The American University of Greece, Global Campus Graduate Student Handbook and Course Catalog

Declaration 6

Section 1: Welcome and Institutional Overview 6

1.1. Welcome Message from the CEO 6

1.2. About the AUG Global Campus 6

1.3. Mission, Vision, and Core Values 7

1.3. Accreditation and Regulatory Status 7

1.4. Statement of Nondiscrimination and Student Honor Pledge 7

1.5. Directory of Offices and Support Services 8

Section 2: Academic Governance and Leadership 8

2.1. Academic Leadership (Deans, Chairs, Program Directors) 8

2.2. Academic Committees and Assemblies 9

2.2.1. Global Campus Academic Council 9

2.2.2. Program Area Meetings 10

2.3. Faculty Responsibilities in Online Graduate Education 10

2.3.1. Instruction and Course Facilitation 10

2.3.2. Engagement and Presence 10

2.3.4. Assessment and Feedback 11

Section 3: Admissions and Enrollment 11

3.1. Admissions Requirements 11
3.2. Credit Transfer Policies 13
3.3. Matriculation and Student Classification 14
3.3.1 Timeframe of Program Completion 14
3.3.2. Program Drop 14
3.3.3. Withdrawing from Courses & Refund Policy 14
3.3.4. Retaking Courses for Grade Replacement 15
3.4. ID Access and Digital Resource Activation 15
Section 4: Graduate Program Offerings 16
4.1. List of Graduate Degree Programs 16
4.2. Duration Of Studies 16
4.3. Credit Hour and Course Category Definitions 16
Section 5: Academic Policies and Procedures 17
5.1. Academic Calendar and Registration 17
5.2. Attendance and Participation (Online) 17
5.3. Assessment and Grading Policies 18
5.3.1. Rubrics 18
5.3.2. Late Submission Policy & Assessment Deadlines 18
5.3.3. Group Work 19
5.3.4. Thesis/Capstone Projects 19
5.3.5. Assessment of students with special educational needs 19
5.3.6. Petition for Incomplete with Mitigating Circumstances 20
5.3.7. Course Make-up Policy 20
5.3.8. Grading System 22
5.3.9. Changing Grades 23
5.4. GPA and Academic Standing 23
Section 6: Graduate Student Progression 24
6.1. Academic Advising Structure 24
6.2. Monitoring Student Progress (e.g., probation, CI below 3.0) 24
6.3. Graduation Requirements 24
6.4. Graduation with Distinction 25
6.5. Faculty and Trustee Approvals for Conferral 25
Section 7: Online Learning Environment 25

7.1. Learning and Teaching Approach 25
7.2. Blackboard and Learning Tools Overview 26
7.3. Technology and Connectivity Requirements 27
Section 8: Student Services and Support 29
8.1. Online Student Success Office 29
8.1.1. Academic Advising 30
8.1.2. Online Student Hub 30
8.2. Office of the Registrar 30
8.2.1. My Student Portal 30
8.2.2. Transcripts 31
8.2.3. Confidentiality 31
8.3. Academic Support (SASS, Writing and Research Help) 31
8.4. Counseling and Mental Health Resources (Virtual) 31
8.5. The Care Center for Academic Accommodations 31
8.6. Financial Assistance and Planning Office 32
8.7. The Online Library 32
8.8. Information Resources Management Department 33
8.9. Career Services & Professional Development 34
8.10. Office of Advancement and Alumni 34
Section 9: Student Responsibilities and Rights 35
9.1. Code of Conduct and Students' Rights at the Global Campus 35
9.2. Student Responsibilities at the Global Campus 36
9.3. Technology Use and Online Etiquette 37
9.3.1. Responsible Use of Technology 38
9.3.2. Online Communication Etiquette (Netiquette) 38
9.3.4. Video Conferencing Etiquette 38
9.3.5. Digital Citizenship 38
9.4. Academic Integrity and Misconduct Policy 38
9.4.1. Cheating, plagiarism and other forms of unfair practice 38
9.4.2. Turnitin Policy and Student Guidelines 39
9.4.3. Academic Misconduct and Penalties 39
9.5. Complaint and Grievance Procedures 39
9.7. Rights under GDPR and FERPA-like Policies 40

Section 10: Feedback, Evaluation, and Quality Assurance 41
10.1. Student Feedback Channels 41
10.2. Course Evaluation 41
10.3. Senior Exit Survey 41
10.4. Annual Program Review and Continuous Improvement 41
10.4.1. Purpose 42
10.4.2. Process Overview 42
Section 11: Tuition and Financial Information 43
11.1. Graduate Tuition and Fee Schedule 43
11.2. Scholarship and Financial Aid Programs 43
11.3. Payment Plan Options 44
11.3.1. Employer or Sponsor Billing 44
11.3.2. Custom Arrangements 44
11.3.3. Military and Veterans Benefits 44
11.3.4. Private Education Loans 44
Section 12: Veterans Benefits and Transition Act of 2018 – Covered Individual Policy 44
12.1 Purpose 44
12.2 Definition of a Covered Individual 45
12.3 Process to Be Considered a Covered Individual 45
12.4 Protection from Penalties Due to Delayed VA Payments 45
12.5 Continued Enrollment During VA Payment Processing 45
12.6 Student Responsibilities 45
12.7 Questions and Assistance 46
Appendices 46
A. Graduate Program Descriptions & Course Descriptions 46
MA in Learning Design & Technology 46
MS in Cybersecurity 53
MA in Data Science 62
Global Online MBA 72
B. Academic Calendar (Multi-Year View) 81
Graduate Degrees (excl. Global MBA) 81
Global MBA 82

SPRING II TERM 2025-26 82
SUMMER I TERM 2025-26 82
SUMMER II TERM 2025-26 82
C. Technology, Access, and Accessibility Guidelines 83
D. Student Code of Conduct 84
E. AUGGC List of Policies 84

Declaration

"I certify that this publication is true and correct in content and policy."

Melissa Morriss-Olson, Ph.D.
CEO, The American University of Greece Global Campus

Section 1: Welcome and Institutional Overview

1.1. Welcome Message from the CEO

Dear Student,

Welcome to the American University of Greece Global Campus (AUGGC)! I'm delighted that you've chosen to begin—or continue—your educational journey with us. You are now part of a dynamic, international learning community dedicated to helping students reach their full potential.

The Global Campus was created to meet the needs of today's learners: flexible, innovative, and rooted in academic excellence. While your studies may take place online, you are never learning by yourself. Our faculty, advisors, and support staff are here to walk with you—offering the same commitment to quality, care, and personal growth that has defined the American College of Greece for nearly 150 years.

This handbook provides key information to help you navigate your experience with confidence and clarity. Whether you're pursuing your first degree or preparing to advance your career, we're here to ensure that your experience is meaningful, supportive, and aligned with your goals.

We look forward to seeing what you accomplish.

Warm regards,
Dr. Melissa Morriss-Olson
Chief Executive Officer
AUG Global Campus

1.2. About the AUG Global Campus

The American University of Greece Global Campus (AUGGC) is the fully online arm of the American College of Greece, based in Athens. Established to serve learners worldwide, the Global Campus blends the rich heritage of American liberal education with forward-looking, career-relevant academic programs designed for flexibility, accessibility, and excellence.

Through the Global Campus, students can pursue high-quality undergraduate and graduate degrees delivered by experienced faculty and supported by a robust digital infrastructure. Programs are designed to accommodate diverse learning needs and to prepare graduates for global citizenship and professional success.

As the online face of ACG and AUG, the Global Campus is a hub for innovation and inclusive learning—offering students around the world the opportunity to learn with purpose and to lead with impact.

1.3. Mission, Vision, and Core Values

Mission
The mission of The American University of Greece Global Campus is to extend the legacy of the American College of Greece by offering transformative, globally accessible online education that blends American academic excellence with Hellenic intellectual tradition. We prepare students to lead with purpose, think critically, and act ethically in a complex and interconnected world.

Vision
To become a global leader in online higher education—one that fuses cultural depth with academic rigor, empowers diverse learners across borders, and shapes thoughtful, civically engaged leaders who drive meaningful change in their communities and professions.

Core Values

- **Academic Excellence**
  We uphold the highest standards of intellectual inquiry, critical thinking, and evidence-based learning across all programs.
- **Student-Centered Design**
  We prioritize personalized, flexible pathways that respect the individual goals, contexts, and aspirations of every learner.
- **Global Perspective**
  We foster intercultural understanding and prepare students to thrive and lead in an increasingly interconnected world.
- **Integrity and Purpose**
  We are guided by ethical principles, transparency, and a commitment to service in all that we do.
- **Civic Engagement**
  Inspired by our motto—*Not to be served, but to serve*—we equip students to make a positive impact through leadership, reflection, and responsibility.

1.3. Accreditation and Regulatory Status

The American University of Greece Global Campus is a nonprofit institution of higher education, authorized by the **Massachusetts Board of Higher Education** to offer undergraduate and graduate degrees.

AUGGC operates as an affiliated institution of the American College of Greece (ACG), which has offered educational programs in Greece since 1923. ACG has been continuously accredited by the **New England Commission of Higher Education (NECHE)** since 1981.

In 2023, AUGGC received its own institutional accreditation from NECHE, building upon the long-standing academic reputation of ACG. AUGGC is recognized as a foreign institution by the U.S. Department of Education and is committed to meeting or exceeding U.S. and international standards for online learning.

1.4. Statement of Nondiscrimination and Student Honor Pledge

Statement of Nondiscrimination

The American University of Greece Global Campus does not discriminate on the basis of legally protected traits such as race, color, gender, national origin, gender identity, sexual orientation, age, disability, marital status, military or veteran status, or any other characteristic protected by law. This policy applies to all terms and conditions of enrollment, access to programs and activities, and hiring and employment.

Student Honor Pledge

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

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

Furthermore, I pledge to only present my own work as my own and to present to AUGGC authorities, committees, faculty, staff, and students only valid and truthful documents.

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

1.5. Directory of Offices and Support Services

- The American University of Greece Global Campus +1 (857) 284-7908, info@aug.edu
- Online Student Success Office: ssc@aug.edu
- Registrar's Office: registrar@aug.edu
- Student Accounts/Tuition Payments: studentaccounts@aug.edu
- Academic Support (SASS, Writing and Research Help): sass@acg.edu
- Online Library: library@aug.edu
- IT Helpdesk: helpdesk@aug.edu
- Career Services Office: careerservices@aug.edu
- Counseling Center: counceling@acg.edu
- Care Center (learning support/academic accommodations): carecenter@acg.edu
- Office of Advancement and Alumni: alumni@acg.edu

Section 2: Academic Governance and Leadership

2.1. Academic Leadership (Deans, Chairs, Program Directors)

Academic leadership at the American University of Greece Global Campus is guided by a streamlined, collaborative structure designed to support high-quality online education while remaining closely aligned with the academic standards and resources of The American College of Greece (ACG) in Athens.

At present, the **Academic Dean** provides overall strategic and academic leadership for all programs at the Global Campus, with direct responsibility for the areas of business, technology, and leadership. The Dean reports directly to the CEO of the AUG Global Campus and works in close partnership with ACG academic leadership to ensure alignment between the Global Campus and the broader institution. The Dean also oversees program development, faculty recruitment and evaluation, curriculum quality, and academic policy compliance, while ensuring that all programs meet accreditation, regulatory, and professional standards.

Each degree program offered through the Global Campus is led by an **Academic Program Director**, who is responsible for the effective delivery and continuous improvement of their respective academic program. Academic Program Directors manage curriculum implementation, oversee faculty teaching assignments and performance, ensure academic integrity, and address student concerns. They are also expected to maintain virtual office hours, respond promptly to student and administrative inquiries, attend academic meetings, provide timely program updates, and remain engaged throughout the academic year, including summer and registration periods.

Importantly, Global Campus Program Directors collaborate closely with their counterpart Academic Program Directors at ACG Athens to maintain consistency and coherence across programs offered in both modalities. This cross-campus collaboration supports a unified academic identity while allowing for innovation and responsiveness to the unique needs of online learners.

Together, the Dean and the Academic Program Directors form the academic leadership team of the AUG Global Campus, ensuring that each program is delivered with academic rigor, student-centered care, and alignment with institutional goals

2.2. Academic Committees and Assemblies

2.2.1. Global Campus Academic Council

The **AUG Global Campus Academic Council** serves as the primary academic advisory and decision-making body for the American University of Greece Global Campus. The Council is chaired by the CEO and includes the Academic Dean and all Global Campus Program Directors as standing members.

The purpose of the AUGGC Academic Council is to ensure coherence and alignment across academic programs, uphold academic standards, and guide the continued development of the AUGGC curriculum. Meeting monthly via video conference, the Council provides a collaborative forum to address matters related to:

- Curriculum development and review
- Academic policy and standards
- Program assessment and quality assurance
- Faculty recruitment and evaluation
- Student academic support and success strategies
- Coordination with ACG Athens academic counterparts

Functioning in a collaborative and consultative capacity, the Council formulates recommendations and, when appropriate, makes decisions that are implemented across AUGGC. All discussions and outcomes are formally recorded and tracked to ensure transparency, accountability, and alignment with institutional goals.

As AUGGC evolves, the Academic Council will also play a key role in shaping the long-term academic vision, supporting innovation in online learning, and ensuring compliance with accreditation standards and regulatory requirements.

2.2.2. Program Area Meetings

In addition to the Academic Council, **Program Area Meetings** may be convened by the Academic Dean or Academic Program Directors as needed to address program-specific topics, including:

- Curriculum and course updates
- Faculty teaching assignments and performance
- Student feedback and support
- Assessment results and improvement planning

These meetings are typically held at the discretion of the Academic Program Director and serve as an additional mechanism for targeted communication, collaboration, and continuous improvement within specific academic programs.

2.3. Faculty Responsibilities in Online Graduate Education

Faculty in AUG Global Campus are committed to delivering a rigorous, supportive, and engaging learning experience across our fully asynchronous graduate programs. Given the unique structure of online education, faculty play a vital role in shaping the learning environment, promoting student success, and maintaining academic quality.

2.3.1. Instruction and Course Facilitation

Faculty are responsible for:

- **Creating and maintaining a well-organized, accessible course site**, including up-to-date syllabi, clear assignment instructions, and grading criteria.
- **Helping students connect course material to real-world issues** and professional practice in ways that may not be captured by course content.
- **Posting regular course communications**, such as weekly overviews and reminders, to help students stay on track.
- **Offering guidance** that promotes independent thinking and deeper engagement with course content.
- **Responding to student inquiries in a timely manner**, typically within 48 hours.
- **Monitoring student participation and progress and** proactively reaching out to support those who may need additional guidance.

2.3.2. Engagement and Presence

To foster a connected and meaningful learning experience, faculty are expected to:

- **Participate consistently in course discussions and activities**, encouraging critical thinking and interaction.
- **Provide personalized, constructive feedback** that supports academic growth.

- **Encourage an inclusive and respectful learning environment** where students feel welcomed and valued.

2.3.4. Assessment and Feedback

Each AUG Global Campus course includes **two summative assessments**. Faculty are expected to:

- **Communicate expectations, timelines, and grading standards clearly** for all assessments.
- **Provide timely and meaningful feedback** to support student learning and academic development.
- **Promote academic integrity** through fair evaluation and clear guidance on original work

Section 3: Admissions and Enrollment

3.1. Admissions Requirements

At the American University of Greece Global Campus, we consider a student's *lived experience*. The admissions requirements below are guidelines.

The minimum graduate admission requirements are:

1. A bachelor's degree in any discipline from an accredited institution with an average G.P.A. of 3.0 or better.

a. Applicants who do not meet the minimum criteria may be admitted to the program on conditional status if the institution perceives other strengths in their application (e.g., strong research or relevant work experience, or other outstanding achievements during the applicants' undergraduate experience).

2. Motivation to undertake graduate-level study and work to also be determined by:

a. Two recommender's contact information

b. A personal statement of approx. 500 words submitted with the application form

c. An interview is optional and under the discretion of the Admissions Committee

3. English Proficiency Requirement for Admission

The American University of Greece Global Campus delivers all programs in English. To ensure student success in an online learning environment, applicants whose primary language is not English must demonstrate English proficiency through one of the following pathways:

A) Standardized English Language Tests

Applicants may submit official test scores meeting or exceeding the following minimum requirements:

- TOEFL iBT: 87

- IELTS Academic: 6.5
- Duolingo English Test: 125
- PTE Academic: 59
- Cambridge/Michigan/MSU English: Proficiency

Official test scores must be no more than two years old.

B) Previous Education in English

Applicants may be exempt from submitting test scores if they have completed:

- A **bachelor's degree** (or equivalent) from an accredited institution where English was the primary language of instruction.
- At least **two years of full-time secondary or postsecondary education** in an English-speaking country or an institution where English is the primary language of instruction.

Applicants must provide official transcripts and, if necessary, documentation from the institution confirming English as the language of instruction.

C) Workplace Experience in an English-Speaking Environment

Applicants who have worked in an English-speaking professional setting for **three or more years** may submit:

- A letter from their employer verifying their role and confirming English proficiency in professional communication.
- A resume highlighting English-language experience in professional settings.
- A personal statement describing how they have used English in their work and daily interactions.

Additional Considerations:

- AUG Global Campus reserves the right to request an interview to further assess English proficiency.
- Certain graduate programs may have additional admissions requirements such as basic python skills, basic math skills etc. Program-specific admission requirements are listed on each program's page.
- Applicants who have completed international curricula such as the **International Baccalaureate (IB)** or **British A-Levels** in English may also qualify for an exemption.
- For applicants who do not meet the minimum scores but are close, a case-by-case review may be conducted, particularly for those with strong academic backgrounds.

4. Identification in the form of: Birth Certificate or Passport (to determine scholarship level where applicable)

5. Completed online application

Note: The American University of Greece Global Campus is not eligible for the United States of America Federal Aid.

3.2. Credit Transfer Policies

To ensure consistency across programs while supporting academic integrity and student mobility, the following policy applies to all graduate programs offered through the AUG Global Campus:

Transfer Credit Limit

A maximum of 6 graduate credits may be accepted for transfer into an AUGGC graduate program. Exceptions may be considered for programs with more than 36 credits in total.

Eligibility and Conditions

- Courses must have been completed at a regionally accredited or internationally recognized institution at the graduate level.
- A minimum grade of B (3.0 GPA on a 4.0 scale) must have been earned in each course.
- Courses must be equivalent in content, credit hours, and learning outcomes to the courses offered in the respective AUGGC program.
- Courses must have been completed within the last five years from the date of enrollment in the AUGGC program.
- Final approval is determined by the Academic Program Director, in consultation with the lead faculty or instructor for the corresponding AUGGC course. There is no application fee.
- No grades will appear on the AUGGC transcript for transferred courses, and these courses will not be included in the student's Cumulative CI calculation.

Process for Credit Transfer Requests

Graduate applicants who have commenced their studies at another higher education institution and now intend to pursue a degree at AUGGC are required to submit the following:

- Completed credit transfer request form at the time of admission or no later than the end of their first term of enrollment, along with any documentation (if requested) by the Academic Program Director to evaluate the course being transferred
- Meet all admissions requirements of the AUGGC program in which they transfer

Evaluation of Transfer Credits

The transfer credit evaluation process begins immediately after the registration of the student and only upon submission of official transcripts along with course syllabi or detailed course descriptions from the official publications of the previous higher education institution of the

student. Course syllabi or detailed course descriptions may be required for evaluation of prior academic work completed at a different higher education institution by the student.

All documents submitted in a language other than English or Greek must be accompanied by certified translations in English or Greek and must be submitted to the Registrar's Office before the end of the first term attended by the student. The Registrar's Office will confirm the approval of a credit transfer request via email.

3.3. Matriculation and Student Classification

Students who plan to withdraw from their graduate program for a period of time (study break) may apply to the Registrar's Office for maintenance of matriculation by completing and submitting the appropriate form. Students should seek a consultation with their Student Success Coordinator to understand the implications of the study break to their duration of studies, prior to submitting study break requests. All requests must be approved by the Academic Program Director. Students who have been granted maintenance of matriculation must follow the degree program in effect at the time of their return.

3.3.1 Timeframe of Program Completion

All AUGGC graduate programs indicate the maximum duration of completion of studies when a full-time study mode is selected. Students have the flexibility to complete their studies without a defined maximum number of years.

3.3.2. Program Drop

To completely drop from their program, students must contact their Student Success Coordinator and complete the relevant program drop form; otherwise, they will receive the grade "F" in all courses they have registered for in the specific term. All program drop requests are handled centrally by the Registrar's Office.

3.3.3. Withdrawing from Courses & Refund Policy

Students may withdraw from any or all their courses within the specified withdrawal deadlines, as announced in the annual academic calendar or consulted by their Student Success Coordinator.

Students who wish to withdraw from courses must fill out the appropriate course withdrawal form through contacting their Student Success Coordinator at ssc@aug.edu. All course withdrawal requests are handled centrally by the Registrar's Office. A student will receive the grade "W" (Withdrawal) for courses dropped.

Fees are refundable to students who officially withdraw from courses for whatever reason according to the deadlines and refund rates specified in the table below.

AUGGC reserves the right to alter academic programs, policies and procedures, regulations and tuition and fees throughout the year, as the need arises.

Tuition Refund and Grading Policy for 13-Week Courses

Withdrawal Timeframe	Refund Percentage
Prior to course start	100%
Week 1–2 (Days 1–14)	100%
Week 3 (Days 15–21)	75%
Week 4 (Days 22–28)	50%
Week 5 (Days 29–35)	25%
Week 6 and beyond (Day 36+)	0%

Withdrawal and Grading Policy

Withdrawal Timing	Grade Notation
Weeks 1–12	W (Withdrawn, no GPA impact)
Week 13 or after final assessment	Grade earned (A–F); no withdrawal permitted

Final deadline to request a W: End of Week 12

Note: Students must speak with their online Student Success Coordinator to formally initiate withdrawal after Week 7, to ensure they understand the academic and financial implications. Refunds apply to tuition charges only. Fees (e.g., technology fee) are non-refundable once the course begins.

