

Programme specification

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

1. Overview/ factual information

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

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

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

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

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

2.1 Educational aims and objectives

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

In particular, the IREA programme at Deree – The American College of Greece aims to cover mainly two kinds of – complementary – knowledge. On the one hand, an understanding of both the interdisciplinary nature of the study of international relations and the fundamentals of European political and economic integration and its domestic and international implications. On the other hand, a systematic elaboration of major theoretical approaches in the fields of International Relations and European Studies and related disciplines; these address issues about the way key actors interact and shape international relations, the moral implications of political behaviour, contemporary European and international problems and developments, conflict resolution.

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

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

The goals of the IREA programme are to:

- Provide students with a competent understanding of major theoretical approaches in the domain of International Relations and European Affairs and the related fields.
- Develop students’ analytical and critical thinking and prepare them to practice coherent argumentation.
- Provide students with knowledge and understanding of the origins, evolution and contemporary dynamics of the international political

system, including its regional dimensions.

- Prepare students to identify key issues and problems in International Relations and European Affairs and learn how to formulate and elaborate ways of addressing them.
- Provide students with a comprehensive understanding of the rationale and dynamics behind the interconnected social, political and economic transformations that re-define the world as we knew it.
- Prepare students for postgraduate education.
- Provide students with a multidimensional and an 'examined' approach to international relations as global citizens and professionals.

I. Knowledge and Understanding

(A) Demonstrate an understanding of political, economic, social, cultural and security implications of multiple actors co-existing in the contemporary European and international environment:

1. Demonstrate an understanding of the origins, evolution and contemporary dynamics of the European and international system, including the nature of cooperation and conflict and the challenges facing the international system today.
2. Identify the key actors in International Relations – i.e., states, NGOs, intergovernmental organizations, transnational corporations, global civil society and individuals – and understand how these actors interact and shape international relations.
3. Evaluate the multi-dimensional consequences of globalization and regional integration/ disintegration as applied to issues of economic and business development, social justice, economic convergence, income and wealth distribution and disparities, cooperation and conflict, nationalism, and conflict resolution.
4. Demonstrate knowledge of the multi-disciplinary nature of international relations by establishing connections with the disciplines that have shaped and continue to influence international relations: politics, economics, society, culture, and history, among others.

(C) Explain the fundamentals of European political and economic integration and its historical and international implications:

1. Demonstrate knowledge of European Union treaties, institutions and policies.
2. Evaluate the implications for the world political, economic and security order in the context of current developments in European economic and political integration.
3. Critically evaluate how contemporary European history, politics, economy, society and culture have transformed and continue to shape modern Europe.
4. Analyze specific European topics at an in-depth level using major

theories, concepts, and ideas from the core European Studies disciplines (history, political science, and theories of integration).

II. Cognitive skills

(B) Examine the moral implications of political behavior and critically evaluate the different moral perspectives in the domain of international relations.

(F) Synthesize and evaluate various theoretical approaches in the discipline

1. Critically analyze contemporary international issues and phenomena.
2. Defend and substantiate one's inferences and conclusions using various theoretical approaches.
3. Analyze in depth European and international problems and developments as well as synthesize different theoretical perspectives on them.
4. Compare and contrast major theoretical and conceptual frameworks in the fields of International Relations & European Studies.
5. Reflect on knowledge and theory and become an independent lifelong learner.

III. Practical-Professional Skills

(D) Demonstrate effective written and oral communication skills in multicultural settings

1. Formulate and communicate arguments clearly

(E) Apply research methods to investigate an issue or problem in the fields of International Relations and European Affairs.

1. Prepare papers, reports or proposals on the basis of research results
2. Manage a complex body of information
3. Use libraries effectively

IV. Key-transferable skills

(D) Demonstrate effective written and oral communication skills in multicultural settings

1. Formulate and communicate arguments clearly

(F.2) Defend and substantiate one's inferences and conclusions using various theoretical approaches.

(F.5) Reflect on knowledge and theory and become an independent lifelong learner.

2.2 Relationship to other programmes and awards

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

The courses listed are part of a US Bachelor's degree programme that consists of 42 modules, comprising 15 modules of General Education credits, 21 modules of Concentration, and 6 modules of Electives.

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

2.4 List of all exit awards

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

3. Programme structure and learning outcomes

<u>Programme Structure - LEVEL 4</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
EC 1000 Microeconomics EC 1101 Macroeconomics HY 2028 Birth of Modern Europe IB 2006 International Business IR 2010 Introduction to International Relations IR 2015 Modern European History and Politics PO 2001 Political Behaviour PO 2004 Diplomacy	120				

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the IREA programme, students will be able to: A. Demonstrate an understanding of political, economic, social, cultural and security implications of multiple actors co-existing in the contemporary European and international environment:	<u>Learning and Teaching Strategy:</u> In congruence with the teaching and learning strategy of the college, the following tools are used: Classes consist of lectures which provide interactive learning opportunities to

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

A1: Demonstrate an understanding of the origins, evolution and contemporary dynamics of the European and international system, including the nature of cooperation and conflict and the challenges facing the international system today.

A2: Identify the key actors in International Relations – i.e., states, NGOs, intergovernmental organizations, transnational corporations, global civil society and individuals – and understand how these actors interact and shape international relations.

explore different perspectives on specific contemporary issues, in introductory courses to international relations, or examine the historical continuity and change in courses on History and Politics. Students will also have the opportunity to discuss practical problems in particular courses in economics and engage in collaborative in-class learning exercises.

