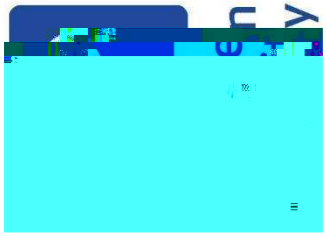
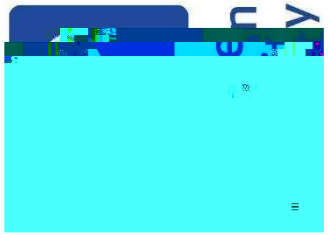
against which it will be delivered.	https://www.neche.org/wp!content/"ploads/2020/12/$tandards!#or!Accreditation!2021.pd# https://www.open.ac."%/co"rses/comp"ting!it/degrees &eview o# selective 'omp"ter $cience programs in (reece) the *.+. and the *.$. was "nderta%en b, the -ivision.s #ac"lt, were cons"lted in the design o# the program. /n addition 0'$) A'1 and A023 programme g"idelines were reviewed b, the program leads #or general g"idelines and #"t"re direction o# the program.
Professional/statutor' recognition	Professional rights in) reece b* +T, , -
&or a!!renticeshi!s full' or !artiall' integrated Assessment(	
- ode(s) of "tud' (PT. &T. D%. - ix of D% / &ace0to0&ace) A!!renticeshi!	
Duration of the !rogramme for each mode of stud'	
Dual accreditation (if a!!lica*le)	
Date of !roduction/revision of this s!ecification	



Aegree candidates ma"oring in 1usiness /omputing at +/T ta!e modules from the Ai%ision of Technolog* and Science 2which offers the 1usiness /omputing degree4 as well as the Ai%ision of 1usiness 2which has its degree and all pathwa*s %alidated b* the E@ as well4

2.. 8or 8oundation Aegrees5 please list where the 60 credit wor!#related learning ta!es place. 8or apprenticeships an articulation of how the wor! based learning and academic content are organised with the award.
-/+

2.> ;ist of all e6it awards
5*c Ordinar**!** in **5**usiness **6**omputing/.00 credits 2120 at ;e%el >5 120 at ;e%el C5 and at least 60 at ;e%el 65 but not including /omputer Science >>./>>> B Thesis 9/994 **7**iploma of **(**igher **)**ducation in **5**usiness **6**omputing/ 2>0 credits 2120 at ;e%el >5 120 at ;e%el C4 **6**ertificate of **(**igher **)**ducation in **5**usiness **6**omputing 2120 credits at ;e%el >4

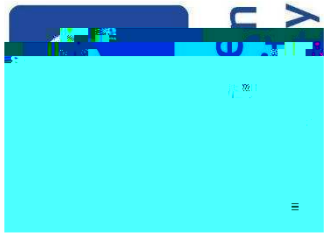


I. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

Programme structure

Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable;	Semester runs in



+earning Outcomes . +)9)+ ,	
/ '. <nowledge and understanding	
+earning outcomes:	+earning and teaching strateg!/ assessment methods

+. <nowledge and understanding . En completion of this level *ou will ha%e:

14 an understanding of some fundamental principles5 concepts and techni ues underl*ing 1usiness /omputingH

24 an awareness of the range of models and languages to support the anal*sis and design of 1usiness /omputing s*stemsH

.4 an awareness of the range of situations in which 1usiness /omputing s*stems are used and the wa*s in which people interact with themH

>4 an awareness of the ethical5 social and legal issues that can be associated with the deplo*ment of 1usiness /omputing s*stemsH

)uided teaching en%ironment 2;ectures I labs4 is the principal method of deli%er* for the concepts5 principles and s!ills in%ol%ed in the outcomes. Students are also directed to reading from te6tboo!s5 academic papers and other rele%ant material.

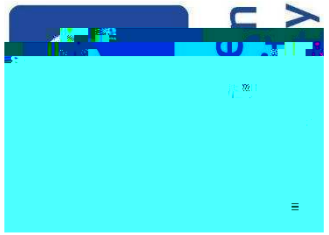
@nderstanding is reinforced b* means of e6ercise classes5 discussion groups5 laboratories5 assignments and pro"ect wor!.