3.3.4. Retaking Courses for Grade Replacement

Graduate students may repeat/retake a course for either grade replacement or after failing a course, by submitting a written request to the Student Success Coordinator.

After retaking a course, the repeat grade will replace the original one. The original grade, accompanied by the letter R, and the replacement grade will both appear on the student transcript, but only the replacement grade will be counted in computing the cumulative index.

Grade replacement for grade improvement: Students may retake up to two courses (max 6 credits) for grade replacement in their degree.

Grade after retaking a course following a Fail grade: Students may retake no more than 2 courses or a maximum of 6 credits for grade replacement in their degree, following a Fail grade.

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

3.4. ID Access and Digital Resource Activation

Incoming graduate students obtain an AUGGC student ID and digital credentials from the IRM Department when they enroll in their first course at an AUGGC program. Using their digital credentials, students can log in and access all AUGGC online resources, including their Virtual Learning Environment (Blackboard), library resources, and the web portal, where, indicatively, but

not limited to, they may register for courses during registration periods and view their grades or download academic progress reports (e.g. unofficial transcripts).

Section 4: Graduate Program Offerings

4.1. List of Graduate Degree Programs

In its inaugural year, AUGGC offers the MA in Learning Design & Technology.

A detailed description of each program with the respective course catalogue can be found in **Appendix A.**

4.2. Duration Of Studies

The duration of AUGGC's graduate program varies as per the Program Descriptions of each graduate program (Appendix A).

In the event of modifications to degree requirements during a student's course of study, the student has the right to choose either to complete the requirements in place at the time of their initial admission or to follow any subsequent set of requirements implemented before their graduation, provided that all prescribed conditions for the specific degree are met.

Students must comply with all applicable course prerequisites. They can stay informed about current prerequisite and co-requisite course requirements by consulting the most recent online AUGGC Course Catalog on an annual basis, at their student portal MyAUG on https://campusweb.aug.edu/ICS/ .

Students who re-enroll after an interruption in their studies are required to follow the degree requirements in effect at the time of their re-enrollment.

4.3. Credit Hour and Course Category Definitions

Graduate courses offered at AUGGC are characterized as required "core" courses or elective courses.

Students receive academic credit for the achievement of the learning outcomes of a course. A credit value, specified in terms of the number of credits, is assigned to each course. Notional learning time is defined as the reasonable measure of the time it would take a learner, adequately supported, to achieve the learning outcome of the activity; it includes instructional hours, and the time spent in assessment and independent study.

In the US system, one (1) credit hour is roughly equivalent to one (1) hour of instruction per week for thirteen (13) weeks (or about 780 minutes). Most courses carry three (3) credit hours. Some courses, however, may require additional work, such as laboratory sessions, tutorials, internships, recitation sessions, or field trips.

Section 5: Academic Policies and Procedures

5.1. Academic Calendar and Registration

AUGGC graduate programs follow a tri-mester system, which involves three terms per academic year: **Fall, Winter, Spring**. Each term consists of a 13-week period where students can take 3-4 courses per term, depending on their program of study.

New students register during the week before classes begin, while continuing students register during the official registration week of each term, as announced on the annual academic calendar and communicated to students through the Online Student Success Office. Registration is conducted by the Registrar's Office.

5.2. Attendance and Participation (Online)

At AUG Global Campus, our fully asynchronous courses are designed to provide flexibility without sacrificing structure, support, or academic integrity. While students are not required to be online at specific times, active weekly participation is strongly encouraged and academically significant.

In online education, "attendance" is measured not by presence in a physical or virtual classroom, but by **r**egular engagement with course materials and completion of weekly learning activities. This includes:

- Viewing or reading assigned content
- Participating in discussions or collaborative exercises
- Completing engagement tasks and knowledge checks
- Submitting assignments and assessments on time

Each course follows a structured 13-week timeline, including teaching and assessments. Although some weekly activities are labeled "optional," student participation directly impacts their performance:

- A certain percentage - as described under each program's course description on Blackboard - defines the impact of weekly activities to the final course grade. Skipping weekly activities may reduce the students' overall grade and weaken their preparation for the mandatory assessments.
- Active weekly engagement reinforces understanding, builds confidence, and helps students stay on track in a self-paced environment.
- Participation also allows instructors to identify and support students who may be facing challenges.

In this realm,

- Students are expected to engage with course content and activities each week during the 13-week term of a course.
- While deadlines are designed to be flexible (with the exception of summative assessment deadlines), they should aim to complete activities during the designated week/deadline to maintain steady progress.
- Students are responsible for tracking their own participation and for staying up to date with course announcements and timelines.
- If they encounter circumstances that may affect their ability to participate, students are encouraged to communicate with their instructor as early as possible.

Irregular Participation may incur significant consequences:

- Lack of consistent engagement may result in lower overall grades due to missed formative opportunities and unearned activity points.
- Falling behind can make the required summative assessments more difficult, as weekly tasks are designed to build the necessary skills and knowledge.
- Instructors may reach out to offer support, but students are ultimately responsible for maintaining their academic momentum.

At courses that follow a structured 8-week timeline, including 1 week of assessments, the weekly learning routine and assessment follow the same “Discovery, Engagement, and Consolidation” learning methodology with some adjustments to the assessment percentages, depending on each course’s deliverables.

5.3. Assessment and Grading Policies

5.3.1. Rubrics

Although courses may employ assessment instruments which perform a diagnostic or formative function, credit for the completion of a course can only be obtained on the basis of one or more summative assessments. A summative assessment provides a measure of the extent to which a student has achieved the intended learning outcomes of a course.

The assessment of the academic performance of students requires a judgment of the quality of their work. In all cases, this assessment must be governed by criteria that are explicit and communicated to students. Faculty have developed rubrics for the assessment of students, and it is the responsibility of the Academic Program Directors to ensure that these rubrics are consistent with the program specifications.

Where a course is wholly or partly assessed by coursework, the submission date and method of submission will be clearly stated on the Course information on Blackboard.

Student responsibilities:

- Keep a record of work,
- Keep copies of all assignments,
- Ensure work is handed in within the deadlines.

Each piece of summative assessment will receive a mark and feedback. The method and form of feedback for each course will depend on the assessment method.

Each course syllabus provides specific guidelines on the turnaround for feedback and marking.

5.3.2. Late Submission Policy & Assessment Deadlines

Students are required to submit coursework via the designated submission method (e.g. Turnitin), as per the instructor’s instructions, by the deadlines set in the course syllabus. As a general rule, extensions will not be given casually, but only under extremely serious circumstances. Students are responsible for petitioning for extensions on coursework deadlines from instructors in writing (via e-mail) at least one week ahead of the deadline. Reasons for requesting extensions should be clearly substantiated and verified in the written request (with official documents, if applicable).

If an extension has not been agreed by the instructor and the coursework is submitted late, the following will normally apply:

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

5.3.3. Group Work

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

5.3.4. Thesis/Capstone Projects

The successful completion of the Thesis/Capstone project is a core requirement for a graduate degree. Graduate students are required to register for their Thesis/Capstone project similarly to all other courses. Students are assigned with a supervisor and/or a committee at the beginning of the term they registered for, based on their topic. The final Thesis/Capstone draft is submitted to the supervisor according to the process, regulations, and deadlines described in the Thesis handbook or Capstone syllabus of the respective program. Some graduate degrees like the MA in Learning Design and Technology may require that Theses/Capstone projects, once completed, have to be orally defended to a panel consisting of faculty and, where relevant, practitioners. Students are required to pass both the written component and the oral defense (where applicable) in order to receive credit for this course.

Thesis/Capstone projects follow as any course a specific syllabus, where required deliverables and timelines are described depending on the program of study. Students must consult their course syllabus for more information.

5.3.5. Assessment of students with special educational needs

AUGGC makes special arrangements for the examination or assessment of students with disabilities or learning differences. These arrangements must be approved in advance of the first assessment to which they will apply.

Students are responsible for notifying the Office of Student Success and the Registrar of any disabilities and learning differences and for submitting the necessary supporting documentation. The relevant Offices will pass the information on to the Care Center and review each student case individually. The Care Center will decide on the action to be taken to accommodate a student with disabilities and learning differences, having ensured that there has been full consultation with

faculty in the department(s) responsible for the assessment of that student. Alternative methods of assessment may be suggested by the Care Center in consultation with the instructor.

5.3.6. Petition for Incomplete with Mitigating Circumstances

In the event that students are experiencing problems which are adversely affecting their ability to study (called 'mitigating circumstances'), they can apply providing some form of evidence of the circumstances to verify their request.

Examples of acceptable extenuating circumstances include:

- Bereavement,
- Illness,
- Hospitalization,
- Transport cancellation, where this may be evidenced,
- Court attendance,
- Serious family illness where the impact on the ability of the student to undertake assessment may be demonstrated,
- Accident.

Students may petition for an Incomplete if they have not fulfilled course requirements (i.e. mid-term or final assessment), due to mitigating circumstances beyond their control. Where a petition is approved by the respective Academic Program Director, the student must fulfil the course requirements, as agreed, by a date no later than the end of the following term. If the student has not fulfilled these requirements by the due date, the incomplete automatically becomes a final F (fail).

If the Incomplete request refers to a course that is a pre-requisite for a consequent term's course, the student must seek academic advising to determine if he /she can proceed with registration to the consequent term's course.

The petition for an Incomplete must be submitted latest 48 hours after the initial course assessment deadline, justifying the absence from the assessment and any subsequent delay in the submission of the petition. It is the responsibility of the student to acquire the necessary approval by the Academic Program Director, after providing sufficient evidence for the petition. The petition for incomplete can be made either before the date of submission when the cause of not completing the project has first appeared or latest 48 hours after submission deadline.

5.3.7. Course Make-up Policy

If a student does not fulfill the summative assessment requirement any course and does not have an approved petition for Incomplete, the student automatically receives a F grade (Fail) for the course and should take the make-up assessments offered for that course.

There will be only one make-up assessment offered per course. It is the responsibility of the student to make every effort to take the assessment, as scheduled by their respective course

schedule. Failure to participate in the scheduled assessment will automatically result in a final F grade for the course.

Finally, in cases where a student received an approved petition for Incomplete, and failed the assessment, he/she is entitled for a make-up assessment.

In cases that a student receives a Final F, he/she must re-register for the course whenever it is offered and pay the respective fees.

5.3.8. Grading System

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

Grade Descriptors	GR Letter Grade	GR Point Grade	New Grade Scale
Excellent: Superior performance; a high level of critical analysis and evaluation; incisive and original; exceptionally well researched; high quality presentation; exceptional clarity of ideas; excellent coherence and logic. Trivial or very minor errors.	**A**	4	95-100
Very Good: Very good performance; a very good level of critical analysis and evaluation; significant originality; well researched; clarity of ideas, thoughtful and effective presentation; very coherent and logical; minor errors only.			
A- The student skillfully connects his or her analysis to a large number of varied and highly relevant sources.	**A-**	3.7	90-94
B+ The student skillfully connects his or her analysis to a limited number or variety of highly relevant sources.	**B+**	3.5	86-89
Good: A good performance; a good level of critical analysis and evaluation; some evidence of originality; reasonably well researched; ideas generally clear and coherent; some but not significant weaknesses.	**B**	3	80-85
Satisfactory: Satisfactory performance -- at least passable; acceptable level of critical analysis and evaluation; little evidence of originality; adequately researched; ideas fairly clear and coherent though with some significant weaknesses.			
C+ The student connects his or her analysis to a limited number or variety of sources.	**C+**	2.5	76-79
C The student connects his or her analysis to a limited number and limited variety of sources	**C**	2	70-75
Fail: Clearly below the pass standard; lacking substance, knowledge and understanding; ideas confused and incoherent; fundamental weaknesses in most areas. Fails to meet the Learning Outcomes.	**F**	0	<70

Letter grades:

F (Failure): The grade of F is computed in the grade-point average (GPA) and in the cumulative index (CI). A student may receive credit for a failed course only by retaking and successfully passing that course at AUGGC.

E (Credits earned by examination): Through Waiver Examinations.

R (Course Retake for Failing Grade Replacement): The grade replacement policy allows students to retake courses at AUGGC for change of failing grade. Students may replace an F grade in a course by repeating and passing the same course. The maximum number of retakes is two courses. When students retake a course due to an F, they are required to submit and be assessed on new assessments not used the previous time(s) they took the course. **Grade replacement for grade improvement:** Students may retake up to two courses (max 6 credits) for grade replacement in their degree.

MC (Mitigating Circumstances): Mitigating Circumstances

NC (Non-Credit): The designation NC indicates that the course was not taken for credit. The same course cannot be retaken for credit.

NR (Non-Report): The designation NR is automatically recorded in the event final grades are not submitted by the specified deadline. The NR is automatically removed as soon as the grade is submitted by the faculty.

W (Withdrawal): A W grade indicates that a student withdrew from a course by the date specified in the academic calendar. No credit is granted.

IN (Incomplete)

The grade of Incomplete indicates that any part of a summative assessment has not been completed by the course assessment deadline. Incomplete grades must be completed before the end of the subsequent semester and will convert to a grade of “F” if not resolved by the deadline. Students should consult the Academic Calendar for specific deadline dates.

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

5.3.9. Changing Grades

A grade may be changed only at the instructor’s request and with the approval of the AUGGC Dean. A grade can be changed only if a “clerical or procedural error” can be documented. No such request may be based on the student’s performance subsequent to the completion of the course with the exception of Incomplete or In Progress. Requests for a change of grade are accepted only if submitted by the course instructor, with the approval of the Dean, during the term following the one in which the incorrect grade was recorded.

5.4. GPA and Academic Standing

In the US system of education, a grade point average (GPA) is determined for each student at the end of each semester. The cumulative index (CI) is the average of all the grades of all semesters of study. Both averages are computed by multiplying the number of credit hours for each course by the quality point equivalent of the letter grade. The quality points earned for each

course are then added, and the sum is divided by the total number of credit hours. The credits for a course in which an F is received are included in the divisor, but no quality points are earned. Course credits by transfer are excluded from compilation of the CI at the AUGGC Grades reported as MC, NR, S, U, R, and NC are not computed in the average. When the MC or NR is removed, the new grade is then included in the average of the term in which the course was taken.

Section 6: Graduate Student Progression

6.1. Academic Advising Structure

All students have access to a dedicated Student Success Coordinator (SSC) who is their point of contact for any query related to their online program experience.

Each program is also supervised by an Academic Program Director, who is a faculty member that acts as the Academic Advisor for the program's students. When the SSC escalates requests that require further approval by the Academic Program Director or when the students' progress requires guidance, the Academic Program Director will consult students accordingly through one-to-one meetings. Advising meetings usually take place during the period before registration but can be requested at any point during the program.

Neither of those advisors make decisions on behalf of students; their role is to support and advise the students on matters relating to their studies. Request for academic advising can be put forward to the SSC or requested directly to the Academic Program Director.

6.2. Monitoring Student Progress (e.g., probation, CI below 3.0)

Satisfactory academic progress (SAP) is evaluated at the end of each trimester. Graduate students who do not meet SAP will be notified of this in writing by email. Graduate students are considered to be in good academic standing provided that their cumulative grade point average is at least 3.0 ("B" average). Any student whose overall CI falls below a "B" average during any term will be placed on an academic probation for the next nine credit hours of course work. If, after completion of the ninth hour of credit, the student's overall CI is still below 3.0, the student will receive notification of dismissal from their graduate program.

Students who receive financial aid where a satisfactory academic performance requirement is applied (e.g. merit-based scholarships) and have received a warning for low SAP, will lose their eligibility for any financial aid for the next term unless by the end of the probation period they meet the CI requirement. Students who have successively met the academic standing requirements for the following term will have the financial aid warning status removed.

6.3. Graduation Requirements

When students reach their last period of study at AUGGC, they must apply for graduation through the Online Student Success Office. Deadlines for the submission of applications for graduation are announced in advance by the Registrar's Office, and the Student Success Coordinator is the point of contact to answer any related queries.

An application for graduation, not submitted by the announced deadline, will be considered for the next graduation date.

In order to graduate, students must:

- Complete satisfactorily the total number of credits and all other requirements set in their program,
- Attain a minimum cumulative index (CI) of “B” (3.00),
- Settle any outstanding balance of their student account

6.4. Graduation with Distinction

The Highest Achievement Award is given to the graduate student who has achieved the highest cumulative index upon graduation.

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

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

6.5. Faculty and Trustee Approvals for Conferral

The AUGGC Dean and the Academic Program Directors evaluate the records of prospective graduates, and the Office of the Registrar confirms the completion of graduation requirements.

An official list of prospective graduates, as certified by the Registrar, is then presented to the faculty for approval. The faculty recommendation to graduate students certified by the Registrar is obtained by a simple majority vote.

Although degrees are granted only once a year, a student who has been recommended by the faculty for graduation may obtain a certificate signed by the Registrar confirming completion of graduation requirements.

The President of the American College of Greece presents the faculty recommendation for graduation to the Board of Trustees for approval. The trustees’ approval of the faculty recommendation for graduation gives the President the authority to confer the degrees.

Section 7: Online Learning Environment

7.1. Learning and Teaching Approach

At AUG Global Campus, our approach to learning and teaching is designed to support the success of busy, self-directed graduate students participating in a fully asynchronous online environment. We believe that flexibility, structure, and active engagement are key to meaningful and lasting learning—no matter where or when someone studies.

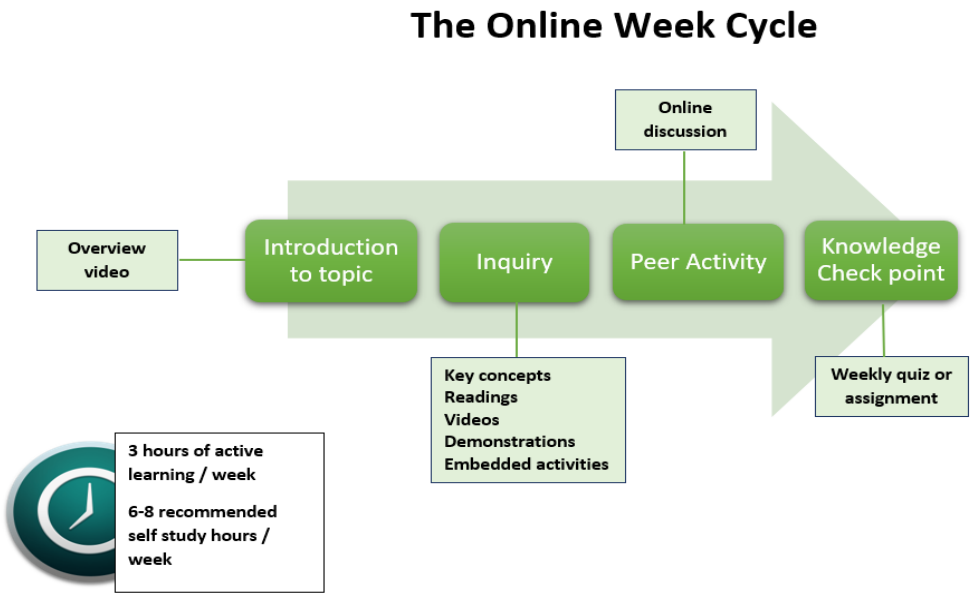
All graduate AUG Global Campus courses follow a consistent **13-week structure.**

The MA in Learning Design and Technology requires overall, a total of 390 asynchronous and 80 optional synchronous active learning hours (1 contact hour = 60 minutes). On average,

students should estimate approximately 6-8 hours of self-study per week/per course outside active learning engagement.

Courses are delivered over the standard 12-week term (with a final exam or coursework submission in week 13). Faculty design and deliver content, evaluate student work, provide feedback on weekly formative activities, and grade final assessments. During the 12-week period, students are guided in their study through narratives which are enhanced with media resources and learning activities. Additionally, courses offer an optional, integrated synchronous component, which is typically scheduled on weekdays (evenings).

Each week of online asynchronous delivery follows a certain learning routine/cycle, shown below. During this cycle, students are presented with learning content that comprises a curation of academic principles, media resources, tech demonstrations, and learning activities. During each week, students are expected to engage in a co-learning activity by actively participating in a discussion (i.e., peer challenge or group activity) related to the week's key concepts. The end of the week may involve a graded quiz or assignment which enables students to self-assess their knowledge.



Although the students' learning journey is primarily guided through a carefully designed asynchronous spine, the programs also integrate synchronous delivery in the underlying learning process. Over four (4) optional, synchronous sessions, each lasting up to two hours and scheduled in weeks 2, 5, 8, and 11, students engage with faculty and occasional guest speakers to reinforce their understanding and application of course theories, concepts, and technologies.

7.2. Blackboard and Learning Tools Overview

At AUG Global Campus, we harness the power of advanced digital technologies to deliver a high-impact, flexible, and student-centered learning experience. Our online environment is designed to support each student's academic progress while connecting them with essential resources, tools, and communities across our global campus.

Blackboard Ultra is the central platform through which students access their entire academic experience at AUG Global Campus. It serves as their gateway to learning, resources, and support, bringing together everything they need in one intuitive, mobile-responsive environment.

Through Blackboard Ultra, students can:

- Access course content and experience AUGGC's learning experience
- Access student success resources (i.e. student hub, orientation resources), program-wide resources, communications
- Stay tuned with academic policies and institutional updates

Our courses are built using **interactive digital tools** that allow for rich, immersive learning experiences. These technologies support everything from scenario-based activities to multimedia content and adaptive learning pathways—allowing students to explore complex topics in depth and at their own pace.

