Hellenic American University

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INTRODUCTION

Accelerating trends toward globalization and regional economic integration, as well as the heightened mobility of the workforce, 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. ASGE in the 2013-2014 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, creating a seamless transition for students of the Hellenic American University ASGE program to UNHs baccalaureate programs in Engineering. Effective Fall 2014, the ASHM and ASENAs programs were discontinued and merged in the BSBA and BSIT programs respectively as distinct majors. In Fall 2015, the university launched a Bachelor’s of Science in Engineering program (BSE) after having received approval from the New Hampshire Higher Education Commission.

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 the University 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 for five years, effective November 14, 2012. On October 16, 2015 Hellenic American University submitted to NEASC its accreditation Interim Report which was fully accepted. NEASC then set the dates for the institution’s next comprehensive evaluation on 29 October – 1 November 2017. The University submitted its Self-Study in preparation for the comprehensive evaluations on September 11, 2017. On September 1, 2016 the institution submitted to the New Hampshire Higher Education Commission a Self-Study in preparation for a focused review by the Commission. The focused review occurred from October 2-4, 2016 and led to the University’s degree granting authority to June 30, 2018.

Effective April 1, 2017, Hellenic American University relocated its US campus from Manchester to the city of Nashua in southern New Hampshire, a vibrant city in the economically robust southern tier of the state and in close proximity to northeastern Massachusetts.
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.

The University’s Charter

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 in Greece, chartered in the Granite State.

Hellenic American University’s degree programs are regulated, approved, and regularly monitored by New Hampshire’s Department of Education, Division of Higher Education -- Higher Education Commission. The University is a fully accredited member of the New England Association of Schools and Colleges as of November 14th, 2012.

The University’s Mission

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.
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.

Statement of the Board of Trustees on University Values

The University expects that its faculty, students, and staff will be responsible citizens both in society and within the University itself. The Board of Trustees considers such responsibility to extend beyond the observance of law, which it takes for granted; such responsibility also includes an active commitment on the part of all members of the university community to safeguarding and promoting the values of tolerance and diversity, academic integrity, the free pursuit of knowledge, academic honesty and the protection of intellectual property.

As a place of learning, teaching, and research, the Hellenic American University can only thrive when all members of its community are committed to fostering an atmosphere that contributes to free academic inquiry. The Board of Trustees is committed to providing an environment in which the personal safety and integrity of all its members are protected from harassment, bigotry and intolerance in whatever form they may appear, and expects that its students, faculty and staff are likewise committed to this effort.

In fulfilment of the University’s mission, the Board of Trustees encourages administrative officers and faculty to effectively pursue means to enhance the cultural, racial, gender and ethnic diversity of the University. The Board of Trustees furthermore instructs the University’s officers to ensure adherence to the university’s policies on non-discrimination in all University affairs, including but not restricted to employment and human resources management, admissions, student affairs, faculty relations, and third-party contracts, agreements, and relations.

The University’s administration and faculty elaborate these principles in a broad range of policies and procedures, which are published in handbooks, guidelines and manuals, in printed and electronic form, and find expression as well in University contracts and other legal documents. The Board of Trustees instructs University leadership to take all appropriate measures to ensure that students, faculty and staff are aware of and observe these policies and procedures.

Adopted by the Hellenic American University Board of Trustees Meeting in March, 200
## ACADEMIC CALENDAR

### Fall 2017

<table>
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<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>September 4</td>
<td>First Day of Classes (Continuing Students)</td>
</tr>
<tr>
<td>September 4</td>
<td>Labor Day (U.S.)</td>
</tr>
<tr>
<td>September 14-15</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>September 15</td>
<td>Final day to Add/Drop a course for full tuition refund (Continuing Students)</td>
</tr>
<tr>
<td>September 18</td>
<td>First Day of Classes (Freshmen Entering Class and Graduate Programs)</td>
</tr>
<tr>
<td>September 29</td>
<td>Final day to Add/Drop a course for full tuition refund (Freshmen Entering Class and Graduate Programs)</td>
</tr>
<tr>
<td>October 9</td>
<td>Columbus Day (U.S.)</td>
</tr>
<tr>
<td>October 28 (Sat)</td>
<td>National Day (Greece)</td>
</tr>
<tr>
<td>October 30</td>
<td>First Day of Classes (Mini Semester)</td>
</tr>
<tr>
<td>November 3</td>
<td>Community Meeting with the President (Convocation)</td>
</tr>
<tr>
<td>November 3</td>
<td>Final day to Add/Drop a course for full tuition refund (Mini Semester)</td>
</tr>
<tr>
<td>November 11</td>
<td>Veteran’s Day (U.S.)</td>
</tr>
<tr>
<td>Observed November 10</td>
<td>“Polytechnio” Commemorative Day (Greece)</td>
</tr>
<tr>
<td>November 17</td>
<td>Thanksgiving Day (U.S.)</td>
</tr>
<tr>
<td>November 23</td>
<td>“Polytechnio” Commemorative Day (Greece)</td>
</tr>
<tr>
<td>December 15</td>
<td>End of Regular Semester</td>
</tr>
<tr>
<td>-</td>
<td>Make-up (for October 28 holiday)</td>
</tr>
<tr>
<td>December 18</td>
<td>Make up (for November 17 holiday)</td>
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<td>Dec 21-Jan 6</td>
<td>Winter Break</td>
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### Winter Intersession 2018

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<th>Date</th>
<th>Event</th>
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<tr>
<td>January 8</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>For full refund students must drop the course by the end of the second session of the term</td>
<td>Final day to Add/Drop a course for full tuition refund</td>
</tr>
<tr>
<td>January 15</td>
<td>Martin Luther King, Jr.’s Birthday (U.S.)</td>
</tr>
<tr>
<td>January 26</td>
<td>End of Regular Term</td>
</tr>
<tr>
<td>January 30</td>
<td>Feast of Three Hierarchs (Greece)</td>
</tr>
<tr>
<td>-</td>
<td>Make-up (Feast of Three Hierarchs Holiday)</td>
</tr>
</tbody>
</table>

- National holidays are observed according to the location of the campus.
- Classes that do not meet due to a holiday are rescheduled (following the end of the regular semester/term) to meet the University course contact requirements.
### Spring 2018

<table>
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<th>Date</th>
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<tbody>
<tr>
<td>February 1-2</td>
<td>New Student Orientation</td>
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<tr>
<td>February 5</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>February 16</td>
<td>Final day to Add/Drop a course for full tuition refund</td>
</tr>
<tr>
<td>February 19</td>
<td>Presidents' Day (U.S.)</td>
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<tr>
<td>February 19</td>
<td>Ash Monday (Greece)</td>
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<tr>
<td>March 25 (Sun)</td>
<td>Independence Day (Greece)</td>
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<tr>
<td>April 2-10</td>
<td>Spring Break</td>
</tr>
<tr>
<td>May 1</td>
<td>Labor Day (Greece)</td>
</tr>
<tr>
<td>May 25</td>
<td>End of Regular Semester</td>
</tr>
<tr>
<td>May 29</td>
<td>Make up (for Ash Monday holiday)</td>
</tr>
<tr>
<td>May 30</td>
<td>Make up (for Easter Monday holiday)</td>
</tr>
<tr>
<td>May 31</td>
<td>Make up (for Easter Tuesday holiday)</td>
</tr>
<tr>
<td></td>
<td>Make up (for March 25 holiday)</td>
</tr>
<tr>
<td>June 1</td>
<td>Make up (for May 1 holiday)</td>
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<tr>
<td>May 28</td>
<td>Feast of the Holy Spirit (Greece)</td>
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<tr>
<td></td>
<td>Make up (for Feast of the Holy Spirit holiday)</td>
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<td>May 28</td>
<td>Memorial Day (U.S.)</td>
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<tr>
<td>TBA</td>
<td>Commencement</td>
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### Summer I & Summer II, 2018

#### Summer Term-I 2018

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>June 2 to June 9</td>
<td>Travel Course (Walk Across Greece)</td>
</tr>
<tr>
<td>June 11</td>
<td>First Day of Classes</td>
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<tr>
<td></td>
<td>For full refund students must drop the course by the end of the second session of the term</td>
</tr>
<tr>
<td>June 29</td>
<td>End of Regular Term</td>
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#### Summer Term-II 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>June 30 to July 7</td>
<td>Travel Course (Walk Across Greece)</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day (U.S.)</td>
</tr>
<tr>
<td>July 9</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td></td>
<td>For full refund students must drop the course by the end of the second session of the term</td>
</tr>
<tr>
<td>July 27</td>
<td>End of Regular Term</td>
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</tbody>
</table>

- National holidays are observed according to the location of the campus.
- Classes that do not meet due to a holiday are rescheduled (following the end of the regular semester/term) to meet the University course contact requirements.
Admission Process

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 and in the evenings.

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.

Admission 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).

Application Package

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 may 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, either in person or by telephone is required for every applicant who appears to meet the standards for admission.

Conditional Admission

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

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 non-refundable application fee of €30/$42

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

Admission 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 September, and February of each year. Courses are scheduled during the day and in the evenings.

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.

Admission Requirements

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:

- **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

- **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

- **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 interviewed 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.

- **Evidence of Second Foreign Language (If involved) or Greek Language Proficiency (if the candidate is not a native Greek speaker) 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

ENTRANCE EXAMS FOR THE MACI AND MAT

For the MAT program, candidates without a background in linguistics, language and literature or translation/interpreting, are asked to take an entrance exam to test their preliminary translation competence. The exam includes the translation of a text from English into Greek in two hours. The text is about 300 words long and you are allowed to use dictionaries.

Applicants for admission to the MACI who fail to demonstrate sufficient proficiency in English during the interview will be asked to take an entrance exam. The test is administered on site and involves an oral translation of a general text from English into Greek.

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 has been withheld or omitted, it reserves the right to withdraw an offer of admission or to terminate registration.

Application Package

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

- A completed admissions application
- 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.
- An up-to-date résumé
- The required essay
- Two (2) letters of recommendation
- Evidence of English Language Proficiency (See under admission criteria below)
- Two (2) current passport-size photographs
- A copy of a passport or National Identity Card
- A non-refundable application fee of 50€/$70 (100€/$140 for 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) and the Master of Arts in Conference Interpreting (MACI) need to submit Evidence of Greek language proficiency (for non-Greek citizens) (See under admission requirement above).

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.

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

International applicants who wish to study at Hellenic American University must obtain the appropriate student visa before enrolling and attending classes. The appropriate documents for the visa application will be issued upon admission provided (a) they provide proof of sufficient funding to cover the cost of their studies (tuition, fees, living expenses and incidentals) for the duration of their program and (b) have paid the required non-refundable deposit. Please note that verifying proof of sufficient funding is a legal obligation on the part of the University and unless satisfied the institution will be unable to issue the appropriate visa documentation.

International applicants applying to attend classes at the Athens, Greece campus and are citizens of a non-European Union member state, in accordance with Greek law, must obtain a student visa to enter Greece; subsequently, they will be required to apply for a residence permit. Applicants for admission are advised to verify the student visa requirements for nationals of their country through the appropriate Greek consular authorities and to compile the necessary public/government documents for submission in support of their visa application. Please note that Consular authorities retain the right to deny a student visa application. As such, it is advisable that no travel plans be made until your student visa has been approved.

International applicants applying to attend classes at the Nashua, N.H., campus and are not a U.S. citizen or a Permanent Resident (Green Card Holder) must obtain a student visa to enter and study in the U.S. Applicants for admission are advised to verify the student visa requirements for nationals of their country through the appropriate U.S. consular authorities and to compile the necessary public/government documents for submission in support of their visa application. Please note that consular authorities retain the right to deny a student visa application. As such, it is advisable that no travel plans be made until your student visa has been approved.

Irrespective of the location of study, 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.

Students with Special Needs

Hellenic American University, through the University’s Counselling Center supports students with special needs in order to successfully complete their studies and integrate into university life. Our aim is to ensure equal access to learning and to empower individuals with special needs in their personal and academic progress. In the case where the special needs have been already identified, the student has the responsibility of providing diagnostic evidence to the Office of Academic Affairs. The Provost, together with the Director of the Counseling Center review the evidence. With the student’s informed consent, the University moves onto an appropriate course of action at the recommendation of the Director of the Counselling Center. This normally includes communicating to the Provost recommendations based on the diagnostic profile of the student’s needs; the Provost reviews the recommendations and forwards relevant instructions to the student’s professors- and as needed- mentor and program director, in order to best facilitate the student’s optimal performance. The Counseling Center can get involved if requested, to provide individualized counseling support to the student focusing on issues such as time and stress management, relaxation techniques and coping skills, and where appropriate, onward referral to specialized units/professionals for further support. Furthermore, the Counseling Center can provide consultation to the student’s professors on ways in which they can help. All services are subject to the student’s informed consent and are confidential. In the case where they may be previously undiagnosed special needs, the student is encouraged to seek initial assessment at the Counseling Center where referral to diagnostic centers/professional experts for formal diagnosis can be made, if appropriate. The responsibility of initializing and following through with the recommended procedure remains with the student.
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 has been 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.

CREDIT TRANSFER, UNDERGRADUATE

Undergraduate students may request to transfer credits for courses completed in other institutions of higher learning. The table below outlines the conditions under which such requests will be evaluated.

<table>
<thead>
<tr>
<th>Program</th>
<th>Maximum number of transferable credits</th>
<th>Grade Requirements</th>
<th>Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Undergraduate 4-year Programs</td>
<td>Full Associate Degree</td>
<td>N/A</td>
<td>Associate degree transferred needs to be relevant to intended study.</td>
</tr>
<tr>
<td></td>
<td>60 credits</td>
<td>Grade awarded: C- or better</td>
<td>Credits may not be transferred from completed degree programs irrespective of institution attended and degree earned.</td>
</tr>
<tr>
<td>All Associate Degree Programs</td>
<td>30 credits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IMPORTANT NOTES

Credits may only be transferred from higher education institutions recognized by their respective national regulatory authorities. Consideration for transfer is given only upon admission to the University.

The University will make the determination of eligible transfer credit.

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.

Credits may not be transferred from completed degree programs irrespective of institution attended and degree earned. EXCEPTION: A full Associate Degree can be transferred provided it is relevant to the intended study.

The last 30 credits of the degree program must be earned at Hellenic American University in order to be awarded an undergraduate baccalaureate degree.

Exceptions to this policy are possible through the approval of the Provost.
### COURSE WAIVERS, UNDERGRADUATE

#### CONDITIONS GOVERNING WAIVERS FOR UNDERGRADUATE COURSES

<table>
<thead>
<tr>
<th>Types of Waivers</th>
<th>Credits Awarded?</th>
<th>Basis of Waiver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiver without substitution</td>
<td>Yes</td>
<td>(a) Prior Experiential learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(b) By examination</td>
</tr>
<tr>
<td>Waiver with substitution</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Waiver of Second Language Requirement</td>
<td>Yes</td>
<td>(a) Official documentation proving language proficiency at a B1 competence level (for Beginning Language 1 and Beginning language 2).</td>
</tr>
<tr>
<td>(Without Substitution)</td>
<td></td>
<td>(b) Has to be a language different than English and the student’s native language.</td>
</tr>
</tbody>
</table>

#### IMPORTANT NOTES

The University shall determine if credit shall be granted (waivers without substitution) or not (waivers with substitution).

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 will 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.

No more than 50% of the credits required for a degree shall be awarded for prior experiential learning and/or for credits by examination.

Exceptions to this policy are possible through the approval of the Provost.

### CREDIT TRANSFER, GRADUATE

#### CONDITIONS GOVERNING TRANSFER OF GRADUATE CREDITS

<table>
<thead>
<tr>
<th>Program</th>
<th>Maximum number of transferable credits</th>
<th>Grade Requirements</th>
<th>Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA/MSIT, MAT/MACI/MSPsy</td>
<td>9</td>
<td>B or better</td>
<td>(a) In no case will the number of credits allowed exceed 25% of the total required for graduation for that program.</td>
</tr>
<tr>
<td>MAAL</td>
<td>6</td>
<td>B or better</td>
<td>(b) Credits may not be transferred from completed degree programs irrespective of institution attended and degree earned.</td>
</tr>
</tbody>
</table>

#### IMPORTANT NOTES

Credits may only be transferred from higher education institutions recognized by their respective national regulatory authorities. Consideration for transfer is given only upon admission to the University.

The Relevant Admissions Committee for the respective program will make the determination of eligible transfer credit.

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.

Credits may not be transferred from completed degree programs irrespective of institution attended and degree earned.

Exceptions to this policy are possible through the approval of the Provost.
### Course Waivers, MBA & MAAL

#### Conditions Governing Waivers for MBA/MAAL

<table>
<thead>
<tr>
<th>Types of Waivers</th>
<th>Credits Awarded?</th>
<th>Basis of Waiver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiver without substitution</td>
<td>Yes</td>
<td>CURRENTLY ONLY VALID FOR MBA &amp; MAAL (*) Required courses may be waived, without substitution of another course, under certain conditions, which will be determined by the University’s Curriculum Committee.</td>
</tr>
</tbody>
</table>

**IMPORTANT NOTES**

- MBA: Applicants for admission to the MBA program who have an undergraduate business or economics degree and/or at least 5 years of relevant business/professional experience are eligible to have up to 3 introductory level courses waived if the Admissions Committee concludes that this candidate has attained the outcomes required to pass these courses. Generally, the rule of thumb will be a ratio of 3:1. That is, if a candidate has taken at least 3 courses in a business or economics subject area with an average grade of at least a B (or its equivalent in other assessment schemes), then the candidate may be eligible for a waiver WITHOUT substitution of the first required course in that area of study in the MBA program.

- MAAL: Applicants who have a recognized undergraduate degree and who have successfully completed the Hellenic American Union “Applied Linguistics Methodology and Practicum” since the year 2002 with at least a grade of C and have earned the relevant certification may be eligible for waivers WITHOUT substitution for up to 6 credit hours.
TUITION & FEES

Payment Policy

Students are required to pay their tuition in two installments per academic year. The first installment is due upon registration for the Fall semester and the second 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 €233,33/$280.00 per credit (€700.00/$840.00 per 3-credit course). For non-resident students the tuition for all bachelor’s degree programs is €375,00/$450.00 per credit (€1,125.00/$1,350 per 3-credit course). 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. Table 1 depicts the current tuition rates per undergraduate program for resident students.

Table 1. Undergraduate Program Tuition and Fees for resident students

<table>
<thead>
<tr>
<th>Program</th>
<th>Duration of studies (years) if attending as a full-time student</th>
<th>Credits</th>
<th>Courses (#)</th>
<th>Tuition fees</th>
<th>Application fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASGE</td>
<td>2</td>
<td>67</td>
<td>20</td>
<td>€233,33</td>
<td>€30,00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$280.00</td>
<td>$36.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>€15,633.11</td>
<td>$18,760</td>
</tr>
<tr>
<td>BM</td>
<td>4</td>
<td>121*</td>
<td>40</td>
<td>€233,33</td>
<td>€30,00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$280.00</td>
<td>$36.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>€28,232.93</td>
<td>$33,880</td>
</tr>
<tr>
<td>BSBA</td>
<td>4</td>
<td>121</td>
<td>40</td>
<td>€233,33</td>
<td>€30,00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$280.00</td>
<td>$36.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>€28,232.93</td>
<td>$33,880</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$33,880</td>
<td>$36.00</td>
</tr>
<tr>
<td>BAELL</td>
<td>4</td>
<td>121</td>
<td>40</td>
<td>€233,33</td>
<td>€30,00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$280.00</td>
<td>$36.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>€28,232.93</td>
<td>$33,880</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$33,880</td>
<td>$36.00</td>
</tr>
<tr>
<td>BM</td>
<td>4</td>
<td>120</td>
<td>39</td>
<td>€233,33</td>
<td>€30,00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$280.00</td>
<td>$36.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>€27,999.60</td>
<td>$33,600</td>
</tr>
<tr>
<td>BSE</td>
<td>4</td>
<td>126</td>
<td>40</td>
<td>€233,33</td>
<td>€30,00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$280.00</td>
<td>$36.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>€29,399.58</td>
<td>$35,280</td>
</tr>
</tbody>
</table>

* The number of credits may vary depending on the Major/Minor that each student follows.
** The number of courses may vary depending on the Major/Minor that each student follows.

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.

2017-2018 Fees, Undergraduate

<table>
<thead>
<tr>
<th>Fees</th>
<th>Amount</th>
<th>Payable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>€30.00/$36.00</td>
<td>Payable with the submission of the application.</td>
</tr>
<tr>
<td>Non-Refundable Deposit (for New Students)</td>
<td>€1000.00/$1200.00</td>
<td>To be deducted from the first installment.</td>
</tr>
<tr>
<td>Fees</td>
<td>Amount</td>
<td>Payable</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Registration Fee (for Financial Aid recipients only)</td>
<td>Per semester / payable upon registration. Fee varies by percentage (%) of Scholarship awarded. Please refer to Fees Payable by Award Recipients Chart in the Student Handbook.</td>
<td></td>
</tr>
<tr>
<td>Education Services Fee</td>
<td>€150.00  $180.00</td>
<td>Per year / payable upon Fall registration.</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>€150.00  $180.00</td>
<td>Upon Graduation/one month before the graduation ceremony.</td>
</tr>
<tr>
<td>Conservatory Fee</td>
<td>€80.00  $96.00</td>
<td>Music students only.</td>
</tr>
</tbody>
</table>

## 2017-2018 Other Fees

The following fees apply to all students.

<table>
<thead>
<tr>
<th>Fees</th>
<th>Amount</th>
<th>Payable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Registration Fee</td>
<td>€100.00  $120.00</td>
<td>Students registering during Add/Drop period.</td>
</tr>
<tr>
<td>STOP-OUT FEE</td>
<td>€150.00  $180.00</td>
<td>Students not registering for a specific period within the academic year.</td>
</tr>
<tr>
<td>ID Replacement Fee</td>
<td>€20.00  $24.00</td>
<td>Contact the Office of Student Affairs to request new ID card.</td>
</tr>
<tr>
<td>Official Transcript</td>
<td>€30.00  $36.00</td>
<td>Applies to both students and alumni. Payable upon submission of request.</td>
</tr>
<tr>
<td>Unofficial Transcript</td>
<td>€10.00  $12.00</td>
<td>No charge for one per semester. Fee applies to both students and alumni for all other requests. Payable upon submission of request.</td>
</tr>
<tr>
<td>Processing of any document requiring Apostille and/or US Notary services</td>
<td>€100.00  $120.00</td>
<td>Fee applies to the processing of any document that requires US Notary Services and/or an Apostile.</td>
</tr>
<tr>
<td>MATH90</td>
<td>€466.66/$560.00</td>
<td>MATH90 is invoiced only to those students that fail or skip the Mathematics Placement test.</td>
</tr>
</tbody>
</table>

**MATH90**: €466.66/$560.00 (resident tuition) €750.00/$900.00 (non-resident tuition)
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 €32,400 and for the Ph.D. program is €60,000. The cost of books and other material that may be required for each course are not included in the tuition figures.

Table 2. Graduate Program Tuition and Fees for resident students

<table>
<thead>
<tr>
<th>Program</th>
<th>Duration of studies (years)</th>
<th>Credits</th>
<th>Courses (#)</th>
<th>Tuition fees</th>
<th>Application fees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Resident</td>
<td>Application fees</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Per Credit</td>
<td>Per Course</td>
</tr>
<tr>
<td>Ph.D. in Applied Linguistics</td>
<td>4</td>
<td>58</td>
<td>21</td>
<td>€520,00</td>
<td>€1,560</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$624.00</td>
<td>$1,872</td>
</tr>
<tr>
<td>Master’s of Business Administration (MBA)</td>
<td>2</td>
<td>42</td>
<td>14</td>
<td>€334,40</td>
<td>€1,003.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$401.28</td>
<td>$1,203.60</td>
</tr>
<tr>
<td>MBA - Rolling Cohort</td>
<td>2</td>
<td>42</td>
<td>14</td>
<td>$261.90</td>
<td>$785.71</td>
</tr>
<tr>
<td>Master’s of Applied Linguistics (MAAL)</td>
<td>2</td>
<td>39</td>
<td>13</td>
<td>€237,67</td>
<td>€713.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$285.20</td>
<td>$855.60</td>
</tr>
<tr>
<td>Master’s of Arts in Translation (MAT)</td>
<td>1</td>
<td>39</td>
<td>13</td>
<td>€237,67</td>
<td>€713.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$285.20</td>
<td>$855.60</td>
</tr>
<tr>
<td>Master’s of Arts in Conference Interpreting (MACI)</td>
<td>1</td>
<td>39</td>
<td>13</td>
<td>€237,67</td>
<td>€713.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$285.20</td>
<td>$855.60</td>
</tr>
<tr>
<td>Master’s of Science in Information Technology (MSIT)</td>
<td>1 ½</td>
<td>36</td>
<td>12</td>
<td>€333,33</td>
<td>€1,000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$399.99</td>
<td>$1,200.00</td>
</tr>
<tr>
<td>Master’s of Science in Psychology (MSPsy)</td>
<td>2</td>
<td>60</td>
<td>20</td>
<td>€221,82</td>
<td>€665.46</td>
</tr>
<tr>
<td>Concentration in Clinical Psychology * Includes Thesis</td>
<td></td>
<td></td>
<td></td>
<td>$266.19</td>
<td>$798.60</td>
</tr>
<tr>
<td>Master’s of Science in Psychology (MSPsy)</td>
<td>3</td>
<td>66</td>
<td>22</td>
<td>€221,82</td>
<td>€665.46</td>
</tr>
<tr>
<td>Concentration in Counseling Psychology * Includes Thesis</td>
<td></td>
<td></td>
<td></td>
<td>$266.19</td>
<td>$798.60</td>
</tr>
</tbody>
</table>

* MBA-Rolling Cohort program tuition includes a $3,000 international practicum fee.

Veterans applying to the University under the GI Bill are charged resident tuition irrespective of their residency status.
In addition to tuition, the following fees are due and payable at the beginning of each academic year before registration for all graduate students:

### 2017-2018 Fees, Graduate

<table>
<thead>
<tr>
<th>Fees</th>
<th>Amount</th>
<th>Payable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee</td>
<td>€50.00</td>
<td>Payable with the submission of the application.</td>
</tr>
<tr>
<td>All programs but Ph.D.</td>
<td>$60.00</td>
<td></td>
</tr>
<tr>
<td>Application Fee for Ph.D. Program</td>
<td>€100.00</td>
<td>Payable with the submission of the application.</td>
</tr>
<tr>
<td></td>
<td>$120.00</td>
<td></td>
</tr>
<tr>
<td>Dissertation Fee (Ph.D. candidates)</td>
<td>€150.00</td>
<td>Payable with the submission of the manuscript.</td>
</tr>
<tr>
<td></td>
<td>$180.00</td>
<td></td>
</tr>
<tr>
<td>Non-Refundable Deposit (for New students)</td>
<td>€1000.00</td>
<td>To be deducted from the 1st installment.</td>
</tr>
<tr>
<td></td>
<td>$1200.00</td>
<td></td>
</tr>
<tr>
<td>Registration Fee (for Financial Aid recipients only)</td>
<td>Per semester / payable upon registration. Fee varies by percentage (%) of Scholarship awarded. Please refer to the Registration Fees Payable by Award Recipients Chart found in the Student Handbook.</td>
<td></td>
</tr>
<tr>
<td>Education Services Fee</td>
<td>€150.00</td>
<td>Per year / payable upon Fall registration.</td>
</tr>
<tr>
<td></td>
<td>$180.00</td>
<td></td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>€150.00</td>
<td>One month before the graduation ceremony.</td>
</tr>
<tr>
<td></td>
<td>$180.00</td>
<td></td>
</tr>
</tbody>
</table>

### 2017-2018 Other Fees

The following fees apply to all students for the appropriate services:

<table>
<thead>
<tr>
<th>Fees</th>
<th>Amount</th>
<th>Payable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Registration Fee</td>
<td>€100.00</td>
<td>Students registering during Add/Drop period.</td>
</tr>
<tr>
<td></td>
<td>$120.00</td>
<td></td>
</tr>
<tr>
<td>STOP-OUT FEE</td>
<td>€150.00</td>
<td>Students not registering for a specific period within the academic year.</td>
</tr>
<tr>
<td></td>
<td>$180.00</td>
<td></td>
</tr>
<tr>
<td>ID Replacement Fee</td>
<td>€20.00</td>
<td>Contact the Office of Student Affairs to request new ID card.</td>
</tr>
<tr>
<td></td>
<td>$24.00</td>
<td></td>
</tr>
<tr>
<td>Official Transcript</td>
<td>€30.00</td>
<td>Applies to both students and alumni. Payable upon submission of request.</td>
</tr>
<tr>
<td></td>
<td>$36.00</td>
<td></td>
</tr>
<tr>
<td>Unofficial Transcript</td>
<td>€10.00</td>
<td>Students can obtain one copy of unofficial transcripts per semester for free. Additional copies of unofficial transcripts will be charged.</td>
</tr>
<tr>
<td></td>
<td>$12.00</td>
<td></td>
</tr>
<tr>
<td>Processing of any document requiring Apostille and/or US Notary services</td>
<td>€100.00</td>
<td>Fee applies to the processing of any document that requires US Notary services and/or</td>
</tr>
<tr>
<td></td>
<td>$120.00</td>
<td></td>
</tr>
</tbody>
</table>
The following tuition-fees apply to all international students.

<table>
<thead>
<tr>
<th>Tuition Fees</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Programs</td>
<td>€ 58,000</td>
</tr>
<tr>
<td></td>
<td>$ 69,600</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td>€ 35,400</td>
</tr>
<tr>
<td></td>
<td>$ 42,480</td>
</tr>
<tr>
<td>Doctoral Program</td>
<td>€ 75,000</td>
</tr>
<tr>
<td></td>
<td>$ 90,000</td>
</tr>
<tr>
<td>Academic English Bridge Program</td>
<td>€ 18,510</td>
</tr>
<tr>
<td></td>
<td>$ 22,212</td>
</tr>
</tbody>
</table>

Tuition and fees are subject to change. Exchange rate conversions are based on a yearly average. For 2016-2017 the rate is set to 1 € = 1.20 $. This rate may change should significant fluctuations occur. 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, early admission, 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 HAU Univ website ([http://hauniv.edu/admissions/financial-aid](http://hauniv.edu/admissions/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 the 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 Enrolment

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.

For undergraduate programs, for full-time students, the typical semester course load ranges from 12 - 18 credits. Students who would like to register for more than 18 credits must consult with their mentor and receive permission by the Provost before their registration is processed. For intersessions (Winter and Summer) the typical course load should not exceed 6 credits. Students who would like to register for more than 6 credits must consult with their mentor and receive permission by the Provost before their registration is processed.
Depending on the semester attended, the following add/drop policy apply:

<table>
<thead>
<tr>
<th>Weeks: 1 &amp; 2</th>
<th>Weeks 3 &amp; 4</th>
<th>Weeks 5 &amp; 6</th>
<th>Week 7 to end of SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Add</strong></td>
<td>May add course</td>
<td>No course can be added after the end of week 2</td>
<td></td>
</tr>
<tr>
<td><strong>Drop</strong></td>
<td>May drop course</td>
<td>No course can be dropped after the end of week 6</td>
<td></td>
</tr>
</tbody>
</table>

**ADD/DROP POLICIES**

**Academic Penalty**

- **Weeks: 1 & 2**
  - **Add**: No penalty
  - **Drop**: No penalty
  - Student receives a ‘W’ grade for course.
  - No credit for course awarded.
  - Does not affect GPA.

- **Weeks 3 & 4**
  - **Add**: Not applicable: cannot add course after end of week 2
  - **Drop**: Student receives a ‘W’ grade for course.
  - No credit for course awarded.
  - Does not affect GPA.

- **Weeks 5 & 6**
  - **Add**: Not applicable as no course can be added after end of week 2
  - **Drop**: Student will receive a grade based on up to date performance.
  - Credit for course awarded.
  - Does affect GPA

- **Week 7 to end of SEMESTER**
  - **Add**: Charged for course
  - **Drop**: 50% refund of tuition paid

**Financial Obligations/Penalty for Action Taken**

- **Weeks: 1 & 2**
  - **Add**: Charged for course
  - **Drop**: Full refund
  - **Weeks 3 & 4**
  - **Add**: Charged for course
  - **Drop**: Not applicable as no course can be added after end of week 2
  - **Weeks 5 & 6**
  - **Add**: Charged for course
  - **Drop**: 50% refund of tuition paid

REFUND WILL BE FIRST APPLIED TO ANY OUTSTANDING BALANCE BEFORE BEING REMITTED TO STUDENT.

**Irregular Terms (Summer I, II & Winterim)**

<table>
<thead>
<tr>
<th>1st class session</th>
<th>2nd class session</th>
<th>3rd class session</th>
<th>4th class session to end of irregular term</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Add</strong></td>
<td>May add course</td>
<td>No course can be added after the end of 2nd class session</td>
<td></td>
</tr>
<tr>
<td><strong>Drop</strong></td>
<td>May drop course</td>
<td>No course can be dropped after the end of 4th class session</td>
<td></td>
</tr>
</tbody>
</table>

**Academic Penalty for Action Taken**

- **1st class session**
  - **Add**: No penalty
  - **Drop**: No penalty

- **2nd class session**
  - **Add**: Cannot add course after the end of the 1st class session
  - **Drop**: Student receives a ‘W’ grade for course.
  - No credit for course awarded.
  - Does not affect GPA.

- **3rd class session**
  - **Add**: Cannot add course after the end of the 1st class session
  - **Drop**: Student will receive a grade based on up to date performance.
  - Credit for course awarded.
  - Does affect GPA

- **4th class session to end of irregular term**

**Financial Obligations/Penalty for Action Taken**

- **1st class session**
  - **Add**: Charged for course
  - **Drop**: Not applicable as no course can be added after 1st class session

- **2nd class session**
  - **Add**: Charged for course
  - **Drop**: 50% refund of tuition paid

- **3rd class session**
  - **Add**: Charged for course
  - **Drop**: 0% refund of tuition paid

REFUND WILL BE FIRST APPLIED TO ANY OUTSTANDING BALANCE BEFORE BEING REMITTED TO STUDENT.
Ph.D. in Applied Linguistics Drop Policy

Students may drop from a course without academic or financial penalty by the first day of each residential course (core course or discipline specific seminar). To do so, they must contact the PhD Associate Director and the Registrar’s Office. Students dropping the course later than the first day of courses will receive no refund of fees. When students drop a core course that has a project paper they automatically drop project paper associated with the course. For Qualifying Papers and Dissertation students can drop the course within the first fifteen days following registration.

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.
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, video 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.

