



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

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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 Morris-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.

Commented [DA1]: The Pledge is different on the GRAD Handbook. Should we keep one for both?

Commented [MM2R1]: @Dimitrios Athanasoulias yes, let's merge these into one for both

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: counseling@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 Undergraduate Education

Faculty in AUG Global Campus are committed to delivering a rigorous, supportive, and engaging learning experience across our fully asynchronous undergraduate 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, 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.

First-Year Students

Students who are currently in high school, students who have not attended college after high school graduation, or students with less than 15 college credit hours are considered First-Year Students.

The following documents are needed for admissions and enrollment:

- Completed Online Application Form
- Official High School Transcripts and High School Leaving Certificate. The standard minimum average grade entry requirement is 2.5/4.0 in a US-style school, 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants who have completed high school at a US-based accredited institution must have a cumulative index (CI) or overall Grade Point Average (GPA) of 2.75 or above.
 - Applicants whose grades are between 2.40 and 2.75 in US grading scale, or equivalent, may be admitted to the College on a provisional basis.
- English Proficiency Requirement for Admission: The American University of Greece (AUG) 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 previous education in English or standardized English-language tests.
- Optional:
 - A 500-word personal statement within the online application
 - One academic letter of recommendation
- For enrollment:

Commented [DA3]: To be checked with Rebecca (Sections 3.1 & 3.2)

Commented [MM4R3]: @Rebecca Capuano please review and confirm asap

Commented [RC5R3]: @Melissa Morris-Olson I changed the formatting a bit. Adding optional to the essay and recommendation,

Commented [RC6R3]: Once this is accepted, we will need to play with the formatting @Dimitrios Athanasoulas

- High School Diploma / GED
 - All first-year students must have a secondary school completion credential; or have the recognized equivalent of a secondary school completion credential.
- 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.

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

Transfer Students

Students are considered Transfer Students if they have 15 or more credits from an accredited college. Transfer students are held to the same application requirements as other applicants, with the exception of test scores, and high school transcripts. Should you have fewer than 45 US college/university credits, we do require official final high school transcripts and may request SAT or ACT scores.

The following documents are needed for admissions:

- Completed Online Application Form
- Official College/University Transcripts
- Transfer students who have completed courses at an accredited non-US based post-secondary institution must have a cumulative index (CI) or overall Grade Point Average (GPA) of 2.5 or above. Transfer students who have completed courses at an accredited US post-secondary institution must have a cumulative index (CI) or overall Grade Point Average (GPA) of 2.75 or above.
- English Proficiency Requirement for Admission: The American University of Greece (AUG) 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 previous education in English or 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

Commented [DA7]: Should we remove the link and mention them explicitly? 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.

Commented [MM8R7]: @Dimitrios Athanasoulias yes, please remove the link and mention them explicitly

- PTE Academic: 59
- Cambridge/Michigan/MSU English: Proficiency

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

- Optional:
 - A 500-word personal statement within the online application
 - One academic letter of recommendation
- Identification in the form of: Birth Certificate or Passport (to determine scholarship level where applicable)

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

3.2. Credit Transfer Policies

The American University of Greece (AUG) Global Campus welcomes transfer applications from students who have completed undergraduate coursework at other accredited colleges and universities. To ensure academic integrity and to support student progression within our newly launched online degree programs, the following transfer credit policy will apply beginning with the inaugural undergraduate cohort in Fall 2026.

Transfer Credit Limit

A maximum of 36 U.S. credits may be accepted in transfer toward a baccalaureate degree at AUG Global Campus.

Of these:

- no more than 36 credits may be at the lower-division level (equivalent to U.S. 100-200 level or UK Level 4) or upper-intermediate level (equivalent to U.S. 300-level or UK Level 5).
- No transfer credit will be awarded at the advanced (capstone or final-year) level (equivalent to U.S. 400-level or UK Level 6).

This policy ensures that all AUG Global Campus students complete a significant portion of their degree with us, allowing for alignment with institutional learning outcomes and access to our signature learning experiences.

All AUG Global Campus students must complete at least one-fourth of their undergraduate credits, including substantial advanced work in the major or concentration, at AUGGC.

Eligibility and Conditions

- Only coursework completed at institutions that are regionally or nationally accredited (or their international equivalents) will be considered.
- A minimum grade of "C" (2.0 on a 4.0 scale) is required for any course to be eligible for transfer.
- Transfer credit is not awarded for:

- College-wide English requirements unless coursework was completed at an institution where the language of instruction is English.
- Foreign language courses in a student's native or heritage language, unless focused on literature or advanced analysis.
- Non-credit bearing coursework, including continuing education or professional training, unless assessed and approved through a recognized prior learning evaluation process.
- Courses must be equivalent in content, credit hours, and learning outcomes to the courses offered in the respective 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

Undergraduate 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 credit transfer request via email.

Note for Fall 2026 Applicants

As the AUG Global Campus launches its undergraduate programs in Fall 2026, course offerings will be introduced in phases. Students with significant prior credit should consult early with an academic advisor to determine degree applicability and to ensure timely program completion.

3.3. Matriculation and Student Classification

In the academic programs leading to a first cycle-bachelor's degree, students are classified according to the number of US credits accumulated as follows: freshman, 0-30; sophomore, 31-60; junior, 61-90; senior, 91 and above.

Students who plan to withdraw from their undergraduate program for a period of time (study break) may apply to the Registrar's Office for maintenance of matriculation by completing and submitting

Commented [SM9]: ask Mo to confirm (this is the ULE terminology)

Commented [MS10R9]: For a four program with 120 credits, I have seen 0-30 for first year, 31-60 for second, 61-90 for third and over 90 for fourth year.

Commented [DA11R9]: Which classification to follow?

Commented [MM12R9]: @Dimitrios Athanasoulas we should follow what Mo writes here--0-30, 31-60, 61-90, and 90+

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 undergraduate 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.

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 course catalog on an annual basis. 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.

3.3.2. Program Drop

To completely drop from their program students must contact the AUGGC Student Success Center 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 of 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 email the AUGGC Student Success Center 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%

Commented [SM13]: Melissa: at ULE is said: The maximum enrollment period for completing a degree is ten (10) years, which corresponds to 150% of the standard program length. ---> that's not the case for AUG undergrad programs?

Commented [DA14R13]: MMO: Should we add a limit to the AUG UG programs?

Commented [MM15R13]: @Dimitrios Athanasoulas I would like to leave the text as is without a specified completion timeframe

Commented [DA16]: In practice, students email to let us know. No form is required. Should we update this?

Commented [MM17R16]: @Dimitrios Athanasoulas for now, I think we can just leave it as email. When our numbers get bigger, we may want to convert to using an official form.

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
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Final deadline to request a W: End of Week 12.

Note: Students must email the AUGGC Student Success Center to formally initiate withdrawal after Week 6, 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.

- Commented [DA18]: Remove WF as we did for GR programs?
- Commented [MM19R18]: @Dimitrios Athanasoulas yes yes
- Commented [DA20]: Remove WF as we did for GR programs?
- Commented [MM21R20]: @Dimitrios Athanasoulas yes yes

3.3.4. Retaking Courses for Grade Replacement

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

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's 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 10 courses or a maximum of 30 credits for grade replacement in their degree, following a Fail grade.

- Commented [SM22]: is grade improvement offered at UG ULE?
- Commented [DA23R22]: FYI: We offer grade replacement to our GRAD students. The ACG/Deree does not offer grade replacement options if a student passes a course.
- Commented [MM24R22]: @Dimitrios Athanasoulas this is more of an American practice. I think we should have the same grade improvement policy for both undergrad and grad.
- Commented [SM25]: Kostas/Mo what will be the number for UG programs? in ULE the maximum number of retakes is 10 courses.
- Commented [MS26R25]: I am okay with what ever is currently used in AGC Unedgrad.
- Commented [DA27R25]: Course retake for 'F' grade: Changed it to 10 courses (30 credits) for UG

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 undergraduate 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 (<https://campusweb.aug.edu/ics>), 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: Undergraduate Program Offerings

4.1. List of Undergraduate Degree Programs

In its inaugural year AUGGC offers the following undergraduate degree programs:

- BA in Business Administration
- BA in Business Analytics
- BS in Psychology

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 undergraduate program varies as per the Program Descriptions of each 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 [Program Specification](#) on an annual basis, at their student portal MyAUG on <https://campusweb.aug.edu/ics/> and on Blackboard. 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

Undergraduate courses offered at AUGGC fall in any of these categories:

- Liberal Education courses
- Required "core" courses
- Concentration courses
- Elective courses or experiential learning 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

Commented [DA28]: Needs to be updated. Same for Appendix A.

Commented [MM29R28]: @Dimitrios Athanasoulas
Yes, we should only include three undergraduate degrees: BS business administration, BS business analytics, BS psychology (we may eventually revert to the BA psychology, but for now the BS is what is on the books)

Commented [D30]: Change to 'Program Specification'?

Commented [MM31R30]: @Dimitrios Athanasoulas
yes, let's use Program Specification Guide

Commented [DA32]: Remove this? From GRAD Handbook as well. Since our goal is to use Blackboard as the main student point for information, we should avoid adding information on myAUG unless necessary.

Commented [MM33R32]: @Dimitrios Athanasoulas I think we need to leave this information in as external regulatory agencies will be looking for public visibility around this kind of information

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.

4.4. The Study Aboard Program of ACG

The Study Abroad Program brings US and international students to Athens but also sends AUGGC students to partner universities in other countries, outside of the US. AUGGC and ACG currently partner with 40 non-US institutions. Students are able to study for multiple terms in either our ACG Athens campus in Greece, or other non-US partner institutions, and transfer credits earned abroad onto their degree at AUGGC. If students choose to complete a study abroad program at ACG Athens campus, the International Students Office helps with visa procedures and supports students during their stay in Athens. Such services include: visa and residence permit assistance (if needed), International Student Orientation, organization of events and outings, excursions to unique cultural destinations in Greece, emergency assistance and support, as well as incoming mail services for resident students.

AUGGC undergraduate students must meet the following eligibility criteria to apply for a study abroad term at ACG Greece:

1. Nomination from their AUGGC Academic Director (who acts as their academic advisor)
2. Online application to the ACG International Students Office
3. Copy of academic transcripts: a minimum of 18 credits must have been earned with a minimum GPA of 2.75 to be eligible
4. Copy of passport (minimum age of applicant should be 18 years old).

Commented [SM34]: Melissa to review/edit. The text is based on ULE's text and the discussion we had on May 19 with Lucy and Mrs Lazana.

Commented [MM35R34]: @Dimitrios Athanasoulas leave this in as is

Section 5: Academic Policies and Procedures

5.1. Academic Calendar and Registration

AUGGC undergraduate programs follow a tri-mester system, which involves three terms per academic year: Fall, Spring, Summer. 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 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 regular 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 11 weeks of teaching and 2 weeks of assessment. The weekly learning routine—Discovery, Engagement, and Consolidation—is intentionally designed to help students learn progressively and prepare the two required summative assessments.

Although some weekly activities are labeled “optional,” student participation directly impacts their performance:

- 40% of students’ final grade is earned through weekly activities. Skipping them may reduce their 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 each week’s activities during the designated week 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.

Commented [SM36]: Kostas is this applicable also for UG?

Commented [KS37R36]: Yes

Commented [DA38]: For both UG and GRAD
Handbooks: I believe this is somewhat vague and does not help set attendance and participation expectations. We should consider adding specific limits e.g., 1-2 weeks of non-participation (email from SSC or academic to check), 3 weeks without response or participation, the student receives an ‘F’ grade.

Commented [MM39R38]: @Dimitrios Athanasoulias I agree. Why don’t you refine your draft language here and send it in an email to Mo, Rebecca and me for our final approval?

Commented [RC40R38]: @Dimitrios Athanasoulias - does this still need to be resolved?

Commented [DA41]: This paragraph does not exist in the GRAD Handbook. Should we add?

Commented [MM42R41]: @Dimitrios Athanasoulias yes, let’s add this to the graduate handbook as well

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 LMS.

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 late and there are no accepted extenuating circumstances will be penalized for the particular piece of work in line with the following tariff: Submission within 6 calendar days: a 10% reduction of the awarded grade for each calendar day late down to the C grade. Students who submit coursework seven 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.

Commented [SM43]: Mo & Kostas - review this for UG - this is what the ULE said: Students must submit work by the deadlines set in the course outline. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalized in line with the following tariff: Fall and Spring Semesters: Submission within 6 calendar days: a 10% reduction of the awarded grade for each calendar day late down to the C grade. Submission that is more than 6 calendar days late: submission refused, grade F.

Summer Term: Submission within 4 calendar days: a 10% reduction of the awarded grade for each calendar day late down to the C grade. Submission that is more than 4 calendar days late: submission refused, grade F.

Commented [SM44R43]: also You must submit work by the deadlines set in the course outline. Work submitted after but within seven days of the deadline will receive a maximum grade of C. You will fail the assessment if work is submitted later than seven days after the deadline.

Commented [MS45R43]: For UG degree 2.0 out of 4.0 GPA is fine. My suggestions, as far as warnings etc., I am okay with following AGC current policies.

Commented [DA46R43]: The policy as it appears on this page is also what we follow for the GRAD programs. Should we keep it?

Commented [MM47R43]: @Dimitrios Athanasoulas Yes, keep. I also agree with Mo's comment.

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. Capstone Courses

CAPSTONE COURSES: Two courses

Business Capstone I: Strategy, Research, and Planning

In this first part of the business capstone experience, students integrate knowledge from core business disciplines to analyze complex organizational challenges. Working individually or in teams, students select a business topic, industry, or company for an in-depth project. Focus areas include market research, strategic analysis, problem identification, and project planning. Emphasis is placed on critical thinking, data-driven decision-making, and developing a comprehensive project proposal to be executed in Capstone Part II.

To enter the capstone, students should have completed all their core courses.

Business Capstone II: Implementation, Solutions, and Presentation

In this second part of the capstone sequence, students execute the project plan developed in Capstone I. This includes implementing research methodologies, developing strategic recommendations, and proposing actionable solutions to real-world business challenges. Students will prepare a professional written report and deliver a final presentation to a panel of faculty and industry professionals. The course emphasizes practical application, teamwork, executive communication skills, and readiness for post-graduate professional careers.

To enter the capstone, students should have completed all their core courses.

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 at the 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. The student 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:

Description	UG Grade	UG Grade Points	Percentage
Excellent	A	4	95-100
	A-	3.67	90-94
	B+	3.33	87-89
	B	3	83-86
	B-	2.67	80-82
	C+	2.33	77-79
	C	2	73-76

Commented [SM48]: Kostas - does this apply to UG. Asked the Registrar's too. The ULE doc used this scale but you had sent me a doc with a different grading scale in the past. Perhaps that was a proposal from you. Please confirm if this is the one used.

Commented [KS49R48]: This is the grading system agreed for both UG and PG.

Commented [DA50R48]: I changed the table to the one we use for the GRAD programs. No 'D' grades. The previous table can be found in previous versions of this document. **Deree/ACG uses a different Grade Scale for UG. Should we follow the same?**

Commented [MM51R48]: @Dimitrios Athanasoulas could you send an email to Mo and me with this table as well as the previous table? In the US, the 'd' grade is typically allowed at the undergraduate level. I want Mo to weigh in on this.