To foster engagement and collaboration in an asynchronous environment, we integrate technologies that enable:

- Peer-to-peer interaction and collaborative assignments
- Reflective and discussion-based learning activities
- Multimedia presentations and interactive feedback mechanisms
- Digital whiteboards, polls, and low-stakes knowledge checks

These tools are carefully selected to enhance the students' sense of connection, build confidence, and support their academic growth across diverse learning tasks.

As part of their learning experience, students have access to extensive digital academic libraries (such as Perlego), offering a wide range of textbooks, research articles, and reference materials. These platforms ensure equitable, 24/7 access to key resources, no matter where they are studying from.

AUG Global Campus is committed to the **thoughtful integration of artificial intelligence and emerging digital tools** to support both course design and student learning. These include:

- AI-assisted content creation to enhance engagement
- Personalized feedback mechanisms and self-assessment tools
- Automated communication and guidance to support students' learning path

Our use of AI is focused on improving the **quality, personalization, and responsiveness** of the learning journey—while always prioritizing human oversight and academic integrity.

7.3. Technology and Connectivity Requirements

To succeed in their studies at AUG Global Campus, it is essential that students have access to a reliable and up-to-date technology setup. As a fully online, asynchronous learning environment, digital tools serve as student classroom, library, and communication hub. Ensuring students' equipment meets minimum requirements will support a smooth, uninterrupted learning experience.

Whether students are enrolled in an undergraduate or graduate program, they will need:

- **A personal computer or laptop** with a modern operating system (Windows, macOS, or Linux) capable of handling multimedia content, web-based platforms, and productivity tools.

- **A stable, high-speed internet connection** to support video streaming, interactive activities, and timely submission of assignments.
- **Built-in or external microphone and camera** for occasional virtual interactions, presentations, or video-based assignments.
- **Sufficient memory and storage**, ideally solid-state drives (SSD), to ensure fast performance, especially when working with data-heavy files or media content.
- **Updated security software** and regular system maintenance to ensure a safe and efficient online learning environment.

The primary gateway to courses and resources is **Blackboard Ultra**, the learning management system used across all programs. To fully access and benefit from course content and features, student devices should be compatible with the latest web browsers and meet basic system requirements for video playback, document handling, and real-time interaction. The suggested web browsers for Blackboard Ultra use are the Mozilla Firefox, Google Chrome and Safari latest versions. Further detailing of "Technology and Connectivity Requirements" will be offered to students upon their registration to their program of study.

Depending on their program, students may encounter:

- **Interactive simulations, video-based learning, and multimedia assignments**, which require adequate processing power and graphics capabilities.
- **Collaborative and cloud-based tools**, for group work, feedback activities, or real-time discussions.
- **AI-enhanced resources and platforms**, including personalized learning paths, automated feedback systems, and video content supported by synthetic media technologies.

For specialized programs such as **Data Science**, **Cybersecurity**, or **Learning Design and Technology**, additional computing power and memory may be necessary to support software tools and advanced data processing.

Specific **minimum and recommended technology specifications by program** are provided in the tables below. Students are responsible for ensuring that their devices meet or exceed these requirements before beginning their studies.

MA Learning Design and Technology

Requirements for Windows

	Minimum	**Recommended**
CPU	Intel® 6th Generation or newer CPU – or AMD Ryzen™ 1000 Series or newer CPU	Intel® 11th Gen or newer CPU with Quick Sync – or AMD Ryzen™ 3000 Series / Threadripper 3000 series or newer CPU
RAM	8GB	16 GB of RAM for HD media 32 GB or more for 4K and higher
Storage	500GB SSD	500GB SSD
Display	1920 x 1080	1920 x 1080 or greater
Graphics	2GB	8GB

Operating System	Windows 10 64-bit or later	Windows 10 64-bit or later
Extras	1 USB 2.0 or 3.0 Port Microphone Camera	1 USB 2.0 or 3.0 Port Microphone Camera

Requirements for Mac

	Minimum	**Recommended**
CPU	Intel® 6th Generation or newer CPU	Apple silicon M1 Pro, M1 Max, M1 Ultra or newer
	Advanced Vector Extensions 2 (AVX2) Support required	
RAM	8GB	Apple silicon: 16 GB of unified memory
Storage	500GB SSD	500GB SSD
Display	1920 x 1080	1920 x 1080 or greater
Graphics	2GB	8GB
Operating System	macOS Monterey (version 12) or later	macOS Monterey (version 12) or later
Extras	1 USB 2.0 or 3.0 Port Microphone Camera	1 USB 2.0 or 3.0 Port Microphone Camera

Section 8: Student Services and Support

8.1. Online Student Success Office

The Online Student Success Office supports students by offering comprehensive services in all aspects of student affairs, to ensure students' success and welfare during their studies at AUGGC. Any matters concerning the academic program experience is handled by a dedicated Student Success Coordinator (SSC) to provide students with consistent, high-quality services virtually, from enrolment to graduation.

The SSC is dedicated to supporting online students, throughout their studies and to ensure that the right level of proactive encouragement, resolution and academic advising is provided. The SSC is the main point of contact for any matter related to an online student's journey, and is in regular communication with online students, to ensure program participation, learning and progress towards graduation as well as timely resolution of student requests. The SSC is able to advise or signpost to corresponding departments at AUGGC for enquiries related to course

registration, student records, obtaining any student forms, course scheduling queries, submitting graduation forms, obtaining academic transcripts, requesting academic advising or any other student life matter related to their online experience. Online students may contact their SSC via email at ssc@aug.edu

8.1.1. Academic Advising

The Academic Director of each graduate Program acts as the academic advisor for the respective program's students. Good academic advising is a vital part of the learning process and an integral part of the basic teaching function of AUGGC.

Academic Advising gives students the opportunity to become acquainted with the academic rules and regulations of AUGGC an provides specific aid to students in planning their studies to meet their personal and professional goals.

Individual advising meetings with the Academic Program Director can be requested at any time during the program's duration and usually are mostly on demand in the period before course registration.

8.1.2. Online Student Hub

AUGGC online programs offer access to an online Student Hub on Blackboard. The student hub constitutes an important part of the academic learning journey as it offers an online orientation module, that must be attended by all new students, to ensure a smooth online learning experience and onboarding to the main institutional processes and program procedures. The Student Hub is an online one-stop-shop for any information related to a student's program including key contacts, academic regulations, self-help resolution resources, IT and library access as well as information on any student support services.

8.2. Office of the Registrar

The Office of the Registrar is principally responsible for all aspects of the registration process, including the preparation of schedule material, demographic updates, registration, scheduling, issuance of certificates and transcripts, and processing of student grades. Students become officially registered through the Registrar's office to their respective courses and can view their courses and other information on their student portal myAUG, https://campusweb.aug.edu/ICS/

The Office of the Registrar can be reached at **registrar@aug.edu**

8.2.1. My Student Portal

The student portal is a student services system that allows students to register for their courses, access their grades, and request unofficial transcripts, as well as access important forms.

MyAUG
https://campusweb.aug.edu/ICS/
access with network credentials

Students can reach out to their Student Success Coordinator, to seek guidance about any procedures or consult their Student Hub and/or Student Handbook.

8.2.2. Transcripts

At any time during the course of their studies at AUGGC or after withdrawal or graduation, students, active or not, may request transcripts of their records from the Office of the Registrar. Each transcript is a copy of the student's complete record, and requests for partial records will be denied. When the transcript is given directly to the student or, at the student's request, to another person, it is labeled "Unofficial". An "Official Transcript of Record" is sent directly to schools or other authorities only at the student's request and is not issued to the student.

8.2.3. Confidentiality

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

8.3. Academic Support (SASS, Writing and Research Help)

Student Academic Support Services (SASS) offers peer-supported academic services vital to the educational experience of AUG Global Campus students. Through on-demand one-to-one online sessions, SASS learning facilitators support skills development for students across all AUGGC programs. Through a learner-centered, non-instructional approach, facilitators promote individual development and respond to the needs of each student. Interested students have to schedule a specific appointment. For more information, you may reach out to sass@acg.edu.

8.4. Counseling and Mental Health Resources (Virtual)

The Counseling Center of The American University of Greece offers a broad range of online psychological services available to currently enrolled students. Our virtual services are designed to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transitions of university life. We also aim to assist faculty and staff in functioning more effectively in their work with students.

The services provided include remote assessment of various psychological and interpersonal difficulties and online interventions to help students manage these challenges. Services are delivered via secure video platforms by graduate psychology students in practicum, under the supervision of clinical psychology faculty.

Problems typically presented by students include, but are not limited to, the following: emotional issues such as depression, anxiety, and intense fears; social difficulties, including peer interaction challenges, aggression, and social withdrawal; family-related concerns such as poor communication; psychophysiological symptoms like migraines, headaches, or other psychosomatic complaints; academic-related issues including learning difficulties; and self-regulation challenges such as eating disorders and smoking.

Students can call +30 210 600 9800, ext. 1080 and request an appointment or reach out via e-mail at **counseling@acg.edu.**

8.5. The Care Center for Academic Accommodations

The Care Center of the American University of Greece provides a range of online academic support services for currently enrolled students with documented learning differences or other

conditions that may affect their academic performance. Our goal is to facilitate access to education by supporting students in navigating learning challenges, while also collaborating with faculty and staff to promote inclusive and equitable academic environments.

The Care Center offers remote consultation and support services to assess students' academic needs and coordinate appropriate accommodations. Services are delivered through secure online platforms and are available to students with official documentation from qualified professionals.

Support typically includes, but is not limited to, the following: academic accommodations such as extended time on exams, use of a computer, or a quiet testing environment; and liaison with instructors to ensure that accommodations are implemented appropriately.

Through our services, we aim to empower students to manage their academic responsibilities more effectively and advocate for their learning needs in a university setting.

Accommodations will meet the particular needs of the requesting student. As a rule, accommodations will not compromise course educational goals, learning outcomes or essential course content, or impair the rights or opportunities of other students. Records are maintained in a confidential manner and are not included in a student's academic record.

Students can call at +30 210 600 9800, ext. 1081 and request an appointment or reach out via e-mail at **carecenter@acg.edu.**

8.6. Financial Assistance and Planning Office

To ensure the continued excellence of our academic programs and to broaden access for students and their families, AUGGC through the Office of Financial Assistance and Planning is dedicated to supporting students who demonstrate strong academic potential and achievement. Pursuing a college education is a significant investment, and AUGGC is committed to helping students and their families explore the various support options available. For detailed information on merit-based scholarships, academic awards, and other forms of assistance, students are encouraged to visit the Scholarships section of the AUGGC website or speak with an Enrollment Advisor.

8.7. The Online Library

The AUG Global Campus Online Library is the essential partner throughout the student's academic journey, providing comprehensive access to a wide range of online academic resources and dedicated support services. The Library is committed to enriching each student's educational experience and fostering critical information literacy skills.

Extensive Online Resources:

Through the AUG Global Campus Library website (https://globalcampus.aug.edu/student-resources/aug-global-campus-library/) students get access to a collection of materials that support their studies across all programs.

- **Textbooks & E-books via Perlego:** An online e-book platform offering extensive reading and research opportunities.
- **Academic Articles & Books:** Several online databases including books, scientific articles, along with extensive content from magazines, newspapers, and trade publications.
- **Data & Reports:** Content - specific databases providing access to financial and statistical data, business reports, company and industry profiles, market analyses, balance sheets.
- **Electronic Reference Works:** Comprehensive electronic encyclopedias, dictionaries, and other reference materials.

Comprehensive Research Tools:

Students can navigate our collections efficiently with powerful research tools:

- **WorldCat Discovery**: A unified search tool designed to provide a user experience similar to popular web search engines, allowing students to effectively search and access all library resources from a single point.
- **Subject Guides**: Access curated lists featuring tailored resources and research tips for specific academic disciplines.
- **A-Z Database List**: Browse the full list of library online databases for a more targeted search when students know exactly what you're looking for.

Effective Academic Support Services:

Our dedicated team of librarians offers personalized and expert assistance, specifically tailored to online learners:

- **Individual Consultations:** For tailored support, students can schedule individual consultations with a librarian. Get one-on-one online help with their research topics, finding relevant sources, developing effective search strategies, creating and managing citations.
- **Asynchronous Workshops & Online Tutorials:** A variety of recorded sessions, online tutorials, and how-to-guides are available to watch and explore at their own pace.
- **Synchronous Online Workshops:** Participate in real time online workshops focused on developing information literacy skills, building research strategies, and using effectively library tools, databases, citation styles, and citation managers.

The library may be contacted via email at **library@aug.edu**

8.8. Information Resources Management Department

As the provider of technology and technology services at AUGGC, the Information Resources Management (IRM) department is committed to technology innovation consistent with AUGGC's strategic plan.

The following IT services are provided:

- Instructional Tools: the Academic Computing division of IRM offers support for a range of instructional tools including Blackboard, AUGGC's adopted Learning Management System.
- Administrative support: administrative computing and network services at AUGGC are provided by the Administrative Computing division of IRM, which ensures safe and secure access to enterprise systems and the online campus network. The AUGGC IT helpdesk is a central point for all technology related questions for online program students.

Students are provided with two sets of credentials upon starting their online program at AUGGC by IRM:

- One for their aug.edu email account
- One for the AUG/ACG network that gives access to all other services such as library access, the student portal (MyAUG) and the Learning Management System (Blackboard Ultra).

Students needing IT assistance can email their enquiry at the AUG Helpdesk at **helpdesk@aug.edu**. We aim to respond to any student queries received within 24 hours during normal business days.

8.9. Career Services & Professional Development

AUGGC students are supported by the ACG Career Services on their career goals. ACG Career Services supports students' professional development, offering flexibility and customization to their personal needs. Online students can leverage career planning tools such as:

- Online asynchronous workshop content, offered to enhance students' understanding of recruitment markets and strengthen their market-readiness skills (i.e. LinkedIn, Networking, CV preparation, Job search).
- Job portals, offered to access international opportunities (Career Portal by Symplicity, GoinGlobal).
- Online career events such as career forums, company presentations, and recruitment days.
- Virtual career coaching sessions on demand to discuss specific career goals. The purpose of Career Coaching is to understand the individual needs of students and to prepare and empower them to make the right decision about their career.

The Career Services office can be reached at **careerservices@aug.edu**

8.10. Office of Advancement and Alumni

At the American University Global Campus (AUGGC), we consider our global network of over 69,000 Pierce, Deree, and Alba alumni a powerful engine driving academic innovation and institutional excellence forward. AUGGC builds on ACG's 150 years of educational excellence, expanding the lifelong value of an ACG education through global engagement, community connection, and opportunity.

The alumni community is proud and dynamic, with members working in over 63% of the world's 100 Most Powerful Brands, from Google to Amazon, and in the highest ranks of the government, nonprofit and creative sectors globally.

The ACG Office of Advancement & Alumni builds bridges across generations and geographies to strengthen the lifelong bonds that unite our alumni. We create meaningful opportunities for connection, celebration, and impact through alumni reunions, professional networking events and lifelong learning.

At the same time, we support ACG's mission by securing vital resources for scholarships, academic innovation, and transformative initiatives that benefit current and future students.

ACG Connect: Your Alumni Portal

All AUGGC students and alumni are invited to join ACG Connect https://acgconnect.org —an exclusive, interactive platform designed to help alumni network with peers across industries and borders, stay informed about alumni news and academic programs, join online events, post and apply for job opportunities, promote businesses or services, and become mentors or mentees.

Global Alumni Chapters

Our 10 active Alumni Chapters organize regional events, networking meetups, and professional development opportunities. Current chapters include: Greece, United Kingdom, United States, Canada, Norway, United Arab Emirates, Switzerland, Belgium, The Netherlands, Graduate School Chapter.

Lifelong Benefits & Staying Connected

Pierce, Deree, and Alba alumni receive a range of exclusive benefits. To ensure continued access, we encourage all alumni to keep their contact information up to date, especially their email address, through ACG Connect or by filling in the form: https://www.acg.edu/alumni/stay-connected/update-your-details/

The Office of Advancement & Alumni can be reached at alumni@acg.edu.

Section 9: Student Responsibilities and Rights

9.1. Code of Conduct and Students' Rights at the Global Campus

Enrollment at the AUG Global Campus signifies a commitment to uphold the values and expectations of our academic community. As a fully online institution, our learning environment depends on mutual respect, academic integrity, and responsible digital citizenship. These rights and responsibilities are foundational to maintaining a safe, inclusive, and enriching experience for all students.

As a member of the AUG Global Campus community, every student has the following rights:

- **The Right to Learn**
  Students have the right to engage fully in their educational experience, which includes access to ideas, facts, diverse perspectives, and open academic discourse in both synchronous and asynchronous settings. This also includes the right to respectfully express, question, and discuss ideas in online forums, live sessions, and written assignments.

- **The Right to Be Treated as an Individual**
  Every student has the right to be treated with dignity and respect in all interactions. This includes freedom from discrimination or harassment on the basis of age, sex, gender, national origin, disability, sexual orientation, or any other characteristic protected by law. These rights extend to all forms of digital communication, including email, discussion forums, chat platforms, and video conferencing.

- **The Right to a Safe and Respectful Learning Environment**
  All students have the right to participate in online courses and community spaces without exposure to violence, threats, abuse, or intimidation. Bullying, harassment, or disruptive behavior in any virtual setting will not be tolerated. Respectful dialogue, professionalism, and constructive engagement are expected in all interactions.

- **The Right to Privacy and Digital Security**
  Students have the right to expect that their personal data, course activity, and academic work will be handled in accordance with privacy laws and institutional policies. Students are expected to protect their own accounts, maintain academic honesty, and refrain from unauthorized sharing of content or access credentials.

- **The Right to Be Heard**
  Students have the right to express opinions, voice concerns, and engage in open dialogue with faculty, staff, and peers. Constructive feedback and diverse viewpoints are welcomed, provided they are shared respectfully. Students may also request appropriate channels for the resolution of academic or administrative issues.

- **The Right to an Inclusive and Accessible Education**
  Every student has the right to equitable access to learning opportunities. AUG Global Campus is committed to providing reasonable accommodations for students with documented disabilities and to designing digital learning environments that are inclusive and responsive to the needs of all learners.

By accepting membership in the AUG Global Campus community, students agree to uphold these principles and contribute to a positive, respectful, and academically honest online learning environment.

9.2. Student Responsibilities at the Global Campus

While students at the AUG Global Campus are entitled to a range of rights, they also carry responsibilities essential to sustaining a thriving, respectful, and effective online learning community. As members of a global academic environment, students are expected to uphold the following responsibilities:

- **Engage Actively and Consistently**
  Students are expected to participate fully in their courses, including completing assignments on time, contributing to discussions, and attending any required synchronous sessions. Regular engagement supports individual success and strengthens the learning community.

- **Uphold Academic Integrity**
  Honesty in academic work is fundamental. Students must complete their own

assignments, properly cite sources, avoid plagiarism and unauthorized collaboration, and follow faculty guidance on exams and coursework.

- **Communicate Respectfully and Professionally**
  Whether emailing instructors, contributing to discussion boards, or participating in group projects, students are expected to use respectful language and constructive tone. Disagreement is welcome - disrespect is not.

- **Follow Institutional Policies**
  Students are expected to be familiar with and adhere to all academic policies, course expectations, and university-wide regulations, including those related to academic standing, technology use, privacy, and student conduct.

- **Maintain Accountability and Self-Direction**
  As online learners, students must take ownership of their learning experience—planning ahead, managing their time effectively, and reaching out for support when needed. Personal responsibility is key to success in a remote environment.

- **Support an Inclusive Learning Environment**
  Students are expected to contribute to a culture of inclusion and equity. This includes being open to diverse perspectives and experiences and ensuring that their own conduct promotes belonging and mutual respect.

All students of AUGC are responsible for reading and upholding the AUGGC Policies available on the website and blackboard container:

- Academic Appeals
- Acceptable Use of Technology Resources Policy
- Equal Opportunity Policy
- FCPA (Anti-Bribery and Anti-Corruption) Policy
- Applicant Grievance Procedure
- Computer Ethics Policy
- E-Mail Policy
- Password Policy
- Personal Data Protection Policy
- Safeguarding Policy
- Student Privacy Policy
- Copyright Guide

9.3. Technology Use and Online Etiquette

As a fully online institution, the AUG Global Campus relies on technology not only as a delivery platform, but also as a foundation for learning community, communication, and academic expression. The following guidelines outline best practices for respectful, responsible, and effective use of technology:

9.3.1. Responsible Use of Technology

- Use university-approved platforms (e.g., the LMS, official email, and video conferencing tools) for academic work and communication.
- Protect your account information and log in using only your own credentials.
- Avoid sharing or recording online class sessions without prior permission.
- Ensure your devices are secure, updated, and functioning to minimize disruptions.

9.3.2. Online Communication Etiquette (Netiquette)

- **Be clear and concise** in written communication. Use proper grammar and tone, especially in discussion forums and emails.
- **Respond in a timely manner** to messages from faculty and peers, particularly during group projects or collaborative assignments.
- **Respect the conversation** by not dominating discussion threads and acknowledging others' contributions.
- **Avoid all caps**, which can come across as shouting, and refrain from sarcasm or jokes that may be misinterpreted in written form.

9.3.4. Video Conferencing Etiquette

- Log in a few minutes early and test your technology beforehand.
- Mute your microphone when not speaking to avoid background noise.
- Use your full name when joining meetings and enable your camera when appropriate and comfortable.
- Dress appropriately and participate from a quiet, professional setting if possible.