**MODES OF INSTRUCTION**

IRREGULAR COURSES

<table>
<thead>
<tr>
<th>Definitions</th>
<th>Directed Study</th>
<th>Independent Study</th>
<th>Audit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directed Study</td>
<td>When a catalog approved course is offered on a one-to-one basis for a student (for a maximum of 3 students) then the course is said to be offered as a ‘directed study’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td>An independent study is the study, on a tutorial basis, of a topic not covered in course offerings listed in the catalog.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audit</td>
<td>A student ‘audits’ a course when he/she enrolls and attends but does not receive a grade, and therefore, credits for it. An audited course does not count towards your graduation requirements.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eligibility</th>
<th>Directed Study</th>
<th>Independent Study</th>
<th>Audit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>Not Eligible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomores</td>
<td>✓</td>
<td>Not Eligible</td>
<td>✓</td>
</tr>
<tr>
<td>Juniors</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Seniors</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Ph.D. Students</td>
<td>Not Eligible</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Directed Study</th>
<th>Independent Study</th>
<th>Audit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student should be in good academic standing</td>
<td>✓</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Course required for student to graduate in a timely fashion</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
</tr>
<tr>
<td>Course requested is included in University Catalog</td>
<td>✓</td>
<td>N/A</td>
<td>✓</td>
</tr>
<tr>
<td>Course requested is not included in University Catalog</td>
<td>N/A</td>
<td>✓</td>
<td>N/A</td>
</tr>
<tr>
<td>Should fulfill a program requirement</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
</tr>
<tr>
<td>Comply with Federal regulations regarding award of Academic Credit</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Other conditions as defined by the Provost</td>
<td>✓</td>
<td>✓</td>
<td>N/A</td>
</tr>
<tr>
<td>Special Conditions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Directed Study</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Designated faculty has to be full-time. If not available, an adjunct faculty member may be designated.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ 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., lab work, etc.).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Freshmen (first year undergraduate students) are discouraged to request a directed study. Under special circumstances they may be granted the right to register in a directed study after submitting an Appeal to the Office of the Provost.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Students on scholarship of 50% of tuition or more that request a directed study will be subject to a fee which is equivalent to the regular university per credit fee for the course level and category that the request addresses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ A student may not exceed a total of 4 directed studies in fulfillment of his degree requirements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Conditions for a course to be offered as a directed study:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ When students are unable to graduate in a timely manner because the course is not scheduled in time to meet their needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ When students cannot attend a regularly scheduled course due to documented circumstances beyond their control. Please note that inability to attend because of work schedule is not a valid condition.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ 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.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Other circumstances as determined by the Provost.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Independent Study</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Designated faculty has to be full-time. If not available, an adjunct faculty member may be designated.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Faculty will only undertake independent studies in their area. Exceptions must be appealed directly to the Office of the Provost.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ The first draft of the completed independent study form must be submitted to the supervising faculty member no later than the seventh week of the term prior to the term in which the independent study is to be completed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Students on scholarship of 50% of tuition or more that request a directed study will be subject to a fee which is equivalent to the regular university per credit fee for the course level and category that the request addresses.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Audit</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Students who wish to “audit” a course, that is attend scheduled classes but not earn credits, may do so on a space available basis with the permission of the registrar and the instructor.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ The registrar shall determine whether there is space available.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ 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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Auditors may be admitted to a class beginning in the week immediately before class is scheduled to start.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ The audit fee will be 50% of the tuition charged to those who attend for credit during that term.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approval Required by (in order of processing)</td>
<td>Directed Study</td>
<td>Independent Study</td>
<td>Audit</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------------</td>
<td>------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Mentor</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Program Director/Coordinator</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Instructor (consent)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Provost</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Directed Study</th>
<th>Independent Study</th>
<th>Audit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student contacts faculty to propose collaboration, check availability, and receive approval</td>
<td>✓ (check interest &amp; availability)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Retrieve forms form student portal or pick-up from Registrar’s office</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Meet with Mentor to approve (sign) application</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mentor/Student submits form to Program Director/Coordinator for approval</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If request is approved Program Director/Coordinator appoints supervising faculty</td>
<td>✓</td>
<td>Student secures instructors agreement before submitting the application</td>
<td></td>
</tr>
<tr>
<td>Designated faculty accepts appointment by signing application</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Approved application forwarded to Registrar’s Office for Provost’s Approval</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Provost Approval</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Registrar’s notifies Director/Coordinator/Mentor/Student of final decision</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Registrar’s processes registration if request approved</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Directed Study</strong></td>
</tr>
<tr>
<td>- The learning outcomes and course credits of the directed study must meet those of the regularly taught course.</td>
</tr>
<tr>
<td>- Contact time with the relevant faculty member is scheduled for at least six (6) two hour sessions (a total of at least 12 contact hours) for a 3-credit course.</td>
</tr>
<tr>
<td>- 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 Office of the Registrar as the equivalent of a syllabus). 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.</td>
</tr>
</tbody>
</table>

| **Independent Study** |
| - 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. 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 Office of the Provost. |

| **Audit** |
| - It is a regularly scheduled course that you are attending as you would any of your other courses for that semester/term. The fundamental difference is that as opposed to the other students the assessment criteria for the course are not applicable to you as you will not be graded and will not receive credits for it. |
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

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 scales have been adopted:

<table>
<thead>
<tr>
<th>GRADING SCALES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Grade</strong></td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>A-</td>
</tr>
<tr>
<td>B+</td>
</tr>
<tr>
<td>B</td>
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<tr>
<td>B-</td>
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<tr>
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<td>W</td>
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<tr>
<td>I</td>
</tr>
<tr>
<td>P</td>
</tr>
<tr>
<td>NP</td>
</tr>
</tbody>
</table>
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.

In rare instances students may not be able to finish all work-related materials in order for the Professor 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 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 at least 120 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 at least 60 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.

Graduation Checklist

- Students must complete all requirements of their respective programs.
- Students must complete a graduation survey.
- Students must pay a graduation fee.
- Student must have met all outstanding financial obligations to the university.
- Students must have returned all borrowed books to the Library.
- Students must have submitted an electronic copy of their thesis / dissertation / capstone to the Library for archiving purposes.
ACADEMIC PROGRESSION, PROBATION AND DISMISSAL

Undergraduate Programs
Students must maintain a cumulative GPA of 2.0 to remain in good standing and to make 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 make 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 at 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 which 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 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, nor used, possessed or distributed by those who have not attained legal drinking age.

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

The 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 the 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
STUDENT RIGHTS

An Academic Standards Committee serves all Graduate and Undergraduate programs. The committee consists of a minimum of five members elected by the faculty and 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 complaints and 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 and/or academic program director. The student who has been accused of academic misconduct should be present during a scheduled hearing of the Committee. 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 Standards Committee. A personal meeting will then be arranged. Decisions of the Academic Standing Committee may be appealed to the Provost. The decision of the Provost 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 counselling 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 explains 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 the Blackboard Learning System eLearning platform for all its Undergraduate (and Graduate Program) courses. The Blackboard eLearning 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. Furthermore, Hellenic American University helps its students and alumni identify internship opportunities in Greece and abroad, and assists them during the application process. Alumni employment records are maintained for statistical purposes, alumni networking and possible job reference and placement.

**Student Counseling**

Hellenic American University 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 Psychology, (Clinical Psychology and Clinical Mental Health Counseling concentrations), and provide the comprehensive mental health services.

**Academic Success Services**

The Academic Success Center of Hellenic American University helps students in their pursuit of academic excellence, through a wide range of services, from study skills coaching to individual and group tutoring and challenges students to explore their full potential and encourages them to become confident, active learners.
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 aims to introduce students of Hellenic American University to the concept of civic engagement by exposing them to community problems and helping them develop social, civic, and cultural responsibility. Fulfilling its mission to “educate its students to be global citizens”, Hellenic American University encourages them to engage in at least 45 hours of service-learning activities and community volunteer work prior to their graduation. This is done on an individual or group basis, through the civic engagement component of selected required courses of the program, thus linking curriculum with social and civic responsibility.

More specifically, the goals of the Politis program are to:

- Guide students in developing the knowledge, skills and attitudes that will encourage them to serve society as responsible citizens.
- Inspire the adoption of values in influencing responsible personal, professional, and civic decisions that promote equity, justice, and the well-being of world communities.
- Motivate students to contribute and take leadership roles in their community, employing skills and knowledge they have gained in class.
- Incite student passion for life-long learning and personal development.

Although volunteerism is not and should not be seen as a mandatory activity, still the fact that it is often undervalued and misjudged has been reason enough to make it an indispensable part of University education.

The University has designated two general education requirements and one required course from all majors as a way to meet the program’s goals. To achieve this, all designated courses will contain a civic engagement component that will incorporate service learning appropriate into their respective teaching outcomes. The successful completion of these activities will count for a fixed number of Politis hours. The specific activities and the corresponding hours will be clearly indicated in the syllabus of these courses.
CAMPUS & FACILITIES

Hellenic American University, in cooperation with the Hellenic American College 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 Nashua, NH.

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 in the Disciplines (WID) program. The Writing Center of Hellenic American University is also open to the public for a fee.

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 restaurateurs, 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 Psychology (Clinical Psychology and Clinical Mental Health Counseling concentrations), 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

The Academic Success Center

The Academic Success Center (ASC) guides Hellenic American University students in their pursuit of academic excellence. Through a wide range of services, from study skills coaching to individual and group tutoring, the ASC challenges students to explore their full potential and encourages them to become confident, active learners.

The ASC focuses on developing students’ academic, organizational, and study skills, all of which are seminal to a successful academic life. More specifically, the ASC aims to:

- Help students assess and improve their competence in critical reading, note-taking, study planning, exam-preparation and revision techniques.
- Guide students in developing their time management skills and overcoming procrastination and absenteeism.
- Enhance students’ team-building skills.
Support students through individual and group tutoring sessions in various subject areas, such as English and Math.

The ASC is particularly helpful to first-year students, especially those who feel a little overwhelmed by their first encounter with an educational environment very different from what they were accustomed to. The Academic Success Center also constitutes a point of reference for any student who finds a course especially demanding, or whose academic performance has been compromised by personal problems.
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 available 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**

Through the Hellenic American University Alumni Portal, alumni are able to access 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.

SPECIAL PROGRAMS AND REQUIREMENTS

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 the 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

Mathematics Placement

All first-year students must take the University’s Mathematics Placement Test upon admission. Transfer students will need to take the test only if they cannot provide evidence of having completed a college course in mathematics or analytics equivalent to one of the courses listed in the Mathematics and Analytics section of the University’s General Education Program. Students who pass the Placement test can sign up for the appropriate course in the Mathematics and Analytics Category of General Education of their choice or as required by their Major. Students who fail the test, then must sign up for MATH90 Fundamentals of Mathematics, a non-credit course. Upon successful completion of this course students will be allowed to sign up for an appropriate course in the Mathematics and Analytics Category of General Education. Students who do not wish to take the Mathematics Placement Test must successfully complete MATH90: Fundamentals of Mathematics before registering for a course in the Mathematics and Analytics Category of General Education.
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 at least 120 credits, of which 40 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 (ASGE)
- Bachelor of Arts in English Language and Literature (BAELL)
- Bachelor of Music (BM)
- Bachelor of Science in Business Administration (BSBA)
- Bachelor of Science in Engineering (BSE)
- Bachelor of Science in Information Technology (BSIT)
- Bachelor of Science in Psychology (BSPsy)

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.
Eligibility to receive the Bachelor of Science, Bachelor of Arts, or an Associate degree from Hellenic American University is contingent upon the fulfillment 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 40 credits of general education for a bachelor’s degree or 29 for the associate’s degree in general engineering. Of these, 6 three credit courses (7 for the associate’s degree) will be required of every student and 6 additional courses (2 for the associate’s degree) must be elected from among a range of disciplinary and interdisciplinary domains (or areas). Students will have a course option amongst the six required courses between GE155 Sustainability or BUS368 Ideation. Both these courses are thematic and in the context of scientific and interdisciplinary inquiry will focus on different topics each year that are linked to civic engagement and address sustainable solutions to business products and services from different perspectives.

In regard to student preparation to successfully complete the requirements of the Mathematics and Analytics category, students will be tested through the University’s Mathematics Placement, on whether they meet the learning outcomes of MATH90 Fundamentals of Mathematics upon admission. Students who pass the Placement test can sign up for the appropriate course of their choice in the Mathematics and Analytics Category of General Education, or as required by their Major. Students who fail the test, then must sign up for MATH90, a non-credit course. Upon successful completion of this course students will be allowed to sign up for an appropriate course in the Mathematics and Analytics Category of General Education. Students who do not wish to take the Mathematics Placement Test must successfully complete MATH90 before registering for a course in the Mathematics and Analytics Category of General Education.

### 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 individual 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 sustainable development of the planet through an understanding of the individual as a unit that interacts with an evolving social, business, 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 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 Structure**

<table>
<thead>
<tr>
<th>General Education Program - 40 credits (80 ECTS)</th>
<th>Electives – 22 credits (44 ECTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Requirements – 18 credits (36 ECTS)</strong></td>
<td><strong>One course from each of the following categories:</strong></td>
</tr>
<tr>
<td>GE105 Writing I: Academic Literacies</td>
<td>Mathematics &amp; Analytics (3 credits)</td>
</tr>
<tr>
<td>GE106 Writing II: Expanding Academic Literacies</td>
<td>Sciences (with a Lab) (4 credits)</td>
</tr>
<tr>
<td>GE112 Critical Thinking</td>
<td>Arts and Humanities (3 credits)</td>
</tr>
<tr>
<td>GE115 Public Speaking</td>
<td>Social Sciences (3 credits)</td>
</tr>
<tr>
<td>GE155 Sustainable Planet or BUS368 Ideation</td>
<td>Interdisciplinary and Intercultural Studies (3 credits)</td>
</tr>
<tr>
<td>IT100 Information Literacy and Technology Basics</td>
<td><strong>Two courses from the following category:</strong></td>
</tr>
<tr>
<td></td>
<td>Foreign Languages (6 credits)</td>
</tr>
</tbody>
</table>
### Categories for General Education Electives

#### Mathematics & Analytics
- MATH150 College Calculus
- MATH200 Probability and Statistics for Non-Business Majors
- MATH250 Calculus II
- MATH300 Discrete Mathematics
- MATH350 Differential Equations with Linear Algebra
- PSY260 Statistics for the Social Sciences

#### Sciences (with a Lab)
- BIOL150 Introduction to Biology
- BIOL200 Human Biology
- CH100 General Chemistry with Lab
- EL100 Introduction to Electrical Circuits with Lab
- EL170 Introduction to Digital Systems with Lab
- GEN100 Introduction to Engineering with Design Lab
- NASC100 Physical Science
- PH100 Physics with Lab
- PH200 General Physics II

#### Arts & 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
- GE148 Greek Drama: Tragedy and Comedy
- GE149 Theater Production
- GE150 Introduction to Musical Theater
- GE151 Aesthetics and the Arts
- GE153 Strategies in Performance I
- GE154 Strategies in Performance II
- GE170 Fundamentals in Philosophy
- GE210 The Classical Tradition in Art and Literature

#### 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 Educational Psychology
- PSY240 Social Psychology
- PSY250 Introduction to Child-Centered Play Therapy
- PSY280 Social Psychology Seminar

#### Foreign Languages
- GE107 Beginning Spanish I
- GE108 Beginning Spanish II
- GE109 Intermediate Spanish I
- GE110 Intermediate Spanish II
- GE116 Beginning Arabic I
- GE117 Beginning Arabic II
- GE171 Beginning French I
- GE172 Beginning French II
- GE173 Intermediate French I
- GE174 Intermediate French II

#### Interdisciplinary and Intercultural Studies
- GE103 Developing the Global Citizen
- 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
- ENG157 Semiotics and Film, an Introduction
- ENG204 Language and Gender
- MU325 World Music and Cultures
- PSY345 Fundamentals in Music Therapy

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**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, where possible, 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 In 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 in 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 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 should be able 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

Theater & Performance Minor Structure (6 courses / 18 credits – 36 ECTS)

Requirements - 4 courses / 12 credits (24 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE144</td>
<td>Introduction to Theater and Drama</td>
<td>3</td>
<td>Co-requisites: GE105</td>
</tr>
<tr>
<td>GE146</td>
<td>Acting: Theory and Practice</td>
<td>3</td>
<td>Co-requisites: GE105, GE144</td>
</tr>
<tr>
<td>GE148</td>
<td>Greek Drama: Tragedy and Comedy</td>
<td>3</td>
<td>Co-requisites: GE105</td>
</tr>
<tr>
<td>GE149</td>
<td>Theater Production</td>
<td>3</td>
<td>Co-requisites: GE105, GE144</td>
</tr>
</tbody>
</table>

Electives - 2 courses /6 credits (12 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE150</td>
<td>Introduction to Musical Theater</td>
<td>3</td>
<td>Co-requisites: GE105</td>
</tr>
<tr>
<td>GE151</td>
<td>Aesthetics and the Arts</td>
<td>3</td>
<td>Co-requisites: GE105</td>
</tr>
</tbody>
</table>
**Minor in Sustainability**

**Description**
Undergraduate students from all disciplines can pursue an interdisciplinary Minor in 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 Sustainability students should 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

**Sustainability Minor Structure (6 courses / 18 credits – 36 ECTS)**

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE145</td>
<td>Principles of Sociology</td>
<td>3</td>
<td>GE105; Co-requisites: GE106</td>
</tr>
<tr>
<td>GE156</td>
<td>Environmental Management and Sustainability – “Green Business”</td>
<td>3</td>
<td>GE105, GE106, GE155</td>
</tr>
<tr>
<td>GE158</td>
<td>Sustainable Community Development</td>
<td>3</td>
<td>GE105, GE106, GE115, GE155</td>
</tr>
<tr>
<td>GE159</td>
<td>Global Environmental Law and Governance</td>
<td>3</td>
<td>GE105, GE106, GE155</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS200</td>
<td>Perspectives on Business in Society</td>
<td>3</td>
<td>GE105; Co-requisites: GE106</td>
</tr>
<tr>
<td>GE113</td>
<td>Values, Ethics and Social Responsibility</td>
<td>3</td>
<td>GE105, GE106; Co-requisites: GE115</td>
</tr>
<tr>
<td>GE162</td>
<td>International Service Learning</td>
<td>3</td>
<td>GE105, GE106, GE155, GE158</td>
</tr>
<tr>
<td>PSY240</td>
<td>Social Psychology</td>
<td>3</td>
<td>GE105, GE106, PSY150</td>
</tr>
</tbody>
</table>
Hellenic American University’s Associate of Science in General Engineering 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 potentially transfer credits toward and continue their studies in most engineering majors in order to obtain their bachelor’s degree.

Hellenic American University has signed an articulation agreement with the University of New Hampshire, College of Engineering and Physical Sciences (UNH-CEPS). Through this collaborative 2 + 2 agreement Hellenic American University students in the Associate of Science in General Engineering (ASGE) are able to receive their Associate of Science at HAU and then transfer to a BS Engineering degree program at UNH-CEPS.

A total of 20 courses are required for the ASGE degree. Full-time students may complete the program in 4 semesters, while part-time students will need 3 to 4 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:**

Upon completion of the Associate of Science in General Engineering, students should be able to:

- 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

In order to address all these requirements, the associate program incorporates a strong general education curriculum with 7 required courses and 2 electives from a list of courses. More specifically, students should attend the following required general education courses:

**General Education Required - 7 Courses / 23 Credits (46 ECTS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE105</td>
<td>Writing I: Academic Literacies</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>GE106</td>
<td>Writing II: Expanding Academic Literacies</td>
<td>3</td>
<td>GE105</td>
</tr>
<tr>
<td>MATH150</td>
<td>College Calculus</td>
<td>3</td>
<td>MATH90 or its equivalent</td>
</tr>
<tr>
<td>MATH250</td>
<td>Calculus II</td>
<td>3</td>
<td>MATH150</td>
</tr>
<tr>
<td>MATH350</td>
<td>Differential Equations with Linear Algebra</td>
<td>3</td>
<td>MATH150</td>
</tr>
<tr>
<td>PH100</td>
<td>Physics with Lab</td>
<td>4</td>
<td>MATH150</td>
</tr>
<tr>
<td>PH200</td>
<td>General Physics II</td>
<td>4</td>
<td>MATH150, PH100</td>
</tr>
</tbody>
</table>

**General Education Electives - 2 Courses / 6 Credits (12 ECTS)**

Students of the program should select one course from each of the following categories:

- Soft Skills

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE112</td>
<td>Critical Thinking</td>
<td>3</td>
<td>GE105; Co-requisites:GE106</td>
</tr>
<tr>
<td>GE115</td>
<td>Public Speaking</td>
<td>3</td>
<td>GE105; Co-requisites: GE106</td>
</tr>
<tr>
<td>IT100</td>
<td>Information Literacy and Technology Basics</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

- Social Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS200</td>
<td>Perspectives on Business in Society</td>
<td>3</td>
<td>GE105; Co-requisites: GE106</td>
</tr>
<tr>
<td>BUS305</td>
<td>Principles of Management</td>
<td>3</td>
<td>GE105; Co-requisites: GE106</td>
</tr>
<tr>
<td>GE126</td>
<td>Economics I: Individual and Society</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

**Free Electives - 1 Course / 3 Credits (6 ECTS)**

Students can select 1 course (3 credits) from any course available in the undergraduate catalog of the University.

**Major Required - 10 Courses / 35 Credits (64 ECTS)**

The General Engineering curriculum comprises 2 General Engineering courses, 1 Civil Engineering course, 3 Electrical Engineering courses, 2 Computer Engineering course and 1 Chemical Engineering course. In addition, students must choose 1 of the Elective Engineering courses.

**General Engineering Courses**

The 2 General Engineering courses are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN100</td>
<td>Introduction to Engineering with Design Lab</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>GEN101</td>
<td>Engineering Mechanics</td>
<td>3</td>
<td>PH100</td>
</tr>
</tbody>
</table>

**Civil Engineering Courses**

The 1 Civil Engineering course is:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIV100</td>
<td>Civil Engineering System</td>
<td>3</td>
<td>GEN100</td>
</tr>
</tbody>
</table>
Electrical Engineering Courses
The 3 Electrical Engineering courses are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL100</td>
<td>Introduction to Electrical Circuits with Lab</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>EL170</td>
<td>Introduction to Digital Systems with Lab</td>
<td>4</td>
<td>MATH150</td>
</tr>
<tr>
<td>EL200</td>
<td>Electronic Design I with Lab</td>
<td>4</td>
<td>EL100</td>
</tr>
</tbody>
</table>

Computer Engineering Courses
The 2 Computer Engineering courses are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT150</td>
<td>Programming Concepts</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT280</td>
<td>System Analysis and Design</td>
<td>3</td>
<td>IT150, IT200</td>
</tr>
</tbody>
</table>

Chemical Engineering Courses
The 1 Chemical Engineering course is:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH100</td>
<td>General Chemistry with Lab</td>
<td>4</td>
<td>None</td>
</tr>
</tbody>
</table>

Elective Engineering Courses - 1 Course / 3 Credits (6 ECTS)
The 3 Elective Engineering courses, from which students should choose 1, are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN103</td>
<td>Engineering Material and Devices with Lab</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CH200</td>
<td>Physical Chemistry</td>
<td>3</td>
<td>CH100</td>
</tr>
<tr>
<td>CIV101</td>
<td>Building Construction</td>
<td>3</td>
<td>GEN100, CIV100</td>
</tr>
</tbody>
</table>
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 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 multiple contexts.
- Promote an understanding of literary genres, canonicity, and literary periods important to the understanding of world literature.
- Understand the intercultural and ethnic contexts portrayed in works of English and world literature.

**Learning Outcomes:**
Upon completion of the BAELL, students should be able to:
- speak and write articulately about language and literature in critically informed ways using well-constructed and appropriately supported arguments
- conduct linguistic analysis that takes into account the structural and contextual factors that shape meaning
- understand literary genres and periods
- 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 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 including 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.
Degree Requirements:

Successful completion of the BA in English Language and Literature will require a total of 121 credits/40 courses: 57 credits/19 courses in major requirements, and 6 credits/2 courses in major electives; 40 credits/13 courses in general education, 18 credits/6 courses in free electives which may be applied to a minor of choice. Full-time students may complete the program in 8 semesters, while part-time students will need between 6 to 8 years to complete their degree, depending on the number of courses taken each semester.

Structure of the English Language and Literature Program

Bachelor of Arts in English Language and Literature

<table>
<thead>
<tr>
<th>General Education</th>
<th>Free Elective or Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 credits</td>
<td>16 credits</td>
<td>63 credits</td>
</tr>
<tr>
<td>13 courses</td>
<td>6 courses</td>
<td>21 courses</td>
</tr>
</tbody>
</table>

Required Courses

- 18 credits | 6 courses

Elective Courses

- 22 credits | 7 courses

Required Courses

- 57 credits | 19 courses

Elective Courses

- 6 credits | 2 courses

English Language and Literature Curriculum

The major curriculum of the BA in English Language and Literature combines 19 language and literature courses, inclusive of a practicum that involves the student's final project, with 2 major electives, for a total of 63 credits/21 courses, as well as the 40 credits/13 courses in General Education requirements.

Major Requirements - 19 Courses / 57 Credits (114 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG200</td>
<td>Introduction to Linguistics</td>
<td>3</td>
<td>GE105; Co-requisite: GE106</td>
</tr>
<tr>
<td>ENG201</td>
<td>Language Awareness</td>
<td>3</td>
<td>GE105, GE106, ENG200</td>
</tr>
<tr>
<td>ENG202</td>
<td>Language in Use: Approaches to Discourse</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG201</td>
</tr>
<tr>
<td>ENG203</td>
<td>Language and Mind</td>
<td>3</td>
<td>GE105, GE106, ENG200</td>
</tr>
<tr>
<td>ENG220</td>
<td>Introduction to Literature</td>
<td>3</td>
<td>GE105; Co-requisite: GE106</td>
</tr>
<tr>
<td>ENG221</td>
<td>Shakespeare and His Time</td>
<td>3</td>
<td>GE105, GE106, ENG220</td>
</tr>
<tr>
<td>ENG223</td>
<td>Introduction to Poetry</td>
<td>3</td>
<td>GE105, GE106, ENG220</td>
</tr>
<tr>
<td>ENG300</td>
<td>Language and Society</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG202</td>
</tr>
<tr>
<td>ENG301</td>
<td>Language and Interaction</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG201</td>
</tr>
<tr>
<td>ENG306</td>
<td>Special Topics in Linguistics</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG201</td>
</tr>
<tr>
<td>ENG307</td>
<td>Developmental and Clinical Linguistics</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG203</td>
</tr>
<tr>
<td>ENG310</td>
<td>Introduction to Methodology</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG201</td>
</tr>
<tr>
<td>ENG311</td>
<td>Advanced Methodology</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG203</td>
</tr>
<tr>
<td>ENG320</td>
<td>American Literature, an Overview</td>
<td>3</td>
<td>GE105, GE106, ENG220</td>
</tr>
<tr>
<td>ENG321</td>
<td>The British novel, Past and Present</td>
<td>3</td>
<td>GE105, GE106, ENG220, ENG221</td>
</tr>
<tr>
<td>ENG420</td>
<td>Literary Theory I</td>
<td>3</td>
<td>GE105, GE106, ENG220, ENG223, ENG320; Co-requisites: ENG222, ENG321</td>
</tr>
<tr>
<td>PSY200</td>
<td>Introduction to Research Methods</td>
<td>3</td>
<td>GE105, GE106</td>
</tr>
</tbody>
</table>

With Practicum in Literature

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG410a</td>
<td>Practicum (Literature)</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG201, ENG202, ENG203, ENG221, ENG222, ENG223, ENG310, ENG311, ENG320, ENG321, ENG420, PSY200; Co-requisites: ENG300, ENG301</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Pre-requisites (Course Codes)</td>
</tr>
<tr>
<td>-------------</td>
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<td>------------------------------</td>
</tr>
<tr>
<td>ENG422</td>
<td>American Literature: Culture and History</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG220, ENG221, ENG321, ENG420</td>
</tr>
<tr>
<td></td>
<td><strong>With Practicum in Linguistics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG410b</td>
<td>Practicum (Linguistics)</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG201, ENG202, ENG203, ENG220, ENG300, ENG301, ENG310, ENG311, PSY200; Co-requisites: ENG221, ENG223, ENG321, ENG420</td>
</tr>
<tr>
<td>ENG422</td>
<td>American Literature: Culture and History</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG220, ENG221, ENG321, ENG420</td>
</tr>
<tr>
<td></td>
<td><strong>With Practicum in TESOL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG410c</td>
<td>Practicum (TESOL)</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG201, ENG202, ENG203, ENG220, ENG300, ENG301, ENG310, ENG311, PSY200; Co-requisites: ENG221, ENG222, ENG223, ENG420</td>
</tr>
<tr>
<td>ENG411</td>
<td>Practicum II: Researching Language Classrooms (for TESOL strand students only)</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG201, ENG202, ENG203, ENG300, ENG301, ENG310, ENG311, ENG410c, PSY200</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE144</td>
<td>Introduction to Theater and Drama</td>
<td>3</td>
<td>None; Co-requisite: GE105</td>
</tr>
<tr>
<td>GE149</td>
<td>Theater Production</td>
<td>3</td>
<td>None; Co-requisites: GE105, GE144</td>
</tr>
<tr>
<td>ENG157</td>
<td>Semiotics and Film, an Introduction</td>
<td>3</td>
<td>GE105, GE106</td>
</tr>
<tr>
<td>ENG204</td>
<td>Language &amp; Gender</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG202</td>
</tr>
<tr>
<td>ENG205</td>
<td>Introduction to Translation Studies</td>
<td>3</td>
<td>GE105, GE106; Co-requisite: ENG200</td>
</tr>
<tr>
<td>ENG206</td>
<td>Feedback in Second/Foreign Language Writing: Contexts and Issues</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG201</td>
</tr>
<tr>
<td>ENG211</td>
<td>Teaching Greek as a Foreign Language</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ENG215</td>
<td>Creative Writing</td>
<td>3</td>
<td>GE105, GE106, ENG220 (and by instructor’s consent for non-BAELL students)</td>
</tr>
<tr>
<td>ENG222</td>
<td>The Short Story</td>
<td>3</td>
<td>GE105, GE106, ENG220</td>
</tr>
<tr>
<td>ENG224</td>
<td>Masterpieces of 20th Century Theater</td>
<td>3</td>
<td>GE105, GE106, ENG220</td>
</tr>
<tr>
<td>ENG225</td>
<td>Women Writers</td>
<td>3</td>
<td>GE105, GE106, ENG220</td>
</tr>
<tr>
<td>ENG230</td>
<td>Modern Greek Literature in Translation</td>
<td>3</td>
<td>GE105, GE106, ENG205, ENG220</td>
</tr>
<tr>
<td>ENG303</td>
<td>Methodology and Terminology for Translation</td>
<td>3</td>
<td>GE105, ENG205</td>
</tr>
<tr>
<td>ENG305</td>
<td>Fundamentals for Translation I (English-Greek)</td>
<td>3</td>
<td>GE105, ENG205</td>
</tr>
<tr>
<td>ENG323</td>
<td>Seminar in American Literature and Culture</td>
<td>3</td>
<td>GE105, GE106, GE115, ENG220</td>
</tr>
<tr>
<td>ENG324</td>
<td>Themes in Comparative Literature: the city</td>
<td>3</td>
<td>GE105, GE106; ENG220; ENG222 Co-requisites: ENG321, ENG420</td>
</tr>
<tr>
<td>ENG325</td>
<td>Translation and Culture</td>
<td>3</td>
<td>GE105, ENG205</td>
</tr>
<tr>
<td>ENG326</td>
<td>Fundamentals for Translation II Translation (Greek – English)</td>
<td>3</td>
<td>GE105, ENG205</td>
</tr>
<tr>
<td>ENG327</td>
<td>The Ethics of Translation</td>
<td>3</td>
<td>GE105, ENG205</td>
</tr>
<tr>
<td>PSY210</td>
<td>Educational Psychology</td>
<td>3</td>
<td>GE105, GE106</td>
</tr>
</tbody>
</table>

**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 students with core theories and practice 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**

Upon completing the Minor in TESOL, students should be able to:

- apply core linguistic theories to describe and analyze language use in different settings, including language classrooms.
- understand and apply current methodological practices for the Teaching of English to Speakers of Other languages (TESOL).
- understand and apply basic principles of language assessment and testing in TESOL.

**TESOL Minor Structure (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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG200</td>
<td>Introduction to Linguistics</td>
<td>3</td>
<td>GE105; Co-requisite: GE106</td>
</tr>
<tr>
<td>ENG201</td>
<td>Language Awareness</td>
<td>3</td>
<td>GE105, GE106, ENG200</td>
</tr>
<tr>
<td>ENG202</td>
<td>Language in Use: Approaches to Discourse</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG201</td>
</tr>
<tr>
<td>ENG310</td>
<td>Introduction to Methodology</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG201 Co-requisite: ENG203</td>
</tr>
<tr>
<td>ENG311</td>
<td>Advanced Methodology</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG203, ENG310</td>
</tr>
<tr>
<td>ENG410c</td>
<td>Practicum (TESOL)</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG201, ENG203, ENG310, PSY200 Co-requisites: ENG221, ENG222, ENG223, ENG420</td>
</tr>
</tbody>
</table>

**Minor in Literature**

Undergraduate students of Hellenic American University have the option to pursue a minor in Literature. The goal is to familiarize 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**

Upon completing the Minor in Literature, students should be able to:

- 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 Structure (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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG220</td>
<td>Introduction to Literature</td>
<td>3</td>
<td>GE105; Co-requisite: GE106</td>
</tr>
<tr>
<td>ENG320</td>
<td>American Literature, an Overview</td>
<td>3</td>
<td>GE105, GE106, ENG220</td>
</tr>
</tbody>
</table>
Minor Electives - Select 4 courses / 12 Credits (24 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG204</td>
<td>Language &amp; Gender</td>
<td>3</td>
<td>GE105, GE106, ENG200, ENG202</td>
</tr>
<tr>
<td>ENG205</td>
<td>Introduction to Translation Studies</td>
<td>3</td>
<td>GE105, GE106; Co-requisite: ENG200</td>
</tr>
<tr>
<td>ENG215</td>
<td>Creative Writing I</td>
<td>3</td>
<td>GE105, GE106, ENG220 (and by instructor’s consent for non-BAELL students)</td>
</tr>
<tr>
<td>ENG221</td>
<td>Shakespeare &amp; His Time</td>
<td>3</td>
<td>GE105, GE106, ENG220</td>
</tr>
<tr>
<td>ENG222</td>
<td>The Short Story</td>
<td>3</td>
<td>GE105, GE106, ENG220</td>
</tr>
<tr>
<td>ENG223</td>
<td>Introduction to Poetry</td>
<td>3</td>
<td>GE105, GE106, ENG220</td>
</tr>
<tr>
<td>ENG225</td>
<td>Women Writers</td>
<td>3</td>
<td>GE105, GE106, ENG220</td>
</tr>
<tr>
<td>ENG230</td>
<td>Modern Greek Literature in Translation</td>
<td>3</td>
<td>GE105, GE106, ENG205, ENG220</td>
</tr>
<tr>
<td>ENG321</td>
<td>The British Novel, Past &amp; Present</td>
<td>3</td>
<td>GE105, GE106, ENG220, ENG221</td>
</tr>
</tbody>
</table>

**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 for students with an interest in languages and translation. The program covers the linguistic combinations of English and Greek but can accommodate other languages as well. This minor offers solid theoretical and practical knowledge to any student with an interest in translation and paves the way for a career in the translation industry.

