The complete e-mail and internet policy is contained in the *Student Handbooks*. All students receive a copy of this policy and are asked to sign individually during new student orientation. Failure to comply with the rules set out in this Policy may lead to disciplinary action being taken against students, including dismissal. It is important to emphasize vis-à-vis this policy that all communications that relate to the academic programs and course of studies at Hellenic American University must occur through the university issued email account.

## Press and Electronic Media Policies

Hellenic American University administration respects students, authors, journalists, their rights and their interests in our vibrant community of scholarship and learning. Our press policies are designed to be responsive to journalists' requests for freedom of access while also minimizing disruption of University activities and respecting our students' rights to privacy.

**General conduct**

Both News organizations and HAUniv Press team must respect the rights of students to decline to be interviewed or photographed. Members of the media may not capture photographic or video images or audio of students without written permission from the individuals involved. News media are not permitted to enter classrooms without securing advance permission from the instructor and notifying the Office of Student Affairs. All members of the news media (non-members of the HAU extended community) interested in attending events, capturing images on campus or arranging interviews must contact the Media Coordinator or the Office of Student Affairs.

The full detailed policy regarding social media code of conduct is available to students through the *Student Handbook*.

**Use of the University name/logo**

When using the Hellenic American University name/logo other than for news, research or documentary purposes, individuals for individual use (even students), entities not affiliated with the University -- such as commercial firms, vendors, contractors, marketing professionals, institutions and service providers -- must adhere to HAUniv guidelines when including references to the institution or its likeness in information intended for electronic or printed publication or dissemination. Additional questions should be sent to the Director of the Marketing Committee.

**Submit News/Multimedia**

Any articles and submissions of video, audio and slideshows produced by HAUniv students, faculty and/or staff for university use should be submitted to the Media Coordinator. Submitted multimedia will be considered for presentation on the University home page, the Multimedia pages, in news stories or in other University publications. As the submitter, you have to ensure the following:

- ensure that you have permission from all individuals appearing in your article or multimedia to have it published or archived on our website
- obtain permission to use all content owned and created by others, including photographs, cartoons, musical compositions and lyrics that are in your production/ publication

For more information, contact the Media Coordinator at academicaffairs@hauniv.edu

Submitters must complete the "Submission/Multimedia Form" that can be downloaded through the HAUniv website (http://www.hauniv.edu/resources/toolip/doc/2012/02/14/media-policy-and-form_2012.pdf).

# Student Rights

An Academic Standards Committee exists for all Graduate and Undergraduate programs. The committees consist of a minimum of three faculty members appointed by the Provost who are typically senior members of the faculty and represent the institution broadly. The Academic Standards Committee convenes to monitor the academic progress of all students at least once each year and on an as-needed basis to hear appeals. The Committee recommends academic honors, place poorly performing students on probation, and issue suspensions and dismissals according to University policies.

## Disciplinary Appeals

The Academic Standards Committee also considers and adjudicates on matters of disciplinary action. Cases will normally be brought forward by a faculty member. Decisions of the Academic Standards Committee may be appealed to the Provost. The decision of the Provost will be final. Procedures for disciplinary appeals are outlined in the *Student Handbook.*

## Academic Appeals

Students may appeal a faculty member's decision regarding a grade. To make a formal appeal, a student should communicate to the faculty member, either orally or in written form, the reasons he or she believes the grade to be unfair or inappropriate. If after that meeting, a disagreement continues to exist, a student may appeal in writing to the Academic Standing Committee. A personal meeting will then be arranged.

Cases will be normally brought forward by a combination of a faculty member and the Dean of Academic Affairs. The Committee shall consist of three members: the relevant program coordinator and 2 faculty members appointed by the Dean of Academic Affairs. The student who has been accused of academic misconduct should be present. Decisions of the Academic Standing Committee may be appealed to the Provost (or Academic Dean). The decision of the Provost/Academic Dean will be considered final. All appeals must be made no later than four weeks from the date of the decision of the Academic Standing Committee or four weeks from the distribution of final grades. Procedures for academic appeals are outlined in the *Student Handbook*.

## Student Records Privacy Policy

**Student Records**
Hellenic American University collects and processes information about students for various academic, research and administrative purposes. All personal information is treated strictly according to the terms of the 2472/97 Data Protection Act. This means that confidentiality is respected and that all appropriate security measures are taken to prevent unauthorized disclosure of information. Personal information is used for stated purposes only.

No health records or non-academic counseling records are maintained by the University as these services are readily available nearby by private providers. Career counselling records shall be maintained by the student services support system through the Career Office and/or the Office of Student Affairs.

**Violation Records**
A confidential record shall be kept in the Office of Student Affairs of any findings/actions in regard to a violation of the Code of Student Ethics. In the event of a determination of a violation of the Code, the professor and the Provost may request from the Office of Student Affairs copies of any prior records of conduct violations by the student, in order determine the appropriateness of the penalty imposed.

**Student Records Privacy Policy**
Hellenic American University Student Records Policy protects the privacy of student education records. This policy is consistent with the United States Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), however, it does not abrogate any of the requirements of, or rights under, the terms of the 2472/97 Data Protection Act.

It gives students certain rights with respect to their education records:

- Students have the right to inspect and review their own education records that are maintained by the University. Hellenic American University shall not be required to provide copies of records unless, for reasons such as great distance, it is impossible for students to review the records. The University may charge a fee for copies.
- Students have the right to request that the University correct records, which they believe to be inaccurate or misleading. If the University decides not to amend the record, the student then has the right to a formal hearing. After the hearing, if the University still decides not to amend the record, the student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, the University must have written permission from the student in order to release any information from a student's education record. However, the University may disclose student records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- Accrediting organizations

The University may disclose, without consent, ''directory'' information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, the University shall tell students about directory information and allow students a reasonable amount of time to request that the school not disclose directory information about them. The University shall notify students annually of their rights under this policy, by inclusion in the *Student Handbook* or Catalog.

# Student Services

## Orientation

Orientation provides an opportunity for new students to get acquainted with the University community. They meet faculty and fellow students, visit the facilities, receive useful information on their course of study and University services and activities, as well as participate in team-building exercises that help them establish relationships with other students. During orientation, students also receive basic training on technology resources available including library access.

## Library

The Hellenic American University Library offers resources and research tools in many fields of study. New technology infrastructure and software have been installed to better serve students, researchers, visitors, and the general public.

**Library Handbook**
The Library Handbook is designed to help new and existing students to get to know the Library, its facilities, services, and collections -- both in print and electronic format. It presents all the different information genres that can be found in its collections and explain their unique characteristics and informative value. Finally, it aims to serve as a guide to locating using the available resources in an easy, quick and effective way.

## Writing Center

The Writing Center at the Hellenic American University is an innovative educational and vocational service whose combination of cutting-edge technology and design, with experienced personalized tutoring make it unique and one of the few such services in the world.

Enrolled students can work with the Writing Center's tutors both on-site and online and receive free assistance and guidance on any type of writing problem.

## State-of-the-Art Facilities and Technological Infrastructure

The University's campus facilities include modern classrooms, auditoriums and conference rooms, computer labs, galleries, and dining rooms.

## E-Learning System

Hellenic American University uses Blackboard Learning System e-learning platform for all its Undergraduate (and Graduate Program) courses. The Blackboard e-learning platform is a virtual course environment with a complete set of efficient tools for communication, collaboration and supervision. Students can use the Blackboard system to access course materials and resources organized by their instructors using any Internet enabled computer.

## Academic Advising/Mentoring for Students

Academic advising/mentoring is an integral part of the Hellenic American University experience. It guides students toward the timely completion of their studies as well as the identification and fulfillment of their academic and professional goals. Academic advising is particularly important when a student enters a program; if and when a student experiences academic difficulty, such as probation or the possibility of expulsion; when a student is nearing graduation; and when he or she is working on his/her Capstone or other Field Project. Details on student mentoring can be found in the corresponding section of the *Student Handbook.*

## Health Services

First aid services are available on the University premises. Local access to clinics and hospitals is available by referral.

The University does not maintain health records or non-academic counseling records, as these services are readily available nearby through private providers. However, the Registrar, the Career Office and/or Office of Student Affairs may maintain academic and career counseling records. For more on the University's privacy policy see the relevant page in Code of Ethics section.

## Career Assistance & Development

The Career Development Program of Hellenic American University implemented and monitored through the University Career Development Office (CDO) offers seminars, workshops, and field experience for both current students and alumni. Services include guidance on résumé development, interview counseling, access to job listings, and a career library, amongst others. Students participate in a career development program throughout their studies. Alumni employment records are maintained for statistical purposes, alumni networking and possible job reference and placement.

## Student Counseling

Hellenic American University's offers counselling services to students, staff, and alumni through its Counseling Center. The Center's services and programs are designed to promote the personal development and psychological well-being of our student body, as well as the HAUniv community. Our dedicated staff is committed to providing services reflective of the individual and cultural diversity upon which HAUniv prides itself. Our staff includes doctoral-level, experienced psychologists who provide supervision and training to intern psychologists. Interns are master's level candidates in HAUniv's graduate program in clinical psychology and provide the comprehensive mental health services.

# Student Activities

Hellenic American University offers an array of student activities that are intended to foster interpersonal communication, community engagement, and leadership. Currently available activities include the following:

- Student Governance – Student Council, Student Affairs Committee
- Student Clubs & Associations – Students (and Alumni) have formed several clubs or associations reflecting the interests of the students by program including the following:
    - *Alumni Association*
    - *Business & IT Club*
    - *International Club*
    - *Sustainability Club in collaboration with "Ecofans"*
    - *Fun Club dedicated to Fitness*
    - *Psychology Club*

    *Other special interest groups open to student involvement per request.*
- Arts & Culture – HAUniv students in Athens have full access to cultural events and exhibitions organized by the Hellenic American Union and the University.
- Personal Development – Public speaking club (Toastmasters); other career and professional-related seminars are offered throughout the year.
- Sports and Fitness – Hellenic American Union\University soccer team, Fun Club
- Social Events – Holiday parties and events, International Food Night

*Additional student activities will be added to coincide with student interests and newly formed student groups. Students are invited to contact the Office of Student Affairs for more information at studentaffairs@hauniv.edu.*

### The 'Politis Program of Civic Engagement'

The 'Politis Program of Civic Engagement' focuses on support of the development of social, civic and cultural responsibility within the context of curricular and co----curricular efforts. Specifically, it enhances achievement of the learning outcomes of the undergraduate program by facilitating learning through enhanced critical thinking, creativity and innovation. In particular, the program supports the teaching outcomes of the undergraduate 'Global Citizen Seminar' through service----learning opportunities, volunteering, and other co----curricular community engagement.

**Purpose:**

The program's purpose is to support HAUniv Mission, and contribute to the achievement of the following institutional goals:

• "Politis" = "Citizen" – one who is engaged in civic, political, social aspects of local, regional, global community as an active, ethical and responsible member

• "instill the knowledge, skills and attitudes that empower students to serve society as responsible world citizens"

• "educate students to contribute to and take leadership roles in their own communities and the larger global community"

• “encourage the adoption of ethical values in influencing responsible personal, professional, and civic decisions that promote equity, justice, and the well----being of world communities”

• “incite student passion for life----long learning”

**Implementation Process for the Politis Experience**

The Politis Program of Civic Engagement focuses on activities covering three areas: community service, cultural diversity and action, for example, through sports and nature excursions. Students are required to complete 90 hours of service in all three categories by the end of their Junior year. However, students are encouraged to participate for as many hours as possible as this is an invaluable experience that will greatly enhance self-awareness, civic responsibility, strong leadership and the value of life----long learning.

**Learning Outcomes**

Politis contributes to achievement of the co-curricular and curricular (e.g., provides support to faculty for syllabi projects) learning outcomes. More specifically, the program seeks to empower students to become:

Citizens

• who are responsible and engaged in local, regional, global communities.

• who are pro-active, creative and innovative.

• who are self-aware as well as aware of the collaborations necessary to achieve optimal solutions to community problems.

• who will foster cultural awareness, diversity, and civil engagement.

Leaders:

• who will make a positive impact on their community.

•who are empowered to transfer skills acquired in their academic program to effective problem-solving in the greater community using an interdisciplinary approach.

• who will foster democratic ideals and values.

# Campus & Facilities

Hellenic American University, in cooperation with the Hellenic American Education Center in Athens, Greece, offers students a modern and fully technologically equipped learning environment, state-of-the-art information technology infrastructure and boldly innovative resources. HAUniv's campus facilities in the U.S. are located in downtown Manchester, NH in cooperation with the New Hampshire Institute of Art.

## The Library:

Hellenic American University's library in Greece, in partnership with the Hellenic American Union, is devoted to developing, protecting, and disseminating the University's knowledge resources. The library also provides high-quality training, tools, technologies, and support to facilitate student learning and research, faculty scholarship, and the achievement of the University's overall mission.

The Library houses over 30,000 titles in English and Greek including a Rare Books collection. It has subscriptions to major academic periodical databases that offer an on-line collection with more than ten million scholarly articles, more than two million dissertations, and over 60,000 digital books. Hellenic American University students have access to a network of libraries through the University's partnering with New Hampshire College and University Council in its Greek and U.S. campuses.

**Affiliations**
The Hellenic American University library is a member of:

ALA (American Libraries Associations)
IFLA (International Federation of Library Associations and Institutions)
Associations of Greek Librarians and Information Scientists

## The Writing Center:

The abovementioned (under Student Services) Writing Center, was established in 2004. The Center combines innovative design and software with individualized tutoring.

The Writing Center caters to the needs of University students for assistance in academic and professional writing. Tutors work with students' onsite and online at all stages of the writing process and in all writing tasks. Services include assistance with:

- brainstorming and outlining
- text structure and organization
- grammar
- syntax
- punctuation
- spelling
- vocabulary

The Writing Center offers a computer workstation for each patron student; and the Center and its staff serve as a key resource for the University's innovative Writing Into the Disciplines (WID) program. The Writing Center of Hellenic American University is also open to the public.

## The Hadjikyriakos-Ghikas & Kennedy Galleries:

The Galleries are operated by the Cultural Department of the Hellenic American Union. The Hadjikyriakos-Ghikas Gallery is named after a leading Greek painter and sculptor, and the John F. Kennedy Gallery is dedicated in memory of the former U.S. President. At 165 and 101 square meters, respectively, these facilities frequently house exhibitions, lectures, and talks, benefiting the University's students and faculty, as well as the general public.

## The Union Café:

Operated by local restauranteurs, the Café is available to students and the entire University community for coffee, a light meal, or a full dinner. The menu is diverse, the food is excellent and reasonably priced, and the space is inviting and comfortable. Students are welcome to meet for coffee and socialize.

## The Counseling Center:

The University Counseling Center was established in 2012. The Center is patterned after similar university counselling centers in the United States and provides a full range of services and programs that promote the personal development and psychological well-being of our student body, as well as the HAUniv community. Our staff includes doctoral-level, experienced psychologists who provide supervision and training to intern psychologists. Interns are master's level candidates in HAUniv's graduate program in clinical psychology and provide the comprehensive mental health services.

The Counseling Center is a safe and respectful space where students and faculty can receive confidential and specialized psychological support regarding a wide range of issues.
The Center aims to:
•Support students who are facing personal or academic problems to successfully complete their studies
•Help cultivate and refine academic and life skills necessary for personal and professional development
•Provide insight into a student's own resources and empower self-care strategies
•Help towards developing better employability skills and leading a fuller and richer student experience

## The Career Development Office:

The Career Development Office (CDO) supports students in identifying and pursuing a career that will enhance the quality of their personal and professional lives.
More specifically, the CDO aims to:
•Help students identify their values, needs, and goals as well as explore, cultivate and use their talents and strengths
•Provide support, advice and guidance to students to help them make well-informed career choices and take appropriate action
•Help students develop and use personal and professional competencies to be competitive in the labor market
•Provide information about new jobs, trends, demands and prospects in the labor market
•Create opportunities for productive student-employer interactions through networking, internships and access to available job vacancies
•Enhance the employability of students and graduates

# Alumni

*All alumni have access to the following services offered at the Hellenic American University:*

## Library Privileges

Alumni have access to library resources and enjoy lifelong lending privileges. Access to electronic databases is available – please contact the Library for more specific details.

## Writing Center

The Writing Center at Hellenic American University is an innovative educational and vocational service whose combination of cutting-edge technology and design, with experienced personalized tutoring. Alumni may contact the tutors of the Writing Center for both on-site and on-line assistance and guidance for any type of writing problem, as well as access workshops or seminars offered by the Writing Center at reasonable fees.

## Continuing Education

Through special discounts on continuing education courses, seminars and workshops, alumni enjoy lifelong learning opportunities.

## Career Development Office

Alumni are supported in their career endeavors through the Career Development Office (CDO). CDO services are fully availed to all alumni as a means to enhance their employability, by providing information about new jobs, trends, demands and prospects in the labor market as well as any other service they may request.

## The Alumni Association

The university supports the Alumni Association's efforts. Membership in the Alumni Association provides graduates with a lifelong connection to Hellenic American University. In addition to being a social and professional networking resource for graduates, the Alumni Association is also a resource for the advancement of the University: alumni suggestions for improving programs or procedures are welcome, and members of the Association's governing committee may be invited to participate in University conferences and meetings. The Association is governed by a volunteer Board of Directors including class representatives. Membership in the Alumni Association gives graduates the opportunity to exchange ideas and share experiences, to make contacts that will help them professionally, and to participate in special activities and events.

## Counseling Services

Alumni are offered a full range of counseling services and programs that promote their personal development and psychological well-being through University's Counseling Center.

## Alumni Portal

At Hellenic American University Alumni Portal alumni will be able to find alumni news, photos, newsletters, job postings and other alumni-related documents and information. The alumni portal is accessible to University alumni only at https://mailhauedu.sharepoint.com/alumni/

# Academic Programs

## Institutional Level Goals

*The University's goals build upon the institution-defining vision and work of HAUniv's Founders and pioneering faculty and staff. These goals influence in a comprehensive fashion, all elements of the Hellenic American University community.*

**Hellenic American University aims to:**

- Provide the best American university education for its students, thereby enhancing their ability to engage in careers that contribute to community and business development.
- Enable students to contribute to global understanding, and socioeconomic development by providing them with intercultural communication skills.
- Cultivate a stimulating learning environment in which career practices are informed by the highest standards of scholarly theory and principles of ethical behavior.
- Provide students with the attitudes, skills, and habits for lifelong learning and leadership roles in the global economy.
- Serve as a center of intellectual and practical excellence in the region, where teaching, scholarship, and practice are integrated.

## English Language Bridge Program

The English Language Bridge program is a non-credit bearing academic support program designed to meet the English Language needs of students whose first language is not English and who wish to study at a university level. The program is organized into two components:

The General English component comprises six levels that are aligned with the levels A1 to C2 of the Common European Framework for the languages (CEFR). Upon completion of the General English component students may register for the English for Academic Purposes/English for Specific Purposes (EAP/ESP) component.

### Program Objectives

The objectives of the General English component are to:

- help students produce grammatically accurate, well-constructed, coherent English in the written and oral discourse form and in response to authentic reading.
- emphasize on vocabulary extension, idiom, and reading skills so that students become proficient in communicating in English.

The objectives of the EAP /ESP component are to:

- help students improve their skills in academic reading, writing, speaking and listening.
- focus on study skills and the skills necessary for success at the university level.
- help students become better writers in their discipline, and practice research and writing for diverse audiences and purposes through describing, analyzing, evaluating, synthesizing and presenting persuasive arguments while drafting, revising and editing.

**Learning Outcomes**

Upon completion of the General English component, students should be able to:

- understand with ease virtually everything heard or read
- summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation
- express themselves spontaneously very fluently and precisely, differentiating finer shades of meaning even in more complex situations

Upon completion of the EAP/ESP component, students should be able to:

- exhibit an understanding of the nature and function of the writing process
- express the ability to develop focused, unified, coherent texts based on interdisciplinary readings and own experience
- express the ability to conduct step by step research, and critically analyze and evaluate concepts, principles, and arguments
- promote collaborative group work and critical thinking through class discussions, reading, and assignments on various international texts
- help students acquire the necessary skills to design and conduct their own research report
- exhibit an understanding of the multiple purposes of public speaking and the ability to adapt to a variety of speaking occasions and situations
- express the ability to discuss, analyze, and evaluate the presentations of others, working within an interactive, collaborative environment

## Undergraduate Programs

The Undergraduate Program at Hellenic American University is designed to provide those students selected for admission with the highest quality American baccalaureate degree experience. Our major concentrations are focused to afford our undergraduates the benefits of a Liberal Arts education, combined with rigorous training in the specialized disciplines which are at the core of the University's educational mission. Successful completion of one of our Bachelor's or Associate's degrees will prepare graduates for entry into a professional career or further advanced study in their field.

Upon acceptance, undergraduates enroll as either full- or part-time students. It is expected that full-time students can complete their undergraduate studies in about four years, depending on their status, such as advanced standing. Part-time students entering undergraduate study for the first time should expect their path to degree completion to be extended, depending on the number of courses to which they commit each term. Currently, the University operates on a semester system (i.e., two semesters, each of fifteen weeks duration, commencing in late September/early October and February, and two summer terms of four weeks in duration). All undergraduate students are assigned a Faculty Advisor\Mentor. The language of instruction is exclusively English.

The curricular mix at Hellenic American University reflects the best traditions of the American Liberal Arts institution. All undergraduate students complete a demanding course of study totaling 126 credits, of which 42 credits are in the General Education core. The rest of the credits are distributed between the disciplinary majors and free electives, including a three credit capstone course, which tests the student's competencies in the field. Our care and attention to the University's Undergraduate Program is intended to assure that each of our graduates acquires the professional and academic skills

that will provide them with a globally-focused and cross-culturally informed vision of professional competency in a career-oriented world.

Note: One (1) US course credit equals two (2) ECTS credits (European Credit Transfer System)

The Undergraduate Program at Hellenic American University incorporates the following degree programs:

- **Associate of Science in General Engineering**
- **Bachelor of Arts in English Language and Literature**
- **Bachelor of Science in Business Administration**
- **Bachelor of Science in Information Technology**
- **Bachelor of Music**
- **Bachelor of Science in Psychology**

## Undergraduate Programs Goals

**The University's Undergraduate Programs aim to:**

- Expose students to the range of disciplines which comprise the traditional Liberal Arts and Sciences to provide them with an appropriate knowledge base and context within which to situate their course of study;
- Provide students with a grounding in and understanding of at least one disciplinary concentration of the University's curriculum;
- Enhance students' appreciation of the diversity of cultural, ethnic, intellectual, and professional settings within which they must operate;
- Encourage the adoption of ethical values in influencing responsible personal, professional, and civic decisions that promote equity, justice, and the well-being of world communities;
- Instill the knowledge, skills and attitudes that empower students to serve society and the environment as responsible world citizens;
- Incite student passion for life-long learning.
- Educate students to contribute to and take leadership roles in their own communities and the larger global community.

## Degree Program Requirements

Eligibility to receive the Bachelor of Science, Bachelor of Arts, or an Associate degree from Hellenic American University is contingent upon the fulfilment of academic requirements in the following areas in addition to the major requirements:

# General Education Program

In order to assure that all Hellenic American University students have university level competency in the essential areas of critical thinking, bibliographic and digital research, writing, oral communication, quantitative literacy, and a broad liberal arts basis for understanding themselves and the evolving social and natural environment, they must successfully complete 42 credits of general education for a bachelor's degree or 21 for the associate degree. Of these, 7 three credit courses (at least 4 for the associate degree) and 3 one credit courses (Global Citizen Seminar I, II, and III) will be required of every student and 6 additional courses (at least 3 for the associate degree) must be elected from among a range of disciplinary and interdisciplinary domains (or areas).

## General Education Program Goals

**The General Education Program aims to:**

- Expose students to human cultures and the natural and physical world, including social sciences, science and mathematics, humanities, histories and the arts;
- Help students to develop intellectual and practical skills, including effective writing, inquiry, quantitative and information literacy , teamwork and problem solving and lifelong learning skills;
- Sensitize students to inndividual and social responsibilities, including civic knowledge, intercultural knowledge and competence, ethical reasoning and action;
- Aid students in embracing integrative learning, including the capacity to adapt knowledge, skills, and responsibilities to new settings and questions.

*Program goals adopted from the Association of American Colleges & Universities (AACU)*

## General Education Learning Outcomes

Through its General Education Program, the University encourages its students to:

- Reflect on their personal values and the role of these values in influencing behavior and decision-making.
- Acquire an understanding of, and a tolerance for, diverse perspectives in problem-solving.
- Develop an intercultural mind-set that will enable an appreciation of the cultural movements that have contributed to societies and their values.
- Appreciate the arts and humanities that express, inspire and continually challenge societal values.
- Promote the sustainability of the planet through an understanding of the individual as that which interacts with an evolving social and natural environment.
- Serve society by developing a sense of community and civic engagement that effects change.
- Develop a historical view of knowledge that allows one to make sense of the past and its relationship to the present and the future.
- Think critically and creatively, to adapt to and proactively effect change in professional and social environments.

- Develop students' effective writing skills through the Writing in the Disciplines (WID) program, strengthening students' expository and professional writing abilities.
- Express themselves effectively and persuasively through the development of public speaking skills.
- Provide students with the necessary quantitative skills for analytical and critical reasoning.
- Develop a better understanding of, appreciation of, and increase their skills repertoire with respect to information literacy and technology.Integrate what is learned across disciplines with co-curricular activities that contribute to lifelong personal, professional, and community interests.

## General Education Program – 42 credits (84 ECTS)

### General Education *Core Requirements* – 21 credits (42 ECTS)

| | |
|---|---|
| GE105 | Writing I: Academic Literacies |
| GE106 | Writing II: Expanding Academic Literacies |
| GE112 | Critical Thinking |
| GE115 | Public Speaking |
| GE155 | Sustainable Planet |
| GE100, 101, 102 | Seminar: Global Citizen I, II, III (total 3 credits, 1 credit each class) |
| IT100 | Information Literacy and Technology Basics |

### General Education *Electives* – 21 credits (42 ECTS)

**Select at least ONE course from each of the following categories:**

- **Mathematics & Analytics**
  MATH100 College Mathematics
  MATH150 College Calculus
  MATH200 Probability and Statistics for Non-business Majors
  MATH250 Calculus II
  MATH300 Discrete Mathematics

- **Sciences (with a Lab)**
  BIOL150 Introduction to Biology
  BIOL200 Human Biology
  CH100 General Chemistry with Lab
  CH200 Physical Chemistry
  GEN100 Introduction to Engineering with Design Lab
  NASC100 Physical Science
  PH100 Physics with Lab
  PH200 General Physics II

- **Arts and Humanities**
  GE138 Art Appreciation
  GE140 Drawing and Design
  GE141 Athens Across the Ages
  GE142 Music Appreciation

GE144 Introduction to Theater and Drama
GE146 Acting: Theory and Practice
GE147 Theater Appreciation
GE148 Greek Drama: Tragedy and Comedy
GE149 Theater Production
GE150 Introduction to Musical Theater
GE151 Aesthetics and the Arts
GE152 Theater Production: Greek Drama, Comedy
GE153 Strategies in Performance I
GE154 Strategies in Performance II
GE170 Fundamentals of Philosophy
GE210 The Classical Tradition in Art and Literature
GE253 Acting Workshop I
ENG200 Introduction to Linguistics
ENG205 Introduction to Translation Studies
ENG 215 Creative Writing
ENG220 Introduction to Literature
ENG225 Women Writers
ENG 230 Modern Greek Literature in Translation
ENG322 Global Literature in Translation
MU101 Music Theory I
MU221 Music History I
MU323 Greek Music
MU324 American, Jazz, Pop Music
MU453 Musical Organization - Choral

- **Social Sciences**
  GE120 American Government and Politics
  GE126 Personal Finance I
  GE127 Personal Finance II
  GE135 World History
  GE139 Second-guessing the News: The Challenges and Consequences
  GE145 Principles of Sociology
  GE158 Sustainable Community Development
  GE159 Global Environmental Law & Governance
  GE160 European Union Institutions and Policies
  GE162 International Service Learning
  GE220 Politics and Society: Comparative Democracies
  BUS251 Macroeconomic Theory
  BUS310 Organizational Behavior
  PSY101 General Psychology
  PSY210 Education Psychology
  PSY240 Social Psychology
  PSY280 Social Psychology Seminar

- **Foreign Languages (students must complete two sequential courses in the same language to fulfill the overall language requirement)**
  GE107 Beginning Spanish I
  GE108 Beginning Spanish II
  GE109 Intermediate Spanish I
  GE110 Intermediate Spanish II

GE116 Beginning Arabic I
GE117 Beginning Arabic II

- **Interdisciplinary and Intercultural Studies**
  GE113 Values, Ethics and Social Responsibility
  GE156 Environmental Management and Sustainability – Green Business
  GE207 Introduction to Hispanic Civilization and Cultures
  BUS200 Perspectives on Business in Society
  BUS212 Intercultural Organizational Communications
  BUS368 Ideation
  ENG157 Semiotics and Film, an Introduction
  ENG204 Language and Gender
  MU325 World Music and Cultures
  PSY345 Fundamentals in Music Therapy

**Free Electives – Please refer to the various degrees for details on Free Electives**

Undergraduate Students will be able to extend their knowledge and competency in one or several areas of general education interest, to enhance their major studies, or to create a "minor" area of study as the University receives approval for new degree programs. With the assistance of their mentors, they will learn to choose from the vast range of human interest and knowledge subjects, those that can enhance their own understanding of and skillful interaction with others and the natural world.

## Writing Across the Disciplines (WID) Assignment

A substantial number of courses within the Undergraduate Programs require students to complete a WID assignment. Instructors inform students whether the WID Assignment is a course requirement. If it is, the following applies:

Students are required to complete a written assignment as part of their course requirements and towards the Writing Into the Disciplines (WID) application. Students are required to complete the WID written assignment in two drafts, which will be submitted through Blackboard. As part of their WID assignment students may also be required to attend an onsite tutoring session at the Writing Center, based on the instructor's discretion. All students have to complete all stages of the WID Assignment (first draft submission, revision and/or onsite visit, second submission) in order to earn a passing grade in the course.

## Minors in the General Education Curriculum

Undergraduate students of Hellenic American University have the option to pursue either a ***Minor in Theater & Performance*** or a ***Minor in Global Sustainability*** as part of their General Education studies.

## Minor in Theater & Performance

### Description

The Minor in Theater & Performance aims to familiarize students with the fundamental theories and the practice of theater and performance. The Minor consists of courses which emphasize the importance of the relation between theory and practice. Students will develop their ability to analyze dramatic texts and will demonstrate their understanding through presentations of short dramatic scenes. Any university student can participate.

### Learning Outcomes

Upon completion of the Minor in Theater & Performance students will:

- Learn to critically compare theatrical and artistic projects from different periods and schools of theater;
- Understand the importance of theater as a collaborative art, and its application in fields such as teaching and public speaking;
- Comprehend how the theater constitutes an integral part of the humanities;
- Develop an appreciation and enjoyment of the theater that will broaden their professional horizons;
- Further develop their creative thinking skills.

### Minor Structure (6 courses/18 credits)

**Requirements (4 courses / 12 credits)**

| Course Code | Course Title | Credits | Pre-requisites (Course Codes) |
|---|---|---|---|
| GE144 | Introduction to Theater and Drama | 3 | **Co-req.** GE 105 |
| GE 146 | Acting: Theory and Practice | 3 | **Co-reqs.** GE 105, GE 144 |
| GE 148 | Greek Drama: Tragedy and Comedy | 3 | **Co-req.** GE 105 |
| GE 149 | Theater Production | 3 | **Co-reqs.** GE 105, GE 144 |

**Electives (2 courses /6 credits)**

| Course Code | Course Title | Credits | Pre-requisites (Course Codes) |
|---|---|---|---|
| GE 150 | Introduction to Musical Theater | 3 | **Co-req.** GE 105 |
| GE 151 | Aesthetics and the Arts | 3 | **Co-reqs.** GE 105 |

## Minor in Global Sustainability

### Description

Undergraduate students from all disciplines can pursue an interdisciplinary Minor in Global Sustainability. Through the study of real-world sustainability problems associated with globalization and economic growth, students will explore the interrelationships among the economic, social, political, and environmental trends that influence the quality and viability of our civilization. Knowledge gained includes a practical overview of environmental management systems, the design of sustainable communities, and the role of participatory democracy in the decision-making process. The overall purpose of the Minor is to inform, and empower global citizens to contribute to the emerging patterns that constitute a sustainable society.

### Learning Outcomes

Upon completion of the Minor in Global Sustainability students will be able to:

- Describe the changing world condition and identify the main sustainability challenges the world faces today;
- Appraise everyday practices, political and economic decisions, and business strategies with regard to their environmental performance;
- Analyze emerging solutions that surface from the field of sustainability and evaluate their environmental, social, economic and institutional repercussions in a systemic way;
- Propose their own integrative solutions to deal with current sustainability challenges.

### Minor Structure (6 courses / minimum 18 credits – 36 ECTS)

**Requirements (4 courses / 12 credits)**

| Course Code | Course Title | Credits | Pre-requisites (Course Codes) |
|---|---|---|---|
| GE155 | Sustainable Planet | 3 | GE105 |
| GE156 | Environmental Management and Sustainability – "Green Business" | 3 | GE105, GE106, GE155 |
| GE158 | Sustainable Community Development | 3 | GE105, GE106, GE115, GE155 |
| GE159 | Global Environmental Law and Governance | 3 | GE105, GE106, GE155 |

**Electives (Select 2 courses / 6 credits – 12 ECTS)**

| Course Code | Course Title | Credits | Pre-requisites (Course Codes) |
|---|---|---|---|
| GE113 | Values, Ethics and Social Responsibility | 3 | GE105, GE106 |
| GE145<br><br>PSY240 | Principles of Sociology<br>*or*<br>Social Psychology | 3<br><br>3 | GE105, GE106 (Co-requisite)<br>GE105, GE106, PSY150 |
| BUS200 | Perspectives on Business in Society | 3 | GE105 |
| GE162 | International Service Learning | 3-6 | GE105, GE106, GE155, GE158 |

## The Associate of Science in General Engineering (ASGE)

Hellenic American University offers an Associate of Science in General Engineering which provides students with the opportunity to combine a basic set of knowledge in the areas of electrical, chemical, computer and civil engineering. The ASGE program is an excellent option for students who are undecided concerning which specific field of engineering to follow, as they gain insight into all engineering disciplines while learning practical skills. Consequently, upon completion of the program students may transfer credits and continue their studies to most engineering majors in order to obtain their bachelor.

A total of 30 courses are required for the ASGE degree. Full-time students may complete the program in 6 semesters, while part-time students will need 4 to 5 years to complete their degree, depending on the number of courses taken each semester. An academic year includes two semesters, each semester running for 15 weeks. New classes start in September\October for new and continuing students, and February of each academic year. Instruction includes a series of lectures, laboratory work, workshops and seminars, while assessment is based on homework assignments, individual projects and examinations.

The ASGE provides graduates with the necessary credentials to work in industries and career opportunities may include engineering and technical services, technical management and sales, engineering-related business activities and science-related activities. An ASGE student will acquire fundamental knowledge in the area of engineering and will be equipped with applied knowledge and experience that will lead to employment or further academic opportunities.

### ASGE Objectives & Learning Outcomes

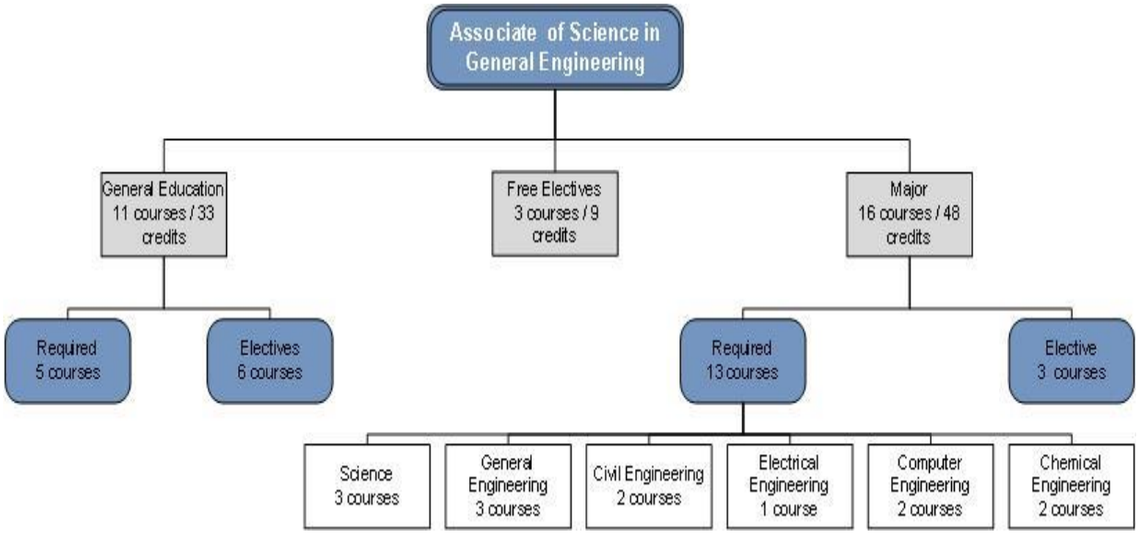
### Objectives:

- Emphasize problem solving, analysis and exposure to engineering problems and design methodologies.
- Receive in-depth instruction in the major areas of engineering (civil, electrical, chemical, computer and general engineering).
- Promote individual professionalism, teamwork, communication skills and environmental awareness.
- Become aware of ethical issues and recognize their responsibilities to society

### Learning Outcomes:

- Propose and implement an appropriate solution for specific engineering problems
- Demonstrate proficiency in the operation, monitoring and maintenance of any engineering system
- Familiarize with the contemporary engineering standards
- Become aware of modern technologies in the area of engineering

**Structure of the ASGE**




**ASGE Curriculum**

This associate program incorporates a strong general education curriculum with required and electives courses from a list of courses. More specifically, students should attend the following general education courses:

**General Education Required – 15 Credits (30 ECTS)/ 5 Courses**

| | | **Credits** |
|---|---|---|
| GE105 | Writing I: Academic Literacies | 3 |
| GE106 | Writing II: Expanding Academic Literacies | 3 |
| GE112 | Critical Thinking | 3 |
| GE115 | Public Speaking | 3 |
| IT100 | Information Literacy and Technology Basics | 3 |

**General Education Electives – 18 Credits (36 ECTS)/ 6 Courses**

ASGE students will select a total of 6 courses from the General Education categories of the institution.

**Free Electives 9 Credits (18 ECTS)/ 3 Courses**

Students may select any course but they should complete two sequential courses in the same language to fulfill the overall language requirement. More specifically, students should complete two sequential courses from the list below

| | | **Credits** |
|---|---|---|
| GE107 | Beginning Spanish I | 3 |
| GE108 | Beginning Spanish II | 3 |
| GE109 | Intermediate Spanish I | 3 |
| GE110 | Intermediate Spanish II | 3 |
| GE116 | Beginning Arabic I | 3 |
| GE117 | Beginning Arabic II | 3 |

**Major Required –39 Credits (78 ECTS)/ 13 Courses**

Apart from the General Education and Free Elective requirements, the ASGE curriculum comprises 3 General Engineering courses, 2 Civil Engineering courses, 1 Electrical Engineering courses, 2 Computer Engineering course, 2 Chemical Engineering courses and 3 Science courses.

| **General Engineering Courses** | | **Credits** |
|---|---|---|
| GEN100 | Introduction to Engineering with design lab | 3 |
| GEN101 | Engineering Mechanics | 3 |
| GEN103 | Engineering Material and Devices with lab | 3 |
| **Civil Engineering Courses** | | |
| CIV100 | Civil Engineering System | 3 |
| CIV101 | Building Construction | 3 |
| **Electrical Engineering Courses** | | |
| EL100 | Introduction to Electrical circuits with lab | 3 |
| **Computer Engineering Course** | | |
| IT150 | Programming Concepts with lab | 3 |
| IT240 | Computer Architecture | 3 |
| **Chemical Engineering Courses** | | |
| CH100 | General Chemistry with Lab | 3 |
| CH200 | Physical Chemistry | 3 |
| **Science Courses** | | |
| MATH 250 | Calculus II | 3 |
| MATH 350 | Differential equations with linear algebra | 3 |
| PH200 | General Physics II | 3 |

**Major Electives –9 Credits (18 ECTS)/ 3 Courses**

ASGE students will select a total of 3 courses from the following list

| | | **Credits** |
|---|---|---|
| CIV 102 | Surveying and Mapping | 3 |
| Math 450 | Statistics for Engineers and Scientists | 3 |
| EL 200 | Electronic Design I | 3 |
| CS 200 | Computer Science | 3 |
| IT 220 | Data Structures & Algorithms | 3 |
| CS 300 | Assembly Language Programming & Machine Org. | 3 |
| CS 400 | Designing with Programmable Logic | 3 |
| ME 100 | Introduction to Engineering Design and Solid Modeling | 3 |
| Math 500 | Multidimensional Calculus | 3 |
| PH 300 | Thermodynamics | |
| ME 200 | Introduction to Material Science | 3 |

# Bachelor of Science in Business Administration (BSBA)

The BSBA program has been designed to meet standards of excellence in the American Higher Education system. It focuses on regional and global areas of opportunity for business and entrepreneurial endeavors. The BSBA provides students with a general understanding of successful economic and business practices and fosters their competencies in specialized knowledge areas of business.

Students can complete the BSBA program in a period of 4 years during which they receive instruction in general education, business core and elective courses. The courses of a full time academic year take place over the period of two semesters. Each semester runs for 15 weeks. Courses, materials and faculty interaction are offered exclusively in English. Instruction typically includes lectures, workshops, seminars, and/or laboratory work. To ensure that the graduates of Hellenic American University are prepared for careers immediately upon graduation, the University has developed three knowledge strands from which students may choose a major area of study. The 7 specialized majors offered, in addition to a general BSBA major, are **Engineering Management, Entrepreneurship**, **Finance, Hospitality Management, Information Technology Management Marketing, Project Management**. Furthermore, minors in **Project Management, and Entrepreneurship as well as General Business** (for non business students) are also offered. Any of the BSBA majors may be offered to students of other programs as minors.

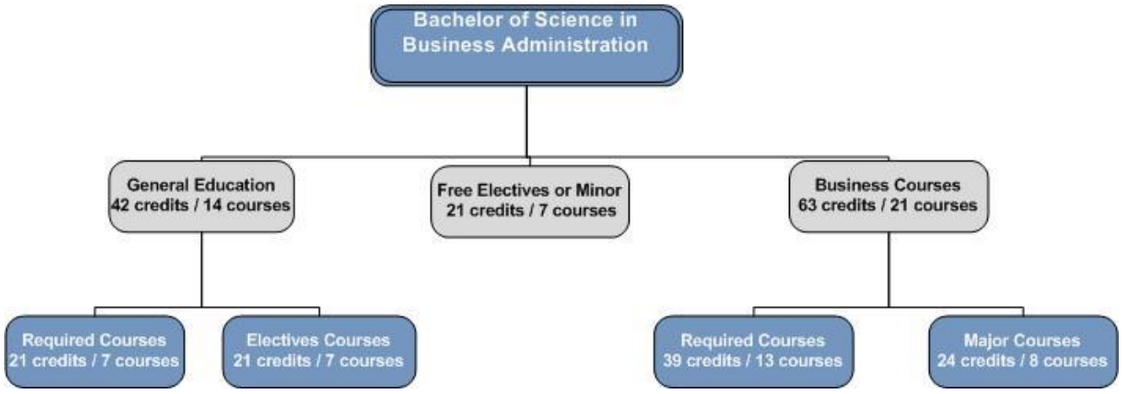
The program is designed to meet the needs of full time students and working professionals who wish to pursue a career in Business. Consequently instruction is offered in morning afternoon and evening sessions. Graduates of the program are equipped with the theoretical and practical knowledge to build a successful career in a business environment in which strong intercultural and communication skills are valued. In addition, a mentor is appointed for each student who is responsible for advising the student on his or her academic progress.

## BSBA Objectives

***Objectives:***

- Provide students with the knowledge and understanding of the basic functional areas of business management;
- Provide students with the knowledge and in-depth understanding of at least one area of concentration within the disciplines of business management;
- Develop the students' ability to analyze business problems and use critical reasoning to evaluate an array of recommendations and outcomes;
- Develop the students' ability to effectively communicate in written and spoken English;
- Develop the students' understanding, appreciation, and use of information technology resources;
- Enhance the students' appreciation for the international and ethical environments in which business operates;
- Provide students with the quantitative skills necessary for analysis and critical reasoning in the field of business;
- Provide students with a broad education which will allow them to understand and manage human and material resources effectively and be well-positioned for a career or further graduate studies in the field of business;
- Heighten students' sensitivity to cross-cultural issues that relate to their professional and personal growth.

## Structure of the BSBA Program




## Business Administration Curriculum

In addition to the General Education and Free Elective requirements, the BSBA degree program consists of 63 credits distributed as follows:

## Business Administration Core Requirements (39 credits – 78 ECTS / 13 courses)

BUS220 Accounting I
BUS221 Accounting II
BUS240 Business Statistics
BUS250 Microeconomic Theory
BUS251 Macroeconomic Theory
BUS305 Principles of Management
BUS320 Principles of Marketing
BUS330 Corporate Finance I
BUS340 Management Information Systems
BUS350 Operations Management
BUS390 Human Resources Management
BUS395 Project Management
BUS499 Business Capstone

## Major Requirements

**(8 courses / 24 credits – 48 ECTS-- *see below*)**

After having examined an array of business functions, students are required to select a major course of study, or they may pursue a general BSBA degree. Students may choose to major in the disciplines of **Engineering Management, Entrepreneurship**, **Finance, Hospitality Management, Information Technology Management Marketing, Project Management**. The major-related courses will equip students with the skills, knowledge, and abilities to function as professionals in their chosen field.

## Majors in the BSBA Program

## Engineering Management Major

### Learning Outcomes

Upon completion of the Engineering Management, students will:

- Acquire knowledge regarding the contemporary engineering standards implemented in engineering and technical services, technical management and sales, engineering-related business activities and science-related activities;
- Learn how to design and improve engineering projects as well as propose effective solutions to potential problems associated with engineering;
- Familiarize themselves with modern technologies and trends which are implemented and followed by the engineering management;
- Demonstrate proficiency in the management of an engineering system.

### Engineering Management Major Structure (8 courses/24 credits)

**Requirements - 8 courses / 25 credits (50 ECTS)**

| | |
|---|---|
| GEN100 | Introduction to Engineering with design lab |
| GEN101 | Engineering Mechanics |
| PH100 | Physics with lab |
| MATH150 | College Calculus |
| EL100 | Introduction to Electrical circuits with lab |
| CIV100 | Civil Engineering System |
| IT240 | Computer Architecture |
| PH200 | General Physics II |

## Entrepreneurship Major

### Learning Outcomes

Upon completion of the Entrepreneurship Major, students will be able to:

- Successfully plan and execute strategy in order to materialize? competitive business ideas;
- Clarify the role of organizational values, ethics, and social responsibility as prerequisites for the development of successful ventures in today's business world;
- Write and present functional business plans;
- Design and implement effective social media campaigns;
- Effectively manage the human capital of their company build successful relationships with the stakeholders as well as support teamwork;
- Identify fund-raising sources/techniques/tools needed to start their own ventures;
- Use scientific methods and best practices for delivering innovation and developing new products

### Entrepreneurship Major Structure (8 courses/25 credits)

**Requirements - 8 courses / 25 credits (50 ECTS)**

GE113 Values, Ethics and Social Responsibility
BUS205 Global Entrepreneurship (Strategic Fundamentals)
GE/BUS310 Organizational Behavior
BUS360 Entrepreneurship
BUS363 Entrepreneurial Social Media
BUS365 Innovation and New Product Development
BUS367 Virtual Entrepreneurial Simulation Game
BUS368 Ideation

## Finance Major

### Learning Outcomes

Students who successfully complete the Finance Major will:

- Be aware of the key theoretical and empirical issues in financial reporting and its relevance to financial decision-making and corporate strategic planning in international contexts;
- Acquire a critical appreciation of financial statements and their preparation, including practical and legal limitations and implications of financial reporting;
- Be able to interpret financial statements for a variety of business organizations;
- Understand the regulatory framework of financial reporting and its complexities in an international context;
- Be aware of the different ways in which an organization can obtain and use financial resources;
- Be able to apply the concepts and principles of financial investing in developing corporate investment strategies;
- Know the key theoretical and empirical aspects of international finance within corporate and international environments, and thus appreciate the global implications of conducting business;
- Be aware of what systematic and non-systematic financial risks corporations face at a multinational level, and how these risks can be managed.

### Finance Major Structure (8 courses / 24 credits – 48 ECTS)

**Requirements -- 6 courses / 18 credits (36 ECTS)**

FI404 Corporate Finance II
FI406 Financial Markets & Institutions
FI408 International Finance
FI412 Investment & Portfolio Management
FI414 Corporate Financial Strategy
FI420 Introduction to Derivatives and Risk Management

**Electives -- Select 2 courses / 6 credits (12 ECTS)**

FI310 Financial Analysis
FI410 Money & Banking
FI430 Mergers, Acquisitions, and Restructuring
FI450 Special Topics in Finance

## Hospitality Management Major

### Learning Outcomes

Upon completion of the Hospitality Management Major, students will:

- Apply the basic principles on international hospitality and tourism management within a competitive business environment;
- Demonstrate an understanding of the effective flow of operations in hospitality and tourism management;
- Apply knowledge regarding the marketing and management of events;
- Identify and evaluate the physical and human resources required in planning and development of tourism destinations;
- Use acquired skills and competencies in effectively managing hospitality and/or tourism organizations

### Hospitality Management Major Structure (8 courses / 25 credits – 50 ECTS)

**Requirements - 8 courses / 25 credits (50 ECTS)**

| | |
|---|---|
| HM100 | Introduction to International Hospitality management |
| HM102 | Introduction to International Tourism Management |
| HM120 | Hospitality Event Management |
| HM122 | Food and Beverage Management |
| HM200 | Tourism Planning and Development |
| HM299 | Industry Placement/Practicum |
| MK330 | Consumer Behavior |
| MK360 | Services Marketing |

## Information Technology Management Major

### Learning Outcomes

Students will be provided with a broad business and real world perspective of Information Technology. Upon completion of the IT Management Major, students will:

- Learn that IT is an enabler of successful performance in organizations;
- Learn that IT spans and integrates all organizational levels and business functions.
- Be familiar with the strategic role that information technology plays in enabling organizational strategy;
- Develop the analytical and critical thinking skills to frame and solve problems.
- Understand that a system consists of people, procedures, hardware, software, and data;
- Develop an understanding of the principles of ethics and acquire good interpersonal communication and team skills;
- Understand the design and implementation of information technology solutions that can enhance organizational performance;
- Possess skills in understanding and modelling organizational processes and data, defining and implementing technical and process solutions, managing projects, and integrating systems;
- Be fluent in techniques for acquiring, converting, transmitting, and storing data and information;
- Focus on applying information technology to help individuals, groups, and organizations achieve their goals.

### P Structure (8 courses / 24 credits – 48 ECTS)

**Requirements - 5 courses / 15 credits (30 ECTS)**

IT150 Programming Concepts
IT160 Networking Fundamentals I
IT200 Object-Oriented Programming
IT260 Database Management Systems
IT280 Systems Analysis and Design

**Electives – Select 3 courses / 9 credits (18 ECTS)**

IT240 Computer Architecture
IT400 Emerging Technologies & Themes
MK444 Electronic Commerce Management

## Marketing Major

### Learning Outcomes

Upon completion of the Marketing Major, students will:

- Become familiar with the nature and role of marketing as an important area of activity which contributes to the development and growth of financial institutions, public utilities, insurance and non-profit service institutions;
- Have a solid, culturally-sensitive, and specialized education in marketing that will instill students with the competencies relevant to pursue careers in brand management, market research, advertising, public relations, selling, buying, financing, merchandising, and consulting;
- Understand and appreciate the pivotal role of marketing in the creation of value by generating desired returns on investment in profit-seeking firms, or creating social value through organizations whose overarching objectives include contributing to the common, societal good and welfare;
- Understand and appreciate marketing's role in formulating, implementing, and monitoring strategies and tactics for serving high potential target markets, with the needed and desired goods, services or causes.

### Marketing Major Structure (8 courses / 24 credits – 48 ECTS)

**Requirements -- 5 courses / 15 credits (30 ECTS)**

MK330 Consumer Behavior
MK340 Marketing Communications
MK350 Marketing Research
MK440 Marketing Management
MK450 International Marketing

**Electives -- Select 3 courses / 9 credits (18 ECTS)**

MK360 Services Marketing
MK380 Business to Business (B-2-B) Marketing
MK410 Advertising and Public Relations
MK420 Retailing Management
MK430 Sales Management
MK455 Nation Branding
MK460 Strategic Marketing Applications

## Project Management Major

### Learning Outcomes

Upon completion of the Project Management Major, students will:

- Acquire knowledge regarding the principles and practices of project, program and portfolio management and their role in creating value for the firm and its stakeholders;
- Learn how to design and improve project, program and portfolio management processes as well as to manage organizational knowledge;
- Become familiar with the project management software applications needed to manage projects;
- Learn how to set a clear direction, create a vision and effectively organize projects; understand the project life cycle; link realistic objectives to stakeholder needs; estimate project costs; and devise realistic time schedules;
- Learn how to create a positive, productive, goal-oriented, problem-solving team culture;
- Acquire leadership skills to effectively manage stakeholders and their expectations;

### Project Management Major Structure (8 courses / 25 credits – 50 ECTS)

**Requirements - 8 courses / 25 credits (50 ECTS)**

| | |
|---|---|
| GE113 | Values, Ethics and Social Responsibility |
| BUS396 | Knowledge Management |
| PM396 | Applied Project Management |
| PM397 | Project Management Information Systems (PMIS) |
| PM398 | The Human Side of Project Management |
| PM400 | Project Risk Management |
| PM415 | Project Negotiations & Conflict Resolution |
| PM440 | PMI's/IPMA's Project Management Body of Knowledge |

## Minors in the BSBA Program

Students may elect to "minor" in any of the three offerings indicated below:

## Minor in Entrepreneurship

Students mainly enrolled in Business and IT Programs of the Hellenic American University have the option to pursue a minor in Entrepreneurship. This minor aims at providing them with the necessary business and entrepreneurial skills to run start-ups, small business ventures and business units in an organization. The program exposes students to fundamental areas and principles of high significance to entrepreneurship and combines business theory and practice by offering innovation tailored, hands-on courses on Entrepreneurship, Strategy, Social Media, New Product Development and Organizational Behavior. The entire curriculum is supported by lectures and presentations from guest speakers with expertise in the relevant domains. This Minor enables students to acquire a 360$^{o}$ learning experience on innovation and entrepreneurial practices and behaviors, including the option to practice in real life their innovative ideas in cooperation with their instructors, experts and external advisors or potential investors.

### Entrepreneurship Minor Learning Outcomes

Upon completion of the Entrepreneurship Minor students will:

- Gain a solid understanding of successfully planning and executing strategy in order to develop competitive business ideas;
- Learn how to write and present functional business and marketing plans;
- Learn how to build a business plan and which are the key success factors of a business idea
- Learn how to design and implement effective social media campaigns;
- Acquire people management skills to effectively manage the human capital of their company, to build successful relationships with the stakeholders as well as to support team working;
- Get familiar with the fund raising sources / techniques / tools needed to start their own ventures;
- Use scientific methods and best practices for delivering innovation and developing new products

### Entrepreneurship Minor Structure (6 Courses/ 18 Credits – 36 ECTS)

Minimum requirements for a minor in Entrepreneurship are 6 required courses (18 credits).

### Requirements (6 courses/ 18 credits – 36 ECTS)

***All of the Entrepreneurship Minor Courses are Core; there is no option for electives***

| Course Code | Course Title | Credits | Pre-requisites (Course Codes) |
|---|---|---|---|
| BUS360 | Entrepreneurship | **3** | GE105, GE106, BUS305 (Co-requisite) |
| BUS205 | Strategy Fundamentals (Global Entrepreneurship) | **3** | GE105, GE106, BUS305 (Co-requisite) |
| BUS310 | Organizational Behavior | **3** | GE105, GE106, GE115, BUS305 |
| BUS363 | Entrepreneurial Social Media | **3** | IT100, BUS/IT340 |
| BUS365 | Innovation and New Product Development | **3** | IT100, BUS/IT340 |
| BUS367 | Virtual Entrepreneurial Simulation Game | **3** | BUS360, BUS205, BUS310, BUS363, BUS365, BUS368 |

## Minor in General Business

Students enrolled in non-business programs of the Hellenic American University have the option of pursuing a minor in General Business. This minor aims at providing business development for students from all disciplines with solid theoretical background and applied knowledge of business administration. The program exposes students to fundamental areas and principles of high significance to contemporary businesses, such as principles of management and marketing, macroeconomic theory, accounting and finance as well as applications in strategic management. The General Business minor curriculum looks through the conceptual constructs along with real life applications, cases and managerial activities where students have the opportunity to get familiar with best practices, managerial processes and tools implemented in practice. The program enables students to graduate with the sufficient business knowledge to deal effectively with business situations within the contemporary marketplace, as well as with effective business.

### General Business Minor Learning Outcomes

Students will be provided with a broad business and real world perspective of General Business.
Upon completion of the General Business Minor students will:

- Gain a wide understanding of the foundation and principles of management, marketing accounting and finance;
- Become familiar with general management, marketing, accounting and finance tools needed to manage effectively various business real-time-cases;
- Learn how to effectively manage themselves in the contemporary marketplace
- Learn how to appropriately manage cross-cultural issues associate with the function of business administration in their work environment.

### General Business Minor Structure (6 Courses/ 18 Credits – 36 ECTS)

Minimum requirements for a minor in Entrepreneurship are 6 required courses (18 credits).

### Requirements (6 courses/ 18 credits – 36 ECTS)

***All of the General Business Minor Courses are Core; there is no option for electives***

| Course Code | Course Title | Credits | Pre-requisites (Course Codes) |
|---|---|---|---|
| BUS305 | Principles of Management | 3 | GE105, GE106 (Co-requisite) |
| BUS320 | Principles of Marketing | 3 | GE105, GE106 (Co-requisite) |
| BUS390 | Human Resources Management | 3 | GE105, GE106, GE115, BUS305 |
| GE/BUS251 | Macroeconomic Theory | 3 | GE105, GE106 (Co-requisite) |
| BUS220 | Accounting I | 3 | IT100, GE105, MATH100 |
| BUS 204 | Introduction to Finance | 3 | GE105, MATH100 |

## Minor in Project Management

Students enrolled in the BSBA program of the Hellenic American University have the option of pursuing a minor in Project Management. This minor equips future business professionals with a solid theoretical foundation and practical knowledge base in project management. The program exposes students to key areas of high interest and value to project management practitioners, such as project team management, risk management, procurement management, quality management, and the use of popular PM Information Systems. The PM minor curriculum balances theoretical concepts with applied exercises and cases where students have the opportunity to apply project management best practices and processes in real projects. The program enables students to graduate with a high level of understanding of the dynamics and challenges associated with projects, as well as with effective tools and techniques for managing them.

### Project Management Minor Learning Outcomes

Students will be provided with a broad business and real world perspective of Project Management. Upon completion of the Project Management Minor, students will:

- Gain a wide understanding of the principles and practices of project, program and portfolio management and their role in creating value for the firm and its stakeholders;
- Learn how to design and improve project, program and portfolio management processes;
- Become familiar with the project management software applications needed to manage projects;
- Learn how to set a clear direction, create a vision and effectively organize projects; understand the project life cycle; link realistic objectives to stakeholder needs; estimate project costs; and devise realistic time schedules;
- Learn how to create a positive, productive, goal-oriented, problem-solving team culture;
- Acquire leadership skills to effectively manage stakeholders and their expectations;
- Develop positive working relationships and knowledge that team members can carry forward to future projects.

### Project Management Minor Structure (6 Courses/ 18 Credits – 36 ECTS)

Minimum requirements for a minor in Project Management are 6 courses (18 credits) that include 4 required courses (12 credits) and 2 elective courses (6 credits).

### Requirements (6 courses/ 18 credits)

***All of the Project Management Minor Courses are Core; there is no option for electives***

| Course Code | Course Title | Credits | Pre-requisites (Course Codes) |
|---|---|---|---|
| PM 396 | Applied Project Management | 3 | GE105, GE106, GE115, BUS 395 |
| PM 397 | Project Management Information Systems (PMIS) | 3 | GE105, GE106, GE115, BUS 395 |
| PM 398 | The Human Side of Project Management | 3 | GE105, GE106, GE115, BUS 395 |
| PM 399 | Introduction to Program & Portfolio Management | 3 | GE105, GE106, GE115, BUS395 |
| PM400 | Project Risk Management | 3 | GE105, GE106, GE115, BUS395 |
| PM 415 | Project Negotiations & Conflict Resolution | 3 | GE105, GE106, GE115, BUS395 |

# Bachelor of Science in Information Technology (BSIT)

Hellenic American University offers a challenging and innovative Information Technology academic program that combines technology, science and business studies. The BSIT program prepares students for a successful career in Information Technology and for leadership in their prospective field.

A total of 41 courses plus a Capstone Project (126 credits) are required for the BSIT degree. Full-time students may complete the program in 8 semesters, while part-time students will need between 4 to 5 years to complete their degree, depending on the number of courses taken each semester. An academic year includes two semesters, each semester running for 15 weeks. New classes start in September\October for new and continuing students, and February of each academic year. Instruction usually includes a series of lectures, workshops and seminars, while assessment is based on homework assignments, individual projects, laboratory work, and examinations.

The BSIT provides graduates with the necessary credentials to build a career in the fields of information technology, programming/software engineering, database administration, IT project management, network administration, IT security and artificial intelligence. In addition to the technology courses, students work with their mentors to select General Education courses; they may also elect to add a minor area of study. Students are thus provided with a well-rounded education in which they not only acquire professional skills, but also develop character, intellectual breadth, social skills and self-confidence. Finally, several courses allow students to pursue professional vendor-specific certifications as IT professional, software [or applications] developer, network specialist and project manager.

The program is designed for full-time students and working professionals who wish to pursue a career in Information Technology.

## BSIT Objectives & Learning Outcomes

***Objectives:***

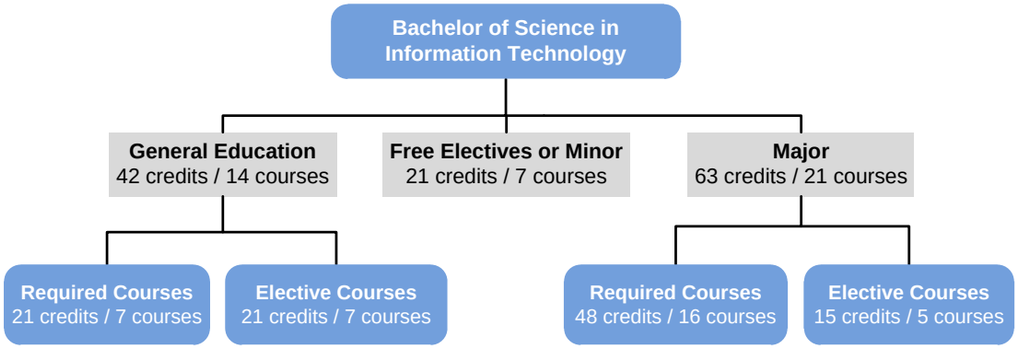
- Familiarize students with the technical concepts and practices in the Computer Science & Information Technology areas.
- Provide graduates with the competencies and knowledge to take on appropriate professional roles in Information Technology upon graduation.
- Enable students to anticipate the changing direction of information technology and evaluate and communicate the likely utility of new technologies to an individual or organization.
- Create well-rounded individuals who are productive and responsible members of society.
- Allow students to acquire the skills and maturity to grow into pursuing research or graduate studies in the field.