9.3.5. Digital Citizenship

- Use technology ethically and lawfully. Do not engage in hacking, cyberbullying, unauthorized file sharing, or any behavior that could harm others or the institution.
- Respect intellectual property rights. Do not copy or distribute course materials without authorization.
- Be mindful of privacy - yours and others. Do not share personal information in public forums or record sessions without consent.

9.4. Academic Integrity and Misconduct Policy

9.4.1. Cheating, plagiarism and other forms of unfair practice

An academic offence (or breach of academic integrity) includes any action or behavior likely to confer an unfair advantage, whether by advantaging the alleged offender or by disadvantaging another or others. Examples of such misconduct are plagiarism, collusion, cheating, impersonation, supplying false documentation, use of inadmissible material, and disruptive behavior in class or during examinations. Students must refrain from engaging in cheating, plagiarism, and other forms of unfair practice. Responsibility for reviewing breaches of academic integrity is held by the Committee on Standing and Conduct.

9.4.2. Turnitin Policy and Student Guidelines

AUG Global Campus is using Turnitin software to assist in the detection of plagiarism. If a case of cheating is proven, disciplinary procedures will be followed. More information about the University's Turnitin Policy can be found in the Student Hub (online on Blackboard).

Guidelines for Student Use of Turnitin:

- Students are only permitted to submit their own work and for assignments created by AUGGC faculty for AUGGC courses.
- Students are not allowed to submit the work of others.
- Students are not allowed to have their own work submitted by others.
- Students are responsible for submitting assignments to Turnitin on time.
- Work submitted to Turnitin remains in a large database of papers against which future papers are scanned.

9.4.3. Academic Misconduct and Penalties

Charges against a student for violating academic integrity may originate from any source: a faculty member, an administrator, a staff member, a fellow student, or from the community at large. The charges are to be submitted in writing to the Director of Online Partnerships & Learner Success, who chairs the Committee on Standing and Conduct. If a member of the Committee originates the charge, then that member will be recused from the decision-making process, and any other process related to the case, other than those related to the role of complainant/witness. On receipt of the allegation of a breach of academic integrity, the Director of Online Partnerships & Learner Success mobilizes internal procedures for the assessment of the reported case. The Committee on Standing and Conduct should then suspend its decisions on the candidate's grade(s) until the facts have been established.

Once the Committee on Standing and Conduct has considered the allegation and reached a conclusion on whether an offence has occurred, it should issue a report with a recommendation regarding the outcome for the student. If it has been established Charges against a student for violating academic integrity may originate from any source: a faculty member, an administrator, a staff member, a fellow student, or from the community at large. The charges are to be submitted in writing to the student. If a member of the Committee originates the charge, then that member will be recused from the decision-making process, and any other process related to the case, other than those related to the role of complainant/witness.

Cases that are considered misconduct, sanctions and procedures of misconduct hearings are listed in detail in the Student Code of Conduct in **Appendix D.**

9.5. Complaint and Grievance Procedures

Grievance Policy
AUGGC is committed to providing an excellent educational experience and responsive student support. If you have a concern or complaint, we encourage you to seek resolution through our internal processes first.

Step 1: Attempt Informal Resolution
Students are encouraged to address concerns directly with the relevant office, department, or faculty member to resolve the matter informally, whenever possible.

Step 2: Submit a Formal Complaint
If your concern is not resolved informally, you may submit a formal complaint in writing to the Online Student Success Office at ssc@aug.edu .

Students should include:

- Their full name and contact information
- Description of the concern or complaint
- Relevant dates, course names, or individuals involved
- Any supporting documentation

We are committed to reviewing and responding to all formal complaints promptly and fairly.

Step 3: External Complaint Resolution (If needed)
If a concern is not satisfactorily resolved through our internal process, students may direct their complaint to the appropriate external agency.

- For concerns related to institutional practices:
  - **Massachusetts Department of Higher Education**
- For concerns related to accreditation:
  - **New England Commission of Higher Education (NECHE)**
- Students residing in the United States may also have the right to file a complaint with the higher education regulatory agency in their home state. We are working to provide a directory of state-specific complaint contacts, which will be made available to students as our state authorization process advances.

AUG Global Campus takes all student concerns seriously. We strive to resolve complaints at the institutional level whenever possible. Should a student choose to pursue an external resolution, please note that external agencies generally require that the student first exhaust the institution's internal grievance procedures before submitting a complaint.

We are committed to continuous improvement and use student feedback to enhance our programs and services.

9.7. Rights under GDPR and FERPA-like Policies

Personal details provided by students at enrollment are kept in the secure student information system of AUGGC, and any personal data are handled according to the General Data Protection Policy of the institution. Data are accessed by authorized personnel and are not disclosed to any third parties without the consent of the student involved unless required to do so by law. To read more about how AUGGC handles student data, please read the Student Privacy Policy **(Appendix E).**

Section 10: Feedback, Evaluation, and Quality Assurance

10.1. Student Feedback Channels

We are keen to work with students to enhance AUGGC programs. Opportunities for student feedback formally include student participation in Committees, Student Course Evaluations, Senior Exit Surveys, meetings with the Student Success Coordinator or the Academic Program Director of their respective programs. Meeting with the Dean of AUGGC or the VP of Academic Affairs may be offered in certain circumstances. Informal feedback is also welcome at any time via course instructors.

10.2. Course Evaluation

Students are expected to participate in the course evaluation process, as this assists AUGGC in its efforts to achieve continuous improvement in the selection of faculty as well as in course content redesign efforts.

Course evaluations open the last week of each course on the student Learning Management System. Course evaluations are reviewed by the Academic Director of the respective graduate program and are shared with the course instructors, following submission of student grades.

10.3. Senior Exit Survey

Student feedback comprises an integral part of the continuous development and success of AUGGC programs. In that spirit, we ask prospective graduates to complete a Senior Exit Survey. The survey includes questions on student satisfaction with the education provided by the specific program and with their overall AUGGC experience. The aim is to identify areas of good practice as well as areas that need improvement. Based on the data collected through the Senior Exit Survey, a report is developed by the AUGGC faculty team. All data collected in this survey are held anonymously and securely. Responses cannot be traced back, and all results are presented in an aggregated form. Students receive the relevant link to complete the Senior Exit Survey via email when they reach their final term of study.

Student feedback is used in a variety of ways, including improvement of methods of Teaching and Learning and Performance Evaluation of academic staff.

Student feedback helps AUGGC to continually enhance programs. Action taken in response to student feedback is shared through AUGGC's Dean, the Academic Program Directors, the Director of Program Development and/or faculty of online courses. Updates on action taken are also provided through Blackboard and myAUG (https://campusweb.aug.edu/ICS/.)

10.4. Annual Program Review and Continuous Improvement

To support AUGGC's commitment to academic excellence and compliance with the New England Commission of Higher Education (NECHE) standards, each academic program undergoes an **Annual Program Review and Continuous Improvement (APR/CI) Process**. This process ensures that programs remain aligned with institutional goals, program goals, and student learning needs.

This review cycle is part of a continuous improvement model in which each year's findings inform strategic decisions and long-term academic planning. Programs are encouraged to identify both corrective actions and innovations that strengthen academic quality and student outcomes.

10.4.1. Purpose

The primary goals of the Annual Program Review are to:

- Assess and ensure alignment between Program Learning Outcomes (PLOs), course content, and University mission.
- Monitor and enhance the quality of student learning and the overall student experience.
- Identify and act upon opportunities for programmatic and curricular improvement.
- Provide documentation and analysis in support of NECHE accreditation and institutional effectiveness.

10.4.2. Process Overview

The Annual Program Review and Continuous Improvement process consists of the following steps:

1. **Data Collection and Review**
    a. **Student Learning Outcomes Assessment**: Each Program Academic Director will analyze direct and indirect evidence of student achievement of Program Learning Outcomes.
    b. **Course and Grade Analysis**: A review of course pass rates, grade distributions, and trends to identify potential areas of concern or excellence.
    c. **Student Experience**: Feedback from student surveys (e.g., course evaluations, program satisfaction), retention and graduation rates, and post-graduation outcomes.
    d. **Faculty Input**: Structured input from faculty through surveys, department meetings, and reflective narratives regarding curriculum effectiveness and student readiness.
2. **Program Faculty Review Meeting**
    a. Program Academic Directors will convene annually to review the data collected.
    b. Discussion will focus on interpreting findings, identifying areas for improvement, and proposing actionable changes.
3. **Action Planning**
    a. Program Academic Directors will develop a formal action plan that addresses:
        i. Curriculum updates or pedagogical enhancements.
        ii. Faculty development needs.
        iii. Resource requests (e.g., staffing, technology, support services).
        iv. Timeline and responsible parties for implementation.
    b. Where applicable, program modifications will be mapped to NECHE standards and institutional strategic goals.
4. **Dean's Review and Feedback**
    a. The AUGGC Dean will review the program's annual report and action plan for approval
5. **Implementation and Monitoring**
    a. Approved actions will be implemented over the following academic year.
6. **Documentation and Accreditation Support**
    a. All program reviews, action plans, and supporting documentation will be archived.
    b. Data and reports generated through this process will be used to inform the university's NECHE self-study and accreditation reporting.

Section 11: Tuition and Financial Information

11.1. Graduate Tuition and Fee Schedule

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

A Technology fee of $250 USD per term also applied.

A non-refundable $300 USD tuition deposit is required when registering for the first course (communicated at the application stage).

Payment Procedure

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

Academic Consequences of Unpaid Fees

No degree will be granted to any student with an unpaid balance, unless the AUGGC Dean considers that there are exceptional circumstances which justify such grant.

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

It is the responsibility of the student to see that all outstanding obligations to the institution are met by the required deadlines. Outstanding obligations must be cleared in order to obtain grades, transcripts, diplomas, or other official papers. No student will be allowed to register or graduate if he or she has payments overdue.

11.2. Scholarship and Financial Aid Programs

AUGGC is a privately funded, U.S.-accredited institution and does **not participate in U.S. federal financial aid programs**. Regardless, students may significantly reduce tuition costs through scholarships, grants, and flexible payment plans.

Tuition Reductions Available:

- **EU Resident Grant** (25% off): for EU residents, non-stackable with merit awards.
- **Merit Scholarships** for non-EU students based on GPA: 20%, 15%, and 10% tiers.
- **Stackable Discounts**: Alumni (15%), Study Abroad (10%), Award of Excellence (5%).

All awards are evaluated during admission—**no separate application is needed**. AUGGC applies the most advantageous combination of scholarships automatically. Students may also use private loans, payment plans, or employer-sponsored tuition benefits to cover any remaining balance.

Students are encouraged to consult with their enrolment advisor for personalized estimates and discussions regarding eligibility.

AUGGC reserves the right to adjust its scholarship and financial aid programs annually. All available scholarships are announced on the relevant section of the AUGGC website and are publicly accessible by prospective students.

US Title IV Federal Direct Loans
American University of Greece Global Campus is not eligible for the United States of America Federal Aid.

11.3. Payment Plan Options

We know that pursuing education is an important investment, and we are here to help make it manageable. AUGGC offers flexible payment plan options upon request, designed to help students spread out tuition costs over a certain period of time. Students who wish to explore what's possible are encouraged to discuss their request for a payment plan with their enrolment advisor.

11.3.1. Employer or Sponsor Billing

If tuition is covered by a third party (such as an employer or government sponsor), we offer direct billing arrangements. We can provide tuition statements and invoices for employer sponsored studies.

11.3.2. Custom Arrangements

We recognize that financial situations can vary. Students facing unique or temporary financial hardship may request a custom payment plan by contacting their enrolment advisor.

11.3.3. Military and Veterans Benefits

AUGGC welcomes active-duty service members, veterans, and their families. As an international institution, we do not currently process U.S. military tuition assistance programs directly but are happy explore a suitable payment plan.

11.3.4. Private Education Loans

As an internationally based institution, AUGGC is not eligible to participate in U.S. Federal financial aid programs (such as FAFSA) or the Canadian student loan system. However, many students from North America choose to explore private education loans to help finance their studies.

Section 12: Veterans Benefits and Transition Act of 2018 – Covered Individual Policy

12.1 Purpose

The American University of Greece (AUG) is committed to supporting U.S. military veterans and eligible dependents who utilize U.S. Department of Veterans Affairs (VA) educational benefits. This policy complies with the Veterans Benefits and Transition Act of 2018, Section 103, and applies to all eligible students receiving VA educational assistance.

12.2 Definition of a Covered Individual

For purposes of this policy, a **Covered Individual** is any student who is entitled to educational assistance under either of the following programs:

- **Chapter 31** – Vocational Rehabilitation and Employment (VR&E), or
- **Chapter 33** – Post-9/11 GI Bill® benefits

12.3 Process to Be Considered a Covered Individual

To be recognized as a Covered Individual under this policy, a student must submit one of the following documents to the American University of Greece:

- A **Certificate of Eligibility (COE)** for educational assistance under Chapter 31 or Chapter 33, or
- A **Statement of Benefits** obtained from the U.S. Department of Veterans Affairs website (eBenefits), or
- For Chapter 31 students, a **VA Form 28-1905** (Authorization and Certification of Entrance or Re-Entrance into Rehabilitation and Certification of Status)

Documentation must be submitted to the designated AUG office responsible for VA benefits certification prior to or at the start of the academic term, or as soon as reasonably possible thereafter.

12.4 Protection from Penalties Due to Delayed VA Payments

In accordance with federal law, the American University of Greece will **not impose any penalty** on a Covered Individual because of delayed disbursement of funds from the VA under Chapter 31 or Chapter 33.
Specifically, AUG will not:

- Assess late fees or interest,
- Deny access to classes, learning platforms, libraries, or other institutional facilities,
- Require the student to secure alternative or additional funding, or
- Take any adverse action related to the student's enrollment status when such actions would be attributable to delayed VA payment of tuition and fees.

12.5 Continued Enrollment During VA Payment Processing

AUG will permit a Covered Individual to attend and participate in their course(s) of education during the period beginning on the date the student submits valid documentation of eligibility (as outlined above) and ending on the **earlier** of the following dates:

1. The date on which payment from the VA is received by the institution; **or**
2. **90 days** after the institution certifies tuition and fees with the VA following receipt of the Certificate of Eligibility or equivalent documentation.

12.6 Student Responsibilities

Covered Individuals are responsible for:

- Submitting required VA eligibility documentation in a timely manner,
- Maintaining eligibility for VA educational benefits, and
- Notifying the institution promptly of any changes to their enrollment status or VA benefit eligibility.

Failure to meet these responsibilities may affect continued eligibility under this policy.

12.7 Questions and Assistance

Students with questions regarding VA educational benefits or this policy should contact the appropriate AUG administrative office responsible for veteran and military-affiliated student services.

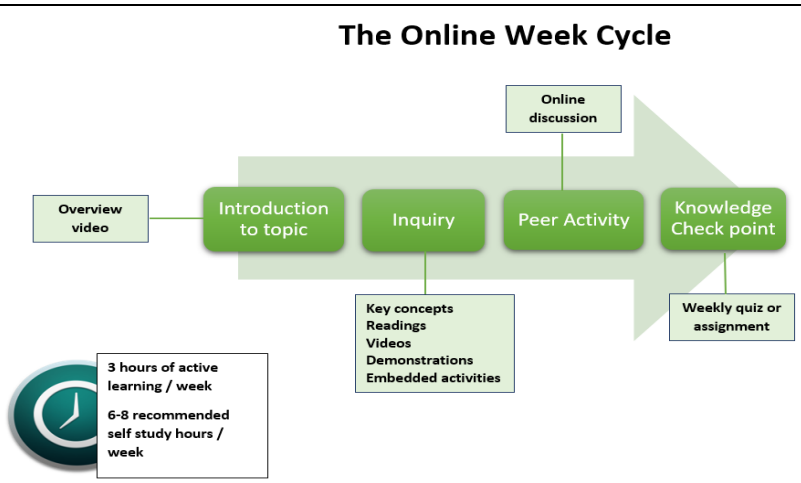
Appendices

A. Graduate Program Descriptions & Course Descriptions

MA in Learning Design & Technology

Program Academic Director: Dr Maria Avgerinou

Program Concentrations:	None
Total Credits:	30 US credits; 150 UK credits ; 75 ECTS The program consists of 10 courses (each course equals to 3 US credits)
Mode of Study:	100% Online
Language of Study:	English
Program Delivery:	The MA in Learning Design and Technology requires overall, a total of 390 asynchronous and 80 optional synchronous active learning hours (1 contact hour = 60 minutes). On average, students should estimate approximately 6-8 hours of self-study per week/per course outside active learning engagement. Courses are delivered over the standard 12-week term (with a final exam or coursework submission in week 13). Faculty design and deliver content, evaluate student work, provide feedback on weekly formative activities and grade final assessments. During the 12-week period students are guided in their study through narratives which are enhanced with media resources and learning activities. Additionally, courses offer an optional, integrated synchronous component, which is typically scheduled on weekdays (evenings). Each week of online asynchronous delivery follows a certain learning routine/cycle, shown below. During this cycle students are presented with learning content that comprises a curation of academic principles, media resources, tech demonstrations and learning activities. During each week, students are expected to engage in a co-learning activity by actively participating in a discussion (i.e., peer challenge or group activity) related to the week's key concepts. The end of the week may involve a graded quiz or assignment which enables students to self-assess their knowledge.

	 Although the students' learning journey is primarily guided through a carefully designed asynchronous spine, the program also integrates synchronous delivery in the underlying learning process. Over four (4) optional, synchronous sessions, each lasting up to two hours and scheduled in weeks 2, 5, 8, and 11, students engage with faculty and occasional guest speakers to reinforce their understanding and application of course theories, concepts, and technologies.
Program Length:	The program can be completed within a minimum period of 15 months (4 academic terms). This is standard duration for full time students.
Admissions Criteria:	The program is appropriate for recent graduates from a variety of backgrounds, new and experienced working professionals. More specifically, the program is designed to serve the professional needs of the following four groups: • pre-service as well as in-service educators (teachers, instructors and/or administration) in formal (K12, Higher Ed) and informal settings (museums, Greek language tutoring centers) • educational /learning technologists, • human resources and training professionals (from the government and military, business and NGOs, to healthcare and finance), • anyone in the field of Information Technology (IT) such as IT specialists, education/training software developers, managers, et al. who wishes to focus on learning design. The minimum qualifications for admission to the programs are: • A bachelor's degree in any discipline from an accredited institution with an average G.P.A. of 3.0 or better. • Motivation to undertake graduate-level study and work in Learning Design and Technology to be determined by: o Two recommender's contact information o A personal statement of approx. 500 words submitted with the application form o An interview is optional and under the discretion of the Admissions Committee • Evidence of Proficiency in English language.
Program Fees	As per AUGGC website
Recognition of Prior Learning (RPL)	A maximum of 6 graduate credits may be accepted for transfer into a Global Campus graduate program. Eligibility and Conditions: • Courses must have been completed at a regionally accredited or internationally recognized institution at the graduate level. • A minimum grade of B (3.0 GPA on a 4.0 scale) must have been earned in each course. • Courses must be equivalent in content, credit hours, and learning outcomes to the courses offered in the respective AUG Global Campus program. • Courses must have been completed within the last five years from the date of enrolment in the AUG program.

	• Final approval is determined by the Academic Director, in consultation with the lead faculty or instructor for the corresponding AUG course. • No grades will appear on the AUG transcript for transferred courses, and these courses will not be included in the student's GPA calculation.
Program Description, Aims & Rationale	In congruence with the mission of AUG, the MA in LDT is designed to prepare students to understand, assess, design, and improve technology- and media-based learning, teaching, and training in a variety of settings. Students will develop a thorough knowledge of learning and instruction theories, as well as theories of the design and use of educational technologies and media. Graduates of the program will be able to pursue careers as experts in the design, development, implementation, and evaluation of instructional resources to provide successful learning solutions that improve learning and performance in multiple environments, from government and corporate training settings to nonprofits, and traditional classrooms to conference rooms and informal learning environments. Designed with the needs of the working professionals of the 21st century in mind, the program is designed and delivered in an online education format and will aim at providing dynamic, hands-on, transformative experiences. The relevant, real-world skills acquired upon completion will be immediately utilized in the increasingly digitalized workplaces, both nationally and internationally. Upon successful completion of the program students should be able to: • Explain the principles and concepts that drive effective learning design, how they align with theory, and how they interface with the current trends and issues of the field. • Evaluate and develop learning design solutions for education and/or industry contexts that are supported by current research in learning, training, and educational technologies. • Identify criteria relevant to the evaluation, adoption, and integration of a range of technologies to adequately serve the needs of different learning and training contexts. • Generate learning designs that are inclusive, meet the needs of diverse stakeholders, and are based on design thinking and data from learner analysis, assessment, and evaluation. • Use analysis, synthesis, interpretation, and problem-solving skills to develop effective, ethical, and innovative applications of educational technologies. • Design, conduct, and analyse appropriate process and product evaluation. • Employ a range of learning theories and research-based evidence to design, develop, deliver, and support learning and training activities, materials, courses, and programs. • Communicate effectively in written and oral formats with a variety of stakeholders (clients, subject matter experts, organizations, administration, upper management, etc.). • Demonstrate effective task and project management skills. **Program Intended Learning Outcomes (ILOs):** **1. Knowledge and Understanding** **K1.** Explain the principles and concepts that drive effective learning design, how they align with theory, and how they interface with the current trends and issues of the field. **K2**. Evaluate and develop learning design solutions for education and/or industry contexts that are supported by current research in learning, training, and educational technologies. **K3.** Identify criteria relevant to the evaluation, adoption, and integration of a range of technologies to adequately serve the needs of different learning and training contexts. ***Teaching/Learning Methods:*** Video Lectures, Asynchronous Discussions, Case Studies, Hands-on Projects ***Assessment:*** Assessed at capstone, thesis, and the major assessments of selected courses. **2. Cognitive Skills** **C1.** Generate learning designs that are inclusive, meet the needs of diverse stakeholders, and are based on design thinking and data from learner analysis, assessment, and evaluation. **C2.**Use analysis, synthesis, interpretation, and problem-solving skills to develop effective, ethical, and innovative applications of educational technologies. ***Teaching/Learning Methods:*** Video Lectures, Asynchronous Discussions, Case studies, Hands-on Projects ***Assessment:*** Assessed at capstone, thesis, and the major assessments of selected courses. **3. Practical Skills** **P1.** Design, conduct, and analyse appropriate process and product evaluation.

