Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	a. BA (Honours) – Philosophy b. BA – Philosophy c. Diploma in Higher Education – Philosophy d. Certificate in Higher Education – Philosophy
Teaching Institution	Deree – The American College of Greece
Awarding Institution	The Open University (OU)
Date of first OU validation	2011
Date of latest OU (re)validation	2022
Next revalidation	2027
Credit points for the award	BA (Hons.) – Philosophy (360 points)
UCAS Code	
HECoS Code	
LDCS Code (FE Colleges)	
Programme start date and cycle of starts if appropriate.	September 2022
Underpinning QAA subject benchmark(s)	QAA Philosophy Benchmark Statement 2019
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	None
Professional/statutory recognition	
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	
Duration of the programme for each mode of study	FT – 3 years

Dual accreditation (if applicable)	NECHE
Date of production/revision of this specification	March 2022

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 accordance with the Mission of the College, the mission of the Philosophy Department is to teach students the theoretical and practical tools of philosophy and prepare them for a deeper understanding of a range of issues, both of a conceptual nature and/or practical relevance. The selection of areas of study is governed by the needs of the students' academic and professional development.

In particular, the philosophy programme at Deree-ACG aims to cover mainly two kinds of knowledge, which are not exclusive of each other and overlap at several points. On the one hand, an understanding of the views of major thinkers; these are taught in historical sequence, so that their theories are seen both in the historical context in which they arose and as modifications, revisions or reactions to preceding views. On the other hand, a systematic elaboration of major philosophical branches and themes; these address issues about knowledge, science and truth, appearance and reality, the relationship between body and mind, morality, the relationship of the individual to the state, beauty and art.

The programme also aims to prepare students for postgraduate studies as well as for their professional lives. As the study of the theoretical foundations of any branch of knowledge, the programme represents an invaluable guide to any scientific, artistic and practical pursuit. In providing training in critical skills and coherent argumentation, it encourages problem solving in all areas. In the developing of discerning, critical, and adaptive capabilities, it aims to achieve the goals of a liberal arts education to help assess and adapt to a changing world in an era of globalization.

The Philosophy programme aims to:

1. Provide students with a competent understanding of major philosophical schools, ideas or concepts
2. Develop students' analytical and critical thinking skills and teach them to apply them to real world situations.
3. Prepare students to identify philosophical problems, puzzles, paradoxes or issues, and learn how to formulate and elaborate solutions to these
4. Help students appreciate the diversities among peoples and human achievements.
5. Demonstrate a high degree of professionalism (eg. Creativity, motivation,

professional practice and self-management) suitable for both professional employment and postgraduate education.
6. Provide students with a multidimensional and an 'examined' approach to life as global citizens and professionals.

A. Knowledge and understanding

1. Demonstrate an understanding of terms and arguments corresponding to major philosophical schools or positions and how they evolved in the process of history.

2. Critically examine central theories or issues and relevant arguments in the fields of moral, social and political philosophy.

3. Demonstrate a competent understanding of central theories in the fields of logic, metaphysics, aesthetics, epistemology, philosophy of science, and philosophy of mind, as well as the ability to use and criticize specialized philosophical terminology.

4. Critically evaluate and interpret the ideas and arguments of the major philosophers in the history of the subject

5. Interpret philosophical texts and critically evaluate their arguments as an independent scholar.

6. Demonstrate an understanding and evaluate the multi-dimensional aspect of philosophy as related to contemporary issues (or, as related to technology, global citizenship and the environment).

B. Cognitive Skills

1. Construct rationally persuasive arguments for or against specific claims in a wide variety of fields, as well as identify invalid reasoning

2. Apply methodological skills of abstraction, induction and deduction.

3. Use moral theories and arguments as tools of decision-making and evaluate their impact on the domain of moral action.

4. Formulate and analyze complex and controversial problems in a way appropriate to the level of study, as well as apply knowledge appropriate to the problem and the level to their solution.

5. Analyze philosophical theories and problems in depth as well as synthesize different theoretical perspectives on them.

6. Apply advanced research skills

C. Practical and professional skills:

1. Think creatively, self-critically and independently

2. Present, in both oral and written forms, philosophical concepts or abstract terms in a clear and meaningful way

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

4. Manage a complex body of information

5. Use libraries effectively

D. Key transferable skills:

1. Demonstrate basic knowledge in an array of different disciplines in humanities and social sciences, thus becoming broadly informed citizens and professionals

2. Develop argumentation and debating skills

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

4. Perform a critical evaluation of the body of knowledge acquired through the programme, by means of their own analysis.

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 modules listed are part of a US Bachelor's degree programme that consists of 42 modules, comprising 14 modules of General Education credits, 24 modules of Concentration, and 4 modules of Electives.

(Cf. Appendix 1 for the Liberal Education (LE) Competencies)

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

2.4 List of all exit awards

a. BA (Honours) – Philosophy
b. BA – Philosophy
c. Diploma in Higher Education – Philosophy
d. Certificate in Higher Education

(cf. a detailed description of the Exit Awards as attached)

3. Programme structure and learning outcomes
(The structure for any part-time delivery should be presented separately in this section.)