***Learning Outcomes:***

- Demonstrate ability to understand and contribute to the scientific, mathematical, and theoretical foundations on which computer science and information technologies are built.
- Explain and apply appropriate information technologies and employ appropriate methodologies to help an individual or organization achieve its goals and objectives.
- Use and apply current and emerging technical concepts and practices in information technologies.

- Demonstrate independent, critical thinking and problem-solving competencies by being able to analyze, identify and define the requirements that must be satisfied to address problems or opportunities faced by organizations or individuals.
- Anticipate the importance of research by being aware of basic research artifacts such as structure of a research paper, brainstorming.

## Structure of the BSIT Program




### BSIT Curriculum

Apart from the General Education and Free Elective requirements, the BSIT Major courses consist of the following:

**Major Requirements - 45 Credits (90 ECTS) / 15 Courses**

| | | |
|---|---|---|
| MATH300 | Discrete Mathematics | 3 |
| IT150 | Programming Concepts | 3 |
| IT160 | Networking Fundamentals I | 3 |
| IT200 | Object-Oriented Programming | 3 |
| IT220 | Data Structures & Algorithms | 3 |
| IT240 | Computer Architecture | 3 |
| IT260 | Database Management Systems | 3 |
| IT270 | Social and Professional Issues | 3 |
| IT280 | Systems Analysis and Design | 3 |
| IT320 | Web Technology | 3 |
| IT340 | Management Information Systems | 3 |
| IT350 | Project Management | 3 |
| IT360 | Human Computer Interaction | 3 |
| IT370 | Operating Systems | 3 |
| IT400 | Emerging Technologies and Themes | 3 |

**Major Electives – Select 15 Credits (30 ECTS)/ 5 Courses**

| | | |
|---|---|---|
| MATH150 | College Calculus | 3 |
| MATH200 | Probability & Statistics | 3 |
| MATH400 | Numerical Algorithms | 3 |
| IT355 | Project Management Tools & Best Practices | 3 |
| IT380 | Computer Graphics | 3 |
| IT470 | Emerging Computer Architectures | 3 |

| | | |
|---|---|---|
| IT330 | Compilers | 3 |
| PM430 | IPMA's Competence Baseline | 3 |
| IT205 | Advanced Programming in Java | 3 |
| IT410 | Distributed Application Development | 3 |
| IT475 | Web Application Development | 3 |
| IT480 | Developing the UI | 3 |
| IT420 | Information Security & Assurance | 3 |
| IT440 | Artificial Intelligence | 3 |
| IT450 | Software Engineering | 3 |
| IT165 | Networking Fundamentals II | 4 |
| IT175 | Routing Protocols & Concepts | 4 |
| IT265 | LAN Switching | 4 |
| IT275 | Accessing the WAN | 4 |
| IT285 | Network Management and Diagnostic Tools | 3 |
| IT290 | Unified Communications | 3 |
| IT295 | Implement Secure Networks | 3 |
| IT430 | Wireless LAN Fundamentals | 3 |

**Capstone**

| | | |
|---|---|---|
| IT499 | Capstone Project | 3 |

## Minors in the BSIT Program

## Minor in Networking

The minor is designed to satisfy the need for professionals with appropriate technical skills required to install, configure, operate and maintain a network. Students obtain high quality educational support for their further success and development in their business career; pursue professional vendor-specific certifications by Microsoft (MCDST) and CISCO (CCNA, CCNA Wireless, CCNA Security and CCNA Voice). The minor addresses candidates who wish to follow a career in Network Administration. The target group is mainly BSIT students.

### Networking Minor Learning Outcomes

Upon graduation students will be able to:

- Design, implement, operate and maintain any type of computer networks. Extend fundamental network design principles to include expanding networks and modern network services.
- Use and implement networking protocols and perform backup and recovery procedures and validation. Monitor and manage a network as well as use trouble-shooting strategies and techniques in correcting a variety of network problems.
- Critically analyze a topic, manage the related tasks, solve problems, make decisions, communicate and cooperate with other professionals in the context of a team or a project.
- Describe the security threats facing modern networks, mitigate Layer 2 attacks and implement firewall and IPS features. In addition, perform site-to-site IPSec VPNs and administer effective security policies. Finally, implement cutting edge technologies such as secure wireless LANs and Voice over IP networks and perform unified communication strategies.

### Networking Minor Structure (6 courses / 22 credits – 44 ECTS)

Minimum requirements for a minor in Networking are 6 courses (22 credits) that include the required 4 courses (16 credits), and the election of 2 courses (6 credits).

### Requirements (4 courses / 16 credits)

| Course Code | Course Title | Credits | Pre-requisites (Course Codes) |
|---|---|---|---|
| IT165 | Networking Fundamentals II | 4 | IT150, IT160 |
| IT175 | Routing Protocols & Concepts | 4 | IT150, IT160, IT165 |
| IT265 | LAN Switching | 4 | IT150, IT160, IT165, IT175 |
| IT275 | Accessing the WAN | 4 | IT150, IT160, IT165, IT175, IT265 |

### Electives (2 courses / 6 credits)

| Course Code | Course Title | Credits | Pre-requisites (Course Codes) |
|---|---|---|---|
| IT285 | Network Management and Diagnostic Tools | 3 | IT150, IT160, IT165 |
| IT290 | Unified Communications | 3 | IT150, IT160, IT165, IT175, IT265, IT275 |
| IT295 | Implement Secure Networks | 3 | IT150, IT160, IT165, IT175, IT265, IT275 |
| IT430 | Wireless LAN Fundamentals | 3 | IT150, IT160, IT165, IT175, IT265, IT275 |

## Minor in Information Technology

Undergraduate students of the Hellenic American University will have the option to pursue a minor in Information Technology (IT). The target is to equip students with a solid theoretical background as well as hands-on experience on the core Computer Science concepts. The theoretical part involves knowledge in the most popular programming languages, databases and systems analysis & design. The main target group are the BSBA students, as the hands-on experience requires students to solve business problems. However, any undergraduate student with an interest in IT can pursue the proposed minor.

### Information Technology Minor Learning Outcomes

Upon graduation students will be able to:

- Use and apply current technical concepts and practices in the core information technologies.
- Design effective and usable IT components and solutions and integrate them into the user environment.
- Explain and apply appropriate information technologies and employ appropriate methodologies to help an individual or organization achieve its goals and objectives.
- Analyze, identify and define the requirements that must be satisfied to address problems faced by organizations or individuals.

### Information Technology Minor Structure (6 courses / 18 credits – 36 ECTS)

Minimum requirements for a minor in Networking are 6 courses (18 credits) that include the required 4 courses (12 credits), and the election of 2 courses (6 credits).

### Requirements (4 courses / 12 credits – 24 ECTS)

| Course Code | Course Title | Credits | Pre-requisites (Course Codes) |
|---|---|---|---|
| IT150 | Programming Concepts | 3 | - |
| IT200 | Object-Oriented Programming | 3 | IT150 |
| IT260 | Database Management Systems | 3 | IT150 |
| IT280 | Systems Analysis & Design | 3 | IT150, IT200 |

### Electives (2 courses / 6 credits – 12 ECTS)

| Course Code | Course Title | Credits | Pre-requisites (Course Codes) |
|---|---|---|---|
| IT160 | Networking Fundamentals I | 3 | None |
| IT220 | Data Structures & Algorithms | 3 | IT150 |
| IT360 | Human Computer Interaction | 3 | IT150 |
| IT370 | Operating Systems | 3 | IT150, IT240 |

# Bachelor of Arts in English Language & Literature (BAELL)

The BA in English Language and Literature combines studies in language and linguistics with literature and literary analysis. This structure provides students with an in-depth knowledge of the English language, including its grammar and syntax, as well as social and cognitive aspects of language usage. Students will apply this knowledge to the reading and analysis of English language literature, including American, English and other global works in translation. This range of language and literary studies helps develop independent critical thinking skills and enriches students' understanding of global language connections.

## BAELL Objectives & Learning Outcomes

***Objectives:***

- Demonstrate the acquisition of the research skills and tools to engage in language pedagogy, and/or preparation for graduate studies.
- Enable students to apply sophisticated uses of language in myriad career contexts.
- Promote an understanding of literary genres, canonicity, and literary periods important to the understanding of world literature.
- Understand the intercultural and ethnic contexts as expressed in the curriculum's examples of English and world literature.

***Learning Outcomes:***

- The ability to speak and write articulately about language and literature in critically informed ways using well-constructed and appropriately supported arguments.
- The ability to conduct linguistic analysis that takes into account the structural and contextual factors that shape meaning.
- The ability to understand literary genres and periods. The ability to research a particular literary or linguistic subject in depth by making use of the necessary theoretical tools and information technology.
- For students who minor in TESOL: The ability to demonstrate knowledge of pedagogical practices in the teaching of English as a second language (TESOL) at all levels in the private and public sectors.

In the area of **language and language pedagogy**, the BA curriculum establishes opportunities for students to develop advanced communication skills in English and an in-depth knowledge of the English language. It meets the career needs of graduates by preparing them with the skills and knowledge needed to teach English at all levels in the private and public sectors. With elective courses in pedagogy and a required practicum, the BA provides excellent pre-service education for teachers of English to speakers of other languages (TESOL). Students also have the option of earning a Diploma in TESOL (18 + hours) by taking specific core language courses in the BAELL, as well as practically-oriented courses for pre-service teachers that includes a practicum.

In the area of **literature**, the curriculum will promote critical reading and analysis of primary and secondary sources; an understanding of genres, canonicity, and literary periods; and familiarity with important works of world literature. The program serves as a solid foundation for students wishing to pursue graduate studies in the area of literature, creative writing and critical analysis.

In the area of **linguistics**, the curriculum provides an understanding of current theoretical approaches to linguistic theory and the methodological tools needed to engage in the analysis of language in use.

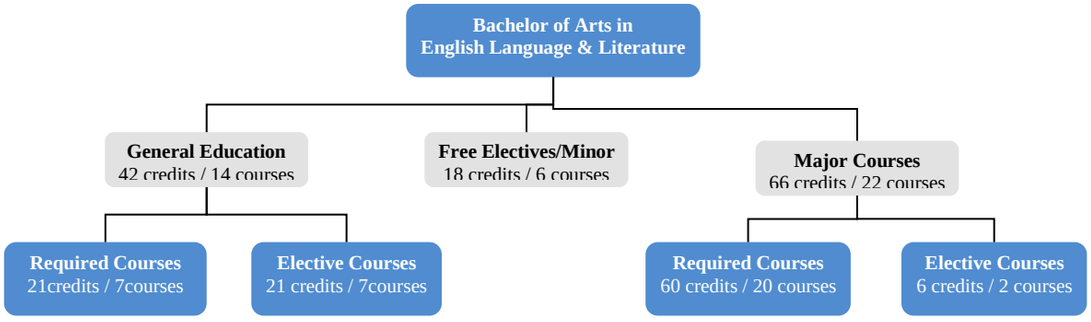
Courses focus on the description of sound patterns, the structure of phrases and sentences; word formation; first and second language acquisition; bilingualism; language in use, and the relationship between language and society. The final dissertation (practicum) provides students with the opportunity to carry out a research project and trains them for further studies in the discipline. The linguistics strand of the program is a solid foundation for graduate studies in the MAAL (Masters in Applied Linguistics), and eventually the Ph.D. in Applied Linguistics offered by Hellenic American University.

In all components of the BA in English Language and Literature, there is a strong emphasis on global awareness and intercultural communication, a hallmark of Hellenic American University. Furthermore, the development of a semester-long study abroad program in the US could, in the future, both enhance a student's global awareness and strengthen the University's existing ties with stateside American institutions.

**Program Requirements**

Successful completion of the BA in English Language and Literature will require a total of 126 credits/42 courses: 60 credits/20 courses in *major requirements*, and 6 credits/2 courses in *major elections*; 42 credits/14 courses in *general education*, 18 credits/6 courses in *free electives* which may be applied to a minor of choice.

**Structure of the English Language and Literature Program**




**English Language and Literature Curriculum**

The major curriculum of the BA in English Language and Literature combines 20 language and literature courses, inclusive of a practicum that involves the student's final project, with 2 major electives, for a total of 66 credits/22 courses, as well as the 42 credits/14 courses in General Education requirements.

Students interested in a Diploma in TESOL (18 + hours) take 3 language core courses: ENG200 Introduction to Linguistics, ENG 201 Modern English Grammar, plus 1 other language course of the remaining 4 core courses. After completion of these courses, students take another 4 practically oriented courses for pre-service teachers in the major electives: ENG310 Introduction to Methodology, ENG311 Advanced Methodology, ENG410c Classroom Teaching (Practicum I), and ENG411 Researching Language Classrooms (Practicum II).

**Major Requirements - 60 Credits (120 ECTS) / 20 Courses**

ENG200 Introduction to Linguistics
ENG201 Modern English Grammar
ENG202 Language in Use: Approaches to Discourse
ENG203 Language and Mind
ENG300 Language and Society
ENG301 Language and Interaction
ENG220 Introduction to Literature
ENG221 Shakespeare and his Time
ENG320 American Literature, an Overview
ENG321 The British novel, Past and Present
ENG322 Global Literature in Translation
ENG410 (a/b/c) Practicum
ENG420 Literary Theory I
ENG421 Literary Theory II (for Literature/Linguistics strand students only)
PSY200 Introduction to Research Methods
ENG306 Special Topics in Linguistics
ENG223 Introduction to Poetry
ENG310 Introduction to Methodology
ENG311 Advanced Methodology
ENG307 Developmental and Clinical Linguistics
ENG411 Practicum II: Researching Language Classrooms (for TESOL strand students only)

**Major Electives – Select 6 Credits (12 ECTS) / 2 Courses**

GE149 Theater Production
GE144 Introduction to Theater and Drama
ENG157 Semiotics and Film, an Introduction
ENG204 Language & Gender
ENG205 Introduction to Translation Studies
PSY210 Educational Psychology
ENG215 Creative Writing
ENG 216 Creative Writing II
ENG222 The Short Story
ENG224 Masterpieces of 20th Century Theater
ENG225 Women Writers
ENG230 Modern Greek Literature in Translation
ENG312 Technology in Education
ENG323 Seminar in American Literature and Culture
ENG324 Themes in Comparative Literature: the city
ENG 206 Feedback in Second/Foreign Language Writing: Contexts and Issues

## Minors in the BAELL Program

## Minor in TESOL

Undergraduate students of Hellenic American University have the option to pursue a minor in the TESOL strand of the BAELL program. The goal is to familiarize the students with core theories in the field of Teaching English as a Second Language.

Any undergraduate student with an interest in English language pedagogy can pursue the proposed minor. This minor may be especially appealing to students who are interested in the teaching of English as a foreign language or work in the broader field of language education.

**TESOL Learning Outcomes**

- Apply core linguistic theories to describe and analyze language.
- Use expertise in key English language teaching (ELT) methodologies to implement classroom management and lesson design techniques.
- Use linguistic knowledge to produce learning activities.

**TESOL Minor (6 Courses/ 18 Credits – 36 ECTS)**

TESOL minors must earn a minimum grade of C in each course they attempt in the minor.

**Requirements (6 courses/18 credits – 36 ECTS)**

ENG 200 Introduction to Linguistics
ENG 201 Modern English Grammar
ENG 202 Language in Use: Approaches to Discourse
ENG 310 Introduction to Methodology
ENG 311 Advanced Methodology
ENG 411 Practicum II: Researching Language Classrooms

## Minor in Literature

Undergraduate students of Hellenic American University have the option to pursue a minor in Literature. The goal is to familiarize the students with an overview of literature, a range of literary genres as well as their applicability to professions as varied as: journalism, creative writing; writing for television, film, the theatre, and political speeches; copyediting and literary criticism.

Any undergraduate student with an interest in literature can pursue the proposed minor. Interdisciplinary connections may be especially appealing to PSY students with interests in educational psychology and BSBA students interested in writing for advertising and other market-relevant venues.

**Literature Learning Outcomes**

- Demonstrate knowledge of the varieties of literature learned within their historical and cultural contexts, such as those that apply to American and British literature.
- Write a critical and/or creative paper, using the conventions applicable to the genre engaged in.
- Distinguish between different expressions of literature from literary criticism to forms of creative writing, and understand the interdisciplinary applications of literature.

**Literature -- Minor (6 Courses/ 18 Credits – 36 ECTS)**
Literature minors must earn a minimum grade of C in each course they attempt in the minor

**Requirements (2 Courses/ 6 Credits – 12 ECTS)**

ENG 220 Introduction to Literature
ENG 320 American Literature, an Overview

**Minor Electives – Select 4 courses/ 12 Credits (24 ECTS)**

ENG 321 The British Novel, Past & Present
ENG 322 Global Literature in Translation
ENG 221 Shakespeare & his Time
ENG 204 Language & Gender
ENG 205 Introduction to Translation Studies
ENG 215 Creative Writing I
ENG 216 Creative Writing II
ENG 222 The Short Story
ENG 223 Introduction to Poetry
ENG 225 Women Writers
ENG 230 Modern Greek Literature in Translation

## Minor in Translation Studies

Undergraduate students of Hellenic American University have the option to pursue a minor in Translation Studies. The goal of this minor is to create new theoretical and practical pathways to students with an interest in languages and translation. The program covers the linguistic combinations of English and Greek but can accommodate other language as well.
This minor offers solid theoretical and practical knowledge to any student with interest in translation and paves the way for a career in the translation industry.

**Translation Learning Outcomes**

- explore key theories that make up Translation Studies;
- engage in translation with English and Greek (other linguistic combinations may be accommodated);
- familiarize with terminology, terminology management, translation tools and methodologies for translation;
- enhance linguistic, intercultural, thematic and technological competence for translational purposes;
- familiarize with the practice of translation of different texts, genres and domains.

**Translation -- Minor (6 Courses/ 18 Credits – 36 ECTS)**
Literature minors must earn a minimum grade of C in each course they attempt in the minor

**Requirements –6 courses/ 18 Credits (36 ECTS)**

| | |
|---|---|
| ENG 205 | Introduction to Translation Studies |
| ENG 303 | Methodology and Terminology for Translation |
| ENG 305 | Fundamentals for Translation I (English-Greek) |
| ENG 325 | Translation and Culture |
| ENG 326 | Fundamentals for Translation II Translation (Greek – English) |
| ENG 327 | The Ethics of Translation |

## Bachelor of Arts in English Literature & Language – TESOL

This two-and-a-half year program of full-time study is open only to those students who have completed the Diploma in TESOL program at the Hellenic American Education Center. In recognition of their successful completion of their Diploma in TESOL these students will have the opportunity to complete the program in two and a half years. The following courses will therefore be waived:

IT100: Information Literacy
GE115: Public Speaking
ENG310: Introduction to Methodology
ENG311: Advanced Methodology
ENG 410c –Practicum I (TESOL)
Six (6) Free electives
Two (2) Major Electives

Learning outcomes and the remaining required and elective courses are the same as for the BAELL four-year program.

# Bachelor of Music (BM)

The primary objective of the Music program is to provide comprehensive professional training for young talented musicians. The program welcomes students who have a musical background and have already attended music courses in a conservatory or in a music high school. The development of comprehensive musicianship in all students is fundamental to the objectives and success of this program. Students have the opportunity to work and perform next to competitive, professional musicians of the highest quality, preparing them to become competent performers as much as educators. Through participation in, and exposure to, a wide variety of recitals and concerts, and through courses in music theory and composition, history and literature, and applied subjects involving state-of-the-art pedagogical systems and techniques Hellenic American University Music majors are trained to be effective and competitive in whatever musical direction their careers take them.

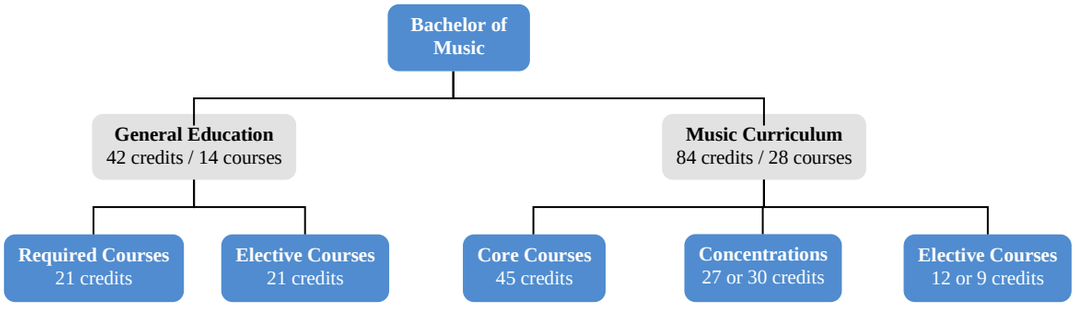
## Objectives:

- Engage students in learning and thinking about music literature and its performance.
- Emphasize a deep understanding of music and foster a critical engagement with important musical works.
- Include innovative general education courses, establishing common ground between disciplines.
- Offer liberal arts courses intended to develop critical thinking and communications skills essential for future participation in the global community of culture creators.

## Degree Requirements:

Successful completion of the Bachelor of Music program will require completion of a total of 126 credits: 42 credits in general education, 45 credits in the *major core* courses, 27-30 credit hours in the major, and 9-12 credits in music *electives.*

**Structure of the Bachelor of Music Program**




**Music Curriculum (84 credits – 168 ECTS):**

As students work through their general education program, they will also commence the required Core of their degree program. This part of the curriculum will equip them with foundation courses as well as discipline-specific courses that will provide them with the knowledge and competencies essential to a successful career in music and/or preparation for graduate studies in the field.

**Core Curriculum Learning Outcomes:**

In order to develop a basic foundation for work and continuing growth as a music professional, students (in accordance with the National Association of Schools of Music (NASM) guidelines [2007-2008]) will:

- Acquire technical skills requisite for artistic self-expression, in at least one major performance area at a level appropriate for the particular music concentration.
- Develop knowledge and skills related to basic piano keyboard instruction including basic keyboard techniques and fingering; scales, triads, seventh chords; progression and resolution of diatonic and chromatic chords; harmonization of melodies; transposition of chord progressions to different keys; arpeggios.
- Develop knowledge of the history of music through the present time including the repertory of various periods and cultures in their major performance area.
- Acquire the ability to perform from a cross-section of the music from the repertory of the major performance area.
- Develop knowledge and skills in music theory and ear training including traditional harmony and part writing, 20th Century musical techniques, and sight reading at a skill level relevant to professional standards appropriate for the particular music specialization.
- Acquire and apply rehearsal techniques and conducting skills at a level appropriate to the particular music concentration.
- Achieve growth in artistry, technical skills, collaborative competence and knowledge of repertory through regular ensemble experiences.
- Acquire an understanding of the common elements and organizational patterns of music and their interaction; the ability to employ this understanding in aural, verbal, and visual analyses and in aural dictation.
- Employ their knowledge of musical forms, processes and structures in composition, performance, analysis, and research according to the requisites of their specialization.
- Acquire a rudimentary capacity to create imitative or original music both extemporaneously and in written form.
- Develop knowledge and skills in the use of technology as it applies to notating, arranging, and composing music.
- Acquire the ability to solve musical problems by synthesis of the foregoing skills.
- Demonstrate achievement of professional, entry-level competence in the major area, including significant technical mastery.
- Form and defend value judgments about music.
- Communicate musical ideas and concepts to professionals and lay persons related to the practice of the area of specialization.

**Core Curriculum Requirements (45 credits – 90 ECTS):**

| | **Credits** |
|---|---|
| MU101 Music Theory I (Fundamentals) | 3 |
| MU102 Music Theory II (Harmony 1) | 3 |
| MU107 Ear Training/Solfège I | 1.5 |
| MU108 Ear Training/Solfège II | 1.5 |
| MU151 Piano Studio I* | 1 |

* Students concentrating in Piano (or with efficiency in Piano as qualifying after audition with Music Faculty) will substitute the MU157 Violin for Beginners, or MU171 Guitar for Beginners for Piano Studio I, II, and III. (See "Course Descriptions" for full details).

| | |
|---|---|
| MU152 Piano Studio II* | 1 |
| MU153 Piano Studio III * | 1 |
| MU154 Piano Studio IV | 1 |
| MU155 Piano Studio V | 1 |
| MU156 Piano Studio VI | 1 |
| MU157 Violin for Beginners | 3 |
| MU161 Voice for Beginners | 3 |
| MU171 Guitar for Beginners | 3 |
| MU201 Music Theory III (Harmony 2) | 3 |
| MU202 Music Theory IV (Form and Analysis) | 3 |
| MU203 Music Theory V (Counterpoint) | 3 |
| MU207 Ear Training/Solfège III | 1.5 |
| MU208 Ear Training/Solfège IV | 1.5 |
| MU221 Music History I (Survey of Music History incl. global) | 3 |
| MU222 Music History II (Medieval, Renaissance, and Baroque | 3 |
| MU321 Music History III (Classicism and Romanticism) | 3 |
| MU322 Music History IV (Romanticism & 20th Century) | 3 |
| Semester Performances (for Performance majors only) | 0 |
| Musical Organization (4 terms – 1.5 credit per term) | 6 |

String concentrations:
MU450 Musical Organization – Instrumental

***OR***

Non-string concentrations:
MU453 Musical Organization – Choral

| | |
|---|---|
| Total Core | **45 (with substitutions – see footnote* )** |

# Majors in the Music Program

Students will ***select one of 2 majors offered*** in the Program.

## Music Performance

### Music Performance Learning Outcomes:

Development of the essential competencies associated with each major will be accomplished through specific courses and by the creation of experiences that allow for integration of the knowledge and skills acquired in the program.

In the area of music performance, students will:

- Develop advanced performance skills in the major performing medium as a soloist, as a member of an ensemble, or as a member of an orchestra.
- Acquire the ability to work independently to prepare performances at the highest possible level.
- Acquire skills in foreign language and diction (essential for voice majors).
- Acquire advanced rehearsal and conducting techniques (for conducting concentration)
- Acquire an orientation to the fundamentals of pedagogy**.**

### Music Performance Major Requirements (27 credits – 54 ECTS)

| | Credits |
|---|---|
| **Studio instruction:** (8 terms - 3 credits per term)<br>▪ MU401 Piano<br>▪ Strings:<br>MU402 Violin<br>MU403 Viola<br>MU404 Cello<br>MU405 Double Bass<br>MU409 Guitar<br>▪ MU406 Voice<br>▪ MU380 Conducting | 24 |
| **Course requirement: (Select <u>one</u> of the following)**<br>**Piano and String Concentrations**<br>MU470 Chamber Music<br>**Voice Concentrations**<br>MU451 Opera Workshop<br>**Conducting Concentrations**<br>MU379 Conducting and Rehearsing Techniques | 3 |
| **Total** | **27** |

## Music Theory and Composition

### Music Theory and Composition Learning Outcomes:

In the area of theory and composition, students will:

- Acquire advanced capabilities in musical analysis including the ability to produce and discuss analytical work from an independent perspective.
- Acquire an understanding of the relationships between theory and composition. This includes original and imitative work in composition, as well as a basic understanding of the relationships among musical structure, aesthetic effect, and cultural context.
- Acquire the ability to use the tools of theoretical work including keyboard skills, spoken and written language, research techniques, and applicable technologies.
- Achieve the highest possible level of skill in the use of basic concepts, tools, techniques, and procedures to develop a composition from concept to a complete work. This includes solo and various ensemble pieces.
- Acquire fluency in the use of tools needed by composers including keyboard skills, spoken and written language, conducting and rehearsal skills, analytical techniques, and applicable technologies.
- Achieve a level of competence that prepares them for graduate studies in the area of music theory and composition.

**Music Theory and Composition Major Requirements (30 credits – 60 ECTS)**

| | |
|---|---|
| MU461 Basic Composition I | 2 |
| MU462 Basic Composition II | 2 |
| MU463 Intermediate Composition I | 2 |
| MU464 Intermediate Composition II | 2 |
| MU465 Intermediate Composition III | 2 |
| MU466 Senior Composition I | 2 |
| MU467 Senior Composition II | 3 |
| Publicly Performed work | 0 |
| Medium Scale Composition | 0 |
| MU305 Contemporary Techniques | 3 |
| MU306 Analytical Techniques | 3 |
| MU379 Conducting and Rehearsing Techniques | 3 |
| MU407 Counterpoint | 3 |
| MU411 Music Technology | 3 |
| **Total** | **30** |

**Music Electives – (9-12 credits – 18-24 ECTS)**

| | **Credits** |
|---|---|
| MU 204 Music Theory VI (Advanced Harmony) | 3 |
| MU303 Instrumentation | 3 |
| MU304 Orchestration | 3 |
| MU311 Music Pedagogy | 3 |
| MU323 Greek Music | 3 |
| MU324 American, Jazz, Pop Music | 3 |
| MU325 World Music and Cultures | 3 |

| | |
|---|---|
| MU408 Fugue | 3 |
| MU412 Music production for different Media | 3 |
| MU456 Art of Accompanying (Serves as Music Organization credit). | 3 |
| MU480 Music Theory Seminar | 3 |

**Senior Recital (0 credit)**

In their senior year, Performance majors will give a recital, and Theory/Composition majors will organize a recital featuring their own compositions.

**Program Admission**

The selection of candidates for the Bachelor of Music Program will be through audition.

## Minors in the Music Program

## Minor in Music Performance

Undergraduate students of Hellenic American University will have the option to pursue a minor in Music Performance which provides non-music majors with high-level training in instrumental or vocal performance. Students can choose a concentration to an instrument from those offered by HAUniv (piano, guitar, violin) or voice. This minor includes the study of the structure of music, aural training, music literature and private studies, which is designed to yield a balanced music background.

### Admission to Minor

Admission to the Minor in Music is based on successful completion of a performance audition before a faculty committee prior to enrolling in the minor.

### Music Performance Minor Learning Outcomes

- Develop instrument or vocal skills sufficient for the performance of an elementary and average repertoire.
- Learn basic terminology and theoretical principles of music.
- Develop aural and singing skills.
- Identify and analyze musical works of different periods, styles, genres and composers.

### Music Performance Minor Structure (10 Courses/ 18 Credits – 36 ECTS)

Minimum requirements for a minor in Music Performance are 10 courses (18 credits) that include the required 4 courses (9 credits), and the Concentration of 6 courses (9 credits).

### Requirements (4 courses/ 9 credits)

| Course Code | Course Title | Credits | Pre-requisites (Course Codes) |
|---|---|---|---|
| MU101 | Music Theory I | 3 | None |
| MU107 | Ear-Training/Solfège I | 1.5 | None |
| MU108 | Ear-Training/Solfège II | 1.5 | MU107 |
| MU221 | Music History I (Survey of Music History) | 3 | None |

**Concentrations (6 courses / 9 credits – 18 ECTS)**

*Students can choose one from the following four concentrations:*

**Piano**

| Course Code | Course Title | Credits | Pre-requisites (Course Codes) |
|---|---|---|---|
| MU151 | Piano Studio I | 1 | None |
| MU152 | Piano Studio II | 1 | MU151 |
| MU153 | Piano Studio III | 1 | MU152 |
| MU401 | Piano | 6<br>(3 cr. x 2 terms) | MU151, MU152, MU153 |

**Violin**

| Course Code | Course Title | Credits | Pre-requisites (Course Codes) |
|---|---|---|---|
| MU157 | Violin for Beginners | 3 | None |
| MU402 | Violin | 6<br>(3 cr. x 2 terms) | MU157, MU158, MU159 |

**Voice**

| Course Code | Course Title | Credits | Pre-requisites (Course Codes) |
|---|---|---|---|
| MU161 | Voice for Beginners | 3 | None |
| MU406 | Voice | 6<br>(3cr. x 2 terms) | MU161, MU162, MU163 |

**Guitar**

| Course Code | Course Title | Credits | Pre-requisites (Course Codes) |
|---|---|---|---|
| MU171 | Guitar for Beginners | 3 | None |
| MU409 | Guitar | 6<br>(3 cr. x 2 terms) | MU171, MU172, MU173 |

# Bachelor of Science in Psychology (BSPSY)

The program in psychology at Hellenic American University examines influences on human behavior ranging from socio-cultural to neurological factors to gain a comprehensive understanding of the processes underlying human behavior.

The curriculum places emphasis on acquisition of the scientific knowledge base of the discipline as well as development of practical skills and competencies needed by future psychology professionals preparing graduates for admission into graduate programs as well as for entry - level positions in the human services and mental health fields. The curriculum is also flexible enough to accommodate students with different interests and career objectives such as an interest in Counseling.

## BSPSY Objectives & Learning Outcomes

**Objectives:**

- Foster the training of students in psychology by engaging them in learning about human behavior, cognition and emotion through theory, experimental application and practice.
- Advance the full range of psychological research and theory and their integration with other relevant sciences by emphasizing interdisciplinary connections through innovative general education and elective courses.
- Foster the broad application of the discipline to human problems in responsible and innovative ways.
- Offer liberal arts courses intended to develop critical thinking and communication skills essential for future participation in the global workforce.

**Learning Outcomes:**

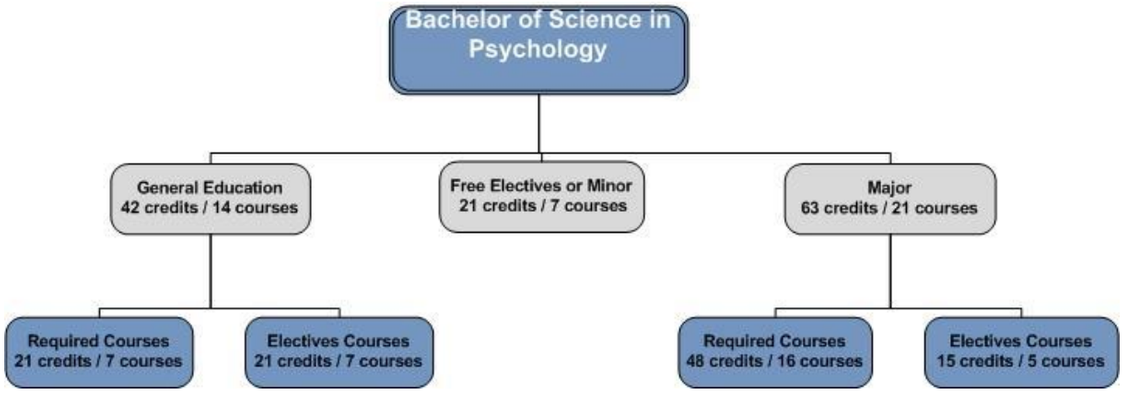
*Upon completion of the program students will be able to:*

- Synthesize the natural science and social science aspects of psychology and demonstrate familiarity with the major concepts and empirical findings.
- Demonstrate understanding of behavior and mental processes and develop insight into their own and others' behavior.
- Apply psychological theories and research findings as these relate to everyday life and identify and develop skills and experiences relevant to achieving selected career goals.
- Understand, apply and evaluate basic research methods in psychology, including research design, data analysis, and interpretation.
- Recognize the necessity for ethical behavior in all aspects of the science and practice of psychology.
- Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, tolerance for ambiguity and intellectual engagement.
- Demonstrate effective writing, oral and presentation skills in various formats (e.g., essays, note taking) and for various purposes (e.g., informing, defending, persuading).
- Interact effectively and sensitively with people from diverse backgrounds and cultural perspectives.

**Program Requirements**

Successful completion of the program requires a total of 126 credits: 42 credit hours (14 courses) in general education, 21 credit hours (7 courses) in free electives (or a minor) and 63 credit hours (21 courses) in psychology and the capstone project, for a total of 126 credit hours.

## Structure of Psychology Program




**Psychology Curriculum**

Apart from the General Education and Free Elective requirements, the BSPSY degree program consists of 63 credits distributed as follows:

**Major Psychology Courses**

The core courses of the program consist of 14 major required psychology courses and 5 major electives (total of 21 courses) as well as an internship (3 credit hours) and a capstone project (3 credit hours). Although the capstone project is mandatory, the internship course may be substituted by any of the major elective courses offered. The program thus allows students flexibility in choosing courses to meet their interests in psychology and other areas and to exploit potential market needs.

**Major Required Courses (42 credits – 84 ECTS)**

PSY150 Introduction to Psychology
PSY200 Introduction to Research Methods
PSY220 Developmental Psychology I
PSY230 Developmental Psychology II
PSY240 Social Psychology
PSY260 Statistics for Psychology
PSY300 Physiological Psychology
PSY320 Learning and Behavior
PSY330 Abnormal Psychology
PSY370 Cognitive Psychology
PSY380 Theories of Personality
PSY390 Health Psychology
PSY400 Experimental Psychology
PSY410 History and Systems of Psychology

**Major Elective Courses – Select 5 courses (15 credits – 30 ECTS)**
Students will select a total of 5 courses:

| | |
|---|---|
| PSY420 Interviewing and Counseling | PSY280 Social Psychology Seminar |
| PSY430 Theory and Principles of Psychotherapy | PSY345 Fundamentals in Music Therapy |
| PSY440 Clinical Psychology | PSY360 Testing and Assessment |
| PSY450 Child Psychopathology | PSY470 Behavior Modification |
| PSY460 Clinical Neuropsychology | PSY480 Psychology of Addictions |

* *Students may choose to take PSY210 Educational Psychology to fulfill the general education requirement under the category of Social Science.*

**Internship Placement/ Course (3 credits – 6 ECTS)**
The purpose of the Psychology Internship is to offer applied experiences within the human services, research, and related fields to enhance the learning experience of undergraduate students in psychology. Internships allow students to explore career options, develop professional relationships with individuals in their field, increase professional skills, enhance their resume for future employment and/or admission to graduate programs, and gain confidence in themselves as emerging professionals.

Internships provide a strong link between formal coursework, theories, and research, and students' applied experiences in the field of psychology. Coursework provides a necessary foundation for internships, and students must complete the required psychology major courses to be eligible for these more complex internship placements.

**Capstone Course/ Project (Required- 3 credits – 6 ECTS)**
In their senior year and after consultation with their mentor, all BSPSY students are required to complete a capstone project. The capstone project gives students the opportunity to critically review relevant psychological theories and apply, in the context of an empirical research project, research methods they have learned during the course of their studies. Each individual student project must be original, incorporate true experimental design with at least one manipulated independent variable, and receive approval of the Ethics Review Committee (i.e., Institutional Review Board- IRB) as required by APA (2002). Students will be required to demonstrate the competencies they have acquired in their chosen major, and will continue to develop critical skills and potentially valuable contacts that will enhance their future careers.

## Minor in Psychology

Undergraduate students of Hellenic American University will have the option to pursue a minor in Psychology. The goal is to familiarize the students with the major concepts and theories of psychology as well as cover individualized interests in psychology.

Any undergraduate student with an interest in psychology can pursue the proposed minor. Interdisciplinary connections may be especially appealing to BSBA students majoring in marketing and BAELL students interested in teaching.

### Psychology Minor Learning Outcomes

- Explore the natural science and social science aspects of psychology and demonstrate familiarity with the major concepts and empirical findings.
- Familiarize the student with the human behavioral and mental processes
- Recognize the necessity for ethical behavior in all aspects of the science and practice of psychology

**Psychology Minor (6 Courses/ 18 Credits – 36 ECTS)**

Minimum requirements for a minor in Psychology are 18 hours of course work (6 courses), including (a) the 2 prerequisite courses, (b) 2 courses from the list of the required courses for the major in psychology, and (c) 2 elective courses.

**Requirements (4 courses/ 12 credits – 24 ECTS)**

| Course Code | Course Title | Credits | Pre-requisites (Course Codes) |
|---|---|---|---|
| PSY150 | Introduction to Psychology | 3 | GE105<br>**Coreqs:** GE106 |
| PSY200 | Introduction to Research Methods | 3 | GE105, GE106, PSY150 |
| *And two of the following:* | | | |
| PSY220 | Developmental Psychology I | 3 | GE105, GE106, PSY150<br>**Coreqs:** PSY200 |
| PSY230 | Developmental Psychology II | 3 | GE105, GE106, PSY150, PSY200, PSY220 |
| PSY240 | Social Psychology | 3 | GE105, GE106, PSY150 |
| PSY260 | Statistics for Psychology | 3 | GE105, GE106, PSY150, MATH100<br>**Coreqs:** PSY200 |
| PSY300 | Physiological Psychology | 3 | GE105, GE106, BIOL150, PSY150, BIOL200, PSY200 |
| PSY320 | Learning and Behavior | 3 | GE105, GE106, PSY150, PSY200 |
| PSY330 | Abnormal Psychology | 3 | GE105, GE106, PSY150, PSY200 |
| PSY370 | Cognitive Psychology | 3 | GE105, GE106, PSY150, PSY200 |
| PSY380 | Theories of Personality | 3 | GE105, GE106, PSY150, PSY200 |

| | | | |
|---|---|---|---|
| PSY390 | Health Psychology | 3 | GE105, GE106, PSY150, PSY200 |
| PSY400 | Experimental Psychology | 3 | GE105, GE106, PSY150, PSY200, PSY260 |
| PSY410 | History and Systems of Psychology | 3 | GE105, GE106, PSY150, PSY200 |

**Electives (2 courses / 6 credits – 12 ECTS)**

| Course Code | Course Title | Credits | Pre-requisites (Course Codes) |
|---|---|---|---|
| PSY420 | Interviewing and Counseling | 3 | GE105, GE106, PSY150, PSY200, PSY330 |
| PSY430 | Theory and Principles of Psychotherapy | 3 | GE105, GE106, PSY150, PSY200, PSY330 |
| PSY440 | Clinical Psychology | 3 | GE105, GE106, PSY150, PSY200, PSY330 |
| PSY450 | Child Psychopathology | 3 | GE105, GE106, PSY150, PSY200, PSY330, PSY220 |
| PSY280 | Social Psychology Seminar | 3 | GE105, GE106, PSY150, PSY200<br>**Coreq:** PSY240 |
| PSY470 | Behavior Modification | 3 | GE105, GE106, PSY150, PSY200, PSY320 |
| PSY345 | Fundamentals in Music Therapy | 3 | GE105, GE/PSY101 or PSY150,<br>**Coreqs**: GE/MU142 or MU221 |

# Graduate Programs

The graduate degree programs at Hellenic American University are designed to provide those students selected for admission with the highest quality US advanced education experience at the Master's and Doctoral levels. Our graduate concentrations at the Master's level endeavor to imbue our graduates with the specialized professional knowledge and competencies that will prepare them for the leadership opportunities, rigors, and complexities which they will confront in their chosen careers. At the Doctoral level, Hellenic American University dedicates its energies and resources to creating an environment of learning and practice, research, and service which endows students with the world-class preparation for leadership, scholarship, and expert proficiency prescribed for and demanded of those who earn the highest degree in their professional field.

Upon acceptance to one of our Master's or Doctoral programs, candidates enroll as either full- or part-time students. It is expected that full-time students can complete their graduate studies at the Master's level in about two years, depending on their concentration (some concentrations, such as those in translation and conference interpreting, can be completed in one year with full time-study). At the Doctoral level, it is anticipated that degree completion can be accomplished with three years of full-time study. Part-time students entering graduate study for the first time should expect their path to degree completion to be extended, depending on the number of courses to which they commit each term. Currently, the University operates on a semester system (i.e., two semesters, each of fifteen weeks duration, commencing in late September/early October and February, and two summer terms of four weeks in duration). All graduate students are assigned a Faculty Advisor\Mentor; many courses are scheduled to accommodate working students. The language of instruction is exclusively English.

The required and elective curriculum specific to each graduate program is described in detail on the appropriate pages designated for the selected Master's or Doctoral-level offering. In general, however, the awarding of a Doctoral degree requires the successful completion of a 58 credit program of advanced study and research. At the Master's level, the range of required credit hours ranges from 36 to 53, depending upon the specialty chosen. HAUniv graduate programs are intended to assure that each of our graduates acquires the professional and academic skills that will provide them with a globally-focused and cross-culturally informed vision of professional competency and leadership in a career-oriented world.

Note: One (1) US course credit equals two (2) ECTS credits (European Credit Transfer System)

### The graduate programs offered at Hellenic American University are:

- **Master of Business Administration (MBA)**
- **Professional Master of Business Administration (PMBA)**
- **Master of Science in Information Technology (MSIT)**
- **Master of Arts in Applied Linguistics (MAAL)**
- **Master of Arts in Translation (MAT)**
- **Master of Arts in Conference Interpreting (MACI)**
- **Master of Science in Psychology (MSPsy)**
- **Doctor of Philosophy (PhD) in Applied Linguistics**

## Institutional Level Goals

*The University's goals build upon the institution-defining vision and work of HAUniv's Founders and pioneering faculty and staff. These goals influence in a comprehensive fashion, all elements of the Hellenic American University community.*

### Hellenic American University aims to:

- Provide the best American university education for its students, thereby enhancing their ability to engage in careers that contribute to community and business development.
- Enable students to contribute to global understanding, and socioeconomic development by providing them with intercultural communication skills.
- Cultivate a stimulating learning environment in which career practices are informed by the highest standards of scholarly theory and principles of ethical behavior.
- Provide students with the attitudes, skills, and habits for lifelong learning and leadership roles in the global economy.
- Serve as a center of intellectual and practical excellence in the region, where teaching, scholarship, and practice are integrated.

### *The objectives of the University's graduate programs are to:*

- Provide students with the advanced knowledge, skills, and conceptual frameworks that will support their careers in their chosen field;
- Guide students in acquiring the research-based competence and practical experiences essential to a career in Business, Information Technology, Translation, Interpretation, Applied Linguistics, or Psychology;
- Foster among our students the knowledge of the central functions, processes, and systems which provide the context for leadership and successful performance in their professional field;
- Assure our students' appreciation of the ethical, legal and cross-cultural realities which define their professions; and
- Cultivate for our students a learning environment in which the core functions of the modern academy -- teaching, research and service-- are integrated and continually reinforced throughout the educational experience at the University.

## Master of Business Administration (MBA)

## Overview of the MBA Degree

The MBA program of Hellenic American University (HAUniv) is designed to prepare managers for careers in dynamic business environments, by equipping them with all necessary knowledge and skills that aid them to effectively develop the managerial competencies they need to be successful in their careers. The program facilitates graduates to develop lifelong learning habits, which enable them to deal with managerial change, within the local and international business environments.

Graduates of the program develop a creative problem-solving approach and master a range of quantitative and qualitative tools that enable them to make informed decisions. They also acquire a global perspective on the business environment. Students come to appreciate the importance of corporate social responsibility, become familiar with the legal and ethical framework of doing business, and understand the role of corporate governance. The MBA is designed for professionals who wish to enhance their career potential and to take their knowledge to the next level. Successful candidates for the MBA program should be experienced, bright, determined and culturally aware.

The curriculum that forms the first and a half years of study, which students pursue in a flexible cohort based format, establishes a common foundation in the fundamental practices of business including finance, marketing, people management, negotiation, operations, strategy, business analysis and more. All students participate in the same set of classes in a pedagogical method which complements case-method learning with smaller hands-on team projects, global immersions, and entrepreneurial initiatives. In addition to acquiring specific analytical and quantitative skills, students become familiar with standards of communication and collaboration, and develop collegial relationships with one another which last beyond the duration of the program. The goal is to give students a firm grasp of broad-based fundamentals and a view of businesses as holistic organizations in the context of contemporary business challenges. We use an inductive learning model that departs from just facts and theories. We follow a pedagogical process that teaches individuals not only how to manage organizations, but also how to continually grow and learn throughout life.

The last part of the program is designed to offer students the ability to focus their studies on areas of particular interest they have in business by honing their functional skills or knowledge of particular industry areas gaining a holistic and comprehensive understanding of business and thus able to create comprehensive plans for venture launching. We offer certificates in People Management, Marketing, Operational Excellence, and Global Aviation Management.

Students are awarded these certificates by successfully completing two (2) courses in the managerial competency area of their interest and write their capstone project in a topic relevant to the specific competency. Students that wish to be awarded more than one certificate will be invited to enrol in two (2) additional courses. In the case of the certificate in Global Aviation Management, students must successfully complete three (3) courses relevant to the managerial competency area and write their capstone project in an aviation industry topic. Students are awarded these certificates with distinction by successfully completing a professional (industry) certification in the chosen focus area.

The MBA program is a challenging learning experience that fosters our students' professional and personal development and equips them with the management competencies and applied knowledge they need for a promising career. The program designed is based on the pillars of rigorous course work, individual mentoring, hands-on experience and mastery of managerial competencies.

## MBA Objectives & Learning Outcomes

## Objectives:

- Provide students with quantitative and qualitative tools to identify, analyze and create business opportunities as well as solve business problems, developing their ability to think strategically and to lead, motivate and manage teams across borders.
- Instill students with skills of curiosity, initiative, independence, reflection and knowledge transfer which will allow them to be in a position to manage new knowledge in their professional careers and to enhance their managerial effectiveness with superior written and oral communication.
- Enhance students' appreciation of challenges facing businesses in today's complex world in the context of achieving efficiency while considering social responsibility, legal and ethical principles, and corporate governance fundamentals.

## Learning Outcomes:

- Graduates are able to synthesize the knowledge, skills, and tools acquired in the program within a real microbusiness they must be able to design themselves.
- Graduates are able to excel in their chosen career paths, by learning on how to live, adapt and manage business environmental change.
- Graduates are able to reflect upon and explore business problems in depth, to develop informed managerial decisions, and to demonstrate ability to pursue new knowledge necessary to succeed in dynamic local and international business environments.

## The Structure of the MBA Program

**Orientation:**

Orientation provides students with an opportunity to get acquainted with the University community. They meet faculty and fellow students, visit the facilities, receive useful information on their course of study and University services, and participate in team-building exercises that help them establish relationships with other students. Students also receive training in the use of technology and Library resources of the University.

**Core Curriculum (10 courses, 30 credits – 60 ECTS):**

The core curriculum builds management competencies of important functions of management, and provides the tools and experiences essential to a successful business career. The required courses help students build a broad foundation of general management concepts and skills across all key disciplines. The first course in the core curriculum, a team taught course entitled "The Business Landscape" focuses on challenges of enterprise development in the context of core managerial functions and provides students with a holistic approach to business which then in broken down and studied from the perspective of the fundamental practices of business. At the end of the core curriculum, the team taught course entitled "Functional Integration" serves as an experience in business skills synthesis through focusing on applied skills through a multi-thematic and multidisciplinary approach. Throughout the curriculum, industry mentors provide guidance on current practices and perspectives.

**Elective Curriculum (3 courses, 9 credits – 18 ECTS):**

The elective courses provide students with an opportunity to examine specific areas according to their interests and career needs. Students' management course work is enhanced by specialization courses and an elective course structure gives students the opportunity to pursue areas of particular career interest or to specialize in a designated certificate area or major. Students also have the ability to take one elective course if they choose so from any of the designated course lists of other HAUniv graduate programs.

**Capstone Project (1 course, 3 credits – 6 ECTS):**

MBA students are expected to develop a Capstone project. The Capstone project provides an opportunity for students to integrate and apply the knowledge they have gained in their MBA program by demonstrating the ability to design a real microbusiness.

With the capstone project, students will show a good command of the knowledge acquired across the MBA program; the ability to conduct high level analysis of business issues; and to develop recommendations the application of which address the issues they investigate. Through the Capstone Project, students develop critical analysis, empirical investigation, managerial argumentation, decision making, persuasion and project management skills, valuable for the enhancement of their professional careers.

## Program Requirements

**MBA Courses, Credits & Teaching Hours**

| Courses | | | Credits | Hours |
|---|---|---|---|---|
| **1** | **BUS 501** | Functional Skills Integration | **3** | **45** |
| **2** | **BUS 511** | The Business Landscape | **3** | **45** |
| **3** | **BUS 513** | Business, Policy and the International Economy | **3** | **45** |
| **4** | **BUS 526** | Marketing Management | **3** | **45** |
| **5** | **BUS 527HR** | Strategic Human Resource Management | **3** | **45** |
| **6** | **BUS 528** | Managerial Finance | **3** | **45** |
| **7** | **BUS 6109** | Accounting for Decision Making | **3** | **45** |
| **8** | **BUS 6110** | Operations Research | **3** | **45** |
| **9** | **BUS 6111** | Technology and Operations Management | **3** | **45** |
| **10** | **BUS 6120** | Strategy | **3** | **45** |
| **11** | **Elective** | Elective 1 | **3** | **45** |
| **12** | **Elective** | Elective 2 | **3** | **45** |
| **13** | **Elective** | Elective 3 (can be outside of MBA program) | **3** | **45** |
| **14** | **CP6300** | Capstone Project | **3** | **45** |

**Total Credits: 42**

## Standard Program

The MBA program is designed to allow students to master the course material by sequencing the program into core courses and electives over a 2 semester per year period. Typically, each semester runs for 15 weeks. The program concludes with a field-based Capstone Project that demonstrates a student's ability to apply classroom knowledge to real world problems. Students following the recommended

program should complete their studies in 2 years however, by taking advantage courses offered during intersessions, they could expedite graduation at 1 and a half years.

## Special Admission Requirements for the MBA Degree

Every application packet is reviewed individually. Therefore, it is important that we meet our potential students in person. If this is not feasible, we will contact each candidate and speak over the phone or through video conferencing. The interview will be conducted by a Business Program faculty member from and will revolve around a candidate's prior academic and professional experience as well as goals.

## MBA Program Electives (9 Credits / 3 Courses)

In order to complete the MBA program students are required to take 3 elective courses from the selection presented below. Each of the sections below represents the specific competencies of People Management, Marketing, Operational Excellence, and Global Aviation Management. Students may choose not to follow any specialization and, they also have the option to take one of their elective courses from the HAUniv offering outside of the MBA program. As the University continually innovates with its curriculum, new course options may be available to students during their studies.

## List of MBA Electives

| Elective Courses | | | Credits | Hours |
|---|---|---|---|---|
| **People Management Certification** | | | | |
| **1** | **BUS512** | Leadership and Organizational Behavior | **3** | **45** |
| **2** | **BUS514** | Ethics, Law and CSR | **3** | **45** |
| **3** | **BUS516** | Total Rewards | **3** | **45** |
| **4** | **BUS517** | Employment Relations | **3** | **45** |
| **Operational Excellence Certification** | | | | |
| **1** | **MGT6126** | Project Management | **3** | **45** |
| **2** | **BUS6280** | Project Portfolio Management | **3** | **45** |
| **3** | **ITM6125** | Decision Support Systems | **3** | **45** |
| **4** | **ITM6260** | Data Base Management System | **3** | **45** |
| **5** | **ITM6261** | Data and Communication Networks | **3** | **45** |
| **6** | **ITM6262** | Systems Analysis and Design | **3** | **45** |
| **7** | **BUS518** | Business Analysis & Service Management | **3** | **45** |
| **8** | **IT 6274** | Data-mining and Data-Warehousing | **3** | **45** |
| **9** | **IT 6540** | Investigative Data Mining | **3** | **45** |
| **10** | **IT 6545** | Pattern Analysis and Detection | **3** | **45** |
| **11** | **IT 6264** | IT Management and Strategy | **3** | **45** |
| **Marketing Certification** | | | | |
| **1** | **BUS519** | Strategies for Digital Marketing | **3** | **45** |
| **2** | **BUS529** | Managing for Sales | **3** | **45** |
| **3** | **GM6274** | International Marketing | **3** | **45** |
| **4** | **ITM6122** | E-Business and E-Commerce Management for SMEs | **3** | **45** |
| **5** | **MGT6135** | Management for SMEs | **3** | **45** |
| **6** | **PR6250** | Branding and Communications | **3** | **45** |
| **7** | **PR6245** | Special Event Management | **3** | **45** |
| **8** | **PR6241** | Strategic Communication & Public Relations | **3** | **45** |

| | | | | |
|---|---|---|---|---|
| **Global Aviation Management Certification** | | | | |
| **1** | **GAM6800** | Global Air Transport Strategies | **3** | **45** |
| **2** | **GAM6810** | Global Air Transportation System | **3** | **45** |
| **3** | **TRA6700** | International Multimodal Transportation Seminar | **3** | **45** |
| **Business Electives** | | | | |
| **1** | **GM6271** | International Business | **3** | **45** |
| **2** | **HMG6230** | Introduction to Health Care Management | **3** | **45** |
| **3** | **HMG6238** | Health Communication | **3** | **45** |
| **4** | **MGT6130** | Entrepreneurship and New Venture Management | **3** | **45** |
| **5** | **MGT6150** | Strategy, Technology & Organization | **3** | **45** |
| **6** | **GMP6277CCM** | Cross Cultural Management | **3** | **45** |
| **7** | **PR6248** | Crisis Management | **3** | **45** |
| **8** | **FIN6235** | Behavioral Finance | **3** | **45** |
| **9** | **FIN6520** | Investment Analysis and Portfolio Management | **3** | **45** |
| **10** | **FIN6527** | Principles of Valuation | **3** | **45** |
| **11** | **FIN6529** | Contemporary Issues in Finance | **3** | **45** |

# Professional Master of Business Administration (PMBA)

## Overview of the PMBA Degree

The Professional MBA addresses the needs of experienced professionals for graduate business education. The program introduces participants to the eight managerial roles of the Competing Values Framework and helps them develop the knowledge and skills that will enable them to balance the often competing pressures of the managerial job.

The Professional MBA is offered both as a full-time and as a part-time program. Full-time students can expect to finish the program in two years while the completion timeframe for part-time students would depend on the classes they take each academic term. The program uses a variety of learning environments and teaching methods, including in-class teaching, online sessions, team-based teaching, and the case study method, in which students reflect on the realities of decision-making in organizations and learn that the practice of management is a lived experience and a learned skill.

The Professional MBA is ideal for professionals who have five years of managerial experience and seek to fast-track their careers.

## PMBA Objectives and Learning Outcomes

- Foster applied strategic thinking skills: students will be able to demonstrate the capacity to assess dynamically changing business environments and profitably align their business activities through the informed application of modern and classic management tools;
- Foster critical thinking capacities: students will be able to demonstrate the capacity to identify organizational problems, challenge dominant assumptions and surface dormant beliefs, and learn to become informed, ethical, and responsible decision makers;
- Foster organizational capacity: students will be able to demonstrate the capacity to operate, communicate, and deliver results individually as well as collectively.

## The Structure of the Professional MBA Program

### Orientation

Orientation provides students with an opportunity to get acquainted with the University community. They meet faculty and fellow students, visit the facilities, receive useful information on their course of study and University services, and participate in team-building exercises that help them establish relationships with other students. Students also receive training in the use of technology and Library resources of the University.

### The General Skills Curriculum (4 courses/ 12 credits – 24 ECTS)

The general skills curriculum solidifies students' knowledge of basic skills and terminology, and builds the conceptual frameworks that will guide their learning throughout the program. It lays the groundwork for the core curriculum. Some of these courses may be waived based on previous academic work. Those foundation courses that are waived will be substituted by elective courses.

## The Managerial Competencies Curriculum (8 courses / 24 credits – 48 ECTS)

The managerial competencies curriculum consists of core courses that build student knowledge of important functions of management and provide the tools and experiences essential to a successful business career. The core curriculum includes eight required courses.

The required core courses help students build a broad structure of management concepts and skills across all key disciplines. These courses are grouped in four pairs/modules. Each pair of the required core courses develops the leadership competencies associated with a pair of competing managerial roles: co-coordinator and innovator, mentor and director, facilitator and producer, and, finally, monitor and broker. In particular, the four modules and their constituent courses are designed as follows:

| Module | | PROFESSIONAL MBA<br>Competency | Course |
|---|---|---|---|
| **1** | **Coordinator role** | Managing projects<br>Designing work<br>Managing across functions | **High Performance Management** |
| | **Innovator role** | Living with change<br>Thinking creatively<br>Managing change | **Advanced Marketing** |
| **2** | **Monitor role** | Monitoring individual performance<br>Managing collective performance and process<br>Analyzing information with critical thinking | **Financial Management** |
| | **Broker role** | Building and maintaining power base<br>Negotiating agreement and commitment<br>Presenting ideas | **Organizational Development** |
| **3** | **Facilitator role** | Building teams<br>Using participative decision making<br>Managing conflict | **Cross-Cultural Management** |
| | **Producer role** | Working productively<br>Fostering a productive work environment<br>Managing time and stress | **Value Chain Management** |
| **4** | **Mentor role** | Understanding self and others<br>Communicating effectively<br>Developing employees | **Talent Development** |
| | **Director role** | Developing and communicating a vision<br>Setting goals and objectives<br>Designing and organizing | **Dynamic Strategy** |

**List of PMBA\ Electives**

| Competency | Elective |
|---|---|
| MP | Ethics Law and CSR |
| ME | Project Management |
| ME | International Business |
| ME | International Marketing |
| ME | Project Portfolio Management |
| ME | Entrepreneurship and New Venture Management |

| | |
|---|---|
| MP | Strategy, Technology & Organization |
| ME | Management for SMEs |
| ME | Strategic Communication & Public Relations |
| ME | Special Event Management |
| ME | Branding & Communications |
| ME | E-Business and E-Commerce Management for SMEs |
| MBI | Decision Support Systems |
| MBI | Data Base Management Systems |
| MBI | Data and Communication Networks |
| MBI | Systems Analysis and Design |
| ME | Introduction to Health Care Management |
| ME | Health Communication |
| MBI | Investment Analysis and Portfolio Management |
| ME | Principles of Valuation |
| MBI | Contemporary Issues in Finance |
| ME | Behavioral Finance |
| MP | Organizational Behavior |
| AVI | Global Air Transport Strategies |
| AVI | Global Air Transportation System |
| AVI | International Multimodal Transportation Seminar |

| | |
|---|---|
| MP | People Management |
| MBI | Managing Business Intelligence |
| ME | Managing the Enterprise |
| AVI | Aviation and Transportation |

## Global Aviation Management Graduate Specialization (3 Courses / 9 credits – 18 ECTS):

The Global Aviation Management Certificate offers students the opportunity to learn about aviation in a global context focusing on current issues in the industry and combining managerial skills and competencies acquired through the PMBA core with in-depth and applied knowledge of the industry. It is an appropriate specialization for managers and technical experts alike, as well as those who possess either a technical or a business background. Students are awarded the specialization by achieving nine (9) credits in three **(3)** aviation courses and write their capstone project in a topic relevant to aviation.

**Capstone Project (3 credits)**

In a period of one term, students will be assigned to work with a company to assist in analyzing a "real world" business problem. In collaboration with team members from the company, students develop a problem statement, project scope, and timetable for sharing the results of their analysis and making recommendations to company executives. The Capstone Project provides an opportunity for students to integrate and apply the knowledge they have gained within the Professional MBA program by engaging in a collaborative project with a local business organization or firm. Students will research and analyze a key business issue or problem and recommend a solution to that problem in a format appropriate for presentation to the top management of the company or organization. Through the Capstone Project, students develop critical skills and valuable contacts that will enhance their careers.