**Translation Learning Outcomes**

Upon completing the Minor in Translation Studies, students should be able to:

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

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

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG205</td>
<td>Introduction to Translation Studies</td>
<td>3</td>
<td>GE105, GE106; Co-requisite: ENG200</td>
</tr>
<tr>
<td>ENG303</td>
<td>Methodology and Terminology for Translation</td>
<td>3</td>
<td>GE105, ENG205</td>
</tr>
<tr>
<td>ENG305</td>
<td>Fundamentals for Translation I (English-Greek)</td>
<td>3</td>
<td>GE105, ENG205</td>
</tr>
<tr>
<td>ENG325</td>
<td>Translation and Culture</td>
<td>3</td>
<td>GE105, ENG205</td>
</tr>
<tr>
<td>ENG326</td>
<td>Fundamentals for Translation II Translation (Greek – English)</td>
<td>3</td>
<td>GE105, ENG205</td>
</tr>
<tr>
<td>ENG327</td>
<td>The Ethics of Translation</td>
<td>3</td>
<td>GE105, ENG205</td>
</tr>
</tbody>
</table>

**Professional Development Program incorporated in the BAELL TESOL program**

- Diploma in TESOL LEVEL 5

Hellenic American University’s TESOL professional development program includes the same set of 3 TESOL-focused courses and a supervised teaching Practicum in a real classroom setting leading to the Diploma in TESOL LEVEL 5.
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 at a conservatory or 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 the completion of a total of 121 credits: 40 credits in general education, 42 credits in the major core courses, 27-30 credit hours in the major, and 9-12 credits in music electives. Full-time students may complete the program in 8 semesters, while part-time students will need between 6 to 8 years to complete their degree, depending on the number of courses taken each semester.

Structure of the Bachelor of Music Program

Music Curriculum (81 credits – 162 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 continued 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, including the repertory of various periods and cultures in their major performance area.
- Acquire the ability to perform 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.

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### Core Curriculum Requirements (42 credits – 84 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU101</td>
<td>Music Theory I (Fundamentals)</td>
<td>3</td>
<td>None; For non-music majors interview is required</td>
</tr>
<tr>
<td>MU102</td>
<td>Music Theory II (Harmony 1)</td>
<td>3</td>
<td>MU101</td>
</tr>
<tr>
<td>MU107</td>
<td>Ear Training/Solfège I</td>
<td>1.5</td>
<td>None; Co-requisite for non-music majors: MU101</td>
</tr>
<tr>
<td>MU108</td>
<td>Ear Training/Solfège II</td>
<td>1.5</td>
<td>MU107</td>
</tr>
<tr>
<td>MU151</td>
<td>Piano Studio I</td>
<td>1</td>
<td>None; Co-requisite for non-music majors: MU101</td>
</tr>
<tr>
<td>MU152</td>
<td>Piano Studio II</td>
<td>1</td>
<td>MU151</td>
</tr>
<tr>
<td>MU153</td>
<td>Piano Studio III</td>
<td>1</td>
<td>MU152</td>
</tr>
<tr>
<td>MU154</td>
<td>Piano Studio IV</td>
<td>1</td>
<td>MU153</td>
</tr>
<tr>
<td>MU155</td>
<td>Piano Studio V</td>
<td>1</td>
<td>MU154</td>
</tr>
<tr>
<td>MU156</td>
<td>Piano Studio VI</td>
<td>1</td>
<td>MU155</td>
</tr>
<tr>
<td>MU201</td>
<td>Music Theory III (Harmony 2)</td>
<td>3</td>
<td>MU102</td>
</tr>
<tr>
<td>MU202</td>
<td>Music Theory IV (Form and Analysis)</td>
<td>3</td>
<td>MU101, MU102, MU201</td>
</tr>
<tr>
<td>MU203</td>
<td>Music Theory V (Counterpoint)</td>
<td>3</td>
<td>MU201</td>
</tr>
<tr>
<td>MU207</td>
<td>Ear Training/Solfège III</td>
<td>1.5</td>
<td>MU107, MU108</td>
</tr>
<tr>
<td>MU208</td>
<td>Ear Training/Solfège IV</td>
<td>1.5</td>
<td>MU107, MU108, MU207</td>
</tr>
<tr>
<td>MU222</td>
<td>Music History II (Medieval, Renaissance, and Baroque)</td>
<td>3</td>
<td>GE105; Co-requisites: GE106</td>
</tr>
<tr>
<td>MU321</td>
<td>Music History III (Classicism and Romanticism)</td>
<td>3</td>
<td>GE105; Co-requisites: GE106</td>
</tr>
<tr>
<td>MU322</td>
<td>Music History IV (Romanticism &amp; 20th Century)</td>
<td>3</td>
<td>GE105; Co-requisites: GE106</td>
</tr>
<tr>
<td>MU453</td>
<td>Musical Organization – Choral (1.5 credits per semester)</td>
<td>6</td>
<td>Audition required; Co-requisite for non-majors: MU101, MU107</td>
</tr>
</tbody>
</table>
Majors in the Music Program

Students will select one of 3 majors offered in the Program.

Music Performance

Learning Outcomes:

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

In the area of music performance, students should:

- 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)

Studio instruction (8 terms - 3 credits per term): 24 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU401</td>
<td>Piano</td>
<td>24 (3 per semester)</td>
<td>Entrance audition required</td>
</tr>
<tr>
<td>MU410</td>
<td>Collaborative Piano</td>
<td>12 (3 per semester)</td>
<td>Entrance audition required; MU401.1-MU401.4</td>
</tr>
</tbody>
</table>

Strings

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU402</td>
<td>Violin</td>
<td>24 (3 per semester)</td>
<td>Entrance audition required</td>
</tr>
<tr>
<td>MU403</td>
<td>Viola</td>
<td>24 (3 per semester)</td>
<td>Entrance audition required</td>
</tr>
<tr>
<td>MU404</td>
<td>Cello</td>
<td>24 (3 per semester)</td>
<td>Entrance audition required</td>
</tr>
<tr>
<td>MU405</td>
<td>Double Bass</td>
<td>24 (3 per semester)</td>
<td>Entrance audition required</td>
</tr>
<tr>
<td>MU409</td>
<td>Guitar</td>
<td>24 (3 per semester)</td>
<td>Entrance audition required</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU406</td>
<td>Voice</td>
<td>24 (3 per semester)</td>
<td>Entrance audition required</td>
</tr>
<tr>
<td>MU413</td>
<td>Percussion</td>
<td>24 (3 per semester)</td>
<td>Entrance audition required</td>
</tr>
<tr>
<td>MU414</td>
<td>Saxophone</td>
<td>24 (3 per semester)</td>
<td>Entrance audition required</td>
</tr>
<tr>
<td>MU380</td>
<td>Conducting</td>
<td>24 (3 per semester)</td>
<td>Entrance audition required</td>
</tr>
</tbody>
</table>

Course requirements (Select one of the following): 3 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU470</td>
<td>Chamber Music</td>
<td>3</td>
<td>MU101</td>
</tr>
<tr>
<td>MU451</td>
<td>Opera Workshop</td>
<td>3</td>
<td>MU101</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU379</td>
<td>Conducting and Rehearsing Techniques</td>
<td>3</td>
<td>MU101</td>
</tr>
</tbody>
</table>
Music Theory and Composition

Learning Outcomes:
In the area of theory and composition, students should:

- 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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU305</td>
<td>Contemporary Techniques</td>
<td>3</td>
<td>MU203</td>
</tr>
<tr>
<td>MU306</td>
<td>Analytical Techniques</td>
<td>3</td>
<td>GE105, GE106, GE115, MU101, MU102,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MU201, MU202, MU203</td>
</tr>
<tr>
<td>MU379</td>
<td>Conducting and Rehearsing Techniques</td>
<td>3</td>
<td>MU101</td>
</tr>
<tr>
<td>MU407</td>
<td>Counterpoint</td>
<td>3</td>
<td>MU203</td>
</tr>
<tr>
<td>MU411</td>
<td>Music Technology</td>
<td>3</td>
<td>MU101; Co-requisites: IT100</td>
</tr>
<tr>
<td>MU461</td>
<td>Basic Composition I</td>
<td>2</td>
<td>Entrance audition required</td>
</tr>
<tr>
<td>MU462</td>
<td>Basic Composition II</td>
<td>2</td>
<td>MU461</td>
</tr>
<tr>
<td>MU463</td>
<td>Intermediate Composition I</td>
<td>2</td>
<td>MU462</td>
</tr>
<tr>
<td>MU464</td>
<td>Intermediate Composition II</td>
<td>2</td>
<td>MU463</td>
</tr>
<tr>
<td>MU465</td>
<td>Intermediate Composition III</td>
<td>2</td>
<td>MU464</td>
</tr>
<tr>
<td>MU466</td>
<td>Senior Composition I</td>
<td>2</td>
<td>MU465</td>
</tr>
<tr>
<td>MU467</td>
<td>Senior Composition II</td>
<td>3</td>
<td>MU466</td>
</tr>
<tr>
<td>MU496</td>
<td>Medium Scale Composition</td>
<td>0</td>
<td>MU463</td>
</tr>
</tbody>
</table>
Music History and Literature

Learning Outcomes:
In the area of music history and literature, students should:

- demonstrate in written, verbal, aural, and visual methods knowledge of styles, composers, genres, forms, and processes of Western European art music through present time, including contributions to this tradition made by composers of both genders and multicultural societies.
- demonstrate knowledge of the principles of harmony, musical form, and compositional process, and the ability to use this knowledge in written, verbal, aural, and visual analyses.
- demonstrate fluency in written fundamentals and aural comprehension of music theory (including aural dictation).
- utilize the piano for personal music study and instruction.
- synthesize performance, historical, stylistic, analytical, and technological information to solve artistic problems and form musical interpretations, and convincingly communicate these solutions and interpretations in written, verbal, aural, and visual methods.
- develop a comprehensive understanding of the relationships among historical perspectives, theoretical analysis and performance practice in music.
- incorporate an understanding of music in its historical and cultural context such as it enables them to support the growth of their musicianship and enables them to have better understanding of the music they hear, perform, and/or create.
- develop a firm grasp of the basic principles of the structure, design, and language of music in the Western Music tradition.
- acquire the knowledge and vocabulary sufficient to approach music of any period, style or genre.
- pursue a proficiency of technology appropriate to and connection with their field of specialization.
- acquire the knowledge of a diverse catalogue of representative works in all major genres and representing all historical and interpretive styles.
- acquire a proficiency in current research methods and trends including all forms and technologies available for the study of music.

Music History and Literature Major Requirements (30 credits – 60 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU157</td>
<td>Violin for Beginners</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MU204</td>
<td>Music Theory VI (Advanced Harmony)</td>
<td>3</td>
<td>MU101, MU102, MU201</td>
</tr>
<tr>
<td>MU221</td>
<td>Music History I (Survey of Music History)</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MU323</td>
<td>Greek Music</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MU324</td>
<td>American, Jazz, Pop Music</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MU325</td>
<td>World Music and Cultures</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MU326</td>
<td>Words and Music</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MU407</td>
<td>Counterpoint</td>
<td>3</td>
<td>MU203</td>
</tr>
<tr>
<td>MU411</td>
<td>Music Technology</td>
<td>3</td>
<td>MU101</td>
</tr>
<tr>
<td>MU495</td>
<td>Music History and Literature Capstone</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>
**Music Electives (9-12 credits – 18-24 ECTS) 3 credit courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU157</td>
<td>Violin for Beginners*</td>
<td>3</td>
<td>Co-requisite for non-music majors: MU101</td>
</tr>
<tr>
<td>MU161</td>
<td>Voice for Beginners</td>
<td>3</td>
<td>Co-requisite for non-music majors: MU101</td>
</tr>
<tr>
<td>MU171</td>
<td>Guitar for Beginners</td>
<td>3</td>
<td>Co-requisite for non-music majors: MU101</td>
</tr>
<tr>
<td>MU180</td>
<td>Jazz Improvisation*</td>
<td>3</td>
<td>(1 per three semesters)</td>
</tr>
<tr>
<td>MU204</td>
<td>Music Theory VI (Advanced Harmony)</td>
<td>3</td>
<td>MU101, MU102, MU201</td>
</tr>
<tr>
<td>MU205</td>
<td>Jazz Music Theory*</td>
<td>3</td>
<td>MU201</td>
</tr>
<tr>
<td>MU221</td>
<td>Music History I +</td>
<td>3</td>
<td>None; For non-music majors GE142</td>
</tr>
<tr>
<td>MU303</td>
<td>Instrumentation</td>
<td>3</td>
<td>MU101</td>
</tr>
<tr>
<td>MU304</td>
<td>Orchestration</td>
<td>3</td>
<td>MU303</td>
</tr>
<tr>
<td>MU311</td>
<td>Music Pedagogy</td>
<td>3</td>
<td>GE106</td>
</tr>
<tr>
<td>MU323</td>
<td>Greek Music *</td>
<td>3</td>
<td>None; For non-music majors GE142</td>
</tr>
<tr>
<td>MU324</td>
<td>American, Jazz, Pop Music *</td>
<td>3</td>
<td>None; For non-music majors GE142</td>
</tr>
<tr>
<td>MU325</td>
<td>World Music and Cultures</td>
<td>3</td>
<td>None; For non-music majors GE142</td>
</tr>
<tr>
<td>MU326</td>
<td>Words and Music: from the Middle Ages to the Present</td>
<td>3</td>
<td>None; For non-music majors GE142</td>
</tr>
<tr>
<td>MU408</td>
<td>Fugue</td>
<td>3</td>
<td>MU203, MU407</td>
</tr>
<tr>
<td>MU412</td>
<td>Music production for different Media</td>
<td>3</td>
<td>MU101</td>
</tr>
<tr>
<td>MU450</td>
<td>Music Organization – Instrumental +</td>
<td>6</td>
<td>(1.5 per semester)</td>
</tr>
<tr>
<td>MU456</td>
<td>Art of Accompanying (Serves as Music Organization credit)</td>
<td>3</td>
<td>MU101</td>
</tr>
<tr>
<td>MU480</td>
<td>Music Theory Seminar</td>
<td>3</td>
<td>MU203</td>
</tr>
</tbody>
</table>

**Senior Recital (0 credits)**

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Senior Recital</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU500</td>
<td>Senior Recital</td>
<td>0</td>
<td>Completion of all music program requirements</td>
</tr>
</tbody>
</table>

**Program Admission**

The selection of candidates for the Bachelor of Music Program takes place through audition.

---

* Students concentrating in Piano (or with efficiency in Piano as qualifying after audition with Music Faculty) will substitute MU157 Violin for Beginners for MU 151 Piano Studio I, MU152 Piano Studio II & MU153 Piano Studio III.

* Students concentrating in modern music will substitute MU180 Jazz Improvisation for MU154 Piano Studio IV, MU155 Piano Studio V & MU156 Piano Studio VI.

* Students concentrating in modern music will substitute MU205 Jazz Music Theory for MU202 Music Theory IV.

* Students concentrating in modern music will substitute MU221 Music History I for MU222 Music History II.

* Students concentrating in modern music will substitute MU323 Greek Music for MU321 Music History III.

* Students concentrating in modern music will substitute MU324 American, Jazz, Pop Music for MU322 Music History IV.

* Students concentrating in instrumental performance will substitute MU450 Musical Organization - Instrumental for MU453 Musical Organization - Choral.
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 in 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, 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
Upon completing the Minor in Music Performance, students should be able to:
- 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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU101</td>
<td>Music Theory I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MU107</td>
<td>Ear-Training/Solfège I</td>
<td>1.5</td>
<td>None</td>
</tr>
<tr>
<td>MU108</td>
<td>Ear-Training/Solfège II</td>
<td>1.5</td>
<td>MU107</td>
</tr>
<tr>
<td>MU221</td>
<td>Music History I (Survey of Music History)</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

Concentrations (6 courses / 9 credits – 18 ECTS)
Students can choose one of the following four concentrations:

Piano

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU151</td>
<td>Piano Studio I</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>MU152</td>
<td>Piano Studio II</td>
<td>1</td>
<td>MU151</td>
</tr>
<tr>
<td>MU153</td>
<td>Piano Studio III</td>
<td>1</td>
<td>MU152</td>
</tr>
<tr>
<td>MU401</td>
<td>Piano</td>
<td>6</td>
<td>MU151, MU152, MU153</td>
</tr>
</tbody>
</table>

Violin

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU157</td>
<td>Violin for Beginners</td>
<td>3</td>
<td>Co-requisite for non-music majors: MU101</td>
</tr>
<tr>
<td>MU402</td>
<td>Violin</td>
<td>6</td>
<td>MU157, MU158, MU159</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Pre-requisites (Course Codes)</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------</td>
<td>---------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>MU161</td>
<td>Voice for Beginners</td>
<td>3</td>
<td>Co-requisite for non-music majors: MU101</td>
</tr>
<tr>
<td>MU406</td>
<td>Voice</td>
<td>6</td>
<td>MU161, MU162, MU163</td>
</tr>
<tr>
<td></td>
<td>(3 cr. x 2 terms)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MU171</td>
<td>Guitar for Beginners</td>
<td>3</td>
<td>Co-requisite for non-music majors: MU101</td>
</tr>
<tr>
<td>MU409</td>
<td>Guitar</td>
<td>6</td>
<td>MU171, MU172, MU173</td>
</tr>
<tr>
<td></td>
<td>(3 cr. x 2 terms)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

A total of 121 credits (125 credits for Engineering Management major as discussed under the description of the major) are required for the BSBA degree. Full-time students may complete the program in 8 semesters, while part-time students will need between 6 to 8 years to complete their degree, depending on the number of courses taken each semester. To ensure that the graduates of Hellenic American University are prepared for careers immediately upon graduation, the University has developed 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 Aviation, Engineering Management, Entrepreneurship, Finance, Hospitality Management, Information Technology Management, Marketing, and 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

Bachelor of Science in Business Administration

<table>
<thead>
<tr>
<th>General Education</th>
<th>Free Elective or Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 credits</td>
<td>15 courses</td>
<td>63 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Elective Courses</th>
<th>Required Courses</th>
<th>Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 credits</td>
<td>6 courses</td>
<td>33 credits</td>
<td>13 courses</td>
</tr>
<tr>
<td>22 credits</td>
<td>7 courses</td>
<td>24 credits</td>
<td>8 courses</td>
</tr>
</tbody>
</table>

*The exact number of major’s credits may vary depending on the major.*
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 - 13 Courses / 39 credits (78 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS220</td>
<td>Accounting I</td>
<td>3</td>
<td>GE105, IT100, MATH90 or its equivalent</td>
</tr>
<tr>
<td>BUS221</td>
<td>Accounting II</td>
<td>3</td>
<td>GE105, IT100, BUS220, MATH90 or its equivalent</td>
</tr>
<tr>
<td>BUS240</td>
<td>Business Statistics</td>
<td>3</td>
<td>GE105, IT100, MATH90 or its equivalent</td>
</tr>
<tr>
<td>BUS250</td>
<td>Microeconomic Theory</td>
<td>3</td>
<td>GE105</td>
</tr>
<tr>
<td>BUS251</td>
<td>Macroeconomic Theory</td>
<td>3</td>
<td>GE105; Co-requisites: GE106</td>
</tr>
<tr>
<td>BUS305</td>
<td>Principles of Management</td>
<td>3</td>
<td>GE105; Co-requisites: GE106</td>
</tr>
<tr>
<td>BUS320</td>
<td>Principles of Marketing</td>
<td>3</td>
<td>GE105; Co-requisites: GE106</td>
</tr>
<tr>
<td>BUS330</td>
<td>Corporate Finance I</td>
<td>3</td>
<td>GE105, GE106, IT100, BUS220, BUS221, BUS250, MATH90 or its equivalent</td>
</tr>
<tr>
<td>BUS340</td>
<td>Management Information Systems</td>
<td>3</td>
<td>GE105, GE106, IT100</td>
</tr>
<tr>
<td>BUS350</td>
<td>Operations Management</td>
<td>3</td>
<td>GE105, GE106, BUS305</td>
</tr>
<tr>
<td>BUS390</td>
<td>Human Resources Management</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS305</td>
</tr>
<tr>
<td>BUS395</td>
<td>Project Management</td>
<td>3</td>
<td>GE105, GE106, GE115</td>
</tr>
<tr>
<td>BUS499</td>
<td>Business Capstone</td>
<td>3</td>
<td>Successful completion of all core Business requirements</td>
</tr>
</tbody>
</table>

Major Requirements - 19 Courses / 57 Credits (114 ECTS)

Major Requirements
(8 courses / 24 credits – 48 ECTS – see below)¹

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 and thus graduate with a focus on General Business. Students may choose to major in the disciplines of Aviation, Engineering Management, Entrepreneurship, Finance, Hospitality Management, Information Technology Management, Marketing, and Project Management. The major-related courses will equip students with the skills, knowledge, and abilities to function as professionals in their chosen field.

¹ Unless specified otherwise in the respective Major
Majors in the BSBA Program

Aviation Major

Learning Outcomes
Upon completion of the Aviation Major, students should be able to:

- Describe the aviation industry structure, including the role of air carriers, airports, air navigation service providers, manufacturers, general aviation and regulators;
- Understand the functions of aviation organizations and businesses both at national and international levels;
- Gain a broad appreciation of aviation history and career paths in the aviation industry;
- Identify aircraft systems, instruments, and components of a conventional airplane and understand the scientific principles of flight;
- Appreciate the cornerstone role of safety in all aviation operations and the important role of human factors in aviation safety;
- Understand the role of aviation law and regulations at both national and international levels and identify all key organizations at both levels;
- Appreciate current issues in aviation and their role in the efficiency and safety of the aviation system.

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

Requirements - 6 courses / 18 credits (36 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVIA100</td>
<td>Aviation Fundamentals</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>AVIA210</td>
<td>Global Aviation Management and Law</td>
<td>3</td>
<td>AVIA100</td>
</tr>
<tr>
<td>AVIA220</td>
<td>Flight Operations</td>
<td>3</td>
<td>AVIA100</td>
</tr>
<tr>
<td>AVIA310</td>
<td>Aviation Safety, Security &amp; Human Factors</td>
<td>3</td>
<td>AVIA210, AVIA220</td>
</tr>
<tr>
<td>AVIA320</td>
<td>Air Transport Operations</td>
<td>3</td>
<td>AVIA210, AVIA220</td>
</tr>
<tr>
<td>AVIA410</td>
<td>Aviation Design Seminar</td>
<td>3</td>
<td>Completion of all major requirements or permission by program director</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS310</td>
<td>Organizational Behavior</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS305</td>
</tr>
<tr>
<td>BUS396</td>
<td>Knowledge Management (KM)</td>
<td>3</td>
<td>GE105, GE106, BUS305</td>
</tr>
<tr>
<td>EL310</td>
<td>Introduction to Unmanned Aircraft Systems</td>
<td>3</td>
<td>MATH150, PH100</td>
</tr>
<tr>
<td>IT360</td>
<td>Human Computer Interaction</td>
<td>3</td>
<td>IT100, IT150, IT320</td>
</tr>
<tr>
<td>MK360</td>
<td>Services Marketing</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS320, MK330</td>
</tr>
<tr>
<td>PM400</td>
<td>Project Risk Management</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS395</td>
</tr>
</tbody>
</table>
**Engineering Management Major**

**Learning Outcomes**

Upon completion of the Engineering Management Major, students should:

- 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 engineering management demonstrate proficiency in the management of an engineering system

The Engineering Management major of the BSBA requires 125 credit hours for graduation.

**Engineering Management Major Structure (8 courses / 28 credits – 56 ECTS)**

**Requirements - 8 courses / 28 credits (56 ECTS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIV100</td>
<td>Civil Engineering System</td>
<td>3</td>
<td>GEN100</td>
</tr>
<tr>
<td>EL100</td>
<td>Introduction to Electrical Circuits with Lab</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>GEN100</td>
<td>Introduction to Engineering with Design Lab</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>GEN101</td>
<td>Engineering Mechanics</td>
<td>3</td>
<td>PH100</td>
</tr>
<tr>
<td>IT240</td>
<td>Computer Architecture</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>MATH150</td>
<td>College Calculus</td>
<td>3</td>
<td>MATH90 or its equivalent</td>
</tr>
<tr>
<td>PH100</td>
<td>Physics with Lab</td>
<td>4</td>
<td>MATH150</td>
</tr>
<tr>
<td>PH200</td>
<td>General Physics II</td>
<td>4</td>
<td>MATH150, PH100</td>
</tr>
</tbody>
</table>

*Not including prerequisite courses that a student must take (or fulfil their requirement) prior to enrolling in required courses.
Entrepreneurship Major

Learning Outcomes
Upon completion of the Entrepreneurship Major, students should be able to:
- successfully plan and execute strategies 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 / 24 credits – 48 ECTS)

Requirements - 8 courses / 24 credits (48 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE113</td>
<td>Values, Ethics and Social Responsibility</td>
<td>3</td>
<td>GE105, GE106; Co-requisites: GE115</td>
</tr>
<tr>
<td>BUS205</td>
<td>Strategy Fundamentals (Global Entrepreneurship)</td>
<td>3</td>
<td>GE105, GE106; Co-requisites: BUS305</td>
</tr>
<tr>
<td>BUS310</td>
<td>Organizational Behavior</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS305</td>
</tr>
<tr>
<td>BUS360</td>
<td>Entrepreneurship</td>
<td>3</td>
<td>GE105, GE106; Co-requisites: BUS305</td>
</tr>
<tr>
<td>BUS363</td>
<td>Entrepreneurial Social Media</td>
<td>3</td>
<td>IT100, BUS/IT340</td>
</tr>
<tr>
<td>BUS365</td>
<td>Innovation and New Product Development</td>
<td>3</td>
<td>IT100, BUS/IT340</td>
</tr>
<tr>
<td>BUS367</td>
<td>Virtual Entrepreneurial Simulation Game</td>
<td>3</td>
<td>GE113, BUS205, GE/BUS310, BUS360, BUS363, BUS365, BUS368</td>
</tr>
<tr>
<td>BUS368</td>
<td>Ideation</td>
<td>3</td>
<td>GE105, GE106</td>
</tr>
</tbody>
</table>
Finance Major

Learning Outcomes
Students who successfully complete the Finance Major should:

- 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 the 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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FI404</td>
<td>Corporate Finance II</td>
<td>3</td>
<td>GE105, GE106, GE115, IT100, BUS220, BUS221, BUS240, BUS250, BUS251, BUS330</td>
</tr>
<tr>
<td>FI406</td>
<td>Financial Markets &amp; Institutions</td>
<td>3</td>
<td>GE105, GE106, GE115, IT100, BUS220, BUS221, BUS240, BUS250, BUS251, BUS330; Co-Requisite(s): FI404</td>
</tr>
<tr>
<td>FI408</td>
<td>International Finance</td>
<td>3</td>
<td>GE105, GE106, GE115, IT100, BUS220, BUS221, BUS240, BUS250, BUS251, BUS330</td>
</tr>
<tr>
<td>FI412</td>
<td>Investment &amp; Portfolio Management</td>
<td>3</td>
<td>GE105, GE106, GE115, IT100, BUS220, BUS221, BUS240, BUS250, BUS251, BUS330, FI404, FI406</td>
</tr>
<tr>
<td>FI414</td>
<td>Corporate Financial Strategy</td>
<td>3</td>
<td>GE105, GE106, GE115, IT100, BUS220, BUS221, BUS240, BUS250, BUS251, BUS330, FI404</td>
</tr>
<tr>
<td>FI420</td>
<td>Introduction to Derivatives and Risk Management</td>
<td>3</td>
<td>GE105, GE106, GE115, IT100, BUS220, BUS221, BUS240, BUS250, BUS251, BUS330, FI404, FI406, FI412</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FI310</td>
<td>Financial Analysis</td>
<td>3</td>
<td>GE105, GE106, GE115, IT100, BUS220, BUS221, BUS240, BUS330</td>
</tr>
<tr>
<td>FI410</td>
<td>Money &amp; Banking</td>
<td>3</td>
<td>GE105, GE106, GE115, IT100, BUS220, BUS221, BUS240, BUS250, BUS330</td>
</tr>
<tr>
<td>FI430</td>
<td>Mergers, Acquisitions, and Restructuring</td>
<td>3</td>
<td>GE105, GE106, GE115, IT100, BUS220, BUS221, BUS240, BUS250, BUS251, BUS330</td>
</tr>
<tr>
<td>FI450</td>
<td>Special Topics in Finance</td>
<td>3</td>
<td>GE105, GE106, GE115, IT100, BUS220, BUS221, BUS240, BUS250, BUS251, BUS330</td>
</tr>
</tbody>
</table>
Hospitality Management Major

Learning Outcomes
Upon completion of the Hospitality Management Major, students should be able to:

- 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 / 24 credits – 48 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HM100</td>
<td>Introduction to International Hospitality Management</td>
<td>3</td>
<td>GE105; Co-requisite(s): GE106</td>
</tr>
<tr>
<td>HM102</td>
<td>Introduction to International Tourism Management</td>
<td>3</td>
<td>GE105; Co-requisite(s): GE106</td>
</tr>
<tr>
<td>HM120</td>
<td>Hospitality Event Management</td>
<td>3</td>
<td>GE105, GE106, GE115, HM100</td>
</tr>
<tr>
<td>HM122</td>
<td>Food and Beverage Management</td>
<td>3</td>
<td>GE105, GE106, GE115, HM100</td>
</tr>
<tr>
<td>HM200</td>
<td>Tourism Planning and Development</td>
<td>3</td>
<td>GE105, GE106, GE115, HM100, HM102</td>
</tr>
<tr>
<td>HM299</td>
<td>Industry Placement/Practicum</td>
<td>3</td>
<td>HM100, HM102, HM120, HM122, HM200, MK330, MK360</td>
</tr>
<tr>
<td>MK330</td>
<td>Consumer Behavior</td>
<td>3</td>
<td>GE105, GE106, BUS320; Co-requisite(s): GE115</td>
</tr>
<tr>
<td>MK360</td>
<td>Services Marketing</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS320, MK330</td>
</tr>
</tbody>
</table>
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 should:

- 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 necessary 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

Information Technology Management Major Structure (8 courses / 24 credits – 48 ECTS)

Requirements - 5 courses / 15 credits (30 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT150</td>
<td>Programming Concepts</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT160</td>
<td>Networking Fundamentals I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT200</td>
<td>Object-Oriented Programming</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT260</td>
<td>Database Management Systems</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT280</td>
<td>Systems Analysis and Design</td>
<td>3</td>
<td>IT150, IT200</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT240</td>
<td>Computer Architecture</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT400</td>
<td>Emerging Technologies &amp; Themes</td>
<td>3</td>
<td>IT150, IT200, IT280</td>
</tr>
<tr>
<td>MK444</td>
<td>Electronic Commerce Management</td>
<td>3</td>
<td>GE105, GE106, GE115, IT100, BUS305, BUS340</td>
</tr>
</tbody>
</table>
Marketing Major

Learning Outcomes
Upon completion of the Marketing Major, students should:

- be 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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK330</td>
<td>Consumer Behavior</td>
<td>3</td>
<td>GE105, GE106, BUS320; Co-requisite(s): GE115</td>
</tr>
<tr>
<td>MK350</td>
<td>Marketing Research</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS240, BUS320, MK330</td>
</tr>
<tr>
<td>MK390</td>
<td>Fundamentals of Digital Marketing</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS320, MK330</td>
</tr>
<tr>
<td>MK440</td>
<td>Marketing Management</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS305, BUS320, MK330, MK350, MK390</td>
</tr>
<tr>
<td>MK450</td>
<td>International Marketing</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS320, MK330, MK350, MK390, MK440</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK360</td>
<td>Services Marketing</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS320, MK330</td>
</tr>
<tr>
<td>MK380</td>
<td>Business to Business (B-2-B) Marketing</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS320, MK330</td>
</tr>
<tr>
<td>MK410</td>
<td>Advertising and Public Relations</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS320, MK330, MK390</td>
</tr>
<tr>
<td>MK420</td>
<td>Retailing Management</td>
<td>3</td>
<td>GE105, GE106, GE115, IT100, BUS320, MK330</td>
</tr>
<tr>
<td>MK430</td>
<td>Sales Management</td>
<td>3</td>
<td>GE105, GE106, GE115, IT100, BUS320, MK330, MK390</td>
</tr>
<tr>
<td>MK455</td>
<td>Nation Branding</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS320, MK330</td>
</tr>
<tr>
<td>MK460</td>
<td>Strategic Marketing Applications</td>
<td>3</td>
<td>GE105, GE106, GE115, IT100, BUS320, MK330, MK390</td>
</tr>
</tbody>
</table>
Project Management Major

Learning Outcomes
Upon completion of the Project Management Major, students should:

- have knowledge regarding the principles and practices of project, program and portfolio management and their role in creating value for a firm and its stakeholders
- learn how to design and improve project, program and portfolio management processes as well as how 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 / 24 credits – 48 ECTS)

Requirements - 8 courses / 24 credits (48 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title / 24 credits (48 ECTS)</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE113</td>
<td>Values, Ethics and Social Responsibility</td>
<td>3</td>
<td>GE105, GE106; Co-requisites: GE115</td>
</tr>
<tr>
<td>BUS396</td>
<td>Knowledge Management (KM)</td>
<td>3</td>
<td>GE105, GE106, BUS305</td>
</tr>
<tr>
<td>PM396</td>
<td>Applied Project Management</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS395</td>
</tr>
<tr>
<td>PM397</td>
<td>Project Management Information Systems (PMIS)</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS395</td>
</tr>
<tr>
<td>PM398</td>
<td>The Human Side of Project Management</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS395</td>
</tr>
<tr>
<td>PM400</td>
<td>Project Risk Management</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS395</td>
</tr>
<tr>
<td>PM415</td>
<td>Project Negotiations &amp; Conflict Resolution</td>
<td>3</td>
<td>BUS395</td>
</tr>
<tr>
<td>PM440</td>
<td>PMI’s/IPMA’s Project Management Body of Knowledge</td>
<td>3</td>
<td>Successful completion of the PM Courses (PM396, PM397, PM400, PM415)</td>
</tr>
</tbody>
</table>

Obtaining the Project Management Institute Certified Project Management Associate (CAPM) is a requirement for graduation with a Project Management Major. Students who fulfil the academic requirements for the degree and the major but do not pass the CAPM exam by the end of their last term at the institution will be awarded the BSBA degree with a major in general business.
Minors in the BSBA Program

Students may elect a 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 within 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. The Minor in Entrepreneurship enables students to acquire a 360° learning experience on innovation and entrepreneurial practices and behaviors, including the option to practice their innovative ideas in the real world, in cooperation with their instructors, experts and external advisors or potential investors.

Entrepreneurship Minor Learning Outcomes

Upon completion of the Entrepreneurship Minor, students should:

- 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 recognize 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
- become 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)

There is a minimum requirement of 6 mandatory courses for a minor in Entrepreneurship (18 credits).

Requirements - 6 courses / 18 credits (36 ECTS)

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS205</td>
<td>Strategy Fundamentals (Global Entrepreneurship)</td>
<td>3</td>
<td>GE105, GE106; Co-requisite: BUS305</td>
</tr>
<tr>
<td>BUS310</td>
<td>Organizational Behavior</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS305</td>
</tr>
<tr>
<td>BUS360</td>
<td>Entrepreneurship</td>
<td>3</td>
<td>GE105, GE106, Co-requisite: BUS305</td>
</tr>
<tr>
<td>BUS363</td>
<td>Entrepreneurial Social Media</td>
<td>3</td>
<td>IT100, BUS/IT340</td>
</tr>
<tr>
<td>BUS365</td>
<td>Innovation and New Product Development</td>
<td>3</td>
<td>IT100, BUS/IT340</td>
</tr>
<tr>
<td>BUS367</td>
<td>Virtual Entrepreneurial Simulation Game</td>
<td>3</td>
<td>BUS360, BUS205, BUS310, BUS363, BUS365, BUS368</td>
</tr>
</tbody>
</table>
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 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 examines looks through the conceptual constructs along with real life applications, cases and managerial activities where students have the opportunity to familiarize 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.