Tools to be used to achie%e this will include some or all from the following:

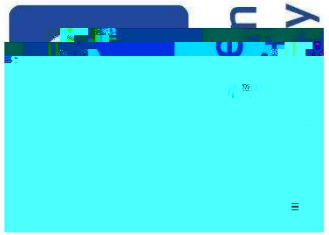
- printed and online teaching te6ts
- directed readings from te6tboo!s and papers
- Specialised software tools.

*upport of learning:

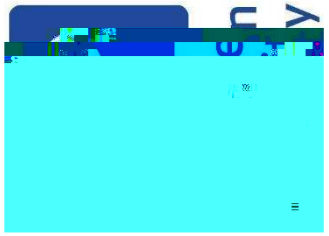
;earning is supported outside the classroom with the use of the learning management s*stem 7oodle5 instructor office hours5 samp1e6 216.0958(e)8.38216(5)-48



+earning Outcomes . +)9)+ ,	
/ '. <nowledge and understanding	
C4 an awareness of ma"or trends in 1usiness / omputing and of the implications of these trends. 64 an awareness of 1usiness Processes and be able to demonstrate understanding in the areas of: +ccounting5 8inance5 7anagement and 7ar!eting	self#assessment uestions and e6ercises5 included in the teaching te6ts < programming tas!s5 computer#based in%estigations and open#ended pro"ect wor! < feedbac! and guidance from an instructorH tutorials5 re%isions and in#class acti%ities < e#mail and indi%idual instructor#learner conferences < Stud* and pro"ect guides. 'ssessment of learning: +n assessment of the understanding of underl*ing concepts and principles forms part of the o%erall assessment of final e6ams/pro"ects submitted/ta!en. Tools to be used to achie%e this will include some or all from the following: < 9nstructor#7ar!ed summati%e formal e6aminations < 9nstructor#7ar!ed summati%e pro"ects < 9nstructor#7ar!ed summati%e presentations < 9nstructor#7ar!ed formati%e assignments/assessment 9nstructor#7ar!ed formati%e pro"ects



/5. 6ognitive skills	
+earning outcomes:	+earning and teaching strateg!/ assessment methods
1. 6ognitive skills B En completion of this level *ou will be able to: 14 appl* !e* concepts from 1usiness /omputing in specified conte6tsH 24 appl* appropriate techni ues and tools for5 problem# sol%ing5 designing and testing 1usiness /omputing s*stemsH .4 carr* out a pro"ect in 1usiness /omputing that applies and e6tends *our !nowledge and understandingH	)uided teaching en%ironment 2;ectures I labs4 is the principal method of deli%er* for the concepts5 principles and s!ills in%ol%ed in the outcomes. Students are also directed to reading from te6tboo!s5 academic papers and other rele%ant material. @nderstanding is reinforced b* means of e6ercise classes5 discussion groups5 laboratories5 assignments and pro"ect wor!. Tools to be used to achie%e this will include some or all from the following: < printed and online teaching te6ts < directed readings from te6tboo!s and papers < Specialised software tools. *upport of learne(s)-0.331334(o)8.38216(P)s-7.917168(-P)-9.717 Tf 11.762 19.917 Td (sgn+24.p



/5. 6ognitive skills

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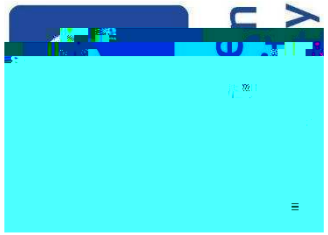
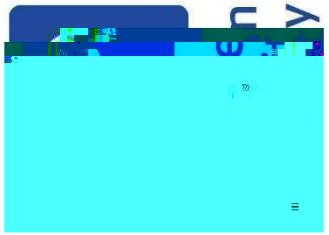


/ 6. Practical and professional skills	
+earning outcomes:	**+**earning and teaching strateg**!**/ assessment methods

/ . .FCD ’ vA(, FSdu4 I 4dP#F4deAb s { • nQp@2 7 t ³ DlPS#w\24 cD ’ 24 `4 ! s ‘ ` ” D ’ GFSd ’ D ` † A( , uDd$du4 I ##FTFA##F24 cAu( ’ 9T ` ^ " s s ` ^ $ Sm cdp



/ 6. Practical and professional skills

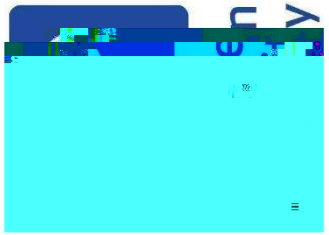
- programming tas!s5 computer#based in%estigations and open#ended pro"ect wor!
- feedbac! and guidance from an instructorH tutorials5 re%isions and in#class acti%ities
- e#mail and indi%idual instructor#learner conferences
- Stud* and pro"ect guides.