An active student-centered teaching approach is particularly encouraged. exercises and specialized video presentations. Throughout the lectures students develop knowledge and understanding related to the subject by means of collaborative in-class case discussions and specialized video presentations which reinforce students' cognitive and key transferable skills.

Instructors are expected to provide essential feedback on presentations and essays as well as use exercises and primary source documents as part of formative assessment, the solutions of which are reviewed in class.

Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can discuss the course material.

Use of a Blackboard site, where instructors can post lecture notes assignment instructions, timely announcements, and additional resources.

Students are particularly encouraged to make use of the library facilities for further study as well as for preparation for the exams.

Assessments methods:

In the introductory courses to International Relations and European Affairs, students are given the opportunity to be assessed by a portfolio of assessments, which includes an annotated bibliography, visual summary and a term paper, as well as by means of a final examination. In all other courses at Level 4, they are assessed by means of midterm and final examinations, consisting of essay type questions, with the exception of courses in economics whose assessments

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

A3: Evaluate the multi-dimensional consequences of globalization and regional integration/ disintegration as applied to issues of economic and business development, social justice, economic convergence, income and wealth distribution and disparities, cooperation and conflict, nationalism, and conflict resolution.

A4: Demonstrate knowledge of the multi-disciplinary nature of international relations by establishing connections with the disciplines that have shaped and continue to influence international relations: politics, economics, society, culture, and history, among others.

consist of problems to be solved. In all courses, students are given the opportunity to have formative assessments in the form of take-home assignments, or diagnostic coursework, or problem resolution in class.

Where it is taught:

A1:

HY2028 The Birth of Modern Europe, IR2010-Introduction to International Relations, IR2015 Modern European History and Politics, PO2004 Diplomacy.

A2:

HY2028 The Birth of Modern Europe, IR2010-Introduction to International Relations, IR2015 Modern European History and Politics, PO 2001 Political Behavior, PO2004 Diplomacy.

A3:

EC1000 Principles of Microeconomics, EC1101 Principles of Macroeconomics, HY2028 The Birth of Modern Europe, IB 2006 International Business, IR2010 Introduction to International Relations, IR2015 Modern European History and Politics, PO2004 Diplomacy.

A4:

EC1000 Principles of Microeconomics, EC1101 Principles of Macroeconomics, HY2028 The Birth of Modern Europe, IB 2006 International Business, IR2010-Introduction to International Relations, IR2015 Modern European History and Politics, PO2004 Diplomacy.

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

C.: Upon completion of the IREA programme, students will be able to explain the fundamentals of European political and economic integration and its historical and international implications:

C1: Demonstrate knowledge of European Union treaties, institutions and policies.

C2: Evaluate the implications for the world political, economic and security order in the context of current developments in European economic and political integration.

C3: Critically evaluate how contemporary European history, politics, economy, society and culture have transformed, and continue to shape, modern Europe.

Where it is taught:

C1:

HY2028 The Birth of Modern Europe; IR 2010 Introduction to International Relations; IR 2015 Modern European History and Politics; PO 2004 Diplomacy.

C2:

HY 2028 The Birth of Modern Europe; IR 2010 Introduction to International Relations; IR 2015 Modern European History and Politics; PO 2001 Political Behaviour.

C3:

HY2028 The Birth of Modern Europe; IR 2010 Introduction to International Relations; IR 2015 Modern European History and Politics; PO 2004 Diplomacy

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1 Formulate and communicate arguments clearly, both in writing and orally	<u>Where it is taught:</u> D1: HY2028 The Birth of Modern Europe, IR2010 Introduction to International Relations, IR2015 Modern European History and Politics

3C. Practical and professional skills

E. Apply research methods to investigate an issue or problem in the fields of International Relations and European Affairs.

E1. Prepare papers, reports or proposals on the basis of research results.

E2. Manage a complex body of information

E3. Use libraries effectively

Where it is taught:

E1:

EC1000 Principles of Microeconomics, EC1101 Principles of Macroeconomics, IB2006 International Business

E2:

EC1000 Principles of Microeconomics, EC1101 Principles of Macroeconomics, IB2006 International Business

E3:

IR2010 Introduction to International Relations and IR2015 Modern European History and Politics

3C. Practical and professional skills	
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Formulate and communicate arguments clearly, both in writing and orally</p>	<p><u>Where it is taught:</u> D1: Students take (level 4) HY2028 The Birth of Modern Europe, IR2010 Introduction to International Relations and IR2015 Modern European History and Politics.</p> <p><u>Description of courses:</u></p> <ul style="list-style-type: none"> ➤ IR 2010 Introduction to International Relations Introduction to the international system and its evolution from the nation-state toward global governance. Major theories and conceptual frameworks, including integration theory. The nation-state, international organizations, conflict and cooperation. ➤ IR 2015 Modern European History and Politics Introduction to the Political, Social and Economic History of Modern Europe (from the Treaty of Westphalia - 1648 - to contemporary times).