Commented [D[52R48]: @Melissa Morrissey-Olson Email sent

	C-	1.67	70-72
	D+	1.33	67-69
	D	1	60-66
Failure	F	0	< 60

**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.*

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 ten (10) 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.

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.

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

Commented [SM53]: Kostas, at ULE it said this is 10 courses. Also ULE does not offer them the opportunity to replace a grade for improving their grade (which is strange that we do offer this for grad programs). What is the max number of retakes of courses that we will allow?

Commented [KS54R53]: Please confirm with Mo.

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 the term in which the course was taken.

5.5. Dean’s List

Full-time undergraduate students who attain high academic standing in any semester through a GPA of 3.4 or above are placed on the Dean’s List, which is noted on the transcript of the student for that particular semester.

Commented [SM55]: as per ULE, Mo to confirm

Commented [DA56R55]: Will we be applying this?

Commented [MM57R55]: @Dimitrios Athanasoulas yes, although we should be consistent with DEREE for Deans list GPA cutoffs

Section 6: Undergraduate Student Progression

6.1. Academic Advising Structure

All students have access to a dedicated Student Success Coordinator (SSC) who is their acting academic advisor for the duration of their studies, along with the supervision and collaboration of a faculty Academic Program Director. SSCs follow the students’ progress and offer guidance on matters concerning their studies. Individual meetings with the advisor normally take place during the period before registration, but can be requested at any point during the program.

Each program is also supervised by an Academic Program Director, who is a faculty member that consults also students when the SSC escalates requests that require further approval by the Academic Program Director. 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 should be put forward to the SSC and involve or require further approval by the Academic Program Director, when necessary.

All students, up to earning 50 credits can refer to the SSC for advising as they deem appropriate. Thereafter (more than 50 credits), the advising program is faculty-based and fosters personal contact between students and their Program’s Academic Director, who acts as educational consultant.

6.2. Monitoring Student Progress (e.g., probation, CI below 2.0)

Good Academic Standing

Satisfactory academic progress (SAP) is evaluated at the end of each semester/session. Students who meet all Academic Standing and Satisfactory Academic Progress (SAP) requirements for a given term are considered in good academic standing.

Academic Probation

Undergraduate students who fall below a 2.00 cumulative and/or term GPA are placed on academic probation and notified by the Office of the Registrar. This status is recorded on the student's academic transcript.

Students on academic probation must meet with their program director (or designated faculty) to complete an Academic Success Plan by the deadline provided

Academic Dismissal

Students who do not meet the 2.00 cumulative and/or term GPA standards in the term following academic probation are dismissed from AUGGC. Notification is provided by the Office of the Registrar, and the dismissal is noted on the academic transcript.

Appealing an Academic Dismissal

Students dismissed for the first time may submit a written appeal within the timeframe stated in the dismissal notice. Students dismissed more than once are not eligible to appeal or request reinstatement to AUGGC.

Appeals must be typed and submitted with supporting documentation to the AUGGC Student Success Center via email by the stated deadline. Students should work with their program director when preparing the appeal. Receipt of appeal materials will be confirmed, and the materials will be forwarded to the Academic Standards Committee.

The appeal letter must explain how the student's circumstances have changed and how they will meet academic standards going forward. Appeals must include documentation of extenuating circumstances and/or evidence of changes that support future academic success. Appeals without documentation will not be reviewed.

The Academic Standards Committee, chaired by the Online Operations and Student Success manager, reviews all appeals and issues a final decision within two weeks of receiving complete materials.

Academic Probation

Students whose academic dismissal appeal is approved are placed on academic and financial aid probation for their next enrolled term. This status is noted on the academic transcript.

Students on probation must complete an Academic Success Plan with their Program Director (or designated faculty) before registering for future coursework. A registration hold remains in place until this requirement is met. Failure to complete the plan may result in removal from courses and/or dismissal without the option to return.

Academic standing is reviewed each term. Students who meet their Academic Success Plan and GPA requirements return to good academic standing. Students who meet the plan and term GPA but not the cumulative GPA remain on probation. Failure to meet the plan and/or GPA requirements will result in a second dismissal. Students dismissed more than once may not appeal or seek reinstatement to AUGGC.

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 Center 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 2.00
- Settle any outstanding balance of their student account

6.4. Graduation with Distinction

The Bachelor's degree is awarded at three levels of distinction to students who have completed at least 72 US credits out of the total number of credits required for graduation in which they have obtained exceptionally high grades.

The CI is computed to include all courses completed at AUG Athens U.L.E.:

- Cum Laude 3.30-3.49
- Magna Cum Laude 3.50-3.69
- Summa Cum Laude 3.70-4.00

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 undergraduates, 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.

Commented [SM58]: Mo/Kostas: this is as per ULE (at grad programs it is 3). Do you agree with this?

Commented [KS59R58]: Mo to confirm, but I think it's 3.0 as per current ACG policy.

Commented [DA60R58]: Need confirmation

Commented [MM61R58]: @Dimitrios Athanasoulias
We shouold follow the current ACG policy

Commented [SM62]: as per ULE, Mo to approve

Commented [MM63R62]: @Dimitrios Athanasoulas
please follow the current Acg policy

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 undergraduate 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 undergraduate AUG Global Campus courses follow a consistent **13-week structure**; exception being some elective courses that follow an 8-week structure.

The 13-weeks courses are composed of:

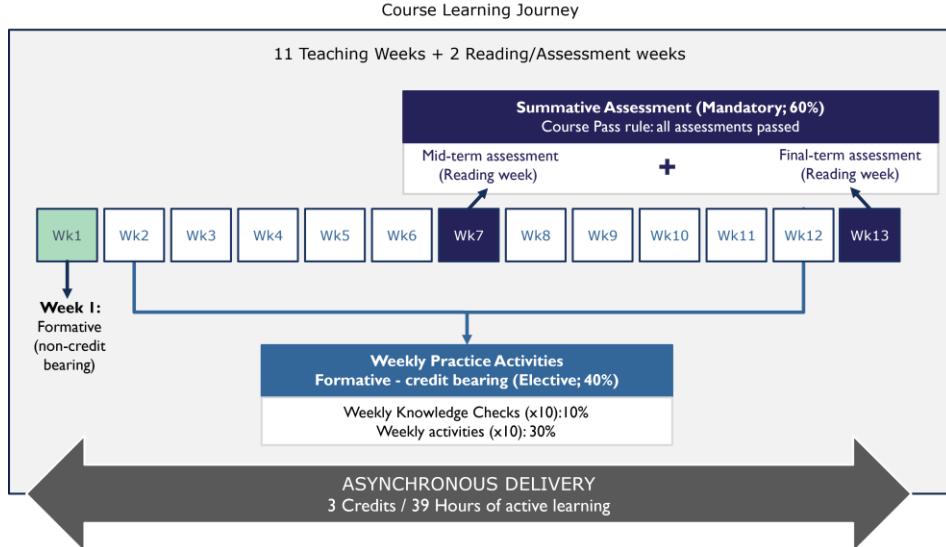
- **11 teaching weeks**, where core learning activities take place
- **2 assessment weeks**, reserved for preparation and submission of major assignments

Commented [SM64]: Kostas, is this the same for UG? Also should I add a section about Academ and Rize that are the platforms offering courses. Shall I add more/please review

Commented [KS65R64]: Remains the same.

Commented [D[66R64]: should we add a section about Academ and Rize?

Commented [MM67R64]: @Dimitrios Athanasoulas No



This rhythm supports both autonomy and accountability, allowing students to manage their study time while keeping pace with a clearly defined academic timeline.

Our teaching and learning model is built around a **three-phase weekly learning routine** that reflects how people best absorb and apply knowledge:

1. Discovery (Guided Exploration) – 40% of weekly learning time

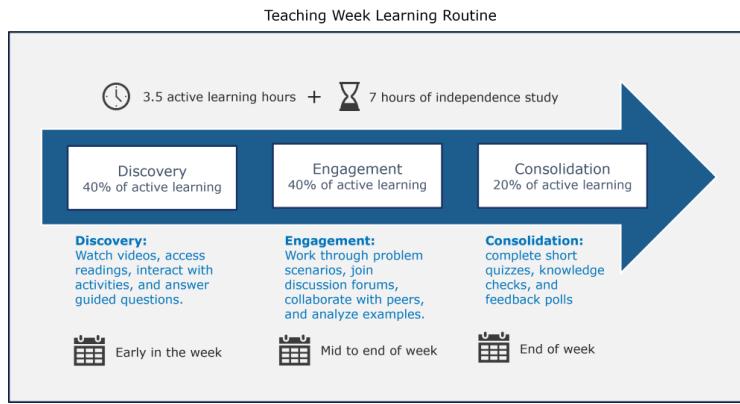
This phase introduces new concepts through a variety of accessible, multimedia content including readings, short videos, and narrative explanations. Discovery activities are designed to stimulate curiosity, activate prior knowledge, and build foundational understanding.

2. Engagement (Learn by Doing) – 40% of weekly learning time

Here, students will actively apply what they have learned through inquiry-based tasks—such as case analyses, scenario explorations, collaborative discussions, and hands-on exercises. These activities deepen students' understanding and help them internalize key concepts through practice and reflection.

3. Consolidation (Check Your Understanding) – 20% of weekly learning time

To wrap up each week, low-stakes knowledge checks and quizzes allow students to assess their grasp of the material and receive immediate feedback. This final step strengthens retention and helps students identify areas to review before moving forward.



Each course includes **two mandatory summative assessments**—one mid-course and one at the end—accounting for **60% of their final grade**. These assessments are scheduled during non-teaching (assessment) weeks, which are free of new content to allow time for independent study and focused preparation.

The remaining **40% of the grade** is earned through weekly engagement activities and knowledge checks during the teaching weeks. While these are optional in name, they are essential in practice—they reinforce learning, build skills progressively, and significantly contribute to the overall grade and readiness for assessments.

From the start, AUG Global Campus courses are structured to help students settle in confidently. The first week is a formative, low-pressure introduction to their course, giving students space to explore the material, understand their instructor's approach, and become comfortable with the learning platform and routine.

Though asynchronous, student journey is not solitary. Instructors provide regular communication, support, and feedback to help guide students' progress. Online students are encouraged to stay actively engaged throughout the term to make the most of their learning experience.

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.

Students enrolled in an undergraduate program 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 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.

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.

BA Programs		
	Minimum	Recommended
CPU	4 core 3.0 GHz.	4 core 3.0 GHz.
RAM	8GB	16GB
Storage	500GB SSD	500GB SSD
Graphics	Integrated	Integrated
Operating System	Windows 10 64-bit or latest, macOS Monterey (version 12) or later	Windows 10 64-bit or latest, macOS Monterey (version 12) or later
Extras	1 USB 2.0 or 3.0 Port Microphone	1 USB 2.0 or 3.0 Port Microphone

Camera	Camera
<h2>BA in Business Analytics</h2>	
	Minimum
CPU	Multi-core 2.5 GHz
RAM	8GB
Storage	500GB SSD
Graphics	Integrated
Operating System	Windows, macOS or Linux
Extras	1 USB 2.0 or 3.0 Port
	Microphone
	Camera
	Recommended
	Multi-core 2.5 GHz
	16GB
	500GB SSD
	NVIDIA, GTX 1050 or higher (RTX 2060 or higher for deep learning)
	Windows, macOS or Linux
	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 Student Success Coordinator acts as the academic advisor for the respective undergraduate program, in collaboration with the Academic Program Director of that program. 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 and provides specific aid to students in planning their studies to meet their personal and professional goals.

Commented [SM68]: Melissa to review, this is something we had discussed months ago and it follows the ACG advising model.

Commented [MM69R68]: @Dimitrios Athanasoulas
this is fine as is

Individual advising meetings with the SSC and 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.

All students, up to earning 50 credits, can refer to the SSC for advising as they deem appropriate. Thereafter (more than 50 credits), the advising program is faculty-based and fosters personal contact between students and their Program's Academic Director, who acts as educational consultant.

AUGGC encourages students to consult with their academic advisor regularly and discuss their schedules. We recommend that students follow their advisor's guidance to avoid risking not having fulfilled their programs' requirements by the desired date of graduation. One must bear in mind that advisors never make decisions for students. Their overriding objective is to assist students in developing the maturity required to make their own choices and to be responsible for the consequences of those choices.

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.

8.1.3. Online Student Portal (myAUG)

myAUG is the online student portal for AUG Global Campus, providing centralized access to key academic and administrative services. It can be accessed via this link: <https://campusweb.aug.edu/ics>. Through MyAUG, students can register for courses, view grades and transcripts, manage personal information, and stay informed about important deadlines and announcements throughout their academic journey.

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

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 at <https://campusweb.aug.edu/ICS/>.

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

8.2.1. 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.

8.2.2. 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 student has 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 for 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 for 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 Academic Dean of the AUGGC, 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 Academic Dean of the AUGGC 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.

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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.

9.6. 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 undergraduate 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.

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. Undergraduate 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. The Technology Fee includes 24/7 access to Learning Platforms, Digital Library & Research Tools, Software & Learning Tools, and Technology Support Services.

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.

Commented [SM71]: Kostas is this for UG students too?

Commented [D72R71]: Also, need to check the amount mentioned

Commented [MM73R71]: @Dimitrios Athanasoulas @Rebecca Capuano Rebecca should confirm

Commented [RC74R71]: @Melissa Morrise-Olson - added some language here, for your thoughts,

Commented [SM75]: Rebecca, review this section please/delete /edit as appropriate for UG programs

Commented [RC76R75]: @Stella Mantechou edited

Commented [DA77R75]: May need to be updated

Commented [MM78R75]: @Dimitrios Athanasoulas Rebecca should review and confirm ASAP

Commented [MM79R75]: @Rebecca Capuano needs your review and updates

Commented [RC80R75]: @Melissa Morrise-Olson @Dimitrios Athanasoulas I have edited this section.

Tuition Reductions Available:

- **Global Leadership Scholarship** (25-45% off): for all admitted students, non-stackable
- **Academic Excellence Award** (5-15% off):
- All awards are evaluated during admission—**no separate application is needed**. Once a scholarship is awarded and accepted, it is locked in based on the student's enrollment date and will not be affected by any future scholarship changes. 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.

Commented [SM81]: Rebecca is this relevant to undergrad level?

Commented [RC82R81]: @yes. it can be possible for adult learners

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 to 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.