'ssessment of learning:

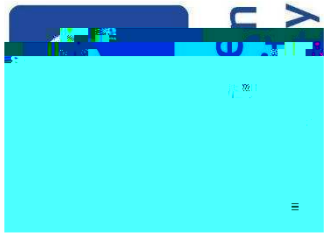
+n assessment of the understanding of underl*ing concepts and principles forms part of the o%erall assessment of final e6ams/pro"ects submitted/ta!en.

Tools to be used to achie%e this will include some or all from the following:

- 9nstructor#7ar!ed summati%e formal e6aminations
- 9nstructor#7ar!ed summati%e pro"ects
- 9nstructor#7ar!ed summati%e presentations
- 9nstructor#7ar!ed formati%e assignments/assessment
-



/7. <e!/transferable skills	
+earning outcomes:	+earning and teaching strateg!/ assessment methods
A. Practical and/or professional skills B En completion of this level *ou will be able to: 14 de%elop and test technolog* simple 1usiness /omputing s*stemsH 24 plan and organise *ourself and *our wor! appropriatel*H .4 underta!e on#going learning in order to !eep up to date with 1usiness /omputingH >4 identif* the ethical5 social and legal issues that ma* arise during the de%elopment and use of 1usiness /omputing s*stemsH C4 use appropriate professional 9/T tools5 as appropriate5 to help *ou learn effecti%el*.	)uided teaching en%ironment 2;ectures I labs4 is the principal method of deli%er* for the concepts5 principles and s!ills in%ol%ed in the outcomes. Students are also directed to reading from te6tboo!s5 academic papers and other rele%ant material. @nderstanding is reinforced b* means of e6ercise classes5 discussion groups5 laboratories5 assignments and pro"ect wor!. Tools to be used to achie%e this will include some or all from the following: < printed and online teaching te6ts < directed readings from te6tboo!s and papers < Specialised software tools. *upport of learning: ;earning is supported outside the classroom with the use of the learning management s*stem 7oodle5 instructor office hours5 sample answers to assessment and e6tra lectures as seen appropriate b* the instructor. Tools to be used to achie%e this will include some or all from the following: < self#assessment uestions and e6ercises5 included in the teaching te6ts < programming tas!s5 computer#based in%estigations and open#ended pro"ect wor!



/7. <e!/transferable skills

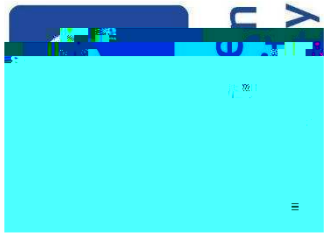
- < feedbac! and guidance from an instructorH tutorials5 re%isions and in#class acti%ities
- < e#mail and indi%idual instructor#learner conferences
- < Stud* and pro"ect guides.

'ssessment of learning:

+n assessment of the understanding of underl*ing concepts and principles forms part of the o%erall assessment of final e6ams/pro"ects submitted/ta!en.

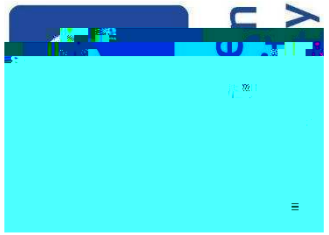
Tools to be used to achie%e this will include some or all from the following:

- < 9nstructor#7ar!ed summati%e formal e6aminations

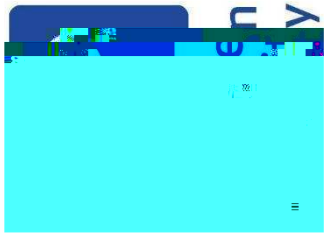


Programme *tructure 8 +)9)+ 0					
6ompulsor**!** modules	**6**redit points	Optional modules	**6**redit points	:s module compensatable**;**	***e**mester runs in
6*6 23- # : eb Ae%elopment	1C			-/+	Garies b* students cohort entrance 28all or Spring4
6*6 /3- # +d%anced : eb Ae%elopment	1C				
6*6 /12 # Aatabase 7anagement S*stems	1C				
6*6 /,3 # +rtificial 9ntelligence	1C				
6*6 ,03 # S*stem +nal*sis and Aesign	1C				
F:**= 23**1 # 8inancial 7anagement	1C				
" ' = 231 # Erganisational 1eha%iour	1C				
>)* 211 # Fesearch 7ethods	1C				

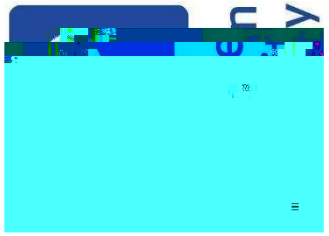
:ntended learning outcomes at **+**evel **0** are listed below:

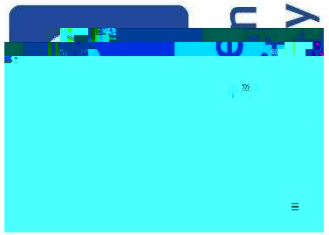


+earning Outcomes . +)9)+0	
/ '. <nowledge and understanding	
+earning outcomes:	+earning and teaching strateg!/ assessment methods
+. <nowledge and understanding . En completion of this level *ou will ha%e: 14 a !nowledge and understanding of rele%ant principles and concepts underl*ing 1usiness /omputingH 24 an abilit* to appl* correctl* common techni ues for the design and de%elopment of 1usiness /omputing s*stemsH .4 an awareness of the range of situations in which 1usiness /omputing s*stems are used and the wa*s in which people interact with themH >4 an appreciation of the ethical5 social and legal issues that can be associated with the deplo*ment of 1usiness /omputing s*stemsH	)uided teaching en%ironment 2;ectures I labs4 is the principal method of deli%er* for the concepts5 principles and s!ills in%ol%ed in the outcomes. Students are also directed to reading from te6tboo!s5 academic papers and other rele%ant material. @nderstanding is reinforced b* means of e6ercise classes5 discussion groups5 laboratories5 assignments and pro"ect wor!. Tools to be used to achie%e this will include some or all from the following: printed and online teaching te6ts directed readings from te6tboo!s and papers Specialised software tools. *upport of learning: ;earning is supported outside the classroom with the use of the sgie th

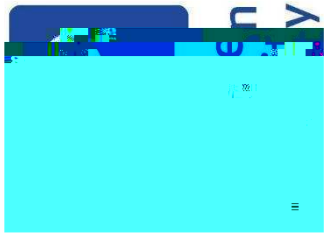


/5. 6ognitive skills





/7. <e!/transferable skills	
+earning outcomes:	**+**earning and teaching strateg**!**/ assessment methods
A. Practical and/or professional skills B En completion of this level *ou will be able to: 14 anal*se5 design5 e%aluate and/or test 1usiness /omputing s*stemsH 24 recognise and record *our s!ills and !nowledge to support *our personal and/or *our career goalsH .4 demonstrate the abilit* to underta!e ongoing learning in order to !eep up to date with 1usiness /omputingH >4 identif* and e6plain the ethical5 social and legal issues that ma* arise during the de%elopment and use of 1usiness /omputing s*stemsH C4 use appropriate professional 9/T tools to help *ou learn effecti%el*. 64 wor! as a member of a team consisting of members with distincti%e roles	) uided teaching en%ironment 2;ectures I labs4 is the principal method of deli%er* for the concepts5 principles and s!ills in%ol%ed in the outcomes. Students are also directed to reading from te6tboo!s5 academic papers and other rele%ant material. @nderstanding is reinforced b* means of e6ercise classes5 discussion groups5 laboratories5 assignments and pro"ect wor!.