**Cross-Cultural Awareness**
The Cross-Cultural Awareness component of the curriculum is covered in the Cross-Cultural Management course and is designed to enhance students' sensitivity to cultural differences in the workplace as they impact management effectiveness. It also helps students to examine their own cultural assumptions about management and work style practices, and to develop their intercultural communication skills.

### Program Requirements

Students who choose the full-time study mode will be able to complete their studies within two academic years (pending Capstone Project submission). Since classes are held in the late afternoon and evening, this option is designed to accommodate professional students who work while pursuing their studies.

The program concludes with a Capstone Project that demonstrates a student's ability to apply classroom knowledge to real world problems.

## Professional MBA Courses, Credits & Teaching Hours

| **General** | | **Credits** | **Teaching Hours** |
|---|---|---|---|
| BUS513AE | Applied Economics | 3 | 45 |
| BUS6110QM | Quantitative Research Methods in Business | 3 | 45 |
| BUS6109AC | Accounting For Decision Making | 3 | 45 |
| BUS 6126 PM | Project Management | 3 | 45 |
| | **Managerial Competencies Courses** | | |
| BUS526AM | Advanced Marketing | 3 | 45 |
| BUS6272HPM | High Performance Management | 3 | 45 |
| BUS510OD | Organizational Development | 3 | 45 |
| BUS528FM | Financial Management | 3 | 45 |
| BUS 6121 VCM | Value Chain Management | 3 | 45 |
| BUS 6277CCM | Cross-Cultural Management | 3 | 45 |
| BUS 6120DS | Dynamic Strategy | 3 | 45 |
| BUS527TD | Talent Development | 3 | 45 |
| | **Elective Courses** | | |
| | Elective I, II, III | 9 | 45/elective |
| BUS6100CP | Capstone Project | 3 | |
| **TOTAL** | | **48** | |

## Special Admission Requirements for the PMBA Degree

Every application packet is reviewed individually. Therefore, it is important that we meet our potential students in person. If this is not feasible, we will contact each candidate and speak over the phone. The interview will be conducted by a faculty member from the Department and will revolve around a candidate's prior academic and professional experience. At least five years of professional experience is required for admission consideration in the program.

# Master of Science in Information Technology (MSIT)

## Overview of the MSIT Degree

The following underlying principles and philosophy have guided the development of the MSIT curriculum.

- **Professional Degree --** The MSIT is a professional degree that integrates the information technology and management cultures. We recognize the difficulties that individuals trained purely in one professional culture have in communicating with each other. We believe that MS graduates should have the knowledge and sophistication to bridge the existing chasm.

- **Value Added --** The degree adds value to students studying beyond the Bachelor's degree. Students invest a year or more of their lives and organizations often sponsor the student financially. Both are entitled to a return on their investment.

- **Core --** The degree includes a consistent set of information technology core courses that are commonly offered by many institutions. As a result, employers are assured that MSIT graduates are competent in a fundamental set of professional knowledge and skills, which will be further developed to assure mastery of at least one information technology area.

- **Specialization --**. The turn to electronic form of socializing (e.g., e-mails and recently facebook, twitter, etc.) permits the use of technology to study and analyze the electronic prints and trails of people communicating over the Internet. People working with databases are now called to provide statistics and analyze data that has to do with human behavior and relations. They are also called to invent new analysis techniques in order to record and analyze trends in behaviors, relations and social views expressed in electronic media taking into account the diverse profile of users all over the world. The program prepares student specialized in using technology to retrieve and analyze electronic data that will help understanding human behaviors and relations. The trend towards networked systems has led infrastructure, platform and services to be provided through cloud computing. Moving to cloud infrastructure poses several threats to an enterprise especially in data or infrastructure security. The program also prepares students to get a specialization in the field of Information Security Management by selecting the relevant elective courses that are aligned with Information Systems Audit and Control Association (ISACA) official curriculum for information security management.

- **Flexibility --** The curriculum is flexible in order to accommodate students with differing backgrounds, skills, and career objectives. Full-time students with a specific background in IT should be able to complete the program in a year. Students lacking prerequisite knowledge should expect to take, at most, one additional year to complete the MS degree. This model (based on the curriculum architecture used by many graduate programs) allows all students to graduate with a specified level of competence.

- **Career Paths --** The need for specialized analysts who apart from knowing the IT methods and having the technical skills are also aware of the social principles and can apply research methods in the field will become growing. To cater for this need specific elective courses will be offered (i.e., bioinformatics, counterterrorism). Moreover, the shift towards cloud computing and the security risks involved are addressed through the specialization in Information Security Management which is provided through the elective courses that are aligned with the ISACA curriculum.

- **Integration of Non-Technical Skills --** Oral, written, and graphic presentation skills; promoting ideas and negotiating; people skills; business skills; team skills; customer orientation; real-world focus; and ethics and professionalism are integrated throughout the program. Each topic is important and, some might argue, each is worth a course of its own. However, given the limited time available for MS work, we believe that the appropriate way for these topics to be presented is by integrating them tightly

into the courses. Furthermore, despite their importance, these topics are best taught as elements of content courses in the professional sequence of IT courses.

- **Blended Delivery --** A degree highly focused on technology should take advantage of cutting-edge techniques in electronic learning. The degree will be substantially based on a hybrid model integrating physical contact with the instructor with heavy exchange of electronic information for delivering assignments, papers and electronic material and also for synchronous and asynchronous communication. The e-learning platform of the University includes a framework for instant messaging, file transfer, peer to peer and multi-party Voice and Video calling for delivering either ad hoc or structured sections in a virtual class. The blended model will enable overseas students to come to HAUniv campus for a short period only in order to physically attend the first part of their courses and then continue the learning process in their countries using technology extensively.

- **Unit Requirements --** 36 credits (72 ECTS) are required for the MSIT degree.

- **Master's Thesis --** The master thesis will enable the student to gain experience with all the phases of designing, developing and performing the analysis, applying the knowledge and skills acquired in different course modules. The student selects a topic of interest and a personal supervisor in order to help him/her complete the Master Thesis. Master thesis is a 3 credit course leading to a research publication either in conferences or scholar journals or a professional report.

## MSIT Objectives & Learning Outcomes

**Objectives:**
The objectives of the MSIT program are to:

- Prepare students to be competitive in the marketplace by leveraging cutting-edge technologies;
- Offer students the opportunity to obtain practical exposure to modern Information Technology problems;
- Familiarize students with the expected level of professionalism in IT and Business project delivery; and
- Introduce students to relevant contemporary research practices and topics.

**Learning Outcomes:**

Graduates will have acquired the following skills, knowledge, and values:

- Obtained knowledge of current and emerging concepts in Information Systems;
- Applied cutting-edge technologies to real-life business problems;
- Demonstrated teamwork abilities and outcome-oriented deliverables;
- Produced research artifacts such as papers, theses, prototype systems, integrating the knowledge obtained throughout the program.

## The Structure of the MSIT Degree

### Information Technology Foundations:

A minimum foundation of essential prerequisite knowledge is needed to prepare students for the remainder of the curriculum. Many students will enter the Master's program with some or all of this knowledge, which is typically found in undergraduate degree programs. The institution may, of course, require more than this minimum, based on student background. In addition, the institution may allow a student to substitute professional experience for certain foundation courses. Foundation courses may also be offered at the graduate level, covering more material at a more conceptual level than comparable

undergraduate courses. Although no credit will be awarded for prior experiential learning, the Admissions Committee may allow foundation requirements to be waived.

Students who plan to enter the MSIT program should be familiar with an object-oriented programming language such as C# or Java. They should also consult the University's Undergraduate Catalog to become familiar with the content of our BSIT program, which would bring a student to the level required for the MSIT program. Entering students must have knowledge of at least two of the following undergraduate courses:

- IT150 Programming Concepts
- IT200 Object-Oriented Programming
- IT240 Computer Architecture
- IT340 Management Information Systems
- IT260 Database Management Systems
- IT300 Networks and Telecommunications

This level of IT foundation knowledge (a programming language and the content of two of these courses) is the minimum prerequisite preparation for the MSIT program. If a student has completed at least two undergraduate courses in these foundation topics with a grade of "C" or better from an accredited or "recognized" college or university, he/she will have satisfied the prerequisite for admission.

**Information Technology Core:**

The IT core consists of four courses, a graduate seminar, and a Master's thesis:

1. IT 6260 Database Management Systems
2. IT 6261 Data and Communication Networks
3. IT 6262 Systems Analysis and Design
4. IT 6264 IT Management and Strategy
5. IT 6290 Graduate Seminar
6. IT 6300 Master's Thesis

This requirement consists of 18 graduate credits. These six courses are the basis for an Information Technology degree since they form the basis of modern information systems. The Graduate Seminar course aims to introduce state-of-the-art technology and IT management practices and their application to enterprise operations and management; to familiarize the students with the local and international information systems needs; and to present existing practices and technologies. The Master's Thesis aims to expose students to real-life situations encountered in business environments through the development of original and practical applications. Alternatively, students who are inclined towards research can learn advanced techniques and practices used in IT by participating in faculty-supported research.

**Organization/Integration:**

In addition to the core, students need to synthesize what they have learned. System integration is a pervasive aspect of IT practice.

The organization/integration category requires at least 4 of the following courses:

- IT 6263 E-Business Technologies
- IT 6265 Enterprise Systems Applications
- IT 6266 Application Development Environments and Technology
- IT 6267 Electronic Commerce Programming
- IT 6268 Information Technology Hardware and Software
- IT 6122 E-Business and E-Commerce Management
- IT 6125 Decision Support Systems
- MGT6126 Project Management
- IT 6270 Human-Computer Interaction
- IT 6271 Advanced Operating Systems
- IT 6272 Advanced Programming Languages
- IT 6273 Advanced Software Engineering
- IT 6275 Wireless and Mobile Networks
- IT 6276 Information Security Management

This group of courses focuses on technical, organizational, and managerial issues at the level of the enterprise as a whole on a day-to-day basis. Individual objectives of each course are listed in the corresponding syllabus.

### Social Network Analysis and Mining

Students may concentrate in the field of Social Network Analysis and Mining by selecting their elective courses from the following group of courses:

- IT 6274 Data-mining and Data-Warehousing
- IT 6277 Artificial Intelligence & Neural Networks
- IT 6530 Graph Theory
- IT 6540 Investigative Data Mining
- IT 6550 Social Network Analysis and Mining
- IT 6545 Pattern Analysis and Detection

This group of courses will provide students with the basic knowledge in the area of social networks analysis and mining and will enable them to participate in research projects in the field.

### Information Security Management

Students may concentrate in the field of Information Security Management by selecting their elective courses from the following group of courses:

- IT6276 Information Security Management
- IT 6278 Governance and Compliance
- IT 6279 Applied Cryptography
- IT 6280 Network and Computer Security
- IT6281 Business and Continuity Management
- IT 6282 Application Risk Management

Hellenic American University's Master of Science in Information Technology (MSIT) is in alignment with the ISACA Model Curriculum for Information Security Management, 2nd Edition. Graduates of the program who have selected this group of courses qualify for one year of work experience towards the Certified Information Security Manager® (CISM®) designation. The program is listed as one of the two unique programs worldwide that are aligned with the ISACA curriculum in Information Security Management.

**Career Tracks:**

The career paths for IT professionals are more varied and dynamic than they were in the past. To take advantage of the available career opportunities, the advanced student must understand not only technology, but also the business and environment in which it is deployed. The recommended curriculum is directed towards a professional education which meets student career objectives and organizational needs. To address these needs the MSIT program allows students who have selected a specific career path to register in up to 4 courses from the Business graduate programs from a total of 6 electives courses.

## Special Admission Requirements for the MSIT Degree

Admission to the MSIT program is based on prior academic performance, both at the undergraduate and at the graduate level, professional work experience and proficiency in the English Language. The selection process gives particular emphasis to evidence of managerial and leadership potential along with academic excellence. Special weight is also assigned to professional experience in the selection process. Applicants who are eligible for unconditional admission to the program should meet the following requirements:

- An undergraduate degree in areas related to information technology, computer science and/or management of IT, from a recognized University with a liberal arts or general education component, or an undergraduate degree from an accredited institution, with at least a B (3.0) grade point average.
- If the applicant earned an undergraduate degree in a non IT related area, full admission could be conditional pending proof of the applicant's prerequisite IT knowledge or completion of undergraduate course modules from the BSIT program.
- The Admissions Committee at its discretion will define the number and type of courses that need to be completed, along with the minimum expected grade earned before full admission to MSIT takes effect. Typically, prerequisite knowledge at the undergraduate level is expected in the areas of programming and information technology.

# Master of Arts in Applied Linguistics (MAAL)

## Overview of the MAAL Degree

The MA in Applied Linguistics program offers a professionally oriented, internationally focused and interculturally informed approach to the exploration and application of linguistic principles in English language pedagogy and assessment. The program has a multidisciplinary scope, drawing from linguistics, psychology, sociology, ethnography, and education.

The program can be completed over two years and consists of on-site classes, supplemented by an online learning platform, and a dissertation. Graduates of the program are able to pursue advanced research at the doctoral level or develop careers as expert teachers of English, teacher trainers, and materials developers. The program is intended for both experienced and novice teachers.

## MAAL Objectives & Learning Outcomes

**Objectives**

The objectives of the MAAL Program are to:

- Provide a thorough understanding of the broader theoretical issues and real world concerns related to the field of Applied Linguistics;
- Facilitate an understanding of language analysis from a socio-cultural perspective;
- Provide a thorough understanding of the principles and practice of teaching English as a Second or Other Language, as well as training in the evaluation of teaching materials, and curriculum development and awareness of factors which underpin best practices in language assessment; and
- Equip students with the critical, analytic, and research skills required to investigate issues relating to their area of interest in language teaching and testing.

**Learning Outcomes**

Upon completion of the program, students will be able to:

- Provide critical reviews and engage in critical discussions in the form of extended written assignments of the theoretical issues and real world concerns related to the field of Applied Linguistics and in particular in language teaching and language testing;
- Demonstrate the ability to analyze language from a socio-cultural perspective;
- Analyze pedagogical practices in language teaching and develop teaching materials, course curricula and language proficiency assessment tools;
- Develop research projects in the professional practices of language teaching and testing, applying appropriate qualitative and quantitative research tools (e.g. statistical software, computer/IT skills), and integrate researched information with their own ideas and points of view.

## The Structure of the MAAL Program

**Orientation**

Orientation provides students with an opportunity to get acquainted with the University community. They meet faculty and fellow students, visit the facilities, receive useful information on their course of study and University services, and participate in team-building exercises that help them establish relationships with other students. Students also receive training in the use of technology and Library resources of the University.

A total of 39 credits are required for the MAAL degree. The mentor/academic advisor appointed to each student helps the student select the appropriate concentration and relevant electives from a variety of courses. The MAAL program is comprised of four major components: Orientation, Core Curriculum, Concentration Curriculum (Strands), Elective Seminars, and Dissertation.

**Core Curriculum (6 courses, 18 credits – 36 ECTS)**

The core courses provide a strong foundation in Applied Linguistics and introduce students to the theoretical and conceptual framework of the discipline, as well as equipping them with the basic research tools that are necessary for systematic study and research in a particular area of interest.

**Concentration Curriculum (4 courses, 12 credits – 24 ECTS)**

Students must complete the two introductory courses (Introduction to Applied Linguistics, and Language and Communication) before proceeding to the concentration courses which are taken alongside the core curriculum courses and give students the opportunity to pursue areas in TESOL.

**Elective Seminars (2 courses, 6 credits – 12 ECTS)**

Elective Seminars give students the opportunity to explore in more depth issues related to their concentration area or to the field of Applied Linguistics in general. The list of elective seminars may change every year, depending on staff availability and student demand.

**Dissertation (3 credits – 6 ECTS)**

At the end of the taught part of the course, students will be required to write a 12,000-word dissertation on a topic that will be agreed upon with their supervisor. Advice and guidance is given in formulating and refining the research topic, conducting research, analyzing data, literature review, and documentation of sources. The dissertation offers students the opportunity to carry out independent research in an area of their interest and to apply the knowledge and the skills they have acquired to the investigation of a particular issue or problem.

## Program Requirements

### MAAL Courses, Credits & Teaching Hours

| | Core Courses | Credits | Teaching Hours |
|---|---|---|---|
| **AL01** | Introduction to Applied Linguistics | 3 | 45 |
| **AL02** | Language and Communication | 3 | 45 |
| **AL03** | Language Analysis | 3 | 45 |
| **AL04** | Language in Society | 3 | 45 |
| **AL05** | Discourse Analysis | 3 | 45 |
| **AL06** | Understanding Research in Applied Linguistics | 3 | 45 |
| **TESOL Strand** | | | |
| **TE01** | Theory and Methods in TESOL | 3 | 45 |
| **TE02** | Second Language Acquisition | 3 | 45 |
| **TE03** | Teaching Reading and Writing | 3 | 45 |
| **TE04** | Teaching Listening and Speaking | 3 | 45 |
| **Elective Seminars** | Two courses from the following (indicative list) | | |
| **AL08** | Corpus Linguistics | 3 | 45 |
| **TE06** | Technology in Applied Linguistics/CALL | 3 | 45 |
| **TE07** | Teaching Young Learners | 3 | 45 |
| **TS05** | Testing and Psychometrics | 3 | 45 |
| **TE08** | Practicum | 3 | 45 |
| **TE10** | Course and Materials Design | 3 | 45 |
| **TS01** | Principles of Testing | 3 | 45 |
| **PSY570** | Psychology in the Classroom | 3 | 45 |
| **Dissertation** | | | |
| **AL07** | Supervised dissertation (12,000 words) | 3 | |
| **TOTAL** | | **39** | **540** |

### Standard Program

The program is offered on a part-time basis and can be completed over a four-semester period within two years. Classes are normally scheduled in the morning to accommodate students working as teachers in private language schools in the evening. However, alternative modes of delivery may be considered subject to student demand.

The MAAL program is designed to allow students to master the course material by sequencing the program into core courses, concentration courses, and electives over a four-semester. Typically, each semester runs for 15 weeks. Students begin the program by completing the three introductory courses in Semester 1.The Core courses provide the necessary tools for linguistic analysis, critical thinking and applied linguistics overview background that students will need to be successful in the program and in their careers.

In Semesters 2 – 3, students take a combination of Core courses and Concentration courses. In Semester 4, students take their elective seminars, which further explore issues in their area of specialization or in applied linguistics in general.

| Year 1 | | Year 2 | |
|---|---|---|---|
| **Fall Semester** | **Spring Semester** | **Fall Semester** | **Spring Semester** |
| Introduction to Applied Linguistics | Discourse Analysis | Understanding Research in Applied Linguistics | Teaching Listening and Speaking |
| AL02 Language and Communication | Second Language Acquisition | Language in Society | Seminar Elective 1 |
| Language Analysis | Theory and Methods in TESOL | Teaching Reading and Writing | Seminar Elective 2 |

**Core Curriculum sequencing**

Students will typically be required to complete the MA program in the order indicated in the table above: Alternative sequencing may be possible in exceptional circumstances, depending on student demand and staff availability.

All students entering the program are expected to take AL01 and AL02 concurrently. Students who are granted permission to enroll in one course only in Term 1, will be required to take AL02.

**Concentrations of the MAAL program**

Hellenic American University's MAAL program is structured around a TESOL concentration area that offers specialized training going beyond general applied linguistics theory in order to equip students for pursuing careers in TESOL-related fields.

**TESOL Specialization**

The TESOL curriculum is aimed at both novice and experienced teachers of English as a foreign language. Novice teachers will be provided with essential coursework in teaching methodologies and theories of language learning, while also having the opportunity to take more practical seminar courses, such as the Practicum; more experienced teachers and mid-career professionals will benefit from the more theoretical and highly focused seminar courses such as Principles of Testing and Course and Materials Design. The program will include a strong emphasis on research, which will provide an excellent basis for students who wish to do further research in the field at Doctoral level.

Concentration Requirements

- TE01 Theory and Methods in TESOL
- TE02 Second Language Acquisition
- TE03 Teaching Reading and Writing
- TE04 Teaching Listening and Speaking

## Special Admission Requirements for the MAAL Degree

Every application packet is reviewed individually. Therefore, it is important that we meet our potential students in person. If this is not feasible, we will contact each candidate and speak over the phone. The interview will be conducted by a faculty member from the Department and will revolve around a candidate's prior academic and professional experience.

# Master of Arts in Translation (MAT)

## Overview of the MAT Degree

The M.A. in Translation at Hellenic American University has the reflective translator in mind and emphasizes the integration of academic and real-world preparation. It complies with the European Commission's guidelines for a Master's degree in translation and consists of 12 courses plus a dissertation. Students are deeply immersed not only in how language and culture function, but also in how translations function in terms of best professional practice. They are coached to master this demanding profession, gaining analytical and technical skills, cultural literacy and linguistic competence, together with an understanding of the professional integrity that will be asked of them.

## MAT Objectives & Learning Outcomes

### Objectives

The objectives of the MAT Program are to:

- Provide students with a thorough understanding of the theoretical issues and concerns relating to the field of translation;
- Provide the necessary tools for understanding the nature of the translation process;
- Facilitate an interest in multilingualism and multiculturalism and the study of translation in context through practical translation work; and
- Equip students with the critical, analytic, and research skills required to investigate issues relating to their area of interest and prepare them for advanced (Doctoral level) study.

### Learning Outcomes

On completion of the program students will:

- Be able to successfully translate texts, taking into consideration major theoretical issues involved in the process of translation;
- Be able to successfully apply strategies for translating different types of texts, varying in register, style and domain;
- Be able to translate texts which consider larger issues in multilingual and multicultural societies; and
- Be adequately prepared to engage in doctoral level studies.

## The Structure of the MAT Program

### Orientation

Orientation provides students with an opportunity to get acquainted with the University community. They meet faculty and fellow students, visit the facilities, receive useful information on their course of study and University services, and participate in team-building exercises that help them establish relationships with other students. Students also receive training in the use of technology and Library resources of the University.

**Core Curriculum (11 courses, 33 credits – 66 ECTS)**

The theoretical core courses provide a foundation in translation studies and introduce students to the theoretical and conceptual framework of the discipline as well as to research tools, while the practical courses immerse students in applied models of translation, translation strategies and principles, specialized translation, professional trends, and current issues in translation practice. Included in the core courses are two courses in information-technology which help students understand the crucial role of the application of translation tools in the translation process.

**Elective Seminar (1 course, 3 credits - 6 ECTS)**

The Elective Seminar will give students the opportunity to explore in more depth current issues in the field of translation. The list of subjects may change every year, depending on staff availability and student demand.

**Dissertation (3 credits – 6 ECTS)**

At the end of the taught part of the course, students will be required to write a 12,000 word dissertation on a topic that will be agreed with their supervisor. Advice and guidance is given in formulating and refining the research topic, conducting research, analyzing data, literature review, and documentation of sources. The dissertation offers students the opportunity to carry out independent research in an area of their interest and to apply the knowledge and the skills they have acquired to the investigation of a particular issue or problem.

## Program Requirements

**MAT Courses, Credits & Teaching Hours**

| **Core Courses** | | **Credits** | **Teaching Hours** |
|---|---|---|---|
| **TR01** | Introduction to Translation Studies | 3 | 45 |
| **TR02** | Professional Trends in Translation | 3 | 45 |
| **TR03** | Introduction to Terminology | 3 | 45 |
| **TR04** | Translation Principles & Practices / Practical I | 3 | 45 |
| **TR05** | Sociotransaltion | 3 | 45 |
| **TR06** | Language Analysis and Translation | 3 | 45 |
| **TR07** | Discourse and Translation | 3 | 45 |
| **TR08** | Translation Principles & Practices / Practical II | 3 | 45 |
| **TR09** | Computer-Assisted Translation | 3 | 45 |
| **TR10** | Specialized Translation I / Practical III | 3 | 45 |
| **TR11** | Specialized Translation II / Practical IV | 3 | 45 |
| **Elective Seminar** | One course from the following (indicative list) | | |
| **TR12** | Community Translation and Interpreting | 3 | 45 |
| **TR13** | Subtitling | 3 | 45 |
| **Dissertation** | | | |
| **TR14** | Supervised dissertation (12000 words) | 3 | 45 |
| **TOTAL** | | **39** | **585** |

**Standard Program**

The program can be completed in one year of full-time study or within a maximum of two years part-time. Classes are normally scheduled in the morning and in the evening to accommodate working students. However, alternative modes of delivery may be considered subject to student demand.

The MAT program is designed to allow students to master the course material by combining core theoretical and practical courses with an elective. Typically, each semester runs for 15 weeks. All courses provide the critical thinking and translation overview background that students need to be successful in the program as well as in their careers as professional translators.

***Core Courses – Two Semester Model (1 Academic Year)***

| Semester 1 / courses | Semester 2 / courses |
|---|---|
| TR01<br>Introduction to Translation Studies | TR07<br>Discourse and Translation |
| TR02<br>Professional Trends in Translation | TR08<br>Translation Principles & Practices / Practical II |
| TR03<br>Introduction to Terminology | TR09<br>Computer-Assisted Translation |
| TR04<br>Translation Principles & Practices / Practical I | TR10<br>Specialized Translation I / Practical III |
| TR05<br>Sociotranslation | TR11<br>Specialized Translation II / Practical IV |
| TR06<br>Language Analysis and Translation | TR12 Community Translation and Interpreting OR<br>TR13 Subtitling |
| TR14:DISSERTATION | |

**Core Curriculum sequencing**

Students will typically be required to complete the MAT program in the order indicated in the table above. Alternative sequencing may be possible in exceptional circumstances, depending on student demand and staff availability.

## Special Admission Requirements for the MAT Degree

Every application packet is reviewed individually. Therefore, it is important that we meet our potential students in person. If this is not feasible, we will contact each candidate and speak over the phone. The interview will be conducted by a faculty member from the Department and will revolve around a candidate's prior academic and professional experience.

# Master of Arts in Conference Interpreting (MACI)

## Overview of the MACI Degree

The M.A. in Conference Interpreting at Hellenic American University addresses the need for trained conference interpreters stimulated by developments such as globalization, enlargement of the European Union and other cross-national institutions. The program consists of 12 courses and a dissertation, and equips students with the theoretical foundation and practical skills in their language pairs. Intensive training is provided in the use of resources and equipment that interpreters encounter in professional settings such as bilingual and multilingual conferences.

## MACI Objectives & Learning Outcomes

### Objectives

The objectives of the program are:

- To provide students with a thorough understanding of the theoretical issues and concerns relating to the field of interpretation;
- To provide the necessary tools for understanding the nature of interpreting;
- To facilitate an interest in multilingualism and multiculturalism and the study of interpreting in context; and
- To equip students with the critical, analytic, and research skills required to investigate issues pertaining to their area of interest and prepare them for advanced (Doctoral level) study.

### Learning Outcomes

Upon completion of the program, students will be able to:

- conduct on-site, consecutive, and simultaneous interpretation;
- apply professional standards and practices while interpreting;
- apply theoretical knowledge to the interpreting practice; and
- demonstrate bilingual and bicultural professional practice.

## The Structure of the MACI Program

### Orientation

Orientation provides students with an opportunity to get acquainted with the University community. They meet faculty and fellow students, visit the facilities, receive useful information on their course of study and University services, and participate in team-building exercises that help them establish relationships with other students. Students also receive training in the use of technology and Library resources of the University.

**Core Curriculum (11 courses, 33 credits – 66 ECTS)**

The core courses provide a foundation in interpretation studies and introduce students to the theoretical and conceptual framework of the discipline, as well as to research tools. Through actual practice, students are equipped with the theoretical and practical skills required for handling consecutive and simultaneous interpretation situations in their respective language pairs. Intensive training is provided in the use of resources and equipment available to interpreters in all professional settings.

**Elective Seminar (1 course, 3 credits – 6 ECTS)**

The Elective Seminar will give students the opportunity to explore in more depth current issues in the field of interpretation. The list of subjects may change every year, depending on staff availability and student demand.

**Dissertation (3 credits – 6 ECTS)**

At the end of the taught part of the course, students will be required to write a 6,000 word dissertation on a topic that will be agreed with their supervisor. Advice and guidance is given in formulating and refining the research topic, conducting research, analyzing data, literature review, and documentation of sources. The dissertation offers students the opportunity to carry out independent research in an area of their interest and to apply the knowledge and the skills they have acquired to the investigation of a particular issue or problem.

## Program Requirements

### MACI Courses, Credits & Teaching Hours

| | Core Courses | Credits | Teaching Hours |
|---|---|---|---|
| **CI01** | Introduction to Interpretation Theory | 3 | 45 |
| **CI02** | Introduction to Interpretation Practice | 3 | 45 |
| **CI03** | Consecutive Interpretation I | 3 | 45 |
| **CI04** | Summarizing for Interpretation | 3 | 45 |
| **CI05** | Oral Speech | 3 | 45 |
| **CI06** | Interpretation as a Profession | 3 | 45 |
| **CI07** | Consecutive Interpretation II | 3 | 45 |
| **CI08** | Simultaneous Interpretation I | 3 | 45 |
| **CI09** | Consecutive Interpretation III | 3 | 45 |
| **CI10** | Simultaneous Interpretation II | 3 | 45 |
| **CI11** | Simultaneous Interpretation III | 3 | 45 |
| **Elective Seminar** | | | |
| **CI12** | Interpreting for the EU | 3 | 45 |
| **Dissertation** | | | |
| **CI13** | Supervised dissertation (6,000 words) | 3 | |
| **TOTAL** | | 39 | 585 |

**Standard Program**

The program can be completed in one year of full-time study. Classes are normally scheduled in the morning and in the evening to accommodate working students. However, alternative modes of delivery may be considered subject to student demand.

The MACI program is designed to allow students to master the course material by combining core theoretical and practical courses with an elective. Typically, each semester runs for 15 weeks. All courses provide the critical thinking and interpretation strategies and skills that students need to be successful in the program, as well as in their careers as professional interpreters. Nationally and internationally renowned faculty will be invited to share their knowledge and expertise in the areas of interpreting.

**Core Courses – Two Semester Model (1 Academic Year)**

| Semester 1 / courses | Semester 2 / courses |
|---|---|
| CI01 | CI07 |
| Introduction to Interpretation Theory | Consecutive Interpretation II |
| CI02 | CI08 |
| Introduction to Interpretation Practice | Simultaneous Interpretation I |
| CI03 | CI09 |
| Consecutive Interpretation I | Consecutive Interpretation III |
| CI04 | CI10 |
| Summarizing for Interpretation | Simultaneous Interpretation II |
| CI05 | CI11 |
| Interpretation as a Profession | Simultaneous Interpretation III |
| CI06 | CI12 |
| Interpretation as a Profession | Interpreting for the EU |
| CI13:DISSERTATION | |

**Core Curriculum sequencing**

Students will typically be required to complete the MACI program in the order indicated in the table above: Alternative sequencing may be possible in exceptional circumstances, depending on student demand and staff availability.

## Special Admission Requirements for the MACI Degree

Every application packet is reviewed individually. Therefore, it is important that we meet our potential students in person. If this is not feasible, we will contact each candidate and speak over the phone. The interview will be conducted by a faculty member from the Department and will revolve around a candidate's prior academic and professional experience.

# Master of Science in Psychology (MSPSY)

**Philosophy: Scholar-Practitioner Orientation**

The Master of Science in Psychology program with a Concentration in Clinical Psychology at Hellenic American University has a base philosophy of examining human behavior as a scientific discipline. However recipients of the degree will become applied practitioners servicing a wide variety of individuals by enabling them make thoughtful and important changes to benefit their lives. To achieve these dual goals, the program follows a general model of training the student as a *scholar-practitioner*.

The program trains students in fundamental principles of clinical and counseling psychology. As scholars, they must understand the methods of the discipline, interpret data, and develop application skills of the basic principles from which empirically derived psychotherapy has developed. While students become familiar with a variety of psychotherapeutic models from differing theoretical perspectives, the techniques and methods derived from cognitive-behavioral psychology guide the nascent practitioners.

The Master of Science in Psychology with a Concentration in Clinical Psychology strives to engage students with every opportunity to develop and express themselves as scholar-practitioners. They hone their expertise beginning with basic knowledge of the discipline upon which is built a specific set of competencies in assessment and therapy skills. An emphasis in skill development with measurement of basic competence assures that these emergent professionals are able to practice appropriately upon completion of their degrees. In accordance with the University's emphasis on global awareness and intercultural communication, students are further encouraged to explore their own basic values as well as those values of people from other parts of the world through the curriculum and practicum experiences.

**Program Goals:**

The overarching goal of the program is to train MSPSY students in clinical psychology, who become competent scholar-practitioners by developing an appreciation of both the science based underpinnings of their chosen career as well as the evidence based nature of their practice. These individuals will work with individuals to prevent and alleviate human suffering while helping to enhance human functioning and potential. The broad goals of the program are to:

- Foster the scientific training of emergent clinical psychologists by engaging them in critical thinking about the human condition through foundational studies in areas such as psychopathology, developmental psychology/ lifespan development and social psychology.

- Have students assess and measure human behavior both from a scientific-research and an applied perspective through studies of research methods of assessment and appraisal with attention to individual differences and sensitivity to issues of diversity.

- Develop clinicians with therapeutic skills applying appropriate ethical guidelines, established theory and evidence-based techniques of intervention to serve individuals, couples and groups in these special helping relationships. Some specific topics of study will include couples therapy, families and parenting issues, addictive behaviors, and career enhancement.

- Offer practicum so that classroom study and technique is put into supervised practice by students gaining sufficient experience to develop into competent clinical psychologists.

- Increase service provision by the participation of Hellenic American University trained clinical psychologists, with their specialized skills, as part of the global workforce. Program graduates are eligible for, but not limited to, employment in mental health clinics, community mental health centers, hospitals, counseling agencies, college and university campuses, social agencies concerning disabilities, rehabilitation, aging and families, corporate mental health services (e.g., employee assistance programs, personnel departments, mental health support units), and are eligible to open private practices.

**Objectives and Competencies:**

The following learning objectives and specific competencies are used to assess the broader teaching/learning program goals articulated above:

*Objective 1*: **Base of Knowledge**. Students will possess a broad foundation of knowledge pertinent to their development as clinical psychologists.

*Competency 1a*: Students will demonstrate through papers, reports, examinations, and other written means, systematic knowledge in the following foundational areas: the development of human behavior across the lifespan, the social and cultural influences on behavior and conceptualizations of psychopathology.

*Competency 1b*: Through papers, reports, examinations, classroom discussions and exercises, students will demonstrate their knowledge of theories and techniques of counseling.

*Competency 1c:* Students will demonstrate knowledge of the rules that govern professional standards and the ACA and APA ethical standards by applying the rules of ethical behavior in research and clinical psychology practice.

*Competency 1d:* Students will be able to identify when issues of individual and cultural diversity are present and implement effective treatment. Specifically, students will be cognizant of individual and cultural diversity; they will appreciate its value; and they will possess the skills necessary to utilize their sensitivities within their professional counseling endeavors while working with patients.

*Objective 2:* **Assessment/Appraisal Skills.** Students will be able to assess the psychological functioning of individuals and to communicate their assessments to others.

*Competency 2a:* Students will be able to interview clients, construct individual case formulations, diagnose, and recommend appropriate interventions.
*Competency 2b:* Students will be to administer, score and interpret career counseling instrumentation.
*Competency 2c:* Students will observe, note and recommend additional formal assessment in the cognitive domains of intelligence, memory, academic ability, and perceptual-motor proficiency, and the personality/psychopathology domain as needed.
*Competency 2d:* They will be competent in consulting with other professionals, communicating their professional judgments, queries and concerns, and justifying their conclusions.

*Objective 3:* **Intervention Skills.** Students will understand and be able to apply the techniques of cognitive-behavioral-oriented psychotherapy in a variety of applied settings.

*Competency 3a:* Students will interpret and explain the principles and techniques of applied behavior analysis and cognitive-behavioral therapy, in both oral and written form.

*Competency 3b:* Students will demonstrate competence in the use of interventions based on applied behavior analysis and cognitive behavior therapy based upon observation of these skills

*Objective 4:* **Research Skills.** Students will understand research methods, design and conduct research studies, analyze data and competently evaluate research findings.

*Competency 4a:* Students will interpret scientific literature, evaluate its significance and understand its contribution to existing knowledge.
*Competency 4b:* Students will explain, analyze, and draw reasonable conclusions from data based upon the essential principles of descriptive, inferential statistics, univariate, and multivariate statistics. They will be able to communicate their analyses and conclusions to others in both oral and written form.
*Competency 4c:* Students will develop hypotheses and design studies that appropriately and directly address a research question.

**Structure of the MS in Psychology with a concentration in Clinical Psychology degree:**

The HAUniv Master's program in Psychology with a Concentration in Clinical Psychology attracts students with diverse backgrounds. University graduates as well as mature professionals interested in acquiring further knowledge and experience in the field apply to the program. More specifically, the program attracts students interested in preparing for careers as clinical psychologists; continuing education to acquire further skills in practicing the profession; or changing career paths.

The program is designed to build upon and go beyond undergraduate psychological or developmental principles. Coursework is designed to build upon concepts exposed in foundational knowledge, assessment, intervention, and research as specified earlier in the program objectives. Students who plan to enter the program should be familiar with fundamental knowledge in psychology such as lifespan development, social psychology and abnormal psychology. They should also consult the University's Undergraduate Catalog to become familiar with the content of our BSPsy program, which would bring a student to the level required for the graduate program.

Study within a carefully structured series of sequential and graded experiences enable students to think scientifically and develop the skills necessary for working in a variety of clinical agency, hospital and private settings. All coursework in the program incorporates a combination of recent theory, research and technique development (where applicable). Knowledge and skills acquisition is accessed so that practica experiences follow.

The Masters' program is based on 60 credits (120 ECTS) of course work, practicum, thesis research hours, and internship. The academic year consists of two semesters of 15 weeks in length, with classes meeting once a week for 3 hours, each. Accordingly, each 3 credit course will have 45 faculty contact hours, or 12 hours per credit. The Master's program is a two year program if students follow the plan of study as presented.

| **FIRST Year**<br>***Course Number & Course Name*** |
|---|
| MSPsy501 Foundations of Clinical Psychology |
| MSPsy510 Developmental Psychology Across the Lifespan |
| MSPsy520 Clinical Interviewing and Consultation |
| MSPsy522 Career Counseling and Lifestyle Development |
| MSPsy503 Social and Cultural Diversity in Clinical Practice |
| MSPsy512 Psychopathology and Diagnosis |
| MSPsy540 Statistics and Hypothesis Testing |
| MSPsy505 Ethical, Legal and Professional Issues in Clinical Practice |
| MSPsy524 Cognitive Behavioral Psychotherapy I |

| **SECOND Year**<br>***Course Number & Course Name*** |
|---|
| MSPsy521 Clinical Assessment Instruments |
| MSPsy523 Career Counseling Practicum |
| MSPsy525 Cognitive Behavioral Psychotherapy II |
| MSPsy529 Approaches to Group Psychotherapy |
| MSPsy541 Research Design and Evaluation |
| MSPsy550 Internship Seminar I - Community Placement |
| MSPsy526 Cognitive Behavioral Psychotherapy III |
| MSPsy528 Couples and Family Counseling |
| MSPsy542 Thesis Research and Completion |
| MSPsy551 Internship Seminar II - Completion |
| MSPsy530 Counseling for Chemical Dependencies |

*Achieving Competence*

Student competence is assessed in the program through a combination of traditional academic and skills oriented measures. Foundational classes largely use papers and exams, whereas assessment and intervention courses focus upon a demonstration of skill acquisition.

However, the program does not simply view competence as being narrowly limited to traditional testing or papers. Working with data sets, constructing research proposals, conducting a research study, making presentations, demonstrating interviewing and assessment and other therapeutic skills are the main activities in which Clinical Psychology students participate. In general, the program promotes a testing to competency model in which skills are assessed. Faculty assess the competencies of students in each course and thesis research project based upon learning outcomes and methods of evaluation stated in each course syllabus.

Practicum experiences enhance further a student's competency development through their participation in the HAUniv Counseling Center and various Internship sites. An overall six hundred (600) hour internship experience is a major requirement in the developing of professional identity and competence as clinicians. Research competency is demonstrated through the successful preparation of a research proposal, the execution of a project based upon that proposal, the collection and analysis of data and the preparation of a research manuscript as a final thesis project acceptable in format and content to the faculty of the Clinical Psychology program.

# Doctoral Program

## Ph.D. Program in Applied Linguistics

### Overview of the Ph.D. Program in Applied Linguistics

The Ph.D. Program in *Applied Linguistics: Discourse in Second Language Education, Intercultural and Professional Communication and Translation and Interpreting* is globally focused, interculturally informed and professional in orientation. It features eight core courses on topics such as Research Methodology, Discourse Analysis, Critical Applied Linguistics, Socio-Cultural Theory in Language Learning, and Communication across Cultures. Building on the common foundation of these courses, students will then specialize in one of the following three strands: Second Language Education, Intercultural and Professional Communication and Translation and Interpreting. The program consists of 1 to 2 week intensive on-site courses, on-line guided support, and a dissertation that involves the design and implementation of a field-based or workplace-related research project. The program provides advanced-level training in the academic study of a range of linguistic and cultural issues through coursework and substantial research components. The Program is intended for a broad range of working professionals in a variety of occupational fields.

### Objectives & Learning Outcomes

#### Objectives

The objectives of the Ph.D. program are to:

- Provide students with an in-depth understanding of theoretical issues in the field of Applied Linguistics;
- Enable students to evaluate empirical Applied Linguistics studies in diverse professional settings;
- Enable students to conduct empirical research in Applied Linguistics in different cultural settings.

#### Learning Outcomes

- Ability to compare and evaluate different trends and theories in Applied Linguistics;
- Apply acquired knowledge and competence in a variety of different professional contexts;
- Apply research skills in designing and implementing qualitative and quantitative studies in the chosen area of specialization while adhering to professional ethical principles.

### The Structure of the Program

#### *Orientation*

Orientation provides the students with an opportunity to get acquainted with the University community. They meet faculty and fellow students, visit the facilities, receive useful information on their course of study and University services and participate in team building exercises that help them establish relationships with other students. Students also receive training in the use of technology and Library resources of the University.

## *Curriculum*

The curriculum for the Ph.D. Program in Applied Linguistics: *Applied Linguistics: Discourse in Second Language Education, Intercultural and Professional Communication and Translation and Interpreting*, is intended to combine doctoral research with a taught element and thus sets out with eight 3-credit General Modules and three 3-credit discipline-specific Research Seminars tailored to the needs of individual Ph.D. candidates. While these offerings may be varied in number and content as the program develops, they currently form a sequence that provides a solid foundation and responds to needs generally recognized as part of the natural progression of all Ph.D. students: from basic tools of doctoral research and academic writing, to specific concerns relating to individual projects.

The course offerings (33 credits – 66 ECTS) are supported by three kinds of continuous assessment of student progress. The various assignments are designed to nurture a research stance and the competence to sustain such a stance:

i. Seven take-home assignments/Project Papers, relevant to courses taught and to the student's own research interest (7 credits – 14 ECTS).

ii. Two Qualifying Papers covering, and ultimately forming the core of, the Literature Review and the Methodology and Analysis components in the student's dissertation (6 credits).

iii. The Dissertation, which will earn the candidate 12 credits.

The subject areas covered by the General Modules and the discipline-specific Research Seminars, as well as by the various take-home assignments/ Project Papers and the Qualifying Papers, are appropriate to the main goal of attaining competence in the general field of Applied Linguistics and in the student's chosen field of study. These offerings are planned to reflect a commitment to developing expertise in the subject of Applied Linguistics and to demonstrate some awareness on the part of the student of the extent and range of current knowledge in the area of study.

## *Dissertation (12 credits – 24 ECTS)*

At the end of the taught part of the course, students will be required to write a dissertation on a topic that will be agreed with their supervisor. Advice and guidance is given in formulating and refining the research topic, conducting research, analyzing data, literature review, and documentation of sources. The dissertation offers students the opportunity to carry out independent research in an area of their interest and to apply the knowledge and the skills they have acquired to the investigation of a particular issue or problem.

## Program Requirements

### Ph.D. Courses, Credits & Teaching Hours

| General Modules | | Credits |
|---|---|---|
| DAL01 | Quantitative Research Methods | 3 |
| DAL02 | Qualitative Research Methods | 3 |
| DAL03 | Discourse as Data: From Analyzing Discourse to Writing up the Analysis | 3 |
| DAL04 | Critical Applied Linguistics | 3 |
| DAL05 | Communication Across Cultures | 3 |
| DAL06 | Different Perspectives on Discourse Analysis | 3 |
| DAL07 | Text-Discourse-Genre | 3 |
| DAL08 | Applied Linguistics Research Seminar (with introduction to the 3 strands | 3 |

| Research Seminars | | |
|---|---|---|
| RS1 | Discipline Specific Research Seminar 1 | 3 |
| RS2 | Discipline Specific Research Seminar 2 | 3 |
| RS3 | Discipline Specific Research Seminar 3 | 3 |
| **Project Papers** | | |
| Project Papers | 7 Project Papers | 7 |

| Qualifying Papers | | |
|---|---|---|
| QPs | 2 Qualifying Papers | 6 |
| **Dissertation** | | |
| DISSERTATION | Dissertation | 12 |
| **TOTAL** | | **58** |

### Ph.D. Program Teaching Hours

| ACTIVITY | DAL 01 | DAL 02 | DAL 03 | DAL 04 | DAL 05 | DAL 06 | DAL 07 | DAL 08 | RS1 | RS2 | RS3 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Contact** | **36** | **36** | **36** | **36** | **36** | **36** | **36** | **36** | **24** | **24** | **24** |
| **Advisory** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **4** | **12** | **12** | **12** |
| **On-line** | **10** | **10** | **10** | **10** | **10** | **10** | **10** | **10** | **14** | **14** | **14** |
| **Total** | **50** | **50** | **50** | **50** | **50** | **50** | **50** | **50** | **50** | **50** | **50** |

| ACTIVITY | Dissertation |
|---|---|
| **Advisory-contact and on-line** | **30** |
| **Conferences** | **15** |
| **Total** | **45** |

Faculty assess the competencies of students in each course, and evaluate progress with the dissertation, based upon learning outcomes and methods of evaluation stated in each course syllabus.

## Special Admission Requirements for the Ph.D. Degree in Applied Linguistics

Every application packet is reviewed individually. Therefore, it is important that we meet our potential students in person. If this is not feasible, we will contact each candidate and speak over the phone. The interview will be conducted by a faculty member from the Department and will revolve around a candidate's prior academic and professional experience.

Admission to the Ph.D. program is based on prior academic performance at the graduate level, professional work experience, and proficiency in the English Language. Applicants who are eligible for unconditional admission to the program should meet the following requirements:

- A Master's degree from a United States college/university or its equivalent.
- Work experience in foreign language teaching, testing or translation/interpreting, intercultural communication, or equivalent.

# Course Descriptions

## Undergraduate Course Descriptions

### English Language Bridge Program Courses

**ESAP01 General English I**
Students are exposed to reading and listening material, adapted for educational purposes and engage in language production through structured dialogues, conversations, and paragraph writing. The course introduces the fundamentals of English grammar and develops basic communicative skills in the language, including listening, speaking, reading and writing. The course is flexible in terms of content and aims to assist students in acquiring the necessary language skills to participate in an international community.

Credits: non credit bearing course

**ESAP02 General English II**
Students are exposed to reading and listening material, adapted for educational purposes and engage in language production through structured dialogues, conversations, and paragraph writing. The course teaches students to understand and to speak at a basic level of English. The course's main objective is to enable students to use sentences and expressions of everyday life. The course is flexible in terms of content and aims to assist students in acquiring the necessary language skills to participate in an international community.

Credits: non credit bearing course

**ESAP03 General English III**
Students are exposed to reading and listening material, adapted for educational purposes and engage in language production through structured dialogues, conversations, and paragraph writing. The course enables students to understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. The course is flexible in terms of content and aims to assist students in acquiring the necessary language skills to participate in an international community.

**ESAP04 General English IV**
Students are exposed to reading and listening material, adapted for educational purposes and engage in language production through structured dialogues, conversations, and paragraph writing. The course enables students to understand the main ideas of complex text on both concrete and abstract topics, as well as to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. The course is flexible in terms of content and aims to assist students in acquiring the necessary language skills to participate in an international community.

Credits: non credit bearing course

**ESAP05 General English V**
Students are exposed to reading and listening material, adapted for educational purposes and engage in language production through structured dialogues, conversations, and paragraph writing. The

course exposes students to a wide range of demanding, longer texts and enables them to use language flexibly and effectively for different purposes. The course is flexible in terms of content and aims to assist students in acquiring the necessary language skills to participate in an international community.

Credits: non credit bearing course

**ESAP06 General English VI**
Students are exposed to reading and listening material, adapted for educational purposes and engage in language production through structured dialogues, conversations, and paragraph writing. The course enables students to show great flexibility in reformulating ideas in differing linguistic forms to convey finer shades of meaning. The course is flexible in terms of content and aims to assist students in acquiring the necessary language skills to participate in an international community.

Credits: non credit bearing course

**ESAP07 Writing, Communication and Research Skills**
This course is specifically designed to help students become better writers in their discipline, and overall, provides students with a thorough understanding and practice of presentational speaking skills, and familiarizes them with situations that they might face in their personal and professional lives. Moreover, throughout the course, students practice research and writing for diverse audiences and purposes through describing, analyzing, evaluating, synthesizing and presenting persuasive arguments while drafting, revising and editing.

Credits: non credit bearing course

## General Education Courses

**GE100, 101, 102 Seminar: Global Citizen I, II, III**
The required undergraduate seminar taught over the first three years of an undergraduate's experience involving three level thematic clusters composed of: Thematic Cluster 1 (GE100) -- Social & Personal Responsibility; Thematic Cluster 2 (GE101) -- Applied Skills; Thematic Cluster 3 (GE102) -- Global, historical, and political perspectives. Taught by faculty of varying disciplines, the goals of the seminar are to enhance students' self-awareness as global citizens towards achieving the university's mission.

Co-requisite: GE105 (GE100, GE101)
Prerequisites: GE100, GE101 (for GE102)
Credits: 3 (*total 3 credits, 1 credit each section)*

**GE105 Writing I: Academic Literacies**
Develops writing skills through assigned readings and critical analysis of imaginative, expository and argumentative texts. Texts used are representative of the wide range of material in the disciplines that comprise the undergraduate curriculum. The works of professional writers from different social and cultural backgrounds will be used to feature a variety of writing skills and styles. Students practice composition, editing and rewriting of their own texts.

Prerequisites: None
Credits: 3

**GE106 Writing II: Expanding Academic Literacies**
Guides students through the stages involved in researching and writing a research paper. Intensive and focused expository and argumentative writing requires that students provide evidence of their developed understanding of the writing process. Students practice researching and writing for diverse audiences and for different purposes. In the processes of drafting, revising, and editing their papers, students will describe, analyze, evaluate, synthesize, and present persuasive arguments.

Prerequisites: GE105
Credits: 3

**GE107 Beginning Spanish I**
Introduces the fundamentals of Spanish grammar and develops basic communicative skills in the language, including listening, speaking, reading, and writing. This course exposes students to the most relevant aspects of Hispanic culture through the class sessions, as well as through assigned introductory reading. Audio-visual materials used throughout the course will enhance students' listening and speaking skills.

Prerequisites: None
Credits: 3

**GE108 Beginning Spanish II**
Teaches students to understand and to speak a basic level of Spanish and to get acquainted with the Hispanic culture. The course's main objective is to enable the student to use sentences and expressions of everyday life. It expands on the grammar and vocabulary introduced in GE107 and enhances students' knowledge of Spanish through the basic communicative skills: listening, reading, speaking, and writing, while focusing on conversational skills.

Prerequisites: GE107
Credits: 3

**GE109 Intermediate Spanish I**
Enables the student to become a basic user of the foreign language. Students continue the development of the basic communicative skills in Spanish. Further grammatical phenomena and vocabulary develop their knowledge of the language. Exposure to texts concerning the Hispanic culture help students analyze the most relevant cultural and social aspects. This course is taught entirely in Spanish.

Prerequisites: GE107, GE108
Credits: 3

**GE110 Intermediate Spanish II**
Continues the development and mastery of the communicative skills in Spanish. This course is the second of the intermediate Spanish language sequence. Students get acquainted with most grammatical phenomena, expand their vocabulary (by becoming familiar with idioms of every day language), and develop their writing competence and further their communication skills. At the end of the course, students will be at level A2 (according to the Common European Framework of Reference), able to take the corresponding exam for the A2 Diploma.

Prerequisites: GE107-109
Credits: 3

**GE112 Critical Thinking**
Focuses on the development of thinking and analytical skills that enable students to evaluate and meet the many professional and social demands made of them as learners and citizens in a global world. Students will acquire the ability to critically reason and assess situations by using methods of effective argumentation and analysis. Essential principles of the critical thinking process will be introduced to aid in developing competencies of reasoned decision-making that are applicable across the disciplines. This course emphasizes multicultural perspectives, understanding conflicting value systems, and ethics in argumentation and decision-making.

Prerequisites: GE105
Co-requisites:GE106
Credits: 3

**GE113 Values, Ethics and Social Responsibility**
Introduces special topics and themes related to issues of 'Values, Ethics & Social Responsibility'. This interdisciplinary course focuses one of several different disciplines each term, with professors from across the disciplines presenting the material from the perspective of their subject areas. The course involves discussion and critical analysis of various case studies and issues, which will be explored by students from the perspective of their own communities and cultures. The course also explores how differences in world view affect the wider communities.

Prerequisites: GE105, GE106
Co-requisites: GE115
Credits: 3

**GE115 Public Speaking**
Describes the process of effective speech communication by first defining the specific purpose of a speech. This course provides instruction and guidance in the development of the oral communication skills which are essential to successful public speaking. Activities in class emphasize the development, organization, and presentation of informative and persuasive speeches, training in verbal and

nonverbal communication methodologies, as well as the process of evaluating and constructively critiquing public speeches.

Prerequisites: GE105
Co-requisites: GE106
Credits: 3

**GE116 Beginning Arabic I**
Introduces students to the Arabic language. Through classes students are exposed to the particularities of the Arabic language and culture. Students develop writing, listening and speaking skills through traditional in-class exercises and audio-visual material, and engage in language production through formally and informally structured conversations and paragraph writing.

Prerequisites: None
Credits: 3

**GE117 Beginning Arabic II**
Teaches students essential grammatical phenomena that will enable them to read a wide range of texts that reflect everyday interaction. At the same time the course develops their writing, listening, and speaking skills. Specially designed audiovisual material is used to give students an idea of life in Arabic-speaking countries and to familiarize them with the socio-cultural background of the language.

Prerequisite: GE116
Credits: 3

**GE120 American Government and Politics**
Focuses on the structure and processes of American government and policies. Class topics include basic constitutional principles, the theory and practice of representative government, and the organization of a specifically American political system. Students will examine the political and ideological background of the American constitution as it relates to its current form. The course will emphasize the analysis of federal, executive, congressional and judicial processes as well as more recent governing policy issues.

Prerequisites: GE105, GE106
Co-requisites: GE115
Credits: 3

**GE126 Personal Finance I**
Is designed for students who want to improve their ability to define and attain their financial goals. The course begins with the fundamentals of the financial planning process and proceeds to cover topics such as personal financial goals, opportunity cost, the time value of money, family budgeting and spending, financial products and services, types of credit, debt management, consumer activities, housing and home buying, property and casualty insurance, health and disability insurance, life insurance, investing and investing alternatives.

Prerequisites: None
Credits: 3

**GE127 Personal Finance II**
The course begins with planning family spending and covers issues of risk management (insurance), taxes, wealth accumulation, investing, and wealth distribution (retirement and estate planning). Students learn financial modeling techniques and the basics of money psychology and counseling

skills. In a concluding case study, students discover what a planning engagement entails and how the various aspects of the discipline are integrated.

Prerequisite: GE126
Credit hours: 3

**GE135 World History**
Provides a history of the human community from antiquity to the present with a focus on the history of civilizations and the patterns of regional and broader global integrations. The class discusses similarities, differences and qualities of various civilizations in the pre-modern (to 1500 A.D.) and the modern (1500-present) eras. This course highlights social, cultural, and economic influences and interactions. In addition, it will explore the making of the modern world, with emphasis on international relations and culture.

Prerequisites: GE105
Co-requisites: GE106
Credits: 3

**GE138 Art Appreciation**
Introduces students to the artistic experience and the world of art in a sophisticated way, providing them with the language with which to discuss all types of art. Students explore different ideas, approaches and purposes of art. Students learn about the various forms of visual art and its historical classification, studying and viewing ancient art from all over the world and progressing through the significant movements in art through the ages.

Prerequisites: None
Co-requisites: GE105
Credits: 3

**GE139 Second-guessing the News: The Challenges and Consequences**
Takes an interdisciplinary approach to current events in the community and in the world, encouraging students to investigate available materials from newspapers, DVD scenarios, and professional and popular journals. Students will be asked to focus on strategies of communication, explorations of public opinion and leadership models as well as corporate image-making and survival tactics. The course areas of study include Communications (private and public media functions), Government, and Policy-forming Institutions.

Prerequisites: GE105, GE106
Co requisites: GE112, GE115
Credits: 3

**GE140 Drawing and Design**
Introduces students and assists them in developing their artistic potential. The class discusses problems in drawing, painting, and design using a variety of processes and material. The course also introduces students to digital design and exposes them to fundamental techniques and principles of Web pages and other popular sites. Students will learn how to analyze and criticize a Web design from a functional and aesthetic point of view, and how to develop a Web page with available software tools.

Prerequisites: IT100
Credits: 3

**GE141 Athens across the Ages**
Surveys the city of Athens from its ancient origins as a small village at the foot of the Acropolis, first settled in 4500 BC, to modern times, where it became the sprawling capital of Greece and home to four million people. Class meetings are organized chronologically and arranged so as to acquaint the student with significant historical events. The course will also explore the development of ideas and movements in art, philosophy, politics, religion, including their impact on society though the ages as well as their legacy in modern times.

Prerequisites: GE105
Co-requisites: GE106
Credits: 3

**GE142 Music Appreciation**
Provides an introduction to the world of music and a survey of the history of Western classical music from the Middle Ages to the present. The course focuses on a select group of great compositions and composers with emphasis in the relationship between music and society. It also provides fundamental information on music theory. It is designed to be an enjoyable introduction to the world of classical music. A musical background or training is not assumed or required.

Co-requisites: GE105
Credits: 3

**GE144 Introduction to Theater and Drama**
Introduces students to fundamental dramatic genres by exploring the works of key directors, practitioners and artistic movements. Starting from Stanislavski and Brecht, the class will explore Dada, the Surrealists and the Theatre of the Absurd. As well as exploring the philosophy of each artistic movement, students will discuss and analyze selected texts in order to achieve a thorough understanding of both the theory and the practice of theater. The text analyses will be accompanied by some practical group work in the class. There is no need for prior acting experience.

Co-requisites: GE105
Credits: 3

**GE145 Principles of Sociology**
Studies and analyzes fundamental issues and problems of group life, social organization, culture, interactive processes and socialization, deviance, social inequality, social institutions, and the dynamics of modern society through sociological approaches. Class topics include the sociology of the family, religion, education, law, work, poverty and the relationship of society and the environment.
Prerequisites: GE105
Co-requisites: GE106
Credits: 3

**GE146 Acting: Theory and Practice**
Having been introduced to major dramatic movements, in this course students focus on the practical realization of important acting theories and methods. The class approaches texts-representatives from each dramatic genre and works in detail towards their presentation on stage. Students also investigate character work and explore exercises in relation to movement and voice.

Co-requisites: GE105, GE144
Credits: 3

**GE147 Theater Appreciation**
In this course, we will approach and analyze theater texts, productions and screenings, we will attend performances and artistic events. The intention is to exchange our views in relation to drama and the other arts, experience theater with readings, presentations and short scenes (no one will act unless they want to!), and enjoy even more the art of drama.

Prerequisites: None
Credits: 3

**GE148 Greek Drama: Tragedy and Comedy**
Introduces students to the origins of theater. The course looks at the first instances of theater practice in ancient Greece, starting from the dithyramb, and how they developed into ancient Greek drama. It examines important works from the ancient Greek drama genre - both tragedy and comedy. In addition to discussing myth, the course also explores music, a very significant element of ancient Greek drama, and looks at works of opera and film that are based on Greek drama.

Co-requisite: GE105
Credits: 3

**GE149 Theater Production**
Presents the process of producing a play - from the first reading to its staging. Students explore the roles of all the collaborators in a theatre production (director, actors, designer, composer etc.) and realize them in practice. Depending on the students' interests, the play to be approached will be either from the world repertory or a new work composed by the students. The course will be completed with a performance presented by the students. Interested students are invited to have a short discussion/interview with the instructor before enrolling in the course.

Co-requisite: GE105, GE 144
Credits: 3

**GE150 Introduction to Musical Theater**
Approaches the genre of musical theater in both analytical and creative terms. The course includes discussion of musical theater masterworks and analysis of their form and techniques. Students investigate the works' sociological context, their content and the relationship between music, text and dance. The course will be completed with a performance/compilation of scenes from musicals studied in the term, arranged and presented by the students.

Co-requisite: GE105
Credits: 3

**GE151 Aesthetics and the Arts**
Familiarizes students with theories of aesthetics to better understand the arts. The course explores fundamental concepts such as beauty, appreciation and interpretation and analyzes them in the context of the dramatic arts. Students read works by theorists such as Kant, Nietzsche, and Schopenhauer in order to approach drama at a deeper level and investigate its relation to the other arts.

Co-requisite: GE105
Credits: 3

**GE152 Theater Production: Greek Drama, Comedy**
Throughout this project the students will learn the process of producing a play - from the first reading to its staging. Having worked on the origins and the development of Greek drama, this course will

focus on the production of a Greek comedy. We will explore the roles of all the collaborators in a theater production and realize them in practice. The course will be completed with a performance presented by the students.
Co-requisite: GE105
Credits: 3

**GE153 Strategies in Performance I**
Students first meet with the instructor(s) to identify the central subject of the performance and then create a devised piece around this subject. The piece is then developed using a combination of several art forms that are explored in a variety of spaces – from indoor theaters to sites around the city of Athens or even other cities in Greece, which students visit with their instructors. The students will get familiar with different artistic forms and work on their combination for the result of a new project. Collaboration is the main objective, which will now be developed outside the class in more demanding, yet more fascinating conditions.

Co-requisite: GE105
Credits: 3

**GE154 Strategies in Performance II**
Investigates the creative process through a series of interdisciplinary performance-oriented projects. Students work with the instructor(s) to find a focus for the project - the subject – which they then work collaboratively on developing. The primary matrix is site-specific performance, but the project also embraces a wide variety of venues, from public performances in recognizable theater spaces, to related products such as texts, images & videos posted on the web, "micro-performances" (which may be as short as a minute) that may be staged or improvised, and gallery installation/performances. The course also draws on the study of art history, contemporary art & performance, site analysis, drawing & photography, videography, writing, web design, and 'actor work' (voice, movement, etc.) -- as well as investigations into composition, design, color, light, use of 3D space and other nuts-and-bolts art work. The idea is to focus on process, to develop ideas in an organic way with the participants, to expand our sense of what performance is, and to expand the participants' sense of themselves as artists.