<table>
<tr><td colspan="7" align="center"><u>Programme Structure - LEVEL 4</u></td></tr>
<tr>
<th>Compulsory modules</th>
<th>Credit points</th>
<th>Optional modules</th>
<th>Credit points</th>
<th>Is module compensatable?</th>
<th>Semester runs in</th>
</tr>
<tr>
<td>PH 1000 Introduction to Philosophy
PH 1001 Critical Thinking
PH 2003 Philosophy of Technology in the Information Era, or PH 2029 Philosophy of Human Nature
PH 2014 Aesthetics
PH 2016 Philosophy and Cinema
PH 2020 Greek Philosophy</td>
<td>90</td>
<td>Humanities Option
Social Sciences Option</td>
<td>30</td>
<td></td>
<td></td>
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Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
A1. Demonstrate an understanding of terms and arguments corresponding to major philosophical schools or positions and how they evolved in the process of history.	Learning and Teaching Strategy: 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 explore different perspectives on specific issues in philosophy, starting with the introductory course to the various schools of philosophical thought from antiquity to the present, and being exposed to certain philosophical questions on epistemology, metaphysics, social and political thought. At this Level, students will also have the opportunity to develop critical thinking skills, discuss contemporary issues, and engage in collaborative in-class learning exercises. An active student-centered teaching approach is particularly encouraged. 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.

Learning Outcomes – LEVEL 4
3A. Knowledge and understanding

A3. Demonstrate a competent understanding of central theories in the fields of logic, metaphysics, aesthetics, epistemology, philosophy of science, and philosophy of mind, as well as the ability to use and criticize specialized philosophical terminology.	Students are particularly encouraged to make use of the library facilities for further study as well as for preparation for the exams. Assessments methods: At Level 4, students are given the opportunity to be assessed by a term paper as their first assessment, as well as by means of a final examination as the final assessment. In the introductory module to philosophy, they are assessed by means of a midterm and a final examination, consisting of essay type questions, with the exception of the course on critical thinking whose assessments consist of problems to be solved. In the *Critical Thinking* module, students are assessed by exercises in the various field of reasoning so that they develop argumentation skills. 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:** PH 1000 Introduction to Philosophy PH 2003 Philosophy of Technology in the Information Era, Or PH 20XX Philosophy of Human Nature PH 2020 Greek Philosophy

Learning Outcomes – LEVEL 4	
3A. Knowledge and understanding	
A4. Critically evaluate and interpret the ideas and arguments of the major philosophers in the history of the subject A6. Demonstrate an understanding and evaluate the multi-dimensional aspect of philosophy as related to contemporary issues (or, as related to technology, global citizenship and the environment).	**A3:** PH 2003 Philosophy of Technology in the Information Era, Or PH 20XX Philosophy of Human Nature PH 2014 Aesthetics PH 2016 Philosophy and Cinema **A4:** PH 2020 Greek Philosophy **A6:** PH 2003 Philosophy of Technology in the Information Era, Or PH 2029 Philosophy of Human Nature PH 2016 Philosophy and Cinema

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B1. Construct rationally persuasive arguments for or against specific claims in a wide variety of fields, as well as identify invalid reasoning B2. Apply methodological skills of abstraction, induction and deduction.	<u>Where it is taught:</u> **B1:** PH 1001 Critical Thinking **B2:** PH 1001 Critical Thinking

3B. Cognitive skills	
B4. Formulate and analyze complex and controversial problems in a way appropriate to the level of study, as well as apply knowledge appropriate to the problem and the level to their solution.	**B4:** PH 2003 Philosophy of Technology in the Information Era, Or PH 2029 Philosophy of Human Nature One module in Humanities One module in Social Sciences

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1. Think creatively, self-critically and independently C2. Present, in both oral and written forms, philosophical concepts or abstract terms in a clear and meaningful way	<u>Where it is taught</u>: **C1** PH 2016 Philosophy and Cinema **C2:** PH 1000 Introduction to Philosophy PH 1001 Critical Thinking

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**

D1. Demonstrate basic knowledge in an array of different disciplines in humanities and social sciences, thus becoming broadly informed citizens and professionals
 	
D2. Develop argumentation and debating skills
	Where it is taught:
	
	D1:
	One module in Humanities
	One module in Social Sciences
	
	D2:
	PH 1001 Critical Thinking
	
	Description of courses:
	
	➜ PH 1000 Introduction to Philosophy
	
	    Overview of the most influential philosophical answers to 'big' questions about reality, knowledge and ourselves. An introduction to philosophical ways of thinking.
	
	➜ PH 1001 Critical Thinking
	
	    Introduction to reasoning with an emphasis on critical thinking. Training in the application of practical decision-making in various domains, such as politics, law, management, science, media and everyday life issues.
	
	➜ PH 2003 Philosophy of Technology in the Information Era

3D. Key/transferable skills
	An introduction to philosophical thinking about technology. Issues reviewed include, but are not limited to, minds, machines, and artificial intelligence; contemporary ethical problems in technology; virtual reality; and the online experience. ➢ PH 2029 Philosophy of Human Nature Examination of the conceptual framework wherein various accounts of "human nature". Philosophical figures to be discussed include: Plato, Thucydides, Aristotle, Augustine, Rousseau, Hobbes, Spinoza, Kant, Hegel, Marx, Nietzsche, Gehlen, Plessner, Lukacs, Landmann, Radin, C.L. Strauss, Heller, Scheler, Sartre, Schmitt, Foucault, Koselleck, Kondylis. ➢ PH 2014 Aesthetics An introduction to the philosophy of art and aesthetic appreciation. Overview of theories based on key concepts such as representation, form, artistic expression and creativity, aesthetic experience. Contemporary discussion of the definition and criticism of art, traditional and new arts, artistic institutions and cultural politics. ➢ PH 2016 Philosophy and Cinema Introduction to philosophical perspectives about cinema and the cinematic experience. Overview of key philosophical ideas on the nature of cinema as art and entertainment, the role of emotion in our film experiences, and the ways in which films engage with philosophical ideas and arguments. ➢ PH 2020 Greek Philosophy