3D. Key/transferrable skills

- HY2028 The Birth of Modern Europe
A Survey of the period from the High Middle Ages (12thc.) to the Religious Wars (16th-17thc.) when the foundations of Modern Europe were laid.
- PO 2001 Political Behaviour
Culture and institutionalized forms of political action. Social movements and revolutions. Parties and pressure groups. Electoral behaviour. Leadership. Public opinion.
- PO 2004 Diplomacy
A critical survey of world diplomacy, from the time of Cardinal Richelieu to American exceptionalism, with emphasis on the twentieth century and contemporary diplomacy.
- EC1000 Principles of Microeconomics.
Introduction to economics and the economy. The market system and the market model. Consumer theory, costs, production and the theory of the firm. Pricing and output determination in various market structures.
- EC1101 Principles of Macroeconomics.
The role of the government in a mixed economy. National income accounts. Economic fluctuations, unemployment and inflation. Fiscal and monetary policy. Macroeconomic controversies.
- IB2006 International Business.
Essentials of international business and the international business environment, including its socio-cultural, political, legal, economic and ethical dimensions. International trade theories, foreign investment and insight into the roles of multinational enterprises, governments,

3D. Key/transferable skills

international organizations and non-governmental organizations in international business. Foreign exchange and its role in international business

[Please insert here title(s) of exit award(s) at Level 4, if applicable]

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
IR 3220 Research Methods in International Relations IB 3008 Business in the European Union IR 3225 Foreign Policy PH 3010 Ethics PH 3022 Social and Political Philosophy PO 3031 International Relations	90	AN 3020 Intercultural Communications EC 3232 The European Union HY 3026 Middle East: A Crossroads IB 3199 Contemporary Issues in International Business IR 3017 Global Markets and Politics SO 3015 Sociology of Globalization SO 3025 Migration in the Global Age	30		

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A: Demonstrate an understanding of political, economic, social, cultural and security implications of multiple actors co-existing in the contemporary European and international environment:</p> <p>A1: Demonstrate an understanding of the origins, evolution and contemporary dynamics of the European and international system, including the nature of cooperation and conflict and the challenges facing the international system today.</p> <p>A2: Identify the key actors in International Relations – i.e., states, NGOs, intergovernmental organizations, transnational corporations, global civil society and individuals – and understand how these actors interact and shape international relations.</p> <p>A3: Evaluate the multi-dimensional consequences of globalization and regional integration/ disintegration as applied to issues of economic and business development, social justice, economic convergence, income and wealth distribution and disparities, cooperation and conflict, nationalism, and conflict resolution.</p>	<p><u>Learning and Teaching strategy:</u></p> <p>In congruence with the teaching and learning strategy of the college, the following tools are used:</p> <p>Classes consist of lectures and interactive learning (class discussions on contemporary or past events, as well as case studies assigned by the instructor). Class-discussions revolve around the content of the assigned readings and problem-solving exercises. In courses, such as the Research Methods in International Relations, they engage in the use of quantitative and qualitative methods putting theory into action as part of their preparation for the final written project.</p> <p>In particular courses, such as in foreign policy, there's also the use of specialized video presentations which familiarize students with professional skills and further develop their cognitive skills. During class students are also prepared them for the individual presentation they need to perform as part of their summative assessment term project in that particular course. Video presentations are also used in other courses such as Business in the European Union, or Contemporary issues in International Business to help students in their learning process.</p> <p>In other courses, such as Social and Political Philosophy, as well as International Relations, students engage in class discussions in developing their theoretical background in international relations and politics and exploring alternative theoretical outlooks in the above fields. In a similar manner, in courses, such as Ethics, they engage in debates and ethical dilemmas resolution, which further develop their cognitive and practical skills.</p> <p>Students are also encouraged to make full use of the office hours of their instructor, where they can discuss the course material and receive essential</p>

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

A4: Demonstrate knowledge of the multi-disciplinary nature of international relations by establishing connections with the disciplines that have shaped and continue to influence international relations: politics, economics, society, culture, and history, among others.

feedback on their assessments or preparation of term project.

There's also the use of a Blackboard site, where instructors can post lecture notes assignment instructions, timely announcements, and additional resources.

Students are constantly encouraged to make use of the library facilities for their exam as well as for preparation for the research project.

Assessment Methods:

There is a combination of written exams, consisting of essay-type questions, and a research paper (or, term project). At this Level, students are more confident to work on a research paper under the guidance of their instructor, so most of the courses include a term project as the first summative assessment and a final examination (essay-type questions) as the second summative assessment. Only in the course of Research Methods in International Relations, are students expected to engage in a written project as part of their final assessment. Throughout their studies, students are further supported by means of formative assessments in the form of take-home assignments (essay-type) and research project proposal.

Where it is taught:

A1:

IR3225 Foreign Policy, PO3031 International Relations, EC3232 The European Union, IB3199 Contemporary Issues in International Business, SO3015 Sociology of Globalization.

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

A2:

IR3225 Foreign Policy, PO3031 International Relations, EC3232 The European Union.

A3:

IB3008 Business in the European Union, PH3022 Social and Political Philosophy, AN3020 Intercultural Communications, IB3199 Contemporary Issues in International Business, IR3017 Global Markets and Politics.

A4:

PO 3031 International Relations, HY3026 Middle East A Crossroads, IR 3017 Global Markets and Politics.

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

C. Upon completion of the IREA programme, students will be able to explain the fundamentals of European political and economic integration and its historical and international implications:

C1: Demonstrate knowledge of European Union treaties, institutions and policies.

C2: Evaluate the implications for the world political, economic and security order in the context of current developments in European economic and political integration.

C3: Critically evaluate how contemporary European history, politics, economy, society and culture have transformed and continue to shape modern Europe.

C4: Analyze specific European topics at an in-depth level using major theories, concepts and ideas from the core European studies disciplines (history, political science, and theories of integration).

Where it is taught:

C1:

IB 3008 Business in the European Union; EC 3232 The European Union.