Co-requisite: GE105
Credits: 3

**GE155 Sustainable Planet**
Focuses on basic and current understandings of environmental problems and ecological principles - the foundation of a living planet. Students become aware of the impact of past and present management decisions on the state of our environment, as well as the ecological requirements for a sustainable society. The course reviews a range of options for businesses, starting from minimal compliance with environmental regulations to the uses of innovative designs in providing a comparative advantage.

Prerequisite: GE105
Co-requisites: GE106
Credits: 3

**GE156 Environmental Management and Sustainability – "Green Business"**
This course is designed to provide a practical overview to the management of environmental issues as practiced in today's business world, and how these issues are likely to develop in the future. Environmental Management and Sustainability provides the basic foundations to those pursuing careers in private business, environmental consulting or government.

Prerequisites: GE105, GE106, GE155
Credits: 3

**GE158 Sustainable Community Development**
Examines the support of regional economies through innovation in business development in order to advance social and ecological values in local communities. This course provides basic knowledge on several aspects of sustainable community development including examination of community needs, financial planning, and marketing and management issues, while emphasizing the consolidation of public and private interests. Students will engage in applied research in a real project.

Prerequisites: GE105, GE106, GE115, GE155
Credits: 3

**GE159 Global Environmental Law & Governance**
This course will investigate the principles guiding environmental policy and decision-making for a sustainable society. Focus will lie on international law, as well as on the role of international and supranational institutions, such as the UN, the WTO, the World Bank etc. Global challenges will be identified and humanity's current and potential response through treaties, conventions and agreements will be critically analyzed. The current system of global governance (or lack thereof) will be investigated, with particular focus on the exchange between multinational corporations, governments and of civil society, and on the role of democratic structures in an era of rapid globalization. The history and political platform of green parties will also be discussed.

Prerequisites: GE105, GE106, GE155
Credits: 3

**GE160 European Union Institutions and Policies**
Introduces students to the history, structure, institutions, and policies of the European Union. The course explores topics such as new treaties, common policies, financial resources, the European Monetary Unification, as well as the terms and conditions of international business activities as a result of European Union policies. The course also focuses on how activities of member-states can be supported by the economic policies of the EU in accordance with the principles of an open market economy.

Prerequisites: GE105
Co-requisites: GE106
Credits: 3

**GE162 International Service Learning**
Examines communities that aim to transition towards sustainability. Students will be exposed to the real-life challenges that these communities face in this process and will take part in relevant projects where they will have the opportunity to develop their own proposals under the supervision of project leaders. The course is geared towards students interested in hands-on experience in making change happen under real conditions.

Pre-requisites: GE105, GE106, GE155, GE158
Credits 3

**GE170 Fundamentals of Philosophy**
Provides students with the opportunity to explore certain core philosophical issues in the areas of epistemology (theory of knowledge), metaphysics (the theory of the nature of reality) and ethics (the theory of what we ought to do) at an introductory level. Among the problems examined are the following: can we know anything? If yes, what are the sources of knowledge? What is freedom and what is its relationship with moral responsibility? Are moral values objective? What is the relationship

of morality with happiness? Students are encouraged to acquire a clear understanding of theories proposing answers to the above mentioned problems, but also to take a critical stance towards them and express their views in a clear and accurate way. The course can be useful for dealing with certain problems of professional/social/moral life which require the ability to take decisions on the basis of careful assessment of arguments supporting different viewpoints. Therefore, it has inter-disciplinary relevance across the disciplines.

Prerequisites: GE105
Credits: 3

**GE207 Introduction to Hispanic Civilization and Cultures**
The course aims to present the essential cultural aspects of Spain and Latin America countries; thus, students get acquainted with topics such as history, geography, society, art, tradition and everyday culture of the Hispanic people from the afore mentioned countries.

Co-requisites: GE105
Credits: 3

**GE210 The Classical Tradition in Art and Literature**
Introduces the founding influences of Latin and Greek thinkers of antiquity, including writers such as Seneca and Plutarch. The course incorporates the influences of European art and architecture and literature from the ancient world, Students trace Greco-Roman traditions and history as they gain an overview of key schools of thought that have carried over from antiquity.

Prerequisites: GE105, GE106, GE112
Credits: 3

**GE220 Politics and Society: Comparative Democracies**
Establishes the ancient Greek conception of the "Polis" and explores paradigms of government put forward by Plato and Aristotle in some of their major works. The course discusses how America's founding fathers (Jefferson, Madison, Adams), embraced and departed from key assumptions of the ancient Greeks to develop their own views of democracy. Students examine issues such as the rights of the individual in relation to the power of the state and society, the nature and legitimacy of political authority and democracy, the significance of power, economics, justice and equality in social life; and the duties and responsibilities of citizens.

Prerequisites: GE105, GE106, GE112
Credits: 3

**GE253 Acting Workshop I**
Focuses on the preparation of scenes from a series of dramatic works. The course examines a wide of variety of texts and familiarizes students with the steps one follows to enter the professional world of theater, from identifying the requirements of a drama school to exploring the needs of a professional audition. This course is not designed only for students interested in acting.

Prerequisites: GE144, GE146
Credits: 3

**GE/BIOL150 Introduction to Biology**
Examines biological structures and processes from the level of molecules to ecosystems. The course is designed to provide a factual and methodological overview of the field, emphasizing the unit of life, genetics, evolution, classification of organisms in the Kingdoms of life and ecology. The practicals offer hands-on experience with the organisms, equipment and protocols used by biologists to determine cell/animal structures, isolate DNA, produce genetically modified organisms, track the

spread of diseases, and identify suspects from crime scenes. The course is intended for non-science majors.

Prerequisites: GE105
Co-requisites: GE106
Credits: 4

**GE/BIOL200 Human Biology**
Introduces the major chemical and biological principles through the study of the human body and emphasizes the interrelationships between the body organ systems. Systems physiology, diseases, nutrition, genetics, and human ecology are the major topics. This is the second course in a two-term sequence of Biology courses for non-majors. The BIOL200 Laboratory is designed to reinforce understanding of the topics covered in lectures.

Prerequisites: GE105, GE106, BIOL150
Credits: 4

**GE/BUS200 Perspectives on Business in Society**
Introduces students to the basic concepts and principles of business organizations, the management objectives these organizations set and the contemporary issues they face. The course covers a wide range of topics including the conduct of business on a national and international scale, the ethics and social responsibilities of business enterprises, product development, commodity pricing, and the legal environment of business organizations.

Prerequisites: GE105
Co-requisites: GE106
Credits: 3

**GE/BUS212 Intercultural Organizational Communications**
Prepares students for intercultural communication challenges in organizations by addressing the communication skills necessary for effective cross-cultural organizational interactions. This course examines the cultural variables that may define as well as determine the course and success of these interactions within and between organizations. It focuses on the application of intercultural communication skills and insights to various fields, organizations, and situations in order to achieve organizational goals.

Prerequisites: GE105, GE106,
Credits: 3

**GE/BUS251 Macroeconomic Theory**
Covers the overall economic performance of a national economy. The course deals with the determination of the level of the gross national product, employment, prices of goods and services, and the growth of an economy. The course also analyzes the role of money and banking systems, the impact of fiscal and monetary policy on the level of output, employment, prices and the effect of international transactions on a national economy.

Prerequisites: GE105
Co-requisites: GE106
Credits: 3

**GE/BUS310 Organizational Behavior**
Introduces students to theoretical and practical aspects of human behavior and management in the workplace. The course focuses on understanding and attaining competencies necessary for effective performance at the organizational, group, and individual levels within the firm. Topics include

motivation, organizational structure, job design, group dynamics and teamwork, leadership, conflict resolution, power relationships, and organizational change.

Prerequisites: GE105, GE106, GE 115, BUS305
Credits: 3

**GE/BUS368 Ideation**
This course is an understanding of the ideation process which leads to product, service or business model development. Making use of modern hands-on learning techniques, the course interplays the fundamentals of innovation along with the perspectives of artists, marketers and practitioners who shape novel concepts and create successful brands. The course curriculum is divided into three modules, i.e., idea generation, assessment and prototyping. Key topics include but are not limited to semiotics, process of developing music ideas, idea visualization, international marketing determinants, the process of decision making, business plans crafting and pitching strategies.

Prerequisite(s): GE105, GE106
Credits: 3

**GE/ENG157 Semiotics and Film, an Introduction**
The course aims to introduce students to the different approaches to studying film through semiotic analysis. The course explores how a society produces meanings and values in a communication system called semiotics, and specifically focuses on the medium of film. It familiarizes students with the industrial context of film production and film technology and examines film both as narrative and semiotic form. The course provides a brief overview of the language, the history and the reception of film through the examination of cinematic codes and conventions while considering a general theory of signs. By analyzing specific movies, students will learn to recognize different film movements and genres and discuss ideas of social, national, gender and politics representations.

Prerequisites: GE105, GE106
Credits: 3

**GE/ENG200 Introduction to Linguistics**
Explores the field of linguistics, and serves as a general introduction to the nature, history and use of human language, speech and writing with a focus on English. During the semester, students will investigate the basic theories and methods of the different areas of linguistics, including phonetics, phonology, morphology, syntax, and semantics. Topics include the intricate rule systems that govern language, the similarities and differences among languages, and how spoken language relates to written language.

Prerequisites: GE105
Co-requisites: GE106
Credits: 3

**GE/ENG204 Language and Gender**
Explores the complex relationships between gender and language structure, use, and change, integrating perspectives from sociolinguistics and gender theory. Through readings, lectures, class discussions, and data analysis, students learn about gender-based differences in language use and communication and gender as a social construct that is shaped through language use; explore cross-cultural perspectives on language and gender; and examine the implications of language and gender research in institutional contexts, such as education, law, the media, and business. This course will appeal to students interested in a variety of professional fields, including English language teaching, journalism, psychology, and business.

Prerequisites: GE105, GE106, ENG200

Credits: 3

**GE/ENG 205 Introduction to Translation Studies**

This course introduces students to the history and function of translation in society. Students learn the multiple ways in which translators work in multilingual and multicultural environments while they become familiar with the main theoretical streams in Translation Studies. Students understand the importance of translation as an area of study and come to appreciate the age-old role translators have played as mediators between societies and cultures. Students gain hands-on translation practice by translating texts from English into Greek.

Prerequisites: GE105
Co-requisites: GE106
Credits: 3

**GE/ENG220 Introduction to Literature**

Introduces students to literature by providing a broad overview of the three major genres: the short story, poetry, and drama, with some exposure to critical theory; discusses the elements of fiction, poetry and drama, such the role of setting, character, plot, theme, style, imagery, symbolism, metaphors, and tone in fiction and poetry, and the differences between ancient Greek and Shakespearean theatre. Students are introduced to representative texts and the historical/cultural contexts that produced them.

Prerequisites: GE105,
Co-requisites: GE106
Credits: 3

**GE/ENG225 Women Writers**

Introduces students to a comparative approach to literature, gender theory and literary theory, by examining texts by women writers from different backgrounds, namely the UK, US, and Greece. Issues explored include: how (and if) texts by women differ from texts by men, recurring themes in women's writing and the way these have changed through the course of the 20th century, and the ways writing challenges or reinforces existing cultural norms about gender. Writers whose work will be studied is determined by the instructor, these have included, but are not limited to: Virginia Woolf, Kate Chopin, Flannery O'Conner, Toni Morrison, Lilika Nakou, Margarita Lymberaki, Zyranna Zateli.

Prerequisites: GE105
Co-requisites: GE106
Credits: 3

**GE/ENG322 Global Literature in Translation**

Explores representative works of world literature from 19th & 20th century non-Anglophone prose (short stories, novellas and novels).The course emphasizes the study and consideration of the literary, cultural, and human significance of selected great works of the world literary traditions: Tolstoy, Dostoyevsky, Kafka, Marquez, Borges, Proust, Flaubert, et al. Promotes an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions. The course's pedagogy gives special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis.

Prerequisites: GE105, GE106, ENG220
Credits: 3

**GE/IT100 Information Literacy and Technology Basics**

Enhances students' personal productivity and problem solving skills by applying information technologies to problem situations and by designing and using small information systems for individuals or groups. The course enables students to improve their skills as knowledgeable workers in the field. Personal productivity concepts are explored through the use of the features of software applications such as spreadsheets, databases, presentation graphics, and Web authoring.

Prerequisites: None
Credits: 3

**GE/MATH100 College Mathematics**
Develops different mathematical techniques and investigates various examples and applications, emphasizing analytical thinking and quantitative reasoning. The course presents set of real numbers, linear equations and inequalities, graphing linear equations in two variables, polynomials and properties of exponents, factoring polynomials, rational expressions, systems of linear equations,. Topics include introduction to relations and functions, quadratic equations and exponential and logarithmic functions. Students will appreciate the use of mathematics in the solution of various problems and will develop a solid mathematical background in algebra and pre-calculus, which will be useful in many other courses.

Prerequisites: None
Credits: 3

**GE/MATH150 College Calculus**
Introduces functions and graphs, continuity and exponential functions. Standard topics to be covered include concepts and rules of the differentiation of one variable functions, the meaning and application of derivatives in decision making management problems, integrals and the limits of one variable functions, as well as rules, interpretation, logarithm functions, definite integral, functions of several variables and application of partial derivatives. Students practice with various mathematical methods and learn how to model and analyze real world examples using mathematical tools and apply deductive reasoning as well.

Prerequisites: MATH100 or its equivalent
Credits: 3

**GE/MATH200 Probability and Statistics for Non-business Majors**
Introduces discrete and continuous probability spaces, statistical independence, distributions, discrete and continuous random variables, expectations, moment generating functions, limiting distributions, estimation of parameters, confidence intervals, hypothesis testing with applications, linear regression and correlation and multiple linear regressions. Students learn to define probability as a measure of uncertainty and as a set function, apply the algebra of sets and use various counting techniques to determine elementary probabilities. The class includes calculation of probabilities, means, variances, and moment-generating functions, and investigates approximation theorems. Students also study basic statistical inference theory.

Prerequisites: MATH100, MATH150
Credits: 3

**GE/MATH300 Discrete Mathematics**
Covers the development of mathematical tools necessary for algorithmic applications in computer science. The course includes set theory and logic, various algebraic structures, graph theory, boolean algebra, and computability theory. Students understand mathematical reasoning and logic, work with discrete structures to represent discrete objects and relationships between them, specify algorithms for certain classes of problems and appreciate the many application areas of discrete mathematics, from

computer science and networking to chemistry, botany, zoology, linguistics, geography, business, and the Internet.

Prerequisites: MATH100, MATH150, IT150
Credits: 3

**GE/MU101 Music Theory I (Fundamentals)**
Covers the basic elements of notation and meter in Western music. Topics include the staff, accidentals, rhythmic values, time signatures, simple and compound meters, major scales and key signatures, simple and compound intervals, minor scales and key signatures, whole tone scale, octatonic scales, blues scale, triad construction and basic harmonic progressions.

Prerequisites: None (Interview is required for non-music majors)
Credits: 3

**GE/ MU221 Music History I (Survey of Music History)**
Surveys music chronologically from the Middle Ages to the present. Topics include chant and secular song in the middle ages, polyphonic music from its beginning through the thirteenth century, Ars nova, Renaissance music of the low countries, the music of reformation, music of the early baroque, Bach, Vivaldi, Haendel, Haydn, Mozart, Beethoven, Romantisicm, Opera from the early 20th century.

Prerequisites: GE105
Co-requisites: GE106
Credits: 3

**GE/MU323 Greek Music**
Studies the most important fields of Greek Music from Classical Antiquity and Byzantine era to today's traditional, classical and pop music. Topics include: Ancient Greek music, Music of the Hellenistic period. Music of the Byzantine Empire. Music during the Ottoman Empire, Greek folk music of the mainland, Crete and the islands. Urban songs (Rembetika), Greek Classical Music from the Ionian islands, the Greek National school of music, contemporary classical music, pop, rock and other current streams.

Prerequisites: GE105
Co-requisites: GE106
Credits: 3 term hours

**GE/MU324 American, Jazz, Pop Music**
Studies important issues connected with America's music: the art of improvisation; the role of composition; innovation and tradition; individuality and style; instruments and forms. Examination of the formation of the roots of American music, and issues of race. Students will learn how to appreciate Native American music, Delta blues, country, New Orleans jazz, New York swing and bebop, Classical American music and pop if they are unfamiliar with it, and to deepen their understanding.

Prerequisites: GE105
Co-requisites: GE106
Credits: 3

**GE/MU325 (GE) World Music and Cultures**
Studies the music and musical cultures from around the world. Musical traditions throughout the world are considered through analytical, social, and aesthetic approaches. Introduction to the music and contexts of South America, Africa, India, Japan, and Indonesia. Topics include popular and folk music, music and ritual, communication, and self-expression, with consideration of modal structures,

instruments, forms, and performance practices. Discussion of issues such as orientalism (i.e., Western representations of the Orient) and the need to develop cultural identities in once-colonized countries

Prerequisites: GE105
Co-requisites: GE106
Credits: 3

**GE/MU453 Musical Organization – Choral**
Involves the study and performances of the great literature from the choral-symphonic tradition. Open to all by audition. Required of all students for whom chorus satisfies the required musical organization (i.e., voice, keyboard) and all conducting majors.

Prerequisites: None
Credits: 1.5 per term, 6 in total

**GE/NASC100 Physical Science**
Provides an interdisciplinary approach to the physical sciences. The course covers Newtonian physics and then moves on to some aspects of quantum theory and nuclear physics. Students explore how different elements interact in chemical reactions. In the second half of the course, students see how several basic principles are applied in such fields as astronomy, geology and meteorology. Laboratory classes are used to illustrate concepts discussed in the lectures. No prior knowledge of physics or chemistry is assumed.

Prerequisites: GE105, IT100, MATH100.
Credits: 4

**GE/PSY101 General Psychology**
Provides a general introduction to psychology - the scientific study of behavior and mental processes. This course covers such topics as memory, learning, sensation, perception, attitudes, conformity, persuasion, motivation and the study of the nervous system. Students gain an increased awareness of the broad range of phenomena investigated by psychologists and a greater ability to understand and critique psychological research. This course is not intended for students with a major or minor in psychology.

Prerequisites: GE105
Co-requisites: GE106
Credits: 3

**GE/PSY210 Educational Psychology**
Introduces the field of educational psychology and explores the development of cognitive functions and language, individual and cultural differences, and research on teaching and learning. The course also covers learning theories, developmental theories, issues of motivation, emotion, class management, intelligence and diversity, as well as understanding measurement and assessment, teaching and learning styles and special needs.

Prerequisite: GE105, GE106
Credits: 3

**GE/PSY240 Social Psychology**
Introduces students to the scientific study of the way people think about, feel, and behave in social situations. It involves understanding of how people influence and are influenced by others around them. The topics covered will examine how individuals perceive themselves and others, how individuals interact with others, and how individuals think in social settings. The primary goal of this

course is to provide students with an understanding of the perspectives, research methods, and empirical findings of social psychology. An equally important goal will be to develop critical and integrative ways of thinking about theory and research in social psychology.

Prerequisites: GE105, GE106, PSY150
Credits: 3

**GE/PSY280 Social Psychology Seminar**
The social psychology seminar constitutes an interdisciplinary field of study, concerned with how psychological processes help illuminate concepts, principles and theories social scientists use to better understand other areas of interest like politics, culture, sociology or marketing. Various contexts may be addressed, including cultural, social, historical, economic, and political with the primary goal of advancing students' understanding of how such factors impact the lives of populations. Some of the major lines of advanced social psychology theory and research as well as their applications to human life can be explored in this course. The applications of this course may include group decision-making, personality characteristics of leaders and followers; racism and stereotyping, and their impacts; the influences of emotion and cognition on decisions; the origins of violence and genocide; and relations and interactions within and between groups as in business relations and the workplace in general.

Prerequisites: GE105, GE106, PSY150, PSY200
Co-requisites: PSY240
Credits: 3

**GE/PSY345 Fundamentals in Music Therapy**
Introduces the science of Music therapy including basic concepts, knowledge, and skills. Addresses the challenges that affect clients who benefit from music therapy, and provides a platform for reflection of one's own experiences. Case material showcasing work in a range of settings will be linked with the psychological theories that underpin clinical practice. Included are improvisation techniques used in music therapy, encouraging exploratory thinking about the emotional qualities of music, and is suitable for those wishing to broaden their understanding of how music can be utilized in health and education as a therapeutic tool.

Prerequisites: GE105, GE/PSY101 or PSY150
Co-requisite GE/MU142 or MU221
Credits: 3

## Business Administration Courses

***Note:*** Catalog courses that may be used to fulfil general education requirements are designated as (GE)

**GE/BUS200 Perspectives on Business in Society**
Introduces students to the basic concepts, principles, management objectives, and contemporary issues, of business organizations. The course covers a wide range of topics including, conducting business nationally and internationally, the ethics and social responsibilities of business enterprises, product development, pricing of commodities, and the legal environment of business organizations.

Prerequisite(s): GE105
Co-requisite(s): GE106
Credits: 3

**BUS204 Introduction to Finance**
This is an introductory course in finance for non-business students. This course intention is to give students basic knowledge and understanding of key concepts and principles in finance. It covers not only fundamental financial theories, but also combines theoretical and real world examples, by including and analyzing real business cases.

Prerequisite(s): GE105, MATH100
Credits: 3

**BUS205 Strategic Fundamentals (Global Entrepreneurship)**
This course addresses various aspects of global entrepreneurship and the opportunities available to start-ups and small businesses in the global environment. It explores the opportunities that entrepreneurs create, the challenges they encounter, and the ways in which they exploit opportunities and address challenges to conduct business across national borders and cultures. This course also examines entrepreneurship across different countries and cultures and the role of cross-cultural customs and institutional networks in affecting global and immigrant entrepreneurship.

Prerequisite(s): GE105, GE106
Co-requisite(s): BUS305
Credits: 3

**GE/BUS212 Intercultural Organizational Communications**
Prepares students for intercultural communication challenges in organizations by addressing the communication skills necessary for effective cross-cultural organizational interactions. This course examines the cultural variables that may define as well as determine the course and success of these interactions within and between organizations. It focuses on the application of intercultural communication skills and insights to various fields, organizations, and situations in order to achieve organizational goals.

Prerequisite(s): GE105, GE106
Credits: 3

**BUS220 Accounting I**
Introduces students to the basic concepts and principles of accounting while providing special emphasis to the collection, classification, and interpretation of data about business enterprises. Topics

to be covered include the functions of an accounting system, the completion of the accounting cycle, and the practice and preparation of financial statements.

Prerequisite(s): IT100, GE105, MATH100
Credits: 3

**BUS221 Accounting II**
Accounting II is a continuation of Accounting I. The course covers the analysis of financial statements and develops methodological approaches and tools for interpreting the accounting information provided by the Financial Statements. The courses looks at concepts such as profitability, liquidity, and inventory evaluation, and how these issues can be addressed effectively in order to improve the performance of a business.

Prerequisite(s): GE105, IT100, BUS220, MATH100
Credits: 3

**BUS240 Business Statistics**
Presents the fundamental theoretical concepts and methods of statistics with applications to decision-making in business. Topics include the description and interpretation of data, laws of probability distribution, inferential parametric statistics with an applications approach, the concept of uncertainties and the computation of probability for the occurrence of different events.

Prerequisite(s): GE105, IT100, MATH100
Credits: 3

**BUS250 Microeconomic Theory**
Examines the market mechanisms and forces that create movements in prices of goods and services. The course analyzes the behavior of consumers, costs of production, the distribution of income and the price determination of factors of production, as well as the determination of the level of output that must be produced by a firm or an industry under different market structures to maximize profits or minimize losses.

Prerequisite(s): GE105
Credits: 3

**GE/BUS251 Macroeconomic Theory**
Covers the overall economic performance of a national economy. The course deals with the determination of the level of the gross national product, employment, prices of goods and services, and the growth of an economy. The course also analyzes the role of money and banking systems, the impact of fiscal and monetary policy on the level of output, employment, prices and the effect of international transactions on a national economy.

Prerequisite(s): GE105
Co-requisite(s): GE106
Credits: 3

**BUS300 Business Law**
Thoroughly examines legal systems and how they affect business operations. The course deals with concepts of law as related to business, including contract law, sales, commercial law, company law, and civil law. The course also analyses the causes of unfair competition, methods of securing business property rights, the establishment of different types of business forms, the use and legal aspects of financial instruments, and the procedures and legal consequences of bankruptcy.

Prerequisite(s): GE105, GE106
Co-requisite(s): GE115
Credits: 3

**BUS305 Principles of Management**
Introduces students to generic management theories, principles and concepts as expressed by academics and business experts. In the course, students acquire knowledge of key management issues and functions, soft skills and management competencies. More explicitly, students learn how to critically investigate and implement management functions such as planning, organizing, directing and controlling, and develop communication, motivation and decision-making skills in a management context.

Prerequisite(s): GE105
Co-requisite(s): GE106
Credits: 3

**GE/BUS310 Organizational Behavior**
Emphasizes the major theories, practices, motivations, and leadership examples and responses to change in organizations. The course provides a comprehensive, in-depth analysis of the field of organizational behavior, surveys and analyzes the major theories and approaches to organizational theory, and emphasizes an understanding of organizational behavior as a phenomenon.

Prerequisite(s): GE105, GE106, GE115, BUS305
Credits: 3

**BUS320 Principles of Marketing**
Examines marketing as an integral part of business management within the wider scope of the firm's social responsibility and protection of the environment. The course analyzes the function of marketing in an integrated business management context and explores topics such as modern marketing practices, the description of the marketing process, environmental factors, consumer behavior, and the marketing mix.

Prerequisite(s): GE105
Co-requisite(s): GE106
Credits: 3

**BUS330 Corporate Finance I**
Introduces students to the fundamentals of business finance and develops a conceptual framework for corporate financial management. Topics covered include: the role and value of money within different time periods, the acquisition and allocation of funds, and the basic concepts and techniques of working capital management. The course also emphasizes the use of information by business managers, as to where it can be obtained and how it can be used in investments that involve financing, planning, and control responsibilities.

Prerequisite(s): GE105, GE106, IT100, BUS220, BUS221, BUS250, MATH100
Credits: 3

**BUS340 Management Information Systems**
Presents tools, techniques, and methodologies of information critical to understanding problems related to the development and use of management systems. The course integrates computer hardware and software concepts with a classical methodology for developing business information systems. It presents the relevant factors in the development of information systems, while discussing the problems of analyzing, designing, and implementing such systems. The collection, storage, and

processing of data, reengineering of business processes, and the redesign of the organization's products, services, procedures, and management structures are also covered.

Prerequisite(s): GE105, GE106, IT100
Credits: 3

**BUS350 Operations Management**
Analyses the key elements, tools and techniques of operations management as they apply to production planning and the control of goods and services offered by manufacturing or service organizations. Topics include product design, process selection, design of facilities and jobs, quality improvement processes, and integration of these elements into an operating system.

Prerequisite(s): GE105, GE106, BUS305
Credits: 3

**BUS360 Entrepreneurship**
Provides an understanding of the business challenges that confront entrepreneurs and their approaches to business opportunities. The course emphasizes real world information gathering and integrated approaches needed for successful business endeavors. The course covers entrepreneurial processes, skills such as, the mobilization and organization of resources, and business and marketing plans.

Prerequisite(s): GE105, GE106
Co-requisite(s): BUS305
Credits: 3

**BUS363 Entrepreneurial Social Media**
This course provides best practices and hands-on experience on the usage of the leading Social Media & Digital Marketing tools employed by contemporary businesses for promoting products, engaging customers and relevant stakeholders. In the era of technology consumerization this course will give students a head start by exposing them to the basics of the configuration and technical implementation of the leading Social Networking, Social Analytics, Online Advertising, and Web Content Management platforms.

Prerequisite(s): IT100, BUS/IT340
Credits: 3

**BUS365 Innovation and New Product Development**
This course provides the basic theoretical models on innovation such as open, disruptive and business model innovation, combined with global best practices and scientific methods to guide new product development leaders and their teams throughout the product development cycle. The course emphasis is on the models, skills and techniques necessary for delivering a customer and market driven product vision, building an energized cross functional product development team, and achieving strategic product focus by identifying priorities and making the right trade-offs.

Prerequisite(s): IT100, BUS/IT340
Credits: 3

**BUS367 Virtual Entrepreneurial Simulation Game**
This lab provides students with the necessary tools and real life business practices in order to put in practice their innovative ideas which they will develop throughout the minor. Students will work in a computer based simulation game in order to run their own virtual company, gaining hands-on experience of the challenges of business and entrepreneurship. The simulation focuses on having

students conduct market, competitive and environmental analysis in order to take appropriate actions with respect to the organization, sales and marketing, finance and operations.

Prerequisite(s): GE113, BUS205, GE/BUS310, BUS360, BUS363, BUS365, BUS368
Credits: 3

**BUS390 Human Resources Management**
Provides an understanding of the theories, practices, and contemporary problems in human resource management. Topics include job analysis, recruitment, training and employee development, affirmative action, health and safety, performance appraisal, labor relations, compensation, and productivity improvements. The course also discusses how human capital contributes directly to the success of today's organizations as well as to the role and performance of the staff manager in business enterprises.

Prerequisite(s): GE105, GE106, GE115, BUS305
Credits: 3

**BUS395 Project Management**
Introduces students to methodologies for managing projects within an organizational context, including the processes of initiating, planning, executing, controlling, reporting and closing a project. The course investigates project variables such as scope, time and cost, topics of project integration, quality control, and risk management, the management of changes in organizations that introduce or service information systems. Students learn how to identify project champions, work with user teams, and document project management.

Prerequisite(s): GE105, GE106, GE115
Credits: 3

**BUS499 Business Capstone**
In their senior year, students will engage in a three-credit capstone project, which gives them the opportunity to review and apply relevant theories, tools, techniques and strategic-management concepts which they have acquired during their entire course of studies, in combination with whatever working and technological experiences they may possess, to a real-world environment. The course focuses on the strategic management of the entire organization. The development of a strategic process comprises the systematic analysis and evaluation of an organization's goals, structure, policies, and strategies designed to effectively cope with specific external opportunities and threats. Students will be placed in a realistic professional team situation within which decision-making must consider not only technological issues but also issues of projects, personnel, and risk management, colleague and client interpersonal relationships, as well as time and resource constraints. Students learn to make objective strategic decisions and to justify them orally and in writing. This is an integrative capstone course for graduating business administration students.

Prerequisite(s): Successful completion of all core business requirements
Credits: 3

**BUS368 Ideation**
This course is an understanding of the ideation process which leads to product, service or business model development. Making use of modern hands-on learning techniques, the course interplays the fundamentals of innovation along with the perspectives of artists, marketers and practitioners who shape novel concepts and create successful brands. The course curriculum is divided into three modules, i.e., idea generation, assessment and prototyping. Key topics include but are not limited to semiotics, process of developing music ideas, idea visualization, international marketing determinants, the process of decision making, business plans crafting and pitching strategies.

Prerequisite(s): GE105, GE106
Credits: 3

**BUS396 Knowledge Management (KM)**
This course provides a study for understanding the process of managing both the personal and organizational knowledge exploring the fundamentals of knowledge management (KM) using theoretical perspectives and real-life cases of successful organizations. The course curriculum lies in the multidisciplinary nature of KM and interplays different perspectives which view KM either as corporate strategy, a dimension of human resources management, tool for organizational effectiveness or an application for actual use. Course topics include, but are not limited to, knowledge management models, organizational ambidexterity, knowledge sharing and communities of practice (CoP) and absorptive capacity.

Prerequisites: GE105, GE106, BUS305
Credits: 3

**Engineering Management Courses**

*Please see list under ASGE Courses.*

## Finance Courses

**FI 310 Financial Analysis**
Focuses on the identification, analysis, and interpretation of financial and management accounting information. Financial statements are analyzed to assess the financial health and performance of the organization, including bankruptcy risk. Other topics include planning and forecasting, budgeting, cash flow and breakeven analysis, and working capital management. In general, it includes techniques and tools for planning, control, and decision making in an effort to achieve organizational goals.

Prerequisite(s): GE105, GE106, GE115, IT100, BUS220, BUS221, BUS 240, BUS330
Credits: 3

**FI404 Corporate Finance II**
Concentrates on how to use financial concepts and techniques to solve practical business problems. Specifically, the course analyses the role of a financial manager in making decisions regarding capital budgeting and the cost of capital. Capital structure, dividend policy, mergers and acquisitions, and the interaction between financing and investment decisions under varying conditions of certainty and uncertainty are also discussed.

Prerequisite(s): GE105, GE106, GE115, IT100, BUS220, BUS221, BUS240, BUS250, BUS251, BUS330
Credits: 3

**FI406 Financial Markets and Institutions**
Introduces students to the organization, functions, and managements of financial markets and institutions. Topics include the structure of financial markets and institutions, the management of assets and liabilities of institutions, the financial instruments and products offered for borrowing and investing, the flow of funds, the term structure of interest rates, and the effects of economic conditions and government policies on the performance of financial institutions and markets.

Prerequisite(s): GE105, GE106, GE115, IT100, BUS220, BUS221, BUS240, BUS250, BUS251, BUS330
Co-Requisite(s): FI404
Credits: 3

**FI408 International Finance**
Explores the fundamental principles and issues in the field of international finance. The course examines the organization and functions of foreign exchange markets, the participants' effects on the performance of the markets and the balance of international payments. The course also looks at the determination and forecasting of exchange rates, the measurement and management of foreign exchange risks, the financing of international trade and investments, and capital budgeting in multinational corporations.

Prerequisite(s): GE105, GE106, GE115, IT100, BUS220, BUS221, BUS240, BUS250, BUS251, BUS330
Credits: 3

**FI410 Money and Banking**
Examines the nature and the role of money and the banking system in an economy. Topics include the theories and functions of money; the scope and functioning of the financial system; financial markets and interest rate determination; the organization, management and supervision of commercial banks and other institutions; and money supply processes and monetary policies. The course examines the role and functions of the central bank, monetary standards and credit availability, and the impact of Europe's currency unification on the banking system.

Prerequisite(s): GE105, GE106, GE115, IT100, BUS220, BUS221, BUS240, BUS251, BUS330
Credits: 3

**FI412 Investment and Portfolio Management**
Analyses the concepts and principles of financial investments including the different types of securities issued by government and business., The course also examines the structure and operations of equity securities markets, portfolio construction, revision and measurement of performances, as well as the Capital Asset Pricing Model, the Arbitrage Pricing Theory, and the development of investment strategies and control.

Prerequisite(s): GE105, GE106, GE115, IT100, BUS220, BUS221, BUS240, BUS250, BUS251, BUS330, FI404, FI406
Credits: 3

**FI414 Corporate Financial Strategy**
Examines how the tools and concepts of modern finance are applied to maximize financial performances. The course covers topics such as financial analysis and forecasting; cost of capital and capital budgeting; capital structure; mergers and acquisitions and corporate financial policies. Case studies are used to illustrate how the application of concepts of corporate financial strategy can lead to better financial decisions for the enterprise.

Prerequisite(s): GE105, GE106, GE115, IT100, BUS220, BUS221, BUS240, BUS250, BUS251, BUS330, FI404
Credits: 3

**FI420 Introduction to Derivatives and Risk Management**
Explains what derivatives are and how they can be prudently used within the context of any underlying business activities. The course introduces the wide range of markets for financial derivatives and offers a broad overview of different types of derivatives, such as futures, options, swaps, and structured products-while focusing on the principles that determine market prices. Finally the course explores the importance of financial derivatives to risk management in a corporate setting.

Prerequisite(s): GE105, GE106, GE115, IT100, BUS220, BUS221, BUS240, BUS250, BUS251, BUS330, FI404, F406, FI412
Credits: 3

**F1430 Mergers Acquisitions and Restructuring**
Mergers, Acquisitions and Restructuring are an important part of a company's list of actions that may lead to its corporate goals. Strategies and tactics will be analyzed in detail. The purpose of this course is to identify the perspectives that an organization might have by applying the above actions. Issues such as measuring and creating value will be developed. Finally consideration in financial planning and restructuring will be examined.

Prerequisites: GE105, GE106, GE115, IT100, BUS220, BUS221, BUS240, BUS250, BUS251, BUS330
Credits: 3

**FI450 Special Topics in Finance**
Concentrates on behavioral issues affecting financial markets and corporate world. The course links the particularity of human behavior to aspects of the financial decision making process. The behavioral approach is introduced in issues such as market efficiency, risk assessment, investor behavior, capital structure, dividend policy, mergers & acquisitions and market timing.

Prerequisite(s): GE105, GE106, GE115, IT100, BUS220, BUS221, BUS240, BUS250, BUS251, BUS330
Credits: 3

## Hospitality Management Courses

**HM100 Introduction to International Hospitality Management**
This course introduces students to the international hospitality industry. It explores not only the history of hospitality, but also the latest developments in hospitality operations and its contemporary management techniques and principles. Throughout the course students are provided with insight on the operations and management of the various departments of hotels looking at these organizations in an international and comparative context. The course links the knowledge gained in the class with hands on experience gained in contemporary hospitality practice and through temporary employment in hotels, therefore students are given the opportunity to create their own experiences through the practica in hotels and restaurants.

Prerequisite(s): GE105
Co-requisite(s): GE106
Credits: 3

**HM102 Introduction to International Tourism Management**
This course provides an introduction and overview to the international tourism industry. It explores contemporary practice and management techniques and principles that apply to the travel and tourism industry as well as explores the above techniques and practices in a comparative multinational context. Knowledge gained in class is coupled with practical experience gained through fieldwork and practica therefore tying theory with practice for students providing them with a well rounded theoretical and practical educational experience.

Prerequisite(s): GE105
Co-requisite(s): GE106
Credits: 3 term hours

**HM120 Hospitality Event Management**
This course introduces students to events and events management. Specifically, it enables students to plan and manage events, as it provides them with the knowledge for their development, operation, marketing and management. Such events include conferences, festivals, and games, in a local, regional, national and international context.

Prerequisite(s): GE105, GE106, GE115, HM100
Credits: 3

**HM122 Food and Beverage Management**
This course discusses the operations and management of food and beverage. It is designed to provide the students with the necessary knowledge to operate food and beverage establishments. Throughout the course students have the chance to acquire hands on experience on the processes and procedures of effective food and beverage control systems in areas such as budgeting, menu management, menu pricing, computer applications and service quality. Students get the opportunity to gain practical experience in a restaurant environment as part of the course and thus prepare for the Industry Placement course.

Prerequisite(s): GE105, GE106, GE115, HM100
Credits: 3

**HM200 Tourism Planning and Development**

This course provides students with an appreciation of tourism planning and development. The lectures will assist students to identify the key concepts and principles in tourism planning and the applied techniques in tourism destination development. Furthermore, the stakeholders in the public and the private sector are identified and the way that they are involved in the processes of planning and development of tourism are also discussed. The course also explores the way that the stakeholders interact and contribute to the host destinations. Finally, with a variety of case studies students explore various impacts of tourism development on tourism destinations as well as tourism sustainability development and management.

Prerequisite(s): GE105, GE106, GE115, HM100, HM102
Credits: 3

**HM299 Industry Placement/Practicum**

As part of this course students work at organizations involved in the hospitality and/or tourism industry. Having completed their taught courses they should undertake a three-month internship. The purpose is to familiarize themselves with the current practices which are implemented by the particular sector, to develop skills that will contribute towards their future employment and their employability as well as to apply the knowledge they have gained throughout their studies. Students will choose an organization /hospitality unit under the supervision of their Professors. They have the option to choose either between the hospitality-lodging sector i.e. hotels, or the travel and tourism sector i.e. conference centers, tour operators.

Prerequisite(s): HM100, HM102, HM120, HM122, HM200, MK330, MK360
Credits: 4

## IT Management Courses

*Please see list under Information Technology Courses.*

## Marketing Courses

**MK330 Consumer Behavior**
Analyses the theories and models of consumer behavior and examines the decision-making processes of individuals and households in obtaining and using goods and services. The course explores how consumers select, purchase, and use products and services, what influences their behavior, and what the implications are for developing marketing research. The course also explores the demographic differences of individual consumer groups and the cultural context of consumer behavior in a global economy.

Prerequisite(s): GE105, GE106, BUS320
Co-requisite(s): GE115
Credits: 3

**MK340 Marketing Communications**
Provides an in-depth understanding of the marketing tools, concepts and theories that are in the effective management of integrated marketing communications. The course helps students develop the managerial and creative skills essential to communication professionals, and develops the necessary analytical abilities to effectively manage marketing communications campaigns.

Prerequisite(s): GE105, GE106, GE115, BUS320, MK330
Credits: 3

**MK350 Marketing Research**
Introduces students to the theory, applications and practices of marketing research. Topics include the development of marketing research plans; the significance of marketing research to business organizations; the application of marketing research techniques to marketing policies and planning. How information is used to identify marketing opportunities and problems, and to generate, refine, and evaluate marketing actions and performance are also covered.

Prerequisite(s): GE105, GE106, GE115, BUS240, BUS320, MK330
Credits: 3

**MK360 Services Marketing**
Introduces students to the distinct thought and application of services marketing. Focuses on issues of service design, service quality, service recovery and the special characteristics of services offerings and clients. Enables students to develop academic understanding, and technical skills in marketing service offerings.

Prerequisite(s): GE105, GE106, GE115, BUS320, MK330
Credits: 3

**MK380 B-2-B Marketing**
Provides thorough coverage of the pre-eminent importance of the business-to-business marketing activities for producers and distributors of all classes of goods and services. Explores the nature of organisational markets, the practices of purchasing decision-makers in a wide range of business contexts, and the nature of the relationships developed and nurtured. Highlights the differences between industrial and consumer marketing and offers students' knowledge of the tools and concepts of business-to-business marketing.

Prerequisite(s): GE105, GE106, GE115, BUS320, MK330
Credits: 3

**MK410 Advertising and Public Relations**
Introduces students to the concepts of public relations as well as to advertising techniques used by businesses to promote their products. Topics to be discussed include the history, philosophy, theories of public relations, and how public relations constitute an important function of business enterprises. The second part of this course analyzes the nature and scope of advertising and its place within marketing strategies as well as its importance in management decision-making.

Prerequisite(s): GE105, GE106, GE115, BUS320, MK330, MK340
Credits: 3

**MK420 Retailing Management**
Provides an overview of the retailing industry in a dynamic and changing environment. Examines changing customer demographics and needs, shopping behaviors, and how retailers are reacting to satisfy these changes. Topics covered include retailing decision-making process, pricing, store operation and management, merchandise assortment and pricing, store location and layouts, advertising and sales communication, consumer analysis, retail information systems, and retailing accounting and control.

Prerequisite(s): GE105, GE106, GE115, IT100, BUS320, MK330
Credits: 3

**MK430 Sales Management**
Concentrates on the management of sales forces, sales analysis, forecasting techniques, account and territory management, negotiations, integrating personal computers into the sales function, and computer simulation of the decision processes. The course also covers topics such as the integration of promotional strategies into the marketing mix of behavioral and database foundations for promotional strategies, the application of information-based technologies and tools for analysis, as well as the allocation of promotional resources.

Prerequisite(s): GE105, GE106, GE115, IT100, BUS320, MK330, MK340
Credits: 3

**MK440 Marketing Management**
Enables students to recognize pertinent principles of marketing and apply them within a managerial decision-making environment. The course examines the marketing planning process, strategic marketing, and the effective implementation of marketing plans. The course also integrates the principles of advertising, retailing, sales, and research in relation to the marketing mix in order to establish an overall framework for effective management at all levels of marketing functions.

Prerequisite(s): GE105, GE106, GE115, BUS305, BUS320, MK330, MK340, MK350
Credits: 3

**MK444 Electronic Commerce Management**
Introduces students to digital economy, electronic commerce and electronic business operations. Most commonly encountered applications, business models, and entrepreneurial activities are explained both from technological and business perspectives. Essential components for building successful electronic commerce applications and business activities, capabilities and advantages of e-commerce technologies (i.e., how e-commerce technologies give birth to e-business, and the key information for Internet start-ups), will be also covered.

Prerequisite(s): GE105, GE106, GE115, IT100, BUS305, BUS340
Credits: 3

**MK450 International Marketing**
Introduces students to marketing operations in foreign markets, as well as to the cultural, political, and economic factors affecting the international marketer. The course focuses on marketing planning and strategies in the world marketplace, and the impact that different cultures and environments have on business marketing activities and on the competitive position of a firm in the global economy. The course also discusses issues involved in creating, producing, pricing, and distributing products and services to an international consumer or an enterprise.

Prerequisite(s): GE105, GE106, GE115, BUS320, MK330, MK340, MK350, MK440
Credits: 3

**MK 455 Nation Branding**
Offers students an overview of the management of a brand that represents a country, a state, or a nation. The course enables students to think critically from a variety of business and social perspectives, understand the complex and multidimensional nature of nation branding, and critically analyze the strategic options available to nations in their branding activities. Topics include the image creation and positioning of a national identity, approaches to international positioning, as well as evaluations of the ethical practices of nation sustainability, and small nation accessibility.

Prerequisite(s): GE105, GE106, GE115, BUS320, MK330
Credits: 3

**MK460 Strategic Marketing Applications**
Offers students a comprehensive framework for the development and application of realistic competitive marketing strategies, encouraging students to draw from the integrated knowledge they have developed throughout their major. Sharpens students' critical and strategic thinking competencies through the presentation and analysis of contemporary topics and advanced marketing cases.

Prerequisite(s): GE105, GE106, GE115, IT100, BUS320, MK330, MK340
Credits: 3

## Project Management Courses

**PM 396 Applied Project Management**

This is an advanced course in Project Management which drills down into the more applied aspects of project planning and progress reporting. Students will learn how to apply tools and techniques which will help them effectively complete projects. The course combines theory with case studies, and requires hands-on work for the completion of in-class workshops and project assignments. Topics include work Breakdown Structures (WBS), stakeholder analysis and management, project scheduling, duration & cost forecasting, PERT simulations, progress measurement, earned value management (EVM), and project audits.

Prerequisites: GE105, GE106, GE115, BUS 395
Credits: 3

**PM 397 Project Management Information Systems (PMIS)**

Familiarizes students with the use of popular Project Management Information Systems that support planning, executing and monitoring of projects. The course offers hands-on training on PMIS systems such as MS-Project and Primavera, and moves from the basics of setting-up and tracking projects to more practical tips and techniques for using more advanced functionality. A large part of this course takes place in a computer lab.

Prerequisites: GE105, GE106, GE115, BUS 395
Credits: 3

**PM 398 The Human Side of Project Management**

Focuses on the human side of Project Management. The course prepares students for managing the dynamics of cross-functional project teams and for balancing effectively the often conflicting interests of project stakeholders. The main purpose of the course is to help students understand, analyze and develop their own effectiveness when it comes to managing project-based work. Topics in this course are: project leadership, emotional intelligence, mentoring & coaching, effective delegation, team motivation, conducting project meetings, managing stakeholders, project communication and project marketing.

Prerequisites: GE105, GE106, GE115, BUS 395
Credits: 3

**PM 400 Project Risk Management**

Provides students with a thorough understanding of Risk Management as a systematic, iterative approach which includes risk planning, identification, qualitative analysis, quantitative analysis, response planning, and monitoring & control. Topics covered in this course are: techniques in identifying risks (brainstorming, reviewing historical data, affinity diagrams, and expert interviews), quantitative and qualitative risk analysis (Monte Carlo simulations, decision tree analyses, probability/impact matrices, expected value), and the crafting and execution of risk response strategies and techniques.

Prerequisites: GE105, GE106, GE115, BUS395
Credits: 3

**PM 415 Project Negotiations & Conflict Resolution**

The course explores the characteristics of negotiation situations, interdependencies, value creation from potential clients, minor strategies for conflict management all within the context of Project Management. It addresses how negotiations occur to resolve a conflict of interest between two or more parties throughout a project's lifecycle. Students learn the advantages and disadvantages of negotiation strategies and the appropriate utility of each strategy, given the type of conflict and situation in which the dispute occurs. Exercises and case analysis are used to illustrate important concepts. Topics also include consulting competencies, communication skills in consulting, psychology in consulting, research methods, and law & ethics.

Prerequisites: BUS395
Credits: 3

**PM 440 PMI's Project Management Body of Knowledge**

This course is based on PMI's/IPMA's Standard for Project Management as well as on Project Management Competence Baseline Model. It presents competencies such as: Basics Project Management, Methods and Techniques, Organizational Competence, Social Competence, General Management, Personal Attitudes, and General Impression (logic, transparency, balanced judgment), knowledge areas, process groups and processes of project management as described in the Project Management Book of Knowledge (PMBOK) in a structured way that will help students master the PMI/IPMA terminology and concepts. The course also covers topics of integration, project variables such as scope, time, cost, and quality, Human Resource Communications, Communications Management, Risk Management, Procurement Management, and Professional Responsibility. Students who complete successfully this course will be well equipped to succeed in the professional certifications exam offered by the International Project Management Association (IPMA–Level D Certification) and Project Management Institute (PMI–CAPM Certification).

Prerequisites: Successful completion of the PM Courses (PM396, PM397, PM400, PM415)
Credits: 3

## Information Technology Courses

***Note:*** Catalog courses that may be used to fulfil general education requirements are designated as (GE)

**IT150 Programming Concepts**
Introduces programming using an object-oriented language. The course emphasizes problem solving and structured programming. Students completing the course should be able to: setup and use a visual software development environment; analyze and explain the behavior of simple programs involving the fundamental programming constructs covered by this unit; and modify and expand short programs that use standard conditional and iterative control structures and functions. Students design, implement, test, and debug a program that uses each of the following fundamental programming constructs: basic computation, simple I/O, standard conditional and iterative structures, and the definition of functions and write simple applications.

Prerequisites: None
Credits: 3

**IT160 Networking Fundamentals I**
Networking and telecommunications fundamentals including LANs, MANs, WANs, intranets, the Internet, and the WWW will be covered. Data communication and telecommunication concepts, models, standards, and protocols will be studied along with installation, configuration, systems integration and management of infrastructure technologies.

Prerequisites: None
Credits: 3

**IT165 Networking Fundamentals II**
Introduces the architecture, structure, functions, components and models of the Internet and of other computer networks. The course uses the OSI and TCP layer models to examine the nature and roles of protocols and services at the application, network, data link and physical layers. The principles and structure of IP addressing and the fundamentals of Ethernet concepts, media and operations are introduced to provide a foundation for the curriculum. Labs use a "model Internet" to allow students to analyze real data without affecting production networks. At the end of the course students build simple LAN topologies, configure network devices such as routers and switches, and implement IP addressing schemes.

Prerequisites: IT150, IT160
Credits: 4

**IT175 Routing Protocols & Concepts**
Describes the architecture, components and operation of routers and explains the principles of routing and routing protocols. Students analyze, configure, troubleshoot and verify the primary routing protocols RIPv1, RIPv2, EIGRP and OSPF. By the end of this course students are to recognize and correct common routing issues and problems. Students complete a basic procedural lab, followed by basic configuration, implementation and troubleshooting labs in each chapter.

Prerequisites: IT150, IT160, IT165
Credits: 4

**IT200 Object-Oriented Programming**
Provides students with a good understanding of object-orientation programming and Java technologies. Equally important, students get hands-on experience in engineering programs in Java. They learn the basic language constructs as well as the most commonly used libraries, strings, and exceptions. Students work mostly in the computer laboratory using a popular programming environment.

Prerequisites: IT150
Credits: 3

**IT205 Advanced Programming in Java**
Enhances students' Java programming skills and prepares them to sit successfully for professional certifications. The course teaches advanced object-oriented concepts such as inheritance and polymorphism and applies them to the Java programming language so that students can gain a better understanding of interfaces & abstract classes. Other important aspects covered are concurrency (threads), generics, inner classes and exceptions.

Prerequisites: IT150, IT200
Credits: 3

**IT220 Data Structures & Algorithms**
Deals with the fundamentals of organizing and manipulating data efficiently using clean conceptual models. Students study several important conceptual data types and algorithms, which they then implement in a specific programming language, even if the principles are more generally applicable to most modern programming languages.

Prerequisites: IT150
Credits: 3

**IT240 Computer Architecture**
Introduces students to the organization and architecture of computer systems, digital logic, low level instructions execution and system design. In particular, by the end of the course the student will be able to: understand digital logic, fundamental building blocks (logic gates, flip-flops, counters, registers, PLA) and logic expressions; explain how a computer fetches from memory and executes an instruction; explain the relationship between the representation of machine level operation at the binary level and their representation by a symbolic assembler; write small programs and fragments of assembly language code to demonstrate an understanding of machine level operations; and use computer simulation packages to investigate assembly language programming.

Prerequisites: IT150
Credits: 3

**IT260 Database Management Systems**
Introduces the fundamental concepts and principles of designing, implementing and administering databases. Upon completion of the course students are able to create logical data models of medium complexity, design the tables of a database and create the queries and reports required for using the database. Concepts such as normalization, concurrent processing, database administration, data

distribution, integrity and security are thoroughly examined. SQL language as a data modeling and query language is also presented and the basic expressions are introduced.

Prerequisites: IT150
Credits: 3

**IT265 LAN Switching**
Teaches students the technologies and protocols needed to design and implement a converged switched network. Students learn about the hierarchical network design model and the appropriate selection of devices for each layer. The course explains how to configure a switch for basic functionality and how to implement Virtual LANs, VTP and Inter-VLAN routing in a converged network. The different implementations of Spanning Tree Protocol in a converged network are presented and students develop the knowledge and skills necessary to implement a WLAN in a small- to medium-network.

Prerequisites: IT150, IT160, IT165, IT175
Credits: 4

**IT270 Social and Professional Issues**
This course is a survey of the ethical and professional issues involved in computing. It discusses the way that computers and software pose new ethical questions or pose new versions of standard moral problems and dilemmas. It uses case studies that relate to theories of ethics. The course enables students to understand the main issues of social and professional aspects of Information Technology, to develop skills in clarifying and analyzing cases concerning corresponding issues, to acquire a broad knowledge of the social and ethical implications of information technology and become aware of how computer ethics support decision making in cases of IT-related conflicts.

Prerequisites: GE105, GE106
Credits: 3

**IT275 Accessing the WAN**
Discusses the WAN technologies and network services required by converged applications in enterprise networks. The course introduces integrated network services and the selection of appropriate devices and technologies to meet network requirements. Students learn how to implement and configure common data link protocols and how to apply WAN security concepts, principles of traffic, access control, and addressing services. Finally, students learn how to detect, troubleshoot and correct common enterprise network implementation issues.

Prerequisites: IT150, IT160, IT165, IT175, IT265
Credits: 4

**IT280 Systems Analysis and Design**
Covers the systems development life cycle. The course examines the requirements and tools for collecting and structuring data, process modeling and data modeling, interface design and data management. Students acquire skills in using tools and techniques such as interviewing, producing use cases, prototyping and generating UML diagrams. The course provides hands-on experience in designing a system following the 3-tier architecture (presentation, middleware, data storage).

Prerequisites: IT150, IT200
Credits: 3

**IT285 Network Management and Diagnostic Tools**
Provides students with the knowledge to manage a network using the existing tools, methods and platforms. The students will be also acquainted with future trends in network management. The second part of the course familiarizes students with the current issues in security and provides a practical, up-to-date and comprehensive survey of network-based and Internet-based security applications and standards.

Prerequisites: IT150, IT160, IT165
Credits: 3

**IT290 Unified Communications**
Introduces voice and data networks and examines the challenges faced by the various related technologies. The course presents Cisco solutions and implementation considerations to address those challenges. In this course, students will learn about the architecture, components, functionality and features of the Cisco Unified CallManager Express (CUME) They will also learn Voice over IP (VoIP) and Quality of Service (QoS) technologies and apply them to Cisco CME environment. The course focuses on Call Manager Express, connecting to a PSTN network, connecting from one router across a WAN to another router running CME, connecting from one CME enabled router to another CME-enabled router.

Prerequisites: IT150, IT160, IT165, IT175, IT265, IT275
Credits: 3

**IT295 Implement Secure Networks**
Equips students with the knowledge and skills needed to prepare for entry-level security specialist careers. This course is a hands-on, career-oriented e-learning solution that emphasizes practical experience. The course is a blended curriculum with both online and classroom learning that leads to the CCNA Security Industrial Certification. The course aims to develop an in-depth understanding of network security principles as well as of the tools and configurations available. Tools covered: Protocol sniffers/analyzers, TCP/IP and common desktop utilities, Cisco IOS Software, Cisco VPN Client, Web-based resources.

Prerequisites: IT150, IT160, IT165, IT175, IT265, IT275
Credits: 3

**IT320 Web Technology**
Introduces common web architectures such as client-server architecture and web services. Students learn how to use server- and client-side technologies to design and develop an online presence for an organization, implementing different navigation and web content strategies. Students develop dynamic websites using a combination of high-level programming languages as well as mark-up and scripting languages. Emphasis is given to evaluating websites in terms of organizational structure and design elements.

Prerequisites: IT150
Credits: 3

**IT330 Compilers**
Introduces students to compilers and language translation. Focus is given to aspects of lexical, syntactic and semantic analysis including language theory and implementation. Topics covered in the course include finite state machines, regular expressions, top-down and bottom-up parsing techniques, code generation and optimization, subroutine calls, symbol table management, LL and LR

parser generators. On successful completion of the course students will be able to identify the various phases of the compiling process, including algorithms and data structures for their implementation in recursive high-level imperative programming languages.

Prerequisites: IT150, IT220
Credits: 3

**IT340 Management Information Systems**
Information systems viewed from the needs of management. Organizational foundations of systems and their emerging strategic role; Introduction to real-world systems, with a focus on their relationship to organizations and management; Technical foundations of information systems; Data processing, collection, storage, updating, and retrieval. Redesigning organizations using information systems, including reengineering of critical business processes. Capturing and distributing organizational knowledge and enhancing management decision-making. Emphasis is placed on using information technology to redesign the organization's products, services, procedures, jobs and management structures.

Prerequisites: GE105, GE106, IT100
Credits: 3

**IT350 Project Management**
Introduces students to the Project Management process and specific aspects of project-management methodologies such as PMI and Prince2. The course focuses on the field of software engineering as a way of enabling students to apply project management concepts to real life examples and experiences. The student will also receive hands-on knowledge of tools used to practice Project Management effectively.

Prerequisites: GE105, GE106, GE115
Credits: 3

**IT355 Project Management Tools & Best Practices**
Combines a review of the tools and techniques of project planning and control with hands-on individual work using Project Management software. The course will help students to plan a project (PDM networks, Gantt charts), allocate tasks, resources and optimize schedules, monitor projects, track controls and generate reports.
Students work on their own PCs to become familiar with menus, views and reports with sample project data. Upon completion of this course they will be able to build and track project schedules with precision.

Prerequisites: IT150, IT200, IT280, IT350
Credits: 3

**IT360 Human Computer Interaction**
This course introduces Human-Computer Interaction, the philosophy of designing user interfaces, available design techniques and methodologies, various interaction styles, available design guidelines and user interface management systems. Usability and accessibility of user interfaces is then examined and several usability evaluation methods are analyzed.

Prerequisites: IT100, IT150, IT320
Credits: 3

**IT370 Operating Systems**
Introduces students to the fundamentals of operating systems, CPU scheduling, file systems, memory management, device management, multiprocessing and time sharing. The course provides a solid theoretical foundation for understanding operating systems and includes current topics in the rapidly changing fields of operating systems and networking, including open-source operating systems. Finally, the course uses simulators and operating system emulators to demonstrate operating system operations and full programming projects. Case studies are drawn from both Linux and Windows.
Prerequisites: IT150, IT240
Credits: 3

**IT380 Computer Graphics**
Provides students with the fundamentals of programming for computer graphics and analyzes the hardware and software principles of interactive raster graphics. Topics include interactive graphics, animation, color, 2-D and 3-D modeling and transformations, viewing transformations, projections, rendering techniques, graphical software packages and graphics systems. Students will use a standard computer graphics API to reinforce concepts and study fundamental computer graphics algorithms.

Prerequisites: MATH100, MATH150, MATH300, IT150
Credits: 3

**IT400 Emerging Technologies and Themes**
Addresses current and future trends in Information Technology. The course presents current market and research directions as influenced by consumers, industries and universities. Students learn the core concepts of information technology and its rapidly expanding role in solving problems and influencing decision making. This course discusses how emerging technologies evolve, how they can be identified and how they are affected by international, political, social, economic and cultural factors. Topics include the accuracy of past technology forecasts and means of improving such forecasts, international perspectives on emerging technologies, future customer trends and forecasting methodologies such as monitoring, expert opinion, trend analysis and scenario construction.

Prerequisites: IT150, IT200, IT280
Credits: 3

**IT410 Distributed Application Development**
Investigates the design and analysis of distributed systems: from wide-area communication networks through local-area clusters of workstations to shared-memory multiprocessors. Focus is on object-oriented client/server applications. Topics include building and consuming a web service, configuring and customizing a web service, calling web methods asynchronously, building a remoting client and server, creating and serializing remotable types, performing remoting operations asynchronously and managing the lifetime of remote objects.

Prerequisites: IT150, IT200, IT320, IT240, IT370
Credits: 3

**IT420 Information Security & Assurance**
Introduces a wide range of topics in the field of information security and assurance including: information threats/vulnerabilities and attacks, legal and ethical issues related to risk assessment, security planning, communications systems, information security technologies, cryptography, physical security, security implementation and maintenance and security personnel.

Prerequisites: IT150, IT200, IT320, IT160
Credits: 3

**IT430 Wireless LANs Fundamentals**
Teaches students to configure, implement and support wireless LANs in SMB and Enterprise networks. Upon completion of the course, students are able to install a basic WLAN, install wireless clients, install basic wireless security, operate WLAN Controllers and maintain WLANs.

Prerequisites: IT150, IT160, IT165, IT175, IT265, IT275
Credits: 3

**IT440 Artificial Intelligence**
Introduction of basic concepts and methods of artificial intelligence from a computer science perspective. Emphasis will be on the selection of data representations and algorithms useful in the design and implementation of intelligent systems. The course will contain an overview of AI languages like Prolog and Lisp and some discussion of important applications of artificial intelligence methodology.

Prerequisites: MATH100, MATH150, MATH200, MATH300, MATH400, IT150
Credits: 3

**IT450 Software Engineering**
Effective software engineers need to understand the activities performed at each stage in the development cycle including analysis of requirements, design, implementation, testing, documentation and transition. Hands-on experience is gained throughout the duration of the course on selected aspects of the software engineering lifecycle. Lectures will take place mostly in a computer laboratory.

Prerequisites: IT150, IT200, IT280
Credits: 3

**IT470 Emerging Computer Architectures**
Provides a comprehensive introduction into the emerging field of computer architectures, microprocessors, embedded systems and hardware description languages. It provides a solid theoretical foundation for understanding the organization, structure and the major hardware components of computers, and analyzes the mechanics of information transfer and control within digital computer systems. In addition, the course presents the technical aspects of building operating system (OS) images for embedded applications and a hardware description language (VHDL) used for the design, analysis, multi-level simulation, and synthesis of digital integrated circuits and Field Programmable Gate Array (FPGA).