	P2. Employ a range of learning theories and research-based evidence to design, develop, deliver, and support learning and training activities, materials, courses, and programs. ***Teaching/Learning Methods:*** Video lectures, Case studies, Hands-on Projects, Process/Product Reviews ***Assessment:*** Assessed at capstone, thesis, and the major assessments of selected courses. **4. Transferable Skills** **T1:** Communicate effectively in written and oral formats with a variety of stakeholders (clients, subject matter experts, organizations, administration, upper management, etc.). **T2:** Demonstrate effective task and project management skills. ***Teaching/Learning Methods:*** Video Lectures, Case Studies, Hands-on Projects ***Assessment:*** Assessed at capstone, thesis, and the major assessments of selected courses.

Program Structure, Courses and Credits

Course Titles	*Term offered in*	*Credits (US)*	*Total active Learning Hours*	*Students Weekly Workload (in hours)*
CORE COURSES				
Foundations of Learning Design and Technology	Fall	3	39	10
Research Methods in Education and Training	Fall	3	39	10
Developing Learning Experiences with Design Thinking	Fall	3	39	10
Managing Distance Education	Winter	3	39	10
Theories and Strategies of Learning	Winter	3	39	10
Learning Design and Development	Winter	3	39	10
Multimedia Environments	Spring	3	39	10
Online Teaching and Learning	Spring	3	39	10
Learning Analytics*	Spring	3	39	10
CAPSTONE or THESIS COURSE (students choose one of the below two)**				
Capstone Project	Fall (Year 2)	3	39	10
Thesis	Spring(Year 1) **and** Fall (Year 2)***	3	39	10

* The Learning Analytics course has 1 pre-requisite of:
- LDT 6025 Research Methods in Education and Training
- The Research Methods in Education and Training can also be a co-requisite with the Learning Analytics course

**The Capstone Project and the Thesis courses have the following 5 courses as pre-requisites:
- LDT 6010 Foundations of Learning Design and Technology
- LDT 6020 Learning Design and Development
- LDT 6025 Research Methods in Education and Training
- LDT 6030 Multimedia Environments
- LDT 6035 Online Teaching and Learning

***The Thesis course spreads over a period of two terms (summer and fall)

Short Course Descriptions

LDT 6010 | Foundations of Learning Design and Technology

With a focus on important elements like topic selection, ethical issues, literature reviews, research designs, data analysis, thesis writing, presenting and defending, this self-paced, online course gives students a thorough overview of the thesis process. Students will gain knowledge on how to plan their study, conduct ethical investigations, conduct a literature review, analyse data, and successfully explain their findings. Students will also acquire the skills needed to create a research thesis proposal and confidently start their thesis later in their graduate studies.

LDT 6015 | Theories and Strategies of Learning

	In this course, students will be presented with historical views and core perspectives of learning and cognition, such as learning environments, learning technologies, and emerging field directions as they apply to a variety of contexts. A combination of analysis, discussion, and practical application will lead to the development of skills needed to design successful learning experiences with meaningful technology integration. Examining how the understanding of learning has evolved and is currently viewed helps designers predict and support the needs of current and future learners. LDT 6020 |Learning Design and Development This hands-on course guides students through a dual learning design development and project management process. Students will work on needs analysis and design objectives, strategies, and assessments that are aligned with the target training module or course. They will justify the choice of strategies, media, and tools, and develop related original materials that incorporate technology meaningfully. They will also reflect on planning for resource development, delivery, implementation, project management, and evaluation of the learning design. The course aims at helping students produce authentic learning-based solutions while implementing ID and project management models and theories. LDT 6025 | Research Methods in Education and Training In this course, learners explore the qualitative, quantitative and mixed methods research methodologies commonly used in the learning sciences (education) and training, focusing on the integration of theory and practice, and ultimately drawing on data to arrive at research-informed decisions both as research designers, and as consumers of research. Students delve into a comprehensive exploration of several research paradigms, focusing on the processes and intricacies of research design, from formulating research questions, surveying the literature, and grappling with ethical considerations, to selecting appropriate methodologies, data collection methods, and analysis techniques relevant to the learning sciences. Students gain practical skills in scholarly writing, interpreting, and presenting research findings, with a focus on applying research insights to real-world challenges in educational and training settings. Collaborative projects foster teamwork, ensuring students develop the expertise needed to contribute meaningfully to the field of learning sciences research. LDT 6030 | Multimedia Environments In this course, learners will examine multimedia design principles and tools that developers and learning designers typically use to deliver computer-based, innovative solutions. Learners will apply principles of visual literacy and visual communication, thus gaining practical experience with text, graphics, and web design (with audio, video, and screen capturing) for the creation of authentic, interactive learning experiences. Accessibility and inclusive design, as well as multimedia issues (including copyright and licensing for Open Educational Resources) will be discussed, and there will be numerous opportunities for students to perform evaluations of digital media technologies. LDT 6035 | Online Teaching and Learning The course presents fundamental concepts, principles, models and research-based best practices for the effective instructional design, and the use of technology in online education and training programs. It focuses on the knowledge, skills, and dispositions of the online teacher, as well as the characteristics and needs of the online learner. The design, implementation and assessment of online learning is addressed through various case-based opportunities and innovative pedagogical approaches. Current trends and future directions in online teaching and learning research are also shared. LDT 6040 | Developing Learning Experiences with Design Thinking This hands-on course provides an overview of the powerful, creative process of design thinking as a problem-solving approach within the context of learning and training. Participants will be exposed to the principles of design thinking and will explore the effectiveness of this process when the goal is innovation. Real-world examples will be discussed, revealing how the design thinking process can enhance learning while addressing systemic change. Students will have the chance to implement design thinking in their professional environment, in order to solve a problem related to their own work practice.

	LDT 6045 | Managing Distance Education In this course, learners will explore core concepts, technologies, and issues related to the design, development, and delivery of adult learning and training at a distance. Specifically, learners will gain knowledge on factors that influence learning and training in adults and the relationship of these factors to distance education theories. Learners will also focus on effective leadership and change management techniques, and they will consider strategy, planning, policy, and resourcing issues to lead change in distance learning and training environments. LDT 6150 | Learning Analytics In this course, learners explore the theoretical foundations and practical use of learning analytics in educational and training contexts. Through the deep understanding and interpretation of learning data, learners assess student engagement and learning outcomes and enhance teaching practices. Learners gain hands-on experience as they focus on understanding the ways in which learning analytics can be used to develop experiences, support learners, and predict success. **Prerequisites:** LDT 6025 Research Methods in Education and Training . The Research Methods in Education and Training can also be a co-requisite with the Learning Analytics course. LDT 6580 | Capstone Project This course serves as the culminating experience of the program, allowing learners to synthesize and integrate knowledge, skills, and creativity acquired throughout their LD&T coursework. Students demonstrate their educational growth, professional proficiency, and readiness for real-world challenges by creating a comprehensive capstone product of personal or professional interest. This product may take the form of a practical project addressing an authentic learning or performance problem, or a portfolio showcasing selected work, reflective synthesis, a personal learning design philosophy, and a peer-review contribution. Both options are designed to exhibit mastery in Learning Design and Technology, align with program outcomes and students' professional goals, and be utilized beyond the end of the program as a manifestation to prospective employers of integrated learning from their coursework, and of the level and range of their professional skills and practice. The Capstone project can be completed within one term **Prerequisites:** • LDT 6010 Foundations of Learning Design and Technology • LDT 6020 Learning Design and Development • LDT 6025 Research Methods in Education and Training • LDT 6030 Multimedia Environments • LDT 6035 Online Teaching and Learning All course prerequisites can also be taken as co-requites. LDT 6585 | Thesis in LTD The thesis is undertaken by students working individually and in consultation with an instructor who acts as their thesis advisor. The thesis must convey scholarly and/or professional analysis informed by appropriate application of methodology. The thesis is a significant analytical piece of work and provides an opportunity for students to draw on their methodological, analytical and substantive learning in a comprehensive written study in the field of Learning Design and Technology. The Thesis course is spread over two terms. **Prerequisites:** • LDT 6010 Foundations of Learning Design and Technology • LDT 6020 Learning Design and Development • LDT 6025 Research Methods in Education and Training • LDT 6030 Multimedia Environments • LDT 6035 Online Teaching and Learning All course prerequisites can also be taken as co-requites.

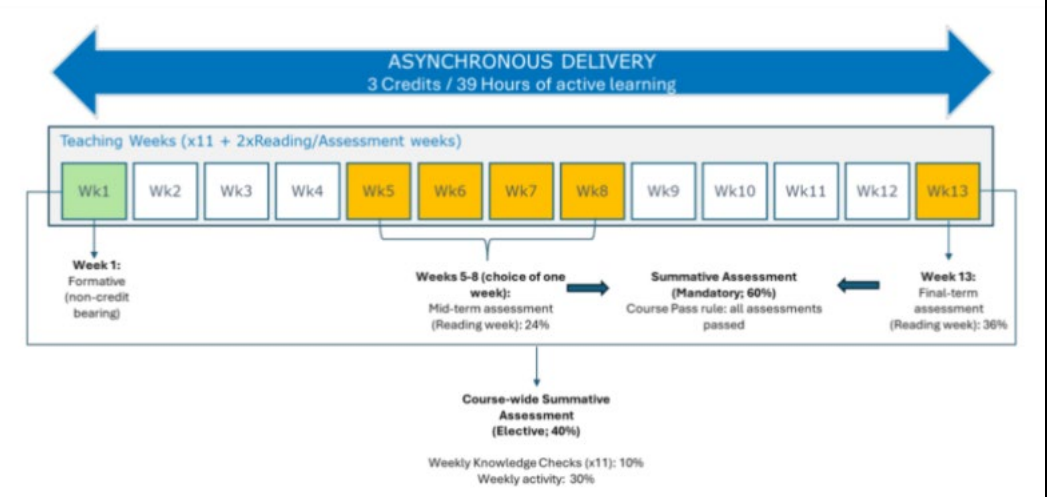
Sequencing of Courses	In each term, a student can take up to 3 courses. In the last term of the program (Fall), students can take the Capstone. If a student chose to complete the program by Thesis, which spreads over two academic terms, then they can begin in the penultimate term of the program (Summer): this is the only case when a student can take up to 4 courses in one term. This way, the total duration of the program for full-time students will be 15 months. All course prerequisites can also be taken as co-requites.

MS in Cybersecurity

Program Academic Director: Dr Konstantinos Vavousis

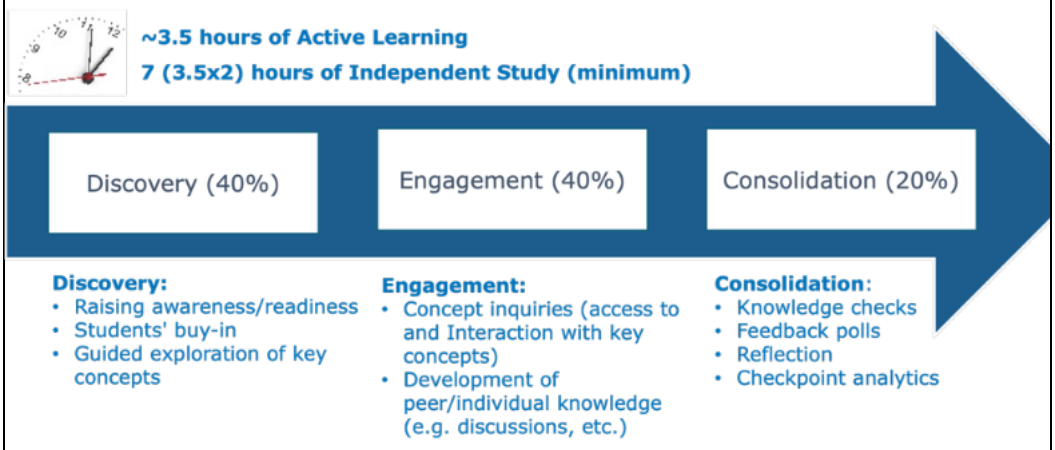
	Program Concentrations:	None
	Total Credits:	Total of 33 US credits: 82,5 ECTS units; 165 UK credits The program consists of 11 courses (each course equals to 3 US credits)
	Mode of Study:	100% Online
	Language of Study:	English
	Program Delivery:	The MS in Cybersecurity is a comprehensive and rigorous program designed to equip students with the advanced skills and knowledge required for high-level cybersecurity roles. The program is structured to provide a total of 33 credits, spread across 11 courses, with each course offering 3 credits. It is meticulously crafted to ensure a complete immersion into the core areas of cybersecurity. The program does not offer elective courses, thereby maintaining a focused trajectory toward mastering the essentials of cybersecurity. This structure allows full-time students the ability to complete the degree within one year, providing a fast-track to advancing their careers in this critical and ever-evolving field. Part-time students are able to join at any term with the limitations defined below: • Students will be able to join in any term (Fall, Winter, Spring). • For those starting the program in the Winter term, the course "Advanced Cyber Offensive Strategies" has a prerequisite from the Fall term "Penetration Testing & Ethical Hacking". As such their program completion will be extended to 15-month, due to the fact that they have to attend the pre-requisite course in the consequent Fall term (in year 2) • At any given term students can take a maximum of either or 4 courses depending on their starting term of study. The delivery of the courses is done asynchronously through our Learning Management System. Content is delivered over a period of 13 weeks totalling 3 academic credits and 39 hours of active learning. The structure includes 11 teaching weeks and 2 assessment weeks (see below Figure 1).

Figure 1. Learning Model



Every week of online asynchronous delivery follows a certain learning routine/cycle (see below in Figure 2). During this self-paced cycle students are presented with the asynchronous content which comprises a curation of academic principles, media resources and learning activities totalling approximately 3.5 hours of active learning and 7 hours of independent study per week.

Figure 2. Asynchronous Weekly Cycle



Every weekly cycle is closed with a 10-question graded quiz which enables students to self-assess their knowledge. Overall, the course assessment is divided into two categories:

• Core Assessments (Summative; 60%) – Mandatory:
    o Mid-term: Weeks 5-8)depending on the course)

		o Final: Week 13 • Practice Activities (Formative; 40%) – Optional but Credit-Bearing: o Weekly Knowledge Checks o Weekly Learning Engagement
	Program Length:	The program can be completed within a minimum period of 12 months (standard duration). Those entering the program in the Spring term will complete their studies in a minimum period of 15 months, due to a pre-requisite course offered in Fall.
	Admissions Criteria:	The minimum qualifications for admission to the programs are: • A bachelor's degree in any discipline from an accredited institution with an average G.P.A. of 3.0 or better. • Motivation to undertake graduate-level study and work to also be determined by: o Two recommender's contact information o A personal statement of approx. 500 words submitted with the application form o An interview is optional and under the discretion of the Admissions Committee • Admission is open to individuals who demonstrate basic proficiency in relevant areas through formal education, professional experience or alternative verifiable means such as relevant courses and/or certifications. Applicants are expected to have: o Basic Programming Skills –demonstrated through a certificate or proven proficiency during an interview. o Foundational Knowledge in Networking—evidence by a networking course or equivalent practical experience. o Introductory-level IT experience—such as internships, research placements, or other hands-on exposure to computing, cybersecurity, or software environments. o General Proficiency with Operating Systems and Standard IT tools. • Evidence of Proficiency in English language.
	Program Fees	As per AUGGC website
	Recognition of Prior Learning (RPL)	A maximum of 6 graduate credits may be accepted for transfer into a Global Campus graduate program. Eligibility and Conditions: • Courses must have been completed at a regionally accredited or internationally recognized institution at the graduate level. • A minimum grade of B (3.0 GPA on a 4.0 scale) must have been earned in each course.

		• Courses must be equivalent in content, credit hours, and learning outcomes to the courses offered in the respective AUG Global Campus program. • Courses must have been completed within the last five years from the date of enrolment in the AUG program. • Final approval is determined by the Academic Coordinator, in consultation with the lead faculty or instructor for the corresponding AUG course. • No grades will appear on the AUG transcript for transferred courses, and these courses will not be included in the student's GPA calculation.
	Exit Pathways	Earn a minimum cumulative index (CI) of "B" (3.00).

Program Description, Aims & Rationale

The MS in Cybersecurity stands on the following three pillars which are fully compatible with the above:

- **Teaching staff with real-life cybersecurity expertise:** in many cases, cybersecurity academics have a strong research portfolio but a rather weak understanding of how real-world organizations, including business and governmental agencies, deal with the evolving cyber-environment. The programs' faculty and instructors will combine strong academic and professional/industrial background to help our students develop a holistic and realistic view of the current cyber- environment, threats, and opportunities.
- **Up to date curricula focused on developing a cybersecurity mentality:** all courses have their emphasis on presenting the material in a way that students are exposed to not just the necessary theory but to real world cases where both the actual technical and business environment and conditions are presented in detail and replicated to the maximum possible extend. Our purpose is to help our students to start developing a cybersecurity mentality. Towards this end, cloud- based laboratories, hands-on exercises, and real-world use cases are an essential part of all courses.
- **Connection with the industry:** major industrial players are already involved in the design of the program and their involvement will be enhanced in the near future. Their view and needs have been and are considered in the curricula development, while the knowledge required by well- known, high-quality certifications is embedded in the offered courses. Our students will be ready to take these certifications at attractive prices.

Based on the above pillars, the graduates of the suggested program will:

- Have the necessary theoretical and practical background to understand and operate in the current and future cybersecurity landscape.
- Start developing a specific mentality and security culture that seasoned (cyber)security professionals have: "Protecting without disrupting." Protection without disruption is the key element for effective and sustainable cybersecurity policies and technologies.
- Be immediately employable by possessing and demonstrating all necessary skills the industry needs.
- Be networked with colleagues and professionals who are already working in the broader industry.

The realm of technology has witnessed unprecedented growth, with high-tech online services and products seamlessly integrating into our daily lives. As these advancements have become inextricable from both our personal and professional experiences, there arises an inherent responsibility to secure the digital

infrastructure on which we rely. The designed postgraduate program in cybersecurity addresses this pressing need. Herein are the compelling reasons behind its inception.

Ubiquity of High-Tech Online Services: Our modern lives revolve around online services and products, making it imperative to ensure that these platforms are secure. With almost every aspect of our existence intertwined with technology, it becomes not just a desire but a necessity to fortify our cyber landscape.
Shift in Cybersecurity Perspective: Previously seen as an optional addition, cybersecurity has now emerged as a fundamental requirement. Regardless of the duration of an entity's online presence, the cyber safety of software-based products and services is paramount.
Rising Cyber Threats: The increasing frequency and intensity of cyberattacks have led to catastrophic consequences for individuals, organizations, and nations at large. This accentuates the urgent need for adept professionals capable of combating these threats.
Broad-spectrum Demand: From small family-owned businesses to colossal multinational corporations and government agencies, there is a universal demand for cybersecurity. As digitalization becomes the norm, the need for cyber protection spans across industries, sectors, and scales.
Economic Indicators: The projected growth of the global cybersecurity market from $172.32 billion in 2023 to $424.97 billion by 2030 reflects the escalating importance and demand in this domain. Moreover, statistics from the US Bureau of Labor forecast a 35% growth in cybersecurity employment by 2031. Furthermore, with an average salary of US$102,600 as of May 2021 and approximately 3.5 million open positions globally, the field showcases immense potential.
Prospects: Given the evolving landscape, there exists a consistent demand for professionals who are grounded in the vast expanse of cybersecurity, encompassing both policies and technologies. This postgraduate program ensures that students acquire a holistic understanding, equipping them for a future where their expertise will be invaluable.
In summation, this program is not just a response to the present need but a proactive step towards preparing professionals for a future where cybersecurity will be even more central to our existence. Investing in this program is an investment in a safer, more secure digital tomorrow.

Program Learning Outcomes
Thirteen learning objectives are defined and categorized in the following four groups:

Group	Learning Outcomes
Knowledge and Understanding	**KU 1:** Demonstrate in-depth knowledge and critical awareness of current and emerging cybersecurity principles, concepts, technologies and industry standards.
	KU2: Synthesize information and make informed business-level judgements and decisions based on ethical, legal, and policy issues related to cybersecurity legal frameworks and good professional practices.
Cognitive Skills	**CG 1:** Assess and combine appropriate design and problem-solving techniques within the cybersecurity domain. **CG 2:** Plan, execute, and complete a substantial project involving a field research and in-depth investigation related to cybersecurity.
Practical Skills	**PR 1:** Structure and write in-depth technical reports detailing the concept, design and development of a product or policy relevant to cybersecurity and networking.

	PR 2: Demonstrate in-depth knowledge and understanding of tools relevant to cybersecurity fields including cryptography ethical hacking, penetration testing, intrusion detection, incidence response and digital forensics methodologies.	
Transferable Skills	**TR 1:** Demonstrate personal and time management skills appropriate to professional conduct. **TR 2:** Communicate using appropriate and relevant language and terminology to reach a wide range of different audiences on cybersecurity subjects.	