C2:

EC 3232 The European Union (Optional)

C3:

IR 3225 Foreign Policy; EC 3232 The European Union; IR 3017 Global Markets and Politics; SO 3015 Sociology of Globalization; SO 3025 Migration in the Global Age.

C4:

IR 3225 Foreign Policy; PH 3022 Social and Political Philosophy; IB 3199 Contemporary Issues in International Business; IR Global Markets and Politics; SO 3025 Migration in the Global Age.

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

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3B. Cognitive skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the IREA programme, students will be able to:</p> <p>B. Examine the moral implications of political behavior and critically evaluate the different moral perspectives in the domain of international relations.</p>	<p><u>Where it is taught:</u></p> <p>B:</p> <p>PH 3010 Ethics, PH 3022 Social and Political Philosophy.</p>

3B. Cognitive skills

F. Synthesize and evaluate various theoretical approaches in the discipline

F1. Critically analyze contemporary international issues and phenomena.

F2. Defend and substantiate one's inferences and conclusions using various theoretical approaches.

F3. Analyze in depth European and international problems and developments as well as synthesize different theoretical perspectives on them.

F4. Compare and contrast major theoretical and conceptual frameworks in the field of International Relations & European Studies.

Where it is taught:

F1:

IR 3225 Foreign Policy, PO 3031 International Relations, SO 3015 Sociology of Globalization, SO 3025 Migration in the Global Age

F2:

IR 3220 Research Methods in International Relations, PH 3010 Ethics, PH 3022 Social and Political Philosophy

F3:

IR 3225 Foreign Policy and PO 3031 International Relations.

F4:

IR 225 Foreign Policy, EC 3232 The European Union

F5:

IR 3220 Research Methods in International Relations, IR 3225 Foreign Policy, PH 3010 Ethics, PH 3022 Social and Political Philosophy, IB 3199 Contemporary Issues in International Business, IR 3017 Global Markets and Politics, SO 3015 Sociology of Globalization, SO 3025 Migration in the Global Age

3B. Cognitive skills	
F5. Reflect on knowledge and theory and become an independent lifelong learner.	
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the IREA programme, students will be able to:</p> <p>D Demonstrate effective written and oral communication skills in multicultural settings</p> <p>D1. Formulate and communicate arguments clearly, both in writing and orally</p>	<p><u>Where it is taught:</u></p> <p>D1: PH3022 Social & Political Philosophy</p>

3C. Practical and professional skills

E. Apply research methods to investigate an issue or problem in the fields of International Relations and European Affairs.

E1. Prepare papers, reports or proposals on the basis of research results

E2. Manage a complex body of information

Where it is taught:

E1:

IR 3220 Research Methods in International Relations, IB 3008 Business in the European Union, IR 3225 Foreign Policy, PH 3022 Social and Political Philosophy, PO 3031 International Relations, AN 3020 Intercultural Communication, IB 3199 Contemporary Issues in International Business, IR 3017 Global Markets and Politics, SO 3015 Sociology of Globalization

E2:

IR 3220 Research Methods in International Relations, IB 3008 Business in the European Union, IR 3225 Foreign Policy, PH 3022 Social and Political Philosophy, PO 3031 International Relations, AN 3020 Intercultural Communication, IB 3199 Contemporary Issues in International Business, IR 3017 Global Markets and Politics, SO 3015 Sociology of Globalization

3C. Practical and professional skills

E3. Use libraries effectively

E3:

IR 3220 Research Methods in International Relations, IB 3008 Business in the European Union, IR 3225 Foreign Policy, PH 3022 Social and Political Philosophy, PO 3031 International Relations, AN 3020 Intercultural Communication, IB 3199 Contemporary Issues in International Business, IR 3017 Global Markets and Politics

3D. Key/transerable skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the IREA programme, students will be able to:</p> <p>D Demonstrate effective written and oral communication skills in multicultural settings</p> <p>D1. Formulate and communicate arguments clearly, both in writing and orally</p> <p>F2. Defend and substantiate one’s inferences and conclusions using various theoretical approaches.</p> <p>F5. Reflect on knowledge and theory and become an independent lifelong learner.</p>	<p><u>Where it is taught:</u></p> <p>D1: PH3022 Social & Political Philosophy</p> <p><u>Where it is taught:</u></p> <p>F2: IR 3220 Research Methods in International Relations, PH 3010 Ethics, PH 3022 Social and Political Philosophy, IB 3199 Contemporary Issues in International Business</p> <p>F5: IR 3220 Research Methods in International Relations, PH 3010 Ethics, IB 3199 Contemporary Issues in International Business</p>

3D. Key/transferrable skills

Description of courses:

➤ IR 3220 Research Methods in International Relations:

The role and significance of research in the domain of international relations. Formulation and clarification of research questions and problems, writing literature review, designing research, data collection and analysis, interpretation of findings, argumentation on problem resolution.

➤ IR3225 Foreign Policy:

A theoretical and empirical study of foreign policy through the ages. Analysis, interpretation and evaluation of foreign policy theories and actions.

➤ PO3031 International Relations:

The international system of states. Nature and limitations of international law. Factors affecting prestige and power. Balance of power and balance of fear. War and diplomacy. Cultural relations in historical perspective.

➤ IR3008 Business in the European Union

European Union institutions, policies, and decision-making processes. Overview of EU functions, focusing on economic and political integration and their implications for the European and the global business environment.