3D. Key/transferable skills	
	At the birth of philosophy, the Presocratic thinkers form our conception of nature, knowledge and man. Examination of their influence on science and philosophy. Comparative study of the views of Socrates and those of the Sophists. Thematic review of ancient Greek thought from Plato's early dialogues, to Neoplatonism. Optional: ➢ CL 2010 Ancient Greek and Roman epic poetry Engagement with three major epics in their entirety, in English translation: the *Iliad*; the *Odyssey*; and Vergil's *Aeneid*. Examination of epics as a window into the perspectives of their earliest audiences or readerships, and also with a view to their powerful and ongoing influence on Western thought and literature. Attention given to current scholarly debates surrounding the epics. ➢ EN 2216 Introduction to Language A descriptive account of human language as a linguistic system with well-defined components; exploration of its primary function in society as a communication tool as well as of its biological foundation; and familiarization with terminology needed to describe the various language phenomena. ➢ CN 2002 Foundations of Contemporary Media Overview of the mass media industry. History of the mass media and their impact on society and the individual. Development of communication technology. Role of mass media in shaping public opinion. ➢ AN 2025 Studying everyday life: Ethnographic perspectives and crosscultural explorations

3D. Key/transferable skills	
	Study of the everyday life as a window for understanding the cultural, political, socioeconomic structures that shape human life. Crosscultural exploration of everyday practices from an ethnographic perspective. ➢ PO 1015 Introduction to Political Science and Global Affairs Introduction to political science and global affairs. Theories of political science. Global Studies. Types of Regimes. Issues of Governance. Regional Political development. ➢ SO 1001 Sociology of Modern Life Discussion of various social institutions, such as the economy, politics, family, religion, education and medicine, with emphasis on modern society. Presentation of social change in its different forms, both locally and globally.

[Please insert here title(s) of exit award(s) at Level 4, if applicable:
Certificate of Higher Education in Philosophy]

Programme Structure - LEVEL 5					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
PH 3034 Science and Its Methods: A Philosophical Exploration PH 3010 Ethics, OR PH 3005 Business Ethics PH 3022 Social and Political Philosophy PH 3026 Existentialism PH 3027 The Rise of Modern Philosophy PH 3118 Theory of Knowledge	90	PH 3009 Evolution and Revolution PH 3023 American Philosophy PH 3036 Privacy, Law, Policy and Technology PH 3037 Master-Slave Dialectic from Ancient Times to the Present	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
A1. Demonstrate an understanding of terms and arguments corresponding to major philosophical schools or positions and how they evolved in the process of history.	Learning and Teaching strategy: In congruence with the teaching and learning strategy of the college, the following tools are used: 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, such as primary sources, articles, book reviews and case studies. In courses, such as Ethics, Business Ethics, and Social and Political Philosophy, they engage in the use of ethical theories to actual cases, dilemmas or problems, putting theory into action as part of their preparation for their assessments. In this way, students develop a robust theoretical background which is used as a tool of critical analysis and argumentation. This is further supported by class discussion and debates During class students also engage with text interpretation of primary sources, with emphasis on modern and contemporary philosophical writings. They are also encouraged to study secondary sources uploaded on Blackboard and familiarize with current scholarship on the conceptual themes examined in each module. 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 feedback on their assessments or preparation of term paper. There's also the use of a Blackboard site, where instructors can post lecture notes assignment instructions, timely announcements, and additional resources.

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

	Students are constantly encouraged to make use of the library facilities for their exam as well as for preparation for the research project.
A3. Demonstrate a competent understanding of central theories in the fields of logic, metaphysics, aesthetics, epistemology, philosophy of science, and philosophy of mind, as well as the ability to use and criticize specialized philosophical terminology.	Asessment Methods: There is a combination of written exams, consisting of essay-type questions, and a research paper. 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 Midterm Examination (as take-home assessment) as the first summative assessment and a research paper as the final summative assessment. In the modules of Ethics, or Business Ethics, students also have a second summative assessment, a portfolio of assessments, which can include a group work on the resolution of a corporate ethics issue, or any moral or political dilemma, or individual assignments on case studies. In most modules, students have to work on a research paper for their final assessment, at which they are given the opportunity to examine the literature review on a given topic and examine it critically by means of a theoretical perspective. In this way, they exercise their research skills and engage with current scholarship. Also, in at least two modules, such as Social and Political Philosophy, and Existentialism, students have a group project to work on, which gives them the opportunity to work as a team in order to come up with a policy on a certain issue, or interpret philosophical writings under examination in the respective modules. 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.

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
A4. Critically evaluate and interpret the ideas and arguments of the major philosophers in the history of the subject A6. Demonstrate an understanding and evaluate the multi-dimensional aspect of philosophy as related to contemporary issues (or, as related to technology, global citizenship and the environment).	Where it is taught: **A1:** PH 3026 Existentialism **A2:** PH 3010 Ethics or PH 3005 Business Ethics PH 3022 Social and Political Philosophy **A3:** PH 3034 Science and Its Methods: A Philosophical Exploration PH 3027 The Rise of Modern Philosophy PH 3118 Theory of Knowledge **A4:** PH 3022 Social and Political Philosophy PH 3026 Existentialism PH 3027 The Rise of Modern Philosophy **A6:**