Appendices

A. Undergraduate Program Descriptions & Course Descriptions

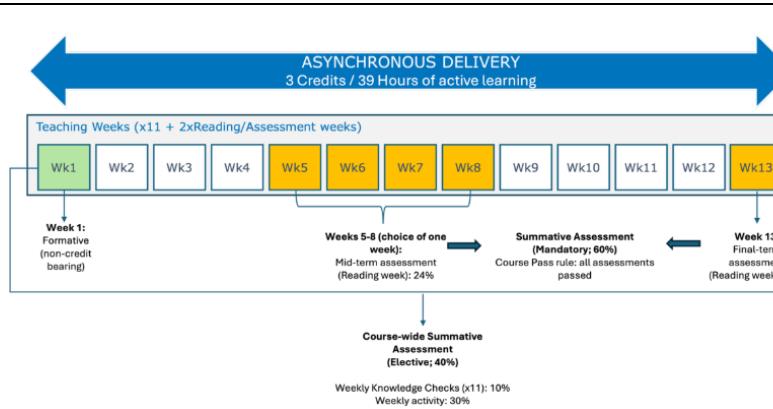
Commented [DA83]: To be updated

PROGRAM TITLE: BS in Business Administration
PROGRAM ACADEMIC DIRECTOR: Dr. Angeliki Papasava

1.	Awarding Institution:	The American University of Greece, Global Campus
2.	Final Award:	Bachelor of Science in Business Administration
3.	Program Concentration s:	<p>The program offers four concentrations:</p> <ol style="list-style-type: none">1. International Business,2. Marketing,3. Entrepreneurship,4. Business Analytics <p>To specialize in a concentration, students must attend the 4 courses of their selected concentration path. Students must also choose any other 4 Business elective courses from any of the other concentrations. If they choose all 4 concentration courses of a second concentration, they graduate with a double major.</p> <p>Through their capstone and experiential learning courses students can further enhance their concentration knowledge.</p>

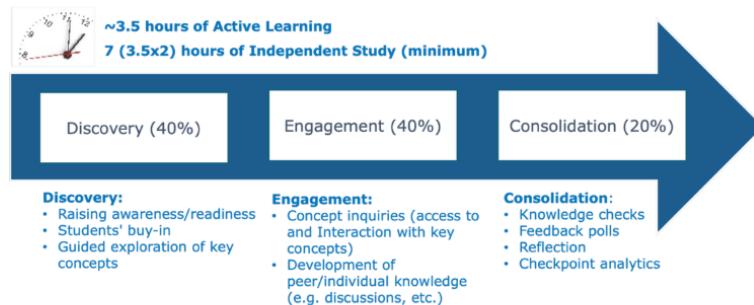
4.	Total Credits:	<p>Total of 121 US credits: 302,5 ECTS units; 605 UK credits</p> <p>The program is delivered over a period of 3 terms in each year (Fall, Spring, Summer) and consists of 40 courses (each course equals to 3 US credits) and one (1) course of with one (1) credit. A total of 41 courses is completed within 3 years for full time students, as shown below:</p> <table border="1"> <thead> <tr> <th></th><th>Credits</th><th>Courses</th></tr> </thead> <tbody> <tr> <td>Liberal Education Courses</td><td>30</td><td>10</td></tr> <tr> <td>Business Core Courses</td><td>42</td><td>14</td></tr> <tr> <td>Business Electives</td><td>12</td><td>4</td></tr> <tr> <td>Concentration Courses</td><td>12</td><td>4</td></tr> <tr> <td>Experiential Learning Courses</td><td>18</td><td>6</td></tr> <tr> <td>Capstone</td><td>6</td><td>2</td></tr> <tr> <td>Career planning</td><td>1</td><td>1</td></tr> <tr> <td>Total</td><td>121</td><td>41</td></tr> </tbody> </table>		Credits	Courses	Liberal Education Courses	30	10	Business Core Courses	42	14	Business Electives	12	4	Concentration Courses	12	4	Experiential Learning Courses	18	6	Capstone	6	2	Career planning	1	1	Total	121	41
	Credits	Courses																											
Liberal Education Courses	30	10																											
Business Core Courses	42	14																											
Business Electives	12	4																											
Concentration Courses	12	4																											
Experiential Learning Courses	18	6																											
Capstone	6	2																											
Career planning	1	1																											
Total	121	41																											
5.	Mode of Study:	100% Online																											
6.	Language of Study:	English																											
7.	Program Delivery:	<p>Program Delivery</p> <p>Each course is delivered over a 13-week period through asynchronous learning, totalling 3 academic credits and 39 hours of active engagement. The structure consists of 11 weeks of instruction and 2 weeks dedicated to assessment activities (Figure 1).</p>																											

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



Methods of Assessment

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)

		<ul style="list-style-type: none"> o Final: Week 13 • Practice Activities (Formative; 40%) – Optional but Credit-Bearing: <ul style="list-style-type: none"> o Weekly Knowledge Checks o Weekly Learning Engagement <p>The Core Assessments measure mastery of key concepts, while Practice Activities promote ongoing learning and engagement throughout the course.</p>
8.	Program Length:	The program can be completed within a minimum period of 36 months (standard duration of 3 years).
9.	Admissions Criteria:	<p>FIRST-YEAR STUDENTS</p> <p>Students who are currently in high school, students who have not attended college after high school graduation, or students with less than 15 college credit hours are considered First-Year Students.</p> <p>The following documents are needed for admissions:</p> <ul style="list-style-type: none"> • Completed Online Application Form • A 500-word personal statement within the online application • Official High School Transcripts and High School Leaving Certificate. The standard minimum average grade entry requirement is 2.5/4.0 in a US-style school, 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants who have completed high school at a US-based accredited institution must have a cumulative index (CI) or overall Grade Point Average (GPA) of 2.75 or above. <ul style="list-style-type: none"> o Applicants whose grades are between 2.40 and 2.75 in US grading scale, or equivalent, may be admitted to the College on a provisional basis. • High School Diploma / GED <ul style="list-style-type: none"> o All first-year students must have a secondary school completion credential; or have the recognized equivalent of a secondary school completion credential. • One academic letter of recommendation • English Proficiency Requirement for Admission: The American University of Greece (AUG) 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 previous education in English or standardized English-language tests. • Identification in the form of: Birth Certificate or Passport (to determine scholarship level where applicable) <p>Note: American University of Greece Global Campus is not eligible for the United States of America Federal Aid.</p> <p>TRANSFER STUDENTS</p>

		<p>Students are considered Transfer Students if they have 15 or more credits from an accredited college. Transfer students are held to the same application requirements as other applicants, with the exception of test scores, and high school transcripts. Should you have fewer than 45 US college/university credits, we do require official final high school transcripts and may request SAT or ACT scores.</p> <p>The following documents are needed for admissions:</p> <ul style="list-style-type: none"> Completed Online Application Form A 500-word personal statement within the online application Official College/University Transcripts Transfer students who have completed courses at an accredited non-US based post-secondary institution must have a cumulative index (CI) or overall Grade Point Average (GPA) of 2.5 or above. Transfer students who have completed courses at an accredited US post-secondary institution must have a cumulative index (CI) or overall Grade Point Average (GPA) of 2.75 or above. Letter of recommendation English Proficiency Requirement for Admission: The American University of Greece (AUG) 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 previous education in English or standardized English-language tests. Identification in the form of: Birth Certificate or Passport (to determine scholarship level where applicable) <p>Note: American University of Greece Global Campus is not eligible for the United States of America Federal Aid</p>
10.	Total Program Fees	As per AUGGC website

11.	Recognition of Prior Learning (RPL)	<p>A maximum of 36 U.S. credits may be accepted in transfer toward a baccalaureate degree at AUG Global Campus.</p> <ul style="list-style-type: none"> • Of these, no more than 36 credits may be at the lower-division level (equivalent to U.S. 100-200 level or UK Level 4) or upper-intermediate level (equivalent to U.S. 300-level or UK Level 5). • No transfer credit will be awarded at the advanced (capstone or final-year) level (equivalent to U.S. 400-level or UK Level 6). <p>All AUG Global Campus students must complete at least one-fourth of their undergraduate credits, including substantial advanced work in the major or concentration, at AUGGC.</p> <p>Eligibility and Conditions</p> <ul style="list-style-type: none"> • Only coursework completed at institutions that are regionally or nationally accredited (or their international equivalents) will be considered. • A minimum grade of "C" (2.0 on a 4.0 scale) is required for any course to be eligible for transfer. • Transfer credit is not awarded for: <ul style="list-style-type: none"> ◦ College-wide English requirements unless coursework was completed at an institution where the language of instruction is English. ◦ Foreign language courses in a student's native or heritage language, unless focused on literature or advanced analysis. ◦ Non-credit bearing coursework, including continuing education or professional training, unless assessed and approved through a recognized prior learning evaluation process.
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12. Program Description, Aims & Rationale

The Bachelor of Science (BS) in Business Administration at the American University of Greece (AUG) Global Campus provides students with a comprehensive foundation in core business disciplines while fostering leadership, analytical, and strategic decision-making skills essential for success in today's evolving business landscape.

This fully online program equips students with knowledge across key areas such as management, finance, marketing, operations, and organizational behavior. In addition to the core curriculum, students have the opportunity to tailor their academic experience by selecting a concentration in one of the following areas: International Business, Marketing, Entrepreneurship, or Business Analytics. These concentrations allow students to deepen their expertise in a specific field aligned with their career goals.

With a strong emphasis on real-world application, critical thinking, and professional readiness, the program prepares graduates to thrive in diverse business environments or pursue advanced studies.

Distinctive Features of the BS in Business Administration Program

The BS in Business Administration at AUG Global Campus offers several unique advantages:

- **Global Focus:** Courses are designed with an international perspective, preparing students to work across borders and cultures.

- **Practical Experience:** Internship and consulting opportunities provide real-world exposure, enabling students to apply theoretical concepts in professional environments.
- **Strategic Skill Development:** Emphasis on analytical thinking, problem-solving, and strategic decision-making equips graduates with tools to lead in complex business settings.
- **Customized Learning Paths through Concentrations:** The program's flexible curriculum structure empowers students to align their education with personal interests and professional aspirations by choosing a concentration in a high-demand area of business.
- **Flexibility and Online Learning:** The fully online format allows students to balance their studies with personal and professional commitments, with access to interactive learning resources and faculty support.

This combination of strong academic rigor, practical experience, customizable curriculum, and global perspective ensures that graduates are well-prepared to succeed in diverse business environments or pursue advanced degrees.

As part of our commitment to offering our students the most relevant and career-focused education, we've partnered with a) **Rize Education**, a leading provider of industry-aligned courses developed with experts in several fields, b) **Acadeum**, which is a trusted network of colleges and universities that lets us offer students more online courses. Through our partnership with Acadeum, students can take approved classes from other institutions, earn full credit toward their degree.

Some concentration and experiential learning courses are offered through our partnership with either Rize or Acadeum and are fully integrated into the AUGGC undergraduate degrees. Courses marked "offered in partnership with Rize Education" or "offered through Acadeum" 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 3-month terms and the course duration may vary anywhere from 6 to 13 weeks.

Program Learning Outcomes

By the end of the programs, students/ graduates will be able to:

- **PLO1:** Identify, describe, and use key theories and best practices in the areas of business, accounting, finance, marketing, management, economics, and people management
- **PLO2:** Apply knowledge and principles to business scenarios and use Critical and Reflective thinking in analysing and resolving business problems
- **PLO3:** Use critical thinking to identify issues, collect and examine information, evaluate evidence, and draw conclusions.
- **PLO4:** Integrate knowledge and values from various disciplines use transferable skills to the workplace and real business experience
- **PLO5:** Communicate in writing to a targeted audience with clarity, appropriate tone, proper mechanics, and relevant content and also to orally present a message with confidence, effective voice inflection, clarity, and appropriate visual aids.
- **PLO6:** Define problems, identify alternatives, and establish criteria to evaluate potential solutions and also to utilize and/or formulate models to represent and solve business problems, compute results, and develop solutions.
- **PLO7:** Demonstrate proficiency in utilizing business software solutions.
- **PLO 8:** Employ ethical guidelines in evaluating consequences and making choices.

- **PLO 9:** Work effectively within digital groups and be able to collaborate online.
- **PLO 10:** Identify fundamental global factors and evaluate their impact on business

13. Program Structure, Courses and Credits

Core Courses (total of 14 courses/42 credits)	Course code	Term Offered	Credit (US)	Total (course) Active Learning hours	Student Weekly Workload (in hours)
Principles of Business Management		Fall -Year 1	3	39	10.5 hours
Managing People and Organizations		Fall- Year 1	3	39	10.5 hours
Principles of Macroeconomics		Spring – Year 1	3	39	10.5 hours
Introduction to Marketing		Spring – Year 1	3	39	10.5 hours
International Business		Spring – Year 1	3	39	10.5 hours
Financial Accounting		Summer- Year 1	3	39	10.5 hours
Principles of Microeconomics		Summer- Year 1	3	39	10.5 hours
Managerial Accounting		Fall – Year 2	3	39	10.5 hours
Applied Statistics		Fall – Year 2	3	39	10.5 hours
Business Driven Technology		Spring – Year 2	3	39	10.5 hours
Principles of Finance		Summer – Year 2	3	39	10.5 hours
Business Legal Issues		Summer – Year 2	3	39	10.5 hours
Operations Management		Fall – Year 3	3	39	10.5 hours
Strategic Management		Spring – Year 3	3	39	10.5 hours

Experiential Learning & Career Planning	Course Code	Term Offered	Credit (US)	Total (course) Active Learning hours	Student Weekly Workload (in hours)

Courses (total of 7 courses/19 credits)						
Experiential Learning I		Fall -Year 2	3	39	10.5 hours	
Experiential Learning II		Spring – Year 2	3	39	10.5 hours	
Experiential Learning III		Summer – Year 2	3	39	10.5 hours	
Experiential Learning IV		Fall – Year 3	3	39	10.5 hours	
Experiential Learning V		Spring – Year 3	3	39	10.5 hours	
Career planning		Spring – Year 3	1	13	3.5 hours	
Experiential Learning VI		Summer – Year 3	3	39	10.5 hours	
Liberal Education courses (total of 10 courses/30 credits)		Course Code	Term Offered	Credit (US)	Total (course) Active Learning Hours	Student Weekly Workload (in hours)
The Art of Persuasion: Writing and Rhetoric	GLE 2001	Fall – Year 1	3	39	10.5 hours	
The Examined Life: Ethics, Virtue, and Human Flourishing	GLE 2002	Fall – Year 1	3	39	10.5 hours	
Logic and Wonder: Science, Skepticism, and the Quantified World	GLE 2003	Spring – Year 1	3	39	10.5 hours	
Persuasion and Power: Advanced Rhetoric and the Human Psyche	GLE 2021	Spring – Year 1	3	39	10.5 hours	
Truth-Seeking: Research, Inquiry, and Argumentation	GLE 2022	Summer – Year 1	3	39	10.5 hours	
Cultural Encounters: History, Identity, and Human Experience	GLE 2023	Summer – Year 1	3	39	10.5 hours	
Science in Society: Citizenship, Health, and the Environment	GLE 2041	Fall – Year 2	3	39	10.5 hours	
Democracy and Dialogue: Civic Life, Law, and Leadership	GLE 2042	Fall – Year 2	3	39	10.5 hours	
Innovation and Imagination: Creativity, Design, and the Future	GLE 2043	Spring – Year 2	3	39	10.5 hours	
Self and Society: Reflection, Purpose, and the Good Life	GLE 2044	Spring – Year 2	3	39	10.5 hours	

Capstone (total of 2 courses/6 credits)*	Course Code	Term Offered	Credit (US)	Total (course) Active Learning hours	Student Weekly Workload (in hours)
Capstone- Part 1		Spring- Year 3	3	39	10.5 hours
Capstone Part 2		Summer- Year 3	3	39	10.5 hours

*Final term only-once all core courses are completed

Concentration Courses & Business Elective Courses (total of 8 courses/24 credits)*	Course Code	Term Offered	Credit (US)	Total (course) Active Learning hours	Student Weekly Workload (in hours)
Business Elective or Concentration course		Fall – Year 2	3	39	10.5 hours
Business Elective or Concentration course		Spring -Year 2	3	39	10.5 hours
Business Elective or Concentration course		Summer – Year 2	3	39	10.5 hours
Business Elective or Concentration course		Fall- Year 3	3	39	10.5 hours
Business Elective or Concentration course		Fall- Year 3	3	39	10.5 hours
Business Elective or Concentration course		Spring-Year 3	3	39	10.5 hours
Business Elective or Concentration course		Spring- Year 3	3	39	10.5 hours
Business Elective or Concentration course		Summer- Year 3	3	39	10.5 hours

* Students have the flexibility of choosing any 4 concentration courses and any 4 Business elective courses offered by other BS degrees in the above terms. Please refer to the course catalogue in section 15.