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 should:

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

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

There is a minimum requirement of 6 mandatory courses for a minor in Entrepreneurship (18 credits).

Requirements - 6 courses / 18 credits (36 ECTS)

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS220</td>
<td>Accounting I</td>
<td>3</td>
<td>GE105, IT100, MATH90 or its equivalent</td>
</tr>
<tr>
<td>BUS251</td>
<td>Macroeconomic Theory</td>
<td>3</td>
<td>GE105; Co-requisite: GE106</td>
</tr>
<tr>
<td>BUS305</td>
<td>Principles of Management</td>
<td>3</td>
<td>GE105; Co-requisite: GE106</td>
</tr>
<tr>
<td>BUS320</td>
<td>Principles of Marketing</td>
<td>3</td>
<td>GE105; Co-requisite: GE106</td>
</tr>
<tr>
<td>BUS390</td>
<td>Human Resources Management</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS305</td>
</tr>
<tr>
<td>BUS395</td>
<td>Project Management</td>
<td>3</td>
<td>GE105, GE106, GE115</td>
</tr>
</tbody>
</table>
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 to 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 should:

- gain a broad 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)

There is a minimum requirement of 6 mandatory courses for a minor in Project Management (18 credits).

Requirements - 6 courses / 18 credits (36 ECTS)

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM396</td>
<td>Applied Project Management</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS395</td>
</tr>
<tr>
<td>PM397</td>
<td>Project Management Information Systems (PMIS)</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS395</td>
</tr>
<tr>
<td>PM398</td>
<td>The Human Side of Project Management</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS395</td>
</tr>
<tr>
<td>PM400</td>
<td>Project Risk Management</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS395</td>
</tr>
<tr>
<td>PM415</td>
<td>Project Negotiations &amp; Conflict Resolution</td>
<td>3</td>
<td>GE105, GE106, GE115, BUS395</td>
</tr>
<tr>
<td>PM440</td>
<td>PMI’s/IPMA’s Project Management Body of Knowledge</td>
<td>3</td>
<td>Successful completion of the PM Courses (PM396, PM397, PM400, PM415)</td>
</tr>
</tbody>
</table>
Bachelor of Science in Engineering Program (BSE)

Hellenic American University offers a Bachelor of Science in Engineering (BSE) with a major in electrical engineering. The Bachelor of Science in Engineering aims to prepare graduates for immediate entry into career paths and is designed to satisfy this need for professionals with the appropriate knowledge and technical skills needed to understand the basics of, and to work with, modern technology, innovations and engineering practices.

A total of 126 credits are required for the BSE degree. Full-time students may complete the program in 8 semesters, while part-time students will need between 6 to 8 years to complete their degree, depending on the number of courses taken each semester. Instruction usually includes a series of lectures, workshops and seminars, while assessment is based on homework assignments, individual projects, laboratory work, and examinations.

The demand for engineering professionals and the need for engineering professionals' preparation and continuous training are critical issues in the industry. The proposed program comes to address the need for skillful professionals that apart from understanding the foundations of engineering, are also familiar with industry systems and applications. BSE will produce reliable graduates to cover industry needs.

BSE Objectives & Learning Outcomes

Objectives:
- Enable students be employed by industry or government in fields such as, design, research and development, experimentation and testing, manufacturing, and technical sales.
- Provide graduates an increasing level of responsibility and leadership within their respective organizations.
- Help students communicate effectively and work collaboratively in multidisciplinary and multicultural work environments.
- Enable students to recognize and understand global, environmental, social, and ethical contexts of their work, as well as the value of civic engagement.
- Help students to progress to advanced degree and certificate programs and be committed to lifelong learning to enhance their careers, and provide flexibility in responding to changing social and technical environments.

Learning Outcomes:
Upon completing the Bachelor of Science in Engineering Program, students should:
- have a broad foundation in engineering, and understanding of the engineering disciplines
- have the ability of continuing their studies towards the achievement of a master degree in engineering or another discipline
- have the ability to propose and implement appropriate solutions to specific engineering problems
- demonstrate proficiency in the operation, monitoring, and maintenance of engineering systems
- be familiar with contemporary engineering standards
- be aware of modern technologies in the area of engineering

Structure of the BSE program

Bachelor of Science in Engineering

<table>
<thead>
<tr>
<th>General Education</th>
<th>Free Elective or Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 credits</td>
<td>18 credits</td>
<td>68 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Elective Courses</th>
<th>Required Courses</th>
<th>Major Courses</th>
<th>Elective Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 credits</td>
<td>22 credits</td>
<td>30 credits</td>
<td>26 credits</td>
<td>12 credits</td>
</tr>
</tbody>
</table>
BSE Curriculum

The Engineering curriculum comprises 9 (including capstone) required engineering courses, 4 elective engineering courses and 8 major courses. To ensure that the graduates of Hellenic American University are prepared for careers immediately upon graduation, the University has developed one knowledge strand. The major offered is in Electrical Engineering. Students also have the option to graduate without a disciplinary major, in General Engineering.

Required Engineering Courses - 9 Courses / 30 Credits (60 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH100</td>
<td>General Chemistry with Lab</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>GEN100</td>
<td>Introduction to Engineering with Design Lab</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>GEN101</td>
<td>Engineering Mechanics</td>
<td>3</td>
<td>PH100</td>
</tr>
<tr>
<td>IT150</td>
<td>Programming Concepts</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MATH250</td>
<td>Calculus II</td>
<td>3</td>
<td>MATH150</td>
</tr>
<tr>
<td>MATH350</td>
<td>Differential Equations with Linear Algebra</td>
<td>3</td>
<td>MATH150</td>
</tr>
<tr>
<td>MATH450</td>
<td>Statistics for Engineers and Scientists</td>
<td>3</td>
<td>MATH150, MATH250</td>
</tr>
<tr>
<td>PH200</td>
<td>General Physics II</td>
<td>4</td>
<td>MATH150, PH100</td>
</tr>
<tr>
<td>GEN499</td>
<td>Capstone Project</td>
<td>3</td>
<td>All Required Engineering Courses</td>
</tr>
</tbody>
</table>

Elective Engineering Courses - Select 4 Courses / 12 Credits (24 ECTS)

Students should select four courses from the following lists:

Electrical Engineering (2 courses)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL200</td>
<td>Electronic Design I with Lab</td>
<td>4</td>
<td>EL100</td>
</tr>
<tr>
<td>EL220</td>
<td>Electronic Design II with Lab</td>
<td>3</td>
<td>EL200</td>
</tr>
<tr>
<td>EL270</td>
<td>Electric Energy Systems II with Lab</td>
<td>3</td>
<td>EL250</td>
</tr>
<tr>
<td>EL310</td>
<td>Introduction to Unmanned Aircraft Systems</td>
<td>3</td>
<td>MATH150, PH100</td>
</tr>
<tr>
<td>EL450</td>
<td>Signals and Systems II with Lab</td>
<td>3</td>
<td>EL400</td>
</tr>
</tbody>
</table>

Math and IT (1 course)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT160</td>
<td>Network Fundamentals I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT200</td>
<td>Object-Oriented Programming</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT220</td>
<td>Data Structures and Algorithms</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT260</td>
<td>Database Management Systems</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT320</td>
<td>Web Technology</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>MATH300</td>
<td>Discrete Mathematics</td>
<td>3</td>
<td>MATH150, IT150</td>
</tr>
<tr>
<td>MATH400</td>
<td>Numerical Algorithms</td>
<td>3</td>
<td>MATH150, IT150, MATH300</td>
</tr>
<tr>
<td>MATH500</td>
<td>Multidimensional Calculus</td>
<td>3</td>
<td>MATH400</td>
</tr>
</tbody>
</table>

Other Engineering (1 course)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH101</td>
<td>Thermodynamics</td>
<td>3</td>
<td>CH100</td>
</tr>
<tr>
<td>CH200</td>
<td>Physical Chemistry</td>
<td>3</td>
<td>CH100</td>
</tr>
<tr>
<td>CIV100</td>
<td>Civil Engineering System</td>
<td>3</td>
<td>GEN100</td>
</tr>
<tr>
<td>CIV101</td>
<td>Building Construction</td>
<td>3</td>
<td>GEN100, CIV100</td>
</tr>
<tr>
<td>CIV102</td>
<td>Surveying and Mapping</td>
<td>3</td>
<td>MATH150</td>
</tr>
<tr>
<td>GEN102</td>
<td>Engineering Measurements with Lab</td>
<td>3</td>
<td>MATH150</td>
</tr>
<tr>
<td>GEN103</td>
<td>Engineering Material and Devices with Lab</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>GEN300</td>
<td>Global Engineering Leadership</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>ME100</td>
<td>Introduction to Engineering Design and Solid Modeling</td>
<td>3</td>
<td>MATH150</td>
</tr>
<tr>
<td>ME200</td>
<td>Introduction to Material Science</td>
<td>3</td>
<td>CH100</td>
</tr>
<tr>
<td>PH300</td>
<td>Thermodynamics</td>
<td>3</td>
<td>PH100, PH200</td>
</tr>
</tbody>
</table>
Majors in the BSE Program

Electrical Engineering

Objectives
The Electrical Engineering major prepares students to achieve the following educational objectives:

- Familiarize them with the technical concepts and practices in the Electrical Engineering field.
- Provide them with a strong technical education and communication skills that will enable them to have successful careers in a wide range of industrial and professional environments in the field of Electrical Engineering.
- Prepare them for rapidly changing technological environments with the core knowledge central to multidisciplinary development and personal improvement throughout their professional careers.
- Successfully practice or apply the principles of Electrical Engineering in traditional and emerging fields in engineering.
- Achieve professional success with an understanding and appreciation of ethical behavior, social responsibility, and diversity, both as individuals and in team environments.

Learning Outcomes
Upon completion of the major students should be able to:

- use and apply current and emerging technical concepts and practices in Electrical Engineering practice
- demonstrate an ability to apply knowledge of mathematics, physics, and engineering on a professional level
- excel in Electrical Engineering practice, research, and management in industries
- demonstrate an ability to design and implement systems in the field of Electrical Engineering
- 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
- think critically and creatively, especially about the use of technology to address local and global problems, as well as behave ethically, and consider the social implications of their work

Electrical Engineering Major Courses - 8 Courses / 26 Credits (52 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL100</td>
<td>Introduction to Electrical circuits with Lab</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>EL150</td>
<td>Electromagnetic Fields and Waves</td>
<td>3</td>
<td>PH100</td>
</tr>
<tr>
<td>EL170</td>
<td>Introduction to Digital Systems with Lab</td>
<td>4</td>
<td>MATH150</td>
</tr>
<tr>
<td>EL250</td>
<td>Electric Energy Systems</td>
<td>3</td>
<td>EL100, MATH150, PH200</td>
</tr>
<tr>
<td>EL300</td>
<td>Automatic Control Systems</td>
<td>3</td>
<td>MATH150</td>
</tr>
<tr>
<td>EL400</td>
<td>Signals and Systems I with Lab</td>
<td>3</td>
<td>EL100, MATH150</td>
</tr>
<tr>
<td>IT280</td>
<td>Systems Analysis and Design</td>
<td>3</td>
<td>IT150, IT200</td>
</tr>
<tr>
<td>IT370</td>
<td>Operating Systems</td>
<td>3</td>
<td>IT150, IT240</td>
</tr>
</tbody>
</table>
Minors in the BSE Program

Minor in Electrical Engineering
Undergraduate students of the Hellenic American University will have the option to pursue a minor in Electrical Engineering. The target is to equip students with a solid theoretical background as well as hands-on experience on the core Electrical Engineering concepts. Any undergraduate student with an interest in Engineering can pursue the proposed minor.

Learning Outcomes
Upon completion of the major students should be able to:

- use and apply current and emerging technical concepts and practices in Electrical Engineering practice
- demonstrate an ability to apply knowledge of mathematics, physics, and engineering on a professional level
- excel in Electrical Engineering practice, research, and management in industries
- demonstrate an ability to design and implement systems in the field of Electrical Engineering
- 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
- think critically and creatively, especially about the use of technology to address local and global problems, as well as behave ethically, and consider the social implications of their work

Electrical Engineering Minor Structure (6 courses / 20 credits – 40 ECTS)
Minimum requirement for a minor in Game Development is 6 courses (20 credits) that include the required 4 courses (14 credits), and the election of 2 courses (6 credits).

Requirements - 4 courses / 14 credits (28 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL100</td>
<td>Introduction to Electrical circuits with Lab</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>EL200</td>
<td>Electronic Design I with Lab</td>
<td>4</td>
<td>EL100</td>
</tr>
<tr>
<td>EL250</td>
<td>Electric Energy Systems I</td>
<td>3</td>
<td>EL100, MATH150, PH200</td>
</tr>
<tr>
<td>MATH250</td>
<td>Calculus II</td>
<td>3</td>
<td>MATH150</td>
</tr>
</tbody>
</table>

Electives - 2 courses / 6 credits (12 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT150</td>
<td>Programming Concepts</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>EL150</td>
<td>Electromagnetic Fields and Waves</td>
<td>3</td>
<td>PH100</td>
</tr>
<tr>
<td>EL300</td>
<td>Automatic Control Systems</td>
<td>3</td>
<td>MATH150</td>
</tr>
<tr>
<td>EL400</td>
<td>Signals and Systems I with Lab</td>
<td>3</td>
<td>EL100, MATH150</td>
</tr>
</tbody>
</table>
Bachelor of Science in Information Technology (BSIT)

A total of 121 credits are required for the BSIT degree. Full-time students may complete the program in 8 semesters, while part-time students will need between 6 to 8 years to complete their degree, depending on the number of courses taken each semester.

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 areas of Computer Science & Information Technology.
- Provide graduates with the competencies and knowledge to take on appropriate professional roles in Information Technology.
- 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:

Upon completing the Bachelor of Science in Information Technology, students should:

- demonstrate the 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 - 15 Courses / 45 Credits (90 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT150</td>
<td>Programming Concepts</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT160</td>
<td>Networking Fundamentals I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT200</td>
<td>Object-Oriented Programming</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT220</td>
<td>Data Structures &amp; Algorithms</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT240</td>
<td>Computer Architecture</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT260</td>
<td>Database Management Systems</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT270</td>
<td>Social and Professional Issues</td>
<td>3</td>
<td>GE105, GE106</td>
</tr>
<tr>
<td>IT280</td>
<td>Systems Analysis and Design</td>
<td>3</td>
<td>IT150, IT200</td>
</tr>
<tr>
<td>IT320</td>
<td>Web Technology</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT340</td>
<td>Management Information Systems</td>
<td>3</td>
<td>GE105, GE106, IT100</td>
</tr>
<tr>
<td>IT350</td>
<td>Project Management</td>
<td>3</td>
<td>GE105, GE106, GE115</td>
</tr>
<tr>
<td>IT360</td>
<td>Human Computer Interaction</td>
<td>3</td>
<td>IT100, IT150, IT320</td>
</tr>
<tr>
<td>IT370</td>
<td>Operating Systems</td>
<td>3</td>
<td>IT150, IT240</td>
</tr>
<tr>
<td>IT400</td>
<td>Emerging Technologies and Themes</td>
<td>3</td>
<td>IT150, IT200, IT280</td>
</tr>
<tr>
<td>MATH300</td>
<td>Discrete Mathematics</td>
<td>3</td>
<td>IT150</td>
</tr>
</tbody>
</table>

### Major Electives - Select 5 Courses OR 15 Credits (30 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL100</td>
<td>Introduction to Electrical circuits with Lab</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>EL150</td>
<td>Electromagnetic Fields and Waves</td>
<td>3</td>
<td>PH100</td>
</tr>
<tr>
<td>EL170</td>
<td>Introduction to Digital Systems with Lab</td>
<td>4</td>
<td>MATH150</td>
</tr>
<tr>
<td>EL200</td>
<td>Electronic Design I with Lab</td>
<td>4</td>
<td>EL100</td>
</tr>
<tr>
<td>EL220</td>
<td>Electronic Design II with Lab</td>
<td>3</td>
<td>EL200</td>
</tr>
<tr>
<td>EL250</td>
<td>Electric Energy Systems</td>
<td>3</td>
<td>EL100, MATH150, PH200</td>
</tr>
<tr>
<td>EL270</td>
<td>Electric Energy Systems II with Lab</td>
<td>3</td>
<td>EL250</td>
</tr>
<tr>
<td>EL300</td>
<td>Automatic Control Systems</td>
<td>3</td>
<td>MATH150</td>
</tr>
<tr>
<td>EL400</td>
<td>Signals and Systems I with Lab</td>
<td>3</td>
<td>EL100, MATH150</td>
</tr>
<tr>
<td>EL450</td>
<td>Signals and Systems II with Lab</td>
<td>3</td>
<td>EL400</td>
</tr>
<tr>
<td>IT165</td>
<td>Networking Fundamentals II</td>
<td>4</td>
<td>IT150, IT160</td>
</tr>
<tr>
<td>IT175</td>
<td>Routing Protocols &amp; Concepts</td>
<td>4</td>
<td>IT150, IT160, IT165</td>
</tr>
<tr>
<td>IT205</td>
<td>Advanced Programming in Java</td>
<td>3</td>
<td>IT150, IT200</td>
</tr>
<tr>
<td>IT235</td>
<td>Installing and Configuring Servers</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT245</td>
<td>Administrating Servers</td>
<td>3</td>
<td>IT235</td>
</tr>
<tr>
<td>IT255</td>
<td>Configuring Advanced Server Settings</td>
<td>3</td>
<td>IT235, IT245</td>
</tr>
<tr>
<td>IT265</td>
<td>LAN Switching</td>
<td>4</td>
<td>IT150, IT160, IT165, IT175</td>
</tr>
<tr>
<td>IT275</td>
<td>Accessing the WAN</td>
<td>4</td>
<td>IT150, IT160, IT165, IT175, IT265</td>
</tr>
<tr>
<td>IT285</td>
<td>Network Management and Diagnostic Tools</td>
<td>3</td>
<td>IT150, IT160, IT165</td>
</tr>
<tr>
<td>IT290</td>
<td>Unified Communications</td>
<td>3</td>
<td>IT150, IT160, IT165, IT175, IT265, IT275</td>
</tr>
<tr>
<td>IT295</td>
<td>Implement Secure Networks</td>
<td>3</td>
<td>IT150, IT160, IT165, IT175, IT265, IT275</td>
</tr>
<tr>
<td>IT330</td>
<td>Compilers</td>
<td>3</td>
<td>IT150, IT220</td>
</tr>
<tr>
<td>IT355</td>
<td>Project Management Tools &amp; Best Practices</td>
<td>3</td>
<td>IT150, IT200, IT280, IT350</td>
</tr>
<tr>
<td>IT380</td>
<td>Computer Graphics</td>
<td>3</td>
<td>IT150, MATH150, MATH300</td>
</tr>
<tr>
<td>IT410</td>
<td>Distributed Application Development</td>
<td>3</td>
<td>IT150, IT200, IT320, IT240, IT370</td>
</tr>
<tr>
<td>IT420</td>
<td>Information Security &amp; Assurance</td>
<td>3</td>
<td>IT150, IT160, IT200, IT320</td>
</tr>
<tr>
<td>IT430</td>
<td>Wireless LAN Fundamentals</td>
<td>3</td>
<td>IT150, IT160, IT165, IT175, IT265, IT275</td>
</tr>
<tr>
<td>IT440</td>
<td>Artificial Intelligence</td>
<td>3</td>
<td>IT150, IT160, IT165, IT175, IT265, IT275</td>
</tr>
<tr>
<td>IT450</td>
<td>Software Engineering</td>
<td>3</td>
<td>IT150, IT200, IT280</td>
</tr>
<tr>
<td>IT470</td>
<td>Emerging Computer Architectures</td>
<td>3</td>
<td>IT150, IT240, IT370</td>
</tr>
<tr>
<td>IT475</td>
<td>Web Application Development</td>
<td>3</td>
<td>IT150, IT200, IT320</td>
</tr>
<tr>
<td>IT480</td>
<td>Developing the UI</td>
<td>3</td>
<td>IT150, IT200, IT320, IT360</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Pre-requisites (Course Codes)</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>MATH150</td>
<td>College Calculus</td>
<td>3</td>
<td>MATH90 or its equivalent</td>
</tr>
<tr>
<td>MATH200</td>
<td>Probability &amp; Statistics</td>
<td>3</td>
<td>MATH150</td>
</tr>
<tr>
<td>MATH250</td>
<td>Calculus II</td>
<td>3</td>
<td>MATH150</td>
</tr>
<tr>
<td>MATH350</td>
<td>Differential Equations with Linear Algebra</td>
<td>3</td>
<td>MATH150</td>
</tr>
<tr>
<td>MATH400</td>
<td>Numerical Algorithms</td>
<td>3</td>
<td>IT150, MATH150, MATH300</td>
</tr>
<tr>
<td>MATH450</td>
<td>Statistics for Engineers and Scientists</td>
<td>3</td>
<td>MATH150, MATH250</td>
</tr>
<tr>
<td>MATH500</td>
<td>Multidimensional Calculus</td>
<td>3</td>
<td>MATH400</td>
</tr>
</tbody>
</table>

### Capstone

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT499</td>
<td>Capstone Project</td>
<td>3</td>
<td>Completion of all other required IT</td>
</tr>
</tbody>
</table>
Major in Game Developing

Undergraduate IT & BSE students of Hellenic American University will have the option to pursue a major in Game Developing. The target is to equip students with a solid theoretical background as well as hands-on experience on the core concepts of Game Development. The major comprises all basic parts of the game developing process, including game design and plot, graphics, music and programming. Hands-on experience will be based on the Unity game development platform.

Learning Outcomes

Upon completion of the major students should be able to:
- design plots for games of different categories
- apply basic knowledge in graphics on game development
- excel in music design and creation for games
- demonstrate an ability combine all necessary parts and develop a full game based on the required programming knowledge
- familiarize themselves with the exploitation of game development platforms

Game Developing Major Structure (5 courses / 15 credits – 30 ECTS)

There is a 5 course minimum requirement for a major in Game Development (15 credits) that include the required 3 courses (9 credits), and the election of 2 courses (6 credits).

Requirements - 3 courses / 9 credits (18 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT380</td>
<td>Computer graphics</td>
<td>3</td>
<td>IT150, MATH150, MATH300</td>
</tr>
<tr>
<td>IT385</td>
<td>Game Design Principles</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT415</td>
<td>Game Development Platforms</td>
<td>3</td>
<td>IT150, IT385</td>
</tr>
</tbody>
</table>

Electives - 2 courses / 6 credits (12 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT205</td>
<td>Advanced Programming in Java</td>
<td>3</td>
<td>IT150, IT200</td>
</tr>
<tr>
<td>IT312/BUS320</td>
<td>Principles of Marketing</td>
<td>3</td>
<td>GE105; Co-requisites: GE106</td>
</tr>
<tr>
<td>IT412/MU412</td>
<td>Music Production for Different media</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT480</td>
<td>Developing the UI</td>
<td>3</td>
<td>IT150, IT360, IT200, IT320</td>
</tr>
</tbody>
</table>
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 further success and development in their business career, and the opportunity to 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.

Learning Outcomes
Upon graduation students should be able to:

- design, implement, operate and maintain any type of computer network
- 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
- perform site-to-site IPSec VPNs and administer effective security policies
- 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)
There is a 6 course minimum requirement for a minor in Networking (22 credits) that includes the required 4 courses (16 credits), and the election of 2 courses (6 credits).

Requirements - 4 courses / 16 credits (32 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT165</td>
<td>Networking Fundamentals II</td>
<td>4</td>
<td>IT150, IT160</td>
</tr>
<tr>
<td>IT175</td>
<td>Routing Protocols &amp; Concepts</td>
<td>4</td>
<td>IT150, IT160, IT165</td>
</tr>
<tr>
<td>IT265</td>
<td>LAN Switching</td>
<td>4</td>
<td>IT150, IT160, IT165, IT175</td>
</tr>
<tr>
<td>IT275</td>
<td>Accessing the WAN</td>
<td>4</td>
<td>IT150, IT160, IT165, IT175, IT265</td>
</tr>
</tbody>
</table>

Electives - 2 courses / 6 credits (12 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT285</td>
<td>Network Management and Diagnostic Tools</td>
<td>3</td>
<td>IT150, IT160, IT165</td>
</tr>
<tr>
<td>IT290</td>
<td>Unified Communications</td>
<td>3</td>
<td>IT150, IT160, IT165, IT175, IT265, IT275</td>
</tr>
<tr>
<td>IT295</td>
<td>Implement Secure Networks</td>
<td>3</td>
<td>IT150, IT160, IT165, IT175, IT265, IT275</td>
</tr>
<tr>
<td>IT430</td>
<td>Wireless LAN Fundamentals</td>
<td>3</td>
<td>IT150, IT160, IT165, IT175, IT265, IT275</td>
</tr>
</tbody>
</table>
**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 with core Computer Science concepts. The theoretical part involves knowledge in the most popular programming languages, databases and systems analysis & design. The main target group is 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.

**Learning Outcomes**

Upon graduation students should 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)**

The minimum requirement for a minor in Networking is 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)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT150</td>
<td>Programming Concepts</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT200</td>
<td>Object-Oriented Programming</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT260</td>
<td>Database Management Systems</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT280</td>
<td>Systems Analysis &amp; Design</td>
<td>3</td>
<td>IT150, IT200</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT160</td>
<td>Networking Fundamentals I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT220</td>
<td>Data Structures &amp; Algorithms</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT360</td>
<td>Human Computer Interaction</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT370</td>
<td>Operating Systems</td>
<td>3</td>
<td>IT150, IT240</td>
</tr>
</tbody>
</table>
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 in order 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 should 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 perspective

**Degree Requirements:**

Successful completion of the program requires a total of 120 credits: 40 credit hours (13 courses) in general education, 18 credit hours (6 courses) in free electives (or a minor), and 62 credit hours (20 courses) in psychology and the capstone project, for a total of 120 credit hours. Full-time students may complete the program in 8 semesters, while part-time students will need between 6 to 8 years to complete their degree, depending on the number of courses taken each semester.

**Structure of the BSPSY Program**
Psychology Curriculum
Apart from the General Education and Free Elective requirements, the BSPsy degree program consists of 62 credits distributed as follows:

Major Psychology Courses
The core courses of the program consist of 16 major required psychology courses including an internship (4 credit hours) and a capstone project (3 credit hours), as well as 4 major electives (total of 20 courses). Although the capstone project is mandatory, the internship course may be substituted by any of the major elective courses offered and an independent study course. 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 Requirements - 16 Courses / 50 Credits (100 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL200</td>
<td>Human Biology</td>
<td>4</td>
<td>GE105, GE106, BIOL150</td>
</tr>
<tr>
<td>PSY150</td>
<td>Introduction to Psychology</td>
<td>3</td>
<td>GE105; Co-requisites: GE106</td>
</tr>
<tr>
<td>PSY200</td>
<td>Introduction to Research Methods</td>
<td>3</td>
<td>GE105, GE106, PSY150</td>
</tr>
<tr>
<td>PSY220</td>
<td>Developmental Psychology I</td>
<td>3</td>
<td>GE105, GE106, PSY150; Co-requisites: PSY200</td>
</tr>
<tr>
<td>PSY230</td>
<td>Developmental Psychology II</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200, PSY220</td>
</tr>
<tr>
<td>PSY240</td>
<td>Social Psychology</td>
<td>3</td>
<td>GE105, GE106, PSY150</td>
</tr>
<tr>
<td>PSY300</td>
<td>Physiological Psychology</td>
<td>3</td>
<td>GE105, GE106, BIOL150, BIOL200, PSY150, PSY200</td>
</tr>
<tr>
<td>PSY320</td>
<td>Learning and Behavior</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200</td>
</tr>
<tr>
<td>PSY330</td>
<td>Abnormal Psychology</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200</td>
</tr>
<tr>
<td>PSY370</td>
<td>Cognitive Psychology</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200</td>
</tr>
<tr>
<td>PSY380</td>
<td>Theories of Personality</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200</td>
</tr>
<tr>
<td>PSY390</td>
<td>Health Psychology</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200</td>
</tr>
<tr>
<td>PSY400</td>
<td>Experimental Psychology</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200, PSY260</td>
</tr>
<tr>
<td>PSY410</td>
<td>History and Systems of Psychology</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200</td>
</tr>
<tr>
<td>PSY499</td>
<td>Internship Placement</td>
<td>4</td>
<td>All required courses</td>
</tr>
</tbody>
</table>

Major Electives - Select 4 courses / 12 credits (24 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY210</td>
<td>Educational Psychology*</td>
<td>3</td>
<td>GE105, GE106</td>
</tr>
<tr>
<td>PSY250</td>
<td>Introduction to Child-Centered Play Therapy</td>
<td>3</td>
<td>GE105, PSY101 OR PSY150, PSY220</td>
</tr>
<tr>
<td>PSY270</td>
<td>Forensic Psychology</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY240</td>
</tr>
<tr>
<td>PSY280</td>
<td>Social Psychology Seminar</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200; Co-requisites: PSY240</td>
</tr>
<tr>
<td>PSY345</td>
<td>Fundamentals in Music Therapy</td>
<td>3</td>
<td>GE105, PSY101 or PSY150; Co-requisite: GE142 or MU221</td>
</tr>
<tr>
<td>PSY360</td>
<td>Testing and Assessment</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200</td>
</tr>
<tr>
<td>PSY420</td>
<td>Interviewing and Counseling</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200, PSY330</td>
</tr>
<tr>
<td>PSY430</td>
<td>Theory and Principles of Psychotherapy</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200, PSY330</td>
</tr>
<tr>
<td>PSY440</td>
<td>Clinical Psychology</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200, PSY330</td>
</tr>
<tr>
<td>PSY450</td>
<td>Child Psychopathology</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200, PSY220, PSY330</td>
</tr>
<tr>
<td>PSY460</td>
<td>Clinical Neuropsychology</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200, PSY300, PSY330</td>
</tr>
<tr>
<td>PSY470</td>
<td>Behavior Modification</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200, PSY320</td>
</tr>
<tr>
<td>PSY480</td>
<td>Psychology of Addictions</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200, PSY330</td>
</tr>
</tbody>
</table>

* Students may choose to take PSY210 Educational Psychology to either fulfill the general education requirement under the category of Social Science or to fulfill a major elective course.
Internship Placement/ Course (4 credits – 8 ECTS)

The purpose of the Psychology Internship is to offer applied experiences within the human and mental health services, research, and related fields, in order to enhance the learning experience of undergraduate students in psychology. Internships allow students to explore career options, develop professional and ethical 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. In addition, faculty nominate students for the internship assuming they have demonstrated professionalism, self-awareness, sensitivity towards others, and maturity throughout their studies. Thus, the internship course may be substituted by any of the major elective courses offered (3 credits) and an independent study course (1 credit).

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, quantitative and qualitative research methods they have learned during the course of their studies. Each individual student project must be original, incorporate robust and ethical research design and implementation, 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 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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PSY150</td>
<td>Introduction to Psychology</td>
<td>3</td>
<td>GE105; Co-requisites: GE106</td>
</tr>
<tr>
<td>PSY200</td>
<td>Introduction to Research Methods*</td>
<td>3</td>
<td>GE105, GE106, PSY150</td>
</tr>
<tr>
<td>PSY220</td>
<td>Developmental Psychology I</td>
<td>3</td>
<td>GE105, GE106, PSY150</td>
</tr>
<tr>
<td>PSY230</td>
<td>Developmental Psychology II</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200, PSY220</td>
</tr>
<tr>
<td>PSY240</td>
<td>Social Psychology</td>
<td>3</td>
<td>GE105, GE106, PSY150</td>
</tr>
<tr>
<td>PSY300</td>
<td>Physiological Psychology</td>
<td>3</td>
<td>GE105, GE106, BIOL150, BIOL200, PSY150, PSY200</td>
</tr>
<tr>
<td>PSY320</td>
<td>Learning and Behavior</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200</td>
</tr>
<tr>
<td>PSY330</td>
<td>Abnormal Psychology</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200</td>
</tr>
<tr>
<td>PSY370</td>
<td>Cognitive Psychology</td>
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</tr>
<tr>
<td>PSY410</td>
<td>History and Systems of Psychology</td>
<td>3</td>
<td>GE105, GE106, PSY150, PSY200</td>
</tr>
</tbody>
</table>

*Note that for BAELL majors, PSY200 is a required course. Thus, this course counts towards the BAELL degree and not towards the minor in psychology. Students may take any other psychology major required or elective course to take the place of this course in completing the minor in psychology.

Electives - 2 courses / 6 credits (12 ECTS)

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
<tr>
<td>PSY470</td>
<td>Behavior Modification</td>
<td>3</td>
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</tr>
</tbody>
</table>
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. HAUinc 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 Arts in Applied Linguistics (MAAL)
- Master of Arts in Conference Interpreting (MACI)
- Master of Arts in Translation (MAT)
- Master of Business Administration (MBA)
- Master of Science in Information Technology (MSIT)
- 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 HAUinc’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.
- 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.
Overview of the MAAL TESOL Degree

The MA in Applied Linguistics TESOL objectives are closely integrated with the overall mission of Hellenic American University to provide the highest quality American education which is interculturally-informed, interdisciplinary in nature and career relevant. The goal of the program is to provide students with the theoretical knowledge and practical skills that will serve their professional needs as well as the needs of their regional communities. The emphasis of the program on a broadened view of applied linguistics sees language as primarily a social phenomenon, inextricably intertwined with its cultural and situational context. An applied perspective on the study of language which is sociologically informed prioritizes interdisciplinary connections, cross cultural awareness and frameworks for analysis and evaluation of language events that are indispensable to globally focused language teaching and assessment practices.

The program which culminates with a 12,000-word thesis, can be completed over two years delivered either fully online, or face-to-face, or in a hybrid modality accommodating different student needs from different locations and time zones. 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 TESOL Objectives & Learning Outcomes

Objectives

The objectives of the MAAL Program are to:

- provide a thorough understanding of the structural properties of language and the broader theoretical issues and real world concerns related to the field of Applied Linguistics and Language Education.
- facilitate an understanding of language analysis from a socio-cultural perspective in and outside the classroom.
- provide a thorough understanding of the principles and practice of teaching English as a Second or Other Language, and awareness of factors which underpin best practices in language assessment.
- equip students with the critical, analytical, and research skills required to investigate issues relating to their area of interest in language, language teaching and language testing.