3D. Key/transferrable skills

➤ PH 3010 Ethics:

Introduction to the basic problems and theories of moral philosophy. The use of reasoning in moral assessment of actions and persons. Emphasis on the connection between theory and practice by application of theories to issues that matter.

➤ PH 3022 Social and Political Philosophy

A systematic introduction to major issues in social and political thought: the origin and nature of political authority, individual freedom and the limits of state intervention, content and ground of individual rights. Emphasis on original texts in the modern Western tradition.

➤ EC 3232 The European Union:

The political and institutional framework of the European Union. The U
Union's agricultural, industrial, social, monetary and regional policy. Theory and practice of economic integration.

➤ HY3026 Middle East A Crossroads

A survey of the history of the Middle East focusing on the Late Ottoman and Modern times and offering a critical analysis of the ongoing conflicts.

➤ IR 3017 Global Markets and Politics

An overview of recent developments in global economics and politics with special reference to emerging economic and political crises, areas of actual and potential political distress and societal disruption, and the ways the latter will potentially impact the future. The challenges to democratic and effective political leadership posed by current and potential future trends.

3D. Key/transerable skills

➤ IB 3199 Contemporary Issues in International Business (Optional)
Current issues influencing international business, including, but not restricted to globalization, economic integration and trade liberalization, key actors involved in international business and ethical challenges in international business.

➤ AN3020 Intercultural Communications
The nature of interaction among peoples from differing cultures. The dynamics of intercultural communication. The dynamics of intercultural communication behaviors among cultures and various subcultures. Practice in effective intercultural communication behaviors and in-depth exploration of several different cultures.

➤ SO 3015 Sociology of Globalization (Optional)
An exploration into the globalization of social life. We interrogate the very concept of globalization. Is it a system or a process? When did it begin? What does it mean to look at it sociologically, historically, politically, economically? What is meant by terms such as 'globalism' and 'globality'? We analyze the flows of information, ideas, commodities and people that move rapidly around the globe as a result of new types of communication networks. We follow the path(s) to 'alternative globalization' through the global justice and environmental movements.

➤ SO 3025 Migration in the Global Age
Migration flows in the 21st century. The impact of major trends like globalization and transnationalism. Emphasis on assimilation/ integration and multiculturalism, inclusion and exclusion, ethnic and racial minorities, citizenship, migrant associations and networks, gender and labor. Migration in Greece, the EU, the US. Use of recent research and theory by Portes, Gans, Levitt, Cohen, Castles, Morawska,

3D. Key/transerable skills	
	Vertovec, etc.

[Please insert here title(s) of exit award(s) at Level 5, if applicable]

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
IR 4255 Geopolitics IR 4365 European Foreign, Security and Defence Policies IR 4130 Media and International Relations IR 4135 International Law PO 4025 Terrorism and Political Violence IR 4145 Senior Thesis in International relations and European affairs	90	MG 4023 Business Negotiations HY 4072 America in World Affairs IB 4118 EU Economic and Funding Policies IR 4250 Asia in World Affairs IR 4140 Greece and the World SO 4213 Collective Behaviour and Social Movements IB 4140 Topics in EU Business	30		

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A. Demonstrate an understanding of political, economic, social, cultural and security implications of multiple actors co-existing in the contemporary European and international environment:</p> <p>A1. Demonstrate an understanding of the origins, evolution and contemporary dynamics of the European and international system, including the nature of cooperation and conflict and the challenges facing the international system today.</p>	<p><u>Learning and Teaching strategy:</u></p> <p>In congruence with the learning and teaching strategy of the college, the following tools are used:</p> <p>In most courses, at Level 6, classes consist of lectures which will deliver the indicative content, and a seminar-style of teaching, which will provide interactive learning opportunities so that students explore different theoretical perspectives on specific contemporary issues in International Relations and European Affairs as well as they put theory into praxis.</p> <p>There is also the use of video presentations and class- discussions revolving around the content of the assigned readings. During class-discussions, students are encouraged to engage in critical analysis and evaluation of theoretical perspectives and application of them in international affairs problem resolution, thus enhancing both their cognitive and practical-professional skills. In general, students are expected to demonstrate appropriately wide ranging from theoretical, conceptual and empirical knowledge in relation to specific issue areas.</p> <p>Moreover, during seminars, students engage in a critical reading of a wide range of texts including documents, monographs, scholarly articles, newspaper items and other relevant sources on the internet. At this Level, students are also encouraged to perform independent research using both primary and/or secondary sources and apply the methodological tools they have been acquainted with from the Level 5 courses, especially the IR 3220 Research Methods in International Relations. Students receive valuable feedback and full</p>

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

A2: Identify the key actors in International Relations – i.e., states, NGOs, intergovernmental organizations, transnational corporations, global civil society and individuals – and understand how these actors interact and shape international relations.

support by their instructors when preparing their research papers for all Level 6 courses.

For the capstone course, students are expected to proceed with their independent research activity receiving full support and essential feedback by their supervisor at individual sessions.

Students are encouraged to make full use of the office hours of their instructor in order to consult and discuss issues related to the course's content.

Instructors use the Blackboard site to post lecture notes, assignments instructions, timely announcements, as well as additional resources.

Given that almost of these courses include a research paper as part of the summative assessment, students are encouraged to make use of the library facilities for further study as well as for preparation for the exams.