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
	PH 3010 Ethics or PH 3005 Business Ethics
	PH 3022 Social and Political Philosophy
	Optional:
	A1:
	PH 3009 Evolution and Revolution
	PH 3023 American Philosophy
	PH 3037 The Master-Slave Dialectic from Ancient Times to the Present
	A2:
	PH 3036 Privacy, Policy, Law and Technology
	A4:
	PH 3009 Evolution and Revolution
	PH 3023 American Philosophy
	PH 3037 The Master-Slave Dialectic from Ancient Times to the Present

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B2. Apply methodological skills of abstraction, induction and deduction. B3. Use moral theories and arguments as tools of decision-making and evaluate their impact on the domain of moral action. B4. Formulate and analyze complex and controversial problems in a way appropriate to the level of study, as well as apply knowledge appropriate to the problem and the level to their solution. B5. Analyze philosophical theories and problems in depth as well as synthesize different theoretical perspectives on them. B6. Apply advanced research skills	<u>Where it is taught:</u> **B2:** PH 3010 Ethics or PH 3005 Business Ethics PH 3034 Science and its Methods: A Philosophical Exploration **B3:** PH 3010 Ethics or PH 3005 Business Ethics **B4:** PH 3010 Ethics or PH 3005 Business Ethics PH 3022 Social and Political Philosophy PH 3026 Existentialism PH 3118 Theory of Knowledge PH 3034 Science and Its Methods: A Philosophical Exploration **B5:** PH 3010 Ethics or PH 3005 Business Ethics PH 3022 Social and Political Philosophy PH 3026 Existentialism PH 3027 The Rise of Modern Philosophy **B6:** PH 3022 Social and Political Philosophy PH 3026 Existentialism PH 3027 The Rise of Modern Philosophy

3B. Cognitive skills
	PH 3118 Theory of Knowledge PH 3034 Science and Its Methods: A Philosophical Exploration Optional: **B4:** PH 3009 Evolution and Revolution PH 3036 Privacy, Policy, Law and Technology **B5:** PH 3037 The Master-Slave Dialectic from Ancient Times to the Present **B6:** PH 3009 Evolution and Revolution PH 3023 American Philosophy PH 3036 Privacy, Policy, Law and Technology PH 3037 The Master-Slave Dialectic from Ancient Times to the Present

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1. Think creatively, self-critically and independently	Where it is taught: **C1:** PH 3010 Ethics or PH 3005 Business Ethics PH 3022 Social and Political Philosophy PH 3034 Science and Its Methods: A Philosophical Exploration

3C. Practical and professional skills	
C2. Present, in both oral and written forms, philosophical concepts or abstract terms in a clear and meaningful way C3. Prepare papers, reports, or proposals on the basis of research results C4. Manage a complex body of information C5. Use libraries effectively	**C2:** PH 3022 Social and Political Philosophy PH 3027 The Rise of Modern Philosophy PH 3034 Science and Its Methods: A Philosophical Exploration **C3:** PH 3118 Theory of Knowledge **C4:** PH 3022 Social and Political Philosophy PH 3026 Existentialism PH 3027 The Rise of Modern Philosophy PH 3118 Theory of Knowledge **C5:** PH 3022 Social and Political Philosophy PH 3026 Existentialism PH 3027 The Rise of Modern Philosophy PH 3118 Theory of Knowledge PH 3034 Science and Its Methods: A Philosophical Exploration Optional: **C4:** PH 3009 Evolution and Revolution PH 3023 American Philosophy

3C. Practical and professional skills	
	C5:
	PH 3009 Evolution and Revolution
	PH 3023 American Philosophy
	PH 3036 Privacy, Policy, Law and Technology
	PH 3037 The Master-Slave Dialectic from Ancient Times to the Present

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D2. Develop argumentation and debating skills D3. Reflect on knowledge and theory and become an independent life-long learner D4. Perform a critical evaluation of the body of knowledge acquired through the programme, by means of their own analysis	Where it is taught: **D2:** PH 3010 Ethics or PH 3005 Business Ethics PH 3022 Social and Political Philosophy **D3:** PH 3022 Social and Political Philosophy PH 3026 Existentialism PH 3027 The Rise of Modern Philosophy PH 3118 Theory of Knowledge PH 3034 Science and Its Methods: A Philosophical Exploration

3D. Key/transferable skills	
	Optional:
	D3:
	PH 3009 Evolution and Revolution
	PH 3023 American Philosophy
	PH 3036 Privacy, Policy, Law and Technology
	PH 3037 The Master-Slave Dialectic from Ancient Times to the Present
	Description of courses:
	➢ PH 3005 Business Ethics
	Introduction to major theories and basic moral problems in the domain of business. The use of reasoning in moral assessment of business practices. Application of moral theories to specific cases of corporate conduct ranging from the individual to society in general, in the local and the international context.
	➢ 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, gender and sexuality, global justice. Emphasis on original texts in the modern Western tradition.