Student Learning Outcomes per Course	KU1	KU2	CG1	CG2	PR1	PR2	TR1	TR2
Network Protocols Vulnerabilities & Cloud Infrastructures	I		I/R		I	I	R	R
Operating Systems & Lab Environments	I/R				I	I	R	
Digital Forensics & Computer Analysis	I/R			I	I	I/R	R	R
Penetration Testing & Ethical Hacking	I/R			I	I	I/R	R	R
Applied Cryptography	I/R		R	R	I	R	R	R
Advanced Cyber Offensive Strategies	R/M	I/R/M		R/M	R	R/M	R	R
Law & Compliance in Cyber Security	I				I		R	
Risk Assessment & Cybersecurity Policies	R/M	I/R/M		R/M	R	R/M	R	R
Artificial Intelligence in Cyber Security	I/R				I		R	
Intrusion Detection& Incident Response	I/R			I	I	I/R	R	R
Thesis	R/M	R/M	R/M	R/M	M	M	R/M	R/M
Capstone	R/M	R/M	R/M	R/M	M	M	R/M	R/M

Table: learning objectives mapping to courses.

Place a letter in the appropriate box where the program goal is Introduced, Reinforced, and/or Mastered.
I = Introduced; program student learning goal is introduced
R = Reinforced; provide practice opportunities for the program student learning goal
M = Mastered; demonstrated mastery of the program student learning goal.
Some courses may have two letters (I/R or R/M) or all three (I/R/M)
***Foundation Course:** A course that provides base skills needed to be successful in the program (please use an X on the map).
Not all programs will have or require foundation courses

14. Program Structure, Courses and Credits

MS in Cybersecurity				
Course Titles	***Term offered***	***Credits (US)***	***Total Learning Hours***	***Students Weekly Workload (in hours)***
Network Protocols Vulnerabilities & Cloud Infrastructures	Fall	3	39	10.5
Operating Systems & Lab Environments	Fall	3	39	10.5
Digital Forensics & Computer Analysis	Fall	3	39	10.5
Penetration Testing & Ethical Hacking	Fall	3	39	10.5
Applied Cryptography	Winter	3	39	10.5
Advanced Cyber Offensive Strategies*	Winter	3	39	10.5
Law & Compliance in Cyber Security	Winter	3	39	10.5
Risk Assessment & Cybersecurity Policies	Spring	3	39	10.5
Artificial Intelligence in Cyber Security	Spring	3	39	10.5
Intrusion Detection & Incident Response	Spring	3	39	10.5
Capstone or Thesis	Spring	3	39	10.5

* For those entering in the Winter term, the course “Advanced Cyber Offensive Strategies” has a prerequisite of “Penetration Testing & Ethical Hacking” course only offered in the Fall term each year.

15. Short Course Descriptions

Network Protocols Vulnerabilities & Cloud Infrastructures

This course aims to impart a comprehensive understanding of common network protocols, their associated vulnerabilities, cloud environments and the best practices for securing them. Through a blend of theoretical and practical sessions, students will examine the security features and weaknesses of protocols such as HTTP/HTTPS, FTP, SNMP, and many more. By the end of this course, students will have acquired the necessary knowledge and skills to understand the intricacies of network protocols as well as cloud infrastructures in the context of cybersecurity. They will be proficient in identifying vulnerabilities and applying best practices to secure network protocols, thereby contributing to more robust cybersecurity postures.

Operating Systems & Lab Environments

This course is designed to provide an in-depth understanding of operating system (OS) security, focusing on various platforms such as Windows, Linux, and macOS. Students will also learn to set up their own lab environments using virtualization technologies, allowing them to simulate real-world OS security scenarios on their personal computers. Upon completion of this course, students will have gained the expertise to secure various operating systems against common vulnerabilities. Additionally, they will have hands-on experience in setting up and managing a virtual lab environment, which will serve as a foundation for future cybersecurity experiments and learning.

Digital Forensics & Computer Analysis

This course delves deep into the realm of digital forensics, focusing on the processes, methodologies, and hands-on skills needed to conduct forensic analysis of computer systems. With an emphasis on practical application, students will use real-world tools to understand the intricacies of uncovering digital evidence and preserving its integrity for potential legal proceedings. Upon completion of this course, students will have a comprehensive understanding of the field of digital forensics. They will possess the skills to conduct forensic investigations, ensuring the validity and integrity of digital evidence, and will be well-prepared to navigate the challenges of the ever-evolving digital landscape.

Penetration Testing & Ethical Hacking
This course provides students with a comprehensive understanding of penetration testing methodologies and ethical hacking practices. Students will explore various cyber-attack techniques, effective defence strategies, and the broader business implications associated with cybersecurity incidents. By integrating theory with practice, students will gain hands-on experience executing simulated penetration tests, applying industry-standard methodologies, and understanding how ethical hacking aligns with risk management, compliance, and security awareness. Upon completion, students will possess both the technical competence and strategic insight needed to evaluate cybersecurity risks and understand the business value derived from penetration testing and ethical hacking activities.

Applied Cryptography
This course is designed to provide advanced insights into the application of cryptographic techniques within the domain of cybersecurity. As an integral part of the MSc in Cybersecurity program, Applied Cryptography explores the strategic role of cryptographic protocols and algorithms in securing digital information, communication and systems. The course covers symmetric and asymmetric encryption, digital signatures, secure communication protocols, cryptographic key management and basic cryptanalysis techniques. Emphasis is placed on acquiring hands-on experience in implementing cryptographic algorithms in various programming languages and addressing contemporary cybersecurity challenges, including data protection, user authentication and message integrity.

Advanced Cyber Offensive Strategies*
This advanced module serves as a continuation of the introductory penetration testing and ethical hacking path. It dives deeper into more sophisticated attack vectors, modern exploitation techniques, and complex environments. This path also addresses the managerial complexities of overseeing advanced penetration testing projects, focusing on business impact, compliance, ethics, and governance. By the end of this advanced path, students will have gained in-depth technical and managerial insights into penetration testing and ethical hacking. Students will acquire hands-on skills in executing sophisticated penetration tests, understand the managerial aspects such as governance, risk assessment, and compliance. Students will be prepared for leadership roles in modern cybersecurity landscapes.

Pre-requisite: Penetration Testing & Ethical Hacking

Law & Compliance in Cyber Security
Law and Compliance in Cybersecurity series, aims to provide a comprehensive foundation on legal and compliance issues that organizations face in the realm of cybersecurity. This path will cover various laws, regulations, and compliance frameworks that govern the collection, storage, and transmission of data, as well as the criminal and civil ramifications of cybersecurity incidents. Data protection laws like GDPR, CCPA and sector specific regulations such as HIPPA and PCI DSS will be analyzed alongside compliance frameworks like ISO 27001 and NIST. By the end of this path, students will be well-equipped to navigate the complex landscape of laws and compliance requirements that pertain to cybersecurity. This path is particularly beneficial for those aspiring to roles that bridge the gap between legal, compliance, and cybersecurity functions within an organization. It also dives deep into practical case studies, primarily focused on the General Data Protection Regulation (GDPR) and other European cybersecurity laws alongside with ENISA directives.

Risk Assessment & Cybersecurity Policies
This module provides students with a comprehensive understanding of risk assessment methodologies and the development of cybersecurity policies that safeguard organizations from digital threats. It explores how companies

can identify, evaluate, and mitigate risks while implementing policies that align with industry standards and regulatory requirements. This path prepares students for roles such as Cybersecurity Analyst, Risk Manager, Security Consultant, and Compliance Officer by equipping them with essential risk management and policy development skills. Organizations today prioritize risk assessment and policy enforcement to safeguard digital assets, making these skills highly valuable in the cybersecurity landscape.

Artificial Intelligence in Cyber Security
This course aims to bridge the gap between artificial intelligence (AI) and cybersecurity by focusing on the practical applications and implications of Data analytics, AI and machine learning (ML) in securing digital assets. The curriculum will introduce the fundamentals of AI and ML, followed by in-depth discussions on their roles in enhancing cybersecurity measures and resilience against cyber threats. By completing this course, students will gain a multi-faceted understanding of how artificial intelligence and machine learning are revolutionizing the field of cybersecurity. They will be equipped with the knowledge to critically evaluate and implement AI-powered cybersecurity solutions, considering both technical efficacy and ethical considerations. This course is ideal for cybersecurity professionals looking to advance their career by integrating AI-driven strategies into their skillset.

Intrusion Detection & Incident Response
Intrusion Detection and Incident Response lecture series, aims to equip students with the essential knowledge and skills in intrusion detection systems (IDS) and incident response (IR) in cybersecurity. The course will cover methodologies, tools, and best practices in detecting and responding to various types of cyber threats and incidents. By the end of this lesson series, students will be well-equipped to design, implement, and manage intrusion detection systems and incident response strategies effectively. This course is crucial for those aspiring to roles such as Incident Responder, Security Analyst, or Cybersecurity Consultant.

Capstone Course
The **Capstone Project** is **practice-oriented**, focusing on the technical implementation of applied concepts without the requirement for an extensive literature review or scholarly analysis.

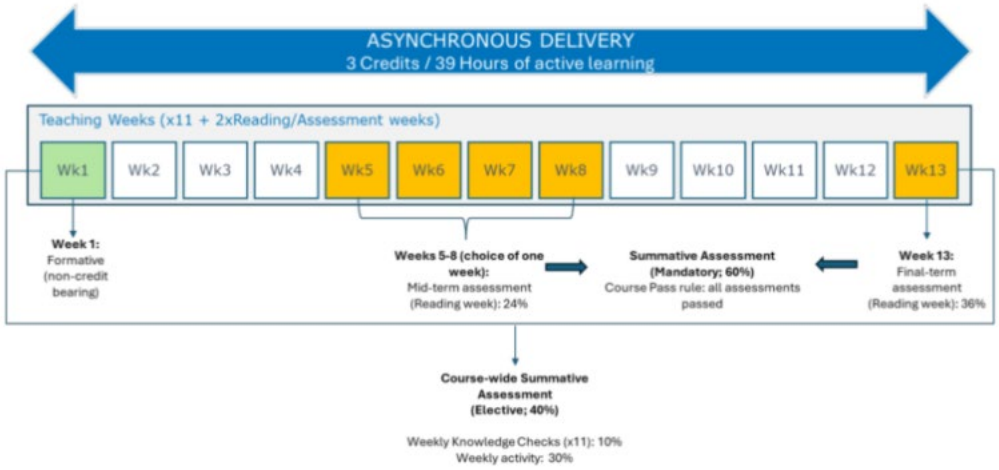
Thesis Course
The **Master's Thesis** is **research-oriented**, requiring a comprehensive review of the academic literature, critical analysis, and original contribution within a focused area of cybersecurity.

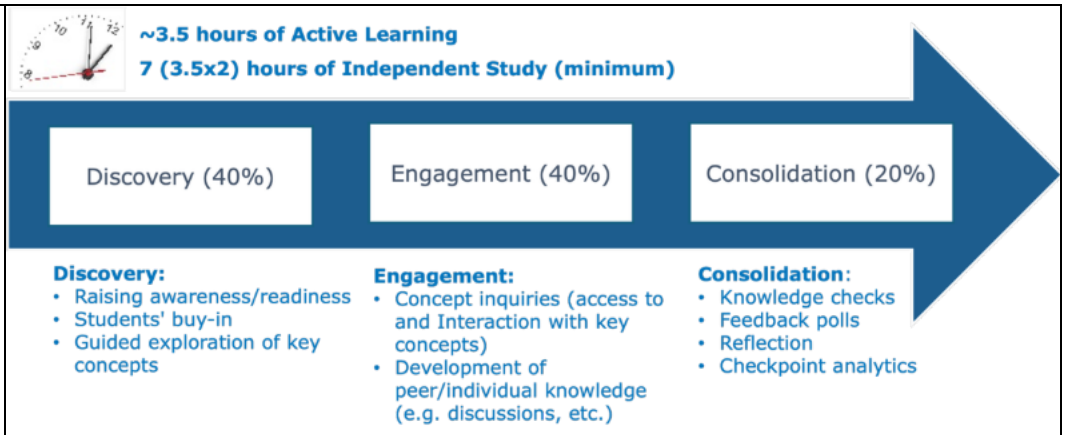
16. Sequencing of Courses

Initially, each course will be available in the designated term as outlined above in section 14. Program Structure, Courses and Credits. The program's courses are not offered in any particular order, as there are no pre-requisites in the learning journey. AUG announces the courses that will run in each term and invites students for their enrolment on a course-by-course basis until completion of their program credits is achieved.
However, for those starting their program in the Spring term, the course "Advanced Cyber Offensive Strategies" has a prerequisite of "Penetration Testing & Ethical Hacking" that is offered only in the Fall term each year.
The Capstone or the Thesis course must be attended as the last course of the program. No more than an additional course can be attended simultaneously during the Capstone/Thesis term.

MA in Data Science

Program Academic Director: Dr Antonio Almagro

	Program Concentrations:	None
	Total Credits:	Total of 36 US credits: 90 ECTS units; 180 UK credits The program consists of 12 courses (each course equals to 3 US credits)
	Mode of Study:	100% Online
	Language of Study:	English
	Program Delivery:	The delivery of the courses is done asynchronously through our Learning Management System. Content is delivered over a period of 13 weeks totalling 3 academic credits and 39 hours of active learning. The structure includes 11 teaching weeks and 2 reading/assessment weeks (see below Figure 1). **Figure 1. Learning Model**  Every week of online asynchronous delivery follows a certain learning routine/cycle (see below in Figure 2). During this self-paced cycle students are presented with the asynchronous content which comprises a curation of academic principles, media resources and learning activities totalling approximately 3.5 hours of active learning and 7 hours of independent study per week. **Figure 2. Asynchronous Weekly Cycle**

		 Every weekly cycle is closed with a 10-question graded quiz which enables students to self-assess their knowledge. Overall, the course assessment is divided into two categories: • Core Assessments (Summative; 60%) – Mandatory: o Mid-term: Weeks 5-8 (depending on the course) o Final: Week 13 • Practice Activities (Formative; 40%) – Optional but Credit-Bearing: o Weekly Knowledge Checks o Weekly Learning Engagement The Core Assessments measure mastery of key concepts, while Practice Activities promote ongoing learning and engagement throughout the course.
	Program Length:	The program can be completed within a minimum period of 15 months (standard duration – 4 terms).
	Admissions Criteria:	The minimum qualifications for admission to the programs are: 1. A bachelor's degree in Science, Engineering, Information Technology, Economics, Business or recognized equivalent from an accredited institution; GPA 3 or above. 2. Basic Python programming skills: could be through any Python programming certificate, evidence of passed Python programming course, or demonstrated through an interview. * 3. Basic mathematical skills: Through passed courses taken at prior undergraduate and graduate level work. * 4. Proficiency in English *If basic knowledge is not evident in these two areas, attendance of a pre-entry foundation course may be required.
	Program Fees	As per AUGGC website

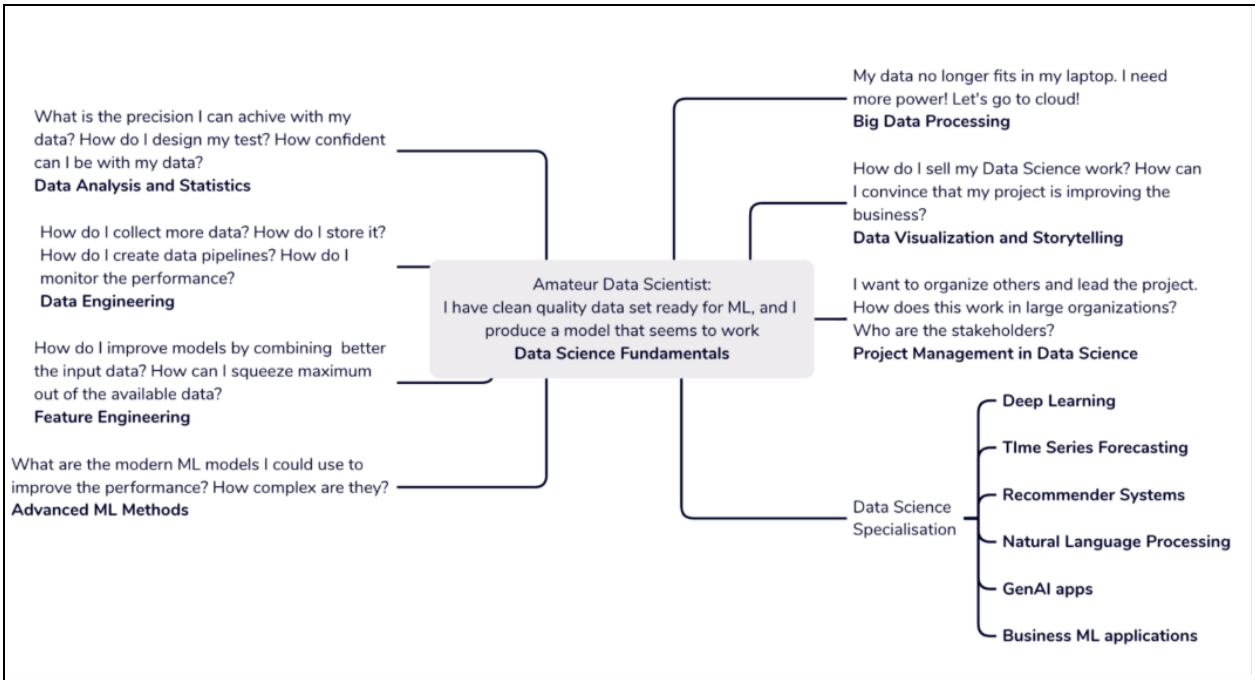
	Recognition of Prior Learning (RPL)	A maximum of 6 graduate credits may be accepted for transfer into a Global Campus graduate program. Exceptions may be considered for programs with more than 36 credits in total. Eligibility and Conditions: • Courses must have been completed at a regionally accredited or internationally recognized institution at the graduate level. • A minimum grade of B (3.0 GPA on a 4.0 scale) must have been earned in each course. • Courses must be equivalent in content, credit hours, and learning outcomes to the courses offered in the respective AUG Global Campus program. • Courses must have been completed within the last five years from the date of enrolment in the AUG program. • Final approval is determined by the Academic Coordinator, in consultation with the lead faculty or instructor for the corresponding AUG course. No grades will appear on the AUG transcript for transferred courses, and these courses will not be included in the student's GPA calculation.

Program Description, Aims & Rationale

The MS in Data Science at AUG Global Campus is a 12-course program designed to provide a comprehensive and flexible learning experience. Our curriculum is structured to help students build strong foundational knowledge, develop advanced data science skills, and gain specialized expertise in cutting-edge domains like Deep Learning, Generative AI, and Time Series Forecasting.

Program Structure

The MS in Data Science program follows a well-structured sequence to ensure students progressively build their knowledge and expertise. The program includes core courses, elective specializations, and a capstone project to provide a well-rounded and hands-on learning experience.



Core Courses (8 Required Courses)

All students begin their journey with **Data Science Fundamentals** which is offered **three times a year**, allowing potential students to join the program at multiple entry points. In **DS Fundamentals**, we teach how to clean and transform datasets, build standard machine learning models, and evaluate their performance. By the end of this course, all students could be considered an **Amateur Data Scientist**— they will have an idea of what's going on and are ready to tackle more advanced challenges in core and specialized courses.

The rest of the core courses ensure a comprehensive understanding of key data science principles. They are designed to create professional Data Scientist expanding on top of Amateur one that is formed in Data Science Fundamentals course. These courses include:

- **Data Engineering**: Learn how to collect, store, and manage data, as well as monitor model performance in production.
- **Big Data Processing**: Handle large datasets that no longer fit on your laptop.
- **Data Analysis and Statistics**: Gain the skills to design experiments, analyze data, and measure the precision of your models.
- **Feature Engineering**: Discover how to improve model performance by optimizing input data.
- **Advanced ML Methods**: Dive deep into advanced machine learning techniques to solve complex problems.
- **Data Visualization and Storytelling**: Learn how to present your findings in a compelling way that drives business decisions.
- **Project Management in Data Science**: Understand the bigger picture, manage stakeholders, and lead data science projects in large organizations.

Specialization Electives (3 courses are required)

Students have the flexibility to customize their learning experience by selecting three specialization courses:

- **Deep Learning**: Explore the cutting-edge techniques behind neural networks and deep learning models.
- **Time Series Forecasting**: Master the techniques for analyzing and forecasting time-dependent data.
- **Information Retrieval and Recommender Systems:** Learn how to build systems that predict user preferences and recommend products or content.

- **Natural Language Processing (NLP)**: Dive into the world of text analysis, sentiment analysis, and language modelling.
- **Generative AI Applications**: Discover how to use GenAI models that generate new content, from images to text, in your applications.
- **Business ML Applications**: Apply machine learning to solve real-world business problems, from customer life time value, choice analytics to fraud detection.

Capstone Project

The program culminates with a capstone project, where students apply their knowledge to a real-world data science challenge. This project will be:

- Industry-focused, solving real business problems with advanced data science techniques.
- Portfolio-enhancing, allowing students to showcase their projects on GitHub to boost employability.
- Mentored by experts, ensuring students receive feedback and industry insights throughout the process.

In the first (starting) term a student can take up to 3 courses includying the pre-requisite of **DS Fundamentals**. In every term 2 courses with no dependency on **DS Fundamentals are offered.** In total (full time mode) students can take up to 4 courses per term.

The learning outcomes of the **MS in Data Science** program are designed to equip students with a comprehensive set of skills and knowledge to excel in the field of data science. By the end of the program, the students will be well-prepared to enter the job market and secure positions in top organizations, equipped with the skills, knowledge, and confidence to tackle real-world challenges and drive business success through Data Scientist, Data Engineer, Data Analyis or similar roles.