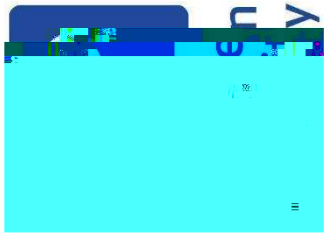


/7. <e!/transferable skills	
	+n assessment of the understanding of underl*ing concepts and principles forms part of the o%erall assessment of final e6ams/pro'ects submitted/ta!en. Tools to be used to achie%e this will include some or all from the following: 9nstructor#7ar!ed summati%e formal e6aminations 9nstructor#7ar!ed summati%e pro'ects 9nstructor#7ar!ed summati%e presentations 9nstructor#7ar!ed formati%e assignments/assessment 9nstructor#7ar!ed formati%e pro'ects

)xit 'ward:

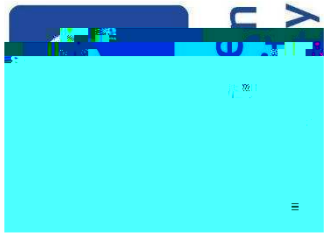
9f the learning outcomes ha%e been met5 then the student is entitled to recei%e a **7**iploma of **(**igher **)**ducation in **5**usiness **6**omputing/ 2>0 credits 2120 at ;e%el >5 120 at ;e%el C4

Programme *tructure 8 +)9)+ -	
6ompulsor! modules	

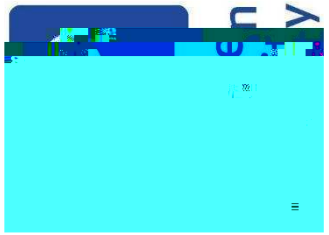


Programme *tructure 8 +)9)+ -

" **661** " **117**

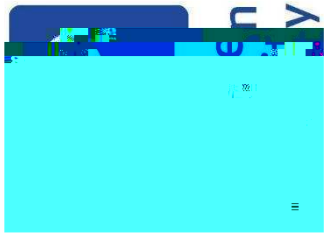


Programme *tructure 8 +)9)+ -
- 8T9 173

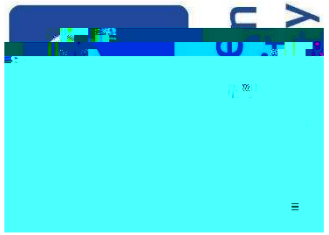


Programme *tructure 8 +)9)+ -					
		- AN **175**			
		- AN **17;**			
		- AN **132**			
		- AN **122**			
		- AN **121**			
		- AN **163**			
		P<A **177 0**			

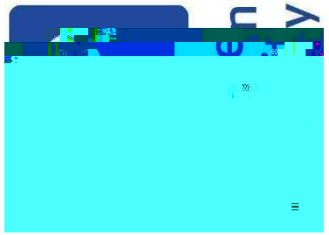
:ntended learning outcomes at **+**evel **-** are listed below:



+earning Outcomes . +)9)+ -	
/ '. <nowledge and understanding	
+earning outcomes:	



+earning Outcomes . +)9)+ -	
/ '. <nowledge and understanding	
C4 an awareness of ma"or trends in 1usiness /omputing and of the implications of these trends. 64 a critical understanding of 1usiness Processes and be able to demonstrate understanding in a broad set of: +ccounting5 8inance5 7anagement and 7ar!eting areas	Stud* and pro"ect guides. 'ssessment of learning: +n assessment of the understanding of underl*ing concepts and principles forms part of the o%erall assessment of final e6ams/pro"ects submitted/ta!en. Tools to be used to achie%e this will include some or all from the following: 9nstructor#7ar!ed summati%e formal e6aminations 9nstructor#7ar!ed summati%e pro"ects 9nstructor#7ar!ed summati%e presentations 9nstructor#7ar!ed formati%e assignments/assessment 9nstructor#7ar!ed formati%e pro"ects
/5. 6ognitive skills	
+earning outcomes:	+earning and teaching strateg!/ assessment methods



/5. 6ognitive skills

testing 1usiness /omputing s*stems5 and be aware of the limitations in%ol%edH

.4 compare5 contrast5 criticall* anal*se and refine specifications and implementations of 1usiness s*stems and simple hardware s*stemsH

>4 de%ise and carr* out a pro"ect in 1usiness /omputing that applies and e6tends *our !nowledge and understanding5 and criticall* reflect on the processes in%ol%ed and the outcomes of *our wor!.