3D. Key/transferable skills	
	➢ PH 3026 Existentialism
	Late nineteenth to twentieth-century movement with an emphasis on the concept of existence as presented in its major representatives such as Kierkegaard, Nietzsche, Heidegger, Sartre, De Beauvoir. Comparative study of literary and philosophical sources: Dostoyevsky, Tolstoy, Kafka, Camus and others.
	➢ PH 3027 The Rise of Modern Philosophy The earlier part of the formative period of modern Western philosophy (seventeenth and eighteenth centuries) studied through the works of Descartes, Locke, Spinoza, Leibniz, Berkeley, Hume, and others.
	➢ PH 3118 Theory of Knowledge Systematic introduction to the major issues and dilemmas in the theory of knowledge. Elucidation of basic concepts of the theory of knowledge ("beliefs", "epistemic ideals" etc.) and explores themes such as skepticism, falibillism, induction, rationalism/irrationalism, the relativism/objectivism rivalry, the externalism/internalism debate, the methodological individualism - holism controversy, the status and scope of rationality, the fact/value dichotomy, theories of truth.
	Optional:
	➢ PH 3009 Evolution and Revolution
	Examining the main themes of Nietzsche, Freud, Marx and Darwin, whose work played a decisive role in the formation of contemporary philosophical thought, science and art. Comparative study and critical assessment of their main ideas and influence Nietzsche's account of the primacy of art, genealogy and theory of power, Marx's central concept of ideology, Freud's theory of the unconscious, Darwin's natural selection.

3D. Key/transferable skills

	➤ PH 3023 American Philosophy At the end of the nineteenth century the theory of Pragmatism emerges and puts American philosophy on the map. Examination of its major representatives such as Pierce, James and Dewey. Discussion of contemporary trends in American philosophy as presented in Quine and Rorty. Understanding the factors that shape the American mind and culture. ➤ PH 3036 Privacy, Policy, Law and Technology An examination of policy issues and theoretical frameworks to privacy and security. Privacy threat models and privacy protective technologies. Philosophical approaches and legal functions on information privacy. GDPR. ➤ PH 3037 Master-Slave Dialectic from Ancient Times to the Present Introduction to the intersubjective nature of recognition emerging from the struggle of negotiation of identities between subjects of unequal power. Exploration of the social terms and dynamic of "asymmetrical relations" via the structural examination of the conceptual pair "master – slave" that marks various forms of dependency and independence of every individual subject from infancy until its aged years. Philosophical figures to be discussed: Thucydides, Xenophon, Aristippus, Plato, Aristotle, Hobbes, Hegel, Nietzsche, Marx, Dostoevsky, Tolstoy, Husserl, Kojeve, Sartre, Foucault, Sade, Clausewitz, Kondylis.

[Please insert here title(s) of exit award(s) at Level 5, if applicable:
Diploma of Higher Education in Philosophy]

Programme Structure - LEVEL 6					
Compulsory modules	**Credit points**	**Optional modules**	**Credit points**	**Is module compensatable?**	**Semester runs in**
PH 4040 Language, Truth, and Logic PH 4028 Kant and Hegel PH 4031 Phenomenology: Husserl and Heidegger PH 4032 Postmodern Philosophy: Foucault and Derrida PH 4121 Plato and Aristotle PH 4141 Philosophy of Mind PH 4450 Senior Thesis in Philosophy	105	PH 4135 Philosophy of History PH 4143 Advanced Topics in Philosophy	15		

Intended learning outcomes at Level 6 are listed below:

Learning Outcomes – LEVEL 6	
3A. Knowledge and understanding	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
	Learning and Teaching strategy: In congruence with the learning and teaching strategy of the college, the following tools are used:

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

| A1. Demonstrate an understanding of terms and arguments corresponding to major philosophical schools or positions and how they evolved in the process of history.

A3. Demonstrate a competent understanding of central theories in the fields of logic, metaphysics, aesthetics, epistemology, philosophy of science, and philosophy of mind, as well as the ability to use and criticize specialized philosophical terminology. | In most modules, 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 philosophy as well as they put theory into praxis.

During class-discussions, students are encouraged to engage in critical analysis and evaluation of theoretical perspectives and application of them in philosophical analysis or problem resolution, thus enhancing both their cognitive and practical-professional skills. In general, students are expected to demonstrate approapriately wide ranging from theoretical and conceptual and knowledge in relation to specific questions.

Moreover, during seminars, students engage in a critical reading of a wide range of texts including documents, monographs, scholarly articles, and other relevant sources. 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 modules. Students receive valuable feedback and full support by their instructors when preparing their research papers for all Level 6 courses. Instructors are also assigned modules in terms of their area of expertise and they are expected to engage students with their scholarly work as well.

For the senior thesis, 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. |

Learning Outcomes – LEVEL 6
3A. Knowledge and understanding

A4. Critically evaluate and interpret the ideas and arguments of the major philosophers in the history of the subject A5. Interpret philosophical texts and critically evaluate their arguments as an independent scholar.	Instructors use the Blackboard site to post lecture notes, assignments instructions, timely announcements, as well as additional resources. Given that almost of these modules 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 midterm exams. Assessment methods: At Level 6, in all Philosophy 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. The first assessment is a Midterm Examination (take-home assessment) which gives them the opportunity to synthesize knowledge acquired and exercise their critical analysis on a area. The final summative assessment is a research paper, in which they exercise advanced research skills, which culminate in the Senior Thesis, an independent research activity. In two modules, such as, Advanced Topics in Philosophy, and the Senior Thesis, students are also expected to present the main components of their research and what they have accomplished. In this way, students are expected to show good performance skills in combination with a methodological approach in conducting their research. 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. Where it is taught:

Learning Outcomes – LEVEL 6
3A. Knowledge and understanding

A6. Demonstrate an understanding and evaluate the multi-dimensional aspect of philosophy as related to contemporary issues (or, as related to technology, global citizenship and the environment).	**A1:** PH 4028 Kant and Hegel PH 4031 Phenomenology: Husserl and Heidegger PH 4032 Postmodern Philosophy: Foucault and Derrida PH 4121 Plato and Aristotle PH 4450 Senior Thesis in Philosophy **A3:** PH 4028 Postmodern Philosophy: Foucault and Derrida PH 4141 Philosophy of Mind PH 4450 Senior Thesis in Philosophy **A4:** PH 4028 Kant and Hegel PH 4032 Phenomenology: Husserl and Heidegger PH 4040 Language, Truth and Logic **A5:** PH 4040 Language, Truth and Logic PH 4028 Kant and Hegel PH 4121 Plato and Aristotle