14. Sequencing of Courses

The example below represents the path of a full-time student.

	Credits	Courses
Liberal Education	30	10
Business Core	42	14
Business electives	12	4
Concentration electives	12	4
Experiential Learning	18	6
Capstone	6	2
Career planning	1	1
Total	121	41

Program: BS in Business Administration

	Fall	Spring	Summer
	Liberal Education	Liberal Education	Liberal Education
YEAR-1	Liberal Education	Liberal Education	Liberal Education
	AUG-BU 1101 Principles of Business Management	AUG-EC 1101 Principles of Macroeconomics	AUG-AF 2007 Financial Accounting
	AUG-MG 3034 Managing People and Organizations	AUG-MK 2030 Introduction to Marketing	AUG-EC 1000 Principles of Microeconomics
		UG-IB 2006 International Business	
	Fall	Spring	Summer
	Liberal Education	Liberal Education	AUG-FN2128 Principles of Finance
	Liberal Education	Liberal Education	AUG-BU 2003 Business Legal Issues (3)
YEAR-2	AUG-AF 3116 Managerial Accounting	Business elective or Concentration elective	Business elective or Concentration elective
	AUG-MA 2021 Applied Statistics (3)	AUG-CS 3051 Business Driven Technology	Experiential Learning
	Business elective or Concentration elective	Experiential Learning	
	Experiential Learning		
	Fall	Spring	Summer
		AUG-Capstone- Part 1	AUG-Capstone Part 2
	AUG-MG4343 Operations Management	AUG-MG 4415 Strategic Management	Experiential Learning
	Business elective or Concentration elective	Business elective or Concentration elective	Business elective or Concentration elective
YEAR-3	Experiential Learning	Business elective or Concentration elective	
	Business elective or Concentration elective	Career planning	
		Experiential Learning	

15. Short Course Descriptions

CORE COURSES

Principles of Business Management (BU 2010)

Gain a global view of businesses operating and thriving in a global marketplace. Understand key functions, systems, and strategies while examining critical topics like ethics, social responsibility, and sustainability in business today.

Managing People and Organizations (MG 3034)

People are the heart of every organization. Explore key theories of organizational behavior and human resource management, and learn how to lead, motivate, and engage individuals and teams effectively in today's dynamic workplace.

Principles of Microeconomics (EC 2001)

Step inside the engine room of the economy. Learn how markets work, what drives consumer and business behavior, and how prices are set across different industries. Explore elasticity, production, and market dynamics that shape everyday life.

Introduction to Marketing (MK 2030)

Unlock the power of marketing. Explore how organizations craft strategies to meet customer needs through product innovation, pricing, promotion, and placement. Learn the foundations of segmentation, targeting, positioning, and consumer behavior.

International Business (IB 2006)

Step into the world of global commerce. This course introduces the fundamentals of international business, including trade theories, international market entry strategies, and the cultural, political, and economic factors that shape global business environments. Gain the skills to think globally and act strategically in today's interconnected economy.

Financial Accounting (AF 2007)

Unlock the language of business. Explore how financial transactions are captured, analyzed, and reported through the full accounting cycle. Learn to prepare and interpret financial statements — critical tools for anyone navigating today's business world.

Principles of Macroeconomics (EC 1101)

Explore the forces that shape the economy on a national and global scale. This course introduces key concepts such as national income accounting, economic growth, taxation, business cycles, unemployment, inflation, and government deficits. Students will learn how aggregate spending and supply-demand dynamics influence economic outcomes, and how fiscal and monetary policies aim to stabilize the economy.

Managerial Accounting (AF 3116)

Discover how numbers drive intelligent decisions. This course focuses on using accounting information to plan, control, and optimize operations and long-term strategies. Dive into profitability analysis, cost management, and data-driven decision making to sharpen your strategic edge.

Applied Statistics (MA 2012)

Turn data into smart business decisions. This course builds a strong foundation in statistical methods and their real-world applications in business. Learn how to collect, analyze, and interpret data to solve problems, uncover trends, and support strategic decision-making in dynamic business environments.

Business Driven Technology (CS 3051)

Explore how cutting-edge information systems and technology transform organizations by streamlining operations and optimizing processes. Learn how to make smarter, sustainable business decisions through technology, and drive real-world organizational success.

Principles of Finance (FN 2128)

Master the core principles behind smart financial choices. Explore the time value of money, investment strategies, asset valuation, and the cost of capital — building the skills to assess opportunities and drive financial success.

Business Legal Issues (BU 2003)

Get equipped with the essential legal knowledge every business professional needs. Explore company law, contracts, intellectual property, employment law, and key emerging issues — all through a practical, real-world lens.

Operations Management

Key elements of operations management as they apply to the production of goods and services offered by manufacturing or service organizations. Topics include nature and context of operations management, product design and process selection design of facilities and jobs, managing the supply chain, and revising the system.

Strategic Management

Sources of competitive advantage, competitive advantage, superior performance. Steps of strategic planning process, analysis of external environment, analysis of internal environment, business-level strategies, corporate-level strategies, corporate governance, business ethics.

CONCENTRATION COURSES AND BUSINESS ELECTIVE COURSES

Students can choose 4 courses of their preferred concentration path and also choose another 4 courses from any other concentration. If they choose all 4 concentration courses of a second concentration, they graduate with a double major.

Entrepreneurship Concentration Courses

Global Business Management (IB 3121)

Navigate the complexities of international business strategy—from spotting opportunities and selecting the right markets to choosing effective modes of entry. Understand how to organize and manage global operations for success in a competitive world.

Introduction to Entrepreneurship Management (MG 2062)

Bring big ideas to life. Explore what it means to think like an entrepreneur, whether you're launching a startup or innovating inside an established company. Learn to navigate opportunities, risks, and challenges with confidence.

New Ventures Creation: Launching Your Business (MG 3033)

Ready to build something new? Learn the step-by-step process of turning a great idea into a real business. From crafting business plans to preparing for launch, this course is your guide to entrepreneurial success.

Corporate Entrepreneurship and Innovation (MG 3019)

Ignite innovation within organizations. Learn the skills needed to launch breakthrough products and services, and how to cultivate an entrepreneurial mindset within established companies to drive growth and transformation.

Entrepreneurial Finance (MG 4173)

****This course in the inaugural year will be offered by Acadeum as “Managing Micro Business & Generating Funding (ENTR 420-3)”***

Turn business ideas into reality with a strong financial foundation. This course equips future entrepreneurs with the financial tools and strategies needed to plan, build, fund, and scale successful ventures—focusing on real-world financing through private investors.

Business Negotiation Skills (MG 4023)

****This course in the inaugural year will be offered by Rize as “Negotiations in Business & Sales (PS II)”***

Master the art of negotiation. Whether you're selling a business deal or managing a corporate partnership, learn techniques for bargaining, influencing, and crafting win-win outcomes in domestic and international contexts.

Digital Marketing for Entrepreneurship

****This course in the inaugural year will be offered by Rize as “Introduction to Digital Marketing (DMARK I)”***

Digital Marketing is a dynamic field with many different channels, each targeting unique audiences using specific analytics tools and strategies. This course uses case studies and hands-on exploration to survey these channels and trends, introducing key marketing concepts and how they connect to business and sales goals. Students will practice using real-world digital marketing tools and create strategy plans based on research and analysis of successful campaigns.

Project Management (MG 4057)

**This course in the inaugural year will be offered by Rize as “Project Management Fundamentals (PROJM I)”*

Projects bring change — and opportunity. Learn the essentials of successful project management, from planning and organizing to implementation and leadership, in an environment where adaptability and cross-functional collaboration are key.

Marketing Concentration Courses

Business to Business Marketing (MK 3155)

**This course in the inaugural year will be offered by Acadeum as “Business to Business Marketing (MKT 410)”*

Markets aren't just made of consumers; they're also made of businesses. Discover how organizations market products and services to other companies, navigating unique customer needs, relationships, and buying behaviors in B2B contexts.

Consumer Behavior (MK 3159)

Why do people buy what they buy? Explore the psychological, social, and emotional forces that shape consumer behavior — and how marketers can leverage these insights to design better strategies.

Marketing Creativity and Innovation (MK 4242)

Creativity is your competitive edge. Learn to generate big ideas, craft compelling marketing messages, design breakthrough campaigns, and innovate in product development to stay ahead of consumer expectations.

Applied Marketing Management & Metrics

The Applied Marketing Management & Metrics course provides a practical understanding of the marketing planning process and how to evaluate marketing decisions using relevant metrics. It focuses on developing skills to measure the effectiveness of various marketing activities. The course utilizes a computer simulation game to enhance students' analytical and teamwork skills in a competitive environment.

Digital and Social Media Marketing (MK 4104)

****This course in the inaugural year will be offered by Rize as “Social Media Marketing, Brand Awareness, and Engagement (DMARK IV)”***

The average consumer spends 2.5 hours per day on social media sites. This course explores how to effectively use social media to move those consumers to action. In order to be a successful marketer, you must be able to plan a campaign that aligns with strategic goals, execute using the appropriate channels and tactics, and measure the success or failure of your efforts. By the end of this course, you will learn how to do just that.

Sales Leadership (offered through Rize) (PS III)

Effective sales leadership requires a mastery of the “hard” analytical skills as well as the “soft” skills for effective management and coaching. This course will explore key sales and management concepts, and give you the opportunity to put them into practice. By the end of this course, you will be able to coach salespeople and excel as a sales leader.

Retail Business Strategy (MK 4148)

Retail is more than selling — it's strategic. Understand how retailers build competitive advantage through branding, location planning, merchandising, and customer experience to create thriving, value-driven businesses.

Integrated Marketing Communication Campaigns

****This course in the inaugural year will be offered by Acadeum as “Marketing Research (MKT410)”***

Marketing research as a tool for decision-making and problem-solving in marketing. The research process. Research design and methodology, design sample, data collection, analysis and interpretation of data in specific marketing applications.

International Business Concentration Courses

Global Business Management (IB 3121)

Navigate the complexities of international business strategy—from spotting opportunities and selecting the right markets to choosing effective modes of entry. Understand how to organize and manage global operations for success in a competitive world.

Cross Cultural Management (IB 4168)

Lead across borders with confidence. This course covers the principles of managing cultural diversity, focusing on communication, leadership, conflict resolution, and building high-performing international teams in today's global workplace.

Export and Import Strategy (IB 4235)

Take your business across borders. Learn how to evaluate international markets, create winning export plans, and tackle the real-world challenges of global trade. Build the skills you need to launch and manage exports with confidence.

International Business Law (IB 4238)

This course equips students with an in-depth understanding of the relevance of public international law for the operation of the business sector, and the ways of reconciling conflicts of laws to facilitate international transactions. Students will explore the principles and actors engaged in the making of public international law, and examine how these influence private international law. The course also addresses key treaties, conventions, doctrines, rules, and principles, alongside landmark cases, to highlight their practical impact on global business operations. By the end, students will be able to analyse and apply international legal frameworks within a business context.

Business in Emerging Markets (IB 4031)

Unlock the potential of today's fastest-growing economies. Dive deep into the business environments of emerging markets, uncover unique opportunities

Business Negotiation Skills (MG 4023)

**This course in the inaugural year will be offered by Rize as "Negotiations in Business & Sales (PS II)"*

Master the art of negotiation. Whether you're selling a business deal or managing a corporate partnership, learn techniques for bargaining, influencing, and crafting win-win outcomes in domestic and international contexts.

Innovation and Technology Management in International Business

Innovation drives success, especially on the world stage. Explore how multinational companies fuel creativity, manage R&D, and turn technology into a competitive advantage—learning how innovation can create value, sustainability, and long-term growth.

Project Management (MG 4057)

**This course in the inaugural year will be offered by Rize as "Project Management Fundamentals (PROJM I)"*

Projects bring change — and opportunity. Learn the essentials of successful project management, from planning and organizing to implementation and leadership, in an environment where adaptability and cross-functional collaboration are key.

Business Analytics Concentration Courses

Business Analytics:

Explore advanced Business Analytics with a focus on artificial intelligence applications. Apply data science techniques, including multiple and logistic regression, to extract insights from complex data. Develop the skills to design and implement analytics projects that drive strategic decision-making in business.

Business Intelligence:

Explore the architecture, processes, and tools behind effective Business Intelligence systems. Apply techniques for building and managing data warehouses, performing ETL, and using data, web, and text mining for strategic insights. Develop the skills to design, evaluate, and implement BI solutions that support data-driven decision-making.

Applied Business Analytics:

Explore how to manage, analyse, and exploit data to support business decision-making. Apply data management, business intelligence, and analytics techniques using real-world case studies. Use machine learning, data mining, and forecasting tools to uncover patterns and drive strategic insights.

Digital Marketing Analytics and Experimentation (offered by RIZE) (DMARK VI):

Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. In this course, you'll learn to design experiments that rigorously test various marketing decisions, analyse digital customer behaviour data using a variety of tools, and leverage data to refine marketing strategies and improve customer acquisition.

Applied Machine Learning:

Use machine learning methods including regression, regularization, neural networks, and anomaly detection to extract patterns from real-world datasets and solve business problems. Evaluate model performance and apply data mining techniques for actionable and reliable insights.

Exploratory Data Analysis for Business: Develop practical skills in data analysis, visualization, and machine learning to support data-driven business decisions. Apply exploratory data analysis, data transformation, and visualization techniques to uncover trends and insights.**Visualization and Reporting Lab:**

Learn how to transform data into actionable intelligence through business analytics, visualization, and reporting. Use software tools to analyse data, create interactive dashboards, and communicate insights that support business decision-making. Apply data discovery techniques to uncover patterns, trends, and associations in large datasets.

People Analytics:

Leverage data to improve workforce management and make more informed decisions about talent acquisition, retention, and development. The course involves using statistical analysis and other data-driven techniques to analyse employee data and provide insights for HR and business leaders. You will learn to identify stakeholder needs, apply descriptive, predictive, and prescriptive analytics, and effectively communicate findings.

Data Management for Business:

Learn how to design, manage, and use databases to support business information systems. Analyse business requirements, apply data modelling and normalization techniques, and use SQL to manage

and extract data. Develop practical skills in database integration, reporting, and business intelligence to support effective decision-making.