Prerequisites: IT150, IT240, IT370
Credits: 3

**IT475 Web Application Development**
Introduces web application development including configuration of web and application servers and development of client and server side scripts. Web application security, web authentication, session state management and web services are also presented and discussed. Contemporary technologies such as XML, XAML, Cascading Style Sheets, ASP.NET 3.5, AJAX and Silverlight are presented and used to create dynamic web applications.

Prerequisites: IT150, IT200, IT320
Credits: 3

**IT480 Developing the UI**
Introduces advanced programming concepts and technologies for developing graphical user interfaces. The course presents techniques for developing Windows Forms applications, custom user controls, 2-D or 3-D graphics and binding user interface controls to data sources. The use of graphics and multimedia in user interface development is also discussed. Contemporary development environments and frameworks such as Windows Presentation Foundation and Silverlight are used in the context of the course to develop rich user interfaces.

Prerequisites: IT150, IT360, IT200, IT320
Credits: 3

**IT499 Capstone Project**
Culminating activity for the undergraduate major. Includes preparation, presentation, discussion, and evaluation of a practical project developed and written by each student.

Prerequisites: Completion of all other required IT courses
Credits: 3

## Mathematics Courses

***Note:*** Catalog courses that may be used to fulfil general education requirements are designated as (GE)

**MATH100 (GE) College Mathematics**

Develops different mathematical techniques and investigates various examples and applications, emphasizing analytical thinking and quantitative reasoning. The course presents set of real numbers, linear equations and inequalities, graphing linear equations in two variables, polynomials and properties of exponents, factoring polynomials, rational expressions, systems of linear equations,. Topics include introduction to relations and functions, quadratic equations and exponential and logarithmic functions. Students will appreciate the use of mathematics in the solution of various problems and will develop a solid mathematical background in algebra and pre-calculus, which will be useful in many other courses.

Prerequisites: None
Credits: 3

**MATH150 (GE) College Calculus**

Introduces functions and graphs, continuity and exponential functions. Standard topics to be covered include concepts and rules of the differentiation of one variable functions, the meaning and application of derivatives in decision making management problems, integrals and the limits of one variable functions, as well as rules, interpretation, logarithm functions, definite integral, functions of several variables and application of partial derivatives. Students practice with various mathematical methods and learn how to model and analyze real world examples using mathematical tools and apply deductive reasoning as well.

Prerequisites: MATH100 or its equivalent
Credits: 3

**MATH200 (GE) Probability and Statistics**

Introduces discrete and continuous probability spaces, statistical independence, distributions, discrete and continuous random variables, expectations, moment generating functions, limiting distributions, estimation of parameters, confidence intervals, hypothesis testing with applications, linear regression and correlation and multiple linear regressions. Students learn to define probability as a measure of uncertainty and as a set function, apply the algebra of sets and use various counting techniques to determine elementary probabilities. The class includes calculation of probabilities, means, variances, and moment-generating functions, and investigates approximation theorems. Students also study basic statistical inference theory.

Prerequisites: MATH100, MATH150
Credits: 3

**MATH300 Discrete Mathematics**

Covers the development of mathematical tools necessary for algorithmic applications in computer science. The course includes set theory and logic, various algebraic structures, graph theory, boolean algebra, and computability theory. Students understand mathematical reasoning and logic, work with discrete structures to represent discrete objects and relationships between them, specify algorithms for certain classes of problems and appreciate the many application areas of discrete mathematics, from

computer science and networking to chemistry, botany, zoology, linguistics, geography, business, and the Internet.

Prerequisites: MATH100, MATH150, IT150
Credits: 3

**MATH400 Numerical Algorithms**
Introduces modern approximation techniques; explains how, why, and when they can be expected to work; and to provide a firm basis for future study of numerical analysis and scientific computing. Emphasis is given to global and local optimization methods.

Prerequisites: MATH100, MATH150, IT150, MATH300
Credits: 3

**Math 450 Statistics for Engineers and Scientists**
This course introduces the design of controlled experiments and the collection and analysis of scientific data covering descriptive statistics, probability, mean, variance, parameter estimation, random variables and distributions, hypothesis testing, regression and correlation, analysis of variance, multifactor experimental designs,. Appropriate software package is used.

Prerequisites: MATH 150 Calculus I, MATH 250 Calculus II
Credits: 3

## English Language & Literature Courses

*Note:* Catalog courses that may be used to fulfil general education requirements are designated as (GE)

**ENG157 (GE) Semiotics and Film, an Introduction**
Explores how a society produces meanings and values in a communication system called semiotics, from the Greek term *semion*, "sign". Semiotics is an interdisciplinary field, and provides a basis for interpreting many aspects of popular culture. Such diverse topics as the study of languages, literature, and other systems of human communication (including music, film, art and advertising) all include a wide range of phenomena which can be brought together by means of a general theory of signs. The course deals with three areas: 1) verbal communication, 2) nonverbal communication (iconic systems, gestures, body language, etc.), and 3) communication through art forms. Students apply semiotic principles to their particular areas of interest.

Prerequisites: GE105, GE106
Credits: 3

**ENG200 (GE) Introduction to Linguistics**
Explores the field of linguistics, and serves as a general introduction to the nature, history and use of human language, speech and writing with a focus on English. During the semester, students will investigate the basic theories and methods of the different areas of linguistics, including phonetics, phonology, morphology, syntax, and semantics. Topics include the intricate rule systems that govern language, the similarities and differences among languages, and how spoken language relates to written language.

Pre-requisites: GE105
Co-requisites: GE106
Credits: 3

**ENG201 Modern English Grammar**
Examines the structure of present-day English, and builds on the knowledge of syntax gained in ENG200. Though the term "grammar" is commonly used to refer to the prescriptive language rules, in this class the term is used to refer to the linguistic knowledge that speakers of a language share. The primary goal of this course is to make explicit the conventions native speakers of English know implicitly. It is designed to provide coverage of the major constructions of the different dialects of the English language. The course is designed to give students the tools needed to understand and discuss modern English grammar.

Prerequisites: GE105, GE106, ENG200
Credits: 3

**ENG202: Language in Use: Approaches to Discourse Analysis**
This course takes as point of departure a view of discourse as social action. Students will engage in the description and interpretation of spoken and written language in use in various settings: political contexts; the media, including advertising and social media; computer mediated communication; professional discourses-academic, health communication and business discourses. Topics to be explored will include genres and discourses; intertextuality and interdiscursivity; construction of identities; language, power and ideology; analysis of narratives; contrastive discourse analysis

Prerequisites: GE105, GE106, ENG200
Credits: 3

**ENG203 Language and Mind**
Introduces students to psycholinguistics: the study of the relationship between language and the processes of brain and mind. The course covers key issues in the field such as the biological bases of language, speech perception, the lexicon, sentence processing, speech production and language acquisition. Students also examine the methods used in psycholinguistic research in order to interpret the types of results these methods have uncovered.

Prerequisites: GE105, GE106, ENG200
Credits: 3

**ENG204 (GE) Language and Gender**
Explores the complex relationships between gender and language structure, use, and change, integrating perspectives from sociolinguistics and gender theory. Through readings, lectures, class discussions, and data analysis, students learn about gender-based differences in language use and communication and gender as a social construct that is shaped through language use; explore cross-cultural perspectives on language and gender; and examine the implications of language and gender research in institutional contexts, such as education, law, the media, and business. This course will appeal to students interested in a variety of professional fields, including English language teaching, journalism, psychology, and business.

Prerequisites: GE105, GE106, ENG200
Credits: 3

**ENG205 Introduction to Translation Studies**
This course introduces students to the history and function of translation in society. Students learn the multiple ways in which translators work in multilingual and multicultural environments while they become familiar with the main theoretical streams in Translation Studies. Students understand the importance of translation as an area of study and come to appreciate the age-old role translators have played as mediators between societies and cultures. Students gain hands-on translation practice by translating texts from English into Greek.

Prerequisites: GE105, GE106
Credits: 3

**ENG 215 (GE) Creative Writing I**
Introduces students to Creative Writing in its most varied application, from writing for the media and the arts to experiments in the lyric essay, fiction and poetry; the attraction of this course is in its multi-genre and inter-disciplinary application. Students interested in journalism, script-writing, and creative non-fiction, will gain from this introduction as much as those interested in the beginnings of poetry and fiction writing. Readings will take place in the craft of the lyric, non-fiction essay, art reviews, script writing, story, and poetry. Students learn the basic strategies for writing in multiple, non-academic styles while focusing on the genre of their choice.

Prerequisites: GE105, GE106, ENG220
Credits: 3

**ENG216: Creative Writing II**
Advances students who have already been introduced to Creative Writing in its varied applications, and gives them further opportunities to practice the art. Students will again experiment with creative writing's multi-genre application, but work will be longer, more developed and in-depth than in its introduction. Readings will take place in the craft of the lyric, non-fiction essay, script writing, fiction, and poetry. Students learn to further their craft in multiple, non-academic styles while focusing on the genre of their choice.

Prerequisites: ENG 215
Credits: 3

**ENG220 (GE) Introduction to Literature**
Introduces students to literature by providing a broad overview of the three major genres: the short story, poetry, and drama, with some exposure to critical theory; discusses the elements of fiction, poetry and drama, such the role of setting, character, plot, theme, style, imagery, symbolism, metaphors, and tone in fiction and poetry, and the differences between ancient Greek and Shakespearean theatre. Students are introduced to representative texts and the historical/cultural contexts that produced them.

Prerequisites: GE105
Co-requisites: GE106
Credits: 3

**ENG221 Shakespeare and his Time**
Explores four major plays by William Shakespeare; "Hamlet", "Macbeth", "Romeo and Juliet" and "A Midsummer's Night's Dream", as well as several of his sonnets in the context of the English Renaissance. Attention is given to the use of language -- puns, metaphors, and hidden meanings -- in the plays and the poems. Classroom analysis focuses on key elements of Shakespeare's artistry, particularly the choice of setting in "Macbeth" and "Midsummer Night's Dream", the ghost scenes in "Macbeth" and "Hamlet", and the plays-within-the-plays in "Hamlet" and "Midsummer Night's Dream". The developing role of English theatre in general is explored.

Prerequisites: GE105, GE106, ENG220
Credits: 3

**ENG222 The Short Story**
Explores a range of short stories written in English and some works in translation. Students are acquainted with the hallmarks of short fiction and learn to appreciate the variety of styles and forms that have produced the short story genre. Particular attention is paid to what makes a short story its own, unique art form. Works by Chekhov, Flaubert to the more contemporary works of O'Connor, McCullers, Updike and Lahiri (among others), will be read and discussed.

Prerequisites: GE105, GE106, ENG220
Credits: 3

**ENG223 Introduction to Poetry**
Introduces students to the basic elements of poetry-prosody, meter, rhyme, and poetic language. The course examines selected poems from major British and American poets such T. S. Eliot, W.B. Yeats, W.H. Auden, Robert Frost, Emily Dickinson, Wallace Stevens, and Williams Carlos Williams from both the perspective of craft and content. The course will also introduce the poetry of poets from non-Anglophone cultures, such as the translated work of the Palestinian poet Mahmoud Darwish and the

Greek poets Yannis Ritsos and George Seferis, and others. The course's aim is to enable students to see poetry as a specialized use of language that conveys emotions and meaning through image and meter.

Prerequisites: GE105, GE106, ENG220
Credits: 3

**ENG224 Masterpieces of 20th Century Theater**
Discusses some of the most important and interesting plays written during the twentieth century in English or other languages, such as works by O'Neil, Lorca, Brecht, and Ionesco (among others). Students are introduced to key elements and concepts of 20th Century Theater. Each work will be examined in its own right, but comparisons between them will also be made with a view to assessing how different playwrights deal with social, cultural political and philosophical issues of both local and universal relevance.

Prerequisites: GE105, GE106, ENG220
Credits: 3

**ENG225 (GE) Women Writers**
Introduces students to a comparative approach to literature, gender theory and literary theory, by examining texts by women writers from different backgrounds, namely the UK, US, and Greece. Issues explored include: how (and if) texts by women differ from texts by men, recurring themes in women's writing and the way these have changed through the course of the 20th century, and the ways writing challenges or reinforces existing cultural norms about gender. Writers whose work will be studied is determined by the instructor, these have included, but are not limited to: Virginia Woolf, Kate Chopin, Flannery O'Conner, Toni Morrison, Lilika Nakou, Margarita Lymberaki, Zyranna Zateli.

Prerequisites: GE105, GE106, ENG220
Credits: 3

**ENG 230 (GE) Modern Greek Literature in Translation**
The course explores the main aesthetic, political, and cultural questions that inform major works of the 19th and 20th centuries in both Modern Greek poetry and prose. It consists of selections and excerpts from the works of such authors as Kavafis, Katzankakis, Seferis, Elytis, Taktsis, Galanaki, etc. placed in their broader European literary landscape. Emphasis will be given on various aesthetic movements and sociopolitical issues such as nationalism, diaspora, immigration, gender, group and individual identity, relations between the centre and the periphery, and globalization.

Prerequisites: GE105, GE106
Credits: 3

**ENG300 Language and Society**
Looks at language as a social phenomenon and studies the impact of variables such as cultural norms, regional origin, ethnicity, gender, social class and education on the way language is used. Students examine current topics in cross-cultural communication, bilingualism and code-switching, multilingual societies, and the widespread use of English as a Lingua Franca. The course also introduces students to the areas of language policy and language planning and addresses the educational implications of sociolinguistic diversity.

Prerequisites: GE105, GE106, ENG200
Credits: 3

**ENG301 Language and Interaction**
Explores the pragmatic aspects of communication i.e. how the interaction between language and context influences meaning; pragmatics deals with the question of how meaning is shaped by extra textual factors such as the cultural setting, the situational context and the role of participants. Particular emphasis is given to pragmatic phenomena such as deixis, speech acts, conversational implicature and politeness.

Prerequisites: GE105, GE106, ENG200
Credits: 3

**ENG303 Methodology and Terminology for Translation**
The course introduces students to the methodologies and tools necessary to carry out translations and addresses terminology analysis and terminology management. Students distinguish terms and non-terms, become familiar with online tools for translation and evaluate their reliability. They establish methodologies for identifying and managing their projects, while by conducting preliminary terminographical work they create their first monolingual and bilingual glossaries.

Prerequisites: IT 100, GE 105, GE 205, (Introduction to Translation Studies)
Credits: 3

**ENG 305 Fundamentals for Translation I (English-Greek)**
This course encourages and guides students in applying the theoretical and metholodological skills and techniques acquired for translating various texts from English into Greek raising awareness of translation as a process and product (target text). Students are introduced to source text analysis and become familiar with content and terminology analysis before engaging in a translation. The course provides insight to the steps of translation encouraging students to 'pool in' and utilize all previous theoretical and practical skills acquired. Students are assigned source texts from different genres and discourses to be translated into Greek, ultimately developing critical awareness of how the basic principles of translation theory can be applied in practice.

Prerequisites: IT 100, GE 105, GE 205 (Introduction to Translation Studies, Methodology and Terminology for Translation)
Credits: 3

**ENG310 Introduction to Methodology**
Introduces students to the principles of communicative language teaching. The course includes the theoretical and practical applications of teaching the four skills of reading, writing, listening, and speaking and also examines the teaching of grammar. Students investigate different approaches to classroom management and lesson planning, as well as developing an awareness of how to choose materials and techniques appropriately for different age groups.

Prerequisites: GE105, GE106, ENG200, ENG202
Co-requisites: ENG203
Credits: 3

**ENG311 Advanced Methodology**
Investigates the teaching of English in more advanced detail. The course examines special topics, such as materials evaluation and development, technology in education, dyslectic learners, phonetics and phonology, syllabus design, and error correction. In addition, testing and evaluation, drama in the classroom and the teaching of lexis, are explored.

Prerequisites: GE105, GE106, ENG200, ENG202, ENG203, ENG310
Credits: 3

**ENG312 Technology in Education**
Looks at practical issues involving how teachers can use computer technology and how it can assist them in their teaching. Examines the resources available from software and the Internet and evaluates them from a pedagogical perspective. The course enables students to take advantage of the resources available through the use of computers and the application of sound pedagogical principles.

Prerequisites: GE105, GE106, IT100
Credits: 3

**ENG320 American Literature, an Overview**
Surveys key texts in the American canon beginning with William Bradford, John Winthrop and Anne Bradstreet as well as Native American creation myths. A timeline of developments in nation-building and its literature from the Puritans and Native Americans through to the American Enlightenment and Renaissance will be explored, up through to contemporary American voices that address multicultural, racial and ethnic concerns regarding identity and belonging. Discussion will include the works of Emerson, Hawthorne, Wheatley, Jefferson, Lincoln, Jacobs, Hurston, Far and Alexei, among others.

Prerequisites: GE105, GE106, ENG220
Credits: 3

**ENG321 The British Novel, Past and Present**
Provides intensive study of the novel as a literary form based on close readings of representative texts from the 19th century to the present. Emphasis is given to the analysis of narrative, temporality, memory, voice and the status of the subject. The course analyses how economic and social influences (modern city, industrialism, transportation etc) as well as developments in the sciences (Darwin) influenced the 19th century novel (Dickens, Bronte, James, Hardy, G. Eliot). Aesthetic and cultural stakes are explored in radically varied constructions of modernity (Woolf, Joyce, Conrad, Lawrence, Rushdie). Finally, questions are addressed that relate to the colonial legacy and the globalized and "post-national" identities in the post-war novel.

Prerequisites: GE105, GE106, ENG220
Credits: 3

**ENG322 (GE) Global Literature in Translation**
Explores representative works of world literature from 19th & 20th century non-Anglophone prose (short stories, novellas and novels). The course emphasizes the study and consideration of the literary, cultural, and human significance of selected great works of world literary traditions: Tolstoy, Dostoyevsky, Kafka, Marquez, Borges, Proust, Flaubert, et al. Promotes an understanding of the works in their cultural/historical contexts and of the enduring human values which unite the different literary traditions. The course's pedagogy gives special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis.

Prerequisites: GE105, GE106, ENG220
Credits: 3

**ENG323 Seminar in American Literature and Culture**
Discusses the influences of the Ancient and pre-Socratic Greeks on developing ideas of the American Enlightenment. Plotinus and Plato's influence on Ralph Waldo Emerson are explored in particular. Specific issues will focus on the individual and his/her relationship to society and civic responsibility, notions of identity, cultural authenticity, and nationalism.

Prerequisites: GE105, GE106, GE115, ENG220
Co-requisites: ENG320
Credits: 3

**ENG 325 Translation and Culture**
Students focus on the dimension of culture and culture transfer through translation and learn to treat texts as linguistic, cultural and ideological products. Attention is paid to issues of culture-bound items and untranslatability. Students enhance their cultural knowledge by analyzing various texts. Also, addressed is the issue of cultural preferences of both source and target environments.

Prerequisites: GE 105, GE 205 (Introduction to Translation Studies)
Credits: 3

**ENG 326 Fundamentals for Translation II (Greek- English)**
This course encourages and guides students towards applying the theoretical and metholodological skills and techniques acquired for translating various texts from Greek into English raising awareness of translation as a process and product (target text).Students use the tools learned in previous courses to translate various texts from Greek into English including financial, legal, technical and promotional material.

IT 100, GE 105, GE 205 (Introduction to Translation Studies, Methodology and Terminology for Translation)
Credits: 3

**ENG 327 The Ethics of Translation**
This course introduces translation as a practice carried out for specific purposes in the framework of a given society. Students are introduced to the aspect of translation as a cultural activity. Students understand the common cultural code, customs and traditions as foundations for translation and communication. The course will also look at the various roles a translator may assume as a mediator between different cultures and ideologies within a given social context.

Prerequisites: IT 100, GE 105, GE 205 (Introduction to Translation Studies, Translation and Culture, Fundamentals for Translation I (English-Greek)
Credits: 3

**ENG410 Practicum**
*(capstone course for all BAELL majors - Students have the option of doing two Practicum courses if they wish; i.e. A BAELL degree candidate may choose to complete a TESOL Practicum course, and a Practicum in either Linguistics or Literature which would count for two culminating projects in two areas of specialization)*

ENG410a -PRACTICUM I (Literature)
Aims to guide students in their final written projects; the instructor oversees the research methodologies applied to the student's extended essay. "Literary Critical Analysis" will have introduced students to the various theories and theoretical practices which they can choose to apply to

this culminating assignment. The areas in which students may focus their essay include theatre, comparative literature, American studies, poetry, and translation.

Prerequisites for Literature strand: GE 105, GE106, ENG200, ENG201, ENG202, ENG203, ENG221, ENG 320, ENG321, ENG322, ENG420, ENG421, PSY200, ENG310, ENG311
Co-requisite: ENG300, ENG301

Credits: 3 term hours

ENG410b -PRACTICUM I (Linguistics)
Aims to help students carry out a research project in an agreed upon area of linguistics and to further pursue their interest on a specific topic. Students draft research proposals, and through interactive lectures, class discussions and presentations, peer- reviews and individual supervision students build on skills necessary for the undertaking and completion of their research projects. Topics covered include: formulation of research questions, methodology, data collection, data analysis and critical reviews of the literature.

Prerequisites for Linguistics strand: GE105, GE106, ENG200, ENG201, ENG202, ENG203, ENG220, ENG300, ENG301, PSY200, ENG310, ENG311, ENG421
Co-requisite: ENG221, ENG 320, ENG321, ENG322, ENG420

ENG410c -PRACTICUM I (TESOL)
Aims to help students put into practice the theoretical aspects of language teaching, which they have been exposed to in ENG 310 "Introduction to Methodology" and ENG311 "Advanced Methodology". Students carry out guided classroom observation and analyze materials and techniques from these classroom situations. Students also prepare lesson plans and obtain detailed feedback on their real-life classroom teaching experience.

Prerequisite for TESOL strand: GE105, GE106, ENG200, ENG201, ENG202, ENG203, ENG220, PSY200, ENG300, ENG301, ENG310, ENG311
Co-requisite: ENG221, ENG320, ENG322, ENG420

**ENG420 Literary Theory I**
This course is an introduction to literary and cultural theory and to some of the main questions that have triggered theoretical discussion around the study of arts and literature since the late 19th century. These include questions about the nature of art and literature, meaning, subjectivity and culture. Major movements of literary theory will be explored including: Formalism, Practical and New Criticism, Reader-Response Theory, Structuralism, Psychoanalysis, Colonial literature, Marxism and feminism.

Prerequisites: GE105, GE106, ENG200, ENG220, ENG221
Credits: 3

**PSY200 Introduction to Research Methods**
Introduces students to the basic concepts and problems encountered in social scientific investigation, including types of data and measurement, sampling, probability, and research design. This is an introductory course in social science research methodology that emphasizes the importance and limitations of theory and methodology in social science research, as well as the purposes of applied research, program evaluation and research ethics.

Prerequisites: GE105, GE106
Credits: 3

**PSY210 Educational Psychology**
Introduces the field of educational psychology and explores the development of cognitive functions and language, individual and cultural differences, and research on teaching and learning. The course also covers learning theories, developmental theories, issues of motivation, emotion, class management, intelligence and diversity, as well as understanding measurement and assessment, teaching and learning styles and special needs.

Prerequisite: GE105, GE106
Credits: 3

**ENG206 Feedback in Second/Foreign Language Writing: Contexts and Issues**
The course expands upon the fundamental principles and theories learned in English Methodology courses (ENG310, ENG 311) in order to extend students' understanding of and ability to combine current feedback practices with revision in English as a second (ESL) and foreign language (EFL) writing. Students are exposed to the nature, form and value of current feedback practices and models as well as strategies for the delivering of feedback, both onsite and online, that assist them in dealing effectively with a diverse student population in a variety of language teaching contexts.

Prerequisite: ENG200, ENG201
Credits: 3

**ENG421 Literary Theory II**
This course is an introduction to literary and cultural theory and to some of the main questions that have triggered theoretical discussion around the study of arts and literature since the late 19th century. These include questions about the nature of art and literature, meaning, subjectivity and culture. Literary Theory II introduces students to poststructural and postmodern thought and emphasises on current theoretical debates from Queer theory and Postcolonialism to Ecocriticism.

Prerequisite: GE105, GE106, ENG200, ENG220, ENG221, ENG420, ENG321, ENG322
Credits: 3

**ENG 306 Special Topics in Linguistics**
This course is an advanced study of a selected area in linguistics. The focus of the course will vary depending on faculty's current research interests and student interest. Students will build on work they have completed in years 1 and 2 and will get the chance to explore in depth an area of linguistics. Topics may include: Advanced Themes in Sociolinguistics, Corpus linguistics, Forensic linguistics, Bilingualism, The Language of Media and Social Media, Evolutionary Linguistics.

Prerequisite: ENG 200, ENG 203, ENG 300, ENG 201
Credits: 3

**ENG324 Themes in Comparative Literature: the city**
The course will be a topic-specific course offering that will facilitate the study and exploration of current trends and ideas in the field. This will also provide options for invited or visiting professors to develop a course of study around an issue/theme in their area of expertise related to the discipline of comparative literature. Subject interests such as explorations of the city in literature, investigations of the post-colonial, travel writing, and nature writing, are among the possible areas of focus.

Co-requisite: ENG420
Prerequisite: GE105, GE106; ENG220; ENG322; & by instructor consent
Credits: 3

**ENG307 Developmental and Clinical Linguistics**
This course will address a number of key issues in Developmental and Clinical Linguistics: how language develops in childhood (first language acquisition); second language acquisition, bilingual language acquisition; language and cognition; how language is processed, stored and produced by the brain; how language may fail to develop and how it may go wrong later in life; how children acquire reading and writing and the characteristics/treatment of learning difficulties; causation, diagnosis and treatment of common communication disorders.

Prerequisite: GE105, GE 106, ENG 200, ENG 203
Credits: 3

**ENG 411 Practicum II: Researching Language Classrooms**
The course provides an introduction to research design in the field of Teaching English as a Foreign Language (TEFL). Students will acquire the basic principles and skills needed to design and conduct classroom research. The course guides students through the research process: reviewing current literature, examining different methods, formulating research questions, selecting appropriate tools for collecting data, analyzing data and interpreting findings. Research topics include classroom interaction, teaching techniques, attitudes of teachers and learners and any other topics in classroom research relevant to the students' interests.

Prerequisite: PSY200, ENG200, ENG201, ENG202, ENG203, ENG300, ENG301, ENG310, ENG311, ENG410 (Practicum I)
Credits: 3

## Music Courses

***Note:*** Catalog courses that may be used to fulfill general education requirements are designated as (GE)

**MU101 (GE) Music Theory I (Fundamentals)**
Covers the basic elements of notation and meter in Western music. Topics include the staff, accidentals, rhythmic values, time signatures, simple and compound meters, major scales and key signatures, simple and compound intervals, minor scales and key signatures, whole tone scale, octatonic scales, blues scale, triad construction and basic harmonic progressions.

Prerequisites: None
For non-music majors interview is required
Credits: 3

**MU102 Music Theory II** (Harmony 1)
Introduces diatonic harmony, diatonic melody and harmony; two-part counterpoint. Students understand chord grammar through study of voice leading, figured bass, and harmonization of melodies. Topics include triads and seventh chords, the diatonic chords in major and minor keys, principles of voice leading, root position part writing, triads in first and second inversion, cadences, phrases and periods.

Prerequisites: MU101
Credits: 3

**MU107 Ear Training /Solfège I**
Teaches sight-singing and dictation of diatonic materials in all clefs and intervals. Exercises in rhythmic reading, conducting, prepared singing, and intonation.
A. Diatonic solfège syllables
B. Melodic music notation employing scales and intervals
C. Rhythmic music notation including simple and compound meter
D. Vocal and keyboard performance of music notation

Prerequisites: None
Credits: 1.5

**MU108 Ear Training/Solfège II**
Continuation of MU107. Introduction of chromaticism and modulation within a tonal context. Triplets and compound rhythms. Melodic, harmonic, and rhythmic dictation.
A. Diatonic solfège syllables
B. Melodic and harmonic music notation employing scales and intervals and chords
C. Intermediate rhythmic music notation including simple and compound meter
D. Vocal and keyboard performance of music notation

Prerequisites: MU107
Credits: 1.5

**MU151 Piano Studio I**
Introduces the basics of piano performance. Piano as a secondary instrument is designed for the student whose major performing area is not piano. The course stresses basic piano technique, use of the piano as a functional instrument, and as study of compositions representative of the major stylistic

periods. This course is the primary source of preparation for the piano proficiency exam required of all music majors. Emphasis on music reading, piano technique, basic keyboard harmonization. This course teaches all major scales, applied theory, short pieces for prepared reading, easier short pieces for sight reading, and ensemble pieces.

Prerequisites: None
Co-requisite for non-music majors: MU101
Credits: 1

**MU152 Piano Studio II**
Focuses on a continuation of technique building at the piano developed in MU 151. Focus is on developing aural and visual skills that enable students to perform elementary-level piano music. Introduction to sight-reading, music theory. Topics will include an introduction to the keyboard, hand position, and music theory. Solo literature appropriate to the level will be studied.

Prerequisites: MU151
Credits: 1

**MU153 Piano Studio III**
Focus on functional piano, the playing of simple accompaniments and intermediate-level piano music. Introduction to chording and playing by ear. Intermediate-level sight-reading and basic piano ensemble experience, and basic keyboard pattern and transposition. Sight reading skills will be extended beyond the five-finger hand position. Students will further develop piano skills and technique. Solo literature appropriate to the level will be studied.

Prerequisites: MU151, MU152
Credits: 1

**MU 154 Piano Studio IV/Keyboard Harmony I**
Continues the building of techniques learned at the piano, and developed in MU153. The student will study selected works of contrasting styles from the solo literature. Sight reading and keyboard skills will be further developed. Introduction to keyboard harmony. Topics include major and minor scales, intervals, diatonic triads and seventh chords.

Prerequisites: MU151, MU 152,MU153
Credits: 1

**MU155 Piano Studio V/ Keyboard Harmony II**
Continues the building of techniques at the piano developed in MU154. Topics include simple chord progressions, major and minor plagal and authentic cadences, and melodic harmonization.

Prerequisites: MU151, MU 152, MU 153, MU154
Credits: 1

**MU156 Piano Studio VI/Keyboard Harmony III**
Continues the building of techniques at the piano developed in MU155. Topics include review of concepts learned in previous classes: diatonic chord progressions in all major and parallel minor keys, harmonization of the major and melodic minor scales, resolution of the dominant seventh chord, and harmonization of a melody using all diatonic triads and the dominant seventh chords.

Prerequisites: MU151, MU 152, MU 153, MU 154, MU155
Credits: 1

**MU157 Violin for Beginners**
Violin for Beginners is designed for the student who has not a musical background and would like to learn the fundamentals of violin playing or the student whose major performing area is the piano. The course stresses basic string techniques and provides an introduction to violin performance. This course is offered to substitute for MU 151 Piano Studio I-II.

Prerequisites: None
Co-requisite for non-music majors: MU101
Credits: 3 per term, may be repeated for credit

**MU161 (GE) Voice for Beginners**
This course is designed for beginning voice students without a previous knowledge, and those who would like to work on the basic skills of singing, including vocal technique (in speech and singing) and solo vocal performance. Aspects of breathing, support, diction and a variety of vocal literature will be addressed.

Co-requisite for non-music majors: MU101
Credits: 3 per term, may be repeated for credit

**MU171 (GE) Guitar for Beginners**
Guitar Studio I is designed for the student who would like to acquire the fundamental skills for playing the guitar. The course stresses basic guitar playing techniques and provides an introduction to guitar performance.

Co-requisite for non-music majors: MU101
Credits: 3 per term, may be repeated for credit

**MU201 Music Theory III** (Harmony 2)
Continues to teach diatonic harmony and introduces chromatic harmony. Two-voice tonal counterpoint and analysis of small forms. More advanced study of tonal harmony and voice leading, including the topics of secondary function, modulations to other keys, and the analysis of binary and ternary forms. Tonal counterpoint. Formal and compositional idioms of the late Baroque. Keyboard harmony, figured bass, introduction to score reading.

Prerequisites: MU101, MU102
Credits: 3

**MU202 Music Theory IV** (Form and Analysis)
Introduces the literature and analysis of music through detailed study of representative compositions. Continued study of tonal and chromatic harmony and voice leading. Composition of small forms. Introduction to instrumentation and scoring. Formal and compositional idioms of the Classical period.

Prerequisites: MU101, MU102, MU201
Credits: 3

**MU203 Music Theory V** (Counterpoint)
Teaches the techniques of counterpoint with an emphasis on a particular style, such as that of the sixteenth or eighteenth century.

Prerequisites: MU101, MU102, MU201
Credits: 3

**MU204 Music Theory VI** (Advanced Harmony)
Examines chromatic and enharmonic harmonic practises thoroughly. The course is structured for students with a prior understanding of harmony and who are interested in expanding their knowledge, and examining music form the late romantic and early 20th century music. Continuation of MU201.

Prerequisites: MU101, MU102, MU201
Credits: 3

**MU207 Ear Training/Solfège III**
Builds on material learned in MU 108.More challenging exercises in sight-singing and preparation of increasingly chromatic materials. Melodic, harmonic, two-part, and rhythmic dictation. Two-part rhythmic exercises and conducting. This course addresses the aural recognition and cognition of chromatic and modulatory tonal melodies in bass, treble, and alto clefs. Also covers division and subdivision of beats in simple and compound meter. The material includes all triads and seventh chords with primary and secondary functions.

Prerequisites: MU107, MU108
Credits: 1.5

**MU208 Ear Training/Solfège IV**
Builds on material learned in MU207. Greater emphasis on non-diatonic material is given, more difficult exercises in prepared singing, sight-singing, dictation, and rhythm. This course addresses the aural recognition and cognition of chromatic and modulatory tonal melodies in bass, treble, alto and tenor clefs, and complex rhythms. The material includes all triads and seventh chords with primary and secondary functions, mode mixture, the Neapolitan chord, augmented sixth chords and altered chords

Prerequisites: MU107, MU108, MU207
Credits: 1.5

**MU221 (GE) Music History I (Survey of Music History)**
Surveys music chronologically from the Middle Ages to the present. Topics include chant and secular song in the middle ages, polyphonic music from its beginning through the thirteenth century, Ars nova, Renaissance music of the low countries, the music of reformation, music of the early baroque, Bach, Vivaldi, Haendel, Haydn, Mozart, Beethoven, Romantisicm, Opera from the early 20th century.

Prerequisite for non-music majors: GE142
Credits: 3

**MU222 Music History II (Medieval, Renaissance and Baroque)**
Studies music from the sixteenth century to the death of Bach. Covers the elements of music, including melody, textures, harmony, rhythm, tempo, dynamics, timbres, form, style, notation, tonality, and thematic development. It provides an overview of the music from the Medieval and Renaissance Periods, and surveys the major composers, their compositions, genres and structures from the music of the Baroque. It also makes connections to popular, modern, and non-Western music and cultural practices as a way to enhance understanding, perspective, and critical thinking.

Prerequisites: GE105
Co-requisites: GE106
Credits: 3

**MU303 Instrumentation**
Studies ranges, tonal possibilities, technical limitations, and necessary transpositions for all orchestral and band instruments, including writing for combinations of instruments.

Prerequisites: None
Credits: 3

**MU304 Orchestration**
Applies practical orchestration methodologies, and addresses a variety of orchestration applications for different settings and environments.

Prerequisites: MU303
Credits: 3

**MU305 Contemporary Techniques** (serves as an elective to all music students)
Studies music from 1910 to the present; new compositional and analytical procedures. In particular, the course encompasses the following materials: A study of impressionistic techniques; pandiatonic and mirror harmony; polychoral, polytonal and atonal writing; and numerous creative exercises in the styles of the most significant composers of all nationalities of the 20th Century. The art and literature of the period of the specific composers under consideration will be discussed in conjunction with the stylistic analysis of the music.

Prerequisites: MU101, MU102, MU201-MU203
Credits: 3

**MU306 Analytical Techniques** (serves as an elective to all music students)
Analytical techniques for the study of tonal music of the eighteenth and nineteenth centuries. This course focuses on the tonal language of nineteenth-century European composers, including Schubert, Chopin, Brahms, and Wagner. Students confront analytical problems posed by their increasing uses of chromaticism and extended forms through both traditional (classical) models of tonal harmony and form, as well as alternative approaches specifically tailored to this repertory. Students present model compositions and write analytical papers.

Prerequisites: GE105, GE106, GE115, MU101, MU102, MU201, MU202, MU203
Credits: 3

**MU311 Music Pedagogy**
An investigation of historical, philosophical, aesthetic, and pedagogical principles that provide the background and context for contemporary music education. The course focuses on developing a vision of music education for the future. It is designed to provide students an overview of the cultural and historical context of music education. This foundation will provide the necessary perspective for a practical application of philosophical and aesthetic principles.

Credits: 3

**MU321 Music History III (Classicism and Romanticism)**
Studies the music from Scarlatti to Liszt. Discusses evolving changes from classicism to romanticism, and pinpoints key shifts in the musical styles. Attention is paid to defining characteristics of the composers under discussion, as well as to the cultural practices of their period.

Prerequisites: GE105
Co-requisites: GE106
Credits: 3

**MU322 Music History IV (Romanticism & 20th Century)**
Studies the music from Wagner to the present. Provides an overview of nineteenth-century romanticism and twentieth-century classical music, including genres, structures, key composers and their compositions. In addition, it includes references to technical considerations and non-Western music and cultural practices as a way to enhance understanding, perspective, and critical thinking.

Prerequisites: GE105
Co-requisites: GE106
Credits: 3

**MU323 (GE) Greek Music**
Studies the most important fields of Greek Music from Classical Antiquity and Byzantine era to today's traditional, classical and pop music. Topics include: Ancient Greek music, Music of the Hellenistic period. Music of the Byzantine Empire. Music during the Ottoman Empire, Greek folk music of the mainland, Crete and the islands. Urban songs (Rembetika), Greek Classical Music from the Ionian islands, the Greek National School of music, contemporary classical music, pop, rock and other current streams.

Prerequisite for non-music majors: GE142
Credits: 3

**MU324 (GE) American, Jazz, Pop Music**
Studies important issues connected with America's music: the art of improvisation; the role of composition; innovation and tradition; individuality and style; instruments and forms. Examination of the formation of the roots of American music, issues of race. Students will learn how to appreciate Native American, Delta blues, country, New Orleans jazz, New York swing and bepop, Classical American music and pop if they are unfamiliar with it, and to deepen their understanding.

Prerequisite for non-music majors: GE142
Credits: 3

**MU325 (GE) World Music and Cultures**
Studies the music and musical cultures from around the world. Musical traditions throughout the world are considered through analytical, social, and aesthetic approaches. Introduction to the music and contexts of South America, Africa, India, Japan, and Indonesia. Topics include popular and folk music, music and ritual, communication, and self-expression, with consideration of modal structures, instruments, forms, and performance practices. Discussion of issues such as orientalism (i.e., Western representations of the Orient) and the need to develop cultural identities in once-colonized countries

Prerequisite for non-music majors: GE142
Credits: 3

**MU379 Conducting and Rehearsing Techniques** (serves as requirement for students in composition and as elective to all students)
Introduces practices of conducting through a detailed study of the problems of baton technique. These skills applied to selected excerpts from the standard literature, including concertos, recitatives, and contemporary music. Fundamentals of score reading and baton technique discussed. Provides an introduction to the art, the craft, and the practice of orchestral conducting. The course is targeted to students in Music Composition, and the experienced musician who is familiar with the basic orchestral repertoire as well as the fundamental procedures of orchestral playing.

Prerequisites: None
Credits: 3

**MU380 Conducting (Studio Instruction)**
Introduces techniques for Conducting. Conducting patterns applied to elements of interpretation. Practice in sight singing. Further development of score reading and conducting technique. Basic skills—beat patterns, use of each hand, study of musical terminology, transposition, tempi, and dynamics; simple score reading and conducting experience with emphasis on instrumental techniques. Observation and discussion of rehearsal procedure, band and orchestral literature, and performance practice in public schools.

Prerequisites: None
Credits: 3

**MU401 Piano**
An individual instruction in the study and interpretation of musical literature. Repertoire includes, etudes, scales, arpeggios, sonatas by Scarlatti, Bach's Preludes and Fugues, Sonatas by Haydn, Mozart and Beethoven, Piano pieces by Mendelssohn, Schumann, Chopin, Brahms and Liszt, contemporary piano music by Debussy, Bartók, Ligeti, works by American and Greek composers. Student has to prepare two concert recitals.

Prerequisites: None
Credits: 3

**MU402 Violin**
An individual instruction in the study and interpretation of musical literature. Repertoire includes etudes, scales, arpeggios, concertos and sonatas by Tartini, Handel, Bach, Haydn, Mozart, Beethoven. Romantic compositions by Schumann, Brahms, Franck, Faure. Also includes works by modern composers such as Ysaÿe, Bartok, Debussy, Ravel and studies of the orchestral repertoire.

Prerequisites: None
Credits: 3

**MU403 Viola**
An individual instruction in the study and interpretation of musical literature. Repertoire includes etudes, scales, arpeggios, concertos and sonatas by Telemann, Handel, Bach, Stamitz, Hoffmeister, Mozart. The viola sonatas by Brahms, Shostakovich and Hindemith, and the viola concertos by Walton and Bartók. Special focus on the study of orchestral excerpts.

Prerequisites: None
Credits: 3

**MU404 Cello**
An individual instruction in the study and interpretation of musical literature. Repertoire studied includes sonatas by Bach, Vivaldi, Beethoven, Brahms, Faure, Grieg, Rachmaninov, Debussy; concertos by Boccherini, Haydn, Schumann, Saint-Saens, Dvořak and Elgar. Special attention will be given on the study of basso continuo and, scales, arpeggios, etudes and excerpts of the orchestral repertoire.
Prerequisites: None
Credits: 3

**MU405 Double Bass**
An individual instruction in the study and interpretation of musical literature. Repertoire includes, scales, arpeggios, etudes, sonatas by Vivaldi, Hindemith, Vasks, Gubaidulina; concertos by Dittersdorf, Krebs, Hoffmeister, Bottesini. Techniques for the tone, bow, pizzicato, thumb positions, vibrato, fingerings. Special focus on the study of orchestra excerpts.

Prerequisites: None
Credits: 3

**MU406 Voice**
An individual instruction in the study and interpretation of musical literature. Topics include the correct posture, basic elements of breathing, the vibrato, articulation, developing a practice and warm up routine. Repertoire includes baroque arias, arias from baroque oratorios and passions, lieder by Mozart Beethoven, Schubert, Schumann, Brahms, Wolf, arias from operas by Mozart, Rossini, Verdi, Puccini, Weber, Wagner, Berlioz, Bizet, Gounod, Tchaikovsky; songs written by composers of the 20th century.

Prerequisites: None
Credits: 3

**MU407 Counterpoint**
Develops contrapuntal skills and techniques in two-, three-, and four-part textures. Analysis and writing of examples of sixteenth-century vocal styles including the motet. Study of eighteenth-century instrumental styles including invertible counterpoint, chorale prelude, and two- and three-part inventions.

Prerequisites: MU101, MU102, MU201, MU202, MU203
Credits: 3

**MU408 Fugue**
Concentrates on the writing different types of fugues and on short pieces involving different types of imitation. The material is based on Bach's *The Well-Tempered Clavier*, *Goldberg Variations, Das Musikalische Opfer*, and *Die Kunst der Fuge*.

Prerequisites: MU101, MU102, MU201, MU202, MU203, MU407
Credits: 3

**MU409 Guitar**
An individual instruction in the study and interpretation of musical literature. Repertoire includes etudes, scales, arpeggios, concertos and sonatas by Foscarini, Bartolotti, Corbetta, Sanz, Weiss. Romantic compositions by Aguado, Albeniz, Arcas, Carulli, Coste, Tarrega, Barrios. Also includes works by modern composers such as Brower, Granados, Lauro, Villa-Lobos.

Credits: 2

**MU411 Music Technology**
Teaches the use of personal computers to apply the basics of a Musical Instrument Digital Interface system, its software, and the instruments commonly used with desktop MIDI workstations (synthesizers, digital samplers). MIDI sequencing, digital audio editing, and principles of digital syntheses. The course is intended for those with little prior technical training. An introduction to the computer music studio, techniques of digital recording and editing, analog and FM synthesis, MIDI sequencing, and a comprehensive study of the literature and styles of the classic tape studios. Study of advanced synthesis techniques, digital sampling, video synchronization, and multimedia applications. Compositional projects in electronic music.

Prerequisites: None
Co-requisites: IT100
Credits: 3

**MU412 Music production for different Media (Radio, TV. Internet, Video Games)**
Examines aesthetic, technical, and conceptual issues of works that combine music and video, focusing on the critical interactions between visual elements and music, and their processes of perception. It explores several current technological research and innovative approaches and techniques to works for music and video. This course will also provide historical and critical overview of the artists and scientists whose technical innovations have made a significant impact on the development of audio-visual works.

Prerequisites: None
Credits: 3

**MU450 Musical Organization – Instrumental**
Involves various groups including symphony orchestra, contemporary ensemble, and other conducted organizations. Course content consists of appropriate musical repertoire, determined by ability level of students involved and the service requirements for departmental performance obligations.

Prerequisites: None
Credits: 1.5 per term, 6 in total

**MU451 Opera Workshop**
Involves acting, musical coaching, movement, stage, and audition techniques will culminate in the performance of opera scenes and possible ensemble participation in a main stage production. Fundamental stage techniques. Basic stage language, movement, presentation skills, and fundamentals of acting for recital and opera. Training in the awareness of the dramatic aspects of music as basis for characterization and includes an introduction to scene work.

Prerequisites: None
Credits: 1

**MU453 (GE) Musical Organization - Choral**
Involves the study and performances of the great literature from the choral-symphonic tradition. Open to all by audition. Required of all students for whom chorus satisfies the required musical organization (i.e., voice, keyboard) and all conducting majors.

Prerequisites: None
Credits: 1.5 per term, 6 in total

**MU456 Art of Accompanying** (For Piano Majors only; Serves as Music Organization credit**.)**
Involves sight reading, transposing, and acquaintance with vocal and instrumental literature. Rehearsal and performance as accompanist for a required public performance of a full undergraduate recital. Analysis and practice in the vocal and instrumental repertoire; discussion of style and performance. Required practical training through two hours per week assigned accompaniment. Serves as Music Organization credit for juniors and seniors only.

Prerequisites: None
Credits: 3

**MU461 Basic Composition I**
Involves individual lessons in composition; introduction to principles of composition. Instruction in calligraphy and manuscript preparation. Examination of contemporary music devices. Written work modelled on analyses of representative forms. Topics include: composition of music sentences and periods, composition in several idioms such as pandiatonic, atonal, twelve-tone, serial, pointilistic; analysis of representative compositions written in the 20th century; setting lyrics to music; Original compositions for different music ensembles; Contemporary instrumental techniques.

Prerequisites: None
Credits: 2

**MU462 Basic Composition II**
Builds on MU 461, and introduces students to some of the basic problems in musical composition through a series of exercises. Written work modelled on analyses of representative forms. Topics include: composition of music sentences and periods, composition in several idioms such as pandiatonic, atonal, twelve-tone, serial, pointilistic; analysis of representative compositions written in the 20th century; setting lyrics to music; Original compositions for different music ensembles; Contemporary instrumental techniques.

Prerequisites: MU461
Credits: 2

**MU463 Intermediate Composition I**
Builds on MU 462, and introduces students to some of the basic problems in musical composition through a series of exercises. Written work modelled on analyses of representative forms. Topics include: composition of music sentences and periods, composition in several idioms such as pandiatonic, atonal, twelve-tone, serial, pointilistic; analysis of representative compositions written in the 20th century; setting lyrics to music; Original compositions for different music ensembles; Contemporary instrumental techniques.

Prerequisites: MU461, MU462
Credits: 2

**MU464 Intermediate Composition II**
Builds on MU 463, and introduces students to some problems in musical composition through a series of exercises. Written work modelled on analyses of representative forms. Written work modelled on analyses of representative forms. Topics include: composition of music sentences and periods, composition in several idioms such as pandiatonic, atonal, twelve-tone, serial, pointilistic; analysis of

representative compositions written in the 20th century; setting lyrics to music; Original compositions for different music ensembles; Contemporary instrumental techniques.

Prerequisites: MU461-MU463
Credits: 2

**MU465 Intermediate Composition III**
Builds on MU 464, and introduces students to some problems in musical composition through a series of e exercises. Written work modelled on analyses of representative forms. Topics include: composition of music sentences and periods, composition in several idioms such as pandiatonic, atonal, twelve-tone, serial, pointilistic; analysis of representative compositions written in the 20th century; setting lyrics to music; Original compositions for different music ensembles; Contemporary instrumental techniques.

Prerequisites: MU461-MU464
Credits: 2

**MU466 Senior Composition I**
Builds on MU 465, and introduces students to some problems in musical composition through a series of exercises. Written work modelled on analyses of representative forms. Topics include: composition of music sentences and periods, composition in several idioms such as pandiatonic, atonal, twelve-tone, serial, pointilistic; analysis of representative compositions written in the 20th century; setting lyrics to music; Original compositions for different music ensembles; Contemporary instrumental techniques.

Prerequisites: MU461-MU465
Credits: 2

**MU467 Senior Composition II**
Builds on MU 462, and introduces students to some problems in musical composition through a series of exercises. Written work modelled on analyses of representative forms. Topics include: composition of music sentences and periods, composition in several idioms such as pandiatonic, atonal, twelve-tone, serial, pointilistic; analysis of representative compositions written in the 20th century; setting lyrics to music; Original compositions for different music ensembles; Contemporary instrumental techniques.

Prerequisites: MU461-MU466
Credits: 3

**MU470 Chamber Music** (serves as organization credit)
Rehearsal and performance of chamber music. Specified chamber music experience in classes for trios and quartets for majors in violin, viola, cello double bass and piano.

Prerequisites: None
Credits: 3

**MU480 Music Theory Seminar**
The purpose of the seminar is to introduce students with special interest in music theory in more advanced analytical methods and systems. Topics may include Post Tonal Theory, Schenkerian analysis and History of the Music Theory. Post Tonal Theory refers to atonal and 12 tone music with an emphasis in compositions by Schoenberg, Berg, Webern and Stravinsky. Schenkerian analysis

provides a method for a better apprehension of the compositional construction of tonal music. History of Music Theory is a survey of theoretical treatises and systems written from the Greek Antiquity until the Twentieth century.

Prerequisites: MU101, MU102, MU201, MU202, MU203
Credits: 3

**Senior Recital in Performance and Composition**
Recital in the major instrument in preparation with the instructor during the last semester of studies. Presentation of a half-recital of compositions written during residency for different media, with the student participating as performer or conductor of at least one work.

Prerequisites: Completion of all music program requirements

## Psychology Courses

*Note:* Catalog courses that may be used to fulfill general education requirements are designated as (GE)

### Major Required Courses

**PSY150 Introduction to Psychology**
Provides a broad, general introduction to psychology -- the scientific study of behavior and mental processes. This course includes such topics as memory, learning, the study of the nervous system, psychological disorders and therapy, sexuality, attitudes, conformity, persuasion, and motivation. Students gain an increased awareness of the broad range of phenomena investigated by psychologists and a greater ability to understand and critique psychological research.

Prerequisites: GE105
Co-requisites: GE106
Credits: 3

**PSY200 Introduction to Research Methods**
Introduces students to the basic concepts and problems encountered in social scientific investigation, including types of data and measurement, sampling, probability, and research design. This is an introductory course in social science research methodology that emphasizes the importance and limitations of theory and methodology in social science research, as well as the purposes of applied research, program evaluation and research ethics.

Prerequisites: GE105, GE106, PSY150
Credits: 3

**GE/PSY210 Educational Psychology**
Introduces the field of educational psychology and explores the development of cognitive functions and language, individual and cultural differences, and research on teaching and learning. The course also covers learning theories, developmental theories, issues of motivation, emotion, class management, intelligence and diversity, as well as understanding measurement and assessment, teaching and learning styles and special needs.

Prerequisite: GE105, GE106
Credits: 3

**PSY220 Developmental Psychology I (Child)**
Studies the basic concepts and mechanisms inherent in the process of human development from conception to adolescence. The course describes the nature and context of human development, as well as the research methods used to study it. Students examine the biological, cognitive, social, emotional, and moral aspects of development through various theoretical models. The major emphasis is on normal growth and development.

Prerequisites: GE105, GE106, PSY150
Co-requisites: PSY200
Credits: 3

**PSY230 Developmental Psychology II (Adolescent / Adult)**
Covers the study of normal growth and change from adolescence through adulthood to old age, and gives students an appreciation for the complex ways in which human beings grow and change over the life span. The course emphasizes major theories and themes in human development, the developmental tasks and challenges a person must master at different times across the life span, how research is formulated and carried out, and applying knowledge to real world situations.

Prerequisites: GE105, GE106, PSY150, PSY200, PSY220
Credits: 3

**PSY240 (GE) Social Psychology**
Introduces students to the scientific study of the way people think about, feel, and behave in social situations. It involves understanding of how people influence and are influenced by others around them. The topics covered will examine how individuals perceive themselves and others, how individuals interact with others, and how individuals think in social settings. The primary goal of this course is to provide students with an understanding of the perspectives, research methods, and empirical findings of social psychology. An equally important goal will be to develop critical and integrative ways of thinking about theory and research in social psychology.

Prerequisites: GE105, GE106, PSY150
Credits: 3

**PSY260 Statistics for Psychology**
Provides knowledge of how statistics are used to evaluate psychological theories. Students will become familiar with a variety of descriptive and inferential statistical techniques such as: frequency distributions, descriptive statistics, probability, correlation, and hypothesis testing. During the course, students will learn how to use SPSS (a computer statistical program for Social Sciences) to carry out statistical procedures.

Prerequisites: GE105, GE106, MATH100, PSY150
Co-requisites: PSY200
Credits: 3

**PSY280 (GE) Social Psychology Seminar**
The social psychology seminar constitutes an interdisciplinary field of study, concerned with how psychological processes help illuminate concepts, principles and theories social scientists use to better understand other areas of interest like politics, culture, sociology or marketing. Various contexts may be addressed, including cultural, social, historical, economic, and political with the primary goal of advancing students' understanding of how such factors impact the lives of populations. Some of the major lines of advanced social psychology theory and research as well as their applications to human life can be explored in this course. The applications of this course may include group decision-making, personality characteristics of leaders and followers; racism and stereotyping, and their impacts; the influences of emotion and cognition on decisions; the origins of violence and genocide; and relations and interactions within and between groups as in business relations and the workplace in general.

Prerequisites: GE105, GE106, PSY150, PSY200
Co-requisites: PSY240
Credits: 3

**PSY300 Physiological Psychology**
Emphasizes the molecular aspects of human neuroscience, particularly as they relate to how the brain's normal and abnormal functioning affect human experience and behavior. The course will particularly focus on those aspects of neuroanatomy, neurochemistry, and physiology, which directly influence an organism's human experience, motivation, language, thought, and learning.

Prerequisites: GE105, GE106, PSY150, PSY200, BIOL150, BIOL200
Credits: 3

**PSY320 Learning and Behavior**
Introduces various theoretical approaches to the study of learning, and behavior change. Topics include but are not limited to classical and operant conditioning, and observational learning. The main goal of this course is to provide students with an understanding of learning theories, research methods and empirical findings of this field of psychology. Students will be able to discuss the experimental strategies used by scientists to investigate how animals, including humans, learn as well as apply such theories to human learning when relevant.

Prerequisites: GE105, GE106, PSY150, PSY200
Credits: 3

**PSY330 Abnormal Psychology**
Provides an overview of abnormal psychology and an introduction to the field of clinical psychology. The course focuses on the description of various psychological disorders, how they develop, the course they follow, and their treatment, emphasizing current theory and research. This course uses the diagnostic system developed by the American Psychiatric Association, the DSM-IV, with students being required to learn both the strategies the system uses to categorize patterns of abnormal behavior, and what those characteristic patterns are. Issues to be explored will touch on major controversies in the field.

Prerequisites: GE105, GE106, PSY150, PSY200
Credits: 3

**PSY345 Fundamentals in Music Therapy**
Introduces the science of Music therapy including basic concepts, knowledge, and skills. Addresses the challenges that affect clients who benefit from music therapy, and provides a platform for reflection of one's own experiences. Case material showcasing work in a range of settings will be linked with the psychological theories that underpin clinical practice. Included are improvisation techniques used in music therapy, encouraging exploratory thinking about the emotional qualities of music, and is suitable for those wishing to broaden their understanding of how music can be utilized in health and education as a therapeutic tool.

Prerequisites: GE105, GE/PSY101 or PSY150
Co-requisites: GE/MU142 or MU221
Credits: 3

**PSY360 Testing and Assessment**
Provides students with the knowledge and skills necessary for understanding psychometric issues as well as the relationship between research and practice. The course focuses on the uses of different tests in a variety of settings. Students gain theoretical and practical basis for selecting and using the wide range of test and measurement data available to applied researchers.

Prerequisites: GE105, GE106, PSY150, PSY200
Credits: 3

**PSY370 Cognitive Psychology**
Focuses on the basic principles associated with human cognition exploring such topics as perception, attention, memory, knowledge, problem solving, reasoning and language comprehension and production. The course guides students in an exploration of what is known about cognitive psychology, how it was discovered, and what is still left to be discovered. Upon completion of the course, students understand related cognitive theories and how the scientific method works within the context of cognitive psychology and are able to appreciate how research and theory in cognitive psychology have been applied to real-world problems.

Prerequisites: GE105, GE106, PSY150, PSY200
Credits: 3

**PSY380 Theories of Personality**
Provides a broad introduction to the key theories of personality, including the perspectives of psychoanalytic/psychodynamic, social/life-span, humanistic, and cognitive/behavioral. The course draws attention to significant contemporary movements, such as positive psychology and cross-cultural psychology, and their application in the study of personality theories. The course is designed to help students understand various historical issues and controversies to date, what research has shown, and what difficulties are encountered in trying to form a comprehensive understanding of human personality.

Prerequisites: GE105, GE106, PSY150, PSY200
Credits: 3

**PSY390 Health Psychology**
Provides students with a broad overview of the theory, research and practice of health psychology and behavioral medicine, with an emphasis on the prevention and modification of health compromising behaviors. The class will also address the psychological management of stress, pain and chronic/terminal illness as well as effective interventions for specific health behaviors and disorders.

Prerequisites: GE105, GE106, PSY150, PSY200
Credits: 3

**PSY400 Experimental Psychology**
Introduces students to the philosophy, principles, and methods of scientific research in experimental psychology. The focus of the class is on experimental research methods, although non-experimental and descriptive research techniques are also covered. Among the many topics to be discussed are the goals, assumptions, and requirements of science; the steps of the scientific method; ethics, experimental control, and research design; sampling and generalization; and hypothesis testing and statistical significance.

Prerequisites: GE105, GE106, PSY150, PSY200, PSY260
Credits: 3

**PSY410 History and Systems of Psychology**
Helps students understand the historical foundations of psychology, their influence on contemporary psychological thought, and the growth of psychology as a science. The course covers major concepts of various schools of psychological thought and contemporary theoretical systems as they have evolved historically, including ideas expressed by philosophers, physiologists, and psychologists. It also considers the impact of human and cultural diversity on the science of psychology.

Prerequisites: GE105, GE106, PSY150, PSY200
Credits: 3

**PSY420 Interviewing and Counseling**
Trains students in interviewing and counseling skills that are fundamental for a career in the Human Services professions. Students are familiarized with the theoretical premises of different counseling and psychology theories and instructed on how the theories are transformed into intervention strategies. Ethical and professional behavior within the context of interviewing and counseling practice is also discussed. Effective interviewing and counseling skills such as mastery of basic attending, listening, focusing, influencing and structuring skills for diverse populations are taught.

Prerequisites: GE105, GE106, PSY150, PSY200, PSY330
Credits: 3

**PSY430 Theory and Principles of Psychotherapy**
Explores contemporary approaches to assessment, treatment planning, and intervention based in biopsychosocial systems and empirically supported interventions. The major areas covered include the theoretical foundations of major therapeutic approaches such as cognitive behavioral, psychodynamic and existential- humanistic. The course emphasizes multicultural and ecological contexts in planning and conducting multi-faceted interventions for change.

Prerequisites: GE105, GE106, PSY150, PSY200, PSY330
Credits: 3

**PSY440 Clinical Psychology**
This course is a follow-up on the course of abnormal psychology. It is designed to consider in more depth what constitutes abnormal behavior. Going beyond the description of various psychological disorders, the course explores assessment and ethical issues in clinical practice and research through case studies. This course will make use of the diagnostic system developed by the American Psychiatric Association (DSM-IV- TR). The course focuses mainly on theoretical and empirical topics in clinical psychology, and is not designed to teach students 'how to' perform clinical skills.

Prerequisites: GE105, GE106, PSY150, PSY200, PSY330
Credits: 3

**PSY450 Child Psychopathology**
Focuses on child and adolescent psychopathology with lecture presentations and discussions concentrating on disease etiology, epidemiology, phenomenology, nosology, and diagnosis. Students are engaged in a critical review of common child and adolescent psychopathology and challenge social and cultural assumptions of what constitutes "normal" vs. "pathological" behavior, cognition, and emotion. Topics to be reviewed include Attention Deficit Hyperactivity Disorder, Learning Disorders and Eating Disorders.

Prerequisites: GE105, GE106, PSY150, PSY200, PSY220, PSY330
Credits: 3

**PSY460 Clinical Neuropsychology**

Provides a comprehensive overview of the field of clinical neuropsychology. The course includes discussion of such topics as functional neuroanatomy, principles of neuroscience, brain development, neurological disorders and etiologies, neurodiagnostic techniques, normal and abnormal brain functioning, and neuropsychological and behavioral manifestations of neurological disorders. Special topics include clinical neuropsychological assessment, diagnosis, treatment and rehabilitation of individuals with neurological, medical, or neurodevelopmental disorders across the lifespan.
Prerequisites: GE105, GE106, PSY150, PSY200, PSY300, PSY330
Credits: 3

**PSY470 Behavior Modification**
Surveys the history and various theoretical approaches to the study of learning and behavior modification, and the basic and applied research from which current behavior modification techniques have been derived. The course addresses theoretical and ethical issues raised by application of these approaches. Topics include positive control, aversive control, stimulus control, symbolic control of behavior, classical and operant conditioning, modeling, cognitive principles and behavioral and cognitive interventions. Students learn applied behavior modification techniques including: observing and recording behavior and formulating and writing behavioral objectives. This course also includes an examination of motivation, attitude formation and cognitive intervention approaches.

Prerequisites: GE105, GE106, PSY150, PSY200, PSY320
Credits: 3

**PSY480 Psychology of Addictions**
Helps students develop a critical understanding of contemporary psychological approaches to the understanding of addiction. Students consider the relative contributions of psychological theories from the fields of biological, behavioral, social, and cognitive psychology to understanding, treatment, and prevention of both drug-related addictions and selected addictive behaviors, such as gambling, overeating, alcoholism etc.