Learning Outcomes

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

- provide critical reviews and engage in critical discussions in the form of extended written assignments on the theoretical issues and real world concerns related to the field of Applied Linguistics and in language teaching and language testing in particular
- demonstrate the ability to analyze language from a socio-cultural perspective in and outside the classroom
- analyze and apply best pedagogical practices in language teaching and develop teaching materials, course curricula and language proficiency assessment tools
- develop research projects in areas of interest related to language or in professional practices of language teaching and language testing, applying appropriate qualitative and quantitative research tools
The Structure of the MAAL TESOL Program

Master of Arts in Applied Linguistics TESOL

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

The core courses balance a strong research-based foundation in Applied Linguistics with TESOL courses in order to assist novice and experienced teachers in developing their skills in the teaching and assessment of English Language learners from different cultural backgrounds. The program is offered on a part-time basis and can be completed over a four-semester period within two years.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL01</td>
<td>Introduction to Applied Linguistics and Language Education</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>AL04</td>
<td>Language and Society</td>
<td>3</td>
<td>AL01</td>
</tr>
<tr>
<td>AL05</td>
<td>Discourse Analysis</td>
<td>3</td>
<td>AL01</td>
</tr>
<tr>
<td>AL06</td>
<td>Understanding Research in Applied Linguistics</td>
<td>3</td>
<td>TE02</td>
</tr>
<tr>
<td>TE01</td>
<td>Theory and Methods in TESOL</td>
<td>3</td>
<td>AL01</td>
</tr>
<tr>
<td>TE02</td>
<td>Second Language Acquisition</td>
<td>3</td>
<td>Corequisites: AL01</td>
</tr>
<tr>
<td>TE03</td>
<td>Teaching Reading and Writing in English to Speakers of Other Languages (ESOL)</td>
<td>3</td>
<td>AL01, TE02</td>
</tr>
<tr>
<td>TE04</td>
<td>Teaching Listening and Speaking in English to Speakers of Other Languages (ESOL)</td>
<td>3</td>
<td>Corequisites: AL01</td>
</tr>
<tr>
<td>TE13</td>
<td>Classroom Assessment and Language Testing</td>
<td>3</td>
<td>AL01</td>
</tr>
<tr>
<td></td>
<td>And one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TE08CT</td>
<td>Practicum – Classroom Teaching</td>
<td>3</td>
<td>AL01</td>
</tr>
<tr>
<td>TE12</td>
<td>Teaching English for Specific Purposes (ESP)</td>
<td>3</td>
<td>AL01</td>
</tr>
<tr>
<td>AL10</td>
<td>Intercultural Communication</td>
<td>3</td>
<td>AL01</td>
</tr>
</tbody>
</table>

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

Elective Seminars provide opportunities for students to pursue their interests in TESOL or Applied Linguistics. The list of Elective Seminars may change every year, depending on staff availability.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE08TW</td>
<td>Practicum - Tutoring Writing</td>
<td>3</td>
<td>AL01</td>
</tr>
<tr>
<td>TE11</td>
<td>Teaching English to Learners with Special Needs</td>
<td>3</td>
<td>AL01</td>
</tr>
<tr>
<td>AL11</td>
<td>Critical Discourse Analysis</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

Thesis (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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AL07</td>
<td>Thesis</td>
<td>3</td>
<td>All required and elective courses</td>
</tr>
<tr>
<td>Semester</td>
<td>Area</td>
<td>Course</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1st Year: Fall</td>
<td>TESOL</td>
<td>Teaching Listening and Speaking in English to Speakers of Other Languages (ESOL)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LINGUISTICS</td>
<td>Applied Linguistics and Language Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LINGUISTICS</td>
<td>Second Language Acquisition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TESOL</td>
<td>Teaching Reading and Writing in English to Speakers of Other Languages (ESOL)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TESOL</td>
<td>Classroom Assessment and Language Testing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TESOL</td>
<td>Practicum – Classroom Teaching</td>
<td></td>
</tr>
<tr>
<td>1st Year: Spring</td>
<td>For those who have already completed a practicum, choose one of the following instead</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TESOL</td>
<td>Teaching English for Specific Purposes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LINGUISTICS</td>
<td>Intercultural Communication</td>
<td></td>
</tr>
<tr>
<td>2nd Year: Fall</td>
<td>TESOL</td>
<td>Theory and Methods in TESOL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LINGUISTICS</td>
<td>Language and Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LINGUISTICS</td>
<td>Discourse Analysis</td>
<td></td>
</tr>
<tr>
<td>2nd Year: Spring</td>
<td>TESOL/LINGUISTICS</td>
<td>Understanding Research in Applied Linguistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TESOL/LINGUISTICS</td>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose two of the following</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TESOL</td>
<td>Practicum – Tutoring Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TESOL</td>
<td>Teaching English to Learners with Special Needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LINGUISTICS</td>
<td>Critical Discourse Analysis</td>
<td></td>
</tr>
</tbody>
</table>

**Professional Development Programs incorporated in the MAAL TESOL program**

Hellenic American University’s TESOL professional development programs include a supervised teaching practicum in a real classroom setting in Athens and in Nashua. They lead to one of the following qualifications:

- M.A. in Applied Linguistics TESOL
- Diploma in TESOL
- ESOL Endorsement (Nashua, campus only)
Students in all programs complete the same set of 5 TESOL-focused courses and the Practicum. These courses have been approved by the New Hampshire Department of Education as a Professional Educator Preparation Program for mainstream teachers in public schools to obtain ESOL endorsement. Novice teachers who follow the same series of courses earn a Diploma in TESOL awarded by Hellenic American University. Students in the Master’s program then continue with 6 additional courses and complete a thesis to earn a Master of Arts degree in Applied Linguistics TESOL.

**Special Admission Requirements for the MAAL TESOL 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 via Skype. The interview will be conducted by a faculty member from the Department and will revolve around a candidate’s prior academic and professional experience.
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 MACI program are to:

- provide students with a thorough understanding of the theoretical issues and concerns relating to the field of interpretation.
- provide the necessary tools for understanding the nature of interpreting.
- facilitate an interest in multilingualism and multiculturalism and the study of interpreting in context.
- 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 should be able to:

- conduct on-site, consecutive, and simultaneous interpretation
- apply professional standards and practices while interpreting
- apply theoretical knowledge to the interpreting practice
- 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 on 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 & Prerequisites

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI01</td>
<td>Introduction to Interpretation Theory</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CI02</td>
<td>Introduction to Interpretation Practice</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CI03</td>
<td>Consecutive Interpretation I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CI04</td>
<td>Summarizing for Interpretation</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CI05</td>
<td>Oral Speech</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CI07</td>
<td>Consecutive Interpretation II</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CI08</td>
<td>Simultaneous Interpretation I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CI09</td>
<td>Consecutive Interpretation III</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CI10</td>
<td>Simultaneous Interpretation II</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CI11</td>
<td>Simultaneous Interpretation III</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>CI16</td>
<td>Introduction to International Organizations</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

Elective Seminar

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI17</td>
<td>Use of English in EU Interpretation</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

Dissertation: One course from the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI13</td>
<td>Dissertation</td>
<td>3</td>
<td>All core and elective courses</td>
</tr>
<tr>
<td>CI15</td>
<td>Internship</td>
<td>3</td>
<td>All core and elective courses</td>
</tr>
</tbody>
</table>

TOTAL: 39

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)

<table>
<thead>
<tr>
<th>Semester 1 / courses</th>
<th>Semester 2 / courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI01 Introduction to Interpretation Theory</td>
<td>CI07 Consecutive Interpretation II</td>
</tr>
<tr>
<td>CI02 Introduction to Interpretation Practice</td>
<td>CI08 Simultaneous Interpretation I</td>
</tr>
<tr>
<td>CI03 Consecutive Interpretation I</td>
<td>CI09 Consecutive Interpretation III</td>
</tr>
<tr>
<td>CI04 Summarizing for Interpretation</td>
<td>CI10 Simultaneous Interpretation II</td>
</tr>
<tr>
<td>CI05 Oral Speech</td>
<td>CI11 Simultaneous Interpretation III</td>
</tr>
<tr>
<td>CI16 Introduction to International Organizations</td>
<td>CI17 Use of English in EU Interpretation</td>
</tr>
<tr>
<td></td>
<td>CI13 DISSERTATION or CI15 INTERNSHIP</td>
</tr>
</tbody>
</table>

### 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 and/or videoconference. The interview will be conducted by a faculty member from the Department and will revolve around a candidate’s prior academic and professional experience.
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, using up-to-date industry practices and 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.
- 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

Upon completion of the program students should be:

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

The Structure of the MAT Program

Master of Arts in Translation

- **Core Courses**
  - 33 credits | 11 courses

- **Free Elective**
  - 3 credits | 1 course

- **Dissertation**
  - 3 credits
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 & Prerequisites

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR01</td>
<td>Introduction to Translation Studies</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>TR02</td>
<td>Professional Trends in Translation</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>TR03</td>
<td>Introduction to Terminology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>TR04</td>
<td>Translation Principles &amp; Practices / Practical I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>TR05</td>
<td>Translation of EU Texts</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>TR06</td>
<td>Business and Legal Translation</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>TR07</td>
<td>Literary Translation</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>TR08</td>
<td>Translation Principles &amp; Practices / Practical II</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>TR09</td>
<td>Computer-Assisted Translation</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>TR10</td>
<td>Specialized Translation I / Practical III</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>TR11</td>
<td>Specialized Translation II / Practical IV</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

Elective Seminar: One course from the following (indicative list)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR12</td>
<td>Community Interpreting</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>TR13</td>
<td>Audiovisual Translation</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

Dissertation: One course from the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR14</td>
<td>Dissertation</td>
<td>3</td>
<td>All core and elective courses</td>
</tr>
<tr>
<td>TR15</td>
<td>Internship</td>
<td>3</td>
<td>All core and elective courses</td>
</tr>
</tbody>
</table>

TOTAL 39
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 afternoon 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)**

<table>
<thead>
<tr>
<th>Semester 1 / courses</th>
<th>Semester 2 / courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>TR01 Introduction to Translation Studies</td>
<td>TR07 Literary Translation</td>
</tr>
<tr>
<td>TR02 Professional Trends in Translation</td>
<td>TR08 Translation Principles &amp; Practices / Practical II</td>
</tr>
<tr>
<td>TR03 Introduction to Terminology</td>
<td>TR09 Computer-Assisted Translation</td>
</tr>
<tr>
<td>TR04 Translation Principles &amp; Practices / Practical I</td>
<td>TR10 Specialized Translation I / Practical III</td>
</tr>
<tr>
<td>TR05 Translation of EU Texts</td>
<td>TR11 Specialized Translation II / Practical IV</td>
</tr>
<tr>
<td>TR06 Business and Legal Translation</td>
<td>TR12 Community Interpreting OR TR13 Audiovisual Translation</td>
</tr>
<tr>
<td></td>
<td>TR14 DISSERTATION or TR15 INTERNSHIP</td>
</tr>
</tbody>
</table>

**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.

**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.
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 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 year and a half 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 Hellenic American University 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 writing their capstone project on a topic relevant to the specific competency. Students that wish to be awarded more than one certificate will be invited to enroll in two (2) additional courses. Students are awarded these certificates with distinction by successfully completing a professional (industry) certification in the chosen focus area. Students would like to pursue a certificate independent of the MBA program core must take, in addition to the two required courses in the certification area of their choice, the core MBA course in their managerial competency area. The equivalent MBA core courses per certificate area are as follows:

<table>
<thead>
<tr>
<th>Certificate Area</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Marketing</td>
<td>Marketing Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Operational Excellence</td>
<td>Technology and Operations Management or Project Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>People Management</td>
<td>Strategic Human Resource Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Global Aviation Management</td>
<td>Technology and Operations Management or Project Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Shipping Management</td>
<td>Technology and Operations Management or Project Management</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>
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 design 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 (e.g. business analytics, business simulations or applications, etc.) and qualitative tools (e.g. business high level analysis, etc.) 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.
- instil students with skills of initiative, 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 challenges in the context of achieving efficiency while considering social responsibility, legal and ethical principles, and corporate governance fundamentals.

**Learning Outcomes:**
Upon completing the program, graduates should be able to:
- synthesize the knowledge, skills, and tools acquired in the program within a real microbusiness they must be able to design themselves
- excel in their chosen career paths, by learning on how to live, adapt and manage business environmental change
- reflect upon and explore business problems in depth, make informed managerial decisions, and demonstrate the 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.

**The MBA Boot Camp:**

The MBA Boot Camp is a 12-hour training program that is provided so that all students acquire key essential skill-sets that will enable them to successfully engage in MBA-related activities and courses irrespectively of their background.
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 is then 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 by focusing on applied skills through a multi-themed 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 so choose- from any of the designated course lists of other HAUinv graduate programs.

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

MBA students are expected to develop a Capstone project toward the end of their studies. The project provides them an opportunity to integrate and apply the knowledge and skills they have gained in their MBA program as they design a real microbusiness.

With the Capstone project, students will demonstrate a command of the knowledge acquired in the MBA program, the ability to conduct high-level analysis of business issues, and the capacity to make recommendations for the issues their investigation has revealed. The project also strengthens students’ competencies in critical analysis, empirical investigation, and project management, as well as their skills in persuasion, argumentation and decision-making—all valuable for enhancing their professional careers.
### Program Requirements

#### MBA Courses, Credits & Prerequisites

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS501</td>
<td>Functional Skills Integration</td>
<td>3</td>
<td>Completion of all MBA core courses or permission by program director. To be taken in the last term of study</td>
</tr>
<tr>
<td>BUS511</td>
<td>The Business Landscape</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>BUS513</td>
<td>Business, Policy and the International Economy</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>BUS526</td>
<td>Marketing Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>BUS527HR</td>
<td>Strategic Human Resource Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>BUS528</td>
<td>Managerial Finance</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>BUS6109</td>
<td>Accounting for Decision Making</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>BUS6110</td>
<td>Operations Research</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>BUS6111</td>
<td>Technology and Operations Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>or MGT6126</td>
<td>or Project Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS6120</td>
<td>Strategy</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective 1</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective 2</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective 3 (can be outside of MBA program)</td>
<td>3</td>
<td>Completion of all program requirements or permission by program director. To be taken in the last term of study</td>
</tr>
<tr>
<td>CP6300</td>
<td>Capstone Project</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>42</td>
<td></td>
</tr>
</tbody>
</table>

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 of courses offered during intersessions, they could expedite graduation at 1 and a half years.

### 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 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, Digital Marketing, Operational Excellence, Global Aviation Management, and Shipping Management. Students may choose not to follow any specialization and 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People Management Certification</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS512</td>
<td>Leadership and Organizational Behavior</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>BUS514</td>
<td>Ethics, Law and CSR</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>BUS516</td>
<td>Total Rewards</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>BUS517</td>
<td>Employment Relations</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td><strong>Operational Excellence Certification</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS518</td>
<td>Business Analysis &amp; Service Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>BUS6111 or MGT6126</td>
<td>Technology and Operations Management or Project Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>BUS6280</td>
<td>Project Portfolio Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6264</td>
<td>IT Management and Strategy</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td><strong>Digital Marketing Certification</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS519</td>
<td>Digital Marketing Analytics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>BUS520</td>
<td>Integrating Marketing in a Digital Age</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PR6241</td>
<td>Strategic Communication &amp; Public Relations</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PR6250</td>
<td>Branding and Communications</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td><strong>Global Aviation Management Certification</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GAM6800</td>
<td>Global Air Transport Strategies</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>GAM6810</td>
<td>Global Air Transportation System</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>TRA6700</td>
<td>International Multimodal Transportation Seminar</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td><strong>Shipping Management Certification</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHM510</td>
<td>Shipping Operations and Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SHM511</td>
<td>Marine and Surveying Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>SHM512</td>
<td>Statutory Shipping Requirements</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td><strong>Business Electives</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS529</td>
<td>Managing for Sales</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>BUS530</td>
<td>Green Salary - Business Management for Climate Change Mitigation</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>BUS6277CCM</td>
<td>Cross Cultural Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>GM6271</td>
<td>International Business</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>GM6274</td>
<td>International Marketing</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MGT6130</td>
<td>Entrepreneurship and New Venture Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PR6245</td>
<td>Special Event Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PR6248</td>
<td>Crisis Management</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>
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 students specialized in using technology to retrieve and analyze electronic data that will help understand human behaviors and relations. The trend towards networked systems has led infrastructure, platforms 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 the 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 the HAUUniv campus for only a short period 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 them 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.
- introduce students to relevant contemporary research practices and topics.

**The Structure of the MSIT Program**

**Master of Science in Information Technology**

- **Required Courses**
  - 18 credits | 6 courses
- **Elective Courses**
  - 18 credits | 6 courses
- **Core Courses**
  - 12 credits | 4 courses
- **Seminar Course**
  - 3 credits
- **Thesis Project**
  - 3 credits

**Learning Outcomes:**

Upon completing the program, graduates should have:

- 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

**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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT150</td>
<td>Programming Concepts</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT200</td>
<td>Object-Oriented Programming</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT240</td>
<td>Computer Architecture</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT260</td>
<td>Database Management Systems</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT300</td>
<td>Networks and Telecommunications</td>
<td>3</td>
<td>IT150</td>
</tr>
<tr>
<td>IT340</td>
<td>Management Information Systems</td>
<td>3</td>
<td>GE105, GE106, IT100</td>
</tr>
</tbody>
</table>

This level of IT foundation knowledge (a programming language and the content of two of these courses) is the minimum prerequisite requirement 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT6260</td>
<td>Database Management Systems</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6261</td>
<td>Data and Communication Networks</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6262</td>
<td>Systems Analysis and Design</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6264</td>
<td>IT Management and Strategy</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6290</td>
<td>Graduate Seminar</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6300</td>
<td>Master’s Thesis</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

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; familiarize students with the local and international information system’s 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.

**Information Technology Strands:**

Apart from the IT Core courses, students need to complete six more courses (18 graduate credits) from one of the following strands.

**Business Computing and Big Data Analytics**

Students may concentrate in the field of Business Computing and Big Data Analytics by selecting 6 elective courses from the following group of courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT6122</td>
<td>E-Business and E-Commerce Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6263</td>
<td>E-Business Technologies</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6267</td>
<td>Electronic Commerce Programming</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6274</td>
<td>Data-mining and Data-Warehousing</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6277</td>
<td>Artificial Intelligence &amp; Neural Networks</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6530</td>
<td>Graph Theory</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6540</td>
<td>Investigative Data Mining</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6545</td>
<td>Pattern Analysis and Detection</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6550</td>
<td>Social Network Analysis and Mining</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MGT6126</td>
<td>Project Management</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>
This group of courses will provide students with basic knowledge on big data analysis and business computing, and will enable them to participate in research projects in the field. This group of courses also focuses on technical, organizational, and managerial issues at the enterprise level as a whole, on a day-to-day basis.

Applications and Software Development
Students may concentrate in the field of Applications and Software Development by selecting 6 elective courses from the following group of courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT6125</td>
<td>Decision Support Systems</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6265</td>
<td>Enterprise Systems Applications</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6266</td>
<td>Application Development Environments and Technology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6268</td>
<td>Information Technology Hardware and Software</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6270</td>
<td>Human-Computer Interaction</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6271</td>
<td>Advanced Operating Systems</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6272</td>
<td>Advanced Programming Languages</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6273</td>
<td>Advanced Software Engineering</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

This group of courses will provide students with the required knowledge in the area of software and applications development, and will enable them to participate in research projects in the field. This group of courses covers the fields of User Interfaces development, Software development as well as development of operating systems.

Computer Networks and Security
Students may concentrate in the field of Information Security Management by selecting 6 elective courses from the following group of courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT6275</td>
<td>Wireless and Mobile Networks</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6276</td>
<td>Information Security Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6278</td>
<td>Governance and Compliance</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6279</td>
<td>Applied Cryptography</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6280</td>
<td>Network and Computer Security</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6281</td>
<td>Business and Continuity Management</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>IT6282</td>
<td>Application Risk Management</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

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.
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.
**Philosophy: Scholar-Practitioner Orientation**

The Master of Science in Psychology program 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 Master of Science in Psychology program offers candidates two concentrations: One in Clinical Psychology and the other in Clinical Mental Health Counseling. The Master of Science in Psychology fulfills the requirements for recognition as a mental health counsellor by the Hellenic Association of Counsellors and the European Association of Counsellors, especially when following the concentration in Clinical Mental Health Counseling. Thus, by successfully completing the MS in Psychology CMHC degree, the practitioner satisfies the requirements and may be recognized as an accredited Mental Health Counsellor. 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 and counseling have developed. While students become familiar with a variety of psychotherapeutic models from differing theoretical perspectives, the techniques and methods derived from cognitive-behavioral psychotherapy guide the nascent practitioners.

Graduates of the program have become members of professional affiliations such as the International American Psychological Association and the Hellenic Association of Psychologists (when their undergraduate degree has been recognized by the Greek State/SAEP). The Master of Science in 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 a specific set of competencies in assessment and therapy skills is built. 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, 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. Students 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 and clinical mental health counselors by engaging them in critical thinking about the human condition through foundational studies in areas such as psychopathology, lifespan development, and clinical interviewing and consultation.
- 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 and clinical mental health counselors.
- Increase service provision by the participation of Hellenic American University trained clinicians and counselors, 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.
The Structure of the MSPsy Program

Master’s of Science in Psychology

Year I
- Foundations of Counseling OR of Clinical Psychology
- Social and cultural Diversity in counseling OR in clinical Practice
- Ethical, Legal and Professional issues in Counseling OR in Clinical Practice
- Developmental Psychology across the Lifespan
- Psychopathology and Diagnoses
- Clinical Intervening and Consultation
- Clinical Assessment instruments
- Cognitive Behavioral Psychotherapy I & II
- Counseling for chemical Dependencies
- Statistics and Hypothesis Testing
* May be offered in Year II

Year II
- Career Counseling and Lifestyle Development
- Career Counseling Practicum
- Cognitive Behavioral Psychotherapy III
- Couples and Family Counseling
- Approaches to Group Psychotherapy
- Research Design and Evaluation
- Internship Seminar & Personal Development I & II
- Thesis Research and Completion (only for those in Clinical Psychology)
** May be offered in Year I

Year III
- Thesis Research and completion
- Internship III & Personal Development
- Internship IV & Personal Development
*** These courses are electives

The HAUniv Master’s program in 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 and clinical mental health counselors; 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 practical experiences follow.
The Master’s program in Clinical Psychology is based on 60 credits (120 ECTS) of course work, practicum, thesis research hours, and internship. The Master’s program in Clinical Mental Health Counseling is based on 66 credits (128 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 with a concentration in Clinical Psychology is approximately a two to two-and-a-half-year program if students follow the plan of study as presented. The Master’s program with a concentration in Clinical Mental Health Counseling is a three-year program if students follow the plan of study as presented.

**MSPSY Courses, Credits & Prerequisites**

### CONCENTRATION IN CLINICAL PSYCHOLOGY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSPSY501</td>
<td>Fundamentals of Clinical Psychology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY503*</td>
<td>Social and Cultural Diversity in Clinical Practice</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY505*</td>
<td>Ethical, Legal and Professional Issues in Clinical Practice</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY510</td>
<td>Developmental Psychology Across the Lifespan</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY512</td>
<td>Psychopathology and Diagnosis</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY520</td>
<td>Clinical Interviewing and Consultation</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY521*</td>
<td>Clinical Assessment Instruments</td>
<td>3</td>
<td>MSPSY520 or permission of the instructor</td>
</tr>
<tr>
<td>MSPSY524</td>
<td>Cognitive Behavioral Psychotherapy I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY525</td>
<td>Cognitive Behavioral Psychotherapy II</td>
<td>3</td>
<td>MSPSY524</td>
</tr>
<tr>
<td>MSPSY530*</td>
<td>Counseling for Chemical Dependencies</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY540</td>
<td>Statistics and Hypothesis Testing</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

*These courses may be offered during the Second Year of studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSPSY522**</td>
<td>Career Counseling and Lifestyle Development</td>
<td>3</td>
<td>MSPSY520, MSPSY522</td>
</tr>
<tr>
<td>MSPSY523</td>
<td>Career Counseling Practicum</td>
<td>3</td>
<td>MSPSY525</td>
</tr>
<tr>
<td>MSPSY526</td>
<td>Cognitive Behavioral Psychotherapy III</td>
<td>3</td>
<td>MSPSY525</td>
</tr>
<tr>
<td>MSPSY528**</td>
<td>Couples and Family Counseling</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY529**</td>
<td>Approaches to Group Psychotherapy</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY541</td>
<td>Research Design and Evaluation</td>
<td>3</td>
<td>MSPSY540</td>
</tr>
<tr>
<td>MSPSY542</td>
<td>Thesis Research and Completion</td>
<td>3</td>
<td>MSPSY541</td>
</tr>
<tr>
<td>MSPSY550</td>
<td>Internship Seminar &amp; Professional Development I - Community Placement</td>
<td>3</td>
<td>All foundation and core requirements and permission of the program director</td>
</tr>
<tr>
<td>MSPSY551</td>
<td>Internship Seminar &amp; Professional Development II – Completion</td>
<td>3</td>
<td>MSPSY550</td>
</tr>
</tbody>
</table>

**These courses may be offered during the First Year of studies

TOTAL 60

### CONCENTRATION IN CLINICAL MENTAL HEALTH COUNSELING

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSPSY-CMHC501</td>
<td>Foundations of Counseling</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY-CMHC503*</td>
<td>Social and Cultural Diversity in Counseling</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY-CMHC505*</td>
<td>Ethical, Legal and Professional Issues in Counseling</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY-CMHC510</td>
<td>Developmental Psychology Across the Lifespan</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY-CMHC512</td>
<td>Psychopathology and Diagnosis</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY-CMHC520</td>
<td>Clinical Interviewing and Consultation</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY-CMHC521*</td>
<td>Clinical Assessment Instruments</td>
<td>3</td>
<td>MSPSY-CMHC520 or permission of the instructor</td>
</tr>
<tr>
<td>MSPSY-CMHC524</td>
<td>Cognitive Behavioral Psychotherapy I</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY-CMHC525</td>
<td>Cognitive Behavioral Psychotherapy II</td>
<td>3</td>
<td>MSPSY-CMHC524</td>
</tr>
<tr>
<td>MSPSY-CMHC530*</td>
<td>Counseling for Chemical Dependencies</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>
Upon the successful completion of the first year of the MSPsy Program (approximately 10 courses), students are required to take and pass a Competence Exam. The Competence Exam will provide evidence of skills acquired and student ability in the field. Additional details regarding the structure and the date and time of the exam will be provided by the Program Director. Once a student passes the Exam, s/he will have earned the Certificate in Psychology with a Concentration in Clinical Psychology or with a Concentration in Clinical Mental Health Counseling. For additional information regarding the Certificate in Psychology, kindly refer to the appropriate section further below.

**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 and Clinical Mental Health Counseling 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 further enhance 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 and Clinical Mental Health Counseling program concentrations.

**Personal Therapy**

It is quite customary for personal issues to arise for students during their studies in psychology. In addition, having personal knowledge and experience of the therapeutic process from the unique perspective of a client is an invaluable learning experience for a future therapist. Thus, students are required to be involved in personal therapy while completing their Master of Science in Psychology degree. Prior to graduation students must
complete 60 sessions of individual, couples, family and/or group therapy, and it is highly recommended that MSPsy candidates begin sessions within their first semester of the program.

- Therapists must be licensed as a Psychologist who engages in evidence-based therapies, or a certified Mental Health Counselor. If a referral is needed, please contact the Director of the Counseling Center for assistance. Referrals comply with the University’s conflict of interest and dual-relationship policy.
- Only psychotherapy groups fulfill this requirement. Groups created for the purpose of being a psycho-educational, marriage/pre-marital, support group, 12 step programs, or other non-psychotherapy formats will not be accepted. If you have questions about the acceptability of a specific group, the Program Director will be happy to assess the group prior to you beginning sessions and, if it meets the requirements, will give approval.
- Individual sessions are to be at least 45 minutes in length; group therapy sessions are to be at least 90 minutes in length.
- Personal therapy requirement will be considered to be fulfilled when the student submits a formal letter from the licensed Psychologist(s) and or the Mental Health Counselor(s) signed and dated, which indicates the required number of therapy sessions have been completed. This letter should be submitted directly to the Director of Psychology Programs either in hard copy or via email.
- Therapy sessions must be in person (versus online).
- Therapy requirement may be fulfilled through multiple therapists.
- Therapy sessions must be accrued concurrent with enrollment in the program. Sessions in which the MSPsy candidate participated in before initiating the program do not fulfill this requirement.
- Professors and other professionals involved with the graduate psychology program may not provide personal therapy for students.
- Sessions which count for fulfilling this Personal Therapy requirement cannot be counted towards Internship I or II hours.

**Certificate in Psychology**

with a Concentration in Clinical Psychology or in Clinical Mental Health Counseling

**Description of the Certificate in Psychology:**

The certificate is conceptualized as demonstrating that MSPSY candidates meet the requirements of Part I of the MSPSY in Psychology program. It covers the foundations of: clinical theory and skills, cognitive behavioral therapy, ethical practice and cultural competence.

It is addressed to all MSPSY candidates who complete the first half (10 courses) of the MSPSY Program and it is a prerequisite for being accepted onto the second year (Part II) of the program. Furthermore, it is addressed to candidates who seek to receive introductory training in psychological theory and clinical skills but who do not wish to or cannot meet the full requirements of the MSPSY Program. It is also addressed to professionals in the field of mental health or in related disciplines who wish to receive a clinical “top-up” to their existing knowledge.

The certificate candidate is required to undertake and successfully complete a minimum of 10 MSPSY courses. Out of those, the candidate is required to take all of the 6 main courses and choose 4 elective courses from the tables below according to the direction they wish to follow. It is envisaged that after completing the 6 prerequisite courses the candidate will be offered the flexibility to choose those electives which apply more closely to their personal and/or professional interests. In order to successfully complete the Certificate in Psychology, students must take and pass a Comprehensive Exam. The Comprehensive Exam will provide evidence of skills acquired and student competence in the field. Additional details regarding the structure and the date and time of the exam will be provided by the Program Director.
Certificate in Psychology Structure (10 courses / 30 credits)

Requirements (6 courses / 18 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSPSY501</td>
<td>Foundations of Clinical Psychology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY503</td>
<td>Social and Cultural Diversity in Clinical Practice</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY505</td>
<td>Ethical, Legal and Professional Issues in Clinical Psychology</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY512</td>
<td>Psychopathology and Diagnosis</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY520</td>
<td>Clinical Interviewing and Consultation</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY524</td>
<td>Cognitive Behavioral Psychopathology I</td>
<td>3</td>
<td>None</td>
</tr>
</tbody>
</table>

Electives (4 courses / 12 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites (Course Codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSPSY510</td>
<td>Developmental Psychology Across a Lifespan</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY521</td>
<td>Clinical Assessment Instruments</td>
<td>3</td>
<td>MSPSY520 or permission of the instructor</td>
</tr>
<tr>
<td>MSPSY522</td>
<td>Career Counseling and Lifestyle Development</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>MSPSY523</td>
<td>Career Counseling Practicum</td>
<td>3</td>
<td>MSPSY520, MSPSY522</td>
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<tr>
<td>MSPSY525</td>
<td>Cognitive Behavioral Psychotherapy II</td>
<td>3</td>
<td>MSPSY524</td>
</tr>
<tr>
<td>MSPSY526</td>
<td>Cognitive Behavioral Psychotherapy III</td>
<td>3</td>
<td>MSPSY525</td>
</tr>
<tr>
<td>MSPSY528</td>
<td>Couples and Family Counseling</td>
<td>3</td>
<td>None</td>
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<tr>
<td>MSPSY529</td>
<td>Approaches to Group Psychotherapy</td>
<td>3</td>
<td>None</td>
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<tr>
<td>MSPSY530</td>
<td>Counseling for Chemical Dependencies</td>
<td>3</td>
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</tr>
<tr>
<td>MSPSY550</td>
<td>Internship Seminar I-Community Placement*</td>
<td>3</td>
<td>All foundation and core requirements and permission of program director</td>
</tr>
</tbody>
</table>

*Note that this course requires the completion of MSPsy525, MSPsy526 in addition to the 6 required courses listed above, as well as the permission of the Program Director. The MSPsy526 course may be substituted by another course which is a skills training and competencies course.*

Objectives and Competencies:

The following learning objectives and specific competencies are used to assess the broader teaching/learning program goals articulated for the MSPsy Program Description, and are specific to the Certificate in Psychology.

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

- **Outcome 2: 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.

- **Outcome 3: 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.

- **Outcome 4: 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.
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, Text Linguistics, and Intercultural Communication. 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, online 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
Upon completing the program, students should:

 have the ability to compare and evaluate different trends and theories in Applied Linguistics;
 be able to apply acquired knowledge and competence in a variety of different professional contexts
 be able to 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 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.

Orientation
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).

j. 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).

k. 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 on 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Pre-requisites (Course Codes)</th>
</tr>
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<tbody>
<tr>
<td>DAL01</td>
<td>Quantitative Research Methods</td>
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<tr>
<td>DAL02</td>
<td>Qualitative Research Methods</td>
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<tr>
<td>DAL03</td>
<td>Discourse as Data: From Analyzing Discourse to Writing up the Analysis</td>
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<td>DAL04</td>
<td>Critical Applied Linguistics</td>
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<tr>
<td>DAL05</td>
<td>Communication Across Cultures</td>
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<td>DAL06</td>
<td>Different Perspectives on Discourse Analysis</td>
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<td>DAL07</td>
<td>Text-Discourse-Genre</td>
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<tr>
<td>DAL08</td>
<td>Applied Linguistics Research Seminar (with introduction to the 3 strands)</td>
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<td>RS1</td>
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<td>RS2</td>
<td>Discipline Specific Research Seminar 2</td>
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<td>Discipline Specific Research Seminar 3</td>
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<td>Project Papers</td>
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<td>QPs</td>
<td>2 Qualifying Papers</td>
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<td>DAL61</td>
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Ph.D. Program Teaching Hours

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<tr>
<th>ACTIVITY</th>
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<th>DAL 02</th>
<th>DAL 03</th>
<th>DAL 04</th>
<th>DAL 05</th>
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<td>Advisory</td>
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</tbody>
</table>

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.

**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.

**Ph.D. Course Enrollment**

PhD students admitted to the program are informed by the PhD Assistant Director on the courses they should register for. Students register by contacting the Office of Registrar informing the office on the courses they wish to register for. When registering for core courses (coded as DALs), students also automatically register for the associated project paper (e.g. DAL 03 and DAL 43). If students pass the core course but fail to submit or successfully meet the requirements for the project paper, then they have one year to submit the paper following the agreement of the faculty member in charge of the course and the project paper and with the consent of the Director of the Program Director. It is also the students’ responsibility to be aware of registration dates, add/drop policies, fee payments and schedule adjustment procedures. This information can be found on the university website [http://www.hauniv.edu/](http://www.hauniv.edu/).

**Reference Letters**

We advise students to seek reference letters from faculty members who have been their PhD supervisors or advisors. When asking for a reference letter the students should always indicate the reason why they are asking for the letter of reference and give information as to whom it should addressed. Students should also inform the Director of the Program on their request for the letter of reference.

**Note for Referees**

- Once the candidate has registered the referee details, the referee will receive an e-mail with access details for submitting their reference letter online. Referees should give their opinion of the candidate’s intellectual ability, knowledge in his/her field, motivation for research, capacity to work in a group, oral and written expression.
- Referees may use their own reference format, including however the logo of Hellenic American University.
- When writing a letter of reference, referees should use their affiliation as visiting faculty of the PhD program in Applied Linguistics. They should use password-protection, electronic signatures or logos.
- Referees should also inform the Director of the Program on the request filed by the student.
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:** noncredit 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:** noncredit 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.