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

	PH 4450 Senior Thesis in Philosophy
	Optional:
	A2:
	PH 4135 Philosophy of History; PH 4143 Advanced Topics in Philosophy
	A3:
	PH 4135 Philosophy of History; PH 4143 Advanced Topics in Philosophy
	A4: PH 4135 Philosophy of History; PH 4143 Advanced Topics in Philosophy

3B. Cognitive skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
B2. Apply methodological skills of abstraction, induction and deduction. B4. Formulate and analyze complex and controversial problems in a way appropriate to the level of study, as well as apply knowledge appropriate to the problem and the level to their solution.	Where it is taught: **B2:** PH 4040 Language, Truth and Logic **B4:** PH 4031 Phenomenology: Husserl Heidegger PH 4032 Postmodern: Foucault and Derrida PH 4140 Philosophy of Mind

3B. Cognitive skills	
	PH 4450 Senior Thesis in Philosophy **B5:** PH 4028 Kant and Hegel PH 4032 Phenomenology: Husserl and Heidegger PH 4121 Plato and Aristotle PH 4450 Senior Thesis in Philosophy **B6:** PH 4040 Language, Truth and Logic PH 4028 Kant and Hegel PH 4031 Phenomenology: Husserl and Heidegger PH 4032 Postmodern Philosophy: Foucault and Derrida PH 4121 Plato and Aristotle PH 4141 Philosophy of Mind PH 4450 Senior Thesis in Philosophy Optional: **B2:** PH 4135 Philosophy of History, PH 4143 Advanced Topics in Philosophy **B4:** PH 4135 Philosophy of History, PH 4143 Advanced Topics in Philosophy **B6:**
B5. Analyze philosophical theories and problems in depth as well as synthesize different theoretical perspectives on them. B6. Apply advanced research skills	

3B. Cognitive skills
	PH 4135 Philosophy of History, PH 4143 Advanced Topics in Philosophy

3C. Practical and professional skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
C1. Think creatively, self-critically and independently C2. Present, in both oral and written forms, philosophical concepts or abstract terms in a clear and meaningful way C3. Prepare papers, reports, or proposals on the basis of research results	Where it is taught: **C1:** PH 4040 Language, Truth and Logic PH 4028 Kant and Hegel PH 4031 Phenomenology: Husserl and Heidegger PH 4032 Postmodern Philosophy: Foucault and Derrida PH 4121 Plato and Aristotle PH 4141 Philosophy of Mind PH 4450 Senior Thesis in Philosophy **C2:** PH 4450 Senior Thesis in Philosophy **C3:** PH 4040 Language, Truth and Logic PH 4028 Kant and Hegel

3C. Practical and professional skills	
	PH 4031 Phenomenology: Husserl and Heidegger PH 4032 Postmodern Philosophy: Foucault and Derrida PH 4121 Plato and Aristotle PH 4140 Philosophy of Mind PH 4450 Senior Thesis in Philosophy **C4:** PH 4121 Plato and Aristotle PH 4450 Senior Thesis in Philosophy **C5:** PH 4040 Language, Truth and Logic PH 4028 Kant and Hegel PH 4031 Phenomenology: Husserl and Heidegger PH 4032 Postmodern Philosophy: Foucault and Derrida PH 4121 Plato and Aristotle PH 4141 Philosophy of Mind PH 4450 Senior Thesis in Philosophy Optional: **C1:** PH 4135 Philosophy of History; PH 4143 Advanced Topics in Philosophy **C2:** PH 4143 Advanced Topics in Philosophy
C4. Manage a complex body of information C5. Use libraries effectively	

3C. Practical and professional skills	
	C3: PH 4135 Philosophy of History; PH 4143 Advanced Topics in Philosophy **C5:** PH 4135 Philosophy of History; PH 4143 Advanced Topics in Philosophy

3D. Key/transferable skills	
Learning outcomes:	**Learning and teaching strategy/ assessment methods**
D3. Reflect on knowledge and theory and become an independent life-long learner D4. Perform a critical evaluation of the body of knowledge acquired through the programme, by means of their own analysis	Where it is taught: **D3:** PH 4040 Language, Truth and Logic PH 4028 Kant and Hegel PH 4031 Phenomenology: Husserl and Heidegger PH 4032 Postmodern Philosophy: Foucault and Derrida PH 4121 Plato and Aristotle PH 4140 Philosophy of Mind PH 4450 Senior Thesis in Philosophy Optional: PH 4135 Philosophy of History, PH 4143 Advanced Topics in Philosophy **D4:** All modules at L6, with emphasis on:

3D. Key/transferable skills

	PH 4450 Senior Thesis in Philosophy
	Description of courses:
	➢ PH 4040 Language, Truth and Logic
	A course that examines issues from philosophy of language, elementary logic and philosophy of computation from both a conceptual and a historical perspective. Thorough discussion of basic concepts such as meaning, reference, truth, concepts of logic, translation and computation.
	➢ PH 4028 Kant and Hegel
	The later part of modern Western philosophy (eighteenth and nineteenth centuries) studied through the works of Rousseau, Kant, Fichte, Schelling, Hegel, and others. Their work starts with the Enlightenment and Kant's three major Critiques and finishes with the writings of Hegel.
	➢ PH 4031 Phenomenology: Husserl and Heidegger
	Comprehensive introduction to the main ideas of phenomenology, one of the major philosophical currents of continental thought, as expounded in the writings of Edmund Husserl and Martin Heidegger. Emphasis on their radical understanding of man's relation to the social and natural world, their conception of intersubjectivity and their re-examination of traditional ontological and epistemological premises.
	➢ PH 4032 Postmodern Philosophy: Foucault and Derrida