Prerequisites: GE105, GE106, PSY150, PSY200, PSY330
Credits: 3

**PSY490 Internship Course**
Provides students with opportunities for learning through practical experience in a professional setting. The intern will be given the chance to relate principles presented in textbooks and classroom settings to real-life situations, under responsible supervision.

Prerequisites: All required courses
Credits: 3

**PSY499 Capstone Course**
Aims to bring together the organizational, statistical and expressive skills fostered during undergraduate work. This course is the culminating activity in the psychology major. Students are expected to conduct a small-scale, thorough, empirically-based research project (e.g., a survey, a field observation, or an experiment) in any area of psychology. This research, with a specific purpose and hypothesis of the student's choice, must include review of the relevant professional literature, systematic data collection, analysis and interpretation, and professional write-up of the overall work.

Prerequisites: All required courses
Credits: 3

## General Engineering Courses

**PH100 Physics with lab**
Course focuses on basic and current understandings of physics' problems and principles. Some of the topics to be studied include motion, forces, energy, and chemical reactions. Students will also be learning about machines, electricity, and magnetism. As students learn about each of the abovementioned topics, will be conducting laboratory activities. For these activities students will be paired with one or more of their classmates.

Prerequisites: MATH100
Credits: 3

**GEN100 Introduction to Engineering with design lab**
Course includes an overview of the problems, perspectives, and methods of the engineering profession. Modelling of real-world problems for purposes of optimization, decision-making and design is analyzed. Practical techniques of problem formulation and analysis are also presented. Additionally, practice drawings are explained, and assigned drawings are completed by students both during lab periods and outside of class.

Pre-requisites: None
Credits: 3

**GEN101 Engineering Mechanics**
Behavior of mechanical and structural systems under load. Topics include effects and distribution of forces on rigid bodies at rest; kinematics and kinetics of particles; force systems; shear and moment diagrams; force-stress-strain-deformation relationships, including torsion and combined loading; buckling and stability analysis; stress/strain transformation.

Pre-requisites: PH100
Credits: 3

**GEN102 Engineering Measurements with lab**
Understand the basic engineering laboratory techniques and procedures of experimental planning and design, data collection and analysis. Use modern data acquisition tools to collect experimental data. Analyze data and present the results in clear and concise reports. Compare against theoretical results. Assess uncertainty and error sources in measurement systems. Write technical reports.

Pre-requisites: MATH100
Credits: 3

**GEN103 Engineering Material and Devices**
Introduction to Materials: review of physical concepts; structure of materials and influence on properties, relative costs of materials; information sources for properties and size standardization. Mechanics of Materials: review of terminology and concepts; stress, strain, elasticity, yield and strength; ultimate stress; Hooke's Law, Young's Modulus, Poisson's Ratio; tension, compression, shear; thermal stress; strain energy; torsion in shafts; deflection of beams; shear, bending moment; stress. Friction and failure of materials.
Pre-requisites: None
Credits: 3

**CIV100 Civil Engineering System**
An introduction to civil engineering design. Analyze needs, determine capacities and develop design alternatives for civil engineering systems. Structures, water and waste water facilities, geotechnical and transportation systems are studied.

Pre-requisites: GEN100
Credits: 3

**CIV101 Building Construction**
Introduction to the legal, architectural, structural, mechanical, and electrical aspects of building construction. Principles of drawing and specification preparation and cost estimating.

Pre-requisites: GEN100, CIV100
Credits: 3

**CIV 102 Surveying and Mapping**
Introduction to survey measurements distance, direction and elevations. Traverse computations and adjustment. Recording field measurements by hand and electronically. Emphasis on coordinate geometry calculations. Topographic surveying and mapping. Introduction to GIS (Geographic Information Systems) in order to store, manage, query and map project data.

Prereq: MATH 150 Calculus I
Credits: 3

**EL100 Introduction to Electrical circuits with lab**
The course covers the following topics: a) Electrical Quantities and Circuit Variables (charge, current, voltage, resistance, power and energy units), b) Circuit Modelling (sources, circuit elements, Ohm's law and Kirchhoff's laws, c) Circuit Reduction Techniques (series, parallel, voltage divider, current divider, delta-star conversion, voltage and current source conversions), d) Circuit Analysis Techniques (mesh and loop current analysis, node voltage analysis), e) Circuit Theorems (maximum power transfer, superposition, Thevenin and Norton), f) Energy Storage Circuit Elements, g) Complex Number Theory (complex plane, polar forms, conversions), h) AC Circuits (sinusoidal waveforms, phase, R.M.S. average values, phasors, analysis using node voltages, loop currents and branch currents.

Pre-requisites: None
Credits: 3

**EL101 Energy Transport and Conversion**
The various sources and forms of energy are discussed and the principles governing mechanics, AC electrical circuits, energy conversion and electrical transmission are described. The course covers four main topics: a) mechanical definitions, basic mechanics and DC machines, b) steady state AC circuit theory including real and reactive power, c) the demand for electrical energy and conventional and renewable forms of electrical generation and their impact on the environment, and d) why the existing electrical power system has its present structure.

Pre-requisites: EL100
Credits: 3

**EL 200 Electronic Design I**
This course provides an introduction to active electronic devices and focuses on the design of analog electronic circuits. More specifically, course subjects include introductory semiconductor physics, p-n junctions, bipolar junction transistors (BJTs), field effect transistors (FETs), basic circuits and applications using transistors (differential amplifiers, digital logic, etc.), Laplace techniques for filter specification, amplification and filtering via linear operational amplifiers (op-amp) circuits.

Pre-requisites: EL100 Introduction to Electrical circuits with lab
Credits: 3

**Math250 Calculus II**
The course develops different mathematical techniques and investigates various examples and applications, emphasizing in techniques and applications of derivatives and integration, multiple integrals, limits, continuity, series and polar coordinates.

Prerequisites: Math 150
Credits: 3

**Math350 Differential equations with linear algebra**
The course develops different fundamental methods of solving first and higher order equations and analyzes essentials of matrix algebra, linear and nonlinear systems, power series solutions and Laplace transforms.

Prerequisites: Math 150
Credits: 3

**Math 450 Statistics for Engineers and Scientists**
This course introduces the design of controlled experiments and the collection and analysis of scientific data covering descriptive statistics, probability, mean, variance, parameter estimation, random variables and distributions, hypothesis testing, regression and correlation, analysis of variance, multifactor experimental designs,. Appropriate software package is used.

Prerequisites: MATH 150 Calculus I, MATH 250 Calculus II
Credits: 3

**Math 500 Multidimensional Calculus**
This course covers the following subjects: partial differentiation, composite functions, transformations, chain rules, vector algebra and functions, gradient, divergence, curl, curves and surfaces, multiple integrals, line integrals, surface integrals, divergence, Green's and Stoke's theorem.

Pre-requisites: MATH 150 Calculus I, MATH 250 Calculus II
Credits: 3

**PH200 General Physics II**
The course focuses on fundamental topics of physics' including waves, optics, sound, heat, electricity, circuits magnetic and electromagnetic fields and thermodynamics.

Prerequisites: MATH150, PH100
Credits: 3

**PH 300 Thermodynamics**
This course covers the following subjects: Properties of a pure substance, work and heat, laws of thermodynamics, entropy, thermodynamic relations, cycles.

Pre-requisites: PH 200 General Physics I, PH 200 General Physics II
Credits: 3

**CH100 General Chemistry with Lab**
Brief review of fundamentals including stoichiometry, atomic structure, and chemical bonding. Other topics include thermo chemistry, gas laws, properties of solution, and inorganic coordination compounds. Intended primarily for science/engineering majors.

Pre-requisites: None
Credits: 3

**CH101 Thermodynamics**
This course covers the fundamental principles of thermodynamics and physical chemistry as applied to engineering systems. This course provides a foundation in fundamental thermodynamic phenomena, including the first, second and third law of thermodynamics (entropy and free energy, including the molecular basis for these thermodynamic functions), thermodynamic properties, equations of state in real and ideal gases, availability and combustion. The basic laws are used to understand and analyze the performance and efficiency of systems such as propulsion systems, automobile engines, gas turbines, steam power plants, and refrigerators. Special attention is paid to thermodynamics related to global energy issues.

Pre-requisites: CH100
Credits: 3

**CH200 Physical Chemistry**
The course focuses on fundamental topics of physical chemistry including the properties of gases, liquids, solids and solutions, thermochemistry and thermodynamics, chemical equilibrium, reaction rates, conductance and electromotive force.

Pre-requisites: CH100
Credits: 3

**CS 200 Computer Science**
This course presents the history of computers and theory and practice of computer science as well. It provides the basic concepts of computer organization and programming. More specifically, subjects such as algorithm development and analysis, elementary data structures, data abstraction techniques, memory manipulation, and debugging are covered.

Pre-requisites: None
Credits: 3

**CS 300 Assembly Language Programming & Machine Org.**
This course presents the assembly language programming of 8086 processor and machine organization. It covers the following subjects: program and data representation, instruction memory, register memory, program counter, instructions and addressing modes; assemblers and linkers.

Pre-requisites: IT150 Programming Concepts with lab
Credits: 3

**CS 400 Designing with Programmable Logic**
Provides a comprehensive introduction into the emerging field of computer architectures, microprocessors, embedded systems and hardware description languages. It provides a solid theoretical foundation for understanding the organization, structure and the major hardware components of computers, and analyzes the mechanics of information transfer and control within digital computer systems. In addition, the course presents the technical aspects of building operating system (OS) images for embedded applications and a hardware description language (VHDL) used for the design, analysis, multi-level simulation, and synthesis of digital integrated circuits and Field Programmable Gate Array (FPGA) using simulating tools. Each student is required to prototype a digital system using VHDL via the corresponding tools.

Pre-requisites: IT150 Programming Concepts, IT240 Computer Architecture, IT370 Operating Systems
Credits: 3

**IT 220 Data Structures & Algorithms**
This course deals with the fundamentals of organizing and manipulating data efficiently using clean conceptual models. Students study several important conceptual data types and structures (stacks, queues, structures, linked lists, trees) and algorithms (searching and sorting), which they then implement in a specific programming language, even if the principles are more generally.

Pre-requisites: IT150 Programming Concepts
Credits: 3

**ME 100 Introduction to Engineering Design and Solid Modeling**
This course explores the product design process via team design projects. Student are working through laboratory exercises and products are examined from various perspectives such as societal, historical design, safety and manufacturing. More specifically, subjects such as ideation, sketching, design constraints, solid modeling, decision making, statistical quality control, manufacturing methods and engineering analysis are covered.

Pre-requisites: Math 150 Calculus I
Credits: 3

**ME 200 Introduction to Material Science**
This course analyzes the concepts of materials science and the relation of structure of material properties. More specifically, subjects such as atomic structure, mechanical properties of materials, bonding material transport, phase diagrams, solidification, solid state transformations, and corrosion and oxidation are covered.

Pre-requisites: CH 100 General Chemistry
Credits: 3

Course Descriptions of *GE105 Writing I: Academic Literacies, GE106 Writing II: Expanding Academic Literacies, GE112 Critical Thinking, GE115 Public Speaking, Math 100 College Mathematics, Math150 College Calculus, IT100 Information Literacy & Technology Basics, GE126 Personal Finance I, and BUS200 Perspectives on Business in Society* are given in section **General Education Courses**. Course Description of *BUS305 Principles of Management is given in section Business Administration Courses. Course Descriptions of IT150 Programming Concepts and IT240 Computer Architecture* are given in section **Information Technology Courses**.

# Graduate Course Descriptions

## MBA Course Descriptions

**Functional Skills Integration:** Students are engaged in interactive seminars and workshops that reshape how they think, act, and perceive themselves. Through feedback and self-reflection, students focus on their emotional intelligence and develop a growing awareness of their own styles of professional conduct and management.

Code: BUS501, Credits: 3

**The Business Landscape:** Provides a holistic view of an enterprise framed through the basic concepts of management functions. Contemporary business challenges are identified and studied focusing on how to address issues and exploit opportunities in a competitive business environment.

Code: BUS511, Credits: 3

**Leadership and Organizational Behavior:** This course focuses on the behavior of people at work as well as the way they interact in the organizational environment with effects on organizational performance and effectiveness. It examines different systems, structures and processes and is divided into two modules moving from individual behavior to the organization with emphasis on leading change. Topics include: self-awareness, work attitudes, emotions, organizational dynamics, and new leadership roles as ambidexterity, agility and managing complexity.

Code: BUS512, Credits: 3

**Business Policy and the International Economy:** Focuses on the fundamental economic concepts necessary for managerial decision making and how those interplay with business policy. It introduces tools which are essential for understanding the global economic environment within which businesses operate and focuses on how optimal business decisions should be made by taking into consideration economic factors.

Code: BUS513, Credits: 3

**Ethics Law and CSR:** Provides an understanding of the fundamental principles and laws that form the legal environment in which all businesses function, as well as of important legal issues that may affect day-to-day business activities. Areas of study include legal issues concerning internal and external stakeholders (personnel, customers, suppliers and competitors). Topics in ethics to be discussed include the special responsibilities of professionals, the obligations of corporations concerning the environment and product safety, and employee rights. Emphasis will be given to the mastery of representative ethical systems and concepts and their application to real-life situations.

Code: BUS514, Credits: 3

**Total Rewards:** The course provides an understanding for the reward functions that contemporary organizations implement. It examines various compensations and benefits strategies offering a multinational perspective for total and flexible rewards dominate the global market place. Topics include: job analysis, wage scales, pension and benefits, incentives, HRIS systems, compensation and benefit planning and profit sharing.

Code: BUS516, Credits: 3

**Employment Relations:** The course emphasizes the aspects of employment relations in the US and Europe perspective. It provides students with an overview of the legal framework at work discussing the regulatory revolution, employment contracts, discrimination, equal opportunity and diversity as well as discipline and grievance. Other topics also include: collective bargaining, employee involvement and participation and special topics on unionism, conciliation and arbitration and redundancy procedures.

Code: BUS517, Credits: 3

**Business Analysis and Service Management:**
Covers the principles of Business Analysis as defined by IIBA and Service Management as defined by ITIL. Beyond the theoretical background, a practical approach is adopted in order to provide an understanding of the way these principles are applied in order to achieve operational excellence.

Code: BUS518, Credits: 3

**Strategies for Digital Marketing:** The course explores the Internet as an advertising medium, a customer relationship management tool, and a customer service channel. The main objective will be to have a clear and comprehensive understanding of the strategic and practical aspects of Digital Marketing and advertising including creating and optimizing content that compels customers to engage, respond and convert.

Code: BUS519, Credits: 3

**Marketing Management:** Provides an overview of marketing processes and principles, and gives students the opportunity to apply the key marketing concepts to real-business situations. The course teaches students to identify and explore the significance of market needs, to plan for the development of goods and services, to organize communication campaigns, and to develop marketing strategy for internationalization of the enterprise. Topics include the development of commercial relationships, building successful brands, and strategic market planning.

Code: BUS526, Credits: 3

**Strategic Human Resources Management:** Human Resource Management (HRM) provides a thorough understanding of hope people are managed at work. The focus is on the on key HR practices and activities ranging from job analysis to training and rewards systems. Additional critical, applied and theoretical contemporary HR approaches such as, flexible working, knowledge management; employee involvement and commitment at the work place are also discussed.

Code: BUS527HR, Credits: 3

**Managerial Finance:** Introduces students to the principles of managerial finance. The course covers the basic principles of corporate finance and the elements needed for financial management, planning, decision-making, and valuation in a business enterprise. The areas of study include: financial markets and instruments, time value of money, valuation of assets and projects under certainty and uncertainty, and corporate financing policy. It concludes with a critical approach of the mergers and acquisitions strategies in the modern financial environment.

Code: BUS528, Credits: 3

**Managing for Sales:** The course aims at exploring alternative sales management strategies as part of the people management competency of the MBA program as well as sales applications and practices within a competitive business environment. More analytically, the course focuses on effective and efficient line management of sales-reps, sales and forecasting techniques as preparation for effective selling practices, account and territory management, development of selling roles, skills and competencies. Finally, the course examines the role of selling within the Customer Relationship Management framework and hence building of long-lasting business relationships.

Code: BUS529, Credits: 3

**Accounting for Decision Making:** Explores financial and managerial accounting and procedures, with a focus on the content, analysis, and interpretation of financial and management accounting information. Topics include techniques and tools for planning, control, and decision making in an effort to achieve organizational goals.

Code: BUS6109, Credits: 3

**Operations Research**: Provides a framework for conducting research in a scientific manner in all areas of business. It examines the role of statistics and forecasting in the business decision-making and planning process. Topics include problem identification, research design, data collection methods, sample design, data analysis and interpretation and report preparation.

Code: BUS6110, Credits: 3

**Technology and Operations Management:** This course explores service management, business analysis and operations management. Essential knowledge of standard frameworks for service management (ITIL), business analysis (BABOK) and project management (PMBOK) in the context of decision making are discussed. It focuses on the importance of technology and information use in decision making and the achievement of organizational goals.

Code: BUS6111, Credits: 3

**Strategy:** Strategy definition and dissemination within a firm are discussed in this course using a multilevel approach. Intra-industry analysis, resources and capabilities analysis, and understanding of sustainable competitive advantage are explored.

Code: BUS6120, Credits: 3

**Capstone Project**: Students demonstrate knowledge and skills integration acquired across the MBA program, the ability to conduct high level analysis of business issues, and to develop robust recommendations and solutions to the business issues they investigate. Through the project, students hone their critical analysis, empirical investigation, managerial argumentation, decision making, persuasion and project management skills, valuable for the enhancement of their professional careers.

Code: CP6300 Credits: 4

**Project Portfolio Management:** During the past decade, Project Portfolio management frameworks have been increasingly supported by executives in order to enable their organizations to better align resources and project investments with their strategic objectives. This course presents globally recognized management structures, processes and best practices which enable organizations to effectively & efficiently manage projects for the purpose of achieving their strategic objectives. The

course presents methods for defining Projects, Programs and Portfolios, prioritizing strategic objectives, evaluating Project alignment with anticipated benefits, determining optimal combinations of programs and projects within portfolios, establishing portfolio performance measures and periodically reevaluating ongoing projects throughout the portfolio's life cycle.

Code: BUS6280, Credits: 3

**International Business:** Provides an overview of the environment, structures, and systems that are the basis for international business. Students are exposed to the geography, cultures, economies, politics, and other infrastructures of major market areas of the world. The course develops team and individual organizational skills and capabilities in intercultural communication, strategic management, and the negotiation, implementation and evaluation of international business issues.

Code: GM6271, Credits: 3

**International Marketing:** Examines the challenge of entering and operating effectively in foreign markets. It investigates how decisions need to be made regarding international marketing objectives, strategies and policies, foreign market selection, adaptation of products, distribution channels of communications to fit each foreign market, and systems of international marketing organization, information gathering, planning and control.

Code: GM6274, Credits: 3

**Cross Cultural Management:** This course focuses on negotiation in the global business setting. The course focuses on culture and negotiation strategy, culture and negotiators' interests, and culture and negotiation ethics. It also covers factors such as dispute resolution venue, currency, and having government on the other side of the table.

Code: GMP6277CCM, Credits: 3

**Project Management:** Covers the management of projects within an organizational context, including the processes related to initiating, planning, executing, controlling, reporting, and closing a project. Project integration, scope, time, cost, quality control, and risk management are also explored. Managing the changes in organizations resulting from introducing or revising information systems is examined, as are identifying project champions, working with user teams, training, and documentation.

Code: MGT6126, Credits: 3

**Entrepreneurship and New Venture Management:** Offers a framework for understanding the entrepreneurial process, and exposes students to challenges, problems, and issues faced by entrepreneurs who start new ventures. Major objectives are for students to learn how to identify and evaluate business opportunities, develop a business concept and marketing plan, assess and obtain the required resources, manage the growth of new ventures, and plan exit strategies.

Code: MGT6130, Credits: 3

**Management for SMEs:** It is common knowledge that Small and Medium Enterprises (SMEs) are the pillars of any national economic system, but few know their main characteristics, how they are run, how often they cooperate in local specialized systems (districts), and how they compete in the markets. This course will expose the students to the strategic planning process as it applies to SMEs.

Code: MGT6135, Credits: 3

**Strategy, Technology & Organization:** Provides the student with an up-to-date understanding of contemporary management concepts and their real life application across a number of industries. The course will build upon the content that students have acquired over the duration of their studies and extend their knowledge of cutting-edge management topics.

Code: MGT6150, Credits: 3

**Investment Analysis and Portfolio Management:** Introduces students to the logic and potential of modern portfolio management. Emphasis is placed on understanding how an investment professional would allocate funds in a hypothetical portfolio. Major topics include estimation of capital market parameters, trade-off between risk and return, optimal portfolio selection, equilibrium asset pricing models, bond valuation, basic features of derivatives, and portfolio management and performance. Focus is on the development of techniques that should be part of the tool kit of those interested in becoming professional investors, asset managers and/or researchers in finance.

Code: FIN6520, Credits: 3

**Principles of Valuation:** Introduces value creation and the use of accounting data to estimate and analyze cash flows. Valuation under certainty is studied extensively, with a focus on discounting and compounding. These techniques are applied in the context of capital budgeting. Uncertainty is then introduced on the basis of the risk and return relationship described by the Capital Asset Pricing Model. Emphasis is also given to the valuation of companies using discounted cash flow methods. Forecasting free cash flows, the role of a company's financial structure, and the weighted average cost of capital, are important themes in the analysis.

Code: FIN6527, Credits: 3

**Contemporary Issues in Finance:** Explores emerging issues in finance and business in an integrated approach that involves academic research, practical application, and critical thinking. Individual and group case studies and research papers are used to integrate key financial knowledge in the area of financial analysis, investments, business valuation, risk management, and international finance.

Code: FIN6529, Credits: 3

**Behavioral Finance:** Behavioral Finance is a new approach in finance that engages and applies theories from several social sciences to finance. Recent findings in finance employ other disciplines such as psychology and sociology to provide sufficient and convincing explanations concerning the stock price variations. Patterns arising from the field of psychology provide a better understanding in the economic phenomena that were not included in the classical economic theories such as Efficient Market Hypothesis or Expected Utility Theory. This course investigates how this new trend in Finance harmonizes the traditional approaches and enlightens the behavior of the prices in stock market.

Code: FIN6235, Credits: 3

**E-Business and E-Commerce Management for SMEs:** Provides instruction in all aspects of e-business operations, from front-office marketing, commerce, sales and customer service, to back-office operations, including human resource administration and supply-chain management.

Code: ITM6122, Credits: 3

**Decision Support Systems:** Addresses the role of management support systems in decision-making within organizations by combining data, sophisticated analytical models and tools, and user-friendly software into a single powerful system. Data from internal and external sources are examined to help monitor organizational performance, track activities of competitors, spot problems, identify opportunities, and forecast trends. Topics include data mining, artificial intelligence techniques, and agent technologies.

Code: ITM6125, Credits: 3

**Data Base Management Systems:** Covers the concepts, principles, issues, and techniques for managing corporate data resources. Techniques for managing the design and development of large database systems including logical data models, concurrent processing, database administration, and data distribution, integrity, security, and access are examined. Topics include data modeling, SQL and database architectures and implementations, data warehousing, data cleansing, and data mining. Major database products such as Oracle, DB2 and SQL Server 2005, along with open source solutions, are comparatively presented and evaluated.

Code: ITM6260, Credits: 3

**Data and Communication Networks:** Covers telecommunications fundamentals including data, voice, image, and video. The concepts, models, architectures, protocols, standards, and security for the design, implementation, and management of digital networks are examined. The essentials of local area networks (LAN), metropolitan area networks (MAN), and wide area networks (WAN) are covered, as well as both transmission and switching efficiency. Also covered are regulatory and technical environments. Topics include security and authentication, network operating systems, e-commerce and associated web sites and practices, and middleware for wireless systems, multimedia, and conferencing.

Code: ITM6261, Credits: 3

**Systems Analysis and Design**: Covers the systems development life cycle, analysis and design techniques, information systems planning and project identification and selection, requirements collection and structuring, process modeling, data modeling, design of interface and data management, system implementation and operation, system maintenance, and change management implications of systems. Also examined are globalization issues in systems. Students will use current methods and tools such as rapid application development, prototyping, and visual development.

Code: ITM6262, Credits: 3

**Strategic Communication and Public Relations:** Students are introduced to public relations as a strategic, planned process to influence public opinion through sound character performance, based on mutually satisfactory two-way communication. The course covers the Public Relations functions that help an organization and its publics to mutually adapt to each other. Topics include: strategic communication, media relations, the management of issues (crisis management), community relations, consumer relations, international relations, and public opinion management.

Code: PR6241, Credits: 3

**Special Event Management:** Introduces students to special event planning, as well as to marketing and management processes and techniques in event management. The course uses an interactive methodology to discuss the trends and benefits of special events, as well as the special event planning

cycle. Students learn techniques to promote the corporate image, draw publicity, re-energize old concepts/products, enhance the organization's reputation, introduce new services, and restore the corporate image in a crisis situation.

Code: PR6245, Credits: 3

**Crisis Management:** Offers an attitude adjustment about crises. The course uses crises case studies and real-time crisis scenarios to teach students sound planning and crisis forecasting techniques. A practical, business-oriented overview introduces students to strategic communication techniques on how to avoid interfering with normal operations of business and falling under media scrutiny, and how to protect the corporate image or a company's bottom line during a crisis situation.

Code: PR6248, Credits: 3

**Branding and Communications:** Introduces students to the principles of branding and integrated marketing communications. The course familiarizes students with the practice of marketing communications and its role in creating value for the firm and its stakeholders. Special reference is made to advertising, media planning, and the differences between marketing and public relations. Furthermore, it introduces students to current applications of integrated communications practice in the competitive environment.

Code: PR6250, Credits: 3

**Introduction to Health Care Management:** Examines the management of organizations that deliver health care services, such as hospitals, clinics, and health care agencies. The course draws on aspects of general organizational and management theory and practice that are particularly helpful in the management of health care organizations. Emphasis is also placed on current trends and developments in health care organizations.

Code: HMG6230, Credits: 3

**Health Communication**: Introduces the principles of effective communication with a particular focus on health-related interactions. Topics include provider-client communication, intercultural health communication, and the depiction and images of health care in the media.

Code: HMG6238, Credits: 3

**Global Air Transport Strategies**: Analyzes the economic and managerial factors involved in global air transport operations. An emphasis is placed on demand analysis, pricing, route structure, fleet planning and financing. A simulation of airline operations may also be used to provide practical insights into the problems faced in managing an airline.

Code: GAM6800, Credits: 3

**Global Air Transportation System**: Promotes a greater awareness of the international aviation system in regard to regulation and the international organizations involved in the global aviation industry. In addition to international public law and a review of key international conventions, topics such as safety, environmental and security management are addressed as well as aviation insurance.

Code: GAM6810, Credits: 3

**International Multimodal Transportation Seminar**: Analyzes the economic and managerial factors involved in global intermodal transport operations. Regime issues in international transportation are examined by exploring the main economic, operational, strategic, financial, and managerial characteristics of all transportation modes in a comparative fashion. This is an overview course that provides a fundamental understanding of each transportation mode and the way they relate to one another in forming a global transportation chain.

Code: TRA6700, Credits: 3

## Professional MBA Course Descriptions

### Program PMBA General Skills (12 Credits / 4 Courses)

**Applied Economics:** This course is designed to enable students to acquire an understanding of the fundamental economic concepts necessary for managerial decision-making. It introduces the microeconomic and macroeconomic tools that are essential for understanding the economic environment within which businesses operate. It also focuses on how optimal decisions should be made by taking into consideration economic factors.

Code: BUSP513AE, Credits: 3

**Accounting for Decision Making:** Accounting data are used by managers as tools for planning, control, and decision making in their efforts to achieve organizational goals. This course provides an exploration of financial and managerial accounting techniques and procedures, with a focus on the content, analysis, and interpretation of financial and management accounting information.

Code: BUSP6109AC, Credits: 3

**Quantitative Research Methods in Business:** This course provides a framework for conducting research in a scientific manner in all areas of business. It examines the role of statistics and forecasting in the business decision-making and planning process. Topics include problem identification, research design, data collection methods, sample design, data analysis and interpretation, and report preparation.

Code: BUSP6110QM, Credits: 3

**Project Management**: This course will cover the management of projects within an organizational context, including the processes related to initiating, planning, executing, controlling, reporting, and closing a project. Project integration, scope, time, cost, quality control, and risk management are also explored. Managing the changes in organizations resulting from introducing or revising information systems is examined, as are identifying project champions, working with user teams, training, and documentation.

Code: BUSP6126PM, Credits: 3

### Program PMBA Managerial Competencies (24 Credits / 8 Courses)

**Value Chain Management:** This course is about managing quality and delivering customer value in today's competitive environment. It addresses the concepts, practices, and methods of modern quality management in both services and manufacturing. The major focus of the course is on the skills and insights that are necessary for effective quality management. Topics covered include dimensions of quality, quality assurance and control, process management, and quality systems.

Code: BUS6121VCM, Credits: 3

**Organizational Development**: This course provides a study of critical personal characteristics of organizational members and examines the impact of such behavior on the effectiveness of organizations. Interpersonal processes are considered through an examination of the roles of power,

politics, and conflict in organizations. The course provides an understanding of organizational behavior concepts and models, moving from individual behavior to the group and to the organization as a whole.

Code: BUSP510OD, Credits: 3

**Advanced Marketing:** Marketing Management is the business function that identifies current unfilled market needs, measures their magnitude, and decides on appropriate products, services, or programs to serve these needs. It seeks to meet organizational objectives by effectively satisfying customers in a dynamic environment. This course provides an overview of marketing processes and principles, and gives students the opportunity to apply the key concepts to real-business situations.

Code: BUSP526AM, Credits: 3.

**Talent Development:** Linking the corporate strategy with the management of human resources is essential to the effectiveness of an organization. The course will provide an in-depth look at the issues, skills, and practices involved in translating this strategy into everyday people management. Course topics include: human resources planning, performance management, training, development and career succession planning, outsourcing, work practices, and team formation and motivation.

Code: BUSP527TD, Credits: 3.

**Financial Management:** Many decisions that a business makes have financial implications, and any decision that affects the finances of a business is a corporate finance decision. This course covers the basic principles of corporate finance, and the elements needed for financial management, planning, decision-making, and evaluation in a business enterprise.

Code: BUSP528FM, Credits: 3

**Dynamic Strategy:** The course covers the strategic management of corporate organizations comprising industry and competitor analysis, strategy formulation and implementation, the contemporary approaches to developing and sustaining a competitive advantage in domestic and global competition, and the impacts of competition and government intervention. More specifically, topics covered include globalization of industries; sources and dynamics of comparative advantage; modes of entry into foreign markets; global sourcing for operations and information technology; the structure of multinational firms; home and host government relations; cooperative strategy; strategic alliances innovation and entrepreneurship; corporate social responsibility' the impact of new technologies; and the management of global strategic change.

Code: BUSP6120DS, Credits: 3.

**High Performance Management:** This course provides a study of the basic and advanced concepts of management functions common to all types of enterprises. Emphasis is placed on basic management philosophy and decision-making, and processes involved in planning, organizing, coordinating, directing, controlling, and leading.

Code: BUSP6272HPM, Credits: 3

**Cross-Cultural Managemen**t: This course focuses on negotiation in the global business setting. The course focuses on culture and negotiation strategy, culture and negotiators' interests, and culture and negotiation ethics. It also covers factors such as dispute resolution venue, currency, and having government on the other side of the table.

Code: BUS6277CCM, Credits: 3

**Capstone Project**: Provides an opportunity for students to integrate knowledge and apply competencies gained throughout their PMBA program by means of a project done in concert with a local company or organization. The project focuses on a key business issue which students research and analyze for which they recommend a solution in a format appropriate for presentation to top management of the company or organization. Students engage in a collaborative project with a local business organization or firm. Alternatively, students can participate in research projects or the development of a case study conducted at Hellenic American University or any affiliated academic or business setting. Through the Capstone project, students develop critical skills and valuable contacts that will enhance their careers.

Code: BUS6100CP, Credits: 3

## Program PMBA Core Electives (9 Credits / 3 Courses)

**Ethics Law and CSR:** Provides an understanding of the fundamental principles and laws that form the legal environment in which all businesses function, as well as of important legal issues that may affect day-to-day business activities. Areas of study include legal issues concerning internal and external stakeholders (personnel, customers, suppliers and competitors). Topics in ethics to be discussed include the special responsibilities of professionals, the obligations of corporations concerning the environment and product safety, and employee rights. Emphasis will be given to the mastery of representative ethical systems and concepts and their application to real-life situations.

Code: BUS514, Credits: 3

**Organizational Behavior:** This course provides a study of critical personal characteristics of organizational members and examines the impact of such behavior on the effectiveness of organizations. Interpersonal processes are considered through an examination of the roles of power, politics, and conflict in organizations. The course provides an understanding of organizational behavior concepts and models, moving from individual behavior to the group and to the organization as a whole.

Code: BUSP512OD, Credits: 3

**Project Portfolio Management:** During the past decade, Project Portfolio management frameworks have been increasingly supported by executives in order to enable their organizations to better align resources and project investments with their strategic objectives. This course presents globally recognized management structures, processes and best practices which enable organizations to effectively & efficiently manage projects for the purpose of achieving their strategic objectives. The course presents methods for defining Projects, Programs and Portfolios, prioritizing strategic objectives, evaluating Project alignment with anticipated benefits, determining optimal combinations of programs and projects within portfolios, establishing portfolio performance measures and periodically reevaluating ongoing projects throughout the portfolio’s life cycle.

Code: BUS6280, Credits: 3

**International Business:** Provides an overview of the environment, structures, and systems that are the basis for international business. Students are exposed to the geography, cultures, economies, politics, and other infrastructures of major market areas of the world. The course develops team and individual organizational skills and capabilities in intercultural communication, strategic management, and the negotiation, implementation and evaluation of international business issues.

Code: GM6271, Credits: 3

**International Marketing:** Examines the challenge of entering and operating effectively in foreign markets. It investigates how decisions need to be made regarding international marketing objectives, strategies and policies, foreign market selection, adaptation of products, distribution channels of communications to fit each foreign market, and systems of international marketing organization, information gathering, planning and control.

Code: GM6274, Credits: 3

**Entrepreneurship and New Venture Management:** Offers a framework for understanding the entrepreneurial process, and exposes students to challenges, problems, and issues faced by entrepreneurs who start new ventures. Major objectives are for students to learn how to identify and evaluate business opportunities, develop a business concept and marketing plan, assess and obtain the required resources, manage the growth of new ventures, and plan exit strategies.

Code: MGT6130, Credits: 3

**Strategy, Technology & Organization:** Provides the student with an up-to-date understanding of contemporary management concepts and their real life application across a number of industries. The course will build upon the content that students have acquired over the duration of their studies and extend their knowledge of cutting-edge management topics.

Code: MGT6150, Credits: 3

**Investment Analysis and Portfolio Management:** Introduces students to the logic and potential of modern portfolio management. Emphasis is placed on understanding how an investment professional would allocate funds in a hypothetical portfolio. Major topics include estimation of capital market parameters, trade-off between risk and return, optimal portfolio selection, equilibrium asset pricing models, bond valuation, basic features of derivatives, and portfolio management and performance. Focus is on the development of techniques that should be part of the tool kit of those interested in becoming professional investors, asset managers and/or researchers in finance.

Code: FIN6520, Credits: 3

**Principles of Valuation:** Introduces value creation and the use of accounting data to estimate and analyze cash flows. Valuation under certainty is studied extensively, with a focus on discounting and compounding. These techniques are applied in the context of capital budgeting. Uncertainty is then introduced on the basis of the risk and return relationship described by the Capital Asset Pricing Model. Emphasis is also given to the valuation of companies using discounted cash flow methods. Forecasting free cash flows, the role of a company's financial structure, and the weighted average cost of capital, are important themes in the analysis.

Code: FIN6527, Credits: 3

**Contemporary Issues in Finance:** Explores emerging issues in finance and business in an integrated approach that involves academic research, practical application, and critical thinking. Individual and group case studies and research papers are used to integrate key financial knowledge in the area of financial analysis, investments, business valuation, risk management, and international finance.

Code: FIN6529, Credits: 3

**Behavioral Finance:** Behavioral Finance is a new approach in finance that engages and applies theories from several social sciences to finance. Recent findings in finance employ other disciplines such as psychology and sociology to provide sufficient and convincing explanations concerning the stock price variations. Patterns arising from the field of psychology provide a better understanding in the economic phenomena that were not included in the classical economic theories such as Efficient Market Hypothesis or Expected Utility Theory. This course investigates how this new trend in Finance harmonizes the traditional approaches and enlightens the behavior of the prices in stock market.

Code: FIN6235, Credits: 3

**E-Business and E-Commerce Management for SMEs:** Provides instruction in all aspects of e-business operations, from front-office marketing, commerce, sales and customer service, to back-office operations, including human resource administration and supply-chain management.

Code: ITM6122, Credits: 3

**Decision Support Systems:** Addresses the role of management support systems in decision-making within organizations by combining data, sophisticated analytical models and tools, and user-friendly software into a single powerful system. Data from internal and external sources are examined to help monitor organizational performance, track activities of competitors, spot problems, identify opportunities, and forecast trends. Topics include data mining, artificial intelligence techniques, and agent technologies.

Code: ITM6125, Credits: 3

**Data Base Management Systems:** Covers the concepts, principles, issues, and techniques for managing corporate data resources. Techniques for managing the design and development of large database systems including logical data models, concurrent processing, database administration, and data distribution, integrity, security, and access are examined. Topics include data modeling, SQL and database architectures and implementations, data warehousing, data cleansing, and data mining. Major database products such as Oracle, DB2 and SQL Server 2005, along with open source solutions, are comparatively presented and evaluated.

Code: ITM6260, Credits: 3

**Data and Communication Networks:** Covers telecommunications fundamentals including data, voice, image, and video. The concepts, models, architectures, protocols, standards, and security for the design, implementation, and management of digital networks are examined. The essentials of local area networks (LAN), metropolitan area networks (MAN), and wide area networks (WAN) are covered, as well as both transmission and switching efficiency. Also covered are regulatory and technical environments. Topics include security and authentication, network operating systems, e-commerce and associated web sites and practices, and middleware for wireless systems, multimedia, and conferencing.

Code: ITM6261, Credits: 3

**Systems Analysis and Design**: Covers the systems development life cycle, analysis and design techniques, information systems planning and project identification and selection, requirements collection and structuring, process modeling, data modeling, design of interface and data management, system implementation and operation, system maintenance, and change management implications of systems. Also examined are globalization issues in systems. Students will use current methods and tools such as rapid application development, prototyping, and visual development.

Code: ITM6262, Credits: 3

**Strategic Communication and Public Relations:** Students are introduced to public relations as a strategic, planned process to influence public opinion through sound character performance, based on mutually satisfactory two-way communication. The course covers the Public Relations functions that help an organization and its publics to mutually adapt to each other. Topics include: strategic communication, media relations, the management of issues (crisis management), community relations, consumer relations, international relations, and public opinion management.

Code: PR6241, Credits: 3

**Special Event Management:** Introduces students to special event planning, as well as to marketing and management processes and techniques in event management. The course uses an interactive methodology to discuss the trends and benefits of special events, as well as the special event planning cycle. Students learn techniques to promote the corporate image, draw publicity, re-energize old concepts/products, enhance the organization's reputation, introduce new services, and restore the corporate image in a crisis situation.

Code: PR6245, Credits: 3

**Branding and Communications:** Introduces students to the principles of branding and integrated marketing communications. The course familiarizes students with the practice of marketing communications and its role in creating value for the firm and its stakeholders. Special reference is made to advertising, media planning, and the differences between marketing and public relations. Furthermore, it introduces students to current applications of integrated communications practice in the competitive environment.

Code: PR6250, Credits: 3

**Introduction to Health Care Management:** Examines the management of organizations that deliver health care services, such as hospitals, clinics, and health care agencies. The course draws on aspects of general organizational and management theory and practice that are particularly helpful in the management of health care organizations. Emphasis is also placed on current trends and developments in health care organizations.

Code: HMG6230, Credits: 3

**Health Communication**: Introduces the principles of effective communication with a particular focus on health-related interactions. Topics include provider-client communication, intercultural health communication, and the depiction and images of health care in the media.

Code: HMG6238, Credits: 3

## Global Aviation Management Graduate Specialization Electives
## (9 Credits / 3 Courses)

**Global Air Transport Strategies**: Analyzes the economic and managerial factors involved in global air transport operations. An emphasis is placed on demand analysis, pricing, route structure, fleet planning and financing. A simulation of airline operations may also be used to provide practical insights into the problems faced in managing an airline.

Code: GAM6800, Credits: 3

**Global Air Transportation System**: Promotes a greater awareness of the international aviation system in regard to regulation and the international organizations involved in the global aviation industry. In addition to international public law and a review of key international conventions, topics such as safety, environmental and security management are addressed as well as aviation insurance.

Code: GAM6810, Credits: 3

**International Multimodal Transportation Seminar**: Analyzes the economic and managerial factors involved in global intermodal transport operations. Regime issues in international transportation are examined by exploring the main economic, operational, strategic, financial, and managerial characteristics of all transportation modes in a comparative fashion. This is an overview course that provides a fundamental understanding of each transportation mode and the way they relate to one another in forming a global transportation chain.

Code: TRA6700, Credits: 3

## Information Technology Course Descriptions

## Program MSIT Required (18 Credits / 6 Courses)

**Database Management Systems:** Covers the concepts, principles, issues and techniques for managing corporate data resources. Students learn techniques for managing the design and development of large database systems including logical data models, concurrent processing, database administration, data distribution, integrity, security and access are examined. Topics include data modeling, SQL and database architectures and implementations, data warehousing, data cleansing, and data mining. Major database products like Oracle, DB2, SQL Server 2005, along with open source solutions, are comparatively presented and evaluated.

Code: IT6260, Credits: 3

**Data and Communication Networks:** Covers telecommunications fundamentals, including data, voice, image, and video. The concepts, models, architectures, protocols, standards, and security for the design, implementation, and management of digital networks are examined. The essentials of local area networks (LAN), metropolitan area networks (MAN), and wide area networks (WAN) are covered, as well as both transmission and switching efficiency. Also covered are regulatory and technical environments. Topics include security and authentication, network operating systems, e-commerce and associated web sites and practices, and middleware for wireless systems, multimedia, and conferencing.

Code: IT6261, Credits: 3

**Systems Analysis and Design:** Covers the systems development life cycle, analysis and design techniques, requirements collection and structuring, process modeling, data modeling, design of interface and data management, and middleware design. Students will use current methods, tools, and methodologies including the latest UML platforms, prototyping & visual development.

Code: IT6262, Credits: 3

**IT Management and Strategy:** Presents management and strategic perspectives for aligning competitive strategy, core competencies, and information systems. The course explores the development and implementation of policies and plans to achieve organizational goals. It defines the systems that support the operational, administrative, and strategic needs of the organization, its business units, and individual employees. Students learn approaches to managing the information systems function in organizations, including examination of the dual challenges of effectively controlling the use of well-established information technologies, while experimenting with selected emerging technologies.

Code: IT6264, Credits: 3

**Graduate Seminar:** The Graduate Seminar course introduces state-of-the-art technology and IT management practices and their application to enterprise operations and management, familiarizes the students with the local and international information systems needs, and presents existing practices and technologies. The choice of subjects will be guided by the local and international industry needs. Therefore, each year the focus might change according to industry requests.

Code: IT6290, Credits: 3

**Master's Thesis:** The Master Thesis aims to expose students to real-life situations encountered in business environments through the development of original and practical applications. The Thesis will enable students to gain experience in all phases of the implementation and management of information systems, applying the knowledge and skills they have acquired in different course modules. Alternatively, students can opt to do an in-depth study of a research topic, including bibliographic review and the development and implementation of the technological aspects of the topic, as preparation for writing the thesis. Students select a topic of interest and a personal supervisor for completing the Master Thesis.

Code: IT6300, Credits: 3

## Program MSIT Electives (12 Credits / 4 Courses)

**E-Business and E-Commerce Management:** This course provides instruction in all aspects of e-business operations, from front-office marketing, commerce, sales and customer service, to back-office operations, including human resource administration and supply-chain management. Additionally, emphasis will be placed on the use of e-business models to enable the Internet to function as a trusted medium for carrying on day-to-day business activities and enhance the performance of an organization.

Code: IT6122, Credits: 3

**Decision Support Systems:** Addresses the role of management support systems in decision-making within organizations by combining data, sophisticated analytical models and tools, and user-friendly software into a single powerful system. Data from internal and external sources are examined to help monitor organizational performance, track activities of competitors, spot problems, identify opportunities, and forecast trends. Topics include data mining, artificial intelligence techniques, and agent technologies.

Code: IT6125, Credits: 3

**Project Management:** Covers the management of projects within an organizational context, including the processes related to initiating, planning, executing, controlling, reporting, and closing a project. Project integration, scope, time, cost, quality control, and risk management are also explored. Focus is given to the IT area. Hands-on experience on using a Project Management tool is provided.

Code: MGT6126, Credits: 3

**E-Business Technologies:** Offers students the opportunity to explore modern design methodologies that allow for the development of scalable and decoupled components. Technologies such as XML, Web Services and Enterprise Development Environments will be investigated. The course investigates current IT trends and methodologies that yield efficient and effective solutions to sustain a competitive edge in today's businesses. Students will be able to synthesize and select the appropriate technology to engineer modern enterprise solutions.

Code IT6263, Credits: 3

**Enterprise Systems Applications:** Introduces business processes and the integration of Enterprise Systems with a focus on the core modules of financial accounting, cost management, materials management, sales and distribution, and production planning and control. The course will build an understanding of enterprise system processes and configuration activities, which occur in companies using Enterprise Systems. Students will understand the business activities that these systems support,

allowing them to be prepared for business, technical, or system support roles. Hands-on experience and demonstrations of successful Enterprise System such as SAP R/3, will be provided so that students can put into practice the theory that supports business activities.

Code: IT6265, Credits: 3

**Application Development Environment and Technology:** Covers object-oriented and procedural software engineering methodologies that bring together key technologies and insights for the development of robust, reliable, enterprise-class Web and distributed applications. Major technology solutions such as .NET and J2EE. are presented.

Code: IT6266, Credits: 3

**Information Technology Hardware and Software:** Students will gain an in-depth exposure to information technology hardware and software components and their interaction. A systems view of computer systems will be used to identify computer and telecommunication system components. Peripheral devices will be described and principles of operation will be studied and learned. The operating system software, including I/O drivers, and telecommunication applications and extensions to the operating system will be examined and utilized. Organization of the operating system will be studied to understand how concurrent processes, scheduling, memory management, and I/O are accomplished. Telecommunication devices will be identified and system integration considerations will be presented. Finally, switches, multiplexers, and media will be explored as basic components of telephone, LAN, and WAN systems.

Code: IT6268, Credits: 3

**Human-Computer Interaction:** Provides a detailed understanding of the principles and practices involved in the creation and implementation of user interfaces and, more specifically, the theory and practice of human computer interaction. Students learn how to design, implement, and evaluate human computer interaction and become familiar with the most common toolkits used in user interface design. The course focuses on usability and accessibility, presenting the most common usability methods and accessibility guidelines. Finally, a special section of the course is devoted to user interface design for ubiquitous devices such as mobiles, PDAs and Tablet PCs, while other emerging technologies will be examined.

Code: IT6270, Credits: 3

**Advanced Operating Systems:** Focuses on the principles, key ideas, and issues in the design and implementation of computer operating systems and distributes systems. The course covers topics such as concurrency and distributed communication, fault-tolerance, availability and persistence, and operating system structure. In addition, students focus on the principles used in the design of operating systems and distributed systems, and algorithms and data structures used in their implementation.

Code: IT6271, Credits: 3

**Advanced Programming Languages:** Introduces the theory and practice of programming language design. Topics presented include advanced language constructs, parallel programming, formal specification and implementation of programming languages, and compiler construction tools. In the context of the course, students design and implement a small and simple programming language.

Code: IT6272, Credits: 3

**Advanced Software Engineering:** Provides students with both a theoretical and a practical foundation in advanced software engineering concepts. In the theoretical part, students learn about the principles and methods of software engineering, including current and emerging software engineering practices and support tools. In the practical part, students become familiar with the development of software products from an industry perspective, including generation of appropriate documents under tight schedules and with limited resources.

Code: IT6273, Credits: 3

**Data-mining and Data-Warehousing:** Covers the fundamentals of data warehousing architecture and the issues planning, designing, building, populating, and maintaining a successful data warehouse. In addition, data mining is introduced and linked with the data warehouses. Various topics include logical design of a data warehouse, the data staging area, and the use of multidimensional analysis using OLAP techniques, as well as future trends in data mining. Various data mining systems are presented.

Code: IT6274, Credits: 3

**Wireless and Mobile Networks**: This course aims to familiarize students with the advancements in wireless and mobile networks using various methods such as lecture notes from the adopted textbook, various scientific papers and case studies for the new developments in the subject, hands-on-experience methods in class, and lectures by invited speakers who will share their experience. Key wireless topics such as radio frequency communications, infrared and Bluetooth networks, as well as wireless LANs, will be introduce and explained.

Code: IT6275, Credits: 3

**Information Security Management:** Covers the ten domains in the Information Security Common Body of Knowledge: Security Management Practices, Security Architecture and Models, Business Continuity Planning (BCP) and Disaster Recovery Planning (DRP), Law, Investigations, and Ethics, Physical Security, Operations Security, Access Control Systems and Methodology, Cryptography, Telecommunications, Network, and Internet Security.

Code: IT6276, Credits: 3

**Artificial Intelligence & Neural Networks**: Introduces the basic concepts and methods of artificial intelligence (AI) and neural networks (NNs) from a computer science perspective. Students learn how to design AI and NNs models for different applications. Emphasis is given on the selection of data representations and algorithms useful in the design and implementation of intelligent systems. Students participate in lectures and discussions on various topics, including heuristic, logical and probabilistic reasoning, planning, learning, and perception. Advanced topics are selected from areas such as robotics, vision and neural networks.

Code: IT6277, Credits: 3

**Graph Theory:** This course covers the basics of graph theory; the objective is to build the strong background required for students enrolled in the social networks program. The material to be covered includes: Fundamental concepts of graphs; Classification of nodes and links; Vector spaces and graphs; Topological parameters: packings and coverings; Connectivity; Hamilton graphs; Graph factorization; Graph coloring; partite graphs; and folding.

Code: IT 6530, Credits: 3

**Investigative Data Mining:** This course presents models, methods, and techniques for studying and analyzing Criminal Networks. More specifically, mathematical and computer science methods and techniques to fight crime are presented, such as information harvesting and integration, Modeling Criminal Activity, Strength of Structures of Small Sizes, Qualitative and Quantitative Temporal Reasoning, and others.

Code: IT6540, Credits: 3

**Social Networking Analysis and Mining:** This course introduces students to the basic concepts and techniques in social networks analysis. Students learn how and when to apply different metrics for social network analysis. Topics to be covered include: identifying key individuals and groups in social systems; detecting and generating fundamental network structures, studying hidden communities, and modeling growth and diffusion processes in networks. Students will learn how to use different tools for social network analysis.

Code: IT6550, Credits: 3

**Pattern Analysis and Detection:** The objective of this course is to present the fundamentals of pattern analysis and detection in numerical data. Topics include techniques for handling multidimensional data of various types and scales along with algorithms for clustering and classifying data. Decision theory, statistical classification, maximum likelihood and Bayesian estimation, Linear Discriminant Functions, Multilayer Neural Networks and Stochastic Methods will be also discussed.

Code: IT6545, Credits: 3

**Governance and Compliance:** Governance, Risk and Compliance (GRC) are key concerns for an organization. Related activities are integrated and aligned to provide a unified approach to such issues, reflecting management's overall strategy and approach. Executive commitment and the overall management approach are critical for the success of an information security program. In this course, we examine methods for establishing and maintaining an information security governance framework. Risk assessment and risk management are key processes of this framework. Different approaches to information risk analysis are presented and compared. Finally, legal and regulatory compliance mandates the existence of specific controls to ensure an adequate level of security.

Code: IT6278, Credits: 3

**Applied Cryptography**: Cryptography plays a major role in securing information, communications and computer systems. Modern cryptographic algorithms are based on a solid mathematical basis. This course focuses more on the applications of cryptography in securing information systems rather than the mathematical background. We examine several classes of cryptographic algorithms and how they can be used to provide different security services, such as confidentiality and integrity. Issues related to creating, distributing and managing cryptographic keys are also discussed.

Code: IT6279, Credits: 3

**Network and Computer Security:** The security threats and risks that govern computer systems and networks can be mitigated by using a variety of security models, mechanisms and protocols. Such mechanisms are used to implement security policies that are defined in a risk management strategy. Designing security architecture is a critical task that includes securing hardware, software and networks. This course introduces security models and the concept of subjects and objects in order to discuss authorization and access control. Case studies of how authentication and access control are implemented in real-life systems are also presented. Security risks that are related to networks are

equally important. We define secure communication channels and present known and established network security protocols (SSH, SSL, IPSec, etc.). Special cases such as wireless and mobile networks are also examined to demonstrate how traditional security architectures can be adapted to facilitate different requirements.

Code: IT6280, Credits: 3

**Business and Continuity Management:** Business Continuity Planning is an integral part of an information security management program. Since we cannot achieve 100% security, it is essential to have established all necessary procedures in order to identify and respond to an incident, which will sooner or later occur, ensuring the continuity of business. Incident management is only one aspect of Business Continuity. Designing, developing and implementing a business continuity plan is thoroughly explained in this course, identifying all necessary steps from executing a business impact assessment to defining roles, responsibilities and continuity procedures. In this course we also discuss Disaster Recovery Planning, covering all necessary processes required to recover business-critical infrastructure in the event of a disaster.

Code: IT6281, Credits: 3

**Application Risk Management:** Software applications are often characterized as the cement of our times due to the high prevalence of computer systems in all aspects of our lives: banking, health, transportation, retail, even "smart home" systems. As a result, managing application security risks is a quite critical aspect of information security. This course aims to justify the importance of application security, firstly by analyzing how security can be integrated in the software development lifecycle. We demonstrate methods to identify vulnerabilities and discuss techniques that can be used to mitigate them and improve the overall security of software applications. Closely coupled with applications are databases that support them and facilitate data storage, retrieval and corresponding transactions. Concurrency control is a critical issue in database security. We discuss methods for concurrency control and several aspects of database security, focusing on relational databases.

Code: IT6282, Credits: 3

## MAAL Course Descriptions

## Program MAAL Core (18 Credits / 6 Courses)

**Introduction to Applied Linguistics:** Introduction to Applied Linguistics is an introductory course which provides students with an overview of the field of Applied Linguistics. It offers the basis from which students can pursue studies in various sub-fields. A review of the state of the art is linked to the core purpose of resolving serious language-based problems in society. It also looks at how these insights enhance language use and language learning outcomes, and demonstrates the interdisciplinary nature of the field.

Code: AL01, Credits: 3

**Language and Communication:** Provides students with the necessary skills for academic writing, reading and research, speaking and presenting, and effective listening. The course prepares students to meet the academic requirements of the program and prepares them for the challenges of a prospective career as teachers.

Code: AL02, Credits: 3

**Language Analysis**: Language Analysis is divided into two parts. Part I focuses on lexis – the vocabulary of the English Language. It considers how words are formed and combined, how they relate to one another, and how they contribute to textual organization. In Part II, students are introduced to Systemic Functional Grammar (SFG), which examines meaning and how meaning determines the structural choices we make as language users.

Code: AL03, Credits: 3

**Language in Society**: Language in Society introduces students to the basic concepts, tenets, and issues of general sociolinguistics. It gives students an understanding of the interaction between language and social factors, such as gender, ethnicity, political orientation, and social trends. Students also learn about dialectal and stylistic variation, and how such variation affects language attitudes and social stereotypes, as well as the role sociolinguistics plays in language planning.

Code: AL04, Credits: 3, Prerequisites: AL01: Introduction to Applied Linguistics

**Discourse Analysis:** Discourse Analysis introduces students to the analysis of language above the level of the sentence, and explores their practical implications for language teaching. The course is divided into two parts. The first part deals with written discourse. The second part focuses on spoken discourse, with particular emphasis on classroom language.

Code: AL05, Credits: 3, Prerequisites: AL01: Introduction to Applied Linguistics

**Understanding Research in Applied Linguistics:** Provides an overview of research methods in Applied Linguistics. The course explores key issues in designing and implementing research projects, as well as analyzing results. Topics covered include data collection techniques, such as ethnographic observation, survey and interview design, as well as qualitative and quantitative data analysis. The course also facilitates comprehension of published research articles in the field and prepares students to make their own research contributions.

Code: AL06, Credits: 3, Prerequisites: AL02: Language and Communication

## Program MAAL Concentration (12 Credits / 4 Courses)

**Theory and Methods in TESOL:** Theory and Methods in TESOL examines a variety of current and historical methodologies used in the teaching of English to Speakers of Other Languages. It provides an understanding of the principles underlying current teaching practices and raises awareness of the range of methodological resources available. It also places emphasis on linking theory to its practical application in the language classroom.

Code: TE01, Credits: 3, Prerequisites: AL01: Introduction to Applied Linguistics and AL02: Language and Communication

**Second Language Acquisition:** Second Language Acquisition explores how second languages are learned and focuses on the relationship between teaching methods and second language acquisition theory. The course examines how learners create a new language system, what is learned of a second language, and what is not learned. It also covers the nature of learner hypotheses (conscious and unconscious) regarding the rules of the second language and why some learners are more successful than others.

Code: TE02, Credits: 3, Prerequisites: AL01: Introduction to Applied Linguistics and AL02: Language and Communication

**Teaching Reading and Writing:** Teaching Reading and Writing focuses on teaching and researching reading and writing English as a Foreign Language. It examines the processes involved in reading and writing and the sub-skills required to master different levels of communicative competence. It looks at techniques and materials available for teachers of English to use for classroom practice and how their effectiveness can be assessed. It also considers the communicative nature of the reading and writing process and how classroom tasks and activities can be made more meaningful.

Code: TE03, Credits: 3, Prerequisites: AL01: Introduction to Applied Linguistics and AL02: Language and Communication

**Teaching Listening and Speaking:** Teaching Listening and Speaking focuses on the theoretical concepts which underlie the teaching of listening and speaking in the language classroom. It examines the components of these skills and how they can be taught to learners of English. It also looks at techniques and materials for practical classroom application and assesses their effectiveness.

Code: TE04, Credits: 3, Prerequisites: AL01: Introduction to Applied Linguistics and AL02: Language and Communication.

## Seminar Topics

Seminar Topics

Seminars will be based upon student interest from among the following topics: Corpus Linguistics, Principles of Testing, Technology in Applied Linguistics/CALL, Accommodating Dyslectic Learners, Practicum-Classroom Teaching, Practicum-Tutoring Writing, Psychology in the Classroom

Credits: 3

**Practicum-Classroom Teaching:** This course is designed for participants to engage in teaching, observation and reflection in order to broaden their teaching experience. Participants will observe experienced teachers of English as a Foreign Language and contribute to post-lesson discussions. The experienced teacher also collaborates with the participants to develop their own lessons which will be observed by the MAAL instructor.

Code: TE08CT, Credits: 3, Prerequisites: AL01: Introduction to Applied Linguistics, AL02: Language and Communication, and TE01 Theory and Methods in TESOL.

**Practicum-Tutoring Writing:** The course is designed to provide you with a thorough understanding of the philosophy and practice of the Hellenic American University writing center. Throughout the course, you will be exposed to current tutoring practices and models as well as guidelines, techniques and tutoring activities, both onsite and online, that will assist you in dealing effectively with the challenging and rewarding experience of working at a writing center. An additional aim of the course is to help you develop your own tutoring skills and strategies and deepen your knowledge about the role of the writing center within a university. Each one of you will be mentored by Writing Center tutors who will observe you tutoring and act as a sounding board for your concerns.

Code: TE08TW, Credits: 3, Prerequisites: AL01: Introduction to Applied Linguistics, AL02: Language and Communication, and TE01 Theory and Methods in TESOL.

**Course and Materials Design:** This course focuses on the theoretical concepts that underlie the design of a course syllabus. It examines the steps involved in the syllabus design process and raises awareness of issues surrounding the implementation and evaluation of each step.

Code: TE10, Credits: 3, Prerequisites: AL01: Introduction to Applied Linguistics, AL02: Language and Communication, and TE01 Theory and Methods in TESOL.

**Principles of Language Testing:** This course focuses on principles of language testing and how testing and teaching affect each other by examining a variety of testing and assessment techniques and by highlighting best practices in effective testing. It also raises awareness of issues surrounding the design, evaluation, administration, and validation of small-scaled classroom tests.

Code: TS01, Credits: 3, Prerequisites: AL01: Introduction to Applied Linguistics, AL02: Language and Communication, and TE01 Theory and Methods in TESOL.

## Dissertation

Supervised Dissertation: Guidance and supervision are provided in the selection of an appropriate research topic and throughout the writing up stage.

Code: AL07, Credits: 3

## Translation Course Descriptions

## Program MAT Core (12 Credits / 4 Courses)

**Introduction to Translation Studies:** Introduces students to the functions of translation in society and to the multiple ways in which translation operates in multilingual and multicultural environments. The course encourages students to understand the importance of translation as an area of study, a social process and a cultural product, and the age-old role translation has played as mediator between societies and cultures. It addresses translational aspects from a problem-focused perspective, dealing with issues such as equivalence, culture, text, humor and the metaphoric use of language. Students are familiarized with key theoretical concepts in translation studies, and they are enabled to critically assess the premises on which various approaches to Translation Studies are based. The issues addressed in this course ultimately guide students towards adopting a critical view of the theoretical underpinnings of translation with the goal of effectively preparing them for the practice of translation.

Code: TR01, Credits: 3

**Professional Trends in Translation:** Provides an interface between training and the profession of translators, and prepares students to enter the translation industry. Students are taught by experienced translators. They are given lectures by representatives of translation agencies, who introduce them to the real world of professional translation. They are introduced to issues such as professional identity, client brief, national and EU translation standards, translator-client relations, quality control, national and international institutions, and ethical issues pertaining to the translator at work. In this way, students are introduced to the skills needed by professional translators. Through the guided practice of translating authentic texts assigned to them by their teachers, they understand the social role of the translator and develop the skills and practices required by the translation industry.

Code: TR02, Credits: 3

**Introduction to Terminology:** Introduces students to the use of terminology analysis and terminology management for the translation of specialized texts. Students begin by distinguishing between LSP and LGP, and are gradually led towards more complex, concept-based categorizations of terms. The course also gives emphasis to the interrelation between subject-field knowledge and terminology, making reference to the process of term standardization by industry stakeholders. Attention is placed on issues of term synonymy (concepts referred to by two or more terms) and to polysemy/homonymy (where many terms lead to more than one meaning). Terms are treated as vocabulary for special language and students are provided ongoing training in distinguishing between terms and non-terms. The course also prepares students for conducting preliminary terminographical work and gives them the tools to prepare and store their first monolingual and bilingual glossaries.