**Credits:** noncredit bearing course

**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:** noncredit 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:** noncredit 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:** noncredit 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: noncredit bearing course

Mathematics Placement

MATH90 Fundamentals of Mathematics
The course develops different algebra and pre-calculus mathematical techniques. It investigates various examples and applications, emphasizing analytical thinking and quantitative reasoning. It presents exponents and radicals, linear and quadratic equations, inequalities, systems of equations, systems of inequalities. Topics include linear and quadratic functions.
Credits: noncredit bearing course
General Education Courses

GE103 Developing the Global Citizen
Developing the global citizen focuses on the themes of intercultural competence, social & personal responsibility, integrated learning from global, cultural, historical and political perspectives. From local to global, students will review and discuss issues of diversity, civic and democratic engagement, cyber-citizenship, corporate social responsibility, and intercultural communication. This includes gaining understanding of asymmetrical globalization and unequal power relations, promoting engagement in global issues, and an ethical relationship to difference. As with the “butterfly effect” what one chooses to do individually affects the larger society towards growth and positive change. Using an interdisciplinary and intercultural approach the course outcomes aim to enhance students’ self-awareness as global citizens while working towards attainment of the university’s mission.
Prerequisites: GE105; Co-requisite: GE106
Credits: 3

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 everyday 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, GE108, GE109

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-requisite: GE106

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-requisite: GE115

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-requisite: GE106

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

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

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-requisite: 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.
Prerequisites: GE126
Credits: 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-requisite: 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-requisite: 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 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-requisite: 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.
Prerequisites: None; Co-requisite: 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.
Prerequisites: None; Co-requisite: 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-requisite: GE106
Credits: 3

GE146 Acting: Theory and Practice
Having been introduced to major dramatic movements, 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.
Prerequisites: None; Co-requisites: GE105, GE144
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.
Prerequisites: None; 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.
Prerequisites: None; Co-requisites: GE105, GE144
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.
Prerequisites: None; 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.
Prerequisites: None; 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.
Prerequisites: None; 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 of art work. The idea is to focus on process, to develop ideas with the participants in an organic way, to expand our sense of what performance is, and to expand the participants' sense of themselves as artists.
Prerequisites: None; 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.
Prerequisites: GE105; Co-requisite: 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 on a real project.
Prerequisites: GE105, GE106, GE115, GE155
Credits: 3
GE159 Global Environmental Law & Governance
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.
Prerequisite: GE105; Co-requisite: 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-requirements: 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 between morality and 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 make decisions on the basis of careful assessment of arguments supporting different viewpoints. Therefore, it has inter-disciplinary relevance across the disciplines.
Prerequisite: GE105
Credits: 3

GE171 Beginning French I
Introduces students to basic vocabulary and fundamental sentence structures in the present and past. Students learn basic French grammar such as verb conjugation and adjective agreement and practice the basic skills of speaking, listening, reading and writing in the present tense with an emphasis upon correct oral and written expression and aural comprehension. Students are also introduced to various aspects of French culture in France and in French speaking countries around the world in the text and through videos and presentations, which may include historical, social and cultural topics.
Prerequisites: None
Credits: 3

GE172 Beginning French II
Develops the basic knowledge acquired in Beginning French I, basic vocabulary and fundamental sentence structures in the present and past. Students learn French grammar such as verb conjugation and adjective agreement and practice the basic skills of speaking, listening, reading and writing in the present and past tense with an emphasis upon correct oral and written expression and aural comprehension. Students are also introduced to various aspects of French culture in France and in French speaking countries around the world in the text and through videos and presentations, which may include historical, social and cultural topics.
Prerequisites: GE171
Credits: 3
GE173 Intermediate French I
Enables the student to become a basic user of the foreign language. Students continue the development of the basic communicative skills in French. Further grammatical phenomena and vocabulary develop their knowledge of the language. Exposure to texts concerning the French culture help students analyze the most relevant cultural and social aspects.
Prerequisites: GE171, GE172
Credits: 3

GE174 Intermediate French II
Continues the development and mastery of the communicative skills in French. This course is the second of the intermediate French language sequence. Students get acquainted with most grammatical phenomena, expand their vocabulary (by becoming familiar with idioms of everyday 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: GE171, GE172, GE173
Credits: 3

GE207 Introduction to Hispanic Civilization and Cultures
Aims to present the essential cultural aspects of Spain and Latin American 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.
Prerequisites: None; Co-requisite: 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

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-requisite: GE106
Credits: 3

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-requisite: 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.
Prerequisite: GE105; Co-requisite: 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.
Prerequisites: GE105, GE106
Credits: 3

GE/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.
Prerequisites: None
Credits: 4

GE/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, Thévenin 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).
Prerequisites: None
Credits: 4
GE/EL170 Introduction to Design Systems with Lab
Topics to be covered in this course include Logic gates and Boolean Algebra, Combinational Logic, Arithmetic Circuits and common MSI Logic Circuits, Latches, Flip-flops, Registers and Counters, NMOS and CMOS based Logic Gates. The course also includes lab hours with examples based on Digital systems design using Matlab SW.
Prerequisites: MATH150
Credits: 4

GE/ENG157 Semiotics and Film, an Introduction
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.
Prerequisite: GE105; Co-requisite: 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, ENG202
Credits: 3

GE/ENG205 Introduction to Translation Studies
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.
Prerequisite: GE105, GE106; Co-requisite: ENG200
Credits: 3

GE/ENG215 (GE) Creative Writing
Introduces students to Creative Writing in its most varied application, from writing for the media, advertising 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, advertisement messages, 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 (and by instructor’s consent for non-BAELL students)
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 as setting, character, plot, theme, style, imagery, symbolism, 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-requisite: 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, GE106, ENG220
Credits: 3

GE/ENG230 Modern Greek Literature in Translation
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 center and the periphery, and globalization.
Prerequisites: GE105, GE106, ENG205, ENG220
Credits: 3

GE/GEN100 Introduction to Engineering with Design Lab
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.
Prerequisites: None
Credits: 4

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/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: MATH90 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.
Prerequisite: MATH150 Credits: 3

GE/MATH250 Calculus II
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.
Prerequisite: MATH150

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: IT150, MATH150 Credits:

GE/MATH350 Differential Equations with Linear Algebra
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: MATH150 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, Romanticism, Opera from the early 20th century.
Prerequisites: None; For non-music majors: GE142 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: None; For non-music majors: GE142 Credits: 3

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: None; For non-music majors: GE142 Credits: 3
GE/MU325 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. (This course fulfills the Interdisciplinary and Intercultural category requirement).
Prerequisites: None; For non-music majors: GE142
Credits: 3

GE/MU326 Words and Music: from the Middle Ages to the Present
Examines different approaches to word-music relationships in a broad range of periods and genres. Combining text (whether sung or implied) and music adds another layer to both elements reinforcing meaning and feeling. Students will explore some of these rich interactions in such diverse and chronologically disparate genres as the troubadour song, the Renaissance erotic madrigal, the German Lied, the program symphony, as well as modern combinations of words and music. We will consider how the elements of the text (syntax, rhyme, form, alliterations, etc.) dictate particular musical decisions, but also how the music underlines, attenuates, or even subverts the meaning of the words. Concepts to investigate include irony, musical rhetoric, intertextuality, and, even, “silence.”
Prerequisites: None; For non-music majors: GE142
Credits: 3

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, MATH150
Credits: 4

GE/PH100 Physics with Lab
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, they will be conducting laboratory activities. For these activities students will be paired with one or more of their classmates.
Prerequisite: MATH150
Credits: 4

GE/PH200 General Physics II
Focuses on fundamental topics of physics including waves, optics, sound, heat, electricity, circuits magnetic and electromagnetic fields, and thermodynamics.
Prerequisites: MATH150, PH100
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.
Prerequisite: GE105; Co-requisite: 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.
Prerequisites: 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/PSY250 Introduction to Child-Centered Play Therapy**
Provides an introduction to the field of Play Therapy including the theories and principles involved in its practice. By the nature of the subject, learning-by-doing is emphasized. The course involves hands-on-experience directly associated with the theoretical ideas outlined in the course readings, with the overall aim to facilitate self-expression and the development of one’s creative potential in a non-threatening way. At the end of the course, students will have gained an understanding of the use of Play Therapy as a healing modality and how it can be applied when working with various age groups for clinical and non-clinical populations.
Prerequisites: GE105, PSY101 OR PSY150, PSY220

**Credits: 3**

**GE/PSY260 Statistics for the Social Sciences**
Provides knowledge of how statistics are used to evaluate theories in the social sciences. 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: MATH90 or its equivalent

**Credits: 3**

**GE/PSY280 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-requisite: 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, PSY101 or PSY150; Co-requisite: GE142 or MU221

**Credits: 3**
**Business Administration Courses**

Note: Catalog courses that may be used to fulfill general education requirements are designated as (GE)

### Core Requirements

**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): GE105, IT100, MATH90 or its equivalent

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 course 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, MATH90 or its equivalent

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, MATH90 or its equivalent

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

**BUS251 (GE) 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

**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

**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, MATH90 or its equivalent
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
Analyzes 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

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
Electives

BUS200 (GE) 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

BUS212 (GE) 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

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 analyzes 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
Aviation Courses

Core Requirements

AVIA100 Aviation Fundamentals
Provides a well-rounded academic foundation in aviation and flight. It begins with a history of aviation followed by a study of the basic scientific principles of flight including aviation weather. Students next learn about the infrastructure supporting aviation, such as airports, airlines, manufactures and air navigation services providers and explore careers in each field. The course concludes with an exploration of flight operations and aircraft maintenance.
Prerequisite(s): None
Credits: 3

AVIA210 Global Aviation Management and Law
Covers the fundamental aspects of the management of airlines and airports as well as the development of air law including international and national regulatory functions, rights and liabilities of aviators and operators. It also provides a study of international conventions, agreements, and associations such as the International Civil Aviation Organization, International Air Transport Association, and Airports Council International focusing on an examination of the global aviation priorities.
Prerequisite(s): AVIA100
Credits: 3

AVIA220 Flight Operations
Students master the fundamental knowledge of flying, and the planning and conducting VFR cross-country flights. Students will be introduced to the recognition and assessment of significant information and effective decision-making in flight operations including weather, regulations, and human factors as well as learn about basic aerodynamics and aircraft propulsion.
Prerequisite(s): AVIA100
Credits: 3

AVIA310 Aviation Safety, Security & Human Factors
Students explore human related processes as affected by flight and develop insights in addressing them and learn to apply these insights to assessing and improving the performance of flight crews, air traffic controllers, and other operations personnel. Furthermore, they develop an appreciation of the importance of aviation system safety and security focusing on operational and regulatory practices.
Prerequisite(s): AVIA210, AVIA220
Credits: 3

AVIA320 Air Transport Operations
Analyzes the economic and administrative factors involved in air transport operations both from an airline as well as airport perspectives. An emphasis is placed on ground operations systems, marketing, demand analysis, pricing, route structure, fleet planning and financing.
Prerequisite(s): AVIA210, AVIA220
Credits: 3

AVIA410 Aviation Design Seminar
This culminating experience in aviation exposes students to problems and situations that will be intellectually stimulating, require the application of their knowledge, values, skills, and technical competence to current problems in the aviation industry acquired throughout the program. Can be taken either as a seminar course or internship.
Prerequisite(s): Completion of all major requirements or permission by program director
Credits: 3
Electives

**BUS310 (GE) 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.

Prerequisite(s): GE105, GE106, GE115, BUS305

Credits: 3

**BUS396 Knowledge Management (KM)**
Provides a study for understanding the process of managing both 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, a 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.

Prerequisite(s): GE105, GE106, BUS305

Credits: 3

**EL310 Introduction to Unmanned Aircraft Systems**
The course provides an overview of UASs structure and functionality. It includes a description of the different designs of UAS and the purposes of each of them. Students will be able to understand the difference between a toy UAS (drone) and a commercialized one, and to analyze the main functions of a UAS: detecting water masses, disease detection, soil management, irrigation and drainage management, rhino protection, land surveying and many more. The students also get to know the limitations of UAS, its legislation framework (nationally and internationally), the technical capabilities of the UAS and the type of equipment it can carry.

Prerequisite(s): MATH150, PH100

Credits: 3

**IT360 Human Computer Interaction**
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.

Prerequisite(s): IT100, IT150, IT320

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

**PM400 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.

Prerequisite(s): GE105, GE106, GE115, BUS395

Credits: 3
**Engineering Management Courses**

**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 wastewater facilities, geotechnical and transportation systems are studied.
Prerequisite(s): GEN100  
Credits: 3

**EL100 (GE) 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).
Prerequisite(s): None  
Credits: 4

**GEN100 (GE) Introduction to Engineering with Design Lab**
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 are 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.
Prerequisite(s): None  
Credits: 4

**GEN101 Engineering Mechanics**
Focuses on the 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; and, stress/strain transformation.
Prerequisite(s): PH100  
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.
Prerequisite(s): IT150  
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.
Prerequisite(s): MATH90 or its equivalent  
Credits: 3
**PH100 (GE) Physics with Lab**  
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, they will be conducting laboratory activities. For these activities students will be paired with one or more of their classmates.  
Prerequisite(s): MATH150  
Credits: 4

**PH200 (GE) General Physics II**  
Focuses on fundamental topics of physics including waves, optics, sound, heat, electricity, circuits magnetic and electromagnetic fields, and thermodynamics.  
Prerequisite(s): MATH150, PH100  
Credits: 4
Entrepreneurship Major Courses

GE113 Values, Ethics and Social Responsibility
Introduces special topics and themes related to issues of ‘Values, Ethics & Social Responsibility’. This interdisciplinary course focuses on 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.
Prerequisite(s): GE105, GE106; Co-requisite: GE115
Credits: 3

BUS205 Strategy Fundamentals (Global Entrepreneurship)
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

BUS310 (GE) 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

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
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
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
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

BUS368 Ideation
Provides 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
Finance Courses

Core Requirements

FI404 Corporate Finance II
Concentrates on how to use financial concepts and techniques to solve practical business problems. Specifically, the course analyzes 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: 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

FI412 Investment and Portfolio Management
Analyzes 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, FI406, FI412
Credits: 3
Electives

**FI310 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

**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

**FI430 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.
Prerequisite(s): 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 the 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**
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**
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

**HM120 Hospitality Event Management**
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**
Discusses the operations and management of food and beverage. It is designed to provide 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**
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, 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: 3
MK330 Consumer Behavior
Analyze 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

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
IT Management Courses

Core Requirements

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.
Prerequisite(s): 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.
Prerequisite(s): None
Credits: 3

IT200 Object-Oriented Programming
Provides students with a good understanding of object-orientation programming and Java technologies. Equally important, students get hands-on experience with 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.
Prerequisite(s): 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 should be 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.
Prerequisite(s): IT150
Credits: 3

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).
Prerequisite(s): IT150, IT200
Credits: 3
Electives

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 should 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.
Prerequisite(s): 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.
Prerequisite(s): IT150, IT200, IT280
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
Marketing Courses

Core Requirements

MK330 Consumer Behavior
Analyzes 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

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

MK390 Fundamentals of Digital Marketing
Digital marketing is a development of marketing communications. As such, the course focuses on understanding the effect of technology on marketing strategy and practice. The course provides an understanding of the basic digital marketing tools including: e-mail marketing, newsletter release, application and development of social media tools, Search Engine Optimization (SEO), and digital content management in creating marketing decision making. Finally, the course focuses on using digital marketing tools in formulating effective and efficient company–customer quality relationships.
Prerequisite(s): GE105, GE106, GE115, BUS320, MK330
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, MK350, MK390
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, MK350, MK390, MK440
Credits: 3
Electives

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 organizational 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, MK390
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, MK390
Credits: 3

MK455 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, MK390
Credits: 3
Project Management Courses

Core Requirements

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.
Prerequisite(s): GE105, GE106; Co-requisite: GE115
Credits: 3

BUS396 Knowledge Management (KM)
Provides a study for understanding the process of managing both 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.
Prerequisite(s): GE105, GE106, BUS305
Credits: 3

PM396 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.
Prerequisite(s): GE105, GE106, GE115, BUS395
Credits: 3

PM397 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.
Prerequisite(s): GE105, GE106, GE115, BUS395
Credits: 3

PM398 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.
Prerequisite(s): GE105, GE106, GE115, BUS395
Credits: 3

PM400 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.
Prerequisite(s): GE105, GE106, GE115, BUS395
Credits: 3
**PM415 Project Negotiations & Conflict Resolution**
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 analyses are used to illustrate important concepts. Topics also include consulting competencies, communication skills in consulting, psychology in consulting, research methods, and law & ethics.

**Prerequisite(s):** GE105, GE106, GE115, BUS395

**Credits:** 3

**PM440 PMI’s Project Management Body of Knowledge**
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, and 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 successfully complete 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 Course Descriptions**

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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): 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.

Prerequisite(s): IT150

Credits: 4

**IT205 Advanced Programming in Java**
Enhances students’ Java programming skills and prepares them to successfully obtain 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.

Prerequisite(s): 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.
Prerequisite(s): IT150  
Credits: 3

**IT235 Installing and Configuring Servers**
This course is part of a three-part series that provides the academic background, skills and knowledge necessary to implement servers’ infrastructure in existing enterprise environments. The three courses collectively cover implementing, managing, maintaining and provisioning services and infrastructure, with practice in a Windows Server 2012 environment. This course primarily covers the initial implementation and configuration of core services including Active Directory Domain Services (AD DS), networking services, and Microsoft Hyper – V Server 2012 configuration.
Prerequisite(s): None  
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 should 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.
Prerequisite(s): IT150  
Credits: 3

**IT245 Administrating Servers**
This course is part of a three-part series that provides the academic background, skills and knowledge necessary to implement servers’ infrastructure in existing enterprise environments. The three courses collectively cover implementing, managing, maintaining and provisioning services and infrastructure, with practice in a Windows Server 2012 environment. This course primarily covers the administration tasks necessary to maintain a Server infrastructure such as configuring and troubleshooting name resolution, user and group management with Active Directory Domain Services (AD DS) and Group Policy, implementing Remote Access Solutions such as DirectAccess, VPNs and Web Application Proxy, implementing Network Policies and Network Access Protection, Data Security, deployment and maintenance of server images, as well as update management and monitoring of Server environments.
Prerequisite(s): IT235  
Credits: 3

**IT255 Configuring Advanced Server Settings**
This course is part of a three-part series that provides the academic background, skills and knowledge necessary to implement servers’ infrastructure in existing enterprise environments. The three courses collectively cover implementing, managing, maintaining and provisioning services and infrastructure, with practice in a Windows Server 2012 environment. This course focuses on the knowledge and skills needed to provision advanced services in a Server environment. It includes all the necessary knowledge for students to configure and manage high availability features, file and storage solutions, and network services. It also includes the configuration of Active Directory Domain Services (AD DS) infrastructure and the implementation of backups and disaster recoveries.
Prerequisite(s): IT235, IT245  
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.  
Prerequisite(s): 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.  
Prerequisite(s): 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 ways in which 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.  
Prerequisite(s): 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.  
Prerequisite(s): 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).  
Prerequisite(s): 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 also become 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.  
Prerequisite(s): 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 Call Manager Express (CUME). They will also learn Voice over IP (VoIP) and Quality of Service (QoS) technologies and apply them to the 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, and connecting from one CME enabled router to another CME-enabled router.

**Prerequisite(s):** 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. It 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, and Web-based resources.

**Prerequisite(s):** IT150, IT160, IT165, IT175, IT265, IT275

**Credits: 3**

**IT300 Networks and Telecommunications**
Covers all aspects of computer networks, from the physical transmission of signals, through the protocols required for the safe transmission of data, to the end-to-end services built on the communications backbone. Wired and wireless networks are covered, and special emphasis is placed on the transportation of real-time audio and video media. There is also a strong focus on support and services for wired and wireless communication systems.

**Prerequisite(s):** IT150

**Credits: 3**

**IT312/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**

**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.

**Prerequisite(s):** 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, and 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.

**Prerequisite(s):** IT150, IT220

**Credits: 3**
IT340 Management Information Systems
Information systems are viewed from the needs of management. Areas covered include 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 an organization’s products, services, procedures, jobs and management structures.
Prerequisite(s): 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.
Prerequisite(s): 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 and resources, 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 should be able to build and track project schedules with precision.
Prerequisite(s): IT150, IT200, IT280, IT350
Credits: 3

IT360 Human Computer Interaction
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.
Prerequisite(s): 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.
Prerequisite(s): 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 modelling 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.
Prerequisite(s): IT150, MATH150, MATH300
Credits: 3

IT385 Game Design Principles
Aims to provide an introduction to the basic methods of game design. It includes defining and analyzing games and their mechanics, and understanding how mechanics affect gameplay and player experiences. Practical assignments include creating both paper and digital prototypes, using user testing to find points of failure and iterative design processes to revise and improve overall gameplay.
Prerequisite(s): 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.
Prerequisite(s): 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.
Prerequisite(s): IT150, IT200, IT320, IT240, IT370
Credits: 3

IT412/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

IT415 Game Development Platforms
Aims to provide an introduction to the main game platforms available in the market, and focus on the use and exploitation of the Unity game platform. The course will be based on hands-on sessions with the Unity platform, where special focus will be given on setting up a 2D project in Unity, creating Prefabs, working with movement and action buttons, working with physics collisions, using a sprite sheet, and integrating the Dolby Audio API.
Prerequisite(s): IT150, IT385
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.
Prerequisite(s): IT150, IT160, IT200, IT320
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.
Prerequisite(s): IT150, IT160, IT165, IT175, IT265, IT275
Credits: 3

IT440 Artificial Intelligence
Introduces basic concepts and methods of artificial intelligence from a computer science perspective. Emphasis will be placed 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.
Prerequisite(s): IT150, IT160, IT165, IT175, IT265, IT275
Credits: 3
IT450 Software Engineering
Effective software engineers need to understand the activities performed during each stage of 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.
Prerequisite(s): 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).
Prerequisite(s): 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.
Prerequisite(s): 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.
Prerequisite(s): IT150, IT200, IT320, IT360
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.
Prerequisite(s): Completion of all other required IT courses
Credits: 3
Mathematics Courses

Note: Catalog courses that may be used to fulfill general education requirements are designated as (GE)

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.
Prerequisite(s): MATH90 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.
Prerequisite(s): MATH150
Credits: 3

MATH250 (GE) Calculus II
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.
Prerequisite(s): MATH150
Credits: 3

MATH300 (GE) 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.
Prerequisite(s): IT150, MATH150
Credits: 3

MATH350 (GE) Differential equations with linear algebra
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.
Prerequisite(s): MATH150
Credits: 3

MATH400 Numerical Algorithms
Introduces modern approximation techniques; explains how, why, and when they can be expected to work; and provides a firm basis for future study of numerical analysis and scientific computing. Emphasis is given to global and local optimization methods.
Prerequisite(s): IT150, MATH150, MATH300
Credits: 3

MATH450 Statistics for Engineers and Scientists
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, and multifactor experimental designs. Appropriate software package is used.
Prerequisite(s): MATH150, MATH250
Credits: 3
MATH500 Multidimensional Calculus
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.
Prerequisite(s): MATH400

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 and get acquainted with the history of cinema and the different cinematic genres.
Prerequisite(s): 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.
Prerequisite(s): GE105; Co-requisite: GE106  
Credits: 3

**ENG201 Language Awareness**
Designed to guide participants as they explore how language functions from a linguistic perspective with focus on form, meaning and use, how this knowledge can be transmitted effectively to English language learners, and which resources to use in the search for answers to complex language issues. It is also designed to provide an opportunity for participants to gradually acquire the confidence that they can express themselves concisely on matters related to TESOL both in writing and in discussion with their peers.
Prerequisite(s): 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; and contrastive discourse analysis.
Prerequisite(s): GE105, GE106, ENG200, ENG201  
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.
Prerequisite(s): 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.
Prerequisite(s): GE105, GE106, ENG200, ENG202  
Credits: 3
ENG205 (GE) Introduction to Translation Studies
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 also gain hands-on translation practice by translating texts from English into Greek.
Prerequisite(s): GE105, GE106; Co-requisite: ENG200
Credits: 3

ENG206 Feedback in Second/Foreign Language Writing: Contexts and Issues
Expands upon the fundamental principles and theories learned in English Methodology courses (ENG310, ENG311) 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(s): GE105, GE106, ENG200, ENG201
Credits: 3

ENG211 Teaching Greek as a Foreign Language
Focuses on training instructors who wish to teach Modern Greek as a Foreign/Second Language in Greece and abroad. The course provides participants with a practical introduction to the principles and practices of modern communicative language teaching. It focuses on the practical issues which participants may face as instructors, and introduces them to a wide variety of materials and activities. The course helps participants develop lesson planning and classroom management techniques and competencies, and design a modern Greek Language program which can be delivered conventionally (face – to – face), or via eLearning.
Prerequisite(s): None
Credits: 3

ENG215 (GE) Creative Writing
Introduces students to Creative Writing in its most varied application, from writing for the media, advertising 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, advertisement messages, 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.
Prerequisite(s): GE105, GE106, ENG220 (and by instructor’s consent for non-BAELL students)
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 as 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.
Prerequisite(s): GE105; Co-requisite: 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.
Prerequisite(s): GE105, GE106, ENG220
Credits: 3

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**ENG222 The Short Story**
Explores a range of short stories written in English. 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 Poe, Joyce, Hemingway to the more contemporary works of O’Connor, Updike, Carver (among others), will be read and discussed.
Prerequisite(s): 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 as T. S. Eliot, Sylvia Plath, Emily Dickinson, Wallace Stevens, William Carlos Williams, Robert Frost, Ted Hughes et al from both the perspective of craft and content. The course will also introduce the poetry of Greek poets, such as the translated work of Konstantinos Kavafis and Arigirs Chionis. 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.
Prerequisite(s): 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.
Prerequisite(s): 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 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’Connor, Toni Morrison, Lilika Nakou, Margarita Lymberaki, Zyranna Zateli.
Prerequisite(s): GE105, GE106, ENG220
Credits: 3

**ENG230 (GE) Modern Greek Literature in Translation**
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, Kazantzakis, Seferis, Elytis, Tahtsis, 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 center and the periphery, and globalization.
Prerequisite(s): GE105, GE106, ENG205, ENG220
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.
Prerequisite(s): GE105, GE106, ENG200, ENG202
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.
Prerequisite(s): GE105, GE106, ENG200, ENG201
Credits: 3

ENG303 Methodology and Terminology for Translation
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.
Prerequisite(s): GE105, ENG205
Credits: 3

ENG305 Fundamentals for Translation I (English-Greek)
Encourages and guides students in applying the theoretical and methodological 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.
Prerequisite(s): GE105, ENG205
Credits: 3

ENG306 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(s): GE105, GE106, ENG200, ENG201, ENG202, ENG203, ENG300
Credits: 3

ENG307 Developmental and Clinical Linguistics
Addresses a number of key issues in Developmental and Clinical Linguistics, including: 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(s): GE105, GE106, ENG200, ENG203
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.
Prerequisite(s): GE105, GE106, ENG200, ENG201
Credits: 3
ENG311 Advanced Methodology

Designed to build on the techniques and principles of modern communicative language teaching covered in the Introduction to Methodology cours., This course aims to deepen students’ knowledge by focusing on specific aspects of language teaching and encouraging them to approach classroom materials and teaching in a more critical and creative manner. Particular attention is given to special topics, Second Language Teaching Methods and Approaches, technology in education, learning difficulties, phonetics and phonology, and error correction. In addition, testing and evaluation, and the teaching of grammar and lexis are explored. During this course, students are expected to be able to overcome the limitations of course books by adapting or supplementing materials in order to produce a more communicative lesson, one which reflects their own students’ needs and interests.

Prerequisite(s): GE105, GE106, ENG200, ENG203, ENG310

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 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.

Prerequisite(s): 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 analyzes how economic and social influences (modern city, industrialism, transportation etc.) as well as developments in the sciences (Darwin) influenced the 19th century novel (Bronte, Dickens, 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 (Golding et al) and are relevant to readers of the present (Kureishi, Ishiguro et al).

Prerequisite(s): GE105, GE106, ENG220, ENG221

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.

Prerequisite(s): GE105, GE106, ENG220, ENG222; Co-requisites: ENG321, ENG420

Credits: 3

ENG325 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.

Prerequisite(s): GE105, ENG205

Credits: 3

ENG326 Fundamentals for Translation II (Greek- English)

Encourages and guides students towards applying the theoretical and methodological 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.

Prerequisite(s): GE105, ENG205

Credits: 3
ENG327 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.
Prerequisite(s): GE105, ENG205
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.
Prerequisite(s) for Literature strand: GE105, GE106, ENG200, ENG201, ENG202, ENG203, ENG221, ENG222, ENG223, ENG310, ENG311, ENG320, ENG321, ENG420, PSY200;
Co-requisite(s): ENG300, ENG301
Credits: 3

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.
Prerequisite(s) for Linguistics strand: GE105, GE106, ENG200, ENG201, ENG202, ENG203, ENG220, ENG300, ENG301, ENG310, ENG311, PSY200;
Co-requisite(s): ENG221, ENG223, ENG321, ENG420
Credits: 3

ENG410c Practicum I (TESOL)
This course is designed to prepare students for actual classroom teaching, building up their experience and confidence through micro-teaching and observations before teaching in an actual language classroom. During this course, students are expected to plan and teach lessons. Students will participate in peer-teaching sessions, as well as teaching in a real language classroom. They are required to do a minimum of 20 hours of observation and teaching in addition to attending classes for peer-teaching, feedback, and instruction.
Prerequisite(s) for TESOL strand: GE105, GE106, ENG200, ENG201, ENG202, ENG203, ENG220, ENG300, ENG301, ENG310, ENG311, PSY200;
Co-requisite(s): ENG221, ENG222, ENG223, ENG420
Credits: 3

ENG411 Practicum II: Researching Language Classrooms
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(s) GE105, GE106, ENG200, ENG201, ENG202, ENG203, ENG300, ENG301, ENG310, ENG311, ENG410c, PSY200
Credits: 3
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.
Prerequisite(s) GE105, GE106, ENG220, ENG223, ENG320
Co-requisite(s): ENG222, ENG321
Credits: 3

ENG422 American Literature: Culture and History
Surveys key texts in the American canon beginning with the Transcendentalist Movement and Ralph Waldo Emerson compared to the Dark Romanticism of Nathaniel Hawthorne. The birth of early American Poetry is studied via two versatile representatives, namely Walt Whitman and Emily Dickinson. Thereafter, a timeline of developments in American Literature is explored beginning with the Realism of Mark Twain and Henry James through to the voice of disillusionment caused by the war as echoed by Scott Fitzgerald and Ernest Hemingway. Discussion will also include the rise of American Drama with the works of Eugene O’Neill, Tennessee Williams and Arthur Miller culminating in prominent representatives of post-war American prose and poetry.
Prerequisite(s): GE105, GE106, ENG200, ENG220, ENG320, ENG221, ENG321, ENG420
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.
Prerequisite(s): GE105, GE106
Credits: 3

PSY210 (GE) 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(s): GE105, GE106
Credits: 3
Music Courses

Note: Catalog courses that may be used to fulfill general education requirements are designated as (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.
Prerequisite(s): None; For non-music majors interview is required
Credits: 3

MU102 Music Theory II (Harmony I)
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.
Prerequisite(s): 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
Prerequisite(s): None; Co-requisite for non-majors: MU101
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
Prerequisite(s): 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.
Prerequisite(s): 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.
Prerequisite(s): MU151
Credits: 1
MU153 Piano Studio III
Focuses 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.
Prerequisite(s): MU152
Credits: 1

MU154 Piano Studio IV
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.
Prerequisite(s): MU153
Credits: 1

MU155 Piano Studio V
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.
Prerequisite(s): MU154
Credits: 1

MU156 Piano Studio VI
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.
Prerequisite(s): MU155
Credits: 1

MU157 Violin for Beginners
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.
Prerequisite(s): None; Co-requisite for non-music majors: MU101
Credits: 3

MU161 Voice for Beginners
Designed for beginning voice students without 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

MU171 Guitar for Beginners
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

MU180 Jazz Improvisation
Addresses jazz improvisation, the art of manipulating the elements of jazz music in real-time, through guided performance practices. Students will develop improvisational skills, through piano performance. (This course serves to substitute for MU154 Piano Studio IV, MU155 Piano Studio V and MU156 Piano Studio VI, for students concentrating in modern music).
Prerequisite(s): MU153
Credits: 3
(1 per three semesters)
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, and introduction to score reading.
Prerequisite(s): 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.
Prerequisite(s): 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.
Prerequisite(s): 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.
Prerequisite(s): MU101, MU102, MU201
Credits: 3

MU205 Jazz Music Theory
The study of basic concepts of jazz melody, harmony, rhythm and form. Includes the study of jazz notation, chord progressions, chord voicing, chord relationships, voice-leading, jazz harmonization, chord-scale relationships, improvisational devices, and song forms. (This course serves to substitute for MU202 Music Theory IV, for students concentrating in modern music)
Prerequisite(s): 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.
Prerequisite(s): 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.
Prerequisite(s): 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, Handel, Haydn, Mozart, Beethoven, Romanticism, and Opera from the early 20th century. (This course serves to substitute for MU222 Music History II, for students concentrating in modern music).
Prerequisite(s): None; 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.
Prerequisite(s): GE105; Co-requisites: GE106

**MU303 Instrumentation**
Studies ranges, tonal possibilities, technical limitations, and necessary transpositions for all orchestral and band instruments, including writing for combinations of instruments.
Prerequisite(s): MU101

**MU304 Orchestration**
Applies practical orchestration methodologies, and addresses a variety of orchestration applications for different settings and environments.
Prerequisite(s): MU303

**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.
Prerequisite(s): MU203

**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.
Prerequisite(s): GE105, GE106, GE115, MU101, MU102, MU201, MU202, MU203

**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.
Prerequisite(s): GE106

**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.
Prerequisite(s): GE105; Co-requisites: GE106

**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.
Prerequisite(s): GE105; Co-requisites: GE106
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. (This course serves to substitute for MU321 Music History III, for students concentrating in modern music).
Prerequisite(s): None; 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. (This course serves to substitute for MU322 Music History IV, for students concentrating in modern music).
Prerequisite(s): None; 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. (This course fulfils the Interdisciplinary and Intercultural category).
Prerequisite(s): None; For non-music majors: GE142
Credits: 3

MU326 (GE) Words and Music: from the Middle Ages to the Present
Examines different approaches to word-music relationships in a broad range of periods and genres. Combining text (whether sung or implied) and music adds another layer to both elements reinforcing meaning and feeling. Students will explore some of these rich interactions in such diverse and chronologically disparate genres as the troubadour song, the Renaissance erotic madrigal, the German Lied, the program symphony, as well as modern combinations of words and music. We will consider how the elements of the text (syntax, rhyme, form, alliterations, etc.) dictate particular musical decisions, but also how the music underlines, attenuates, or even subverts the meaning of the words. Concepts to investigate include irony, musical rhetoric, intertextuality, and, even, “silence.”
Prerequisite(s): None; 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.
Prerequisite(s): MU101
Credits: 3

MU380 Conducting
Introduces techniques for Conducting, such as 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; and observation and discussion of rehearsal procedure, band and orchestral literature, and performance practice in public schools.
Prerequisite(s): Entrance audition required
Credits: 24
(3 per semester)
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.
Prerequisite(s): Entrance audition required
Credits: 24
(3 per semester)

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, and Beethoven. Romantic compositions by Schumann, Brahms, Franck, Faure. Also includes works by modern composers such as Ysaïe, Bartók, Debussy, Ravel and studies of the orchestral repertoire.
Prerequisite(s): Entrance audition required
Credits: 24
(3 per semester)

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, and 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.
Prerequisite(s): Entrance audition required
Credits: 24
(3 per semester)

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-Saëns, Dvořák and Elgar. Special attention will be given to the study of basso continuo and scales, arpeggios, etudes and excerpts of the orchestral repertoire.
Prerequisite(s): Entrance audition required
Credits: 24
(3 per semester)

MU405 Double Bass
Individual instruction on the study and interpretation of musical literature. Repertoire includes, scales, arpeggios, etudes, sonatas by Vivaldi, Hindemith, Vasks, Gubaidulina; concertos by Dittersdorf, Krebs, Hoffmeister, and Bottesini. Techniques for the tone, bow, pizzicato, thumb positions, vibrato, fingerings. Special focus on the study of orchestra excerpts.
Prerequisite(s): Entrance audition required
Credits: 24
(3 per semester)

MU406 Voice
Individual instruction on 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.
Prerequisite(s): Entrance audition required
Credits: 24
(3 per semester)

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: MU203
Credits: 3

MU408 Fugue
Concentrates on the writing of 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: MU203, MU407
Credits: 3
MU409 Guitar
Individual instruction on the study and interpretation of musical literature. Repertoire includes etudes, scales, arpeggios, concertos and sonatas by Foscarini, Bartolotti, Corbetta, Sanz, and Weiss. Romantic compositions by Aguado, Albeniz, Arcas, Carulli, Caste, Tarrega, and Barrios. Also includes works by modern composers such as Brower, Granados, Lauro, and Villa-Lobos.
Prerequisite(s): Entrance audition required
Credits: 24
(3 per semester)

MU410 Collaborative Piano
This one-to-one course is offered to piano majors that have completed the sophomore year of their studies, giving them the opportunity of specialization in the Art of Vocal Accompaniment. Articulated in four distinct areas comprising both Art Song and Aria repertoire, the course provides to pianists the diverse stylistic knowledge and practical skills to address vocal repertoire from Baroque to the 21st century. In each semester students will explore one of the following genres: the German Lied, French Mélodie, World Art Song (repertoire not restricted to but focused on Greek and American composers) and the operatic Aria. The course considers issues of diction in the main languages of vocal repertoire and the various performance traditions as well. Student has to prepare two public performances as an accompanist of vocal recitals.
Prerequisite(s): Entrance audition required, MU401.1-401.4
Credits: 12
(3 per semester)

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.
Prerequisite(s): MU101; 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.
Prerequisite(s): MU101
Credits: 3

MU413 Percussion
Study fundamental concepts and techniques of sound production, practice methods, instrument selection, tuning, maintenance, rhythm, sight-reading, aural skills, musical styles and interpretation. Study of seven instrument categories including snare drum, drum set, hand drumming, percussion keyboards, timpani, orchestral accessories, and multiple percussion, in one hour per week private lessons for each semester. Emphasis of solo and chamber music literature, and performance including the senior recital.
Prerequisite(s): Entrance audition required
Credits: 24
(3 per semester)

MU414 Saxophone
An individual instruction in the study and interpretation of musical literature. Saxophone lessons will consist of an overall knowledge of the saxophone in either jazz or classical disciplines. The student, through the preparation of weekly assigned material, will display a command of the instrument and skills necessary to succeed in a variety of musical situations.
Prerequisite(s): Entrance audition required
Credits: 24
(3 per semester)
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. (This course serves to substitute for MU453 Musical Organization - Choral, for students concentrating in instrumental performance).
Prerequisite(s): MU101
Credits: 6
(1.5 per semester)

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.
Prerequisite(s): MU101
Credits: 3

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.
Prerequisite(s): Audition required, MU101, MU107
Credits: 6
(1.5 per semester)

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.
Prerequisite(s): MU101
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; and, contemporary instrumental techniques.
Prerequisite(s): Entrance audition required
Credits: 2

MU462 Basic Composition II
Builds on MU461, 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; and, contemporary instrumental techniques.
Prerequisite(s): 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; and, contemporary instrumental techniques.
Prerequisite(s): MU462
Credits: 2
MU464 Intermediate Composition II
Builds on MU463, 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; and, contemporary instrumental techniques.
Prerequisite(s): MU463 Credits: 2

MU465 Intermediate Composition III
Builds on MU464, 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; and, contemporary instrumental techniques.
Prerequisite(s): MU464 Credits: 2

MU466 Senior Composition I
Builds on MU465, 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; and, contemporary instrumental techniques.
Prerequisite(s): MU465 Credits: 2

MU467 Senior Composition II
Builds on MU466, 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; and, contemporary instrumental techniques.
Prerequisite(s): 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 students concentrating in instrumental performance.
Prerequisite(s): MU101 Credits: 3

MU480 Music Theory Seminar
Introduces students with special interest in music theory to 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 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.
Prerequisite(s): MU203 Credits: 3

MU495 Music History and Literature Capstone
Pending This course provides the tools for scholarly research for music history and literature students. It will offer an overview of the elements involved in conducting research in various fields of music, including music performance, music history, and music education. Print and electronic formats will be explored to find appropriate music research materials. In addition, this course focuses on the critical elements necessary to successfully accomplish advanced research in all areas of music scholarship.
Prerequisite(s): Completion of all music program requirements Credits: 3
MU496 Medium Scale Composition
Composition students are required to present publicly a medium scale composition after completing their sophomore year.
Prerequisites: MU463

MU500 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.
Prerequisite(s): Completion of all music program requirements
Psychology Courses

Note: Catalog courses that may be used to fulfill general education requirements are designated as (GE).