C4 demonstrate competence in the choice and use of comple6 and specialised material for ad%anced writing on a final empirical pro"ect

64 understand ad%anced business5 commercial and economic concepts and managerial techni ues throughout the lifec*cle of an information s*stem

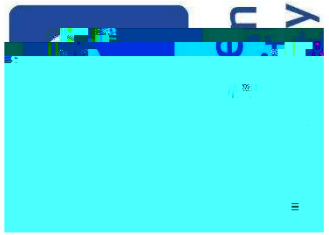
D4 identif* and assess possible securit* issues throughout the lifec*cle of an information s*stem

Specialised software tools.

*upport of learning:

;earning is supported outside the classroom with the use of the learning management s*stem 7oodle5 instructor office hours5 sample answers to assessment and e6tra lectures as seen appropriate b* the instructor.
Tools to be used to achie%e this will include some or all from the following:

self#assessment uestions and e6ercises5 included in the teaching te6ts
programming tas!s5 computer#based in%estigations and open#ended pro"ect wor!
feedbac! and guidance from an instructorH tutorials5 re%isions and in#class



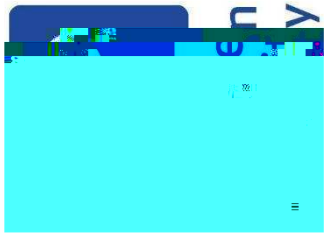
/ 5. **6**ognitive skills	

/ 6. Practical and professional skills	
+earning outcomes:	**+**earning and teaching strateg**!**/ assessment methods

/ . **<**e**!** skills B En completion of this level *ou will be able to:

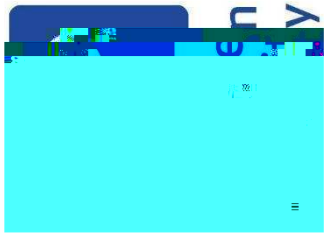
14 communicate information5 arguments5 ideas and issues clearl* and in appropriate wa*s5 bearing in mind the audience for and the purpose of *our communicationH

24 wor! in a group5 communicating effecti%el* both using digital



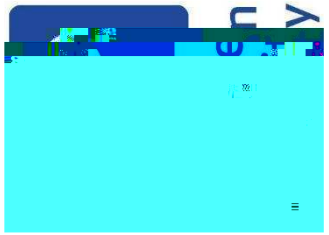
/ 6. Practical and professional skills

C4 select and use accuratel*5 appropriate numerical and anal*tical techni ues to sol%e problemsH



/ 7. **<e!**/transferable skills

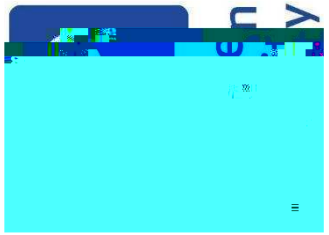
14 anal*se5 design5 e%aluate and/or test 1usiness / omputing s*stems5 using appropriate simulation and modelling tools where appropriateH



9f the learning outcomes ha%e been met5 then the student is entitled to recei%e a **5*** c Ordinar**!** in **5**usiness **6**omputing/ .00 credits 2120 at ;e%el >5 120 at ;e%el C5 and at least 60 at ;e%el 65 but not including **6**omputer ***** cience **, , /8, , ,** B hesis **:/ ::**4

Or

Transfer to 1Sc 23ons4 1usiness / omputing 2sub"ect to %alidation4 and recei%e a **5*** c #**(** ons**$ 5**usiness **6**omputing/ .60 / redits 2120 at ;e%el >5 120 at ;e%el C5 120 at ;e%el 64



,. 7istinctive features of the programme structure

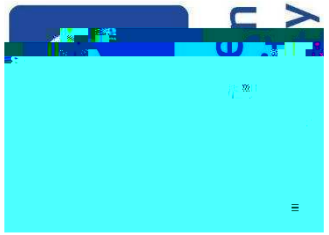
? here applicable, this section provides details on distinctive featurs such as:

- where in the structure abo%e a professional/placement *ear fits in and how it ma* affect progression
- an* restrictions regarding the a%ailabilit* of electi%e modules
- where in the programme structure students must ma!e a choice of pathwa*/route

' dditional considerations for apprenticeships:

- how the deli%er* of the academic award fits in with the wider apprenticeship
- the integration of the ⁾on the "ob⁾ and ⁾off the "ob⁾ training
- how the academic award fits within the assessment of the apprenticeship