3D. Key/transferable skills
	Introduction to the philosophical thought of Michel Foucault and Jacques Derrida, two distinct philosophical voices of the second half of the 20th century's Continental tradition. We will explore their accounts of the constitution of the subject, their understanding of power relations, their theory of sexuality, their reading of the master-slave dialectic, their notions of subjection, discipline, surveillance, punishment, political resistance and their contemplation on the notions of forgiveness, mourning, gift-offering & gift-receiving, hospitality along with their main views on knowledge, truth and language. ➢ PH 4121 Plato and Aristotle Critical and comparative analyses of their philosophical positions about issues such as the nature of reality, the sources of knowledge, the purpose of human life, the ideal polity, and the function of art. Understanding of their divergence in views, philosophical style, and methodology. A close examination of selected texts. ➢ PH 4141 Philosophy of Mind A systematic approach to the study of mind, mental/psychological functions and the mind-body relation. By reading historical and contemporary material on these issues we will explore whether, and if so how, we can fit the mind in the world as described by science, whether machines can think, how we can understand the existence of the self and why thinking and feeling seem to be so different from other phenomena in the world. ➢ PH 4450 Senior Thesis in Philosophy

3D. Key/transferable skills	
	In depth analysis of classical philosophical texts and/or a philosophical issue. Systematic and critical study of its key concepts and arguments. Appreciation of the historical context and the impact on contemporary philosophical thought. Special emphasis on the development of skills required for the analysis and presentation of a philosophical position. Optional: ➢ PH 4135 Philosophy of History A systematic introduction to the major accounts of the philosophy of history: linear (progressive and non-progressive), cyclic and spiral conceptions of historical time from antiquity to the modern era, exploring the significance of key interpretive terms such as the mechanism of unintended consequences, historical "deviation", the categories of "space of experience" and "horizon of expectation", the "secularization of metaphysics" and disenchantment and elucidations on focal methodological issues such as, inter alia, the distinction between conceptual structure and contents, the individualism-holism debate. ➢ PH 4143 Advanced Topics in Philosophy Exploration of a philosophical topic as chosen from a broad variety of relevant contemporary issues in the various branches of philosophy and the related disciplines.

[Please insert here title of exit awards(s) at Level 6:
BA (ordinary) in Philosophy, with 300 credits
BA (Hons) in Philosophy with 340 credits]

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive featurs 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
- **Additional considerations for apprenticeships:**
  - ➢ how the delivery of the academic award fits in with the wider apprenticeship
  - ➢ the integration of the 'on the job' and 'off the job' training
  - ➢ how the academic award fits within the assessment of the apprenticeship

- 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.
(For apprenticeships this should include details of how student learning is supported in the work place)

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
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

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. For apprenticeships in England End Point Assessment (EPA).
(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

10. 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 2020-21, 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.

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

In view of the OU Revalidation in Spring 2022, the philosophy team has proposed the following modifications:

I. Revision of modules in the context of the curriculum mapping of the programme and the programme structure.

Renaming certain modules:
- *PH 1001 Critical Thinking (*previously*, Practical Reasoning)*

- *PH 2003 Philosophy of Technology in the Information Era* (previously, *Internet and Philosophy*); This module was also restructured in order to better reflect the relationship between philosophy and technology in contemporary affairs.
- *PH 3027 The Rise of Modern Philosophy* (previously, *Rationalism and Empiricism*)
- *PH 4450 Senior Thesis in Philosophy* (previously, Seminar in Selected Texts)

Restructuring of existing modules:
- *PH 3034 Science and Its Methods: A Philosophical Exploration*, L5 (it includes aspect of the previous module *PH 4113 Philosophy of Science* as well as it addresses the interdisciplinary aspect of philosophy and science);
- *PH 4040 Language, Truth and Logic*, L6 (it involves a combination of the previous *PH 3011 Introduction to Logic* and *PH 4130 Philosophy of Language*, which is not offered for many years)

II. Revision of all module syllabi content to enhance continuity and integrated structure within the programme

III. Create new modules that reflect changes in the subject and thus support employability.

- A new module *PH 2029 Philosophy of Human Nature*, L4, has been created to address the need for discussion of philosophical anthropology, at an earlier stage of the curriculum.
- Another new module, *PH 3037 Master-Slave Dialectic from Ancient Times to the Present*, L5, further addresses this theme at a later stage of their studies
- A new module, *PH 3036 Privacy, Policy, Law and Technology*, L5, has been created as part of the Information Security and Cybersecurity programmes as well, in order to address the interrelationship of philosophy and technology at a later stage.
- A new module (optional) *PH 4055 Internship in Philosophy*, as part of the US Programme has been created, in order to give students the opportunity to have a hands-on professional experience as associated with an actual assessment strategy.