BIOL200 (GE) 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.
Prerequisite(s): GE105, GE106, BIOL150
Credits: 4

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.
Prerequisite(s): GE105
Co-requisite: 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.
Prerequisite(s): GE105, GE106, PSY150
Credits: 3

PSY210 (GE) 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(s): GE105, GE106
Credits: 3

PSY220 Developmental Psychology I
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.
Prerequisite(s): GE105, GE106, PSY150; Co-requisite: PSY200
Credits: 3

PSY230 Developmental Psychology II
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.
Prerequisite(s): 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.
Prerequisite(s): GE105, GE106, PSY150
Credits: 3

PSY250 (GE) Introduction to Child-Centered Play Therapy
Provides an introduction to the field of Play Therapy including the theories and principles involved in its practice. By the nature of the subject, learning-by-doing is emphasized. The course involves hands-on-experience directly associated with the theoretical ideas outlined in the course readings, with the overall aim to facilitate self-expression and the development of one’s creative potential in a non-threatening way. At the end of the course, students will have gained an understanding of the use of Play Therapy as a healing modality and how it can be applied when working with various age groups for clinical and non-clinical populations.
Prerequisite(s): GE105, PSY101 or PSY150; PSY220
Credits: 3

PSY260 (GE) Statistics for the Social Sciences
Provides knowledge of how statistics are used to evaluate theories in the social sciences. 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.
Prerequisite(s): MATH90 or its equivalent
Credits: 3

PSY270 Forensic Psychology
The aim of the course is to introduce students to the field of Forensic Psychology by dealing with many different domains of the subject. The student will obtain an understanding of inventories, procedures, case conceptualizations and interventions based on Forensic Psychology theory and practice. Students will be able to gain knowledge on a wide range of subjects which will be addressed by discussing theory and then going on into skills’ practice. The course is structured in a manner which will give the students the opportunity to work on their practical and critical skills. The whole course will be focused on how theory is embedded in practice and case performance.
Prerequisite(s): GE105, GE106, PSY150, PSY240
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.
Prerequisite(s): 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.
Prerequisite(s): 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.
Prerequisite(s): 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.
Prerequisite(s): 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.
Prerequisite(s): GE105, GE/PSY101 or PSY150 Co-requisites: GE142 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.
Prerequisite(s): 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.
Prerequisite(s): 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.
Prerequisite(s): 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.  
Prerequisite(s): 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.  
Prerequisite(s): 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.  
Prerequisite(s): 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.  
Prerequisite(s): 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.  
Prerequisite(s): 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.  
Prerequisite(s): 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.  
Prerequisite(s): 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.
Prerequisite(s): 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.
Prerequisite(s): 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.
Prerequisite(s): GE105, GE106, PSY150, PSY200, PSY330
Credits: 3

PSY490 Internship Placement
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.
Prerequisite(s): All required courses
Credits: 4

PSY499 Capstone Project
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.
Prerequisite(s): All required courses
Credits: 3
Engineering Courses

Note: Catalog courses that may be used to fulfill general education requirements are designated as (GE)

**CH100 (GE) General Chemistry with Lab**
A 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.
Prerequisite(s): None
Credits: 4

**CH101 Thermodynamics**
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.
Prerequisite(s): CH100
Credits: 3

**CH200 Physical Chemistry**
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.
Prerequisite(s): CH100
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.
Prerequisite(s): 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.
Prerequisite(s): GEN100, CIV100
Credits: 3

**CIV102 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.
Prerequisites: MATH150
Credits: 3

**EL100 (GE) 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).
Prerequisite(s): None
Credits: 4
EL150 Electromagnetic Fields and Waves
Topics covered include Maxwell’s equations, electrostatics and magnetostatics, fields of charge distributions, fields near conductors, method of images, material polarization and dielectrics, fields of current distributions, electric and magnetic dipoles, power and energy in electromagnetism, electromagnetic work, electrodynamics, electromagnetic waves, wave polarization, wave propagation in isotropic and anisotropic media, wave propagation in plasmas, reflection, transmission, and refraction of waves at media interfaces, wave propagation in periodic structures and photonic bandgaps, guided waves in transmission lines, microwave circuits and smith charts, transients in transmission lines, metallic waveguides, dielectric waveguides, radiation and antennas, wire antennas, antenna arrays, diffraction, and aperture antennas.
Prerequisite(s): PH100
Credits: 3

EL170 (GE) Introduction to Digital Systems with Lab
Topics to be covered in this course include Logic gates and Boolean Algebra, Combinational Logic, Arithmetic Circuits and common MSI Logic Circuits, Latches, Flip-flops, Registers and Counters, NMOS and CMOS based Logic Gates. The course also includes lab hours with examples based on Digital systems design using Matlab SW.
Prerequisite(s): MATH150
Credits: 3

EL200 Electronic Design I with Lab
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.
Prerequisite(s): EL100
Credits: 4

EL220 Electronic Design II with Lab
Provides advanced design methods for active and passive electronic devices and focuses on the design of digital electronic circuits. Power electronic semiconductors, switch mode power converters, motor drives & their control. Digital signal interfacing, including optoelectronic and transceivers. Precision analog signal conditioning. High speed and low power techniques. Practical circuit construction and testing techniques. Examples will be investigated in lab with Autodesk SW.
Prerequisite(s): EL200
Credits: 3

EL250 Electric Energy Systems I with Lab
Prerequisite(s): EL100, MATH150, PH200
Credits: 3

EL270 Electric Energy Systems II with Lab
Advanced energy systems planning and operation with emphasis on advanced analysis methodologies and computer simulation. Penetration of renewable energy resources (RERs) into electrical networks in relation to the availability of energy storage systems (ESSs). Provision of ancillary services to electrical grids such as: balance of RERs energy production, balance local loads, reserves provision, islanded operation of distribution systems, integration into low voltage microgrids etc. Implementation and design of advanced Electric Energy Systems based on Matlab SW.
Prerequisite(s): EL250
Credits: 3
EL300 Automatic Control Systems with Lab
Prerequisite(s): MATH150
Credits: 3

EL310 Introduction to Unmanned Aircraft Systems
The course provides an overview of UASs structure and functionality. It includes a description of the different designs of UAS and the purposes of each of them. Students will be able to understand the difference between a toy UAS (drone) and a commercialized one, and to analyze the main functions of a UAS: detecting water masses, disease detection, soil management, irrigation and drainage management, rhino protection, land surveying and many more. The students also get to know the limitations of UAS, its legislation framework (nationally and internationally), the technical capabilities of the UAS and the type of equipment it can carry.
Prerequisite(s): MATH150, PH100
Credits: 3

EL400 Signals and Systems I with Lab
Provides basic concepts on signals and systems both in analog and discrete time. Convolution, correlation, autocorrelation, sampling of sinusoidal signals, stationary and ergodic signals, Fourier transform. Linear, time-invariance systems, frequency response and system realization, z-transform, Discrete Fourier Transform, comparison in the continuous and discrete domains, characteristic signals and application domains. Hands – on examples and design on Lab based on Matlab SW.
Prerequisite(s): EL100, MATH150
Credits: 3

EL450 Signals and Systems II with Lab
Analyzes advanced concepts on signals and systems in analog and discrete time focusing on noise in communication systems, line of sight radio links, amplitude modulation and demodulation, angle modulation and demodulation (phase modulation and frequency modulation). Systems' implementations are carried out in lab equipped with Matlab SW.
Prerequisite(s): EL400
Credits: 3

GEN100 (GE) Introduction to Engineering with Design Lab
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 are 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.
Prerequisite(s): None
Credits: 4

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; and, stress/strain transformation.
Prerequisite(s): PH100
Credits: 3

GEN102 Engineering Measurements with Lab
In this course, students will: 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; and write technical reports.
Prerequisite(s): MATH150
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.
Prerequisite(s): None
Credits: 3

GEN300 Global Engineering Leadership
Aims to help provide engineers with the business leadership skills they need to advance their careers in enterprise management, being exposed to the latest business trends and thinking from experts in US and Europe. It focuses on the basic principles and practice of leadership in engineering environments. The modules focus on the principles and practice of leadership and management in private, public and not-for-profit engineering organizations. Topics include leadership, management, organizational behavior, entrepreneurship, ethics, innovation, communication, collaboration and competition, and conflict resolution.
The course includes team-based projects in which the students have an opportunity to reflect upon and apply what they are learning.
Prerequisite(s): None
Credits: 3

GEN499 Capstone Project
Culminating activity for the undergraduate major. Includes preparation, presentation, discussion, and evaluation of a practical project developed and written by each student.
Prerequisite(s): All required courses
Credits: 3

MATH250 (GE) Calculus II
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.
Prerequisite(s): MATH150
Credits: 3

MATH350 (GE) Differential equations with linear algebra
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.
Prerequisite(s): MATH150
Credits: 3

MATH450 Statistics for Engineers and Scientists
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, and multifactor experimental designs. Appropriate software package is used.
Prerequisite(s): MATH150, MATH250
Credits: 3

MATH500 Multidimensional Calculus
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.
Prerequisite(s): MATH400
Credits: 3

ME100 Introduction to Engineering Design and Solid Modeling
Explores the product design process via team design projects. Student work 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.
Prerequisite(s): MATH150
Credits: 3
ME200 Introduction to Material Science
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.
Prerequisite(s): CH100
Credits: 3

PH100 (GE) Physics with Lab
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, they will be conducting laboratory activities. For these activities students will be paired with one or more of their classmates.
Prerequisite(s): MATH150
Credits: 4

PH200 (GE) General Physics II
Focuses on fundamental topics of physics including waves, optics, sound, heat, electricity, circuits magnetic and electromagnetic fields, and thermodynamics.
Prerequisite(s): MATH150, PH100
Credits: 4

PH300 Thermodynamics
This course covers the following subjects: Properties of a pure substance, work and heat, laws of thermodynamics, entropy, thermodynamic relations, and cycles.
Prerequisite(s): PH100, PH200
Credits: 3
MBA Course Descriptions

BUS501 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.
Prerequisites: Completion of all MBA core courses or permission by program director.
To be taken in the last term of study
Credits: 3

BUS511 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.
Prerequisites: None
Credits: 3

BUS512 Leadership and Organizational Behavior
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.
Prerequisites: None
Credits: 3

BUS513 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.
Prerequisites: None
Credits: 3

BUS514 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.
Prerequisites: None
Credits: 3

BUS516 Total Rewards
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.
Prerequisites: None
Credits: 3

BUS517 Employment Relations
Emphasizes the aspects of employment relations from both a US and a European 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.
Prerequisites: None
Credits: 3
**BUS518 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.
Prerequisites: None
Credits: 3

**BUS519 Digital Marketing Analytics**
Focuses on understanding and implementing the digital media landscape and digital analytic concepts. The course explores the digital marketing tools including: e-mail marketing, newsletter release, social media listening, Search Engine Optimization (SEO) analytics, conversion optimization, digital content management – web site architecture and consumer engagement analytics in creating marketing decision making. The course focuses on legal and ethical issues of digital marketing. The course focuses on using digital marketing analytics in formulating effective and efficient company–customer quality relationships, new product development. The course optimally leads to On-Line Marketing Certified Associate (OMCA).
Prerequisites: None
Credits: 3

**BUS520 Integrating Marketing in a Digital Age**
Introduces students to on-line / off-line marketing operations in various business markets. It is true that the digital era is apparently strong and developing as a marketing business practice. Regardless of the industry, sector, or geography, the marketing student needs to understand the power of digital marketing applied strategies and practices. The course focuses on relationship marketing theory as the means of a service–dominant business approach into the markets. The course focuses on digital marketing planning and implementation practices, reporting and the impact digital marketing management has on differentiated marketing activities.
Prerequisites: None
Credits: 3

**BUS526 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.
Prerequisites: None
Credits: 3

**BUS527HR Strategic Human Resources Management**
Provides a thorough understanding of how people are managed at work. The focus is 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, outsourcing, employee involvement and commitment at the work place are also discussed.
Prerequisites: None
Credits: 3

**BUS528 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.
Prerequisites: None
Credits: 3

**BUS529 Managing for Sales**
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 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.
Prerequisites: None
Credits: 3
**BUS530 Green Salary - Business Management for Climate Change Mitigation**

Designed for students interested in climate education for business professionals, the course provides an introduction to issues of biopolicy and green employment and shows how climate change adaptation schemes apply to current and future business management practices and career tracks.

**Prerequisites:** None  
**Credits:** 3

**BUS6109 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.

**Prerequisites:** None  
**Credits:** 3

**BUS6110 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.

**Prerequisites:** None  
**Credits:** 3

**BUS6111 Technology and Operations Management**

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 also focuses on the importance of technology and information use in decision making, and the achievement of organizational goals.

**Prerequisites:** None  
**Credits:** 3

**BUS6120 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.

**Prerequisites:** None  
**Credits:** 3

**BUS6277CCM Cross Cultural Management**

Focuses on negotiation in the global business setting, 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.

**Prerequisites:** None  
**Credits:** 3

**BUS6280 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.

**Prerequisites:** None  
**Credits:** 3

**CP6300 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.

**Prerequisites:** Completion of all program requirements or permission by program director  
**Credits:** 3
GAM6800 Global Air Transport Strategies
Analyzes the economic and managerial factors involved in global air transport operations. 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.
Prerequisites: None Credits: 3

GAM6810 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.
Prerequisites: None Credits: 3

GM6271 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.
Prerequisites: None Credits: 3

GM6274 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.
Prerequisites: None Credits: 3

MGT6126 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.
Prerequisites: None Credits: 3

MGT6130 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.
Prerequisites: None Credits: 3

PR6241 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.
Prerequisites: None Credits: 3

PR6245 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.
Prerequisites: None Credits: 3
PR6248 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.
Prerequisites: None
Credits: 3

PR6250 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.
Prerequisites: None
Credits: 3

SHM510 Shipping Operations and Management
This course focuses on the operational, managerial and financial characteristics of the Shipping industry in an international context and on the global business skills and understanding that managers in the industry must possess to help their firms compete effectively in an uncertain business environment optimizing their resources.
Prerequisites: None
Credits: 3

SHM511 Marine and Surveying Management
This course addresses all fundamental issues related to a flag and classification society’s requirements to keep a commercial ship in proper legal and technical order with respect to their certification regime and to ensure a seamless shipping operation.
Prerequisites: None
Credits: 3

SHM512 Statutory Shipping Requirements
This course focuses on ISM, ISPS, MLC and STCW requirements and explores how a modern and reliable shipping company can remain in compliance with those requirements without compromising economic efficiency, the safety of people on board, and the protection of the environment.
Prerequisites: None
Credits: 3

TRA6700 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.
Prerequisites: None
Credits: 3
### MSIT Information Technology Course Descriptions

**IT6260 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.

Prerequisites: None

Credits: 3

**IT6261 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, security and authentication, network operating systems, e-commerce and associated web sites and practices, and middleware for wireless systems, multimedia, and conferencing.

Prerequisites: None

Credits: 3

**IT6262 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.

Prerequisites: None

Credits: 3

**IT6264 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.

Prerequisites: None

Credits: 3

**IT6290 Graduate Seminar**
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 local and international industry needs. Therefore, each year the focus might change according to industry requests.

Prerequisites: None

Credits: 3

**IT6300 Master’s 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.

Prerequisites: None

Credits: 3
IT6122 E-Business and E-Commerce Management
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.
Prerequisites: None
Credits: 3

IT6125 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.
Prerequisites: None
Credits: 3

IT6263 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.
Prerequisites: None
Credits: 3

IT6265 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 builds 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, are provided so that students can put into practice the theory that supports business activities.
Prerequisites: None
Credits: 3

IT6266 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.
Prerequisites: None
Credits: 3

IT6267 Electronic Commerce Programming
Focuses on electronic commerce applications, technologies, and tools which are used to conduct business on the World Wide Web. It reviews foundations of e-commerce, its infrastructure, current business models in business-to-customers (B2C) and business-to-business (B2B) transactions, security and quality assurance, website design strategies, payment systems, and various issues--Internet marketing, legal, regulatory, technological, social, and ethical--which relate to electronic business, systems development issues, electronic data interchange, web-based marketing, e-supply chains, e-procurement, emarketplace, customer relationship management, and web-enabling mobile. A major part of the course will be devoted to hands-on practices covering client-side (front-end) and server-side (back-end) applications in web-based business information systems. Essentials of contemporary programming tools for e-commerce development such as HTML, XML, ASP (VB/JavaScript) will be explored. E-Business case studies are used to demonstrate the advantages and the challenges related to integrating ecommerce applications.
Prerequisites: None
Credits: 3
**IT6268 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.

**Prerequisites:** None  
**Credits:** 3

**IT6270 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.

**Prerequisites:** None  
**Credits:** 3

**IT6271 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.

**Prerequisites:** None  
**Credits:** 3

**IT6272 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.

**Prerequisites:** None  
**Credits:** 3

**IT6273 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.

**Prerequisites:** None  
**Credits:** 3

**IT6274 Data-mining and Data-Warehousing**
Covers the fundamentals of data warehousing architecture and the issues of planning, designing and 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.

**Prerequisites:** None  
**Credits:** 3
**IT6275 Wireless and Mobile Networks**

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.

*Prerequisites: None*  
*Credits: 3*

**IT6276 Information Security Management**


*Prerequisites: None*  
*Credits: 3*

**IT6277 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.

*Prerequisites: None*  
*Credits: 3*

**IT6278 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. This course examines 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.

*Prerequisites: None*  
*Credits: 3*

**IT6279 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. In this course, several classes of cryptographic algorithms and how they can be used to provide different security services, such as confidentiality and integrity are examined. Issues related to creating, distributing and managing cryptographic keys are also discussed.

*Prerequisites: None*  
*Credits: 3*

**IT6280 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.

*Prerequisites: None*  
*Credits: 3*
**IT6281 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. Disaster Recovery Planning, covering all necessary processes required to recover business-critical infrastructure in the event of a disaster is also discussed.

Prerequisites: None

Credits: 3

**IT6282 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. Methods to identify vulnerabilities are demonstrated and techniques that can be used to mitigate them and improve the overall security of software applications are discussed. 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. Methods for concurrency control and several aspects of database security, focusing on relational databases are also discussed.

Prerequisites: None

Credits: 3

**IT6530 Graph Theory**

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.

Prerequisites: None

Credits: 3

**IT6540 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.

Prerequisites: None

Credits: 3

**IT6550 Social Networking Analysis and Mining**

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.

Prerequisites: None

Credits: 3

**IT6545 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 also be discussed.

Prerequisites: None

Credits: 3
MGT6126 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.
Prerequisites: None
Credits: 3
MAAL Course Descriptions

AL01 Introduction to Applied Linguistics and Language Education
Provides students with an overview of the field of Applied Linguistics, its history, branches and scope. It offers the basis from which to pursue studies in various sub-fields such as language teaching and language testing. A current review of the state of the art is linked to the core purpose of resolving serious language based problems in society and how these insights enhance language use and language learning outcomes revealing the interdisciplinary nature of the field.
Prerequisites: None
Credits: 3

AL04 Language and Society
Introduces students to the basic theories, concepts, and issues in general sociolinguistics. It gives students an understanding of the interaction between language and a variety of social factors, including gender, class, ethnicity, cultural norms, and political orientation. Students also learn about dialectal and stylistic variation, and how such variation affects language attitudes, social stereotypes, and language change over time. Finally, applications of sociolinguistic research to professional contexts, especially language education, are also discussed.
Prerequisites: AL01
Credits: 3

AL05 Discourse Analysis
Introduces the student to approaches to the analysis of discourse analysis and suggests practical applications to language teaching. The course is divided into two parts. The first part deals with written discourse. The second part focuses on spoken discourse and with particular emphasis on classroom language.
Prerequisites: AL01
Credits: 3

AL06 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.
Prerequisites: TE02
Credits: 3

AL07 Thesis
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.
Prerequisites: All required and elective courses
Credits: 3

AL10 Intercultural Communication
Focuses on the importance of culture in education as well as in everyday life, and the ways in which culture interrelates with and affects communication. Further, it focuses on a discourse approach aiming to address and examine confusion in goals or in interpreting the main points of another person’s speech caused by the fact that each side uses different principles of discourse to organize the way they speak. The course addresses the individual in the moment of taking social action with other people focusing on the various discursive resources available. The course helps learners communicate making sense of the world’s cultural, linguistic, ethnic and social diversity and through a variety of communication encounters helps them become more conscious of many of the actions and attitudes of the target language community.
Prerequisites: AL01
Credits: 3
AL11 Critical Discourse Analysis
Discusses the connection between language, power and ideology. The course seeks to discuss theories, techniques and methods which better realize and interpret this connection. It also describes the practices and conventions in texts (written and oral) which carry political and/or ideological weight. The course focuses on the understanding that meaning is generally communicated not only through language but also through other semiotic modes.
Prerequisites: None
Credits: 3

TE01 Theory and Methods in TESOL
This course is designed to introduce students to a variety of theories, approaches and methods in Teaching English to Speakers of Other Languages (TESOL), both from a historical and contemporary perspective. It addresses issues related to the respective roles of the teacher and learner, course design and materials, and the use of technology in teaching and learning.
Prerequisites: AL01
Credits: 3

TE02 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.
Prerequisites: None; Co-requisites: AL01
Credits: 3

TE03 Teaching Reading and Writing in English to Speakers of Other Languages (ESOL)
Focuses on the teaching and researching of Reading and Writing of English for Speakers of Other Languages (ESOL). It examines the processes involved in reading and writing and the sub-skills required to master different levels of communicative competence. It looks at methods for designing reading and writing courses, selecting curricular materials and planning instruction. It also explores the essential role of systematic vocabulary development in L2 literacy, and includes practical methods for assessing L2 students’ proficiency, achievement, and progress in the classroom.
Prerequisites: AL01, TE02
Credits: 3

TE04 Teaching Listening and Speaking to Speakers of Other Languages (ESOL)
Examines the teaching and researching of listening and speaking and their sub-skills for Speakers of Other Languages (ESOL). Students in the course are introduced to the theoretical background to these skills and relate this knowledge to its practical application in the classroom. They compare native and non-native oral production and reception, and investigate research into the sub-skills involved, including the field of phonetics and phonology. They explore how language teachers can more effectively teach these sub-skills to L2 students and demonstrate their understanding through short presentations and a written assignment.
Prerequisites: None; Co-requisites: AL01
Credits: 3

TE08CT Practicum – Classroom Teaching
This course is designed for candidates to engage in teaching, observation and reflection in order to broaden their teaching experience. Candidates begin the practicum by first observing experienced cooperating teachers of English Language Learners, and participate in post-lesson discussions. Candidates then teach their own classes which are observed by the cooperating teacher. The cooperating teacher helps the candidate to prepare these lessons and provides constructive feedback in post-lesson discussions. At a later stage in the practicum, both the coordinator of the practicum and the University supervisor will observe the candidate, provide feedback and a summative assessment of the candidate’s performance. A major component of the practicum is the development of strong reflective teaching practices. Both the coordinator of the practicum and the cooperating teacher provide feedback, which helps candidates evaluate their own practice as an ongoing part of their professional development. Candidates create a portfolio during their practicum, which includes detailed lesson plans, samples of teaching materials, students’ work and assessment tasks. They are also expected to write their reflections on the lessons they conducted, and responses to post-lesson discussions.
Prerequisites: AL01
Credits: 3
TE08TW Practicum – Tutoring Writing
The course is designed to provide students with a thorough understanding of the philosophy and practice of the Hellenic American University Writing Center. Throughout the course, students will be exposed to current tutoring practices and models as well as guidelines, techniques and tutoring activities, both onsite and online, that will assist them in dealing effectively with the challenging and rewarding experience of working at a Writing Center. An additional aim of the course is to help students develop their own tutoring skills and strategies and deepen their knowledge about the role of the Writing Center within a university. Each student will be mentored by Writing Center tutors who will observe them tutoring and act as a sounding board for your concerns.
Prerequisites: AL01
Credits: 3

TE11 Teaching English to Learners with Special Needs
Examine the characteristics of learning disabilities, emphasizing language and processing deficits and how they interfere with academic achievement and social relationships. The student will examine assessment and intervention approaches for students with learning disabilities as well as historical and cultural frameworks of the LD community. The course will have an applied element to it, as the student will be encouraged to collect their own data and share with the class in order to develop a deeper understanding of the actual nature of LD and interventions needed.
Prerequisites: AL01
Credits: 3

TE12 Teaching English for Specific Purposes (ESP)
In this practical and interactive course, students will examine the growing field of teaching English for Specific Purposes (ESP). They will learn how to design an ESP course and how to apply principles and practice of teaching ESP in various contexts related to the workplace. Participants will be expected to cooperate in groups and get involved in project work.
Prerequisites: AL01
Credits: 3

TE13 Classroom Assessment and Language Testing
Focuses on the processes involved in in the assessment and teaching of English to Speakers of Other Languages (ESOL) in different contexts, including the teaching of English Learners (ELs) in the US state school system. It raises awareness of the relationship between language proficiency and use of English in social, academic and occupational contexts. It provides insights into the use of specific tools for producing, interpreting and reporting reliable and valid data to promote effective teaching and assessment. The course highlights the positive relationship between instruction and assessment.
Prerequisites: AL01
Credits: 3
MAT Course Descriptions

TR01 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 metaphorical 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.
Prerequisites: None
Credits: 3

TR02 Professional Trends in Translation
Introduces students to the world of industrial translation, the sector that generates the lion’s share of the global translation turnover. Students will get accustomed to the various uses, functions and practices of translation in international companies and markets. The course has a two-part design: It combines hands-on translation of various text types with an in-depth examination of the processes, concepts and practices in multinational professional settings. While the translational exercises in class deal with a wide range of subjects of general interest so as to familiarize the students with the broader semiotic and cultural processes involved in translation as a mental activity, aspects that frame translation as a situated professional activity will also be addressed in each session. These include: professional identity, translator-client relations, translation quality and norms, translation technology and tools, work flow models and customer acquisition. The aim is to deepen the students’ understanding of professional standards and practices and to assist them to envision themselves on the translation market in different positions of the production cycle.
Prerequisites: None
Credits: 3

TR03 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 emphasizes 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. The program also includes an independent project with the Terminology Unit of the European Parliament (TERMCOORD).
Prerequisites: None
Credits: 3

TR04 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.
Prerequisites: None
Credits: 3
TR05 Translation of EU Texts
In this course translation is looked upon 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. Emphasis is placed on EU translation and students gain familiarity with the fast-growing and demanding EU translation industry. The role of translators, as well as particular tools used to carry out such translations is foregrounded. The course therefore examines the role of translation in a particular context, that of EU and EU institutions and looks upon the various roles a translator may assume as a mediator between different cultures and ideologies within a given social context. Issues of institutional ideology and ideology in translation are also addressed.
Prerequisites: None
Credits: 3

TR06 Business and Legal Translation
This course will introduce students to translational problems at the level of discourse in specific disciplines and domains. It will focus on features of the linguistic structure above the term and sentence and will consider problems involved in mediating between different genres, activities and practices. Students will analyze and assess business and legal texts in an attempt to relate them to general and specific features of language. Students will be made aware of the way grammatical, semantic and text organizational choices vary per contextual domains and communicative goals, i.e. academic papers, oral speeches, policy papers and news articles. They will also be presented with strategies of successfully handling translation challenges in relation to the purpose of the activity (theory of Skopos). In regards to the practical component, this course will focus on the translation of business, financial, managerial texts inbound and outbound.
Prerequisites: None
Credits: 3

TR07 Literary Translation
Introduces students to all aspects of literary translation, using examples of writing from the 1960s till the present day and well known, as well as very modern, Anglophone and Greek authors. Students will have to translate prose, plays, and poetry from English to Greek and vice versa, touching upon the influences and the historical and socio-political background at the time of the creation of the work examined each week. Therefore, a general overview of the work of each of the writers will be given, followed by a translation of the pieces of writing included in the course syllabus. Moreover, they will be urged to apply the respective translation theories on their translations and pinpoint and discuss translation problems.
Prerequisites: None
Credits: 3

TR08 Translation Principles & Practices / Practical II
Students are asked 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.
Prerequisites: None
Credits: 3

TR09 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.
Prerequisites: None
Credits: 3
TR10 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 gradually familiarize 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 business, commerce and law.
Prerequisites: None
Credits: 3

TR11 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 gradually familiarize 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.
Prerequisites: None
Credits: 3

TR12 Community Interpreting
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.
Prerequisites: None
Credits: 3

TR13 Audiovisual Translation
Introduces students to all aspects of Audiovisual Translation, focusing on more technical translation modes, such as subtitling and dubbing. More specifically, students learn about the various forms of audiovisual translation – from the subtitling of films, popular TV series and commercial spots to dubbing, voice-over and audio description, as well as the creation of subtitles for the hearing impaired people and how to write screenplays. The focus will be on the specific rules and norms of subtitling and the students will also learn how to analyze the various components of audiovisual materials (speech, sound, text). Moreover, by using subtitle software, they will get acquainted with the strategies used to transfer spoken dialogue into written language subtitles and how subtitling work is done at a professional level.
Prerequisites: None
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.
Prerequisites: All core and elective courses
Credits: 3
**TR15 Internship**

Students at the Translation Program (MAT) can opt to participate in an internship for a minimum of 240 hours of supervised translation practice in the Newspaper I Kathimerini (web or printed edition) and its translation department. This seminar can be offered to students who have completed all core curriculum requirements. This internship will help students gain more insights as to the professional setting of translation and apply in practice methodologies they have learned throughout their coursework. Depending on the number of students opting for the internship there may be a selection process. To successfully pass this course, students need to complete 240 hours as interns in the newspaper and submit a portfolio of translations carried out during their tenure at the newspaper.

**Prerequisites:** All core and elective courses

**Credits:** 3
**MACI Course Descriptions**

**CI01 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).

*Prerequisites: None*  
*Credits: 3*

**CI02 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).

*Prerequisites: None*  
*Credits: 3*

**CI03 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).

*Prerequisites: None*  
*Credits: 3*

**CI04 Summarizing for Interpretation**
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.

*Prerequisites: None*  
*Credits: 3*

**CI05 Oral Speech**
Trains students to organize and prepare for public speaking. This course takes the form of an “oral lab”, aiming to prepare future interpreters for public exposure. Exercises include memory retention techniques, practice for achieving fluency in the target language, speech density, specificity and accuracy of terminology and phraseology. Moreover, various common mistakes in public speaking will be discussed and students will practice in grammar and syntax, in order to improve their eloquence and their interpreter’s memory.