LIBERAL EDUCATION COURSES

The Art of Persuasion: Writing and Rhetoric

Explore the foundations of persuasive communication through writing and speaking. Students engage with classical texts by Plato and Aristotle while producing essays, letters, and presentations. Emphasis is placed on argumentation, evidence, and clarity—skills vital for academic and civic life.

The Examined Life: Ethics, Virtue, and Human Flourishing

What does it mean to live well? What makes actions right or wrong? This course invites students to grapple with timeless and practical ethical questions—drawing from the insights of Plato and Aristotle to major modern theories such as Utilitarianism, Kantianism, Virtue Ethics, and Ethical Egoism. Through dialogue and reflection, students will examine what it means to lead an ethical, examined, and fulfilling life—both individually and as members of society.

Logic and Wonder: Science, Scepticism, and the Quantified World

Delve into the origins and evolution of scientific thinking—from early Greek philosophers to Enlightenment rationalists. Students examine the interplay between logic, mathematics, scepticism, and modern science, cultivating a critical and curious approach to the natural and social worlds.

Persuasion and Power: Advanced Rhetoric and the Human Psyche

Building on foundational rhetoric, this course explores how literature, theory, art, design, and narrative shape beliefs and behaviour. Students analyse works by writers and thinkers and study visual culture, learning to apply advanced persuasive techniques across mediums and audiences.

Truth-Seeking: Research, Inquiry, and Argumentation

Students tackle complex problems through sustained inquiry and original research. Inspired by Thucydides' rigor and insight, they produce research-driven essays that demonstrate independent thought, methodological skill, and persuasive reasoning.

Cultural Encounters: History, Identity, and Human Experience

How do we understand cultures different from our own? This course combines historical analysis and anthropological insight, drawing from Herodotus and Cavafy to investigate the stories, rituals, and perspectives that shape civilizations past and present.

Science in Society: Citizenship, Health, and the Environment

Scientific knowledge is essential for informed citizenship. Students examine the roles of science and medicine in public life, exploring topics such as environmental sustainability, public health, and technological responsibility through a humanistic lens.

Democracy and Dialogue: Civic Life, Law, and Leadership

This course explores the foundations and future of democratic society. Students examine classical and modern political thought, the evolution of legal systems, and the principles of public leadership. Emphasis is placed on dialogue, justice, and the responsibilities of informed citizenship.

Innovation and Imagination: Creativity, Design, and the Future

At the intersection of human creativity and practical problem-solving, this course encourages students to harness imagination to tackle complex challenges. Through design thinking, artistic inquiry, and

technological exploration, students learn how innovation emerges from cultural context and creative expression.

Self and Society: Reflection, Purpose, and the Good Life

In this integrative capstone course, students reflect on their learning journey and consider their place in the world. Drawing from philosophy, psychology, and spiritual traditions, they explore personal purpose and social contribution—connecting ancient wisdom with future aspirations.

[EXPERIENTIAL LEARNING COURSES](#)

Career Planning & Job Market Prep (Required course- 1 credit) (Spring Year 3)

Practical career preparation — resume building, LinkedIn development, job search strategies, exploring career sites, and participating in mock interviews.

Required 18 credits in Experiential learning from the list below offered in different terms throughout Year 2 and Year 3:

Business Soft Skill

This module equips students with essential business soft skills, including communication, teamwork, leadership, problem-solving, and emotional intelligence. Through interactive activities, role-plays, and real-world scenarios, students enhance their ability to collaborate effectively, adapt to diverse environments, and demonstrate professional behaviour critical for career success in dynamic workplaces.

Business Consulting (BU 4950)

A field-based course designed to develop strategic problem-solving skills in a corporate setting. Emphasis is placed on the complexities of organizational environments and the implications of different strategies on firm organizational structure and prospects.

Intercultural Communication (offered through Acadeum) (COM215)

This course explores issues related to intercultural communication, including various theoretical and practical aspects of how culture influences communication. We will consider the important roles of context (social, cultural, and historical) in intercultural interactions. By applying and considering various approaches to the study of intercultural communication, we will also come to appreciate the complexity and dialectical tensions involved in intercultural interactions. The course will also apply intercultural communication theories to practical situations (organizations, relationships, business, etc.).

Change Management (offered through Acadeum) (MGT 3110A)

This course explores the theories, processes, and practical tools for managing organizational change. Students will examine the impact of change on businesses, employees, and stakeholders, while learning how to anticipate trends, communicate effectively, and develop strategies for successful implementation. Emphasis is placed on creating evidence-based change plans, assessing organizational readiness, and addressing the ethical responsibilities of change leaders. By the end of the course, students will be

equipped to design and guide change initiatives that support organizational growth and adaptability in a dynamic environment.

Personal Finance (offered through Acadeum) (BUS-150)

This course focuses on the personal finance challenges of working adults. Students will learn to apply biblical principles to financial decision making through the vehicle of a personal financial plan. Students will assess their existing financial status, determine life goals, and develop a biblically based plan for budgeting, spending, saving, and giving.

Coaching Skills

This course equips students with essential coaching skills to enhance leadership, communication, and personal effectiveness in business contexts. Through interactive workshops, case studies, and reflective practice, students learn how to support peers, set actionable goals, and facilitate problem-solving in professional settings. Emphasis is placed on active listening, constructive feedback, and ethical coaching practices. By bridging theory with real-world application, the course fosters self-awareness and confidence while preparing students to inspire growth in others. Ultimately, students gain practical coaching competencies valuable for leadership roles, team development, and entrepreneurial ventures.

AI for Everyone (offered by Rize) (AIL I)

Artificial Intelligence is changing the world. It is changing jobs, creating them, and even replacing them (but less than you think). More than ever before, companies need employees who can use AI tools to solve problems creatively and responsibly. This non-technical AI crash course builds the foundational skills needed to do that and is designed to be valuable to anyone. Learn how to distinguish problems that AI is useful for, master prompt engineering to improve outputs, detect AI-generated output, analyze ethics and privacy, and stay up to date on one of the most transformative technologies of our lifetimes.

Global Leadership (offered through Acadeum) (LDST 3340)

This course provides students with an introduction to what it means to be a global leader. Students will explore changing demographics, cultures, experiences, and different viewpoints from a leadership perspective. The focus will be on key ethical, legal, business, and societal viewpoints. Students will develop the competencies needed to become change agents in creating an inclusive work environment essential for competitive advantage in an increasingly global society. This course will assist students in developing strategies to work with people in various different cultures.

Internship I

Introduction to professional work environments through part-time internships.

Internship II

Build on Internship I with greater responsibility, deeper career alignment, and structured reflection. A previous internship course is required as a pre-requisite.

Entrepreneurship and Innovation Lab

Students work individually or in teams to create a business idea, develop a basic business model, and pitch their idea to a panel of faculty and industry professionals. Focus on creativity, problem-solving, and entrepreneurship.

CAPSTONE COURSES

Business Capstone I: Strategy, Research, and Planning

In this first part of the business capstone experience, students integrate knowledge from core business disciplines to analyze complex organizational challenges. Working individually or in teams, students select a business topic, industry, or company for an in-depth project. Focus areas include market research, strategic analysis, problem identification, and project planning. Emphasis is placed on critical thinking, data-driven decision-making, and developing a comprehensive project proposal to be executed in Capstone Part II. To enter the capstone students should have completed all their core courses.

Business Capstone II: Implementation, Solutions, and Presentation

In this second part of the capstone sequence, students execute the project plan developed in Capstone I. This includes implementing research methodologies, developing strategic recommendations, and proposing actionable solutions to real-world business challenges. Students will prepare a professional written report and deliver a final presentation to a panel of faculty and industry professionals. The course emphasizes practical application, teamwork, executive communication skills, and readiness for post-graduate professional careers. To enter the capstone students should have completed all their core courses.

PROGRAM TITLE: BS in Business Analytics
PROGRAM ACADEMIC DIRECTOR: Dr. Vasileios Vlaseros

1.	Awarding Institution:	The American University of Greece, Global Campus			
2.	Final Award:	Bachelor of Science in Business Administration			
3.	Program Concentrations:	None			
4.	Total Credits:	Total of 121 US credits: 242 ECTS units; 242 UK credits The program is delivered over a period of 3 terms in each year (Fall, Spring, Summer) and consists of 40 courses (each course equals to 3 US credits) and one (1) course of with one (1) credit. A total of 41 courses is completed within 3 years or 4 years for full time students, as shown below:			
		<table border="1"><thead><tr><th></th><th>Credits</th><th>Courses</th></tr></thead></table>		Credits	Courses
	Credits	Courses			

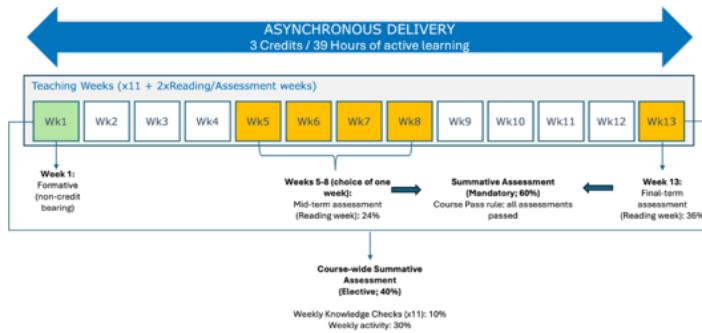
Liberal Education Courses	30	10
Business Analytics Core Courses	42	14
Concentration Courses	24	8
Experiential Learning/Elective Courses	18	6
Capstone Course	6	2
Career Planning Course	1	1
Total	121	41

5.	Mode of Study:	100% Online
6.	Language of Study:	English

7.	Program Delivery Each course is delivered over a 13-week period through asynchronous learning, totalling 3 academic credits and 39 hours of active engagement. The structure consists of 11 weeks of instruction and 2 weeks dedicated to reading and assessment activities (Figure 1).
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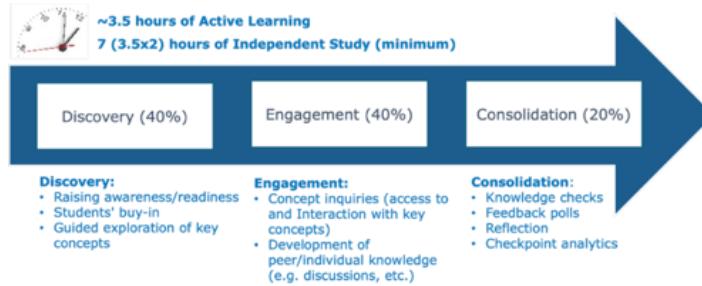
Program Delivery:

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



Methods of Assessment

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:
 - Mid-term: 24% (Weeks 5-8 depending on the course)

- o Final: 36% (Week 13)
- Practice Activities (Formative; 40%) – Optional but Credit-Bearing:
 - o Weekly Knowledge Checks: 10%
 - o Weekly Learning Engagement: 30%

The Core Assessments measure mastery of key concepts, while Practice Activities promote ongoing learning and engagement throughout the course.

8.	Program Length:	The program can be completed within a minimum period of 36 months (standard duration of 3 years).
9.	FIRST-YEAR STUDENTS	<p>Students who are currently in high school, students who have not attended college after high school graduation, or students with less than 15 college credit hours are considered First-Year Students.</p> <p>The following documents are needed for admissions:</p> <p>Completed Online Application Form</p> <p>A 500-word personal statement within the online application</p> <p>Official High School Transcripts and High School Leaving Certificate. The standard minimum average grade entry requirement is 2.5/4.0 in a US-style school, 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants who have completed high school at a US-based accredited institution must have a cumulative index (CI) or overall Grade Point Average (GPA) of 2.75 or above.</p> <p>Applicants whose grades are between 2.40 and 2.75 in US grading scale, or equivalent, may be admitted to the College on a provisional basis.</p> <p>High School Diploma / GED</p> <p>All first-year students must have a secondary school completion credential; or have the recognized equivalent of a secondary school completion credential.</p> <p>One academic letter of recommendation</p> <p>English Proficiency Requirement for Admission: The American University of Greece (AUG) 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 previous education in English or standardized English-language tests.</p> <p>Identification in the form of: Birth Certificate or Passport (to determine scholarship level where applicable)</p> <p>Note: American University of Greece Global Campus is not eligible for the United States of America Federal Aid.</p>
	Admissions Criteria:	<p>TRANSFER STUDENTS</p> <p>Students are considered Transfer Students if they have 15 or more credits from an accredited college. Transfer students are held to the same application requirements as other applicants, with the exception of test scores, and high school transcripts. Should you have fewer than 45 US</p>

college/university credits, we do require official final high school transcripts and may request SAT or ACT scores.

The following documents are needed for admissions:

Completed Online Application Form

A 500-word personal statement within the online application

Official College/University Transcripts

Transfer students who have completed courses at an accredited non-US based post-secondary institution must have a cumulative index (CI) or overall Grade Point Average (GPA) of 2.5 or above. Transfer students who have completed courses at an accredited US post-secondary institution must have a cumulative index (CI) or overall Grade Point Average (GPA) of 2.75 or above.

Letter of recommendation

English Proficiency Requirement for Admission: The American University of Greece (AUG) 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 previous education in English or standardized English-language tests.

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

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

10.	Total Program Fees	As per AUGGC website
11.		<p>A maximum of 36 U.S. credits may be accepted in transfer toward a baccalaureate degree at AUG Global Campus.</p> <p>Of these, no more than 36 credits may be at the lower-division level (equivalent to U.S. 100-200 level or UK Level 4) or upper-intermediate level (equivalent to U.S. 300-level or UK Level 5).</p> <p>No transfer credit will be awarded at the advanced (capstone or final-year) level (equivalent to U.S. 400-level or UK Level 6).</p>
	Recognition of Prior Learning (RPL)	<p>All AUG Global Campus students must complete at least one-fourth of their undergraduate credits, including substantial advanced work in the major or concentration, at AUGGC.</p> <p>Eligibility and Conditions</p> <p>Only coursework completed at institutions that are regionally or nationally accredited (or their international equivalents) will be considered.</p> <p>A minimum grade of "C" (2.0 on a 4.0 scale) is required for any course to be eligible for transfer.</p> <p>Transfer credit is not awarded for:</p> <p>College-wide English requirements unless coursework was completed at an institution where the language of instruction is English.</p> <p>Foreign language courses in a student's native or heritage language, unless focused on literature or advanced analysis.</p>

Non-credit bearing coursework, including continuing education or professional training, unless assessed and approved through a recognized prior learning evaluation process.

12. Program Description, Aims & Rationale

The Bachelor of Science (BS) in Business Analytics at the American University of Greece (AUG) Global Campus aims to provide students with an academic experience that cultivates strong competencies in applying data analytics to solve business problems across diverse contexts. Graduates of this program are equipped with the skills necessary to thrive in the dynamic field of business analytics, pursuing roles such as data analysts, business intelligence specialists, and data-driven decision-making consultants, or continue their education in graduate programs focused on analytics and data science.

The goals of the Business Analytics program are to produce graduates who are able to:

Utilize and interpret data analytics tools and techniques effectively in various business settings.
Acquire and apply analytical skills to address complex business challenges, enabling them to make data-driven decisions.