Assessment methods:

At Level 6, in all IR courses, students engage in a research activity and submit their paper as the final assessment. In their research paper, students are assessed in terms of knowledge and understanding, as well as in terms of the analysis and synthesis skills they are expected to have developed. In some courses, such as, Media and International Relations, the European Foreign, Security and Defence Policy, and the Senior Thesis in International Relations and European Affairs, an individual or a group presentation of the research paper is also assigned, at which students are expected to show good performance skills in combination with a methodological approach in conducting their research. In most of them, there is also a written examination consisting of essay-type questions, which is part of the summative assessment. Throughout their studies at this Level, students are also supported by means of formative assignments in the form of annotated bibliography in preparation for their paper, home-assignments or diagnostic coursework.

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

A3: Evaluate the multi-dimensional consequences of globalization and regional integration/ disintegration as applied to issues of economic and business development, social justice, economic convergence, income and wealth distribution and disparities, cooperation and conflict, nationalism, and conflict resolution.

A4: Demonstrate knowledge of the multi-disciplinary nature of international relations by establishing connections with the disciplines that have shaped and continue to influence international relations: politics, economics, society, culture, and history, among others.

Where it is taught:

A1:

IR 4255 Geopolitics, SO4213 Collective Behaviour and Social Movements.

A2:

IR 4130 Media and International Relations, IR 4135 International Law, PO 4025 Terrorism and Political Violence.

A3:

IR 4255 Geopolitics, IR 4140 Greece and the World, IR 4145 Senior Thesis in International Relations and European Affairs.

A4:

SO 4213 Collective Behaviour and Social Movements, IR 4135 International Law, HY 4072 America in World Affairs, IR 4250 Asia in World Affairs, IR 4145 Senior Thesis in International Relations and European Affairs.

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

C. Upon completion of the IREA programme, students will be able to explain the fundamentals of European political and economic integration and its historical and international implications:

C1: Demonstrate knowledge of European Union treaties, institutions and policies.

C2: Evaluate the implications for the world political, economic and security order in the context of current developments in European economic and political integration.

Where it is taught:

C1:

IR 4365 European Foreign, Security and Defence Policies; IR 4135 International Law; IB 4118 EU Economic and Funding Policies, IB 4140 Topics in EU Business IR 4145 Senior Thesis in International Relations and European Affairs.

C2:

IR 4365 European Foreign, Security and Defence Policies; IB 4118 EU Economic and Funding Policies; IB 4140 Topics in EU Business, IR 4145 Senior Thesis in International Relations and European Affairs, SO4213 Collective Behaviour and Social Movements

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

C3: Critically evaluate how contemporary European history, politics, economy, society and culture have transformed and continue to shape modern Europe.

C4: Analyze specific European topics at an in-depth level using major theories, concepts and ideas from the core European studies disciplines (history, political science, and theories of integration).

C3:

IR 4365 European Foreign, Security and Defence Policies; IR 4130 Media and International Relations; HY 4072 America in World Affairs; IB 4118 EU Economic and Funding Policies; IR 4140 Greece and the World; IB 4140 Topics in EU Business, IR 4145 Senior Thesis in International Relations and European Affairs

C4:

IR 4255 Geopolitics; IR 4365 European Foreign, Security and Defence Policies; MG 4023 Business Negotiation; IB 4118 EU Economic and Funding Policies (Optional); IR 4250 Asia in World Affairs; IB 4140 Topics in EU Business, IR 4145 Senior Thesis in International Relations and European Affairs

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the IREA programme, students will be able to:</p> <p>B. Examine the moral implications of political behavior and critically evaluate the different moral perspectives in the domain of international relations.</p>	<p><u>Where it is taught:</u></p> <p>B: IR 4135 International Law</p>

3B. Cognitive skills

F. Synthesize and evaluate various theoretical approaches in the discipline

F1. Critically analyze contemporary international issues and phenomena.

F2. Defend and substantiate one's inferences and conclusions using various theoretical approaches.

F3. Analyze in depth European and international problems and developments as well as synthesize different theoretical perspectives on them.

Where it is taught:

F1:

IR 4255 Geopolitics, IR 4365 European Foreign, Security and Defence Policies, IR 4130 Media and International Relations, IB 4118 EU Economic and Funding Policies IR 4135 International Law, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations and European Affairs, HY 4072 America in World Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece and the World, IB 4140 Topics in EU Business, IR 4145 Senior Thesis in International Relations and European Affairs

F2:

IR 4255 Geopolitics, IR 4145 Senior Thesis in International Relations and European Affairs, HY 4072 America in World Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece and the Word, SO 4213 Collective Behaviour and Social Movements

F3:

Students take (Level 6), IR 4255 Geopolitics, IR 4145 Senior Thesis in International Relations and European Affairs, IR 4135 International Law, HY 4072 America in World Affairs, IB 4118 EU Economic and Funding Policies, IR 4250 Asia in World Affairs, IR 4140 Greece and the World, IB 4140 Topics in EU Business

3B. Cognitive skills

F4. Compare and contrast major theoretical and conceptual frameworks in the field of International Relations & European Studies.

F5. Reflect on knowledge and theory and become an independent lifelong learner.