Program Structure, Courses and Credits

Course Titles	*Term offered*	*Credits (US)*	*Total active Learning Hours*	*Students Weekly Workload (in hours)*
CORE COURSES				
Data Science Fundamentals	offered in all terms	3	39	10.5
Data Analysis & Statistics	Fall	3	39	10.5
Data Engineering	Fall	3	39	10.5
Feature Engineering	Winter	3	39	10.5
Advanced ML Methods	Winter	3	39	10.5
Project Management in Data Science	Winter	3	39	10.5
Big Data Processing	Spring	3	39	10.5
Data Visualization and Storytelling	Spring	3	39	10.5
ELECTIVE COURSES IN:				
GenAI Applications	Fall*	3	39	10.5
Natural Language Processing (NLP)	Fall*	3	39	10.5
Time Series Forecasting	Winter	3	39	10.5
Information Retrieval and Recommender Systems	Fall*	3	39	10.5
Deep Learning	Spring	3	39	10.5
Business ML Applications	Spring	3	39	10.5

CAPSTONE COURSE				
Capstone project	offered in all terms**	3	39	10.5

* Will be offered in the 4th term for the inaugural year of the program (aka in AY 2026-2027), but as of the 2nd year onwards, these courses will be offered in term 1. In the 2nd year new students will have the choice of 4 courses on their starting term (1st term).

** This is the last course of the program and will be offered on a rolling basis from Fall 2026 in all consequent terms.

Short Course Descriptions

Data Science Fundamentals

Designed for aspiring data scientists, this foundational course covers essential tools, concepts, and mathematical foundations needed for a successful career in the data domain. Throughout the course, students will gain hands-on experience with Jupyter Notebooks, Python, Pandas, Matplotlib, Seaborn, and Scikit-Learn. Students will learn to manipulate data, create remarkable visualizations, and build basic machine learning models. The course includes basic regression and classification techniques with corresponding model evaluation metrics, as well as K-means clustering as part of basic unsupervised learning. Additionally, the course demonstrates the power of Jupyter Notebooks, management of library dependencies through virtual environments in Python, and version control of code with Git for collaborations and building a portfolio of data science solutions. This course serves as the gateway to the overall master's program, equipping students with the skills to tackle more advanced data science challenges.

Data Analysis & Statistics

This comprehensive course equips students with a deep understanding of inferential and descriptive statistics, essential for advanced data analysis. Ideal for enhancing data science skills, it covers a wide range of topics including probabilistic and stochastic techniques, advanced descriptive statistics, normal distribution analysis, inferential statistics, comparing means, correlation, regression, non-parametric methods, and causal inference. The programming component uses Python, with libraries such as NumPy, Pandas, Statsmodels and Matplotlib. The course focuses on data analysis procedures, interpreting results, probabilistic inference, pattern recognition, stochastic processes, mathematical modelling, experimental design and hypothesis testing. Practical exercises and projects will help students apply these techniques confidently in real life use cases.

Data Engineering

Data engineering involves designing and building systems for collecting, storing, and analyzing data at scale. This course focuses on efficient data ingestion and storage techniques, data transformation, and building scalable data pipelines. Participants will learn about relational and NoSQL databases, data modeling, and schema design through hands-on projects. The course also covers data quality, data governance frameworks, APIs, and web scraping for data access and extraction. Students will learn to implement data security measures and comply with data privacy regulations (e.g., GDPR, CCPA), including best practices for anonymization and data hashing. By the end of the course, participants will be proficient in building robust data pipelines (with Kedro), managing databases, designing scalable data architectures, and building the framework for ML lifecycle management (MLOps). Practical experience with tools like Airflow, MySQL, MongoDB, REST APIs, BeautifulSoup, and Scrapy will be gained.

Advanced ML Methods
Building on the knowledge covered in the Data Science Fundamentals course, this advanced course explores more complex algorithms such as SVM, KNN, advanced clustering techniques like DBSCAN and Gaussian Mixture Models, and dimensionality reduction techniques like PCA. Students will also learn about association rule learning, anomaly detection, and sophisticated model evaluation and tuning methods, including hyperparameter optimization and ensemble methods. Additionally, the course introduces neural networks and deep learning, providing a comprehensive understanding of these cutting-edge technologies. Using Python and popular libraries like scikit-learn, TensorFlow, Keras, and Pandas, students will tackle practical projects such as spam email detection, customer categorization, or fraud detection.
Pre-requisite: DS Fundamentals

Feature Engineering
Feature engineering is the secret sauce that turns raw data into gold. It is the process of extracting meaningful features from raw data to enhance the performance of machine learning models. This course covers techniques like feature transformation, encoding categorical variables, binning, creating interaction and polynomial features, extracting time-based features, selecting and evaluating feature importance, and feature elimination techniques. Students will also learn dimensionality reduction methods and how to handle imbalanced datasets. By the end of the course, students will have the skills to improve their data science and engineering projects for more accurate and robust models.

Big Data Processing
Big Data has revolutionized how organizations process, analyze, and extract insights from vast amounts of information. This course covers the foundational principles of Big Data system design, including the map-reduce processing paradigm, batch and streaming data processing, and Big Data-oriented database architectures. Students will gain hands-on experience with Apache Spark and learn to design scalable, fault-tolerant, and efficient data systems using AWS cloud provider.

Data Visualization and Storytelling
In today's data-driven world, the ability to extract actionable insights from data and communicate them effectively is crucial. This course offers a deep dive into the art of data visualization and storytelling, combining theoretical foundations with hands-on training in building graphs and dashboards using Python. Students will learn to design compelling visuals, construct data-driven narratives, and present their findings to persuade and inspire action. The course covers advanced Python libraries used for both data exploration and explanation, including Plotly and Streamlit. Practical experience with real-world datasets and personalized feedback from experienced instructors will be provided.

Project Management in Data Science
Project Management is the art of planning, executing, and overseeing projects to achieve specific goals within defined constraints. This course combines project management topics with their application to complex data science ecosystems. Students will learn about planning, organizing, resourcing, monitoring, privacy regulations, ethical considerations. Participants will learn the concept of treating data as a product, understand the difference between data producer and data provider, the concept of Data Mesh architecture and the roles of Data Officer, Data Owner and Data Stewards.

GenAI Applications
Generative AI (GenAI) is an exciting field of artificial intelligence that creates new content based on patterns learned from existing data. This course covers models like ChatGPT, DALL-E, and DeepSeek, exploring their applications and

challenges. Students will learn about bias, misleading content, data privacy concerns, and strategies to mitigate these issues. The course includes hands-on experience with prompt engineering, LangChain, and AI agents for completing the tasks on behalf of user.

Natural Language Processing

Natural Language Processing (NLP) is a field of AI that enables computers to understand, interpret, and generate human language. This course covers fundamental NLP concepts and algorithms, including text preprocessing, embeddings, named entity recognition, syntax and parsing, statistical models, sentiment analysis, topic classification, text summarization, and deep learning. Students will gain hands-on experience with pre-trained models and develop practical NLP applications like chatbots, text summarization tools, and machine translation systems.

Pre-requisite: DS Fundamentals

Time Series Forecasting

Time series forecasting is a powerful analytical technique used to predict future values based on previously observed data points. This course covers essential concepts and advanced techniques, providing students with the tools to make informed decisions and accurate forecasts using Python. Topics include time series concepts, forecast accuracy, autocorrelation, stationarity tests, time series decomposition, exponential smoothing models, ARIMA, Kalman Filter, and more. Practical projects and real-world case studies are included.

Pre-requisite: DS Fundamentals

Information Retrieval and Recommender Systems

Information Retrieval focuses on finding relevant information from large datasets, such as search engines retrieving web pages based on user queries. Recommender Systems (RS), on the other hand, aim to suggest items to users based on their preferences and behavior, such as recommending movies on Netflix or products on Amazon. These two topics go hand in hand because both involve processing and analyzing large amounts of data to deliver relevant results to users. They share common techniques like data preprocessing, ranking algorithms, and evaluation metrics, making them complementary in many applications. This course covers core concepts, advanced techniques, and real-world applications of information retrieval and recommender systems. Topics include search engine architecture, web crawling, text data processing, ranking algorithms, evaluation metrics, personalization techniques. High-level overview of algorithms used by major tech companies like Facebook, Netflix, Amazon, Google, and Apple will also be studied.

Pre-requisite: DS Fundamentals

Deep Learning

Deep Learning is revolutionizing fields like image recognition, natural language processing (NLP), and generative models. This course provides an in-depth understanding of modern neural network architectures and their applications. Topics include Feed Forward Neural Networks (FFNN), Backpropagation, Recursive Neural Networks (RNN), Convolutional Neural Networks (CNN), Long Short Term Memory (LSTM) networks, Gated Recurrent Units (GRU), Transformers, Attention Mechanisms, and optimization techniques. Students will gain hands-on experience with PyTorch, Keras, and TensorFlow for building and deploying the models.

Pre-requisite: DS Fundamentals

Business ML applications

This course prepares students for a fast-paced environment, covering advanced machine learning tools and algorithms for real-world scenarios like predictive modelling, customer segmentation, demand forecasting, anomaly detection, and choice analytics. Teamwork is at the heart of this course. Students will collaborate with peers, tackle complex problems, and build a portfolio of end-to-end ML solutions. The course emphasizes practical experience and collaboration, preparing students to meet complex business needs with confidence and expertise.

Pre-requisite: DS Fundamentals and Advanced ML Methods

Sequencing of Courses

In the first (starting) term a student can take up to 3 courses including the pre-requisite of **DS Fundamentals**. In every term 2 courses with no dependency on **DS Fundamentals are offered.** In total (full time mode) students can take up to 4 courses per term.

- DS Fundamentals is a pre-requisite course at the start of the program (1st course)
- DS Fundamental is a pre-requisite to attending any of the following courses: Time Series Forecasting, Advanced ML Methods, Business ML applications, Information Retrieval and Recommender Systems, Natural Language Processing (NLP), Deep learning
- Advanced ML Methods is a pre-requisite to the Business ML applications course
- The capstone project can be completed at the last term of the program and will be offered on a rolling basis as of Fall 2026 onwards in every term.

Master in Data Science

	Intake	Capstone	Req 1	Req 2	Req 3	Oprional 1	Oprional 2	Optional 3	Courses per Semester
25/26 Fall	DS Fundamentals		DA & Statistics	Data Engineering					3
25/26 Winter	DS Fundamentals		Advanced ML Methods	Feature Engineering	PM in DS	Time Series			4
25/26 Spring	DS Fundamentals		Visual & Storytelling	Big Data		Buss. ML Apps	Deep Learning		5
26/27 Fall	DS Fundamentals	Capstone	DA & Statistics	Data Engineering		GenAI Applications	Recommender System	NLP	7
26/27 Winter	DS Fundamentals	Capstone	Advanced ML Methods	Feature Engineering	PM in DS	Time Series			6
26/27 Spring	DS Fundamentals	Capstone	Visual & Storytelling	Big Data		Buss. ML Apps	Deep Learning		6
27/28 Fall	DS Fundamentals	Capstone	DA & Statistics	Data Engineering		GenAI Applications	Recommender System	NLP	7

Starting at Sem 1 --> Speed Normal

	Intake	Capstone	Req 1	Req 2	Req 3	Oprional 1	Oprional 2	Optional 3
25/26 Fall	DS Fundamentals		DA & Statistics	Data Engineering				
25/26 Winter	DS Fundamentals		Advanced ML Methods	Feature Engineering	PM in DS	Time Series		
25/26 Spring	DS Fundamentals		Visual & Storytelling	Big Data		Buss. ML Apps	Deep Learning	
26/27 Fall	DS Fundamentals	Capstone	DA & Statistics	Data Engineering		GenAI Applications	Recommender System	NLP
26/27 Winter	DS Fundamentals	Capstone	Advanced ML Methods	Feature Engineering	PM in DS	Time Series		
26/27 Spring	DS Fundamentals	Capstone	Visual & Storytelling	Big Data		Buss. ML Apps	Deep Learning	
27/28 Fall	DS Fundamentals	Capstone	DA & Statistics	Data Engineering		GenAI Applications	Recommender System	NLP

Starting at Sem 2 --> Speed Normal

	Intake	Capstone	Req 1	Req 2	Req 3	Oprional 1	Oprional 2	Optional 3
25/26 Fall	DS Fundamentals		DA & Statistics	Data Engineering				
25/26 Winter	DS Fundamentals		Advanced ML Methods	Feature Engineering	PM in DS	Time Series		
25/26 Spring	DS Fundamentals		Visual & Storytelling	Big Data		Buss. ML Apps	Deep Learning	
26/27 Fall	DS Fundamentals	Capstone	DA & Statistics	Data Engineering		GenAI Applications	Recommender System	NLP
26/27 Winter	DS Fundamentals	Capstone	Advanced ML Methods	Feature Engineering	PM in DS	Time Series		
26/27 Spring	DS Fundamentals	Capstone	Visual & Storytelling	Big Data		Buss. ML Apps	Deep Learning	
27/28 Fall	DS Fundamentals	Capstone	DA & Statistics	Data Engineering		GenAI Applications	Recommender System	NLP

Starting at Sem 3 --> Speed Normal

	Intake	Capstone	Req 1	Req 2	Req 3	Oprional 1	Oprional 2	Optional 3
25/26 Fall	DS Fundamentals		DA & Statistics	Data Engineering				
25/26 Winter	DS Fundamentals		Advanced ML Methods	Feature Engineering	PM in DS	Time Series		
25/26 Spring	DS Fundamentals		Visual & Storytelling	Big Data		Buss. ML Apps	Deep Learning	
26/27 Fall	DS Fundamentals	Capstone	DA & Statistics	Data Engineering		GenAI Applications	Recommender System	NLP
26/27 Winter	DS Fundamentals	Capstone	Advanced ML Methods	Feature Engineering	PM in DS	Time Series		
26/27 Spring	DS Fundamentals	Capstone	Visual & Storytelling	Big Data		Buss. ML Apps	Deep Learning	
27/28 Fall	DS Fundamentals	Capstone	DA & Statistics	Data Engineering		GenAI Applications	Recommender System	NLP

Starting at Sem 1 --> 1/2 Speed

	Intake	Capstone	Req 1	Req 2	Req 3	Oprional 1	Oprional 2	Optional 3
25/26 Fall	DS Fundamentals		DA & Statistics	Data Engineering				
25/26 Winter	DS Fundamentals		Advanced ML Methods	Feature Engineering	PM in DS	Time Series		
25/26 Spring	DS Fundamentals		Visual & Storytelling	Big Data		Buss. ML Apps	Deep Learning	
26/27 Fall	DS Fundamentals	Capstone	DA & Statistics	Data Engineering		GenAI Applications	Recommender System	NLP
26/27 Winter	DS Fundamentals	Capstone	Advanced ML Methods	Feature Engineering	PM in DS	Time Series		
26/27 Spring	DS Fundamentals	Capstone	Visual & Storytelling	Big Data		Buss. ML Apps	Deep Learning	
27/28 Fall	DS Fundamentals	Capstone	DA & Statistics	Data Engineering		GenAI Applications	Recommender System	NLP

Global Online MBA

Program Academic Director: Dr Mo Sattar

<table>
<tr><td></td><td>Program Concentrations:</td><td>The Global Online MBA program allows students to gain a concentration in the following areas, when two courses of the same concentration are studied:
1. Artificial Intelligence
2. Business Analytics
3. Cybersecurity Management
4. Finance
5. Healthcare Administration
6. General Management (student can select two electives from any of the above listed concentrations).</td></tr>
<tr><td></td><td>Total Credits:</td><td>Total of 36 US credits: 90 ECTS units; 180 UK credits
The program consists of 12 courses (each course equals to 3 US credits):
<table>
<tr><th></th><th>Credits</th><th>Courses</th></tr>
<tr><td>Core Courses</td><td>27</td><td>9</td></tr>
<tr><td>Elective Courses</td><td>6</td><td>2</td></tr>
<tr><td>Business Project (Capstone core course)</td><td>3</td><td>1</td></tr>
<tr><td>Total</td><td>36</td><td>12</td></tr>
</table>
Students at full-time study mode can attend 1 course per term. Students entering the program in AY 2027-2028 may opt in to 2 course per term.</td></tr>
<tr><td></td><td>Mode of Study:</td><td>100% Online; the delivery of the courses is 100 % done asynchronously through our Learning Management System.</td></tr>
<tr><td></td><td>Language of Study:</td><td>English</td></tr>
<tr><td></td><td>Program Delivery:</td><td>Each term consists of eight weeks. During the first 7 weeks, content is delivered on LMS during which students are steered in the study of the chosen course themes through appropriate narratives, which are enhanced with media resources and learning activities to ensure knowledge acquisition. The eighth week is dedicated to the final assessment.
The delivery of the courses is done asynchronously through our Learning Management System. The course is delivered over a period of 8 weeks totalling 3 academic credits and 39 hours of active learning. The structure includes 7 teaching weeks and 1 as the assessment week (see below Figure 1).
Figure 1. Learning Model</td></tr>
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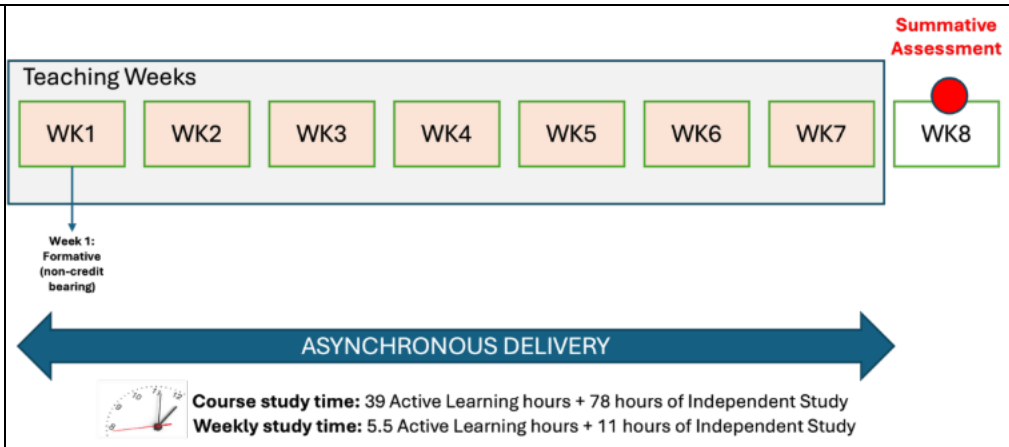
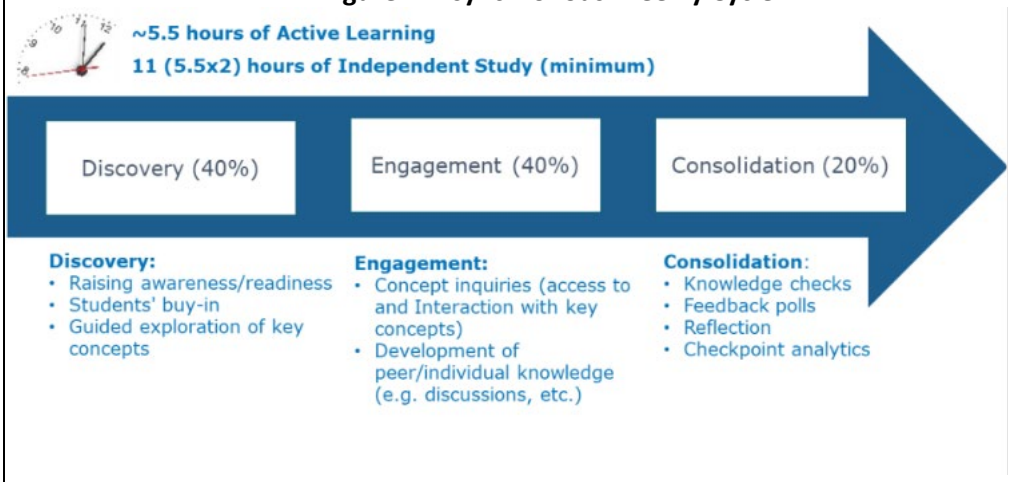


Every week of online asynchronous delivery follows a certain learning routine/cycle (see below in Figure 2). During this self-paced cycle students are presented with the asynchronous content which comprises a curation of academic principles, media resources and learning activities totalling approximately 5.5 hours of active learning and 11 hours of independent study per week.

Figure 2. Asynchronous Weekly Cycle


Every weekly cycle is closed with a 10-question graded quiz which enables students to self-assess their knowledge. Overall, the course assessment is divided into two categories:

• Core Assessments (Summative; 60%) , mandatory (due at end of week 8)

• Practice Activities (Formative; 40%):

Weekly Knowledge Checks: 10%
Weekly Learning Engagement: 30%

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<td>Program Length:</td>
<td>The program can be completed within a minimum period of 24 months (standard duration).</td>
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<td></td>
<td>Admissions Criteria:</td>
<td>The minimum graduate admission requirements are:

A bachelor’s degree in any discipline from an accredited institution with an average G.P.A. of 3.0 or better.
Motivation to undertake MBA-level study and work to also be determined by:

Two recommender’s contact information
A personal statement of approx. 500 words submitted with the application form

</td>
</tr>
</table>

		○ An interview is optional and under the discretion of the Admissions Committee • English Proficiency Requirement for Admission
	Program Fees	As per AUGGC website
	Recognition of Prior Learning (RPL)	A maximum of 6 graduate credits may be accepted for transfer into a Global Campus graduate program. Exceptions may be considered for programs with more than 36 credits in total. Eligibility and Conditions: • Courses must have been completed at a regionally accredited or internationally recognized institution at the graduate level. • A minimum grade of B (3.0 GPA on a 4.0 scale) must have been earned in each course. • Courses must be equivalent in content, credit hours, and learning outcomes to the courses offered in the respective AUG Global Campus program. • Courses must have been completed within the last five years from the date of enrolment in the AUG program. • Final approval is determined by the Program Director, in consultation with the lead faculty or instructor for the corresponding AUG course. • No grades will appear on the AUG transcript for transferred courses, and these courses will not be included in the student's GPA calculation.