' bout the **6**ourse



C. Support for students and their learning.
(*4*or apprenticeships this sho"ld incl"de details o# how st"dent learning is s"pported in the wor% place)

+cademic Support Ser%ices include:

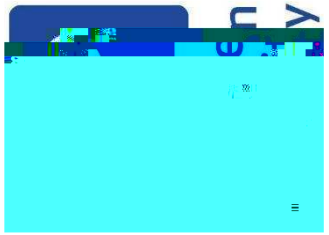
8inancial +id

+ 7entoring Programme for students who are academicall* challenged. +s noted5 e6perienced regular and senior ad"unct facult* are assigned as 7entors and follow closel* their mentees0 academic progress and o%erall college life wellbeingH mentors are e6pected to submit reports twice during each term and hold meetings with the Aean during the semester to discuss issues arising from the mentoring process.

+n +cademic +d%ising Programme through which each student is assigned an ad%isor upon entering his/her freshman *ear who will offer ad%ice on the students0 academic and career plans. Students are e6pected to meet with their ad%isors regularl* throughout the term5 and especiall* when the* face academic problems or want to withdraw from a course. Students are e6pected to consult with their ad%isors prior to registration.

+ ;earning 3ub5 open to all students5 to help with writing pro"ects since man* are not familiar with pro"ect#oriented education and are used to lecture#based classes. The ;earning 3ub also pro%ides 7ath tutors.

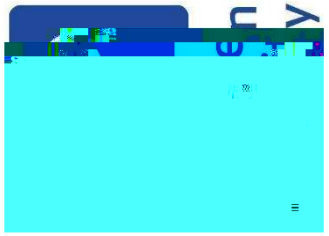
+ 1usiness ;iaison and /areer Ser%ices Effice through which students are



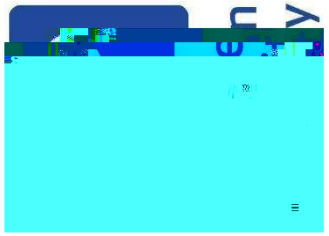
+n 9.T. centre which pro%ides technical assistance and ad%ice5 as well as information technolog* instructional ser%ices.
9n the - iarchos Technolog* centre5 students ha%e access to > computer labs and printing ser%ices5 while in the - ew 1uilding the* ha%e full access to 1 computer lab and printing ser%ices.
, 6tensi%e ; ibrar* facilities and assistance.
+ / T students ha%e the opportunit* to stud* abroad for one summer or term during their time as a student through the 9nternational Programmes Effice at + / T.
+ / T has a learning disabilit* polic* in practice and pro%ides appropriate assistance and compensation to students that ha%e certified needs.
+ / T maintains a long#established / ommittee on +cademic Standards and Performance.

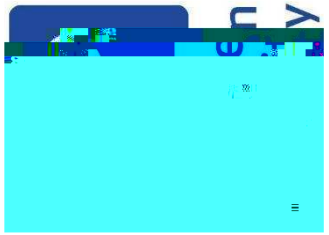
6. / riteria for admission

(*4*or apprenticeships this sho"ld incl"de details o# how the criteria will be "sed with emplo,ers who will be recr"iting apprentices.)

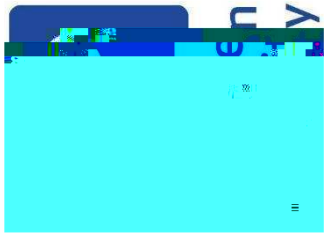


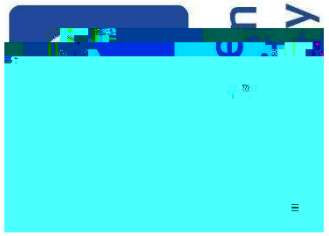
Application Requirements

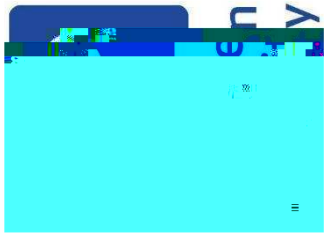


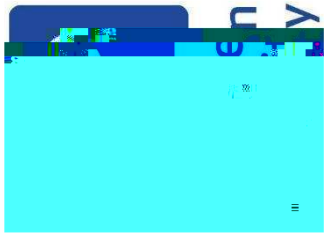


Application Requirements (Non-EU Admission







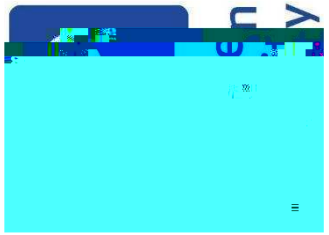


+ll application documentation should be submitted/mailed directl* to the +dmissions Effice.