F4:

IR 4255 Geopolitics, IR 4365 European Foreign, Security and Defence Policies, IR 4145 Senior Thesis in International Relations and European Affairs, HY 4072 America in World Affairs, IR 4250 Asia in World Affairs, IB 4140 Topics in EU Business

F5:

IR 4255 Geopolitics, IR 4365 European Foreign, Security and Defence Policies, IR 4130 Media and International Relations, IB 4118 EU Economic and Funding Policies, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations and European Affairs, HY 4072 America in World Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece and the World, IB 4140 Topics in EU Business, SO 4213 Collective Behaviour and Social Movements

3B. Cognitive skills

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3C. Practical and professional skills

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D. Demonstrate effective written and oral communication skills in multicultural settings</p> <p>D1. Formulate and communicate arguments clearly, both in writing and orally</p> <p>E. Apply research methods to investigate an issue or problem in the fields of International Relations and European Affairs.</p> <p>E1. Prepare papers, reports or proposals on the basis of research results</p> <p>E2. Manage a complex body of information</p> <p>E3. Use libraries effectively</p>	<p><u>Where it is taught:</u></p> <p>D1:</p> <p>SO 4213 Collective Behaviour and Social Movements, IR 4130 Media & International Relations, IR 4145 Senior Thesis.</p> <p><u>Where it is taught:</u></p> <p>E1,2,3:</p> <p>IR 4255 Geopolitics, IR 4365 European Foreign, Security and Defence Policies, IR 4145 Media and International Relations, IB 4118 EU Economic and Funding Policies IR 4135 International Law, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations and European Affairs, HY 4072 America in World Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece and the World, IB 4140 Topics in EU Business, and SO 4213 Collective Behaviour and Social Movements</p>

3C. Practical and professional skills	
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D. Demonstrate effective written and oral communication skills in multicultural settings</p> <p>D1. Formulate and communicate arguments clearly, both in writing and orally</p> <p>F2. Defend and substantiate one's inferences and conclusions using various theoretical approaches.</p>	<p><u>Where it is taught:</u></p> <p>D1: Students take (level 6) IR 4130 Media & International Relations, SO 4213 Collective Behaviour and Social Movements, and IR 4145 Senior Thesis in International Relations & European Affairs</p> <p>F2: IR 4255 Geopolitics, IR 4145 Senior Thesis in International Relations and European Affairs, HY 4072 America in World Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece and the World, SO 4213 Collective Behaviour and Social Movements</p>

3D. Key/transferrable skills

F5. Reflect on knowledge and theory and become an independent life long learner

F5:

Students take (Level 6), IR 4255 Geopolitics, IR 4365 European Foreign, Security and Defence Policies, IR 4130 Media and International Relations, IB 4118 EU Economic and Funding Policies, PO 4025 Terrorism and Political Violence, IR 4145 Senior Thesis in International Relations and European Affairs, HY 4072 America in World Affairs, IR 4250 Asia in World Affairs, IR 4140 Greece and the World, IB 4140 Topics in EU Business, SO 4213 Collective Behaviour and Social Movements

Description of courses:

➤ IR 4255 Geopolitics

A theoretical and empirical survey of the history and current discourse of geopolitics. A critical analysis of the role and actions of the main state and non-state actors as seen through the lenses of geopolitics in a simultaneously globalizing and regionalizing world.

➤ IR 4365 European Foreign, Security and Defence Policies

Current internal and external forces driving European foreign, security and defence policy designs. Key factors involved in shaping the European security environment. The European Union's presence on the international stage as an economic, diplomatic, military and 'soft' power and future perspectives.

➤ IR 4130 Media and International Relations

The role of media in international relations. Ideas and debates relating to

3D. Key/transferrable skills

the ways in which media impact government, policy making, election campaigning, political movements, the rise of terrorism, and the prospects for informed political deliberation. Media and conflict, media and securitization, media and political communication.

➤ IR 4135 International Law

Legal regime of International Law and International relations. International Treaties and European law. Non-governmental Organisations and International Law. Nations and International Law. International Human Rights Law. World Trade and International Law. Global Social Justice and International Law. International Law for Environmental Protection.

➤ PO 4025 Terrorism and Political Violence

This course is designed to introduce the primary ideas and problems associated with the study of terrorism and political violence. Students will gain a deeper understanding of the causes of various forms of violence and hatred, how they spread, and how we may combat them with social, political and economic policies.

➤ IR 4072 America in World Affairs (Optional)

The U.S. role in world affairs since the Spanish-American war. Interaction between domestic politics and other forces that influence the conduct of American foreign policy.

➤ IB 4118 EU Economic and Funding Policies

Economic and Monetary Union (EMU) explained through the lens of the Optimum Currency Area (OCA) Theory. Comparative analysis of the US and the Eurozone as currency unions. The role of economic policies and

3D. Key/transferrable skills

cohesion policy in view of reducing the occurrence of asymmetric shocks, and their implications for business.

➤ IR 4140 Greece and the World (Optional)

Greece's external relations. Policy orientation, alliances, partnerships and rivalries. Greece's role and influence in the region and beyond

➤ HY 4072 America in World Affairs (Optional)

The U.S. role in world affairs since the Spanish-American war. Interaction between domestic politics and other forces that influence the conduct of American foreign policy.

➤ IR 4250 Asia in World Affairs (Optional)

Current internal and external factors and issues influencing the foreign, defence and security policy of Asian states, including, but not restricted to, Chinese power consolidation and Asian regional integration efforts. The profound implications, for the international order, of the on-going shift of the global economy's centre of gravity to Asia.

➤ IB 4140 Topics in EU Business (Optional)

Recent developments, challenges and debates pertaining to the EU integration from an economic, social and political perspective. External relations of the EU, including the Transatlantic Trade and Investment Partnership (TTIP) and the European Neighborhood Policy (ENP). The role of the EU in addressing and mitigating global problems. Implications for business.