Program Description, Aims & Rationale

The AUGGC Global Online MBA program features a comprehensive core curriculum comprising 10 courses, including a capstone course and two concentration electives, that establish a solid foundation in leadership, strategy, and organizational management within a global context. Emphasizing the complexities of international markets, cross-cultural leadership, and global economic dynamics, the curriculum is delivered by a distinguished faculty of practitioners and scholars from the United States and Europe, bringing a wealth of real-world experience and academic expertise to the classroom.

Listed below are the **10 core courses:**

1. Leading People and Organizations in a Global Environment
2. Global Marketing Strategy and Management
3. Accounting for Decision Makers
4. Global Business Economics
5. Innovation and Design Thinking
6. Financial Decision-Making and Risk Management
7. Operations and Production Management in a Global Economy
8. Data-Driven Business Decisions and Modelling
9. Strategic Management and Global Business Leadership
10. Business Project (Capstone)

Building upon this robust foundation, **the program offers 5 career-focused concentrations**—Artificial Intelligence, Business Analytics, Cybersecurity, Finance, and Healthcare Administration. These concentrations allow students to

tailor their studies by selecting **2 concentration elective courses** within their chosen field, providing targeted exposure and fundamental knowledge to support their specific career aspirations. In addition, there is a sixth concentration, General Management, where students have the option of satisfying the two electives by taking any two courses from any of the other five concentrations.

As part of our commitment to offering our students the most relevant and career-focused education, we've partnered with Rize Education, a leading provider of industry-aligned courses developed with experts in several fields. All the GMBA elective courses are fully integrated into your degree, count for credit, and are delivered in a flexible online format—giving you access to cutting-edge skills while still benefiting from personalized support of faculty. Courses marked "offered in partnership with Rize Education" in the curriculum guide are designed to help students graduate with a competitive edge in today's job market. Some of these courses may follow a different start and end date than the program's 2-month terms but all follow a 7- or 8-week study period.

Information on Concentrations

1. Artificial Intelligence

The **Global Online MBA with a concentration in Artificial Intelligence** at AUG Global Campus introduces students to the strategic applications of AI in modern business. Learners gain a foundational understanding of AI concepts and tools, helping them effectively engage with AI-driven initiatives and make informed decisions in technology-enhanced organizations.

2. Business Analytics

The **Global Online MBA with a concentration in Business Analytics** equips students with a broad understanding of how data informs business strategy. Students learn to interpret key metrics, explore trends, and apply data-driven thinking to support effective decision-making and performance improvement across functional areas.

3. Cybersecurity

The **Global Online MBA with a concentration in Cybersecurity** offers students the general awareness of digital risk, data protection, and security frameworks. This foundation enables business leaders to understand cybersecurity concerns and collaborate with technical teams to protect organizational assets and ensure resilience.

4. Finance

The **Global Online MBA with a concentration in Finance** offers students a practical understanding of core financial principles. Through exposure to corporate finance, investment fundamentals, and global markets, students develop the financial literacy needed to participate in budgeting, planning, and strategic conversations within diverse organizational settings.

5. Healthcare Administration

The **Global Online MBA with a concentration in Healthcare Administration** offers students a high-level understanding of healthcare systems, policy, and operations. This concentration is ideal for those seeking leadership roles in healthcare-adjacent fields, where knowledge of industry structure and challenges supports strategic collaboration and informed decision-making.

6. General Management

Students can explore based on their career objectives and may choose any two elective courses from the concentrations listed above to graduate from the **Global Online MBA (general).**

Program Indented Learning Outcomes (ILOs)

The overall aim of the Global Online MBA program is to develop change agents capable of realizing their personal leadership potential. With solid theoretical knowledge and practical tools that can be applied to real-world problems these well-rounded professionals will effectively undertake leading business roles.
Upon successful completion of the program students should be able to:

- become subject experts able to evaluate how it is to manage a company end-to-end namely from human capital management to operations and financials.
- through the study of concentrations, develop insights on how certain businesses function (i.e. supply chain), industries (i.e. shipping) and socio-technical trends (i.e. digital transformation) have evolved and shape current corporate reality.
- gain the knowledge, skills, and stimuli for discovering and solving problems in organizations, groups, and their own personal and professional pursuits.
- enact the role of the business leader with confidence and authenticity, through action learning and peer consultations.
- take a sustainable and long-term perspective of business problems, opportunities, and organizational performance; the world is struggling with several interrelated problems and modern business leaders are central change agents for both their organization but also for society at large.

More specifically, the program aims to achieve the following Intended Learning Outcomes:

A KNOWLEDGE AND UNDERSTANDING

A1 Identify different theories and concepts for the evaluation of business problems/opportunities across the business organization.
A2 Use appropriate theories and concepts to real world problems/opportunities, link practice to theory.

B INTELLECTUAL SKILLS

B1 Diagnose business problems and uncover business opportunities by critically evaluating business data.
B2 Critically review and reflect on the existing literature by focusing on academic, popular business press sources and reports from multi-stakeholder initiatives.

C PRACTICAL SKILLS

C1 Critically evaluate which subject-specific skills and tools should be applied in focal real-world situations.
C2 Apply subject-specific skills and tools to real-world problems by making context-specific operational decisions and putting them into action. OBJ

D TRANSFERABLE SKILLS

D1 Demonstrate professional behaviour and ethical judgment.
D2 Demonstrate creative capabilities, crafting creative work environments, and converting creative ideas into winning innovations.
D3 Exercise team leadership by motivating others; ability to work with others; manage group conflict.

Program Structure, Courses and Credits

Core Courses:				
Course Titles	**Term Offered**	**Credits**	**Total Learning Hours**	**Students Weekly Workload in hours**
Leading People and Organizations in a Global Environment	Fall 2 -Year 1*	3	117	15-20
Marketing Strategy and Management	Spring 1 - Year 1	3	117	15-20
Accounting for Decision Makers	Spring 2 - Year 1	3	117	15-20
Global Business Economics	Summer 1 - Year 1	3	117	15-20
Concentration Elective**	Summer 2 - Year 1	3	117	15-20
Concentration Elective**	Fall 1 - Year 2	3	117	15-20
Financial Decision-Making and Risk Management	Fall 2 -Year 2	3	117	15-20
Operations and Production Management in a Global Economy	Spring 1 - Year 2	3	117	15-20
Innovation and Design Thinking	Spring 2 - Year 2	3	117	15-20
Data-Driven Business Decisions and Modeling	Summer 1 - Year 2	3	117	15-20
Strategic Management and Global Business Leadership	Summer 2 - Year 2	3	117	15-20
Business Project (Capstone Course)***	Fall 1- Year 3*	3	117	15-20

*For the inaugural year only the program starts in Fall 2 (October 2026)
** Elective courses offered in partnership with Rize Education
***The Business Project will be offered on a rolling basis (in all terms) as of Fall 1, 2027-2028 onwards and will require that all prior courses had been completed prior to entering the Business Project course.

Concentration Courses: Artificial Intelligence				
Course Titles (RIZE)	**Term Offered**	**Credits**	**Total Learning Hours**	**Students Weekly Workload in hours**
AIMBA II - Business Use Cases for AI	Summer 2 - Year 1	3	117	15-20
AIMBA III - AI Governance and Ethics	Fall 1 - Year 2	3	117	15-20
Concentration Courses: Business Analytics				
Course Titles (RIZE)	**Term Offered**	**Credits**	**Total Learning Hours**	**Students Weekly Workload in hours**
BZMBA II - Spreadsheet Modeling for Decision-Making	Summer 2 - Year 1	3	117	15-20
BZMBA III - Python for Business Analytics	Fall 1 - Year 2	3	117	15-20
Concentration Courses: Cybersecurity				
Course Titles (RIZE)	**Term Offered**	**Credits**	**Total Learning Hours**	**Students Weekly Workload in hours**
CYMBA II - Network Architectures for Cyber Managers	Summer 2 - Year 1	3	117	15-20
CYMBA III - Cyber Risk Management and Strategy	Fall 1 - Year 2	3	117	15-20
Concentration Courses: Finance				
Course Titles (RIZE)	**Term Offered**	**Credits**	**Total Learning Hours**	**Students Weekly Workload in hours**
FIMBA II - Capital Markets and Investing	Summer 2 - Year 1	3	117	15-20

FIMBA III - Financial Statements Analysis and Valuation	Fall 1 - Year 2	3	117	15-20	
Concentration Courses: Healthcare Administration					
Course Titles (RIZE)	**Term Offered**	**Credits**	**Total Learning Hours**	**Students Weekly Workload in hours**	
HAMBA II - Management of Healthcare Organizations	Summer 2 - Year 1	3	117	15-20	
HAMBA III - Data Analysis for Healthcare Management	Fall 1 - Year 2	3	117	15-20	

Course Descriptions

Leading People and Organizations in a Global Environment

From the smaller business to the larger organization in the global economy, companies depend on the motivation and behavior of people with diverse backgrounds and cultural values that have to work together effectively and efficiently. It is the role of managers to plan, organize, direct, and control an organization's resources in the manner most effective for it to achieve human, organizational, and social objectives in a changing environment. The specific objectives are to develop an awareness of the knowledge and skills that underlie leadership effectiveness while establishing the foundational knowledge about leadership styles, leadership processes, and leadership contexts.

Global Marketing Strategy and Management

This course helps students understand and practice the marketing management process from the perspective of facts-based decision making and not that of sheer opinions-based decision making. Using marketing management and marketing research concepts, tools and easy to use spreadsheet modelling software students will: a) get a hands-on" experience with the process of marketing management and b) focus on the analysis of structured (quantitative) marketing data. The Marketing Engineering for Excel (ME>XL) software add-in and the accompanying case studies (they include datasets) allow students to focus on the complexities and challenges of the marketing management decision-making process without having to directly deal with complex statistical models.

Global Business Economics

This course concentrates on the economic foundations of management by developing tools to analyze key issues of the industry (Microeconomics) and general economic environment (Macroeconomics) of a company. The first part, Microeconomics, analyses consumer behavior, producer pricing and production decisions under different market structures. The second part, Macroeconomics, studies the operation of the entire economy, analyzing topics such as the determination of aggregate output, employment, inflation, interest rates, exchange rates and other macro variables.

Data-Driven Business Decisions and Modeling

This course introduces students to predictive and prescriptive analytics using tools of decision sciences and statistics. Participants will learn to select key information from problem formulation, develop mathematical/statistical models, and assess the goodness of their solution using Microsoft Excel. Topics covered include forecasting, decision analysis, and business optimization. It is a practical course that uses real world examples to illustrate how to apply quantitative techniques to draw useful managerial insight.

Accounting for Decision Makers

The course seeks to provide students with a broad introduction to the need for external accounting systems, the principles explicit and implicit within such systems, and the strengths and weaknesses in such systems. The course discusses the concepts and tools needed to understand and apply accounting information in optimizing managerial decisions, corporate planning and control. It focuses on the application of cost management, pricing, customer profitability analysis, budgeting, amongst others, for effective decision making. Key concepts and methods of

accounting are discussed by focusing on the reporting of the financial position and financial performance of business organizations, the analysis of the financial statements produced by business organizations and the use of accounting information by management for planning, decision making and control purposes.

Financial Decision-Making and Risk Management
This course provides a well-balanced understanding of the underlying theory and its most important practical applications that allows managers to take financial decisions regarding the operating, investing, and financing activities of the firm. The course begins with an introduction of the financial landscape. It then examines how corporations create value through capital allocation. Specifically, it focuses on capital budgeting, valuation analysis and financing. Particular emphasis is placed upon the understanding of analytical techniques that provide numerical input to the decision-making process. Finally, the course discusses some key financial functions of MS Excel.

Operations and Production Management in a Global Economy
Production and Operations management can be defined broadly as the process steps that fulfil the production and delivery of "goods", where "goods" include both material products and intangible services that offer some utility to the end consumer and the overall process subsumes all stages required to transform a product from a rough idea in a brainstorming meeting to the end customer offering. This course focuses on managerial decisions in production and operations and their interrelationships with the other functional areas of the firm. Major areas of study include the design of productive systems, strategic planning, and operations planning and control. Specific topics cover the areas of process and job design, facility planning, capacity planning, distribution planning, inventory management and production planning and control.

Strategic Management and Global Business Leadership
As the internal and the external environment of firms are in constant flux, managers need to sharpen their strategic skills. Strategy is the set of objectives and policies that set to define how a firm positions itself to gain competitive advantage and increase returns for its owner and stakeholders. Two questions are of importance, then: "What business should we participate in" and "How should we compete?" In answering these questions, the external environment and the internal firm resources and capabilities take a central role. We also examine strategic choices at the business unit, corporate, and network level. Finally, the course examines strategies in different industries and contexts (mature, new economy, global). Through case studies and assignments, participants learn to use tools for analyzing, creating, and communicating strategies.

Innovation and Design Thinking
The idea of how people deal with problems lies in the core of this course. The course approaches this fundamental preoccupation through a learning journey that starts with identifying the dynamics of work-based learning as the context where problem solving manifests most in the life of professionals. Next, we demonstrate the connection between creativity and problem-solving before we delve in the discussion about the nature of problems and their resolution models. The course endeavors to shed light on the relationship between problem solving and project management and is expected to equip students with the key principles, tools and techniques in order to use project management to solve problems. The course concludes with the presentation of design thinking as a methodology for achieving more innovative results by overcoming the weaknesses of the structured and hard problem-solving paradigms.

Capstone: Business Project
The course employs a rich curriculum and a gamification approach to learning about sustainability issues, using an interactive and immersive teaching tool in the form of a simulation game. Students will have the opportunity to play the game in groups in several weeks, engage in meaningful discussions and apply skills and strategies they have already developed throughout their MBA studies, which will contribute to long-term success in an ever-changing,

dynamic business environment. While playing the game, students will have the opportunity to explore a range of topics, designed to empower them with essential tools and insights for their continuous professional development to be able to lead a sustainable business and address current organizational challenges they may face. Interactive and collaborative learning will allow students to reflect on ideas and experiences and contribute to a rich collective experience for all.

Concentration Courses (offered in partnership with Rize Education)

AIMBA II - Business Use Cases for AI

- Explore various AI models, their business applications, and basic Python for predictive and prescriptive modeling to identify and implement effective AI strategies in your organization.

AIMBA III - AI Governance and Ethics

- Gain insights into AI governance, ethical guidelines, and regulatory compliance to develop and enforce responsible AI policies within your organization.

BZMBA II - Spreadsheet Modeling for Decision-Making

- Students use spreadsheet modeling to analyze complex datasets, create financial forecasts, and effectively communicate insights to support data-driven decision-making in business contexts.

BZMBA III - Python for Business Analytics

- Students transition from Excel to Python for business data analysis and workflow optimization. Prepares students with little or no prior programming experience with key foundational analytics operations in Python.

CYMBA II - Network Architectures for Cyber Managers

- Offers an understanding of information and operational technology principles, covering network architectures, cloud computing, data management, and the applications and limits of machine learning for predictive maintenance and process optimization.

CYMBA III - Cyber Risk Management and Strategy

- Covers essential principles and frameworks, teaching students to identify cyber threats, design policies, and develop incident response plans to manage and mitigate cyber risks.

FIMBA II - Capital Markets and Investing

- Covers bond valuation, risk measurement, cost of capital, portfolio theory, CAPM (the Capital Asset Pricing Model), interest rates, and basics of futures and options contracts.

FIMBA III - Financial Statements Analysis and Valuation

- Covers financial statement analysis, ratio analysis, risk assessment, pro forma statements, and valuation techniques, equipping students to evaluate and value companies effectively.

HAMBA II - Management of Healthcare Organizations

- Students explore healthcare management principles and practices, emphasizing strategic analysis, workforce and IT management, revenue optimization, leadership, recognition and dealing with ethical issues, effective teams, and quality management.

HAMBA III - Data Analysis for Healthcare Management

- Students learn to manage and communicate healthcare data, focusing on dashboards, patient-level data presentation, EHR systems, data analytics, data visualization tools, and ethical considerations.

Sequencing of Courses

Students can start their learning journey at any term as the program has no pre-requisites in the learning journey. The Business Project (capstone course) must require that all other courses had been attended and should be the last course of the learning journey. The Registrar's office announces the courses that run in each term and invites students for their enrolment on a course-by-course basis until completion of their program credits is achieved.

B. Academic Calendar (Multi-Year View)

Academic Calendar 2025–26

Graduate Degrees (excl. Global MBA)

FALL TERM 2025-26	
Payment/Enrolment Deadline (returning students)	September 19 (F)
Online Course Registration Opens (returning students)	September 4 (TH)
Online Course Registration Closes (12 pm EST) (returning students)	September 11 (TH)
First Day of Term	**September 22 (M)**
* Thanksgiving Holiday	November 27 (TH) & 28 (F)
Last Day of Term	**December 21 (SUN)**
* Winter Break	December 22 (M) – January 4 (SUN)
WINTER TERM 2025-26	
Payment/Enrolment Deadline (returning students)	December 19 (F)
Online Course Registration Opens (returning students)	December 4 (TH)
Online Course Registration Closes (12 pm EST) (returning students)	December 11 (TH)
First Day of Term	**January 5 (M)**
Last Day of Term	**April 5 (SUN)**
* Spring Break	April 6 (M) – April 26 (SUN)
SPRING TERM 2025-26	
Payment/Enrolment Deadline (returning students)	April 24 (F)
Online Course Registration Opens (returning students)	April 9 (TH)
Online Course Registration Closes (12 pm EST) (returning students)	April 16 (TH)
First Day of Term	**April 27 (M)**
*Memorial Day Holiday	May 25 (M)

*Juneteenth National Independence Day Holiday	June 19 (F)
* Independence Day Holiday	July 3 (F)
Last Day of Term	**July 26 (SUN)**
* Summer Break	July 27 (M) – Sep 20 (SUN)

Academic Calendar 2025–26

Global MBA

SPRING II TERM 2025-26

Payment/Enrolment Deadline (returning students)	February 27 (F)
Online Course Registration Opens (returning students)	February 12 (TH)
Online Course Registration Closes (12 pm EST) (returning students)	February 19 (TH)
First Day of Term	**March 2 (M)**
Last Day of Term	**April 26 (SUN)**
* Spring Break	April 27 (M) – May 3 (SUN)

SUMMER I TERM 2025-26

Payment/Enrolment Deadline (returning students)	May 1 (F)
Online Course Registration Opens (returning students)	April 16 (TH)
Online Course Registration Closes (12 pm EST) (returning students)	April 23 (TH)
First Day of Term	**May 4 (M)**
Withdrawal with 100% Refund	May 8 (F)
Withdrawal with 50% Refund	May 15 (F)
*Memorial Day Holiday	May 25 (M)
*Juneteenth National Independence Day Holiday	June 19 (F)
Last Day of Term	**June 28 (SUN)**

SUMMER II TERM 2025-26

Payment/Enrolment Deadline (returning students)	June 26 (F)
Online Course Registration Opens (returning students)	June 11 (TH)
Online Course Registration Closes (12 pm EST)	June 18 (TH)

(returning students)	
First Day of Term	**June 29 (M)**
* Independence Day Holiday	July 3 (F)
Last Day of Term	**August 23 (SUN)**
* Summer Break	August 24 (M) – Aug 30 (SUN)

C. Technology, Access, and Accessibility Guidelines

To succeed in their fully online program, students must have consistent access to updated technology and the internet. This includes using a computer with current software, keeping their browser up to date, and being able to access their courses through AUGGC's learning management system, Blackboard Ultra. While smartphones are useful for quick tasks on the go, we strongly recommend using a laptop, desktop computer, or tablet for most coursework—unless mobile use is specifically recommended—so students can fully engage with course materials and tools.

We recommend that students start by checking that their devices and applications are running the latest versions. Regular updates improve compatibility, security, and performance. We also recommend reviewing the Minimum Technology Requirements available on the Student Hub, to ensure they are fully equipped for online learning.

Our LMS, Blackboard Ultra, is where students will find course materials, assignments, and communication tools. The Student Hub provides user guides, FAQs, and Helpdesk information to support them with any technical issues.

The AUG Global Campus is committed to supporting access to high-quality online learning through inclusive design practices because making content accessible benefits everyone. We design courses and course materials with accessibility in mind to support a variety of accessible features that facilitate your learning. If students need accommodations or have concerns about access, they should reach out to their Student Success Coordinator at ssc@aug.edu as early as possible so we can ensure they have what they need to fully participate.

For additional support, we encourage students at any AUGGC online program to explore the tools and resources listed below to help make web content accessible and tailored to their specific needs.

Microsoft 365 Accessibility Tools

- Hear text read aloud with Narrator
- Accessibility tools for hearing
- Accessibility tools for vision
- Accessibility tools for neurodiversity
- Accessibility tools for learning
- Accessibility tools for mobility
- Accessibility tools for mental health

Screen readers

- NV Access Screen reader (for Windows)
- Talkback for Android
- VoiceOver for iPhone

Speech-to-text

- Voice typing in MS Word
- Voice typing in Google docs

Immersive reader

- Microsoft Immersive Reader
- Immersive Reader offline extension

Alternative input and control

- Voice Control for MacOS

Text-to-speech

- Text-to-Speech output (for Android)

Other accessibility tools and resources

- Accessibility extensions for the Chrome web browser
- Accessibility features for MacOS and iPhone
- Magnifier for iPhone and iPad
- Gboard glide typing and voice typing for Android and iOS

D. Student Code of Conduct

Please reach out to ssc@aug.edu for the 2025 Student Code of Conduct

E. AUGGC List of Policies

Please reach out to ssc@aug.edu for the 2025 Policies