Develop problem-solving abilities that allow them to model data solutions for business issues.
Understand the relationship between data analytics, organizational processes, and management, and demonstrate how data can drive strategic business decisions.
Identify professional and academic career paths, recognizing the importance of ethical considerations and the evolving role of data analytics in the business environment.

With a strong emphasis on real-world application, critical thinking, and professional readiness, the program prepares graduates to thrive in diverse business environments or pursue advanced studies.

Distinctive Features of the BS in Business administration Program

The BS in Business Administration at AUG Global Campus offers several unique advantages:

Global Focus: Courses are designed with an international perspective, preparing students to work across borders and cultures.

Practical Experience: Internship and consulting opportunities provide real-world exposure, enabling students to apply theoretical concepts in professional environments.

Strategic Skill Development: Emphasis on analytical thinking, problem-solving, and strategic decision-making equips graduates with tools to lead in complex business settings.

Customized Learning Paths through Concentrations: The program's flexible curriculum structure empowers students to align their education with personal interests and professional aspirations by choosing a concentration in a high-demand area of business.

Flexibility and Online Learning: The fully online format allows students to balance their studies with personal and professional commitments, with access to interactive learning resources and faculty support.

This combination of strong academic rigor, practical experience, customizable curriculum, and global perspective ensures that graduates are well-prepared to succeed in diverse business environments or pursue advanced degrees.

As part of our commitment to offering our students the most relevant and career-focused education, we've partnered with a) **Rize Education**, a leading provider of industry-aligned courses developed with experts in several fields, b) **Acadeum**, which is a trusted network of colleges and universities that lets us offer students more online courses. Through our partnership with Acadeum, students can take approved classes from other institutions, earn full credit toward their degree.

Some concentration and experiential learning courses are offered through our partnership with either Rize or Acadeum and are fully integrated into the AUGGC undergraduate degrees. Courses marked "offered in partnership with Rize Education" or "offered through Acadeum" 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 3-month terms and the course duration may vary anywhere from 6 to 13 weeks.

Program Learning Outcomes

By the end of the programs, students/ graduates will be able to:

PLO 1: Demonstrate knowledge and understanding of business functions, structures, and processes

PLO 2: Identify legal and ethical principles applied to decision-making contexts

PLO 3: Apply quantitative methods, technologies, and applications to address business problems and opportunities through business insights.

PLO 4: Evaluate business analytics solutions to measure organizational performance and facilitate decision-making.

PLO 5: Present data insights and recommendations to stakeholders

PLO 6: Develop decision support models in support of business strategy.

13. Program Structure, Courses and Credits

Core Courses (total of 14):

Course Title	Course Code	Term Offered	Credit (US)	Total (course) Active Learning Hours	Student Weekly Workload (in hours)
Principles of Business Management		Fall – Year 1	3	39	10.5 hours
Managing People and Organizations		Fall – Year 1	3	39	10.5 hours
Introduction to Information Technology Systems		Spring – Year 1	3	39	10.5 hours

Principles of Macroeconomics		Spring – Year 1	3	39	10.5 hours
Introduction to Marketing		Spring – Year 1	3	39	10.5 hours
Data Science		Summer – Year 1	3	39	10.5 hours
Principles of Microeconomics		Summer – Year 1	3	39	10.5 hours
Introduction to Human Resource Management		Fall – Year 2	3	39	10.5 hours
Applied Statistics		Fall – Year 2	3	39	10.5 hours
Linear Algebra		Spring – Year 2	3	39	10.5 hours
Business Information Systems		Spring – Year 2	3	39	10.5 hours
Principles of Finance		Summer – Year 2	3	39	10.5 hours
Project Management Fundamentals (offered by RIZE)	PROJM I	Summer – Year 2	3	39	10.5 hours
Business Process Automation		Summer – Year 2	3	39	10.5 hours

Experiential Learning/Elective Courses (total of 6+Career Planning):

Course Title	Course Code	Term Offered	Credit (US)	Total (course) Active Learning Hours	Student Weekly Workload (in hours)
Experiential Learning/Elective I		Spring – Year 2	3	39	10.5 hours

Experiential Learning/Elective II		Summer – Year 2	3	39	10.5 hours
Experiential Learning/Elective III		Fall – Year 3	3	39	10.5 hours
Experiential Learning/Elective IV		Spring – Year 3	3	39	10.5 hours
Experiential Learning/Elective V		Summer – Year 3	3	39	10.5 hours
Experiential Learning/Elective VI		Summer – Year 3	3	39	10.5 hours
Career Planning		Spring – Year 3	1	13	3.5 hours

Concentration Courses (total of 8):

Course Title	Course Code	Term Offered	Credit (US)	Total (course) Active Learning Hours	Student Weekly Workload (in hours)
Business Analytics		Fall – Year 3	3	39	10.5 hours
Business Intelligence		Fall – Year 3	3	39	10.5 hours
Digital Marketing Analytics and Experimentation (offered by RIZE)	DMARK VI	Fall – Year 3	3	39	10.5 hours
Visualization and Reporting Lab		Fall – Year 3	4	52	13 hours

Data Management for Business		Spring – Year 3	3	39	10.5 hours
Applied Business Analytics		Spring – Year 3	3	39	10.5 hours
Applied Machine Learning or Exploratory Data Analysis for Business		Spring – Year 3	3	39	10.5 hours
People Analytics	3	Summer – Year	3	39	10.5 hours

Liberal Education courses (total of 10):

Course Title	Course Code	Term Offered	Credit (US)	Total (course) Active Learning Hours	Student Weekly Workload (in hours)
The Art of Persuasion: Writing and Rhetoric	GLE 2001	Fall – Year 1	3	39	10.5 hours
The Examined Life: Ethics, Virtue, and Human Flourishing	GLE 2002	Fall – Year 1	3	39	10.5 hours
Calculus I		Spring – Year 1	3	39	10.5 hours
Logic and Wonder: Science, Skepticism, and the Quantified World	GLE 2003	Spring – Year 1	3	39	10.5 hours
or					

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Persuasion and Power: Advanced Rhetoric and the Human Psyche	GLE 2021				
Truth-Seeking: Research, Inquiry, and Argumentation	GLE 2022	Summer – Year 1	3	39	10.5 hours
Cultural Encounters: History, Identity, and Human Experience	GLE 2023	Summer – Year 1	3	39	10.5 hours
Science in Society: Citizenship, Health, and the Environment	GLE 2041	Fall – Year 2	3	39	10.5 hours
Democracy and Dialogue: Civic Life, Law, and Leadership	GLE 2042	Fall – Year 2	3	39	10.5 hours
Innovation and Imagination: Creativity, Design, and the Future	GLE 2043	Spring – Year 2	3	39	10.5 hours
Self and Society: Reflection, Purpose, and the Good Life	GLE 2044	Spring – Year 2	3	39	10.5 hours

Capstone course (total of 2):

Course Title	Course Code	Term Offered	Credit (US)	Total (course)	Student Weekly Workload (in hours)
				Active Learning Hours	
Capstone Part I: Strategy, Research & Planning		Spring – Year 3	3	39	10.5 hours
Capstone Part II: Implementation & Presentation		Summer – Year 3	3	39	10.5 hours

14. Short Course Descriptions**CORE COURSES****Principles of Business Management:**

Gain a global view of businesses operating and thriving in a global marketplace. Understand key functions, systems, and strategies while examining critical topics like ethics, social responsibility, and sustainability in business today.

Managing People and Organizations:

People are the heart of every organization. Explore key theories of organizational behavior and human resource management, and learn how to lead, motivate, and engage individuals and teams effectively in today's dynamic workplace.

Introduction to Information Technology Systems:

Present and future trends in information technology. Manage and communicate information. Collaborate and share digital content. Current information technologies are used to solve typical problems.

Principles of Microeconomics:

Step inside the engine room of the economy. Learn how markets work, what drives consumer and business behavior, and how prices are set across different industries. Explore elasticity, production, and market dynamics that shape everyday life.

Principles of Macroeconomics:

Explore the forces that shape the economy on a national and global scale. This course introduces key concepts such as national income accounting, economic growth, taxation, business cycles, unemployment, inflation, and government deficits. Students will learn how aggregate spending and

supply-demand dynamics influence economic outcomes, and how fiscal and monetary policies aim to stabilize the economy.

Introduction to Human Resource Management:

Develop an understanding of Human Resource Management, its methods, roles, and core functions within organizations. Explore how HRM supports sustainability, green practices, and sustainable employability. Examine how effective HR contributes to organizational goals and addresses key development challenges.

Introduction to Marketing:

Unlock the power of marketing. Explore how organizations craft strategies to meet customer needs through product innovation, pricing, promotion, and placement. Learn the foundations of segmentation, targeting, positioning, and consumer behavior.

Principles of Finance:

Master the core principles behind smart financial choices. Explore the time value of money, investment strategies, asset valuation, and the cost of capital — building the skills to assess opportunities and drive financial success.

Data Science:

Explore data methodologies, models, and processes to build a strong foundation for aspiring, market-ready data analysts and scientists. Gain hands-on experience and apply knowledge to real-world problems. Develop a deep understanding of data manipulation and interpretation to foster critical thinking for informed decision-making in business analytics. Through practical applications, build the skills to extract actionable insights and strengthen analytical abilities for impactful contributions to data-driven business strategies.

Applied Statistics: Gain a practical introduction to statistics for business and economics. Apply descriptive and inferential methods to summarize data, test hypotheses, and analyze relationships using regression and ANOVA. Develop the skills to conduct empirical work and interpret results with confidence.

Linear Algebra:

Explore the fundamentals of linear algebra with emphasis on matrices, vector spaces, and linear transformations. Solve linear systems, compute eigenvalues and eigenvectors, and apply matrix decomposition techniques. Build the mathematical foundation needed to analyze and model real-world problems in science, engineering, computing, and economics.

Project Management Fundamentals (offered by RIZE): PROJM I

Project Management is about executing ideas on time, in budget, and adapting to challenges along the way. All modern business professionals need to understand it. This course, which culminates in a final project, gives you the foundational tools to do that: Waterfall and Agile methodologies, the project management lifecycle, precise goal-setting, professional progress trackers, stakeholder engagement, and project analysis.

Business Information Systems:

Explore the role of information systems and technologies in business operations and decision-making. Analyze how organizations use information for competitive advantage, efficiency, and problem-solving. Examine current trends, global systems, and ethical or security issues shaping today's business environment.

Business Process Automation: Explore techniques to design, analyze, and automate business processes for improved efficiency and digital transformation. Apply process modeling, mining, and automation tools, including Robotic Process Automation (RPA) and Hyperautomation. Gain practical skills to optimize workflows, reduce costs, and drive organizational performance.

LIBERAL EDUCATION COURSES**The Art of Persuasion: Writing and Rhetoric**

Explore the foundations of persuasive communication through writing and speaking. Students engage with classical texts by Plato and Aristotle while producing essays, letters, and presentations. Emphasis is placed on argumentation, evidence, and clarity—skills vital for academic and civic life.

The Examined Life: Ethics, Virtue, and Human Flourishing

What does it mean to live well? What makes actions right or wrong? This course invites students to grapple with timeless and practical ethical questions—drawing from the insights of Plato and Aristotle to major modern theories such as Utilitarianism, Kantianism, Virtue Ethics, and Ethical Egoism. Through dialogue and reflection, students will examine what it means to lead an ethical, examined, and fulfilling life—both individually and as members of society.

Calculus I:

Explore the fundamentals of differential and integral calculus with a focus on real-world applications in science and engineering. Apply differentiation and integration techniques to solve problems involving rates of change, optimization, and area calculations for polynomial, trigonometric, and transcendental functions. Develop essential mathematical skills for analyzing and interpreting problems across technical disciplines.

Logic and Wonder: Science, Scepticism, and the Quantified World

Delve into the origins and evolution of scientific thinking—from early Greek philosophers to Enlightenment rationalists. Students examine the interplay between logic, mathematics, scepticism, and modern science, cultivating a critical and curious approach to the natural and social worlds.

Persuasion and Power: Advanced Rhetoric and the Human Psyche

Building on foundational rhetoric, this course explores how literature, theory, art, design, and narrative shape beliefs and behaviour. Students analyze works by writers and thinkers and study visual culture, learning to apply advanced persuasive techniques across mediums and audiences.

Truth-Seeking: Research, Inquiry, and Argumentation

Students tackle complex problems through sustained inquiry and original research. Inspired by Thucydides' rigor and insight, they produce research-driven essays that demonstrate independent thought, methodological skill, and persuasive reasoning.

Cultural Encounters: History, Identity, and Human Experience

How do we understand cultures different from our own? This course combines historical analysis and anthropological insight, drawing from Herodotus and Cavafy to investigate the stories, rituals, and perspectives that shape civilizations past and present.

Science in Society: Citizenship, Health, and the Environment

Scientific knowledge is essential for informed citizenship. Students examine the roles of science and medicine in public life, exploring topics such as environmental sustainability, public health, and technological responsibility through a humanistic lens.

Democracy and Dialogue: Civic Life, Law, and Leadership

This course explores the foundations and future of democratic society. Students examine classical and modern political thought, the evolution of legal systems, and the principles of public leadership. Emphasis is placed on dialogue, justice, and the responsibilities of informed citizenship.

Innovation and Imagination: Creativity, Design, and the Future

At the intersection of human creativity and practical problem-solving, this course encourages students to harness imagination to tackle complex challenges. Through design thinking, artistic inquiry, and technological exploration, students learn how innovation emerges from cultural context and creative expression.

Self and Society: Reflection, Purpose, and the Good Life

In this integrative capstone course, students reflect on their learning journey and consider their place in the world. Drawing from philosophy, psychology, and spiritual traditions, they explore personal purpose and social contribution—connecting ancient wisdom with future aspirations.

EXPERIENTIAL LEARNING / ELECTIVE COURSES

Business Problem Solving:

Develop practical problem-solving skills by analyzing and processing business data with a general-purpose object-oriented programming language such as Python. Learn to design algorithmic solutions, evaluate their effectiveness, and build functional applications to address real-world business challenges. No prior programming experience is required.

Corporate Social Responsibility:

Explore how businesses can integrate social and environmental considerations into their operations and strategies, beyond just profit maximization. The course examines the rationale behind CSR, its practical applications, and its impact on both the organization and society. Delve into the ethical foundations of CSR, stakeholder engagement, and the development of effective CSR strategies, including metrics and reporting.

Business Consulting:

Work on real business challenges in a field-based course designed to build strategic problem-solving skills. Collaborate with international peers, apply research techniques, and analyse complex

organizational environments to develop practical, strategic recommendations for sponsor firms. Gain experience in consulting, teamwork, and professional communication in a corporate setting.

Introduction to Digital Marketing (offered by RIZE):

Digital Marketing is a dynamic field with many different channels, each targeting unique audiences using specific analytics tools and strategies. This course uses case studies and hands-on exploration to survey these channels and trends, introducing key marketing concepts and how they connect to business and sales goals. Students will practice using real-world digital marketing tools and create strategy plans based on research and analysis of successful campaigns.