Code: TR03, Credits: 3

**Translation Principles & Practices / Practical I:** Requires students to apply the theoretical approaches to translation to the practice of translation. They are assigned texts from different genres and discourses to be translated into another language. Through the practice of translating, students develop a critical awareness of how the basic principles of translation theory that they have been taught so far can be related to the practice of translating. The aim of the course is to encourage students to tackle real-life translation issues and to use various strategies for handling problems encountered in the process of translating, taking into account the client's instructions and deadlines.

Code: TR04, Credits: 3

**Sociotranslation:** Looks at translation as a socio-cultural practice which is carried out for specific purposes, and as a cultural activity which plays a particular role in a cultural system. Students learn about the meaning of the so-called Cultural Turn in Translation Studies and its consequences for the discipline. The course also examines the role of translation in contexts in which there are unequal power relations between the languages and/or the communities involved. The course also looks at the various roles a translator may assume as a mediator between different cultures and ideologies within a given social context.

Code: TR05, Credits: 3

**Language Analysis and Translation:** Introduces students to translational problems at the level of discourse. It focuses on features of the linguistic structure above the sentence and considers the problems involved in mediating between different discoursal traditions, activities and practices. Students are introduced to the relation between the theory of systemic functional linguistics and the theory and practice of translation. They analyze texts from various genres, and relate them to general features of the language. They are guided to discover implicit ideological tendencies and patterns in texts using a functional-systemic approach. Students are made aware of the way grammatical, semantic and text organizational choices may vary according to social contexts and communicative goals. They are also presented with strategies for successfully handling translational problems in relation to the purpose of translating.

Code: TR06, Credits: 3

**Discourse and Translation:** Focuses on the role of discourse analysis in translation and examines the relationship between language use and the sociocultural practices of various language communities. Students are introduced to key discourse concepts concerning communicative, pragmatic and semiotic perspectives in relation to the problems posed to translators at the level of discourse. Through contrastive analysis and the translation of texts of various genres, students are familiarized with discourse analysis and are presented with appropriate translation strategies.

Code: TR07, Credits: 3

**Translation Principles & Practices / Practical II:** Asks students to apply theoretical approaches to translation to translation practice. They are assigned texts from different genres and discourses to be translated into another language. Through translating, students develop a critical awareness of the possibilities of relating translation theories to the practice of translating and to analyze in depth the linguistic, cultural and societal particularities that characterize a text to be translated. The course encourages students to tackle real-life translation issues and to use various strategies for handling problems encountered in the process of translating, while taking into account the client's instructions.

Code: TR08, Credits: 3

**Computer-Assisted Translation:** Introduces students to terminology and LSP (Language for Special Purposes), as well as to terminology management via information technology tools and the Internet. The course also focuses on the key role of developing research skills to enable data retrieval from the World Wide Web. Hands-on sessions give students a chance to learn how to find and use on-line glossaries, on-line dictionaries and parallel texts concerning their language pair. Emphasis is given to students' creating their own glossaries, tailored to their needs, (.xls, .doc, .tmw). Students learn how to evaluate websites from internal and external evidence and to choose suitable websites for their work. They are

trained on a commercial CAT tool (SDL Trados) to store and retrieve terms and their associated data. Emphasis is given to practice on the TMS so that students understand the possibilities offered by a Translation Memory. They also learn how to set up and populate a termbase (basic functions) and use the memory system in conjunction with a word processor. The ultimate purpose is to enhance students' technological skills, help them increase productivity, and organize their work more efficiently.

Code: TR09, Credits: 3

**Specialized Translation I / Practical III:** Introduces students to the various thematic fields within which translators operate and to the different translation contexts and genre-specific features pertaining to Specialized Translation. The course builds upon the theories and practices covered in other courses, and enables students to apply the strategies previously taught to the translation of specialized documents. Students are introduced to the research tools required to effectively address issues of terminology and specialized phraseology. Through practice, they are gradually familiarized with the steps of translating specialized texts in a range of different disciplines. Students are provided throughout the course with guided practice in extracting key information and in researching, analyzing and translating specialized texts at a professional level. The thematic structure of this course includes specialized translations from the fields of social sciences, commerce and law. The translation of literary texts is also introduced as a genre that merits separate analysis and attention.

Code: TR10, Credits: 3

**Specialized Translation II / Practical IV:** Introduces students to the various thematic fields within which translators operate and to the different translation contexts and genre-specific features pertaining to Specialized Translation. The course builds upon the theories and practices covered in other courses and enables students to apply the strategies taught earlier to the translation of specialized documents. Students are introduced to the research tools required to efficiently use terminology and specialized phraseology. Through practice, they are gradually familiarized with the steps necessary for translating specialized texts in different disciplines. Students are provided throughout the course with guided practice in extracting key information, researching, analyzing and translating specialized texts at a professional level. The thematic structure of this course includes specialized translations from the fields of business, technology and sciences.

Code: TR11, Credits: 3

**Community Translation and Interpreting**
This course aims at introducing students to Interpreting Studies focusing on community and consecutive interpreting. It examines interpreting through a comparison between translation and interpreting and highlights the interpreter's role as cultural mediator. Furthermore, the course presents the main characteristics of community interpreting and suggests ways of coping with the oral linguistic barrier. Students will be familiarized with the main theoretical aspects of interpreting studies and their practical application through the extensive use of pre-consecutive and consecutive exercises. The course will ultimately enable students to be maximally aware of the incoming speech and its meaning through a continuous analysis and re-synthesis of the oral message.

Code: TR12, Credits: 3

**Subtitling**
This course familiarizes students with the fundamental guidelines of subtitling and subtitling techniques and its overall relationship with translation. Students are presented with translational

problems in subtitling. They will develop the practical skills required to work as professionals in the field of subtitling.

Code: TR13, Credits: 3

**TR14 Dissertation**

This is a stand-alone course which challenges students to build upon competences acquired during the academic year, enabling them to demonstrate the wide range of theoretical and practical skills they have acquired throughout the program. Students are expected to synthesize practical and theoretical knowledge with a special focus on the topic of their dissertation. Successful completion of this module demands close cooperation between student and supervisor. Good organizational skills coupled with research and planning skills are crucial for successfully completing the dissertation. The dissertation is supervised by an appropriate member of the MAT faculty of Hellenic American University.

Code: TR14, Credits: 3

## Conference Interpreting Course Descriptions

## PG MACI Core Curriculum Required (33 Credits / 11 Courses)

**Introduction to Interpretation Theory:** Provides an introduction to the theoretical premises that underpin interpretation practice. The course provides insight to the differences between translation and interpretation and introduces students to the disciplines involved in interpretation. Topics covered include cognitive science, linguistics, discourse studies, sociolinguistics, and communication. (This is a non language pair-specific course)

Code: CI01, Credits: 3

**Introduction to Interpretation Practice:** Provides students with a solid background in the practical framework of interpretation. This module prepares students for the actual practice of interpretation in their respective language pairs by introducing exercises in voice coaching, public speaking, terminology, and resources for interpreters. (This is a non language pair-specific course)

Code: CI02, Credits: 3

**Consecutive Interpretation I:** Introduces students to the basic skills involved in handling consecutive interpretation situations. Training will involve various tasks and texts of escalating difficulty in terms of length and level of technicality. Students learn to handle speech up to 3-5 minutes long and are introduced to techniques of note-taking. (This is a language pair-specific course)

Code: CI03, Credits: 3

**Summarizing for Interpretation:** This course offers practical exercise in the practice of summarizing for interpretation purposes. It examines strategies of retrieving useful linguistic information and/or terminology/phraseology from a source utterance with an aim or reconstructing an equal meaning in the target utterance. Texts of professional standards are employed for summarizing purposes. Students are also evaluated on their skills of performing the summarizing task while taking into account parameters such as discourse, context, and register.

Code: CI04, Credits: 3

**Oral Speech:** This course offers the opportunity to participants to organize and prepare for public speaking. This course is a form of "oral lab" with an aim of preparing future interpreters for public exposure. Exercises include memory retention techniques, practice of fluency to the target language, speech density, stress management, specificity and accuracy of terminology and phraseology.

Code: CI05, Credits: 3

**Interpretation as a profession:** This course is an introduction to the profession of interpreters and to the various professional settings for interpretation. Students are taught communication strategies and client liaison techniques for every potential interpretation environment (business settings, conferences, institutions, EU institutions, etc.), as well as the ethics of the interpretation profession in local and international environments.
Code: CI06, Credits: 3

**Consecutive Interpretation II:** This course builds upon the issues raised and techniques acquired in the *Consecutive Interpretation I* course. Students exercise the techniques of note-taking, summarization, and memory retention, and are guided to handle more complicated consecutive interpretation situations.

Code: CI07, Credits: 3

**Simultaneous Interpretation I:** Provides students with a foundational background in simultaneous interpretation situations. The first in a series of three courses, Simultaneous Interpretation I introduces students to sight translation and begins to help them develop techniques which will lead to success in the task of simultaneous interpreting. (This is a language pair-specific course)

Code: CI08, Credits: 3

**Consecutive Interpretation III:** Builds upon the issues raised and techniques acquired throughout the Consecutive Interpretation II course. More specifically, students master the techniques of note-taking, summarization, and memory retention. The course develops students' self-confidence and equips them to handle consecutive interpretation situations. (This is a language pair-specific course)

Code: CI09, Credits: 3

**Simultaneous Interpretation II**: Develops techniques and revisits issues to which students were introduced in the Simultaneous Interpretation I course. More specifically, students are trained in booth techniques and team interactions, and they master coordination skills in order to produce fluent and effective speech in the target language. (This is a language pair-specific course)

Code: CI10, Credits: 3

**Simultaneous Interpretation III:** Builds upon the issues raised and techniques acquired throughout the Simultaneous Interpretation II course. In the third course of the Simultaneous Interpretation series, students are trained to handle various subject areas, styles and registers, and gain experience in working with long and information-rich texts. (This is a language pair-specific course).

Code: CI11, Credits: 3

## PG MACI Seminar Elective (3 Credits / 1 Course)

**Interpreting for the EU:** Focuses on the organization of the European Union institutions, the special skills required for working in such an environment, and the institutions' interpretation requirements. Throughout the course, professional interpreters and representatives of the various European institutions give lectures on the needs and skills required for working in this environment. (This is a language pair-specific course)

Code: CI12, Credits: 3

**Dissertation**

Code: CI13, Credits: 3

## Psychology Course Descriptions

**Foundations of Clinical Psychology**: examines the philosophic bases of clinical psychology and the helping relationship focusing on the foundational concepts necessary for working with individuals, groups, and families. Attention is given to the development of professional identity and client relationships.

Code: MSPsy501, Credits: 3

**Social and Cultural Diversity in Clinical Practice**: examines the importance of understanding cultural and ethnic attributes and the dynamics these attributes have on the clinical relationship. Attention is given to gender roles, ethnic groups, subcultures, urban and rural societies, cultural mores, and differing family life patterns.

Code: MSPsy503, Credits: 3

**Ethical, Legal and Professional Issues in Clinical Practice:** equips the entry-level clinician with an understanding of the variety of ethical dilemmas faced in clinical psychology. Students will learn an ethical paradigm with which effective counseling can be practiced. Students will study legal precedents that have been established in the clinical field. This course will stimulate students' self-awareness of personal, values, and multicultural issues concerning ethical decision making.

Code: MSPsy505, Credits: 3

**Developmental Psychology Across the Lifespan**: provides an overview of developmental psychology from a life-span perspective. The topics include: basic concepts and theories of human development; research methodology and issues in the study of developmental change; biological, environmental and social influences on development; processes of physical development over the life-span; attachment and emotional development; development of personality and social relationships and psychopathology from a developmental perspective.

Code: MSPsy510, Credits: 3

**Psychopathology and Diagnosis**: focuses primarily on Axis I disorders, including unipolar and bipolar disorders, psychotic disorders and anxiety disorders and examines the intersection between Axis I and Axis II disorders. The course emphasizes diagnostic and therapeutic issues at an applied level through research finding, case analyses and clinical material from real cases.

Code: MSPsy512, Credits: 3

**Clinical Interviewing and Consultation**: provides students with the didactic foundation and practical experience to develop basic clinical skills that are vital for clinical interviewing and psychotherapy. Relevant theory and research will be reviewed that will help students learn how to (a) empathically listen to clients' concerns, (b) conduct a thorough clinical interview, and (c) describe and implement a range of core interventions to ameliorate clients' presenting problems. Specific clinical skills will be discussed, applied, and practiced throughout the semester. Special emphasis will also be given to learning how to work with clients of diverse backgrounds. Additionally, speciality interviews such as the Mental Status Examination, crisis intervention, and Motivational Interviewing will be studied.

Code: MSPsy520, Credits: 3

**Clinical Assessment Instruments**: gives the student "hands-on", practical training in the process of clinical assessment in the mental health profession. It will include an introduction to the science and art of clinical assessment as a foundation for the actual practice of assessment in a clinical setting. The focus will be on the use of assessment techniques, such as interviewing and psychological testing, in a professionally and ethically responsible manner. The course includes an experiential component in which the student will develop beginning skills in the use of clinical assessment techniques. As a graduate level course in clinical assessment, it is assumed that the student is familiar with various conditions of psychological disorders to be assessed and has mastered the content of a graduate level course in psychopathology.

Prerequisite: MSPsy520 or permission of the instructor
Code: MSPsy521, Credits: 3

**Career Counseling and Lifestyle Development**: Career development theories; current career trends, concerns, and programs/interventions for diverse client populations; career counseling strategies, tools, and resources (including Web-based resources); facilitation of client awareness, choice, and action with respect to career-related issues and integration of career counseling with mental health. Emphasis is on developing a broad view of career as lifestyle, the mutual impact of career and cultures, and the practical application of theory and information in a professional counseling context.

Code: MSPsy522, Credits: 3

**Career Counseling Practicum**: This practicum experience provides Clinical Psychology candidates with direct experience in applying interviewing and career counseling skills. Through working in the HAUniv. Counseling Center, both current HAUniv students and the general public may benefit from the provision of this service. Clinical Psychology students work as career counselors with individuals seeking out career help under the direct supervision of Clinical Psychology core faculty members. This course requires that Clinical Psychology students interview, assess, interpret and write a report for every client seen. An informing conference for client feedback and finalized assessment report will complete the case. Faculty will use a combination of group sessions and individual supervision meetings to guide, role model and allow students to learn from each others' experiences.

Prerequisites: MSPsy520 and MSPsy522.
Code: MSPsy523, Credits: 3

**Cognitive Behavioral Psychotherapy I**: This first course in cognitive-behavioral approaches to clinical psychology focuses upon Behavior Therapy. Students will discuss learning theory and develop skills in the basic techniques of assessment and therapy using applied behavior analysis (ABA) for contingency management and the skills of relaxation training and imagery enhancement as part of systematic desensitization procedures and the varieties of exposure therapy

Code: MSPsy524, Credits: 3

**Cognitive Behavioral Psychotherapy II**: In this second course of the cognitive behavioral sequence, students learn cognitive restructuring based theories and techniques of Ellis' Rational Emotive Behavior Therapy and Beck's Cognitive Therapy. In this second year course, students will have supervised practica in the HAUniv. counseling center where they will work with clients from the HAUniv and/or local communities and apply their skills in cognitive behavioral therapy.

Prerequisite: MSPsy524
Code: MSPsy525, Credits: 3

**Cognitive Behavioral Psychotherapy III**: The third course of the cognitive behavioral sequence focuses upon "third wave" approaches to therapy such as Dialectical Behavior Therapy, Acceptance and Commitment Therapy, and Mindfulness Meditation. Clinical Psychology students continue with supervised practica in the HAUniv counseling center working with clients from the HAUniv and/or local communities.

Prerequisite: MSPsy525
Code: MSPsy526, Credits: 3

**Couples and Family Counseling**: provides an overview of the theory and practice of family counseling/therapy since its inception. Major systemic theoretical orientations will be explored with a clear emphasis on the cognitive behavioral perspective. An emphasis will be placed on the area of application of family theory to practice through use of videotapes and family treatment planning and simulated clinical sessions. Students will increase skills in critical thinking of assigned reading and self-awareness of the influences in adult life of family-of origin dynamics. Behavioral couples therapy, applied behavior analysis and problem solving models will be practiced in class and applied, when appropriate, during practicum experiences.

Code: MSPsy528, Credits: 3

**Approaches to Group Psychotherapy**: An applied course in group dynamics, group counseling, and group counseling and group psychotherapeutic principles and techniques that focus on student participation in various types of group experiences, student understanding of the objectives, rationale, and underlying theory of alternative group models. This course will also review group counseling and therapy issues related to addictive behaviors.

Code: MSPsy529, Credits: 3

**Counseling for Chemical Dependencies**: an overview of etiological and treatment issues regarding substance abuse with an emphasis on alcohol abuse. Different models available to understand and treat substance abuse. Students will learn to conceptualize substance abuse from differing theoretical perspectives and then integrate these models into a biopsychosocial approach to understanding and treating abuse and addiction. Primary skills will focus upon assessment and diagnosis of these disorders followed by working with the problems of personal denial and resistance, as well as the family and/occupational difficulties that often accompany these problems. Additional topics will include motivational interviewing, treatment planning, and community sources of support.

Code: MSPsy530, Credits: 3

**Statistics and Hypothesis Testing:** This foundation course covers topics such as exploratory data analysis, sampling and probability theory, statistical inference for hypothesis testing for one and two samples, ANOVA, correlation and power.

Code: MSPsy540, Credits: 3

**Research Methodology and Evaluation:** In this survey course students will learn the basic methodology of empirical research. Topics include types of variables and research design, procedures, instrumentation and other forms of data collection. Methods applied to program evaluation will be discussed. Masters' candidates are expected to generate properly written research proposals, according to American Psychological Association standards, which will result in an actual study as the basis for a final thesis project.

Prerequisite: MSPsy540
Code: MSPsy541, Credits: 3

**Thesis Research and Completion:** Following the successful completion of PSY 541, masters' candidates will carry out research projects based upon the proposal generated in that class. Data are to be collected and analyzed using proper methods. To successfully complete the course, the masters' candidate will present a fully written publication manuscript, containing all article sections, as specified by the Publication Manual of the American Psychological Association. When this work is found satisfactory to the faculty of the MSPsy program then the candidate is acknowledged to have completed this graduation requirement.

Prerequisite: MSPsy541
Code: MSPsy542, Credits: 3

**Internship Seminar I** -- **Community Placement**: Clinical Psychology candidates are required to participate in an internship for a minimum of 600 hours of supervised counseling practice in an agency or similar community based setting. This seminar will accompany the internship placement where professional issues such as topics of institutional change, structure, supervision, etc. may be addressed.

Under the guidance of the clinical site supervisor, the candidate will apply clinical theory to practice and use appropriate clinical techniques. Candidates are expected to follow APA ethical guidelines. Typically students will serve as interns for a minimum of 9-12 months to acquire sufficient time to fulfill this internship requirement. This requirement will be completed by taking MSPsy551 in sequence following the completion of this course. All placements are to be approved by the director of the Clinical Psychology program.

Prerequisites: All foundation and core requirements and permission of the program director.
Code: MSPsy550, Credits: 3

**Internship Seminar II – Completion:** This class is a continuation of the required internship for Clinical Psychology candidates as specified in course MSPsy550. Interns must serve a minimum of 600 hours of supervised counseling practice in an agency or similar community based setting. This seminar will accompany the internship placement where professional issues such as topics of institutional change, structure, supervision, etc. may be addressed.

Prerequisites: MSPsy550
Code: MSPsy551, Credits: 3

## Ph.D. AL Course Descriptions

### Program Ph.D. AL General Modules (24 Credits / 8 Courses)

**Quantitative Research Methods:** Supports Ph.D. students in meeting the diverse challenges of planning and executing quantitative research in Applied Linguistics. The course provides an introduction to relevant research methods and statistical concepts and establishes potential connections with action research and other projects that students are developing for the Ph.D. thesis. The course provides examples of research plans, instruments, and data, and provides hands-on practice to develop students' abilities to use SPSS for statistics. Students also learn to write up findings of quantitative analyses in formal academic style.

*Code: DAL01, Credits: 3*

**Qualitative Research Methods:** The course will introduce students to the principles and practices of qualitative research and their application to research problems in applied linguistics. It pursues two aims: (1) to develop students' ability to critically appraise reports of qualitative research, and (2) to prepare students to conduct a qualitative study on an applied linguistic topic, or to further develop a study that is already under way. In order to meet both of these goals, the course places particular emphasis on how to coherently transform theory into research method. Topics to be addressed include research ethics and quality, ethnography, observation, interviewing, and analysis of talk, text, and visual data. Course requirements will include reading and discussion of methodological texts, reviews of reports on qualitative studies, and practical activities.

*Code: DAL02, Credits: 3*

**Discourse as Data: From Analyzing Discourse to Writing up the Analysis:** This course will pursue three goals. 1. to foster students' critical understanding of discourse analysis as a central, interdisciplinary approach in the social sciences; of its diverse disciplinary origins, theoretical orientations, methodological options, and relationship to historical and current intellectual paradigms. 2. To provide participants with practical experience in conducting discourse analysis, including data collection, transcription, analysis, and preparing a research report. 3. To explore discourse analysis as an approach to diverse research problems in applied linguistics.

*Code: DAL03, Credits: 3*

**Critical Applied Linguistics:** This course will address and examine the notion of 'critique', define it as a particular form of analysis - a methodology therefore - and show how it can be deployed to develop anti-hegemonic accounts of current sociopolitical phenomena and processes. We will focus on the creative, 'unthinking' aspect of critique, on the aspect of epistemic solidarity, the need to take no single established framework for granted, and the demand for adequacy in establishing the facts of our cases. The points of departure, technically, will be (a) ethnography, (b) narrative analysis and (c) linguistic landscaping, and each time we shall attempt to reconstruct - or restore - voices 'from below'. The fields of deployment are (i) informal learning processes; (ii) asylum seekers' narratives and (iii) contemporary 'superdiverse' linguistic landscapes.

*Code: DAL04, Credits: 3*

**Communication Across Cultures:** This two-week core course provides a theoretical and methodological framework for studying the relation of language and culture in cross-cultural communication. The course addresses issues of communication as discourse and interrogates on the role of discourse as connection and narrative. Furthermore, the course looks into culture as historicity and subjectivity;

imagined community, social identity, identification, memory and asks how culture is produced and reproduced through discourse. Issues of Social and cultural capital, affiliation, inheritance, expertise; schemas, frames, metapragmatic models are contributing to the formulation of a clear understanding of discourse.

*Code: DAL05, Credits: 3*

**Different Perspectives on Discourse Analysis:** Increasingly, discourse studies play a role in the research program of a number of fields, including applied linguistics. However, not only is there no overarching theory common to all discourse studies, but due to the complexity of situated language use, a wide variety of methods exist to analyze the structure and functions of discourse. The purpose of this course is to provide students with a basic understanding of a few of the major perspectives of discourse analysis. Through lectures and working with real data, students will both learn what assumptions underlie a perspective as well as experience first-hand the task of collecting data and drawing conclusions. While not covering all perspectives, the course is intended to provide students with a sound foundation for future work in this area.

*Code: DAL06, Credits: 3*

**Text-Discourse-Genre:** This course unit will explore how texts of different kinds, mono- and multi-modal, are constructed in the context of particular domains and sites of communicative use; how they evidence the conventions of particular genres; and how, as discourses, they reflect and serve to underscore the personal, ideological and social purposes of their author(s). Domains and sites to be chosen will depend on the interests of participants, but will include both educational and professional fields, and will take into account the conditions of production and reception of such texts.

*Code: DAL07, Credits: 3*

**Applied Linguistics Research Seminar (with introduction to the 3 strands):** This course gives an overview of the most important issues in mainstream applied linguistics research. It will cast a critical glance at the seven previously offered core courses, guiding students towards formulating tentative plans for their research orientation in the future. The course will also introduce students to the three strands supported by discipline-specific seminars: Second Language Education (SLE)/Intercultural and Professional Communication (IPC)/Translation and Interpreting (TI).

*Code: DAL08, Credits: 3*

### Program Ph.D. AL Research Seminars (9 Credits / 3 Courses)

**Current Issues in Second Language Education (SLE):** Examines various methodologies, both current and historical, used in the teaching of English as a Second Language. It provides an understanding of the principles underlying current teaching practices and raises awareness of the range of methodological options available to language teachers. The course considers the value of teaching methods in language teacher education, taking into consideration the current "post-method" condition of TESOL theory. It also introduces the notion of teacher research and action research, providing opportunities for further inquiry in TESOL and teacher education.

*Code: SLE1, Credits: 3, Prerequisites: DAL 01-DAL08*

**Current Issues in Assessment in SLE:** Provides an introduction to the fundamental principles of the construction of language assessments in the context of language programs. The course examines how assessments are designed, developed, administered, and scored. It also looks at the collection and analysis of quantitative data used to provide evidence in support of validity claims. This course is both

theoretical and practical in nature, enabling students to pursue their interests in testing research and development.

*Code: SLE2, Credits: 3, Prerequisites: SLE1& DAL 01-DAL08*

**Designing Dissertation Proposals: Critisizing Published Research (for SLE):** Provides an overview of research methods in Applied Linguistics and explores key issues in designing and implementing research projects. In this course, students cultivate a critical stance towards published research monographs and articles as they prepare to make their own research contributions. Students learn to identify appropriate qualitative and quantitative research methods when addressing particular questions in applied linguistics research. Students are introduced to possible Ph.D. research topics and explore the relevant methods, applications, and implications of this research. This course provides guidance to students in the SLE strand for the formulation of their dissertation proposals.

*Code: SLE3, Credits 3, Prerequisites: SLE2 &DAL 01-DAL08*

**Current Issues in Intercultural and Professional Communication (IPC):** The course provides a differentiated understanding of intercultural communication and professional discourse in contemporary professional settings. It examines: i) different approaches to intercultural communication and professional discourse, Linguistic anthropology, Cross-cultural social psychology, Ethnography of speaking, Intercultural Pragmatics, Interactional sociolinguistics, Cultural/Gender Studies, (Management) Communication, Corpus based approaches, ii) the communicative settings that have been explored so far and the types of data and methodologies deployed to do so , iii) the distinction between cross-cultural and intercultural communication and its relevance in contemporary professional contexts resulting from globalization and aided by the widespread use of new media (i.e. ICTs). Drawing on data from empirical studies into various cultures the course addresses the extent to which interculturality is made relevant in encounters between different cultures, the degree to which professional cultural expertise is claimed by non-members of the culture and the way in which presumed cultural experts enact cultural membership in professional settings.

*Code: IPC1, Credits: 3, Prerequisites: DAL 01-DAL08*

**Intercultural Communication & Professional Discourse** This course unit will focus on how communication among and between cultures impacts on how professional discourse is produced and understood by participants in interaction. "Culture" is understood here to imply diversity in terms of ethnicity *and* in terms of workplace organization. Themes explored in the course will include: issues of identity and membership; rapport management in interaction; interpersonal attitudes and beliefs; impression management; professional expertise as an intercultural achievement; misunderstandings; trust as a core value; the evaluation of intercultural competence. Sites focused on in the course unit will depend on participant interests but may include *inter alia* those of business and management studies, education, public policy, personnel management, health and social care.

*Code: IPC2, Credits: 3, Prerequisites: IPC1&DAL 01-DAL08*

**Designing Dissertation Proposals: Criticizing Published Research (for IPC):** Provides an overview of research methods in Applied Linguistics and explores key issues in designing and implementing research projects. In this course, students cultivate a critical stance towards published research monographs and articles as they prepare to make their own research contributions. Students learn to identify appropriate qualitative and quantitative research methods when addressing particular questions in applied linguistics research. Students are introduced to possible Ph.D. research topics and

explore the relevant methods, applications, and implications of this research. This course provides guidance to students in the IPC strand for the formulation of their dissertation proposals.

*Code IPC3, Credits: 3, Prerequisites: IPC 1 & IPC2 DAL 01-DAL08*

**Current Issues in Translation and Interpretation:** This course will begin with an overview of the development of translation and interpreting studies. It will then explore key areas such as equivalence in meaning, translation strategies and procedures, genre and text type, and the features of translated language. A special focus will be on discussing problems of applying English-based discourse and text analysis models to the analysis of multilingual communication. The latter part of the course will look at the socio-cultural context of translation and interpreting and the way in which they are part of a powerplay which may lead to ideological distortion in a text and/or the suppression of the discourse of lesser-used languages. Particular attention will be paid to the role of the translator/interpreter as an interested intervener (e.g. in scenarios ranging from local healthcare interpreting to interpreting in conflict zones to conference interpreting for international organizations) rather than as a transparent conduit of information. Consideration will also be given to the impact of new modes of translation (audiovisual translation, machine translation, crowdsourced translation, manga scanlation, etc.). Under the guidance of the tutor, students will be expected to gather their own examples of translation and to develop a specific project throughout the course.

*Code: TI1, Credits: 3, Prerequisites: DAL 01-DAL08*

**Translation-Cognition-Technology:** This course touches on the relationship of cognition with translation and interpretation competence. It focuses on the process of translating and looks at the so-called "black box" i.e. the Translator's/Interpreter's mind. Emphasis is placed on analyzing how translation and interpreting stages can be isolated, how translator and interpreter competence can be analyzed. Also, the course addresses issues of technology, machine translation and terminology for translation purposes.

*Code: TI12: Credits:3, Prerequisites: TI1&DAL 01-DAL08*

**Designing Dissertation Proposals: Critisizing Published Research (for TI):** Provides an overview of research methods in Applied Linguistics and explores key issues in designing and implementing research projects. In this course, students cultivate a critical stance towards published research monographs and articles as they prepare to make their own research contributions. Students learn to identify appropriate qualitative and quantitative research methods when addressing particular questions in applied linguistics research. Students are introduced to possible Ph.D. research topics and explore the relevant methods, applications, and implications of this research. This course provides guidance to students in the IPC strand for the formulation of their dissertation proposals.

*Code TI3, Credits: 3, Prerequisites: TI1 & TI2DAL 01-DAL08*

## Program Ph.D. AL Dissertation

At the end of the taught part of the course, students will be required to write a dissertation on a topic that will be agreed with their supervisor. Advice and guidance is given in formulating and refining the research topic, conducting research, analyzing data, literature review, and documentation of sources. The dissertation offers students the opportunity to carry out independent research in an area of their interest, and to apply the knowledge and the skills they have acquired to the investigation of a particular issue or problem.

*Code: DAL61, Credits: 12*

PG Ph.D. Project Papers (7 Credits / 1 Course)

PROJECTS PAPER 1
*Code: DAL41, Credits: 1*

PROJECT PAPER 2
*Code: DAL42, Credits: 1*

PROJECT PAPER 3
*Code: DAL43, Credits: 1*

PROJECT PAPER 4
*Code: DAL44, Credits: 1*

PROJECT PAPER 5
*Code: DAL45, Credits: 1*

PROJECT PAPER 6
*Code: DAL46, Credits: 1*

PROJECT PAPER 7
*Code: DAL47, Credits: 1*

*PG Ph.D. Qualifying Papers (6 Credits / 1 Course)*

QUALIFYING PAPER I
*Code: DAL51, Credits: 3*

QUALIFYING PAPER II
*Code: DAL52, Credits: 3*

PG Ph.D. DISSERTATION 12 Credits / 1 Course)

DISSERTATION
*Code: DAL61, Credits: 12*

# Board of Trustees

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## Business and Information Technology

### Full & Part-Time Faculty

**Dimitris Apostolidis** holds a Ph.D and a M.A in International Relations from Boston University, Boston, Massachusetts, and a B. Sc in Accounting and Finance from the American College of Greece, Athens, Greece. He has served as adjunct faculty at Boston University and Northeastern University teaching courses on European Integration, European History, International Law and International Organizations. Following a brief rapport with the business sector working for Fidelity Investments, he joined the Cambridge Foundation for Peace, a non-profit public charity dedicated to sustainable peace building in Southeastern Europe and the Eastern Mediterranean. The Foundation, working from the vision that peace is an open ended process that requires the participation and cooperation of all sectors of society, concentrated its efforts on three principle areas: inter-cultural cooperation, democratization and economic development. As the Foundation's Program Director he was responsible for two defining projects: Mass Media and Communal Pluralism in Kosovo: An Independent Newspaper for the Serb Minority, and Cyprus Media Net: Technology in the Service of Peace Building. At Hellenic American University he has been teaching undergraduate and graduate courses in the humanities and business. He currently serves as the Director of Student Affairs.

Research Interests: European integration, international law, and corporate global responsibility.

**George Bravos** received the Electrical Engineering and Computer Science diploma of National Technical University of Athens (NTUA) at 2002 and the PhD of University of Piraeus at 2008. From 2002 to 2008 he worked as a research engineer in University of Piraeus in several international research projects. From October 2009 to 2013 he worked as a scientific assistant – professor at the Technical Educational Institution of Chalkida, Greece. From October 2013 he worked as a post – doc researcher and adjunct lecturer in Harokopion University of Athens (HUA). He has been teaching computer architecture, analog and digital circuits, computer networks, antennas and propagation algorithms, system analysis etc. Research interests include the design of wireless networks in the sense of developing novel and energy - aware applications. Based on the participation in numerous research and development efforts at an international (world-wide) level, he has been specialized in designing, developing and validating services and algorithms based on cooperative wireless networks and energy – aware systems, in the areas of intelligent transportation systems (ITS), Personal Area Network systems, and Energy – aware telecommunication applications. Member of IEEE and member of the Technical Chamber of Greece.

**Triant Flouris** received his Ph.D. from the University of South Carolina,. Prior to joining HAUniv, he was Dean for the School of Aviation Sciences at Daniel Webster College, Nashua, NH, USA and professor of aviation management. Dr. Flouris has served in various faculty and administrative positions (graduate program director, department chair, as well as research institute director) in universities in New Zealand, US and Canada and has extensive experience in strategic planning and higher education administration. He is the author of six books, over two hundred refereed journal articles, book chapters, scholarly articles, and public reports. He is a certified professional pilot and flight instructor and holds concurrent appointments as research associate at the Mineta Transportation

Institute, San Jose State University, California, as well as instructor for the International Air Transport Association. At Hellenic American University he is Provost & Chief Academic Officer.
Research Interests: Project Management, Sustainability Risk Management, Aviation Management, International Aviation Policy, Strategic Management.

**Damian Giannakis** holds a Ph.D. in Marketing from the University of Strathclyde, Glasgow, Scotland, UK. He has extensive business experience that includes 26 years of working in marketing managerial positions in the Greek Insurance industry and in Greek and International capital markets. At Hellenic American University he has been a full-time faculty member since 2004, having served as Director of Marketing for three years and continues to serve on the Marketing and Student Affairs committees. He teaches courses in marketing, and management in both undergraduate and graduate business programs.
Research Interests: Relationship Marketing, HRM, Business Partnering, Social Marketing

**Eileen Hoesly** earned an M.B.A. with a Concentration in Marketing from Portland State University, and received a B.A. in Political Science with a Minor in Business Administration from the same university. She has served in various faculty positions and held the rank of Professor in the School of Business and Global Studies at the University of La Verne's Athens Campus, where she was also the Chair of the Undergraduate Business Program. She taught for the University of Maryland for 15 years and was a visiting scholar at the Imperial College School of Management in London. Throughout her academic career she has been involved in undergraduate and graduate program development, and taught at both levels in the areas of Marketing, Corporate Finance, and Strategic Management. She also has extensive experience in higher education administration in several universities. Apart from her academic career, Ms. Hoesly has been active in consulting for a variety of firms in different industries, including multinationals such as AT&T and Eli Lilly, and served as the President of the Board of Education for a leading American international school for several years. She is an active member of BioPolitics International. At Hellenic American University she has served multiple roles including Director of Admissions, Director of Undergraduate Programs, and Registrar, and continues teaching in both undergraduate and graduate business programs as well as directing the Office of International Students and Programs.
Research Interests: Global Strategy, Cross-cultural management, International Marketing, Sustainable Community Development

**Konstantinos Kalligiannis** received his Ph.D. in Airline Marketing from Cranfield University, UK. He also holds a M.Sc. in Airport Planning and Management from Loughborough University, a MSc in Air Transport from Cranfield University and a B.A. in Business Administration from the University of Luton. Prior to joining Hellenic American University, he was a Visiting Professor for International Marketing at the School of Aviation Sciences at Daniel Webster College, Nashua, New Hampshire in the U.S. Dr. Kalligiannis is also an aviation consultant and has played a key role in major and challenging projects of the global aviation industry, such as the Master Plan Development for the New Lisbon Airport; the Privatisation of the Portuguese airports; the Certification and Operational Readiness and Transfer for the New Larnaka Airport; the Capacity Assessment for the New Delhi Airport and other projects for major international airports (e.g. Athens International Airport, Johannesburg, etc). He is also the author of several journal articles in Marketing and Aviation. At Hellenic American University he is currently an Assistant Professor in the business programs, and also serves as the Coordinator of the PMBA program.
Research Interests: Branding, Marketing, Strategy Development, International Business, Aviation Management, Airports

**Panagiotis Karampelas** holds a PhD in Electronic Engineering from the University of Kent at Canterbury, UK. He also holds a Master of Science from the Department of Informatics, Kapodistrian University of Athens and a Bachelor degree in Mathematics from the same University. He has worked

for 3½ years as an associate researcher in the Foundation for Research & Technology-Hellas (FORTH), Institute of Computer Science, and several years as a user interface designer and usability expert in several IT companies designing and implementing large-scale information systems. He has also participated in many European research projects and published a number of articles in his major areas of interests. He serves as an associate editor in the Social Network Analysis and Mining journal and reviewer in various scientific journals and conferences in his fields of interests. At Hellenic American University he has served as the Director of Information Technology Programs and currently directs the Business & IT programs. He teaches IT courses including human computer interaction, programming and databases in both undergraduate and graduate programs.
Research Interests: Human-computer interaction, mobile technologies, information visualization, social network analysis and mining, electrical management systems

**Konstantinos Liakeas** holds a degree in Mathematics from the University of Athens and an MBA with specialization in e-commerce from Athens University of Economics and Business. He holds professional certifications in Project Management (PMI), Business Analysis (IIBA) and Service Management (ITIL). He joined Hellenic American University as the MBA Coordinator in September 2014. He also works as IT director in Eurolife ERB SA. His main areas of responsibility are ICT strategy design and implementation as well as management of strategic programs. Before Eurolife he has worked as e-business manager in Millennium Bank and Geniki Bank – Société Générale where he designed and managed e-banking, call center and ATM solution implementations. Previously he had worked for Microsoft as a senior consultant for the financial sector, for Eurobank ERB.

**Menelaos Makrigiannis** holds a Professional Master in Business Administration (P-MBA) from Hellenic-American University. He also holds a Master of Science (MSc) in Data Communication & Software with Distinction, a Post-Graduate Certificate in Education (PgCERT), and a Bachelor degree in Electronics and Communication Engineering (BEng Hons) from Birmingham City University. He has joined the Hellenic American University in October 2006 as an Assistant Professor. He also works at SiEBEN Innovative Solutions as a Business Development Manager. His main areas of responsibilities are the new business of the company, alongside with the company's large accounts. In addition he acts as the Product Manager of the company's partners, such as Cisco and EMC. He has been a Cisco instructor for a variety of Cisco courses (CCNA/ CCDA /CCNP/CCVP/Wireless/Security/CSE) since October 2003. He holds a number of Cisco certifications and he has been a Member of the IET since February 2004. Prior to his return to Greece he worked in the United Kingdom at Birmingham City University as Senior Technologist Lecturer, at Open University UK as an Associate Lecturer, and at Josiah Mason College (JMC Birmingham) as a Part-time Lecturer. At his spare time he enjoys socializing with friends, playing squash, reading and watching football matches.
Research Interests: Data communications, unified communications, wireless and mobility.

**Christos Pavlatos** received his Diploma in Electrical and Computer Engineering from the University of Patras in 2002 and in 2007 he received his Ph.D. in Computer Engineering from the National Technical University of Athens. He has worked as Lecturer at Hellenic Air Force Academy and Panteion University of Athens. He has participated in many European and national research projects and published a number of articles in his major areas of interest. In particular, his research work has appeared in IEEE and ACM Conference Proceedings and in various journals such as the Computer Languages Systems and Structures, Journal of Intelligent and Robotics Systems and International Journal of Computational Intelligence. He has also published a book on Operating Systems. At Hellenic American University he has served as the Coordinator of the BSIT program and currently directs the IT programs, where he teaches courses in computer architecture, operating systems, programming languages, compilers and data mining.

Research Interests: Hardware/software co-design, embedded systems, computer architecture, syntactic pattern recognition and operating systems

**Sophia Protopapa** holds a Doctorate in Social Sciences from the University of Leicester, UK, an MA in Industrial/Organizational Psychology from the University of New Haven, Connecticut, USA, an MA in Mediterranean Studies from King's College London, UK and a Bachelor's degree in History from the American College of Greece. She is also certified as a strengths practitioner. Her doctoral research examined transfer of training on the job and the factors that affect individual employees during the process. Dr. Protopapa joined Hellenic American University as the Director of the Career Development Office of HAEC and as a member of faculty. She is also the coordinator of EU projects. She has been a lecturer in higher education since 2003 teaching Organizational Behaviour, SHRM, Organizational Communication, Business Ethics, Research Methods, Career Development. She is also a VET trainer with experience in the design and implementation of EU projects dealing with skills development, strengths based mentoring, and entrepreneurship in various sectors (culture and creativity, VET, tourism) and for different target groups (entrepreneurs, students, mentors, social workers, young offenders). She has participated as a researcher and trainer in several EU projects such as: Fresh Start, mENTERing, Educckate, LadyBizIT, FreeIt, Growing on Ethics.

Research interests: employee and executive well-being, eudaimonia in the workplace, employability skills for students and graduates, talents, strengths based career counselling.

**Ioannis Salamouris** holds a Ph.D. in Finance from the University of Manchester, in UK. Prior to that he received a M.Sc. in Accounting and Finance from the University of Essex, in UK and a B.Sc. from the Athens University of Economics and Business, in Greece. Upon completion of his studies he taught courses the University of Manchester, University of Piraeus, TEI of Piraeus) both at the undergraduate and graduate level. In addition, he has participated as a speaker and panel moderator in several international conferences, ("Change Management in European Enterprises" Athens, "FMA European Conference", Copenhagen, Denmark, 12th "Annual Conference of the Multinational Finance Society", Athens), presenting research in the areas of accounting and finance. Ioannis Salamouris has published papers in the Journal of Managerial Finance and the Southeuropean Review of Business Finance & Accounting and written editorials for the economic newspaper *Oikonomia* and business magazines such as *HR Professional*. At Hellenic American University he teaches accounting and finance in both undergraduate and graduate programs.
Research Interests: Behavioral finance, financial decision making, portfolio analysis

**Evangelia Siachou** holds a Ph.D. in the field of Knowledge Management from Athens University of Economics and Business, an M.Sc. in Industrial Relations and Personnel Management from the London School of Economics (LSE) and a Bachelor's degree in International and European Studies from Panteion University of Athens. Her past work experience settings include the Strategic Planning Department of ATHOC (Olympic Games) as well as in the Human Resource Department of CDE under the aegis of European Commission in Brussels (Belgium). Her research work has been presented in various conferences including the Strategic Management Society, the European Academy of Management, the European Conference on Knowledge Management, among others. She has several years teaching in both undergraduate and postgraduate courses of Human Resources and Management Courses. Additionally, she has specialized in Learning and Teaching in Higher Education. She joined the faculty of Hellenic American University in 2010 as an Assistant Professor of Management and currently serves as the Coordinator of the BSBA Program.
Research interests: Knowledge Transfer and Acquisition, Business Model Innovation and Strategic Human Resource Management.

**Roxana Theodorou** holds a PhD in Academic Electronic Publishing from the Ionian University in Greece, an MA degree in Electronic Publishing and Communication from UCL in London and a BA in Archive and Library Science from the Ionian University. Her research has been published in several scientific journals (i.e. Journal of Academic Publishing, Libraries Management ets) and major conferences (IFLA, LIBER, QQML etc). In the past she has been teaching Librarianship for several years at the Ionian University, at the department of Archive and Library Science as an Adjunct Lecturer (Introduction to Information Science, Preservation and Conservation, Collection Management, Information Literacy and Resources etc) and has worked as a freelancer on several research projects (Modernization of the Central Library of the Ionian University, Books+ etc). At the Hellenic American University she teaches Information Literacy and Technology Basics and is also the Head Librarian of the University's Library.
Research Interests: Academic Publishing, Open Access, Information Literacy, Library Services, Economics of Publishing, and Institutional Repositories

**Leonidas Tzonis** is a Professor of Finance and the Chief Financial Officer (CFO) at Hellenic American University. He also leads Executive & Vocational Training Programs at the Hellenic American Union. Dr. Tzonis holds a PhD from the Newcastle Business School, UK (2006); an MSc in Finance and Investment (1999); a PG Certificate in Higher Education from the University of Durham (2005); and a BSc in Economics and Business Finance from Brunel University, UK (1998). He was a full-time member of the Business School Faculty at Durham University, UK (2002-2006), a visiting lecturer at the Singapore Institute of Management (2004/5), and a distance learning tutor for SOAS (University of London). As a consultant he works with firms in Greece, Northern Africa and Central Asia. He is a founding member and seats on the Board of Directors of AN INTERNATIONAL EDUCATIONAL CONSULTING Ltd and Co-founder and Vice-President of the International University of Libya, the first English-Speaking fully accredited Higher Education Institution in the Country.

Research Interests: Mergers and acquisitions, behavioral finance, and corporate financial decisions

## Adjunct Faculty

**Lara Bachmann** obtained a PhD degree in Communication Science at the University of Lugano in Switzerland. Prior to her PhD studies, she obtained a Masters degree at the same University in the technical branch of the Communication Science Faculty. In June 2010 she started working at the Hellenic American Union in the role of eLearning coordinator. She has been responsible for supervising, developing and promoting eLearning activities, administering courses on the Learning Management System (LMS) and creating additional online activities on 3D learning environments. She currently is director of eLearning at the Hellenic American University where she is responsible for training the instructors on online instructional design principles and on the use of the LMS, and has been teaching undergraduate and graduate courses in Information Technology.
Prior to this position, Dr. Bachmann was working as a digital marketing program manager at Cisco Systems, being responsible among other things for social networking, project management of web activities, and the development of innovative projects.
During her PhD studies, she was working as a researcher at the University of Lugano, implementing a large number of eLearning courses for adult learners. She was responsible for the requirements analysis and the development of courses on Blackboard, Moodle, and IBM Lotus Learning Management System.
Research Interests: eLearning, instructional design, copyright and privacy issues in information technologies, e-commerce, social media.

**Monika Bissell** received her Doctorate of Business Administration from Nova Southeastern University in Fort Lauderdale, FL. Dr. Bissell has been a full-time business faculty member at Plymouth State University in Plymouth, NH, and at Daniel Webster College, Nashua, NH, where she was also the Dean of Distance Education. Dr. Bissell served in the appointed position of Director of the Bureau of Education and Training for the State of New Hampshire, where she oversaw the organizational development function for the State of New Hampshire. She is currently the Associate Vice President for Distance Education and Professional Studies at Rivier University in Nashua, NH. Dr. Bissell has a 20-year history in education, where she has developed a strong background in student advocacy and support. She has extensive experience in distance education, academic program development and assessment, strategic planning, managerial consulting, and higher education administration.

**Dimitris Colettis** received a B.A. in Economics and a B.Sc. in Business Management from the University of La Verne, California where he also earned an M.B.A. His undergraduate academic awards include an Outstanding Student Award, and he is included in "Who is Who Among the Best Students in American Universities and Colleges." He has worked in multinational companies and since 1993 served in a variety of managerial roles and positions in the Greek financial industry. His expertise is in Financial Planning. Dimitris Colettis has been active in consulting for a number of firms, organized and delivered business seminars and has been a contributor and moderator at the Institute of Insurance Studies. He has authored articles published in various journals and magazines. He teaches business courses at Hellenic American University.

**Ioannis Dimopoulos** received his first degree in Computer Science from the University of Wales (UK) in 1993, then he continued his studies in the Essex University (UK) from where he received a BSc in Computer Science in 1995. He concluded his studies in the University of Cranfield (UK) from where in 1997 he claimed an MSc in Management Science and Computer Applications in Management Systems. His first employment was in 1999 as a business analyst in Bell Atlantic SA, and in 2000 moved in Toyota Hellas SA as a business analyst and responsible for the CRM, Business Intelligence, ERP and Inventory Systems. In 2004 he was employed by ECDL Hellas SA, initially as a business analyst and

later on as a quality manager and ICT manager. He has been a part time instructor in the British Hellenic College in Athens from 2000 up to 2004. Since 2008 he has established his own personal company, named Data Recta, which is specialized in the domain of Microsoft Dynamics CRM, Business Intelligence through Microsoft SQL Server and Office 365. Through the last four years he is certified by Microsoft as an expert in Microsoft Business Intelligence, Microsoft Dynamics CRM 2011, Licensing Management and Small Business Specialist.

**Philip Vos Fellman** is a graduate of the Yale School of Management and Cornell University. He is the author of over 150 publications in approximately eight fields, including international business and finance, applied mathematics, and quantum physics. Dr. Fellman is a well-known speaker on the subject of modeling terrorist networks and has addressed NATO, The Military Applications Society of INFORMS, The International Association of Electrical and Electronic Engineers (IEEE), the Academy of International Business, The North American Association for Computation in the Social and Organizational Sciences and several International Conferences on Complex Systems. He is a sometime member of the Academy of International Business and an active member of the New England Complex Systems Institute where in conjunction with Dr. Yaneer Bar-Yam (NECSI president), he completed a volume for Springer Verlag on using the tools of complex adaptive systems research to counter terrorism, insurgency, ethnic and regional violence. He was recently appointed as Special Advisor for Counter-terrorism to InterPortPolice (the International Association of Airport and Seaport Police.)

**Ioannis K. Gatzoflias** earned his B.A. in Business Administration in Anglia Ruskin University in Essex, he pursued an M.Sc. in Banking and Finance in Stirling University and an Ph.D. in the department of Economics of Stirling University. The area of his research was Financial innovation in the Banking sector in UK and US. During his research he was a teaching assistant in Micro and Macro economics. From 2001 till 2005 he was Head of Banking trends in the departments of Strategic Planning and Strategic Analysis of Egnatia Bank; from 2005 to 2009 he was Deputy Chief Financial Officer in Emporiki Credicom Bank; from 2010 on he serves as Chief Financial Officer in Electronet S.A. He has been teaching from 2002 onwards in distance learning postgraduate (MBA, M.Sc.) programs of British universities covering the areas of Economics, Finance, Accounting and Banking, and is a member of Adjunct faculty at Hellenic American University since 2007.

**Rick Johnson**'s M.S. in Information Technology Management is from Franklin Pierce University. His M.P.A. is through Golden Gate University. He earned his B.A. in Business Administration from the University of Puget Sound. He is in the dissertation phase of his Ed.D. studies with Rivier University. He served in the United States Air Force, where he held several security police and force protection assignments. His overseas duty stations included Saudi Arabia and the United Kingdom. His military career included a unique assignment, where he managed advanced electronic security systems acquisition activities, in partnerships with several U.S. defense industry companies. After concluding his career at the rank of Lieutenant Colonel, he entered private industry, serving in various information technology and industrial security leadership positions with MIT's Lincoln Laboratory, BAE Systems of North America, and Elbit Systems of America. Upon entering Academe in 2008, he became Daniel Webster College's first director for their B.S. in Homeland Security degree program. He subsequently designed Rivier University's B.S. in Transnational Security Studies degree program. His multi-discipline teaching experience includes business administration, information assurance, and national and international security courses. Rick holds the Project Management Professional (PMP) credential. He is a Certified Protection Professional (CPP) through the American Society for Industrial Security, International.

Research Interest: Adult foreign language acquisition and retention.

**Gerasimos Kontaxis** studied Computer Information Systems at the American College of Greece. He has an Apple and Microsoft Certified Trainer ID and has been teaching IT courses at the Hellenic American Union since 2005. He is also the coordinator for the IT exams at HAU and serves as a trainer for new employees. In addition to this he has experience of teaching Project Management for Aircraft maintenance at the Olympic Air technical base. His current research interests include Geographic Information Systems software and data mining.

**Nan Li** obtained the Master of Accounting Degree from Southern Illinois University Carbondale and passed the CPA qualification exam. He graduated from Nankai University in China with a B.S. degree in Management. He had previously worked as financial analyst and investment manager in China. Currently he works associated with Keller Williams Realty, focusing on investment properties and commercial properties.

**Robert M. McGeough** has spent over 30 years in Sales Management and Marketing, building brands, expanding markets and introducing new products. He earned his BS in Management in Lesley University, Cambridge, Ma, his MBA in Management, Plymouth State University, Plymouth, N.H. and he is a PhD candidate in Management, in Capella University, Minneapolis, Mn. He currently teaches Marketing and Management in Lasell College and Newbury College at the Graduate and the Undergraduate level and in SNHU and Antioch University at the Graduate Level.

**Andrew Michael** received his Ph.D. in Business Administration from Northcentral University and his Master of Arts degree in Economics from Northeastern University. Andrew Michael has over 20 years of experience teaching undergraduate business and M.B.A. level courses. Between 2011 and 2013, Dr. Michael was the main trainer for managers in Cyprus enrolled in the Certified Manager professional training program of the Institute of Certified Professional Managers (ICPM). While living in Cyprus, he was a consultant to small businesses and also served as president/manager of voluntary youth organizations. Dr. Michael is a member of the Editorial Advisory Board of the Journal of Organizational Analysis and serves as a reviewer for the academic journals Personnel Review and The International Journal of Human Resource Management. He has presented his research at various conferences and has served as chair for the HRM research track of the EuroMed Research Business Institute's (EMRBI) annual EuroMed conferences. He has also published in peer review journals and edited books.

Research Interests: humanistic management; corporate social responsibility; work life balance, work attitudes and motivation; emotional intelligence; political economy.

**Athanasios (Thanos) Moraitinis** holds a B.Sc. in Public Administration from Panteion University of Social and Political Sciences (Athens, Greece) and an MBA from Stratchlyde Business School (UK). He specializes in Business Strategy, New Product Development, Market Research, and Project Management (PMP certified by the Project Management Institute). His professional career spans over 10 years of international Product Planning and Product Management roles in leading multinational IT companies. As a consultant he collaborates with companies to advance their new product development processes. At the Hellenic American University he teaches Project Management, Strategy and Business courses, and New Product Development seminars.

**Konstantinos Pazalos** joined HAU in 2012. He holds a BSc in Business Administration from the University of Piraeus (GR), an MSc in IT Management and Organizational Change from Lancaster University (UK), and a PhD in Information System Management from the University of the Aegean (GR). He has published more than 20 original works in internationally recognized academic journals (Journal of Enterprise Information Management, Telematics and Informatics, International Journal of Operational Research, etc) and conferences (ECIS, MCIS EMCIS,PCI, etc) for which he has received

numerous citations. He has taught in the areas of Strategy, Management and Enterprise Applications. His research interests include Intelligent Information Systems, Enterprise Performance Management, IT Business Value and Customer Value Measurement. He has worked for more than 10 years in the private sector holding project management and director positions in US public listed organizations. At the moment, he is leading the technology team in the Greek branch of one of the largest consulting organizations globally.

**Dimitris Philippopoulos** holds a B.A. in Accounting and Finance from the Athens University of Economic and Business, and an International MBA from SDA Bocconi, Italy / Johnson Cornell, US Partnership. He is a partner in two Greek Companies, active in the Stationery and Fashion Industry and also specializes in the development of Business Plans. He teaches Macroeconomics at Hellenic American University.

**Eva Repouskou** received her Diploma in Architecture Engineering from the National Technical University of Athens in 2003 and a MA in 'Architectural Design, Space and Culture' from N.T.U.A. in 2005. In 2012 she received her Ph.D. in Architecture from N.T.U.A. She has worked as a teaching assistant at the Architecture School of N.T.U.A. and has contributed papers in two university publications, 'Research in Architecture' and 'Contemporary concepts and interpretive approaches to spatial design and production,' as well as in national and international online journals. She has also presented her research on contemporary design practices in one Greek and two international conferences. She practices architecture and has participated and awarded prizes in architecture and design competitions. She teaches architectural design, computer-based design, theory and practice of engineering.

**Ioannis Riakiotakis** received his Bachelor Degree in Electronics Engineering in 1999 from the University of Plymouth in the U.K. and his Master Degree in Communications and signal processing from the same University in 2001. He returned to Athens to work for the company STAT A.E., in which he worked on computer networking applications. In 2002 he became a PhD student at the computer science department of the National Technical University of Athens and he earned his PHD degree in 2009. During this time, he acquired extensive research and teaching experience. He is the author of five papers published in highly ranked international journals and of seven papers in IEEE/ACM conferences and workshops. He participated in the preparation and teaching of operating systems related courses of the Computing systems laboratory. Later he joined the company Solar Cube (Athens & Munich branches) in which he was working on different IT and engineering related areas (energy production, system monitoring, networking and system administration, development of novel applications of Photovoltaic energy).
Currently he is a developer at the Nokia Siemens Networks (NSN) in the Mobile broadband division, where he is working on the development and maintenance of networking components for the 3G cellular Packet-Core. At the same time he is undertaking research on the development of hybrid shared and distributed memory scheduling techniques for deployment on SMP clusters and on computational Clouds.

**Manolis Syllignakis** holds a Ph.D. in Finance and Econometrics from Athens University of Economics and Business, in Greece. Prior to that he received a M.Sc. in Finance and Econometrics from the Queen Mary University of London, in UK and a B.S. in International Economics and Finance from Athens University of Economics and Business, in Greece. He is a Global Equity Analyst at NBG Asset Management, responsible for designing models and present investment recommendations across all areas of the equity investment process (asset allocation, sector and stock selection, portfolio construction). Previously, he was an Alternative Investments Analyst responsible for identifying and perform quantitative and qualitative due diligence on UCITS hedge funds. He is an adjunct lecturer in Finance at Athens University of Economics and Business (A.U.E.B.) and published several articles in peer reviewed journals and has presented at international conferences. He has been certified as an

Investment Analyst and as a Portfolio Manager by the Hellenic Capital Market Commission. He teaches Finance at Hellenic American University.

**Vassos Vamvas** has more than 20 years of international professional experience in a broad spectrum of business fields including environmental engineering, industrial automation, construction, transportation, media, finance, energy and management consulting. He was a project manager with CDM in Boston, CEO of Innomedia in Boston, CEO of the Invest in Greece Organization, CEO of Themis Construction, General Director and member of the founding team of ALPHA TV, and General Director of the Hellenic Railways. Mr. Vamvas holds a Master's degree in electrical & computer engineering from the University of Massachusetts, Amherst, and has partially completed the requirements for a Ph.D. degree in industrial engineering & operations research at the same university. He was then accepted by and attended Harvard University's Kennedy School of Government's Master in Public Policy Program finally earning a Master's degree in Public Policy from the Massachusetts Institute of Technology (MIT), where he was also awarded a research assistant's position at the MIT Energy Lab and a teaching assistant's position for the graduate electrical engineering course in Stochastic Processes. His undergraduate degree is in electrical engineering from the University of Patras. Currently, he is a Senior Project Leader with a Boston headquartered management consulting firm, Baverstam Associates, and an Adjunct Professor at Hellenic American University where he teaches Strategy, Innovation & Entrepreneurship.

**Maria Xenofontos** is a PhD candidate (Faculty of Communication & Mass media studies, National & Kapodistrian University of Athens). Her working thesis examines communication strategies for political campaigns. She holds a Master Degree in Political communication & New Technologies (Faculty of Communication & Mass media studies, National & Kapodistrian University of Athens) and a BA in Journalism and Mass Media (Department of Journalism and Mass Media Communication, Aristotle University of Thessaloniki). She has been part of several academic research projects, published in academic journals, concerning the media content in Greece, the political communication strategies, the news strategies, the uses and gratification of social media and privacy issues. Currently, she is partner in Mediazones, a media analysis & communication agency, specialized in social media research and campaigns. Prior she has been working as senior media researcher for a media monitoring firm and as election campaign manager for political organizations.

Research interest: Media Content Analysis, Communication strategies & techniques, Political communication, News Management strategies, Social media campaigns, Social media analytics

## Visiting Faculty

**Reda Alhajj** received his B.Sc. degree in Computer Engineering in 1988 from Middle East Technical University, Ankara, Turkey. After he completed his BSc with distinction from METU, he was offered a full scholarship to join the graduate program in Computer Engineering and Information Sciences at Bilkent University in Ankara, where he received his M.Sc. and Ph.D. degrees in 1990 and 1993, respectively. Currently, he is Professor in the Department of Computer Science at the University of Calgary, Alberta, Canada. He has published over 300 papers in refereed international journals and conferences. He served on the program committee of several international conferences including IEEE ICDE, IEEE ICDM, IEEE IAT, SIAM DM; program chair of IEEE IRI-2008-2009-2010, OSINT-WM-2008-2009-2010, ASONAM-2009-2010, CASON-2009-2010, MS-2007-2009-2010. He is founding editor in chief of the Springer Journal of Social Networks Analysis and Mining, founding editor of Springer Series "Lecture Notes on Social Networks", Associate Editor of IEEE SMC- Part C and he is member of the editorial board of the Journal of Information Assurance and Security, Journal of Data Mining and Bioinformatics, Journal of Data Mining, Modeling and Management; he has been guest editor for a number of special issues and edited a number of conference proceedings. Dr. Alhajj's primary work and research interests are in the areas of Computational biology and bioinformatics, data mining, multiagent systems, schema integration and re-engineering, social networks and XML. He currently leads a research group of 10 PhD and 8 MSc candidates. Dr. Alhajj recently received with Dr. Jon Rokne donation of equipment valued at $5 million from RBC and Teradata for his research on Computational Intelligence and Bioinformatics research.

**Elias G. Carayannis** is Full Professor of Science, Technology, Innovation and Entrepreneurship, as well as co-Founder and co-Director of the Global and Entrepreneurial Finance Research Institute (GEFRI) and Director of Research on Science, Technology, Innovation and Entrepreneurship, European Union Research Center, (EURC) at the School of Business of the George Washington University in Washington, DC. He has consulted for a wide variety technology-driven organizations in both government and the private sector. Dr. Carayannis has several publications in both academic and practitioner journals and he has also published more than twenty books to date on science, technology, innovation and entrepreneurship. His teaching and research activities focus on the areas of strategic Government-University-Industry R&D partnerships, technology road-mapping, technology transfer and commercialization, international science and technology policy, technological entrepreneurship and regional economic development.

**Paul Emmanuelides** received his PhD in Business Administration from the Business School of the University of Southern California, Department of Management & Organization. He then worked as a Professor of Strategic Management at the SDA Bocconi Business School in Milan, Italy teaching Strategic Management courses at the graduate, PhD and executive level. His main teaching, research and consulting interests include Strategic Management, Organizational Change, Management of Innovation, Leadership, and Entrepreneurship. In parallel to his academic work, Dr Emmanuelides has extensive direct industry experience being the founder and main shareholder of Craft Breweries, the first Greek microbrewery.

**Yixin Liu** obtained her Ph.D degree in the field of finance from the University of Iowa, an M.S. degree in economics from Southern Illinois University Carbondale and a B.A. degree in economics from Nankai University. She joined the University of New Hampshire in 2007 and is currently an Associate Professor of Finance at the Peter T. Paul School of Business & Economics of UNH. She has taught various finance courses both at the introductory and advanced levels. Her research interests include

agency conflicts, costs of debt, capital structure and ownership structure. She recently received the SWFA Award for Best Paper in Corporate Finance (2013).