IV. Redesign the *PH 4450 Senior Thesis in Philosophy* module

V. Change of assessment methods to address the need for more diversity
- Research papers are introduced almost at all modules at L4 (latest addition: *PH-2014 and PH 2016)* initiating students in research skills and critical thinking.
- Most modules at L5 and almost all modules at L6 assess the gradual buildup of student knowledge of the classical philosophical schools or theories, by means of a research paper as the final assessment, which appraises student ability to conduct literature review, as well as to critically examine philosophical theories.
- Certain modules on reasoning and analytical skills *(PH 1001 at Level 4, PH 3010 or PH 3005* and *PH 3118* at Level 5, and *PH 4040* at L6) to assess the gradual buildup of student knowledge on argumentation and debating skills, via two assessed exams consisting of essay-type questions [one research paper for *PH 3118*, 3,000-3,500 words], as well as exercises in reasoning or symbolic logic) (for the *PH 1001* and *PH 4040* modules respectively).
- A more significant modification at Levels 5 and 6 was in response to the External Examiner comments to include more take-home assessments, especially in the first assessment, and include a research paper in the final assessment. Also, in two modules, the *PH 3022 Social and Political Philosophy*, and *PH 3026 Existentialism*, both at L5, the second assessment is a group project, the introduction of which is deemed vital in building team-working skills and the use of information technology. Finally, in two modules, namely, *PH 4143 Advanced Topics in Philosophy* and *PH 4450 Senior Thesis in Philosophy*, an oral presentation is introduced as a summative second assessment in

order to give students the opportunity to further exercise on their oral argumentation skills.
- The dissertation module (*PH 4450*) to assess the synthetic capability of philosophy students before graduation point, to combine the range of knowledge, interpretation of philosophical texts, and practical skills via assessed 6,000-word dissertation.

(Please see the Background Document, section 6, for a more detailed description of the proposed changes)

Appendix 1: Liberal Education curriculum

Deree – The American College of Greece
LIBERAL EDUCATION

MISSION
A vital component of the undergraduate experience, the Liberal Education program prepares students to become globally engaged twenty-first century citizens with the intellectual habits, practical skills, and socio-cultural sensibilities needed in a rapidly changing world. Liberal Education helps students develop essential competencies for success across disciplines and in life beyond college by cultivating open-mindedness, tolerance, problem-solving ability, intellectual curiosity and creativity. It also promotes thoughtful self-expression, an ethical compass, and responsibility to the local and global communities.

COMPETENCIES AND LEARNING OUTCOMES

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

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

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

4. Ethics and Values
4.1 Explain the importance of values in our venture to understand the world.
4.2 Identify ethical issues in different contexts, especially in one's major course of study.
4.3 Discuss ideologies and ethical principles upheld by different cultures and co-cultures.
4.4 Describe different approaches through which ethical dilemmas may be examined and resolved.

5. Aesthetic Expression

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

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

5.3 Reflect on the outcomes of an artistic work.

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

6. Scientific and Quantitative Literacy

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

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

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

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

7. Integration

7.1 Synthesize concepts learned in the Liberal Education program with major concepts in one's academic major.

7.2 Evaluate theoretical and practical knowledge included in Liberal Education competencies in the context of academic and professional enhancement.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

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

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
4	PH 1000 Introduction to Philosophy	V																	V													
	PH 10001 Critical Thinking									V	V								V								V					
	PH 2003 Philosophy of Technology in the Information Era, OR PH 2029 Philosophy of Human Nature	V		V			V						V																			
	PH 2014 Aesthetics			V																												
	PH 2016 Philosophy and Cinema			V			V											V														
	PH 2020 Greek Philosophy	V			V																											
	Humanities Option												V														V					
	Social Science Option												V														V					

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
5	PH 3034 Science and Its Methods: A Philosophical Exploration			V							V			V				V	V			V						V				
	PH 3010 Ethics, OR PH 3005 Business Ethics		V				V				V	V	V	V					V								V					
	PH 3022 Social and Political Philosophy		V				V						V	V	V			V	V		V	V					V	V				
	PH 3026 Existentialism	V											V	V	V						V	V						V				
	PH 3027 The Rise of Modern Philosophy			V										V	V					V	V	V						V				
	PH 3118 Theory of Knowledge			V									V		V				V	V	V							V				
	PH 3009 Evolution and Revolution	V			V								V		V				V		V	V						V				

Course																												
PH 3023 American Philosophy	V			V										V				V		V	V					V			
PH 3036 Privacy, Policy, Law and Technology		V									V		V				V		V	V					V			
PH 3037 The Master-Slave Dialectic from ancient times to the present	V			V							V	V				V		V	V					V				

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	C8	D1	D2	D3	D4	D5	D6	D7
6	PH 4040 Language, Truth and Logic				V	V					V				V			V		V		V						V	V			
	PH 4028 Kant and Hegel	V			V	V								V	V			V		V		V						V	V			
	PH 4031 Phenomenology: Husserl and Heidegger	V			V	V							V	V	V			V		V		V						V	V			
	PH 4032 Postmodern Philosophy: Foucault and Derrida	V		V		V							V		V			V		V		V						V	V			
	PH 4121 Plato and Aristotle	V				V								V	V			V		V	V	V						V	V			
	PH 4141 Philosophy of Mind		V										V		V			V		V		V						V	V			
	PH 4450 Senior Thesis in Philosophy	V	V	V	V	V	V						V	V	V			V	V	V	V	V						V	V			
	PH 4135 Philosophy of History		V								V		V		V			V		V		V						V	V			
	PH 4143 Advanced Topics in Philosophy		V	V	V		V				V		V		V			V	V	V		V						V	V			

Annexe 2: Notes on completing programme specification templates

1 **-** This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other then English** must have programme specifications both in English and the language of delivery.