*Prerequisites: None*  
*Credits: 3*

**CI07 Consecutive Interpretation II**
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. (This is a language pair-specific course).

*Prerequisites: None*  
*Credits: 3*

**CI08 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).

*Prerequisites: None*  
*Credits: 3*
CI09 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).
Prerequisites: None
Credits: 3

CI10 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).
Prerequisites: None
Credits: 3

CI11 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).
Prerequisites: None
Credits: 3

CI13 Dissertation
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.
Prerequisites: All core and elective courses
Credits: 3

CI15 Internship
Students at the Conference Interpreting program (MACI) can opt to participate in an internship for a minimum of 240 hours of supervised translation practice in the Newspaper I Kathimerini (web or printed edition) and its translation department. This seminar can be offered to students who have completed all core curriculum requirements. This internship will help students gain more insights as to the professional setting of translation and apply in practice methodologies they have learned throughout their coursework. Depending on the number of students opting for the internship there may be a selection process. To successfully pass this course, students need to complete 240 hours as interns in the newspaper and submit a portfolio of translations carried out during their tenure at the newspaper.
Prerequisites: All core and elective courses
Credits: 3

CI16 Introduction to International Organization
The international system abounds with international organizations that shape world politics and international relations. When we think about international relations, we think primarily about the system of sovereign states. Although states have power, both military and economic, international organizations are attracting increasing attention for the ways they affect national decision-making and policies, and people’s lives in general. On many occasions interpreters are required to know what IOs are designed to do, their evolution, structure, and membership so as to accurately reflect the context of what they are called to interpret. In addition, it is the responsibility of interpreters to know the historical context of events that various speakers refer to as part of their presentations.
Prerequisites: None
Credits: 3

CI17 Use of English in EU Interpretation
This course is designed to help students who are native speakers of English or speakers of English as a foreign language practice English language production and delivery best suited for EU interpreters. Rather than teach English grammar and vocabulary, this course is an opportunity for students to utilize their knowledge of English in producing language that is not only fluent and spontaneous overall but consistent with EU speech-making in particular.
Prerequisites: None
Credits: 3
MSPsy Course Descriptions

MSPSY501/CMHC Foundations of Counseling OR 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.
Prerequisites: None
Credits: 3

MSPSY503/CMHC Social and Cultural Diversity in Counseling OR 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.
Prerequisites: None
Credits: 3

MSPSY505/CMHC Ethical, Legal and Professional Issues in Counseling OR 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.
Prerequisites: None
Credits: 3

MSPSY510/CMHC Developmental Psychology Across the Lifespan
Provides an overview of developmental psychology from a life-span perspective. 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.
Prerequisites: None
Credits: 3

MSPSY512/CMHC 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.
Prerequisites: None
Credits: 3

MSPSY520/CMHC 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 is also placed on learning how to work with clients of diverse backgrounds. Additionally, specialty interviews such as the Mental Status Examination, crisis intervention, and Motivational Interviewing will be studied.
Prerequisites: None
Credits: 3

MSPSY521/CMHC 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. Focus is 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/CMHC or permission of the instructor
Credits: 3
MSPSY522/CMHC Career Counseling and Lifestyle Development
Career development theories; current career trends, concerns, and programs/interventions for diverse client populations; career counselling 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 counselling 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 counselling context.
Prerequisites: None
Credits: 3

MSPSY523/CMHC Career Counseling Practicum
Provides Clinical Psychology candidates with direct experience in applying interviewing and career counseling skills. Through working in the HAUuniv. Counseling Center, both current HAUuniv 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 use a combination of group sessions and individual supervision meetings to guide, role model and allow students to learn from each other’s experiences.
Prerequisites: MSPSY520/CMHC and MSPSY522/CMHC
Credits: 3

MSPSY524/CMHC 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.
Prerequisites: None
Credits: 3

MSPSY525/CMHC 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 have supervised practica in the HAUuniv Counseling center where they will work with clients from the HAUuniv and/or local communities and apply their skills in cognitive behavioral therapy.
Prerequisite: MSPSY524/CMHC
Credits: 3

MSPSY526/CMHC 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 HAUuniv counseling center working with clients from the HAUuniv and/or local communities.
Prerequisite: MSPSY525/CMHC
Credits: 3

MSPsy528/CMHC 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.
Prerequisites: None
Credits: 3

MSPSY529/CMHC 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 also reviews group counseling and therapy issues related to addictive behaviors.
Prerequisites: None
Credits: 3
MSPSY530/CMHC 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 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 include motivational interviewing, treatment planning, and community sources of support.
Prerequisites: None  
Credits: 3

MSPSY540/CMHC 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.
Prerequisites: None  
Credits: 3

MSPSY541/CMHC Research Methodology and Evaluation
In this survey course students 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 are also 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.
Prerequisites: MSPSY540  
Credits: 3

MSPSY542/CMHC 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.
Prerequisites: MSPSY541  
Credits: 3

MSPSY550/CMHC 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  
Credits: 3

MSPsy551/CMHC 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/CMHC  
Credits: 3
**MSPSY552/CMHC Internship Seminar III & Personal Development**

MS in Psychology candidates may select this course as an elective in order to participate in additional internship hours in order to obtain further clinical experience. This internship experience permits an additional 300 hours of supervised counseling practice in an agency or similar community based setting. 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. This course is available to candidates who have completed the sequence of courses, MSPsy550 and MSPsy551 or Special Permission by program director.

Prerequisites: MSPSY551/CMHC

Credits: 3

**MSPSY553/CMHC Internship Seminar IV & Personal Development**

MS in Psychology candidates may select this course in order to participate in additional internship hours in order to obtain further clinical experience. This internship experience permits an additional 300 hours of supervised counseling practice in an agency or similar community based setting. 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. This course is available to candidates who have completed the sequence of courses, MSPsy550 to MSPsy552. All placements are to be approved by the Director of Psychology Programs.

Prerequisites: MSPSY552/CMHC

Credits: 3
**Ph.D. AL Course Descriptions**

**DAL01 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.
Prerequisites: None
Credits: 3

**DAL02 Qualitative Research Methods**
The course introduces 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.
Prerequisites: None
Credits: 3

**DAL03 Discourse as Data**
From Analyzing Discourse to Writing up the Analysis: This course pursues 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; and, 3. To explore discourse analysis as an approach to diverse research problems in applied linguistics.
Prerequisites: None
Credits: 3

**DAL04 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.
Prerequisites: None
Credits: 3

**DAL05 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.
Prerequisites: None
Credits: 3
DAL06 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.
Prerequisites: None
Credits: 3

DAL07 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.
Prerequisites: None
Credits: 3

DAL08 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 casts 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 also introduces students to the three strands supported by discipline-specific seminars: Second Language Education (SLE)/Intercultural and Professional Communication (IPC)/Translation and Interpreting (TI).
Prerequisites: None
Credits: 3

SLE1 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.
Prerequisites: DAL01-DAL08
Credits: 3

SLE2 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.
Prerequisites: SLE1 & DAL01-DAL08
Credits: 3

SLE3 Designing Dissertation Proposals: Criticizing 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 qualifying papers and dissertation proposals.
Prerequisites: SLE2 & DAL 01-DAL08
Credits: 3
IPC1 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.
Prerequisites: DAL01-DAL08

Credits: 3

IPC2 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.
Prerequisites: IPC1&DAL01-DAL08

Credits: 3

IPC3 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 qualifying papers and dissertation proposals.
Prerequisites: IPC1 & IPC2, DAL01-DAL08

Credits: 3

TI1 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 power play 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, crowd sourced 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.
Prerequisites: DAL01-DAL08

Credits: 3
TI12 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.
Prerequisites: TI1 & DAL01-DAL08
Credits: 3

TI13 Designing Dissertation Proposals
Criticizing 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.
Prerequisites: TI1 & TI2, DAL01-DAL08
Credits: 3

DAL61 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.
Credits: 12

PG Ph.D. Project Papers (7 Credits / 1 Course)
DAL41 PROJECT PAPER 1 Credit: 1
DAL42 PROJECT PAPER 2 Credit: 1
DAL43 PROJECT PAPER 3 Credit: 1
DAL44 PROJECT PAPER 4 Credit: 1
DAL45 PROJECT PAPER 5 Credit: 1
DAL46 PROJECT PAPER 6 Credit: 1
DAL47 PROJECT PAPER 7 Credit: 1

PG Ph.D. Qualifying Papers (6 Credits / 1 Course)
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Theodore Antoniou joined the faculty of Hellenic American University in 2006 after being awarded Professor Emeritus status at Boston University. He is currently the Director of Music Program at Hellenic American 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 Musical Academy, and 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 received several ASCAP Awards, 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 cultural understanding and peace among the countries of South Eastern Europe. Theodore Antoniou has composed more than 450 works, ranging from operas and choral works to chamber music, solo instrumental pieces and music for films and theater. His most recent distinctions are the «Commander of the Order of Honor», presented by the President of the Hellenic Republic (February 2007) and an Honorary Doctorate from the National and Kapodistrian University of Athens (March 2009). In May 2014 he became a full member of the Academy of Athens.

Maria Agorastou holds a Master in Social Work from the University of New Hampshire (and is a certified Applied Behavior Analyst. She has extensive experience working in public schools in New Hampshire in applied research projects on inclusion, school climate and drop-out prevention. Her work experience includes clinical work with children and adolescents with emotional and behavioral difficulties. She is currently an advisor to the Network of Special Schools and a regular guest lecturer at schools and municipalities across Greece on the topic of behavioral management and modification. She is a Ph.D. candidate in the Department of Education at the University of New Hampshire. She is an adjunct faculty member and teaches in the BSPSY and MSPSY programs.

Nicholas Alexiou 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 recently received the President’s Award for Excellence in Teaching. His fields of interest are ethnic studies, political sociology, 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 the Hellenic American Project, at Queens College, CUNY. A contemporary poet and artist as well, he is the author of five books of poetry, and many of his poems have been published in Greek and American journals and anthologies. He is a visiting faculty member and teaches in the General Education program.

Valentini Andreoula holds a BSc in Accounting and Finance from Deree College, the American College of Greece and a Master of Arts in Applied Linguistics from the Hellenic American University. She is also a CRLA certified Writing Tutor and holds the TESOL level 5. Finally, she is an ECCE oral Examiner and has recently started her PhD in Applied Linguistics at the Hellenic American University. She has worked for 15 years at the Bank of Cyprus in Greece, in various departments, during which for 3 years she was a trainer, teaching Accounting to staff of all levels. During the last 3 years she has been working at the Hellenic American Union as a teacher of various levels and age groups, while at the same time she is teaching English, voluntarily, to the children of the Hadzikonsta Foundation (a Foundation aimed at helping children in financial need or with family issues).

Stephanos Androutsellis-Theotokis was born in Athens, Greece. He holds a BEng in Information Systems Engineering and an MSc in Engineering and Physical Sciences in Medicine from Imperial College (University of London, UK), a Master’s of Science in Engineering in Biomedical Engineering from Johns Hopkins University, MD, US, and a PhD from the Department of Management Science and Technology of the Athens University of Economics and Business. He is a founding member and Software Development Manager of ALS Geometric Software S.A. He has worked in the industry as a software engineer and developer, and has been...
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**Eugenia Arsenis** is a director and dramaturg who has collaborated with international cultural organizations such as Royal Albert Hall, the San Francisco Opera Center and Center for Contemporary Opera, Skylight Music Theatre, Oakland Opera House, the Greek National Opera, Megaron Athens Concert Hall, and the National Theatre of Northern Greece. She is the designer and Coordinator of the Minor in Theater and Performance at the Hellenic American University and Coordinator of the Acting for Opera at the Contemporary Conservatory of Athens. She studied Dramaturgy and Directing at the Department of Drama, Theatre and Media Arts at Royal Holloway University of London. She pursued graduate studies in Philosophy at University College London and earned her Doctorate in Philosophical Aesthetics, Opera and Greek Tragedy at the University of London. She was Visiting Researcher at the School of Music of the College of Fine Arts at Boston University for Musical Analysis and Opera Directing. She has held numerous grants and fellowships from organizations such as the Fulbright Foundation, the Onassis Foundation, the National Bank Cultural Foundation, New York Film Academy, and the Royal Holloway University of London. She is currently the President of the Hellenic Center of the International Theatre Institute, Registrar of Public Relations of the Hellenic Theatre Studies Association, and member of the Greek Directors’ Guild. She is an adjunct faculty member and teaches in the General Education program.

**Eve Athanasekou** holds an Honors Degree in Law from the National & Capodistrian University of Athens, a M.Sc. in Information Technology and a Ph.D. in Law (Internet Law), both awarded by the University of Glasgow and funded by the Hellenic State Scholarship Foundation. Her doctoral thesis titled “Copyright on the Internet: Linking and Framing Problems on the World Wide Web” focused on the interaction of modern technological issues and the traditional interpretation of law. She specializes in computer and Internet law, the history, sociology and philosophy of law, intellectual property and real estate law. Between 2000 and 2003 she was the co-editor of *artzine*, a bilingual electronic magazine on art and technology. Her work experience involves practicing law, teaching computer science and law at the university level (University of Glasgow) as well as information technology to secondary school, college students, and adults. She is currently with the Legal Department of the Hellenic Notaries Association. Her research interests involve: Internet law, ancient Greek law and constitutions, Roman law, Byzantine notarial system. Ancient Greek & Byzantine social and economic history, local histories general theory of state; and Modern Greek constitutional history. She is an adjunct faculty member and teaches in the General Education program.

**Vijay Bhatia** retired as Professor of English from the Department of English at the City University of Hong Kong, and is now an Adjunct Professor at the Chinese University of Hong Kong. He was also an Adjunct Professor (Department of Linguistics) at Macquarie University, Australia, and at the University of Malay, Kuala Lumpur, Malaysia. He was the founding President of the LSP and Professional Communication Association for the Asia-Pacific Rim. Some of his recent research projects include Analyzing Genre-bending in Corporate Disclosure Documents, and International Arbitration Practice: A Discourse Analytical Study, in which he led research teams from more than 20 countries. Three of his books, *Analysing Genre: Language Use in Professional Settings* and *Worlds of Written Discourse: A Genre-based View*, and *Critical Genre Analysis: Investigating Interdiscursive Performance in Professional Communication* are widely used in discourse and genre theory and practice. He is a visiting professor and teaches in the Ph.D. in Applied Linguistics program.

**Jan Blommaert** is Professor of Language, Culture and Globalization 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 Superdiversity, 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. He is a visiting faculty member and teaches in the Ph.D. in Applied Linguistics program.

**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 Networks, and Energy-aware telecommunication applications. Member of IEEE and member of the Technical Chamber of Greece. Currently, he serves as the Director of Information Technology and Engineering Programs at Hellenic American University.

Francoise Chalaux-Moyas is currently teaching French as a foreign language at the French Institute of Athens (IFG). She obtained a Bachelor’s Degree in Business Management in France at Paris IX-Dauphine and a M.Sc. in Shipping and Finance at the City University Business School in London. French is her native language and she is also fluent in English and Greek. Since 2000 she has been teaching Economy and French Business Language at IFA and also prepares students for the French Chamber of Commerce (CCIP) exams and the Greek Diplomatic Academy. In addition, she is responsible for giving French lessons to the executive staff of many major multi-national companies. She also collaborates with the Economic Mission of the French Embassy in Greece. Recently, Francoise Moyas has been volunteering her services in Athens, Greece by teaching Basic French to Syrian Refugees (Adults and Children) who are pending relocation to France. Currently, she is an adjunct faculty member and teaches in the General Education program.

Ioannis Chalikias is Emeritus Professor of Quantitative Analysis at the Department of Marketing and Communication of the Athens University of Economics and Business (AUEB). He has been educated at Athens University of Economics and Business, London School of Economics and Warwick University, where he received a B.Sc. in Economics, a M.Sc. in Statistics and a Ph.D. in Applied Econometrics, respectively. He has held visiting appointments at the University of Surrey (Surrey European Management School) and the University of Strathclyde (Strathclyde Graduate Business School). His main research interests are in the areas of Quantitative Analysis and its use in Export Modelling and Export Performance of Greek Firms, and his work has appeared in journals such as the International Review of Economics and Business, Journal of Global Marketing, Journal of Applied Business Research, The Journal of Product & Brand Management, and others. He has extensive consulting experience and has acted as Project Management Consultant in two Regional Operational Programs of Greece, Chairman of MODA CHROMA SA, Consultant for PROPINDEX SA, Vice Chairman at State Deposits and Loans Fund, Member of the Management Board at Hellenic Post Bank, Vice Rector of Economic Affairs at AUEB and Member of the Good Practice Advisory Committee for the Hellenic Statistical System. Currently, Professor Chalikias is Senior Research Officer at the Export Research Centre of the Pan- Hellenic Exporters Association and Vice Chairman at the Company for Management and Development of AUEB Property SA, and teaches for the Business Department at Hellenic American College.

Maria Christopoulou studied Communication and Mass Media at the National Kapodistrian University of Athens. She then continued her studies at the University of Hertfordshire, where she earned her BSc in Psychology and her MSc in Organizational Psychology, and will soon be obtaining another MSc in “Positive Psychology: Applications in Consulting” from Panteion University of Social and Political Sciences. For the last seven years she has been teaching Statistics and Research Methods courses at the undergraduate and postgraduate levels, has taught Introduction to Social Psychology as well as Academic Writing, and supervises students’ BSc and MSc projects. She is active in the field of research, participating in conferences since 2010, while since 2015 she has volunteered as a research assistant at EPIPSI (University Mental Health Research Institute) participating in research activities related to students’ problematic internet use. Her research interests concern the areas of Organizational, Social and Positive Psychology, particularly the fields of resilience and savoring at work and education, work engagement, communication and soft skills, as well as family factors related to problematic internet use in youth. She has a genuine interest in Career Counseling and has received training in the Career Orientation tool “Pyksida” from SHL Hellas. She is an adjunct faculty member and teaches in the General Education program.

Vassiliki Delli holds a first class degree from the Department of English Language and Literature, National and Kapodistrian University of Athens. She received her first Master’s degree in General and Comparative Literature from the University of Edinburgh, Scotland while her second Master’s was in European Studies, Department of International and European Economic Studies, AUEB. She is currently a Ph.D. candidate at the University of Athens, Department of Philosophy, Pedagogy and Psychology - Sector of Pedagogy. She has taught English for Specific Purposes (ESP) and English for Academic Purposes (EAP) at various higher
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**Demosthenes Doumenis** holds a B.Eng. in Electrical & Electronic Engineering and an M.Sc. in Communications and Signal Processing, both from Imperial College, London. He is the co-founder and Chief Technical Officer of Quantimetrika Ltd, UK, which specializes in embedded voice processing solutions to control devices remotely by voice commands. He has a career of more than 20 years in the electronics and telecommunications industry as a software/hardware engineer and manager and has been involved in several EU-funded R&D projects. Mr. Doumenis is an adjunct faculty member and teaches in the BSIT and BSE programs.

**Nigel William Downey** is currently the Director of the Office for Language Assessment (OLA) at the Hellenic American University. He holds an M.A. in TESOL from St. Michaels College, Vermont, USA, and holds the RSA Diploma (now called DELTA). His Ph.D. research is in the field of English-language listening comprehension. He has been in the TESOL profession in Greece for over twenty-five years as a teacher and teacher trainer, and has taught M.A. courses in the US and Greece. Since 2004, he has also been working in the field of language assessment at the Hellenic American University. Nigel has 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, and the Board of the European Association for Language Testing and Assessment (EALTA) as Treasurer. He has taught courses for the M.A. in Applied Linguistics at the Hellenic American University on Listening and Speaking, Methodology and Language Assessment.

**Epaminondas Doxakis** is an Assistant Professor at the Center of Basic Sciences at the Academy of Athens. He holds a B.Sc. (General Biology) and an M.Sc. in Human Genetics from Eötvös Loránd University, a Ph.D. in Neurobiology from St. Andrews University and a Masters in Business Administration from the Edinburgh Management School. He has worked as a postdoctoral researcher in the field of Neuroscience for the Universities of St. Andrews, Edinburgh, UCSF, and Cardiff. He has taught courses at St. Andrews, Edinburgh, and Democritus Universities. His research interests aim at deciphering mechanisms of neuronal survival and death in the nervous system as well as identifying therapeutic targets and biomarkers for Parkinson’s disease. He is an adjunct faculty member and teaches in the General Education program.

**Christos Efthymiopoulos** is Research Director at the Center for Astronomy and Applied Mathematics of the Academy of Athens, with an interest in classical and quantum systems, astrodynamics and plasma physics. He has taught physics, astronomy and mathematics and has supervised doctoral students at many academic institutions around the world, including, among others, the University of Athens, the University of the Aegean, the University of Patras, the University of La Plata, Argentina, the University of Vienna and the University of Padova. Christos has published extensively and has received several awards for his research projects. He has been affiliated with the Biopolitics International Organisation (B.I.O.) since 1988. At Hellenic American College Dr. Efthymiopoulos teaches the course Sustainable Planet for the General Education 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. She is an adjunct faculty member and teaches in the General Education program.

**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 eight 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.

Evangelia Fragkiadaki joined Hellenic American University as the Director of Psychology Division in Fall 2016. She earned her first degree (Ptychio) in Psychology at University of Crete and earned her Master of Science and Professional Doctorate degrees in Counselling Psychology at City University, London. There she received her clinical training as a Psychodynamic Psychotherapist but also in Cognitive Behavior Therapy approach. Upon her return to Greece she founded the Psychotherapy and Counseling Center “Psychnonisí” at Heraklion, Crete. She has served as an Adjunct Professor at Panteio University, University of Crete, Technological Educational Institute of Crete and School of Pedagogical and Technological Education. She is a qualitative researcher and her scholar interests involve psychotherapy process and outcome, professional development, narrative approaches of empowerment and social impact as well as qualitative methodology and ethics. She has written numerous empirical and methodological papers. Dr. Fragkiadaki is a clinical trainer and supervisor.

Antonia Fyrigou is an adjunct faculty member in the General Education program. She holds a bachelor degree in French Literature from the National and Kapodistrian University of Athens, a Master with Honors in History of Civilization and a Ph.D. with Honors in History of 19th century, also from the University of Athens. Dr. Tonia Fyrigou is also an IB teacher and the Language Department Coordinator at the American Community Schools of Athens, where she established educational collaborations with Ecole de Longperrier (Paris) and with Li Po Chun International School of Hong Kong. Her research interests include history of civilizations, leadership development and innovative approaches to teaching and learning, particularly the global morfosis educational model. She recently authored a chapter in the 2016 publication “Revolutionizing K-12 Blended Learning through iFlex Classroom Model.” Antonia Fyrigou has also presented her work in different colloquiums and conferences.

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 Région Rueil-Malmaison with Vincent Aucante earning the Superieur Cycle Diploma and at the Conservatoire National de Région of Boulogne-Billancourt 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. She is an adjunct faculty member and teaches in the BM program.

Dominiki Vasiliki Gaki is a post-doctoral researcher at the University of the Aegean (Chios, Greece), Faculty of Management, Department of Business Administration, specializing in the fields of Aviation, Management and Tourism. Dr Gaki holds a PhD from the Law School of the Democritus University of Thrace (Greece), where she specialized in the fields of financial, transport, competition and international aviation law. Prior to joining Hellenic American College, she was a practicing lawyer and member of the Athens and Cyprus Bar Associations. As a lawyer she was specialized in administrative law, commercial law, aviation law, civil law, as well as European Union Law, including the Treaty Interpretation for the European Union. Dr Gaki has served in research positions in Universities in Greece and Cyprus. She is the author of three monographs and over fifty scientific articles and papers in the fields of aviation and transport Law. Dr Gaki is a scientific collaborator of the legal journals: “Vima tou Dikigorou” - Athens Bar Association, “Nomiko Vima” - Athens Bar Association and legal magazine “Entha” - European University of Cyprus. At Hellenic American College Dr. Gaki teaches employment and business law, business management and marketing.

Ioannis Gatzoflias earned a B.A. in Business Administration from Anglia Ruskin University in Essex, an M.Sc. in Banking and Finance from Stirling University and a Ph.D. in Economics from Stirling University. The area
of his research was financial innovation in the Banking sector in the UK and US. During his research, he was a teaching assistant in Micro and Macroeconomics. He worked as Head of Banking Trends in the Departments of Strategic Planning and Strategic Analysis of Egnatia Bank, and Deputy Chief Financial Officer in Emporiki Credicom Bank. Since 2010, he serves as Chief Financial Officer of Electronet S.A. As of 2013, he is an ad hoc consultant for Clayton Euro Risk for projects in the banking sector. Since 2002, he has taught in distance-learning graduate programs of British universities in the fields of Economics, Finance, Accounting and Banking and from 2011 he provides for AUEB’s programs training courses. He is an adjunct faculty member and teaches in the BSBA and MBA programs since 2007.

Persefoni Georgakopoulou joined the faculty of Hellenic American University in 2017. She is currently an adjunct faculty member for the Business Program and teaches Project Management. She has a long career in project management, having worked globally from Greece to Panama and from the UK to Chile and now the USA as a Contract Manager at an International renewable energy company in Boston. She holds a BEng Honors in Civil Engineering from the University of Leeds and a MSc in Structural Engineering from the Heriot-Watt University. Ms. Georgakopoulou is licensed by the Technical Chamber of Greece, has a Diploma from the National University of Athens in Communication and Marketing, and a certificate from Columbia University on Sustainability Development.

Damianos Giannakis holds a Ph.D. in Marketing from the University of Strathclyde, Glasgow, Scotland. He has extensive business experience including 29 years of work in marketing and sales managerial positions. At Hellenic American University, he has been a full-time faculty member since 2004, having served in various administrative positions in parallel to his academic workload. He is a full-time faculty member and teaches in the BSBA and MBA programs.

Hesham 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 “Yusufidris: 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 Arabo-Byzantine relations, translation, and teaching Arabic as a foreign language. He is an adjunct faculty member and teaches in the General Education Program.

Juliane House received her first degree in English and Spanish translation and international law from Heidelberg University, Germany, her B.Ed., M.A. and Ph.D. in Applied Linguistics from the University of Toronto, Canada and honorary doctorates from the Universities Jyväskylä, Finland and Jaume I, Castellon, Spain. She is Emerita Professor of Applied Linguistics at Hamburg University and a founding member of the German Science Foundation’s Research Centre on Multilingualism, where she was Principal Investigator of several projects on translation and multilingual business communication. She also directed a project on multilingualism and multiculturalism in German universities funded by the Volkswagen Foundation, and she is the former President of the International Association for Translation and Intercultural Studies (IATIS). At present, she is Director of the Ph.D. program in Applied Linguistics at Hellenic American University (Athens campus). Her research interests include contrastive pragmatics, discourse analysis, politeness, English as a lingua franca, intercultural communication and translation. Her recent books include Translation: A Multidisciplinary Approach (Palgrave Macmillan, 2014); Translation Quality Assessment: Past and Present (Routledge, 2015); Translation as Communication Across Languages and Cultures (Routledge, 2016), Translation: The Basics. (Routledge, 2017).

Jackson Juanita holds an MBA Degree in Business Management, and is currently pursuing her PhD.in Industrial and Organizational Psychology with a specialization in Diversity Studies and Social Change at Walden University. As an adjunct professor, she teaches in the MBA program for Hellenic American
University both on campus and online via e-learning. Juanita also serves as a Capstone Advisor to students as well.

**Erato-Maria Ioannidou (Eri)** is a forensic psychologist with a degree from the Psychology Department of the University of Crete and an MSc in Forensic Psychology from Maastricht University. She is also a life coach with a diploma in Life Coaching from the Athens Coaching Institute. Ms. Ioannidou has conducted research on issues related to correctional officers’ stress, on students’ attitudes and perceptions towards corruption and on psychopathy. Her latest main research interest has been police officers’ mental resilience. Her research has been conducted in collaboration with University departments, the Ministry of Justice as well as the Centre for Penal and Criminological Research. She has contributed to the creation of the first Hellenic Criminology dictionary and has also published several chapters in collective volumes. She has worked at the General Clinic “Asklipios” in Rethymno, the Special Detention Juvenile Center of Avlona, the Greek Official Centre for Resettlement of Ex-prisoners “Epanodos” and the Cyber Crime Division of the Hellenic Police. She also collaborates with the Center of Research on Crime. Her main work duties have included counseling of socially vulnerable groups, supervision of educational programs for underage and adult offenders, risk and recidivism assessment, prejudicial preparation of minors who have been victims of sexual abuse (domestic or not) and assessment of a minor’s competence to testify.

**Veronica Kalas** is a Visiting Instructor at Hellenic American University teaching courses for the Study Abroad Programs. She holds a first degree in Classical Archaeology and History of Art with high Distinction and Honors from Ann Arbor, University of Michigan, a MA in History of Art and Archeology and a Ph.D in Art History and Archaeology, from the Institute of Fine Arts, New York University. She has been a lecturer at Ann Harbor, University of Michigan, Wayne State University and Albion College. Dr. Kalas has been the recipient of numerous grants and fellowship awards such as the Grant for Intensive Turkish Language study at Bosphorus University, from the American Research Institute in Turkey, and in recent years has published many peer reviewed articles and conference papers.

**Konstantinos Kalliogiannis** 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. Kalliogiannis 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. Research Interests: Branding, Marketing, Strategy Development, International Business, Aviation Management, Airports

**Themis Kaniklidou** is Assistant Professor in Translation Studies and Associate Director of the Ph.D. program at Hellenic American University. She completed her Ph.D. - at the University of Athens and holds an M.A. in Specialized Translation from the University of Surrey (2004) and a B.A. in Translation (2002) from the Ionian University -. She has taught as part-time lecturer at the University of North Carolina at Charlotte and has been a visiting scholar at Rollins College, in Orlando. She has worked in the Greek translation industry as an in-house and freelance translator -Since 2008, she has been working as an interpreter in conferences with English and Greek as working languages. Themis has been involved in OPTIMALE, an EU-funded program on Optimizing Professional Translator Training in a Multilingual Europe. She is leading the terminological project carried out in cooperation with TERMCOORD, the Terminology Coordination Unit of the European Parliament. -She has supervised M.A. dissertations and has been mentoring graduate and Ph.D. students. She serves as Associate Director of the PhD program and Director of Hellenic American College. Her research interests include: narrative analysis in Translation Studies, ideology and discourse in translation, narrative and language, discourse analysis, intercultural communication, framing, media discourse. Themis has refereed articles for Rodopi and TEXT and TALK. She is also a member of the International Association for Translation and Intercultural Studies (IATIS).

**Vassilis Karapetkas** holds a Bachelor’s degree in Communication & Public Relations from The American College of Greece- Deree College. While obtaining his degree, he worked as a Journalist for Attica Media
Publications. In 2001 he was nominated as the recipient of The Onassis Foundation Scholarship for Graduate Studies in Marketing Communications. He went to Boston, USA where he completed his MA degree in Integrated Marketing Communication from Emerson College, and worked as an Account Executive for Gray & Rice Public Relations. During that time, he also completed a semester at Harvard University before returning to Greece in 2005. For six years he worked for BCA College as Course Leader of the Communications Major, which he himself designed and was also later adopted by London Metropolitan University. In addition, while at BCA he functioned as Senior Lecturer in the subject areas of Communication, PR, Marketing and Public Speaking. He later worked as the International Student Services Coordinator for The American College of Greece - Deree College, and also served as a Communications and Marketing Advisor at a prestigious consulting institution in Athens until 2014 before working as an Admissions Officer and Senior Lecturer of Marketing and Public Relations for Mediterranean College. As of August 2016, Mr. Karapetkas is the Director of Student Affairs and International Programs at Hellenic American College and teaches Management and Marketing classes.

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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. She is an adjunct faculty member and teaches in the BSPSY Program.

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Barbara Kondilis holds a Master of Public Health and a Master of Social Work from Boston University, a B.A. in Psychology from Simmons College in Boston, Massachusetts, and A.B.D. in Applied Linguistics ongoing at Hellenic American University. She is a licensed clinical social worker (in Massachusetts) with over twenty years of experience in counseling and training individuals, families, and groups. While at the Boston University School of Social Work she served as the Coordinator of the Career Office. Having worked in various settings such as 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, her most notable work was with the U.S. Centers for Disease Control & Prevention. She served as Coordinator of the Chronic Care Collaborative, a statewide diabetes quality improvement initiative for the State of Rhode Island, and spearheaded several health communication initiatives. Her professional interests include health education, communication, quality improvement, community and individual empowerment, diversity awareness, financial psychology, and policy. She was a past recipient of an EU Marie Curie Reintegration Grant continuing to publish research on health literacy and collaborating with several institutions locally and internationally. Past positions have included Academic Director of General Education, Coordinator of Student Affairs for Hellenic American University (over six years); currently adjunct faculty member in undergraduate and graduate programs. Her research interests include health psychology, health communication, chronic and infectious diseases, quality improvement, issues of diversity and globalization.

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Agapi Kotsyfa holds a Master’s Degree in Translation (University of Strasbourg, France), a Diploma in Conference Interpreting (H. Dalambira), and a Diploma in Translating Art and the Artists (EKEMEL). Although she started her career as a teacher of Financial Translation (English & Greek) in the European Educational Organization (Athens), Agapi has been working full-time as a freelance interpreter and translator since 2000. To this day, she has interpreted in hundreds of international conferences and events, market research projects and multi-lateral transactions; moreover, she has translated countless documents from and into English, French, Greek, and Italian. Her expertise covers a broad range of topics including advertising, arts, the environment, legal issues, market research, medicine and pharmaceuticals, politics, security, social issues, sports, technical projects, and tourism. Her primary fields of specialization are the automotive industry and medicine. She is an adjunct faculty member and has been a MACI instructor since 2015.

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Lourdes Ortega is Professor in the Department of Linguistics at Georgetown University. She held previous faculty positions in applied linguistics and second language acquisition at Georgia State University (2000–2002), Northern Arizona University (2002–2004), and the University of Hawai‘i at Manoa (2004–2012). Her main area of research is in second language acquisition, particularly sociocognitive and educational dimensions in adult classroom settings. She has also long-standing interests in second language writing and foreign language education and has published widely about systematic research synthesis and epistemological and ethical dimensions of second language acquisition research. In the last few years she has become interested in applying insights from bilingualism and from usage-based linguistics to the investigation of second language development. She is originally from Spain, where she also received her first degree in Spanish Philology. She studied abroad in Germany, lived in Greece for 7 years as a teacher of Spanish, and relocated to the United States in 1993, where she did her studies and where she has rooted her academic career. She was co-recipient of the Pimsleur and the TESOL Research awards (2001) and has been a doctoral Mellon fellow (1999), a postdoctoral Spencer/National Academy of Education fellow (2003), and a senior research fellow at the Freiburg Institute of Advanced Studies (2010). Her work has appeared in books and articles in journals such as the Annual Review of Applied Linguistics, Applied Linguistics, Language Learning, Modern Language Journal, and Studies in Second Language Acquisition. She is the author of several books, including Understanding Second Language Acquisition (Routledge, 2009, revised edition 2017). Lourdes is a frequent keynote speaker at international conferences, including the American Association for Applied Linguistics Conference in 2010, the AILA Conference in 2014, and the TESOL Convention in 2015. She is a visiting faculty member and teaches in the Ph.D. in Applied Linguistics program.

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