**Peter Yannopoulos** holds a Ph.D. from the Rotman School of Management, University of Toronto, in the field of marketing. Prior to this degree he received his MBA from the Rotman School of Management, University of Toronto, with a concentration in marketing and finance and a MA from York University in Toronto with a concentration in Economics. He is currently Professor of Marketing and Business Strategy at Brock University in St. Catharine's, Ontario, Canada. Dr. Yannopoulos has published widely in various academic and professional journals including the European Journal of Marketing, Journal of Product Innovation Management, International Marketing Review, Journal of Strategic Marketing, Journal of Business Research and numerous conference proceedings. His recently published textbook Marketing Strategy is used in various universities in Canada and around the world. His research interests are in the areas of marketing strategy, business models, managerial mental models, competitive dynamics, export marketing, and market entry.

# Arts and Sciences

## Full & Part-time Faculty

**Theodore Antoniou** joined the faculty of Hellenic American University in 2006 after being awarded Professor Emeritus status at Boston University. He is one of the most eminent and prolific contemporary music artists and has had a long career as composer, conductor and professor of composition at the University of Utah, Philadelphia Music Academy, Stanford and Boston Universities. He studied violin, voice, and composition at the National Conservatory in Athens, with further studies in conducting and composition at the Hochschule für Musik in Munich, and the International Music Center in Darmstadt. After holding teaching positions at Stanford University, the University of Utah, and the Philadelphia Musical Academy, he became professor of composition at Boston University in 1978. He has been recognized with ASCAP Awards for several years, and in 1991 he was awarded the Metcalf Award for Excellence in Teaching by Boston University. In 2003 the Ionian University conferred upon him an honorary doctorate. In 2004 the University of Vienna and the Alfred Toepfer Foundation of Hamburg, Germany, awarded him the prestigious 2004 Herder Prize, in recognition of his contribution to mutual cultural understanding and piece among the countries of South Eastern Europe. Theodore Antoniou's works are numerous and varied in nature, ranging from operas and choral works to chamber music, from film and theatre music to solo instrumental pieces - his scores for theatre and film music alone number more than a hundred and fifty compositions.

**Demetris Bogiatzis** holds a B.A. in English Literature from the Aristotle University of Thessaloniki, an M.A. in English from Winthrop University (USA), and a Ph.D. in English from Texas Christian University (USA). During his post-graduate studies in the USA, he served as a tutor at the Winthrop University Writing Center and taught composition at Texas Christian University, where he held a Teaching Assistantship. He also worked at New York College for seven years, where he taught a number of writing and literature courses and was the Head of the English Department from 2001 to 2006. He has also taught at the Technological Institute of Piraeus and at the Hellenic American Union, where he is an English teacher, test developer, and oral examiner. He has published articles on rhetoric and Modern British literature in American journals. He has also written four EFL textbooks and co-authored one more. At Hellenic American University he teaches courses on Shakespeare, the short story, 20th century theatre and contemporary American literature.
Research Interests: 20th century British and American fiction, 19th century British fiction, 20th century British and American drama, Shakespeare, and Creative Writing.

**Juliane House** received her B. Ed., M.A. and PhD degrees in Education and Applied Linguistics from the University of Toronto, Canada. She also holds a diploma in translation and international law from the University of Heidelberg, Germany. She was awarded honorary doctorates from the University of Jyväskylä, Finland and the University Jaume I, Castellón, Spain. She is Professor Emerita of Applied Linguistics at Hamburg University and Director of Programs in Arts and Sciences and Director of the PhD Program in Applied Linguistics at Hellenic American University. Her research interests are translation theory, contrastive pragmatics, discourse Analysis, intercultural communication and English as a global language. She has written and edited over 250 books and articles, among them A Model for Translation Quality Assessment, Translation Quality Assessment: A Model Revisited, Interlingual and Intercultural Communication, Cross-Cultural Pragmatics, Misunderstanding in Social Life, Multilingual Communication, Translation, Translational Action and Intercultural Communication, Convergence and Divergence in Language Contact Situations, and Globalization, Discourse, Media: In a Critical Perspective. Juliane House is Chair of Linguistics Programs and Director of the PhD in Applied Linguistics Program.
Research Interests: Translation theory, contrastive pragmatics, discourse analysis, intercultural communication, English as a global language

**Christine Irvine-Niakaris** has an MA in Teaching English as a Foreign Language, University of Reading, UK and a Doctor of Education degree (EdD) in TESOL Applied Linguistics from the University of Bristol. She has more than twenty years' experience in teaching and teacher training in Greece, the UK and at the British Council, Bahrain, and has taught graduate courses as a visiting professor at Saint Michael's College, Vermont, US. Dr. Irvine-Niakaris has also written several EFL textbooks and given presentations regularly at international conferences in Europe and the US. She is currently Professor of Applied Linguistics at the Hellenic American University, Manchester, NH, USA and Visiting Faculty member of the Hellenic American Education Center, Athens, Greece. Her current research is focused on teacher cognition for in-service teacher education.

Research Interests: Teacher Education, Curriculum Development, Language Assessment

**Adrianne Kalfopoulou** received her B.A. from Brown University in Comparative Literature, an M.A. in English Literature and in Creative Writing from New York University, and her Ph.D. in American Literature from Aristotle University Thessaloniki, Greece. She taught for several years in the University of Edinburgh's International Summer Schools program, and various workshops in Greece, as well as the University of La Verne's Athens branch campus. Her book publications include two poetry collections, a memoir, and a critical study on female discourses in founding American texts. She is the author of a scholarly work, *The Untidy House, a discussion of female discourses and the ideology of the American Dream* (Mellen Press 2000), two poetry collections, *Wild Greens* (2002), and *Passion Maps* (2009) both from Red Hen press, and a memoir *Broken Greek* (Plain View Press 2006). She has taught American and World Literature as well as Creative Writing in various universities including the University of LaVerne's Athens branch campus and the University of Edinburgh's Summer Schools Program. She has published essays, articles, and poetry in various journals including *The Beloit Poetry Journal Hotel Amerika, Room Magazine, Prairie Schooner*, and the *Spoon River Poetry Review*. Her current research includes a collection of essays on cultural dislocation and a scholarly monograph that explores the influence of Ralph Waldo Emerson on Sylvia Plath's poetry. She has served as the Director of Undergraduate Programs and helped develop the first General Education offerings at Hellenic American University where she teaches critical thinking, literature and interdisciplinary general education courses.

Research Interests: American and transnational studies, 19th century American enlightenment literature, cultural studies, 20th century American poetry, critical thinking, creative writing

**Themis Kaniklidou** obtained her PhD in Translation Studies from the University of Athens where she wrote her Thesis on Narrative Theory and News Translation. She has also an MA in Specialized Translation (distinction) from the University of Surrey where she gained specialization in translating technical and EU texts and a certificate in Interpreting from the same University. Dr. Kaniklidou obtained her BA in translation (2002) from the Ionian University of Foreign Languages – Department of Translation and Interpreting (working languages English, Greek, French). Since 2002, she has been working as a professional in-house and freelance translator and translated numerous financial, technical, EU and legal documents. Since 2006 she teaches courses in Translation Memories, Theory of Translation, Terminology Management, General and Specialized Translation. She is a member of the International Association for Translation and Intercultural Studies (IATIS). Her research interests lie in discourse analysis, translation studies, intercultural communication and narrative theory while and has participated in international conferences on translation and intercultural communication.

**Sophia Katsochi** obtained her B.A. in Linguistics, with a minor in foreign languages, from Deree College – The American College of Greece in Athens. She has also completed coursework towards a B.A. in Architecture from Kingston University in London. She holds an M.A. in Translation from Hellenic American University and is currently working toward a Ph.D. in Applied Linguistics at the

same school. She has taught English in several private language schools for over ten years in Athens. At Hellenic American University she is teaching writing courses in the undergraduate program.

**Christina Kkona** received her M.A. and Ph.D. in the area of "History and Semiotics of Text and Image" from the University Paris VII-Denis Diderot, France. Her dissertation "Desire or the art of lying in Remembrance of Things Past" is forthcoming from Editions Champion. She earned her B.A. in "Philosophy and Education" with a major in "Philosophy" from Aristotle University, Thessaloniki. Her teaching focuses on interdisciplinary undergraduate courses in English and Global literatures as well as classical traditions in literature, and literary theory. Her published articles include: "Fassbinder's Chinese roulette: truth game and disability"; "The informed narrator and the beloved's novel"; "Lying as infancy of art: the example of Remembrance of Things Past".
Research Interests: 19th & 20th century European Literature, Comparative Literature, Literature & Philosophy, Literature & Psychoanalysis, Cinema & philosophy, Cinema & psychoanalysis

**Maria Ersi Koliris** is an integrative chartered counseling psychologist who has been working for 16 years in the field of mental health first in the UK and then in Greece. From 2004 and on she has developed an interest in mindfulness practice both in her personal and professional life. She has recently completed her doctoral research in Psychotherapy on the impact of Mindfulness practice on psychotherapists and trainees. She is a co-founder of the Athens Mindfulness Centre and together with her colleague Dr. M. Iliopoulou has been running Mindfulness-based Stress Reduction (MBSR) seminars. She has her own private practice offering therapy and supervision and teaches Psychology and Counseling on undergraduate and post-graduate levels. She is an Associate Fellow of the British Psychological Society and a member of the Society for Psychotherapy Research.

**Barbara Kondilis** holds a Master of Public Health and a Master of Social Work from Boston University and a B.A. in Psychology from Simmons College in Boston, Massachusetts. While at Simmons she served as the Coordinator of the Career Office at the Boston University School of Social Work. She is a licensed clinical social worker (in Massachusetts) with over ten years experience specializing in individual, family, and group therapy. Her work settings have included hospitals, schools, health clinics, a health maintenance organization, and federal and state institutions in the United States in the areas of public health, mental health, research, and education/training. As a public health professional, she was worked for the U.S. Centers for Disease Control & Prevention, coordinated a statewide diabetes quality improvement initiative, and spearheaded several health communication initiatives. Her professional interests include health education, communication, quality improvement, community and individual empowerment, policy, and diversity awareness. She was a recipient of an EU Marie Curie Reintegration Grant and continues to do research on health literacy. At Hellenic American University she served as the university's Coordinator of Student Affairs for over six years, Academic Director of General Education, and continues to lecture for undergraduate social science courses, and for the graduate MBA program in health care management courses.
Research Interests: Health psychology and health communication, tobacco control, chronic diseases, quality improvement, diversity awareness

**Despina Konstas** obtained a B.A in Psychology from New York University, New York and a M.A and Ph.D. in Clinical and School Psychology from Hofstra University, New York. She previously worked as a Staff Psychologist at Hofstra University Student Counseling Services providing psychological services to students as well as to the university community. She also taught courses as an adjunct professor of psychology at the same university. As a New York State licensed psychologist she maintained a private clinical practice providing psychotherapy to children, adolescents, and adults with various psychological disorders. At Hellenic American University she has served as the Director of Undergraduate Programs, and currently as Academic Director of General Education. She currently

teaches courses in such areas as abnormal psychology, research methods and statistics in the B.S. in Psychology program.
Research Interests: Addictions, bereavement, suicide prevention, anxiety disorders, depression, and various issues concerning university students

**Ioanna Kopsiafti** has obtained a D.Phil. from Oxford University, England, where she wrote her thesis on Cassirer's Philosophy of Symbolic Forms, an M.Litt. from St. Andrews University, Scotland, where she wrote her thesis on Caravaggio, and B.A. from Wofford College in South Carolina in both philosophy and the history of art. She has written a guide book for Thames and Hudson titled *Style City Athens*, published various works of translations, including a history of the komboloi titled *Bead by Bead*, and is presently writing a book based on her solo peace walk from Athens to Constantinople which she undertook in 2006. Dr. Kopsiafti has developed the course "Athens across the Ages" which she teaches for affiliated study abroad programs. She also writes for educational television programs, newspapers and magazines, is adjunct professor at the New Hampshire Institute of Art, and an associate professor at the University of Loyola, Chicago in Rome where she spends her summers lecturing.
Research Interests: Aesthetics, etymology, comparative mythology, cultural anthropology, comparative studies in Plato and Nietzsche, the pre-Socratic philosophers and Heidegger, and the dissemination of the classical tradition in art and philosophy.

**Vassiliki Kourbani** received her Ph.D. in Applied Linguistics from the Hellenic American University. She also holds an M.A. in Theoretical Linguistics from the University of Chicago, an M.A. in Applied Linguistics from the University of Illinois and a B.A. in English Language and Literature from the University of Athens. She taught linguistics and composition courses at the American College of Greece from 1991 to 2003. She is co-author of a handbook for teachers of Greek as a Foreign Language and has been involved in research in areas such as online foreign language testing and the development of an online platform for the teaching of Greek as a foreign language. At Hellenic American University she currently serves as Director of the Writing Center and the Writing Program. She also teaches linguistics in the undergraduate and graduate programs. She is a member of the European Writing Centers Association (EWCA).
Research Interests: Writing Center theory and practice, discourse analysis, intercultural communication

**Alexander Nikolaou** received a Ph.D. in English from the University of Birmingham, UK on a partial scholarship. He also holds an M.A. in Applied Linguistics from the same university and a B.A. in English Literature from the American College of Greece. He has worked for many years as an EAP/ESP teacher at various private tertiary institutions and has also taught general English language courses both in Greece and the UK. He has also been involved in developing ELT materials and conducting teacher training seminars in Greece and abroad. Alexander is also a certified oral examiner for the Michigan ECCE, ECPE, Cambridge ESOL and Edexcel exams. He has presented papers at successive TESOL and Applied Linguistics conferences. At Hellenic American University he continues to serve as the Coordinator of the Master of Arts in Applied Linguistics, and teaches undergraduate and graduate linguistics courses.
Research Interests: Motivation in second language learning, the role of English as a lingua franca and critical discourse analysis

**Maria Panopoulou** is a Ph.D. candidate in the Department of English Literature at the University of Glasgow. She holds a B.A. in English Literature from Deree, the American College of Greece, and a M.Sc. in Writing and Cultural Politics from the University of Edinburgh. Prior to joining the Hellenic American University, she worked as a Program Coordinator, Academic Advisor, and Career Services Director at other academic institutions. She has designed and delivered Writing and Presentation

Skills workshops for postgraduate students and has been teaching English, Personal Development and Writing courses for more than ten years. Her research interests include eighteenth-century British literature and culture, the relationship between literature and history, classical reception studies, African and African-American literature, and cultural studies.

**Ioannis Petropoulos** holds a B.A. in English Literature from the American College of Greece, a Postgraduate Diploma in Comparative Literature and an M.A. in 19th and 20th century English and American Literature from the University of Essex, UK. He received his Ph.D. in Applied Linguistics from Hellenic American University. He also holds a Diploma in Shipping and Business from Morley College, London. Mr. Petropoulos has been teaching English as a foreign and second language for thirty-two years. Over the last seventeen years he has taught college-level Composition Writing, Creative Writing, Fiction, Literary Analysis and Business Communications and for the last six years he has been teaching Critical Thinking and Public Speaking at Hellenic American University. Mr. Petropoulos has been conducting open and tailor made corporate seminars on oral communication, advanced professional presentation skills, and interpersonal communication skills in business. He is also responsible for the promotion of English language programs, language testing and international certification in Southeast Europe and other parts of the world. His research interests involve business writing in the academy and the workplace and the degree of relevance of the business writing skills taught in university business programs to those required in the global business working environment.

**Petros Romaios** is Freelance interpreter and translator, instructor at the Master in Conference Interpreting and the DU in Translation and Interpretation offered by the Hellenic American Union in cooperation with the University of Strasbourg. Holds the Diploma in Conference Interpreting, Ionian University, Department of Foreign Languages, Translation and Interpreting. Holds a Diploma in Bilingual Translation, Institut Francais d' Athenes and a Translation Certificate of the University of Mons Hainaut, Belgium. He is a Ph.D. candidate in Geopolitics, Ionian University. He translates for Ermias publications and works as a freelance interpreter in Greece and abroad, and has worked for major Greek public and private institutions.

**Jennifer Sclafani** holds a Ph.D. in Linguistics from Georgetown University, where she also completed an M.S. in Linguistics, and a B.A. in Italian and French Studies from the University of Virginia. She has taught courses in cross-cultural communication and language and gender at Georgetown University and has taught ESL and EFL in the United States, France, and Italy. Her research specializes in sociolinguistics, discourse analysis, and language attitudes and ideologies of stigmatized language varieties. Her work has been published in Discourse & Society, Journal of Sociolinguistics and Texas Linguistic Forum. At Hellenic American University she teaches undergraduate and graduate linguistics courses.
Research Interests: General linguistics, sociolinguistics, and TESOL

**Greg Spiliopoulos** is a Ph.D. candidate in Mathematics Education at the Kapodistrian University of Athens, Greece. He holds a Master's Degree in Mathematics from the University of Kansas, USA, and a BSc. in Mathematics from the Kapodistrian University of Athens, Greece. He has served as a teaching and research assistant at both Universities and was a Landis-Mitchell Fellow at Kansas University. He has been teaching Mathematics, Statistics, Operations Research and Data Analysis Methods since 1994. He has worked as a Consultant in "Group Dymamique Co." and as a Headmaster at the Montessori School of Athens "Maria Goudeli". His research work has been published in *Fundamenta Mathematicae* (Mathematics Institute of the Polish Academy of Sciences) and in the *Canadian Mathematical Bulletin*. He is a member of the Laboratory of Epistemology & Science Education at the University of Athens. He is also a founding member of the *Hellenic Society of History, Philosophy and Didactics of Sciences*, of the *Society for the Study of Greek Civilization* and of the Greek branch of MENSA.

Research Interests: Mathematics Education, Critical Education and Science, Set Theoretic Topology, Epistemology

**Tina Stathopoulou** joined the faculty of the Hellenic American University in 2010. She graduated from the American College of Greece with a B.A. in psychology, from the University of Tennessee, Knoxville, USA, with an MA and a Ph.D. in Experimental Psychology, and from Chestnut Hill College, Philadelphia, USA, with a MSc. in Counseling Psychology and a specialization in Couples and Family Therapy. Moreover, she worked as a post-doctoral researcher at the Institute of Research in Cognitive Science at the University of Pennsylvania, and at Drexel University, Philadelphia. She has published her research material at books and peer reviewed journals and presented at several conferences both in USA and Greece. Her research interests have included attentional deficits depicted in the brain, on disability and employment, on therapy and parental abuse, as well as on substance abuse in families. She has taught as a graduate teaching associate at the University of Tennessee, and as an adjunct faculty at Chestnut Hill College and at the American College of Greece (Deeree College) as well as at several centers of counseling psychology in Athens. She has been trained in Systemic Therapy, Cognitive-Behavioral and Rational Emotive Behavioral Therapy. She is member of the American Psychological Association, of the International Marriage and Family Therapy Association, of the Association of Study and Prevention of Sexual Abuse and of the Greek Psychological Association. At Hellenic American University she teaches undergraduate and graduate psychology courses.
Research Interests: political psychology, volunteerism, eco-psychology, physical and sexual abuse.

**Dimitris Tolias** holds a B.A. in Literature and Linguistics from the University of Athens, an M.A. in Applied Linguistics from the University of Exeter, UK, and a Ph.D. in Applied Linguistics from Hellenic American University, USA. From 1991 to 2001, he taught writing and research courses at the American College of Greece (Deree College). From 1995 to 1999 he also taught writing and methodology courses at the English Department of the University of Athens. He is the author and co-author of a number of course books on the teaching of Greek as a Foreign/Second Language. He is also co-author and editor-in-chief of a handbook for teachers of Greek as a Foreign Language. At Hellenic American University he has served as Head Librarian and teaches academic writing and communication in the MA in Applied Linguistics program.

Research Interests: elearning and the design of virtual learning environments.

**Ioannis Tselikas** studied harmony, counterpoint and fugue at the Atheneum Conservatory, piano at the National Conservatory, and oboe at the Athens Conservatory. He also studied musicology at the University of Athens, receiving his Bachelor's degree in 1996. He is currently a Ph.D. student at Boston University writing his dissertation "Nikos Skalkottas, An analysis of his chamber music for winds and piano." As a founding member of the Hellenic Music Centre, he also works as an editor of Greek classical music scores, including works by Samaras, Kalomoiris, and Petridis. He has taught harmony, counterpoint, music history and theory, analysis and oboe at several Greek conservatories, and music schools. During 2006-2008 he was a facilitator for courses in the History of American Music, Music Theory and Music Analysis in the Music Education Distance Program of Boston University. As an oboist he was appeared as a soloist or as a member of a larger ensemble in several auditoriums in the United States and in Greece, including Carnegie Hall, and the Athens Megaron.

**Dimitra Vladimirou** holds a PhD in Linguistics from the department of Linguistics and English Language, Lancaster University, UK. She has previously worked as a researcher for the ESRC funded project *Professional Academic Writing in a Global Context* at the Open University, UK, graded as "outstanding." She has co-authored papers recently published in the *International Journal of Applied Linguistics* and the *Journal of English for Academic Purposes* and she is a member of the *International Pragmatics Association* and the *European Association for the Teaching of Academic Writing*. She has worked

as a seminar tutor at Lancaster University, teaching on a range of courses, such as *Language and Identities*, *Broadcast Talk*, *Language Description* and she has taught academic writing at Lancaster University and at the Open University, UK. At Hellenic American University she teaches linguistics in the undergraduate and graduate programs.

Research Interests: cross-cultural pragmatics, grammar and context, cross-cultural and interdisciplinary variation in academic writing, (critical) English for Academic Purposes, English as a lingua franca, discourse analytic and corpus-based approaches to the study of language.

## Adjunct Faculty

**Maria Agorastou** holds an MSW (Msc) in Social Work from the University of New Hampshire (2003) and she is a certified Applied Behavior Analyst (ABA). She has extensive experience working in Public Schools in the state of New Hampshire on applied research projects pertaining to Inclusion, School Climate and Drop-out prevention through school-wide reform models. Her research interests include Adult development and adaptation to change, systems' change and inclusion of Special education students in the general education systems. Her work experience includes clinical work with children and adolescents with emotional and behavioral difficulties. She is currently an adviser to the Network of Special Schools and an adjust faculty at the University of New Hampshire teaching for the on-line master's program in Social Work. She is a PhD candidate (2015) at the Department of Education at the University of New Hampshire.

**Frosso Argyri** holds an MSc in Applied Linguistics from the Department of Linguistics and English Language, the University of Edinburgh and a PhD in Developmental Linguistics also from the University of Edinburgh. Her Doctorate thesis was on the Greek/English bilingual simultaneous acquisition of morphosyntax and syntax-discourse interface structures. Part of the thesis has been presented in several conferences (e.g. International Symposium in Bilingualism, GALA, ISTAL) and published in the 'Bilingualism: Language and Cognition' Journal.
Her research focuses on the cognitive and linguistic aspects of bilingualism as well as on the role of various factors affecting the course of bilingual acquisition, including age of onset and amount of language input. The findings of this collaborative research with leading experts in the field (Prof. Tsimpli, Prof. Sorace, Prof. Della Sala, Prof. Hulk, Dr. Cornips, Dr. Treccani & Dr. Unsworth) have been presented and published in conference proceedings (e.g. BUCLD, GALANA) as well as in international journals. She is currently a postdoctoral researcher on the Thales project, Bilingual Acquisition & Bilingual Education (BALED) in Aristotle University of Thessaloniki. Dr Argyri has also experience in teaching Greek as a second/foreign language in the UK and Greece. She is also very keen on disseminating research findings on bilingualism and bilingual children to parents, teachers and other interested parties (http://www.enl.auth.gr/me2glosses/). At HAUniv she teaches child language acquisition, psycholinguistics and bilingualism to undergraduate and postgraduate students.

**Eugenia Arsenis** studied Dramaturgy and Directing at the Department of Drama, Theatre and Media Arts at Royal Holloway University of London. She pursued her postgraduate studies in Philosophy at UCL and her Doctorate in Philosophical Aesthetics, Opera and Greek Tragedy at the University of London. Dr. Arsenis was Visiting Researcher at the School of Music of the College of Fine Arts at Boston University for Musical Analysis and Opera Directing. Moreover, she studied Film Directing at the New York Film Academy. She has been awarded a number of scholarships from national and international institutions. Coordinator and Dramaturg of the Experimental Stage of the Greek National Opera (2004-2011) with the artistic direction of Theodore Antoniou. Dr. Arsenis has collaborated with many international cultural organizations as a director and dramaturg: Royal Albert Hall, San Francisco Opera Center, Greek National Opera, National Theatre of Northern Greece, Megaron Athens Concert Hall, Center for Contemporary Opera, National Greek Television etc. She has taught at the University of Peloponnese (Department of Theatrical Studies) and the Ionian University (Department of Music). She coordinates the Opera Departments of the Athens Conservatory and the National Conservatory. Dr. Arsenis was instrumental in the design of the Minor in Theater and Performance at Hellenic American University.

**Eleni Dafeka** received a B.A. and an M.A. in Music and Piano Performance from the San Francisco Conservatory of Music, CA, and a post-graduate Performer's Diploma from Indiana University, School of Music, in Bloomington. Ms Dafeka has held the position of Assistant Instructor at the San

Francisco Conservatory for Musicianship for two years. She later taught piano as an Assistant Instructor at Indiana University, School of Music, Bloomington. She has participated in numerous master-classes with pianists and pedagogues, such as Leon Fleisher, Yefin Bronfman, Richard Goode, Veda Kaplinsky, Julian Martin, Marc Durand and Boris Slutsky. Her awards include First Prize at the 2002 San Francisco Conservatory's Concerto Competition and Second Prize at the 2003 Pacific Chamber Orchestra Competition, where she collaborated as a soloist at the San Francisco's Herbst Theatre. She has played solo and chamber music recitals in Greece, Germany and the U.S.A. including a gala concert with violinist Guido Gärtner in Weil Recital Hall, Carnegie Hall, NY. She teaches in the music program at Hellenic American University.

**Nigel Downey** holds an MA in TESOL from St. Michaels College, Vermont, USA, holds the RSA Diploma (DELTA), and is researching for his PhD in Applied Linguistics at Lancaster University, UK, specializing in Testing. He has been in the EFL profession in Greece for over twenty years as a teacher and teacher trainer, and has taught on MA courses in the US and Greece. He has also written and collaborated on a number of books and articles in language teaching and testing, and has served on the Board of TESOL Greece as Secretary General and Treasurer. He is currently Treasurer of the European Association for Language Testing and Assessment (EALTA). He teaches courses in Theory and Method in TESOL, Speaking and Listening.
Research Interests: methodology, testing and assessment, listening, speaking

**Epaminondas Doxakis** has been a Lecturer at the Center of Preventive Medicine, Neurosciences and Social Psychiatry at the Academy of Athens since 2005. He holds a BSc (General Biology) and an MSc (Human Genetics) from Eötvös Loránd University, a PhD (Neurobiology) from St. Andrews University and an M.B.A. (Biotech start-ups) from the Edinburgh Management School. He has worked as a postdoctoral researcher in Neurosciences for the Universities of St. Andrews, Edinburgh, UCSF, and Cardiff with highly-cited papers in reputable journals. He has taught courses at St. Andrews (Maths), Edinburgh (Embryology), and Democritus (Molecular Biology) universities while participating in the post-grad courses of EMBL (Neuron cultures), Thessaly (miRNA) and Athens (Synapses) universities. His continued research interests aim at deciphering mechanisms of neuronal survival and death in the nervous system as well as identifying therapeutic targets for Parkinson's disease and Neurofibromatosis and diagnostic targets for brain tumors. At Hellenic American University he teaches biology courses in the undergraduate program.

**Stavroula Floratos** holds both a M.S. Ed. degree in Literacy and a B.S. Ed. degree in Secondary Education and History from St. John's University, New York, USA. She holds a New York State teaching license, a certificate in Training in School Violence Prevention and Intervention as well as a certificate in English Language Teaching. Involved in education since 2006, Ms. Floratos has extensive experience teaching all levels and age groups and has been particularly active in Literacy Awareness.

**Krystalia Gaitanou** is a Greek violist who has performed extensively as a recitalist, chamber musician and orchestra player throughout the United States, Europe and Asia at many renowned venues such as Carnegie Hall, Merkin Hall, Tonhalle Zurich and the Athens Megaron Concert Hall. Born into a family of musicians in 1982 she studied violin, viola and music theory at the Musical Horizons Conservatory in Athens. Upon her graduation she received a Viola Diploma and a First Prize, while at the same time she was honored with a Gold Medal for excellence. In 2003 she earned the "Alexandra Trianti" Scholarship from the Athens Megaron Concert Hall and pursued further studies in Paris. She studied at the Conservatoire National de Region Rueil-Malmaison with Vincent Aucante earning the Superieur Cycle Diploma and at the Conservatoire National de Region of Boulogne- Billiancourt with Isabelle Lequien receiving the Perfection Cycle Diploma. As a recipient of the Alexander Onassis Foundation Scholarship, the Greek State Foundation Scholarship as well as the Helen F. Whitaker Fund String Initiative Scholarship in 2007 she studied in Manhattan School of Music in New York City

with distinguished violist Karen Dreyfus obtaining the Master's Degree and the Professional Studies Certificate. She also holds a Bachelor's degree in Musicology from the National and Kapodistrian University of Athens.

**Margarita Giannoutsou** obtained her PhD in Applied Linguistics in 2013 from the University of Hamburg. In her thesis she investigates the rhetorical and ritual functions of translation and interpreting practices, arrangements and modes in religious contexts, focusing, in particular, on the growing field of global Evangelical churches. She has presented her work at various international conferences and is the author of the first monograph on the topic, entitled „Kirchendolmetschen: Interpretieren oder Transformieren?". She received an MSc in Conference Interpretation and Translating from Heriot-Watt University, Edinburgh, in 2006 and a BA in Translation from the Ionian University of Foreign Languages – Department of Translation and Interpreting (working languages English, Greek and German) in 2004. As of 2009, Dr. Giannoutsou works as the Head of Customer Relations for the Hamburg-based international translation company Glossa Group. Prior to that position (2006 to 2009), she worked as an in-house translator, conference interpreter and proofreader for the same company, specializing in various industrial fields of expertise, such as medical, automotive and mechanical engineering. Her research interests are interpreting studies, sociolinguistics, intercultural ethnography, anthropology of religion, mixed-method designs, conversation analysis and discourse analysis.

**Hesham M. Hassan** holds a Ph.D. and a M.A. in Byzantine Philology from the University of Athens and B.A.in Classical Philology from the University of Cairo. In 2000 he established the Arabic Language Teaching Center at the Cultural Center of the Embassy of Egypt in Athens, and in 2004 he was appointed director of the Teaching Center. In 2006 he helped found the Arabic-Greek Translation Program at the Hellenic American Union, the first program in Greece that introduces students not only to language skills, but focuses mostly on the techniques of the written language. Since 2009 he teaches Arabic Language at the Hellenic American University in Athens and in 2012 he started teaching Arabic in College Year in Athens (CYA). He is a reviewer in the journal "Byzantina Symmeikta" which is published by the Hellenic National Research Center. Among his recent publications are "The Influences of Ancient Greek Drama on Modern Egyptian Theatre," in *Staging of Classical Drama around 2000*, eds. Sipova N. P. and Sarkissian A., Cambridge Scholars Publishing, U.K. 2007; "The Swine in Arabic Literature," *Scientific Annals of the School of Philosophy, University of Athens* 39 (2007/2008) [in Greek]; and "YusifIdris: Two Short Stories 'The Journey' & 'The Swallow and the Cable,'" *Journal of Oriental and African Studies* 17 (2008).
His areas of specialization and research interests include AraboByzantine relations, translation, and teaching Arabic as a foreign language.

**Maria Iliopoulou** has completed her Doctorate in Clinical Psychology at Salomons (Canterbury Christ Church College, U.K.) in 2004. She has worked for the English National Health Service since 1997. She is currently working for City & Hackney Crisis Service in London (2008-Present). She has trained in Mindfulness based interventions at University of Massachusetts Medical school (Centre for Mindfulness) and Behavioral Tech LLC. She completed an MSc in Research Methods and Psychological assessment at the University of Surrey in 1995 and worked as a research assistant for the university over the following two years. In parallel with her clinical work she has taught on mindfulness based interventions at educational and health settings and has run research projects on: mental health promotion in schools; personality and health; burnout in adult mental health teams; assessment of risk in crisis. She is currently the lead researcher for three research projects that evaluate: mindfulness based interventions for health professionals, mindfulness based interventions for individuals in crisis and mindfulness and psychosis. She is a co-founder of London Mindfulness Centre and Athens Mindfulness Centre.

**Sophia Iliopoulou** received a first-class honours degree in Philosophy, Pedagogics and Psychology (major: Philosophy) from the School of Philosophy of the University of Athens. She received her M.A. in Philosophy from the University of London (University College), where she did postgraduate studies in Ancient and Contemporary Philosophy, and her Ph. D. in Philosophy from the same University (Birkbeck College) for her doctoral dissertation under the title *The Meaning of Freedom. Determinism, Freedom and Morality: Some Interconnections.* Dr Iliopoulou has taught Contemporary Philosophy at the Department of Philosophy and History of Science of the University of Athens (postgraduate level) and History of Ideas at the Department of Psychology of 'Panteion' University (undergraduate level). She has also participated in the organization of international philosophical conferences and seminars. She has been awarded scholarships/awards from the Greek State Scholarships Foundation, the A. G. Leventis Foundation and the I. Latsis Foundation. Her main research interests lie in the areas of Ethics and Metaphysics. At Hellenic American University she teaches courses in philosophy in the undergraduate program.

**Marianna Katsaounou** holds a BA from Victoria University of Wellington, New Zealand, Equivalence from Athens University, English Department, and a MATEFL from St. Michael's College, Vermont, USA. She has presented in TESOL, published in various educational publications, such as ECCE, ALCE, ECPE, Hellenic American Union Practice Test Books, and written articles in ELT news and the TESOL Newsletter. She has been working at the Hellenic American Union since 1978 as an EFL instructor in the English Language Program. She is also involved in training methodology students, examining candidates for ECCE, ALCE, ECPE, BCCE, developing teacher training material for CALL, developing CALL material to supplement Course Books for EFL classes, developing material for the ECCE Essay Contest, giving seminars to teachers, conducting training seminars for and observing examiners, participating in research work, and a member of the testing team, as well as producing material and designing seminars for school owners. At Hellenic American University she teaches courses in Methodology in the undergraduate BAELL Program.

**Antigoni Kemerlioglou** is a licensed Psychologist, and a certified Play Therapist. She received a BSc in Psychology (cum laude) from the University of La Verne (Athens Campus). She holds an MSc in Psychology & Health from the University of Stirling in Scotland, and an MSc in Psychology of Education (with distinction) from the Institute of Education, University of London. She has additional post- graduate training in Child-Centred Play Therapy. Ms. Kemerlioglou has taught a great number of classes in Psychology, Counselling, and Psychotherapy at various colleges collaborating with British or American Universities for the past 15 years. She works in private practice with children and/ or their families, adolescents, as well as adults. She also runs respective ongoing groups. She presents seminars, gives workshops and makes presentations in conferences. She also supervises students and professionals in related fields. She has published three books for the general public associated with psychological issues. For the past 2 years she is the coordinator and one of the trainers of the "Teachers4Europe- Ambassadors" Educational Programme in association with the European Commission in Greece, according to which Greek teachers and School Counsellors familiarise themselves with concepts and policies regarding the European Union and transfer their knowledge to their pupils using experiential activities. She is a member of the Greek Psychological Society and the Panhellenic Professional Association of Drama Therapists and Play Therapists.

**Charalambos Kollias** is currently working towards a PhD in Applied Linguistics by Thesis and Course Work at Lancaster University, UK. He holds an M.A. in Teaching English as a Second Language from St. Michaels College, US and a B.A. in English Literature from Deree College, Greece. He is a teacher, teacher-trainer, and coordinator for language examinations at the Hellenic American Union where he also co-authored several English Foreign Language publications including a professional article entitled "Standard Setting for Listening, Grammar, Vocabulary and Reading Sections of the Advanced Level Certificate in English (ALCE)" in N. Figueras & J. Noijons (eds.)

Linking to the CEFR Levels: Research perspectives (2009). He has presented at international testing conferences and has taken part in international standard setting workshops.
Research Interests: Language testing, test validation, rater reliability

**Julie Kolokotsa** has worked for over 25 years in public policy in Washington DC, Brussels and Athens. She worked for the Chief Deputy Whip of the US Congress, several US presidential election campaigns, the Chair of the European Parliament's Environment & Public Health Committee, and has also acted as a sustainability journalist, a corporate policy and legal adviser, an environmental NGO organizer, media trainer and lecturer. She has published papers on behind-the-scenes decision-making in the European Union in reputable journals and has taught undergraduate and graduate classes at EAEME-Erasmus University, United Business Institutes and College of Europe. She has also trained hundreds of representatives of the corporate world, government, international organizations and NGOs on subjects including speech writing, media interviews and the business of public policy and advocacy. She has a BA in politics/international relations (Tulane University and London School of Economics), an MA in environmental management and sustainability (EAEME-Erasmus University), and is working on a PhD in politics (University of Surrey) examining EU public policy-making at the national level.

**Vassiliki Koutsobina** holds a Ph.D. in Musicology from the University of Cincinnati, College-Conservatory of Music, a M.M. in Music History and Literature from the Hartt School, University of Hartford, CT and a B.Sc. in Chemistry from the National and Kapodistrian University of Athens. She has won several awards including the Distinguished Dissertation Fellowship of the University of Cincinnati. She has presented her research, which focuses on musical rhetoric in secular repertories of the Renaissance, in numerous international conferences and her work has appeared in journals such as Early Music and TVNM. Vassiliki Koutsobina served as teaching assistant and adjunct faculty at the University of Cincinnati (graduate level) and has also taught Music History and Analysis at the Synchrono Conservatory of Music in Greece. From 1995 to 2000 she was the Director of Reference and Circulation Services at the Music Library of Greece Lilian Voudouri. In collaboration with the library, she is the creator of the on-line application "Melodyssia: A Music History for Young People" (2010). At Hellenic American University she currently teaches in the undergraduate music program.

**Vassilis Manoussakis** holds a Ph.D. in American Poetry [Sylvia Plath] from the National and Capodistrian University of Athens, Greece. He has taught Subtitling, Literary Translation, British Culture, Contemporary American Fiction, Terminology and Text Proofreading at universities and colleges in Greece and abroad. He also works as an external tutor in the MA program in Audiovisual Translation at City University, London, England. On top of that he has vast experience as a literary translator, proofreader and subtitler. He has translated more than 20 books of literature and numerous articles, essays and poems for various international and domestic magazines and journals. Moreover, his essays on many literary topics have appeared in various magazines and journals. His current research interests include the musicality of poetry in translation and the subtitling of puns. He writes and publishes poetry and short stories. His first book of poetry is A Drop's Time, Planodion publications, Athens 2009 and his first book of short stories is titled People's Dreams and was published by Ant. Stamoulis publications, Thessaloniki, Greece in 2010. His most recent book of poetry, written originally in English and titled Movie Stills, was published in January 2013 by (.poema..) editions.

**Dimitrios Margaritis** began studying violin at the age of nine. In 1997 he got his Diploma in Violin Performance from the National Conservatory of Athens and a Bachelor's Degree in Physics from the National Kapodistrian University of Athens. From 2000 to 2002, he studied with Yuri Mazurkevich at Boston University College of Fine Arts and earned a Master's in Violin Performance. During this period he was a member of the contemporary ensemble ALEA III which is directed by Theodore

Antoniou and also a member of the Symphony Orchestra of Boston University, working with conductors like Lukas Foss and Keith Lockhart (director of Boston Pops Symphony Orchestra). He had also the opportunity to participate in concerts that took place in Carnegie Hall, Seizi Ozawa Hall and Symphony Hall. Since 2002 he has been teaching at the Hellenic Conservatory and the National Technical University of Athens N.T.U.A. He is also a member of the Athens Municipality Symphony Orchestra and the National Opera Symphony Orchestra. At Hellenic American University he currently teaches in the undergraduate music program.

**Eleftheria Moustaka** is a Clinical Psychologist and Psychotherapist working as an Associate in the Bariatric Department of the Laparoscopic Unit at Ippokrateio Hospital in Athens. She holds a Bachelor degree in Psychology from Panteion University of Social and Political Sciences in Athens, Greece and a MSc degree with Distinction from Swansea University in Wales, United Kingdom. She has worked extensively with people suffering from anxiety and depressive disorders in the National Health System of Wales (NHS). She has received her postgraduate Certificate in Clinical Psychopathology and Health Psychology. Ms. Moustaka has taught Psychopathology, Health Psychology, Schools of Psychotherapy, Biopsychosocial Factors in Health Psychology and Psychology in Action. She has experience teaching all levels and age groups. She has been awarded a scholarship from the Greek State Scholarships Foundation. She is a Scientific Associate for iatronet.gr and joytv.gr.

**Anna Nikolaou** is a sociologist with extensive research experience. She holds a Ph.D. in Sociology and an M.A. in Sociological Research from the University of Essex and a B.A. in Sociology from the American College of Greece. Her research interests include cross-border social, economic and cultural relationships, collective memory and identity, political violence and cultural trauma. She has worked as a Research Assistant and Junior Researcher at the National Centre for Social Research (EKKE) in Athens. As an external collaborator of the National Centre for Social Research and other academic institutions, she has participated in several research projects addressing diverse sociological topics and theories, produced and published research. She has a keen interest in sociological research and methodology. A significant part of her research has dealt with the methodological deficiencies in measuring child poverty.

**Fabiola Ojeda** was born in Chile. She received her KunstlerischeDiplomprufung in the Cello at the Musikhochschule Muenster with Prof. Matias de Oliveira Pinto. Also, she studied with Prof. MarcioCarneiro (Detmold, Germany), and Martha Gerschefski (Georgia State University, USA). She worked as assistant of Prof. de Oliveira Pinto at Universitat der Kunst (Berlin), and Musikhochshule Muenster (2005-08); as well as at Martha Gerschefski's studio in Atlanta, USA (1998-2000). Fabiola held a permanent teaching position at the Musik- und Kunstschule der Stadt Bielefeld, in Nordheimwestfallen, Germany. During the period 1996-2001 she worked at Columbus Symphony Orchestra (Ga, USA) and 2006/2007 with the SinfonieOrchester Muenster.Fabiola was awarded with the First and Second Prize at the Cello Society Competition (Atlanta, 1997/98), and in Germany with the "Yehudi Menuhin Life Music Now" Prize-scholarship (2005-2008). At Hellenic American University she currently teaches in the undergraduate music program.

**Evangelia Papanikolaou** received her undergraduate degree in Music (diplomas in Piano, Harmony, Counterpoint, Fugue, Orchestration, and Byzantine Music) from the Hellenic Conservatoire in Athens, later receiving a post-graduate diploma in Music Therapy and in Clinical Neurosciences and Immunology, and a Masters degree (MA) in Music therapy from Roehampton University (UK), and training in the Guided Imagery and Music (GIM) method by the Danish GIM Institute in Denmark. She has a psychodynamic and systemic therapeutic orientation and her clinical experience as music /GIM therapist involves children, adults and adolescents within a wide range of mental health, developmental and neurological disorders. She is a supervisor and trainer, has been lecturing on Music Therapy in various educational settings and coordinates the European GIM Training Program.

Evangelia is currently a Scientific Associate at "Prosarmogi: Multidiscipline Society for Psychological Interventions" and at the 2nd Pediatric Clinic of the University of Athens (Aglaia Kyriakou Pediatric Hospital). She has given presentations and has published several scientific papers, and is a member of the editorial board of the e-journal *Approaches: Music Therapy and Special Music Education*. She is also the founding president of the Hellenic Association of Professional Music Therapists. At Hellenic American University Evangelia teaches the "Fundamentals in Music Therapy" undergraduate course.

**Penny Papanikolopoulou** studied Psychology at a post-graduate level at Georgia State University and completed her doctoral studies at the University of Athens –Psychology Program. Following her studies in the USA, she worked at Grady Memorial Hospital, Atlanta, Ga. U.S.A. (within Emory University) in the Psychiatric Unit in the following departments: Psychiatric Emergency, Rape Crisis and Abuse Center, in the closed short-term recovery unit, as well as in the National Schizophrenia Rehabilitation Psychoeducation program. She also developed psychoeducational and counseling programs focused on substance abuse in the Georgia Corrections System. She was the Clinical Director of the "Theotokos" Foundation in Athens Greece from 1994 until 2010, responsible for the Psychoeducational Centre, Counseling program, Prevocational and Vocational training, and Vocational Rehabilitation for children, adolescents and adults with developmental impairments. She is currently an external Clinical Consultant to two non- government and non- profit organizations where she supervises clinical staff. She specializes in individual, group and family therapy and focuses her practice on a) Behavioral Approaches b) EMDR (Eye movement Desensitization and Reprocessing), c) Acceptance Commitment Therapy and d) Neurofeedback –Brain Biofeedback.

**Vassilis Papavassiliou** is a leading Greek string player. He studied the double bass at the Greek Conservatory, winning a first prize in 1986, and then at London's Guild¬hall School of Music. He also played jazz for several years in the early eighties and was a member of the prize-winning Jazz Ensemble of the European Union. He has toured with the Chilingirian Quartet and has served as principal double bass player with the Athens Opera Orchestra. As well as performing the standard works for his instrument, Vassilis Papavassiliou has increased its repertoire by inspiring a considerable number of contemporary Greek compositions for the double bass.

**Konstantina (Nadia) Pavlikaki** holds a B.A. in History and Archaeology and a M.A. in History of Art from the National Kapodistrian University of Athens. She has worked for the Ministry of Culture, for private collections of art and art exhibitions, and as a leader of educational programs for children at museums and archaeological sites. She has published several articles regarding the Arts in scientific journals and exhibition catalogues and has also worked as a tour leader/interpreter of cultural trips in Greece and abroad. Ms. Pavlikaki is a licensed professor of Spanish, trained at the Cervantes Institute and the University of Salamanca (Spain), and an official examiner of the State Certificate of Languages offered by the Greek Ministry of Education. She has also worked as a freelance translator and a Moderator for the Spanish web page of the 'Global Forum for Development and Migration', held by the Onassis Foundation. Her research interests include the Hispanic language and culture, art history, art documentation, education, and cultural tourism. At Hellenic American University, Ms. Pavlikaki teaches Spanish courses in the undergraduate program.

**Anna Piata** studied Greek Philology (direction: Linguistics) at the University of Athens and obtained an MPhil in Linguistics from the University of Cambridge, UK. She completed her PhD in Linguistics at the Faculty of English Language and Literature, University of Athens, with a scholarship from the State Scholarship Foundation. Her dissertation deals with time conceptualization as evidenced in everyday and poetic linguistic expressions in Modern Greek. Her research interests include cognitive linguistics, cognitive poetics, semantics and pragmatics. She has presented her work in various conferences in Greece and abroad.

**Varvara Salavou**, MSc and MBPS is a licensed psychologist, working currently in the Child-Psychiatry University Department of the Children's General Hospital "Agia Sofia". She is working with families, parents and adolescents. Her main areas of interest are eating disorders, family therapy, psychotic breakdown in adolescence and design and implementation of specialized therapeutic interventions. She has lived, trained and worked in London, UK for seven years. Her training background is in psychoanalysis and systemic therapy. Her professional experience includes working with children with pervasive developmental disorders and child witnesses of domestic violence. She has participated in research projects in treatment outcome evaluation for adolescents. She is currently finalizing her training as a systemic family therapist. She is a member of the British Psychological Society and the Association of Greek Psychologists.

**Alexandra Sax-Lane** holds a Bachelor's degree from Hampshire College (U.S.A.) in Psychology and Child Development. She graduated from New York University (U.S.A.) with a Clinical Master's degree in Clinical Social Work; Children, Adolescents and Adults. She has currently completed her doctoral degree in Counseling Psychology and Supervision in Counselor Education at Argosy University (U.S.A.). She has been a Psychology Lecturer of Child Psychology, Life-Span Development, Cultural Psychology, Abnormal Psychology, Advanced Psychopathology, and Group & Music Therapy. She is also a licensed psychotherapist who has been in private practice for over eighteen years with children, adolescents and adults. Since September of 2006, she has been working at ACS Athens Elementary as the Counselor. Currently, she is servicing students, faculty and parents school-wide as the PK-12 Counseling Psychologist. Additionally, Dr. Sax is the coordinator of the Psychology Intern Program with the Department of Student Affairs. Dr. Sax also presents her work at Professional Conferences within the ACS- Athens Community and throughout Europe and has published articles on her research interests and clinical work in the field.

**Dimitris Semsis** is a graduate of the Athens Conservatory and the Royal College of Music, London. For two years he was a member of the Bach Orchestra of Munich under the direction of Karl Richter. For ten years he was leader of Camerata Hellenic Orchestra and later in Megaron, the Athens Concert Hall, he was the leader of the Camerata, Friends of Music Orchestra from its establishment till June 1997. He has appeared as a soloist in symphony orchestras and has taken part in chamber music concerts in Greece, Italy, Switzerland, Kiev, England and Germany and in November 1999 he made his debut in New York. He has served for over twelve years as conductor of the Greek Radio Symphony Orchestra. At Hellenic American University he teaches in the undergraduate music program.

**Eugenia Spiliotopoulou** holds an MSc in Rational-emotive and Cognitive-behavioral therapy from Goldsmiths College, University of London. She worked with teenagers and adults in public and private mental health sector in London, providing short-term and long-term therapy for a wide range of psychological and mental health issues. Moreover, she has worked extensively with people suffering from Obsessive-Compulsive disorder (OCD) at various specialized centers in London. With her colleagues she was pioneer in the UK founding and developing for the NHS the CBT Clinics in GP Surgeries, offering brief psychotherapy for managing psychological problems. Coming in Athens she collaborated with many psychotherapy training Centers as trainer and supervisor. She has devised and runs many training programs and seminars for laypeople and professionals. Moreover, she exclusively provides the "Intensive Program for Managing OCD". Currently, she maintains her own private practice offering therapy and supervision. Her interests focus on innovating interventions and practices in psychotherapy.

**Margarita Sygheniotou** took her first piano lessons at the age of 11. She graduated from the National Conservatory in Athens (singing diploma, class of K. Papalexopoulou, with grade of excellence and first prize) and Nakas Conservatory (degrees in Harmony, Counterpoint and Orchestration). Since

1996, she performed a variety of roles with the National Opera of Greece. She cooperated with Megaron, the European unίon Opera, the festival of Delphi and others in productions such as Eugene Onegin (Mme Larina). J. Peri-Euridice (Arcetro), A. Vivaldi-L'Olympiade (Lycida), A. Honegger - Jeanne d; Arc (Catherine), La Traviata (Flora). A member of the Greek Ensemble of Contemporary Music since 1995, she has performed in many contemporary pieces, most of them in first presentation and many of them especially composed for her. She has also cooperated with the Orchestra of the Greek Radio, the string Orchestra of Cyprus, the string Orchestra of Sofia, the Soloists of Patras, "La Camerata"-Orchestra of the Athens Concert Hall, the Orchestra of Colours, the Elysium String Quartet (New York), Alea III (Boston, USA), The New England Symphonic Ensemble (Carnegie Hall, New York). Her recordings include works of contemporary Greek composers. At Hellenic American University she teaches in the undergraduate music program.

**Irene Theofylaktopoulou** grew up in Luxembourg and is a native speaker of French, English and Greek. In 2001 she graduated from the Ionian University's Dept. of Foreign Languages, Translation and Interpretation and has worked as a free-lance interpreter and translator since then. In 2004 she founded and managed an interpretation agency in Athens and currently teaches Simultaneous Interpretation at the MACI.

**Theoharis Tziovaras** holds a M.Sc. in Environmental Studies and Sustainability Science from Lund University, Sweden, and a B.Sc. in Psychology from the University of La Verne, Athens Campus. His main academic interests revolve around the narrative needed in order to facilitate the transition towards a sustainable society. He has worked as a foreign news editor at the Greek newspaper "To Vima", as a scriptwriter for international feature films, and as a project manager and scientific consultant at the World Carfree Network. At the Hellenic American University, he teaches environmental and sustainability science.

**Georgia Valaoras** studied chemistry, science education and environmental management in the United States. She earned a D.Sc. from Washington University in St. Louis, Missouri. Her doctoral research dealt with an analysis of airborne fine particulate matter in Athens, Greece. She then worked at the U.S. Environmental Protection Agency for five years, concentrating on risk assessment for toxic chemicals, pesticides and hazardous waste sites. In 1989, she returned to Greece to establish the national organization of the World Wide Fund for Nature (WWF-Greece), which she directed for six years. She has fifteen years of teaching experience at the secondary, undergraduate and graduate school levels. She also has been a consultant for TRAFFIC Europe, the wildlife monitoring unit of WWF and IUCN, and currently works as the external monitoring expert for the LIFE programme of the European Union Environment Directorate, which funds environment and nature projects in Greece. At Hellenic American University she teaches sciences in the undergraduate program.

**Marianna Xanthopoulou** studied Chemistry at the Chemistry Department of University of Ioannina. She holds an MSc in Chemistry and a PhD in Bioinorganic Chemistry, in the field of anticancer agent synthesis and biological activity. She works as a Research Associate at the Department of Nutrition and Dietetics of Harokopio University. Her research interests include the study of anti-inflammatory, antioxidant and anti-thrombotic properties of food and food components. Recently, she received Alexander S. Onassis Foundation Scholarship in order to attend to the 63rd Lindau Nobel Laurate Meeting held in Germany. She teaches the chemistry courses in the undergraduate program at Hellenic American University.

**Nikos Zarkos** (b. 1981, Kavala, Greece) commenced his guitar studies at the age of 8 at the Municipal Conservatory of Kavala, continued at the Municipal Conservatory of Thessaloniki with professor Evangelos Assimakopoulos and acquired his Diploma from the Thoukidideion Conservatory of Athens with professor Stelios Moustos. During the period 1999-2003 he studied at the *Guildhall School*

*of Music & Drama*, London, with Robert Brightmore as his guitar professor and David Miller as his theorbo tutor. He graduated with the degree *Bachelor of Music*. During the period 2003-2007 he continued his postgraduate studies at the *HochschulefürMusikNürnberg/Augsburg* with guitar professor Franz Halasz and Eduardo Egüez as his baroque music tutor. He acquired the degrees *Diplommusiker (K.A.)* and *Meisterklassendiplom*. Nikos Zarkos has performed in masterclasses of the world guitar elite: Leo Brouwer, Manuel Barrueco, David Russell, Pepe Romero, Roberto Aussel, AnielloDesiderio, JoaquínClerch, Marco Socías, ZoranDukic, Oscar Ghiglia, Hubert Käppel, Alex Garrobé, Ricardo Gallén, Costas Cotsiolis and Kazuhito Yamashita.

## Visiting Faculty

**Nicholas Alexiou** was born in Volos, Greece, and studied economics in his native country before coming to the United States in the mid-1980s to study sociology. He received his M.A. degree in Sociology from Queens College, CUNY, and his Ph.D. from the Graduate Center, CUNY. He has taught in the Department of Sociology and the Center for Byzantine and Modern Greek Studies at Queens College since 1990, and he recently received the President's Award for Excellence in Teaching. His fields of interest are ethnic studies, social theory, social research and statistics, and issues concerning the Greek-American community. He has established the first Oral History Archive for the Greeks of New York and he is the Director of Research of the Stavros Niarchos Research Center, at Queens College, CUNY. Also, a contemporary poet and artist, he is the author of five books of poetry, and many of his poems have been published in Greek and American journals and anthologies.

**Achilles N. Bardos** is Professor of School Psychology at the University of Northern Colorado (USA) where he also coordinates the Graduate Educational Specialist Degree in School Psychology. His primary teaching and research interests are in the area of psycho educational assessment which also involves adoption and research development of instruments in Greece. At Hellenic American University he serves as Visiting Faculty in the Master of Science in Psychology program.

**Jan Blommaert** is Finland Distinguished Professor of Linguistic Anthropology at the University of Jyväskylä, Finland, and Professor of Linguistic Anthropology at Tilburg University, the Netherlands. He also holds appointments at Ghent University (Belgium), University of the Western Cape (South Africa) and Beijing Language and Culture University (China). He is the director of Babylon, Center for the Study of Multicultural Societies, and in that capacity also the coordinator of an International Consortium on Language and Superdiversity. He investigates superdiversity in both online and offline contexts and his work has addressed issues and phenomena in Europe, Africa, and Asia.

**Chris Candlin** Before joining Macquarie as Professor of Linguistics and Head of Department in 1987, Chris was Professor of Applied Linguistics at Lancaster University in the UK. At Macquarie he established and was Executive Director of the National Centre for English Language Teaching & Research (NCELTR) and first Director of the Centre for Language in Social Life (CLSL), and with colleagues re-developed and revitalized the undergraduate and graduate curricula. From 1998-2002 he was Chair Professor of Applied Linguistics at The City University of Hong Kong and directed the Faculty Research Centre in English Language Education & Communication Research. He returned to Macquarie in 2002 to take up a halftime position as Senior Research Professor in Linguistics. He holds Honorary Professorships at the Universities of Lancaster, Nottingham and Cardiff in the UK, and is currently Leverhulme Visiting Professor in Health Communication Research at Cardiff, and part-time Professor of Applied Linguistics in the Centre for Language & Communication at The Open University (UK).

**Bruce Fraser** is a Professor of Linguistics & Education at Boston University. He graduated from MIT, founded and directed the Language Research Foundation, and then joined the faculty at BU. There, with Prof. Paula Menyuk, the Applied Linguistics program was created. His primary current research is focused on Pragmatics, specifically Discourse Markers: the role they play in language and the extent to which they have similar functions across languages. In addition, he is a mediator/arbitrator and studies the language of conflict.

**Diane Larsen-Freeman** has been a professor of education at the University of Michigan since 2002, a professor of linguistics since 2003, and also served as the Director of the English Language Institute from 2002-2003. She was a professor of applied linguistics at the School for International Training in

Brattleboro, Vermont. She earned both her master's degree and her doctorate in linguistics from the University of Michigan. For the past 30 years, she has conducted research in second language acquisition and reviewed and synthesized research literature, leading to the publication of a leading introduction to the field, An Introduction to Second Language Acquisition Research (Longman Publishing, 1991, with Michael Long). She has written books on English grammar from a discourse perspective, most recently, the second editions of The Grammar Book: An ESL/EFL Teacher's Course and has directed the popular grammar series Grammar Dimensions: Form, Meaning, and Use. Her language teaching methodology book Techniques and Principles in Language Teaching (Oxford University Press, 2000) is now in its second edition. In 2003 she published Teaching Language: From Grammar to Grammaring. Her most recent book, which she co-authored with Lynne Cameron, is entitled Complex Dynamic Systems and Applied Linguistics.

**Gabriele Kasper** is Professor at the Hawai'i at Mānoa, where she teaches in the graduate programs in Second Language Studies. She holds a Ph.D. in Applied Linguistics (Dissertation on interlanguage pragmatics), German and English Linguistics and Literature from Ruhr-Universität Bochum (Germany). She is interested in the organization of institutional talk, the discursive production of identities, the visibly social side of cognition, affect, and learning, and the development of interactional competencies. Her contributions to research methodology in second language studies include early publications on verbal protocols and speech act pragmatics. Her courses and research are concerned with language and social interaction, the development of interactional competencies, and qualitative research methodology.

**Claire J. Kramsch** (Licence d'Enseignement, Université de Paris-Sorbonne) Agregation d'Allemand, Université de Paris-Sorbonne) has been Professor of German and Foreign Language Acquisition at Berkeley since 1989. She holds honorary doctorates from the Middlebury School of Languages 1998 and St. Michael's College 2001. She was also the 1994/95 President of the American Association of Applied Linguistics and was co-editor of the journal Applied Linguistics from 1998-2003. She is the founder and editor-in-chief of the UC electronic L2 Journal. Her fields of interest are second language acquisition, applied linguistics, discourse analysis and social and cultural theory. She is also director of the Berkeley Language Center and teaches in the School of Education.

**Jeremy Munday** teaches translation studies at the University of Leeds, UK. His teaching also includes stylistics, discourse and text analysis in translation; systemic functional linguistics (especially evaluation and appraisal theory); ideology in the translation of literary and political works and speeches, with special reference to Spain and Latin America. He collaborate in teaching and research with the Centre for Translation Studies and co-supervise many students working on translation into Spanish, Italian, Arabic and Malay. He is also a qualified and experienced translator from Spanish and French into English.

**James Purpura** is Associate Professor of Linguistics and Education in the TESOL and Applied Linguistics Programs at Teachers College, Columbia University. Besides directing the TESOL Program, he teaches courses in language assessment and research design. His books include Learner strategy use and performance on L2 tests: A SEM approach (1999, CUP), Assessing grammar (2004, CUP). He also has articles in journals, edited volumes. He received the ILTA Best Paper in Language Testing for his article on Learner on strategy use and L2 test performance. Having been on the editorial advisory board of several journals, he is currently associate editor of Language Assessment Quarterly and is on the EAB of the Teachers College Working Papers in TESOL and Applied Linguistics and the University of Sidney Papers in TESOL. Jim is an "expert" member of the European Association of Language Testing and Assessment). He is currently the President of the International Language Testing Association (ILTA).

**Rosina Márquez Reiter** is Reader at the University of Surrey where she teaches intercultural communication. She holds a Ph.D. from the University of Sheffield), an MA from St Mary's College, University of Surrey and a BA in Psychology from the Universidad de la República, Uruguay. Her current research interests include intercultural communication, institutional talk, mediated communication, and face management. She is author of *Linguistic Politeness in Britain and Uruguay* (John Benjamins, 2000), *Spanish Pragmatics* (Palgrave/Macmillan, 2005 with M.E. Placencia) and *Mediated Business Interactions. Intercultural Communication between speakers of Spanish* (Edinburgh University Press, 2011). She has published scholarly papers on indirectness, face, politeness, pragmatic variation, speech acts, conversational structure and service encounters.

**Phil Scholfield** Since 1995, Dr. Scholfield has been Senior Lecturer in Applied Linguistics in the Department of Language and Linguistics at the University of Essex. He has taught various modules, and is involved in research with his many PhD students. Currently he is in charge of the MA in English Language Teaching and has a research group of around 18 PhD students, as well as being Director of Graduate Admissions for the Department.

**Merrill Swain** is Professor Emeritus in the Department of Curriculum, Teaching and Learning at the Ontario Institute for Studies in Education of the University of Toronto. She earned her Ph.D. in 1972 at the University of California, Irvine. For the last 38 years, she has been a professor in the Curriculum, Teaching and Learning department at the Ontario Institute for Studies in Education (OISE) at the University of Toronto (UT). From 1981 to 1990 she was responsible for the Centre for Educational Research on Languages and Literacies (CERLL) at UT. Her research interests include bilingual education and second language learning, teaching and testing. Her present research focuses on the role of collaborative dialogue and "languaging" in second language learning within a Vygotskyan sociocultural theory of mind framework.