AI for Decision Making (offered by RIZE):

Artificial Intelligence decisions are often only as good as the person asking the question. In this course, you'll learn how to ask the right ones and increase the productivity and innovation you can achieve with AI. Create better prompts, compare and contrast strengths and limitations, evaluate outcomes, and by the end of this course, understand and leverage the power of AI for decision-making across any discipline, opening up new career paths and personal growth.

General Principles of Financial Planning (offered by RIZE, CFP 301/311):

This course provides a comprehensive examination of the general principles of financial planning, professional conduct and regulation, and education planning. These topics constitute thirty percent of the principal knowledge topics tested on the CFP® Certification Examination. The course introduces students to the financial planning process and working with clients to set goals and assess risk tolerance. In addition, students will learn to process and analyze information, construct personal financial statements, develop debt management plans, recommend financing strategies, and understand the basic components of a written comprehensive financial plan. The course also covers the regulatory environment, time value of money, and economic concepts.

Calculus II:

Deepen your knowledge of integral calculus techniques for univariate functions with practical applications in science and engineering. Apply definite and improper integrals, numerical integration, and infinite series to solve real-world problems. Explore parametric equations and polar coordinates to analyze curves and model complex systems.

Lean Management Information Systems:

Learn how Lean Management Information Systems (LMIS) improve business performance by increasing value-based flow and driving process efficiency. Apply lean principles, practices, and techniques to solve business problems, design visual management systems, and support change in people, processes, and technology. Explore real-world case studies to assess challenges, measure impact, and implement effective LMIS solutions.

Introduction to Cybersecurity (offered by RIZE, CYBER I):

In today's world, no one is safe from cyber-attacks, but everyone can be prepared. This course will teach you how malicious actors use social manipulation and technology to launch devastating attacks – and provide you with the tools you'll need to defend against them. Whether you pursue one of the many available jobs in cybersecurity or just want to secure your own privacy, you'll learn how to make the Internet safer.

Pre-Calculus (offered through ACADEUM):

Gain a working knowledge of Precalculus and its applications, like solving and graphing equations that involve linear, polynomial, exponential, and logarithmic functions. Also learn how to graph trigonometric and inverse trigonometric functions.

CONCENTRATION COURSES**Business Analytics:**

Explore advanced Business Analytics with a focus on artificial intelligence applications. Apply data science techniques, including multiple and logistic regression, to extract insights from complex data. Develop the skills to design and implement analytics projects that drive strategic decision-making in business.

Business Intelligence:

Explore the architecture, processes, and tools behind effective Business Intelligence systems. Apply techniques for building and managing data warehouses, performing ETL, and using data, web, and text mining for strategic insights. Develop the skills to design, evaluate, and implement BI solutions that support data-driven decision-making.

Applied Business Analytics:

Explore how to manage, analyze, and exploit data to support business decision-making. Apply data management, business intelligence, and analytics techniques using real-world case studies. Use machine learning, data mining, and forecasting tools to uncover patterns and drive strategic insights.

Digital Marketing Analytics and Experimentation (offered by RIZE) (DMARK VI):

Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. In this course, you'll learn to design experiments that rigorously test various marketing decisions, analyze digital customer behaviour data using a variety of tools, and leverage data to refine marketing strategies and improve customer acquisition.

Applied Machine Learning:

Use machine learning methods including regression, regularization, neural networks, and anomaly detection to extract patterns from real-world datasets and solve business problems. Evaluate model performance and apply data mining techniques for actionable and reliable insights.

Exploratory Data Analysis for Business: Develop practical skills in data analysis, visualization, and machine learning to support data-driven business decisions. Apply exploratory data analysis, data transformation, and visualization techniques to uncover trends and insights.**Visualization and Reporting Lab:**

Learn how to transform data into actionable intelligence through business analytics, visualization, and reporting. Use software tools to analyze data, create interactive dashboards, and communicate insights that support business decision-making. Apply data discovery techniques to uncover patterns, trends, and associations in large datasets.

People Analytics:

Leverage data to improve workforce management and make more informed decisions about talent acquisition, retention, and development. The course involves using statistical analysis and other data-driven techniques to analyse employee data and provide insights for HR and business leaders. You will learn to identify stakeholder needs, apply descriptive, predictive, and prescriptive analytics, and effectively communicate findings.

Data Management for Business:

Learn how to design, manage, and use databases to support business information systems. Analyse business requirements, apply data modelling and normalization techniques, and use SQL to manage and extract data. Develop practical skills in database integration, reporting, and business intelligence to support effective decision-making.

CAPSTONE COURSE**Capstone Part I: Strategy, Research & Planning:**

Engage in a substantive project that applies the full range of business analytics skills to solve real-world problems. Combine statistical methods, machine learning, coding, and business knowledge to develop practical, IT-enabled solutions that support data-driven decision-making and organizational success.

Capstone Part II: Implementation & Presentation:

Build on your project by applying advanced research methods, developing strategic models, and communicating data insights to stakeholders. Strengthen your ability to evaluate solutions, manage projects, and deliver actionable recommendations that create measurable business value.

15. Sequencing of Courses

The example below represents the path of a full-time student.

Year 1:		
Fall	Spring	Summer
1. Liberal Education I	1. Liberal Education III	1. Liberal Education IV
2. Liberal Education II	2. Calculus I	2. Liberal Education V
3. Principles of Business Management	3. Introduction to Information Technology Systems	3. Principles of Microeconomics
4. Managing People and Organizations	4. Principles of Macroeconomics	4. Data Science
	5. Introduction to Marketing	
Year 2:		
Fall	Spring	Summer
1. Liberal Education VI	1. Liberal Education VIII	1. Project Management Fundamentals (by RIZE)

2. Liberal Education VII	2. Liberal Education IX	2. Business Process Automation	
3. Applied Statistics	3. Linear Algebra	3. Principles of Finance	
4. Introduction to Human Resource Management	4. Business Information Systems	4. Elective or Experiential Learning II	
Year 3:			
Fall	Spring	Summer	
1. Business Analytics	1. Applied Machine Learning or Exploratory Data Analysis for Business	1. People Analytics	
2. Business Intelligence	2. Capstone Part I	2. Capstone Part 2	
3. Visualization and Reporting Lab	3. Applied Business Analytics	3. Elective or Experiential Learning V	
4. Digital Marketing Analytics and Experimentation (by RIZE)	4. Data Management for Business	4. Elective or Experiential Learning VI	
5. Elective or Experiential Learning III	5. Career Planning 6. Elective or Experiential Learning IV		

PROGRAM TITLE: BS in Psychology

PROGRAM ACADEMIC DIRECTOR: Dr. Despina Paizi

Program Learning Outcomes

Upon completion of the online BS in Psychology, students will be able to:

1. Demonstrate knowledge of historical trends in psychology, major theoretical perspectives and psychological concepts, as well as empirical research findings.
2. Recognize and apply basic research methods in psychology, including research design, data analysis, and interpretation of findings.
3. Apply ethical standards of professional conduct, evaluate psychological principles and practice, as well as apply ethical guidelines and theoretical understanding to serve and improve their community, with the heightened sensitivity to diversity and multicultural issues.

4. Demonstrate effective communication skills, following professional conventions in psychology appropriate to purpose and context.

5. Apply psychological skills to professional work, exhibit self-regulation, refine project management skills, enhance teamwork ability, and develop life direction in the area of psychology.

Proposed Program Curriculum Map

Core required courses are in bold.

Courses:	LO1: Demonstrate knowledge of historical trends in psychology, theoretical perspectives	LO2: Recognize and apply basic research methods in psychology (research design, data analysis)	LO3: Apply ethical standards of professional conduct, guidelines	LO4: Demonstrate effective communication skills, following professional	LO5: Apply psychological skills to professional work, exhibit self-regulation
PS1000 Introduction to Psychology as a Natural Science*	x	x	x	x	
PS2010 History and Systems of Psychology	I/R			I	
PS2260 Introduction to Statistical thinking	I	I	I	I	
PS 2257 Diversity & Social Interaction	I/R	I	I	I/R	
PS2207 Infancy & Preschool Years	I/R	I/R	I	I/R	
PS2236 Human Learning & Memory	I/R	I/R	I	I/R	

PS2347 Analysis of Quantitative Data	I/R	I/R	I/R	I/R	
PS 3618 Nonexperimental Research in Psychology	I/ R/ M	I/R/M	R	R	I/R
PS3734 Experimental Cognitive Psychology	I/R/M	I/R/M	R	R	I/R
PS3512 Personality Psychology & Individual Differences	I/R/M	I/R/M	R	R	I/R
PS 3508 Childhood & Adolescent Development	I/R/M	I/ R/M	R	R	I/R
PS4751 Adult Psychopathology	R/M	R/M	R/M	R/M	R/M
PS4652 Psychotherapy and counselling: Theories & applications	R/M	R/M	R/M	R/M	R/M
PS 4643 Child and Adolescent Psychopathology	R/M	R/M	R/M	R/ M	R/ M
PS 4744 Addictive Behavior & Mental Health	R/M	R/M	R/M	R/ M	R/ M
PS4924 Industrial/ Organizational Psychology	R/M	R/M	R/M	R/ M	R/ M
PS49XX Capstone	M	M	M	M	M

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 (X on the map).

Following the foundation course (PS1000 Introduction to Psychology as a Natural science), students are introduced to the program's basic learning outcomes. In most cases, as learning goals are introduced at 2000-level courses, students also have opportunities to practice skills directly relevant to most of the learning goals of the program. While at 3000-level they begin demonstrating some mastery of the program student learning goals and applying psychological skills gained previously. At 4000-level the courses offer practice as well as mastery opportunities in regards to program student goals. For example, the PS49XX Capstone course challenges students to synthesize psychological theories, principles, and research methods learned in foundational and advanced courses. Students will have to have mastered research and critical thinking skills in order to be able to engage in their capstone project, which will require integration of analytical, communication skills and ethical reasoning. By requiring the integration of prior learning, the capstone course ensures students leave the program with a holistic understanding of psychology and the ability to apply their knowledge effectively.

Description of Program of Study

The online BS in Psychology program aligns with the US BS degree requirements. The program consists of 121 US credits as follows:

- Liberal Education (66 US credits)
- Concentration (49 US credits)
 - Core (37 US credits)
 - Electives (12 US credits)
- General electives (6 US credits)

Prescribed Core Courses (21 credits)

Course Code	Course Title	Credits
PS 1000	Introduction to Psychology as a Natural Science	3
PS 2010	History & Systems of Psychology	3
PS 2260	Introduction to Statistical thinking	2

PS2257	Diversity & Social Interaction	3
PS 3618	Nonexperimental Research in Psychology	4
PS 4751	Adult Psychopathology	3
PS 49XX	Capstone	3
Total		21

Additional core courses (16 credits)

	Course Code & Title	Credits
Research elective (1 course)	PS 2347 Analysis of Quantitative Data PS 3734 Experimental Cognitive Psychology	4 4
Total		4
1 course at 2000 level	PS 2207 Infancy and Preschool Years <i>(required for Developmental Track)</i> PS 2236 Human Learning & Memory <i>(required for Neuroscience track)</i>	3 3
Total		3

2 courses at PS3000 level	PS 3512 Personality Psychology & Individual Differences PS 3526 Social Psychology PS 3630 Biological Psychology	3 3 3
Total		6
1 course at PS4000 level (in addition to track)	PS 4649 Forensic Psychology PS 4663 Social Cognition PS 4621 Educational Psychology	3 3 3

PS 4924 Industrial/ Organizational Psychology	3
PS 4752 Counseling & Psychotherapy	3
PS 4744 Addictive Behavior & Mental Health	3
PS 4839 Advanced Topics in Cognitive Psychology	3
PS 4965 Topics in Neuropsychology	3
PS 4723 Stress & Well-being	3
PS 4719 Health & Lifelong Adaptation	3
PS 4762 Trauma & Resilience	3
PS 4080 Online Internship in Psychology	3
Total	3

Total courses: 37 credits + 12 credits for specialization track = 49

Tracks (12 credits each)

Option set

Complete 12 credit points from the following options.

Course Code	Course Title
PS 3630	Biological Psychology
PS 4663	Social Cognition
PS 4839	Advanced Topics in Cognitive Psychology
PS 4965	Topics in Neuropsychology
PS 4990	Social Neuroscience
PS 4744	Addictive Behavior & Mental Health

Option set

Complete 12 credit points from the following options.

Course Code	Course Title
PS 4652	Psychotherapy and counselling: Theories & applications
PS 4643	Child and Adolescent Psychopathology
PS 4662	Trauma & Resilience
PS 4744	Addictive Behavior & Mental Health
PS 4751	Adult Psychopathology
PS 4965	Topics in Neuropsychology

Option set

Complete 12 credit points from the following option

Course Code	Course Title
PS 3509	Adulthood & Aging
PS 4621	Educational Psychology
PS 4662	Trauma & Resilience
PS 4719	Health & Lifelong Adaptation
PS 4723	Stress & Well-being
PS 4743	Child and Adolescent Psychopathology

COURSE DESCRIPTIONS**Core courses:****PS 1000 LE PSYCHOLOGY AS A NATURAL SCIENCE**

Overview of the discipline of psychology as a natural science. Topics include a historical trajectory of how scientific and clinical psychology emerged; research methods used in Psychology; biological foundations of behavior; learning and memory; consciousness; thought and language processes; motivated behaviors.

PS 2010 HISTORY AND SYSTEMS OF PSYCHOLOGY

Overview of the major developments and ideas in psychology including: the history of ideas about the mind; key historical and social events that shaped the field; when and how psychology became a science; and how psychological ideas evolved in a historical and cultural context.

PS 2257 PSYCHOLOGY OF DIVERSITY AND SOCIAL ISSUE

Assessment of the various forms of diversity at the individual, organizational and societal level. Overview of theories and research with an emphasis on how the presence of difference influences individuals and cross-group relationships in a variety of settings.

PS 2260 INTRODUCTION TO STATISTICAL THINKING

Introduction to variables, scales of measurement, descriptive statistics, basic inferential tests and understanding the statistical output. Overview of scientific writing skills and ethical research principles.

PS 3618 NONEXPERIMENTAL RESEARCH IN PSYCHOLOGY

Theoretical and experiential learning of the scientific method, design, execution, analysis, interpretation and communication of non-experimental research in Psychology. Application of qualitative and quantitative data analysis through the use of practical examples and collected data.

PS 4751 ADULT PSYCHOPATHOLOGY

Major theories of and research in the study of psychopathology. A scientist-practitioner approach to the study of the major psychological disorders, based on the DSM-5, along with their assessment, sociocultural implications, and treatment. Diverse cultural perspectives in the understanding of mental health disorders.

PS 49XX CAPSTONE

In this capstone course, senior undergraduate students probe a specific area of psychology culminating in a research project. Topics may vary every year depending on student interest and expertise of faculty supervisor.

Research Elective (one course):**PS 2347 ANALYSIS OF QUANTITATIVE DATA**

A comprehensive coverage of fundamental aspects in probability and statistics. Analysis of data with graphs, descriptive and inferential statistics. Interpretation of research findings from graphs, parametric and non-parametric tests. Statistical analysis using SPSS.