3D. Key/transferrable skills

➤ SO 4213 Collective Behaviour and Social Movements (Optional)

This course will provide a critical introduction to the most important theories that explain the emergence and decline of various forms of collective behavior, such as crowds, rumors, panics, fads, hysterias, social movements and protest participation. Why do people protest? Does protest matter to the political system? What are the issues that mobilize groups to protest, and why do social movements decline? In addition to theories, concepts and perspectives, the course explores the political-cultural impact of movements locally and globally.

➤ IR 4145 Senior Thesis in International Relations and European Affairs

In depth analysis of European and international problems and developments. Systematic and critical study of their key concepts and arguments. Appreciation of the historical context and the impact on contemporary political reality. Special emphasis on the development of skills required for the analysis and presentation of an international relations problem and its proposed resolution.

[Please insert here title of exit awards(s) at Level 6]

BA (Hons) in International Relations and European Affairs

4. Distinctive features of the programme structure

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

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

5. Support for students and their learning

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

Student Success Center (SSC)

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

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

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

Academic Advising

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

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

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

Student Academic Support Services (SASS)

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

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

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

Disability and Learning Differences

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

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

6. Criteria for admission

The Admissions Process

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

The standard minimum entry requirement for the major's programme is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants whose grades are between 11/20-13.99/20 or its equivalent, may be admitted to the College on a provisional basis.

Students admitted on a provisional basis will be required to fulfil the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to Deree:

- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.
- The number of courses students will be allowed to register for will be determined by their English language placement (see section "English Language Requirements"). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP 1010. Students with provisional status who are placed in EAP 999, EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.
- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section "Academic Probation").

The following is required for all freshmen applicants:

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

Evidence of Proficiency in English

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

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

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

Michigan Proficiency Certificate

Cambridge Proficiency Certificate

Cambridge Advanced English (CAE) with Grade A only

International Baccalaureate Certificate*

International Baccalaureate Diploma

IELTS: (academic) 6.5 or above

SAT: 450 or above

ACT: 18 or above

TOEFL (paper based): 567 or above

TOEFL (computer based): 227 or above

TOEFL (internet based): 87 or above

GCE higher level English: Grade C or greater

Oxford Online Placement Test: 99 or above

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

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

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

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

7. Language of study

English Language

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

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

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

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

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

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

N/A

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

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

Level	Study module/unit	A1	A2	A3	A4	B	C1	C2	C3	C4	D1	E1	E2	E3	F1	F2	F3	F4	F5
4	EC 1000 Principles of Microeconomics			✓	✓							✓	✓						
	EC 1100 Principles of Macroeconomics			✓	✓							✓	✓						
	HY 2028 The Birth of Modern Europe	✓	✓	✓	✓		✓		✓		✓								
	IB 2006 International Business			✓	✓							✓	✓						
	IR 2010 Introduction to International Relations	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓					
	IR 2015 Modern European History and Politics	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓					
	PO 2001 Political Behaviour		✓					✓											
	PO 2004 Diplomacy	✓	✓	✓	✓		✓		✓										

Level	Study module/unit	A1	A2	A3	A4	B	C1	C2	C3	C4	D1	E1	E2	E3	F1	F2	F3	F4	F5		
5	IR 3220 Research Methods in International Relations											V	V	V		V				V	
	IB 3008 Business in the European Union			V			V					V	V	V							
	IR 3225 Foreign Policy	V	V						V	V		V	V	V	V		V	V	V		
	PH 3010 Ethics					V										V				V	
	PH 3022 Social and Political Philosophy			V		V				V	V	V	V	V		V				V	
	PO 3031 International Relations	V	V		V								V	V	V	V		V			
	AN 3020 Intercultural Communications			V									V	V	V						
	EC 3232 The European Union	V	V				V	V	V										V		
	HY 3026 Middle East: A Crossroads				V																
	IB 3199 Contemporary issues in International Business	V		V						V			V	V	V		V				V
	IR 3017 Global Markets and Politics			V	V					V	V		V	V	V						V
	SO 3015 Sociology of Globalization	V								V			V	V		V					V
	SO 3025 Migration in the Global Age									V	V			V		V					V

Level	Study module/unit																			
		A1	A2	A3	A4	B	C1	C2	C3	C4	D1	E1	E2	E3	F1	F2	F3	F4	F5	
6	IR 4255 Geopolitics	✓		✓						✓		✓	✓	✓	✓	✓	✓	✓		
	IR 4365 European Foreign, Security and Defence Policies						✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	
	IR 4130 Media and International Relations		✓						✓		✓	✓	✓	✓					✓	
	IR 4135 International Law		✓		✓	✓	✓					✓	✓	✓	✓		✓			
	PO 4025 Terrorism and Political Violence		✓									✓	✓	✓	✓				✓	
	IR 4145 Senior Thesis in International Relations and European Affairs			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MG 4023 Business Negotiation									✓		✓	✓	✓						
	HY 4072 America in World Affairs				✓				✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
	IB 4118 EU Economic and Funding Policies						✓	✓	✓	✓		✓	✓	✓	✓		✓			
	IR 4250 Asia in World Affairs				✓					✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	IR 4140 Greece and the World			✓					✓			✓	✓	✓	✓	✓	✓			✓
	SO 4213 Collective Behaviour and Social Movements	✓			✓		✓	✓			✓	✓	✓	✓		✓				✓
	IB 4140 Topics in EU Business						✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓

Annexe 2: Notes on completing programme specification templates

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