PS 3734 EXPERIMENTAL COGNITIVE PSYCHOLOGY

Methods and concepts of experimental cognitive psychology. Principles of experimental design through a description of different types of experimental investigations. Collection, design, and analysis, of experiments in psychology. Scientific report writing.

Electives at PS-2000 Level (1 course):

PS 2207 INFANCY AND PRESCHOOL YEARS

Theoretical approaches and methodological issues in developmental psychology. Biocultural foundations of development, prenatal development and birth, physical, cognitive and socioemotional development in infancy and early childhood. Emphasis on the practical implications of developmental science. (Required for the Developmental track).

PS 2236 HUMAN LEARNING AND MEMORY

Empirical and theoretical overview of human learning and memory and application to real-world situations. Associative learning (classical and operant conditioning). Memory systems and processes. Examination of encoding, storing, retrieving, and forgetting information. (Required for the Neuroscience track).

Electives at PS-3000 Level (2 courses):

PS 3508 CHILDHOOD AND ADOLESCENT DEVELOPMENT

Integrated presentation of theory and research in the development of children from the age of six through adolescence, with emphasis on biological, emotional, intellectual, social, and personal growth. Evaluation of the contribution of parents and peer relationships in children's and adolescents' social development.

PS 3509 ADULTHOOD AND AGING

An overview of the aging process from a psychological perspective through the study of major theories of aging, changes in physical and mental health, personal transitions, and social relationships, as well as death and dying. Critical presentation of cultural influences on parenting and sexuality.

PS 3512 PERSONALITY PSYCHOLOGY AND INDIVIDUAL DIFFERENCES

Introduction to key theories and concepts in the study of personality psychology including psychodynamic, humanistic, cognitive, and trait-based approaches as well as biological underpinnings of personality and applications of personality psychology in the real world. Individual differences and situational influences are examined concerning several personality characteristics.

PS 3526 SOCIAL PSYCHOLOGY: THEORIES & APPLICATIONS

Systematic analysis and applications of key theoretical constructs, principles and research in relation to social psychological causes of behavior. Application of social psychological phenomena to current and real-life issues.

PS 3630 BIOLOGICAL PSYCHOLOGY

The physiological basis of behavior, organization of the nervous system, cellular functioning, neurotransmission, neuroanatomy, research methods for studying brain behavior. (Required for Neuroscience track).

Electives at PS-4000 Level (1 course - in addition to the specialization tracks that follow)

PS 4649 FORENSIC PSYCHOLOGY

A systematic examination of the application behavioral science and mental health principles to the justice system topics include criminal investigation, insanity defense, eyewitness and expert witness testimony, child custody disputes as well as police and correctional psychology.

PS 4924 INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

Systematic analysis of the science of people at work. Methods of personnel selection, evaluation, and training. Job satisfaction, motivation at work and productivity in changing global times. Intervening factors such as the role of personality and demographics. Insights into stress management issues.

PS 4080 INTERNSHIP IN PSYCHOLOGY

This is a service-learning course that provides an opportunity to senior undergraduate psychology majors to develop and apply career readiness skills by undertaking a placement in a relevant collaborating setting in selected business, not-for-profit, scientific or community organizations. It fosters both professional and personal development through applying concepts learned in class to actual or simulated field experiences and gaining confidence and efficacy through exploration of professional opportunities.

Neuroscience track (12 credits)

PS 4663 SOCIAL COGNITION

Integration of two major fields of psychology, social and cognitive psychology. Critical analysis of theories, and methods centered on how people think about themselves and other people and make sense of their social environment.

PS 4839 ADVANCED TOPICS IN COGNITIVE PSYCHOLOGY

In-depth overview of important topics in cognitive psychology including perception, attention, memory, language, problem-solving and reasoning. Discussion and critical evaluation of major theories and ideas in terms of the research they have inspired.

PS 4965 TOPICS IN NEUROPSYCHOLOGY

Focus on patients with brain damage due to brain lesions or neurodegenerative/neurodevelopmental processes. Imaging methods in the study of brain function. Critical evaluation of neuropsychological models derived from patient data.

PS 4990 SOCIAL NEUROSCIENCE

Understanding the brain in its social context. The way neural mechanisms give rise social phenomena. Examination of brain basis of social processes, including theory of mind, empathy, altruism, emotion, morality, antisocial behavior and romantic love.

PS 4744 ADDICTIVE BEHAVIOURS AND MENTAL HEALTH

Overview of the field of substance abuse/dependence as well as behavioral addictions. A mental health perspective is employed whereby addictive behaviors are seen within the frame of a wider psychological vulnerability which results in comorbidity. Prevention and treatment protocols.

Mental Health track (12 credits)

PS 4652 PSYCHOTHERAPY AND COUNSELLING: THEORIES & APPLICATIONS

Predominant theories in psychotherapy and counseling used to address a variety of mental health issues and personal growth goals. Current trends and debates in professional training and practice, diversity, and social justice issues in psychotherapy. A scientist-practitioner approach is utilized introducing ethical considerations.

PS 4643 CHILD AND ADOLESCENT PSYCHOPATHOLOGY

Comprehensive and critical overview of developmental psychopathology and mental disorders of infancy, childhood, and adolescence. Etiological factors contributing to psychopathology emerging in childhood and later in life, classification issues and evidence-based treatment and prevention programs.

Options:

PS 4662 TRAUMA & RESILIENCE

PS 4744 ADDICTIVE BEHAVIOR & MENTAL HEALTH, PS 4965 TOPICS IN NEUROPSYCHOLOGY

PS 4965 TOPICS IN NEUROPSYCHOLOGY

Focus on patients with brain damage due to brain lesions or neurodegenerative/neurodevelopmental processes. Imaging methods in the study of brain function. Critical evaluation of neuropsychological models derived from patient data.

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Comprehensive and critical overview of developmental psychopathology and mental disorders of infancy, childhood, and adolescence. Etiological factors contributing to psychopathology emerging in childhood and later in life, classification issues and evidence-based treatment and prevention programs.

Options:

PS 4662 TRAUMA & RESILIENCE,

PS 4744 ADDICTIVE BEHAVIOR & MENTAL HEALTH, PS 4965 TOPICS IN NEUROPSYCHOLOGY

Developmental Psychology track

PS 4621 EDUCATIONAL PSYCHOLOGY

Application of psychological methods and principles to teaching practices and student performance in school settings. Evaluation of teaching methods and assessments. Emphasis is placed on developing skills to better understand learners, and foster improved learning and motivation, taking into consideration individual differences. Thorough investigation of a range of barriers to students' learning.

PS 4643 CHILD AND ADOLESCENT PSYCHOPATHOLOGY

Comprehensive and critical overview of developmental psychopathology and mental disorders of infancy, childhood, and adolescence. Etiological factors contributing to psychopathology emerging in childhood and later in life, classification issues and evidence-based treatment and prevention programs

Options:

PS 3509 ADULTHOOD AND AGING PS 4662 TRAUMA & RESILIENCE

PS 4719 HEALTH AND LIFELONG ADAPTATION PS 4723 STRESS AND WELLBEING

Course Schedule

YEAR 1 (Fall semester - Spring semester - Summer semester)

Fall semester

PS 1000 Introduction to Psychology as a Natural Science (3 cr.)

PS 2010 History & Systems in Psychology (3 cr.)

Spring semester

PS 2260 Introduction to Statistical thinking (2 cr.)

PS 2257 Diversity & Social Interaction (3 cr.)

Summer semester

PS 2236 Human Learning & Memory (elective- 3 cr.)

YEAR 2 (Fall semester - Spring semester - Summer semester)

Fall semester

PS 3618 Nonexperimental Research in Psychology (4 cr.)

PS 3630 Biological Psychology (elective - 3 cr.)

Spring semester

PS 3734 Experimental Cognitive Psychology (elective - 4 cr.)

PS 3626 Social Psychology (elective - 3 cr.)

Summer semester

PS 4751 Adult Psychopathology (3 cr.)

YEAR 3 (Fall semester - Spring semester - Summer semester)

(Example: Neuroscience track)

Fall semester

PS 4663 Social Cognition (elective – 3 cr.)

PS 4839 Advanced Topics in Cognitive Psychology (elective - 3 cr.)

Spring semester

PS 4965 Topics in Neuropsychology (elective -3 cr.)

PS 4990 Social Neuroscience (elective 3 cr.)

PS 49XX Capstone (3 cr.)

Summer semester

PS 4723 Stress & Coping (elective 3 cr.)

Delivery Methods

The online BS in Psychology program will employ a fully online asynchronous delivery method to ensure convenient, flexible and customizable access to everyone wherever they are. A variety of teaching methods and cutting-edge technologies will be used to create an engaging, interactive, and effective learning experience.

A key component for the delivery of the courses will be an asynchronous learning management system (LMS), such as Blackboard Ultra, which is the online learning platform that is already in use at ACG as a central hub for course materials, assignments, and discussions. On the LMS the students will have access to pre-recorded video lectures and multimedia content, such as podcasts, and interactive modules that will allow students to learn at their own pace. The LMS will be complemented by virtual office hours, during which the faculty will offer one-on-one or group consultations for personalized guidance.

There will be interactive assignments and assessments, such as case studies and scenarios, in which students will analyze real-life psychological cases to apply theoretical concepts. Active learning will be encouraged by online interactive activities, quizzes and self-assessment. The students will also have access to digital labs and simulations with use of virtual tools, in order to simulate experiments or behavioral studies to enhance hands-on experience in research methods. The virtual labs will also offer the opportunity for online collaboration in experimental design and research projects as well as statistical software training, so that students can familiarize with software that can be used for statistical analysis of psychological data (i.e., SPSS, R, JASP, etc.).

Community building and peer interaction are essential in online programs. For this reason, there will be collaborative online projects using cloud-based tools like Google Workspace or Padlet that foster online communication and creativity. Online discussions will be used in all courses to foster peer-to-peer interaction and critical thinking.

Program and Student Assessment Plans

Student Learning Evaluation and Assessment

Student learning will be evaluated frequently in the online BS in Psychology program through weekly formative assessments as well as summative assessments according to institutional policy. Fully online courses delivered asynchronously employ a variety of online activities, which perform a diagnostic or formative function. Through formative assessment, student engagement is increased and students are supported to become active learners by sharing knowledge and opinions in the online learning environment. Examples of formative assessment include online discussions, blog entries, self-reflective journals, collaborative wikis, case problem analyses,

computer lab assignments, group assignments based on scenarios and team coursework, as well as formative online recorded presentations.

According to the ACG policy, 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 a student's academic performance 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 students⁶.

At the course level, the first step is to define the general scope and rationale of each course, followed by determining the learning outcomes and outlining the content. Then, appropriate assessment methods are established, followed by defining the assessment criteria that will be used to grade the level of achievement. Faculty will develop rubrics for the assessment of students, and it is the responsibility of department chairs or area coordinators to ensure that these rubrics are consistent with the program specification and learning outcomes as well as institutional policies.

Examples of summative assessment in the program include written exams, coursework, research papers, presentations, case analyses and research projects, technical skills assessment using standardized tests as well as a capstone project. Each summative assessment tests one or more learning outcomes of each course. The nature of summative assessments and assessment weights vary by course and level. Faculty must provide feedback to students on any assessment within 21 days of submission. Such feedback serves as a tool for reflection and informs students to what extent they have met the learning outcomes and provides guidance on how to improve future work.

All written assignments at all levels undergo electronic control to detect plagiarism using the Turnitin software tool, which is available through the Blackboard. The institutional "Turnitin Policy Statement" governs the process of submitting projects to Turnitin to ensure proper and consistent use institution-wide and to prevent academic integrity breaches.

Student learning can also be indirectly assessed through student self-assessment surveys and self-reflective assignments. Another way to indirectly assess student learning is via Course evaluation, which at ACG is performed every semester for all courses anonymously by students. It is an electronic questionnaire which requires from the students of a selected course to evaluate the course and the instructor through a series of questions. This is meant to produce helpful feedback, from which the university and the instructor can improve the quality of teaching. But exit surveys as well as alumni surveys (6 months and 2 years post-graduation) will also be performed. Finally, employer feedback on graduate performance will be regularly sought. Employer feedback will be integrated with program-level assessment processes on an annual basis leading to any necessary curricular improvements. Benchmarking and curriculum mapping are processes that will prompt curriculum adjustments. Curriculum mapping on an annual basis will ensure alignment of courses with program outcomes to ensure coverage and identify gaps. Benchmarking will consistently compare the program's offerings with similar programs in other institutions to ensure that the program aligns with or exceeds industry standard.

B. Academic Calendar (Multi-Year View)

Academic Calendar 2025–26

Undergraduate Degrees

BS in Business Analytics, BS in Business Administration, BS in Psychology

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)

SPRING 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)

SUMMER 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)

Commented [DA84]: To be updated. Do we need to have the academic calendars as part of the Student Handbook? They can be in a separate document, and it can be found on Student Hub.

Commented [MM85R84]: @Dimitrios Athanasoulas yes, it's a good idea to have at least one year of the calendar, two years is ideal

Academic Calendar 2026–27

Undergraduate Degrees

BS in Business Analytics, BS in Business Administration, BS in Psychology

FALL TERM 2026-27

Online Course Registration Opens (returning students)	September 4 (F)
Online Course Registration Closes (12 pm EST) (returning students)	September 11 (F)
Payment/Enrolment Deadline (returning students)	September 18 (F)
First Day of Term	September 21 (M)
Withdrawal with 100% Refund Deadline	October 4 (SUN)

* Thanksgiving Holiday
Withdrawal Final Deadline
Last Day of Term
* Winter Break

November 26 (TH) & 27 (F)
December 13 (SUN)
December 20 (SUN)
December 21 (M) – January 3 (SUN)

SPRING TERM 2026-27

Online Course Registration Opens (returning students)

December 3 (TH)

Online Course Registration Closes (12 pm EST) (returning students)

December 10 (TH)

Payment/Enrolment Deadline (returning students)

December 18 (F)

First Day of Term

January 4 (M)

Withdrawal with 100% Refund Deadline

January 17 (SUN)

Withdrawal Final Deadline

March 28 (SUN)

Last Day of Term

April 4 (SUN)

* Spring Break

April 5 (M) – April 25 (SUN)

SUMMER TERM 2026-27

Online Course Registration Opens (returning students)

April 8 (TH)

Online Course Registration Closes (12 pm EST) (returning students)

April 15 (TH)

Payment/Enrolment Deadline (returning students)

April 23 (F)

First Day of Term

April 26 (M)

Withdrawal with 100% Refund Deadline

May 9 (SUN)

*Memorial Day Holiday

May 31 (M)

*Juneteenth National Independence Day Holiday

June 18 (F)

* Independence Day Holiday

July 5 (M)

Withdrawal Final Deadline

July 18 (SUN)

Last Day of Term

July 25 (SUN)

* Summer Break

July 26 (M) – Sep 19 (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. AUGGC List of Policies](#)

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

Commented [D[86]: GRAD Handbook says: 'Please reach out to ssc@aug.edu for the 2025 Policies'.

Commented [MM87R86]: @Dimitrios Athanasoulas I think this is fine for now. We should make sure we've got an updated list of policies that are easily retrievable.