+pplications recei%e a priorit* number which determines the order in which successful applicants register for their first semester of course wor!.

D. ;anguage of stud*
,nglish

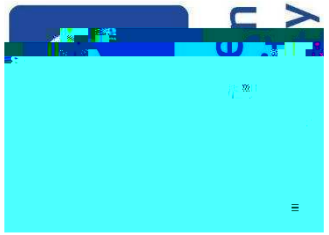
'. 9nformation about non#E@ standard assessment regulations 2including PSF1 re uirements4
7ar!ing and assessment procedures are e6plained in the module descriptors5 the programme handboo! and are also a%ailable on the + / T website 2Student 3andboo! and Fegulations4. The* are therefore easil* understood b* students. 3omewor!5 e6ams and term papers are 1st and 2nd mar!ed onl* with constructi%e and positi%e feedbac! and returned to students in due time. +ll academic programmes offered at + / T ha%e specificall*#stated learning outcomes at both the degree and the course le%el.



+ll 7a"ors publicise their degree programme outcomes5 while all module descriptors include clearl* articulated course outcomes5 with respect to both !nowledge and s!ills.

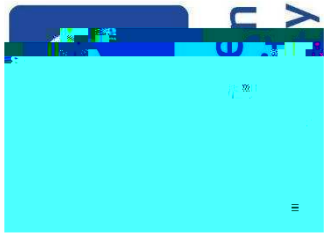
+t the module le%el student assessment measures include:

e6aminations 2summati%e assessments4
uiLLes 2summati%e assessments4
research papTmo( )Tj o s21 7 64(t) -4.6081 5(i)4.6081 5(o) 12.521 5(n) -9.21 7 64(s) -matiaros!its4



Ae%eloping clear and consistent +ssessment criteriaH
Putting in place an assessment feedbac! mechanism to students that is 2a4 timel*H 2b4 balanced between formati%e and summati%e feedbac!5 which promotes learning and achie%ement5 and encourages impro%ementH
1uilding a s*stem that facilitates students learning and supports student progressionH
,nabling students through academic support to de%elop the academic s!ills that will enable them to progress and achie%e on the programmes of their choiceH
/reating a management of assessment that is efficient5 especiall* regarding the amount and timings of assessment5 staff and student wor!loads5 and in the pro%ision of time for reflection b* students.

-ote: The onl* difference between E@ modules and non#E@ modules in terms of

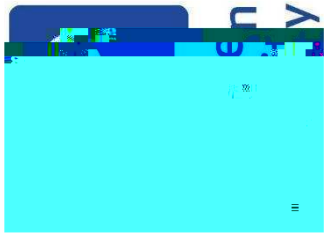


Programme ;eaders are informed b* industr* partners on hard and soft s!ills re uired for graduates to possess and when necessar* consider their feedbac! in changes implemented.

, 6ternal , 6aminers and the E@ +cademic ;iaison can and often do pro%ide input through the annual monitoring process. Their input is alwa*s considered and acted upon as necessar*.

M***6***earning***!/n!***ActionN initiati%es are encouraged and graduall* incorporated in module acti%ities as deemed appropriate b* each facult* member. 2***6***earning***!/n!***Action initiati%es are such initiati%es that attempt to bring students of a particular module in the wor! en%ironment of module#rele%ant practitioners and thus e6pose them to the Mreal#lifeN use of the academic topic the* are learning as well as future emplo*ment opportunities4

Thesis ad%isement attempts to address specific student interests5 while retaining the spirit and essen] TJo-297.84 -12.c7Tc Tdo6917 8.523(p)12.5228(a)-9.21631a.inTJo-297.84 -12.72 T21631(g)-9.21631( )-1(c)21.7391(h)-9.2

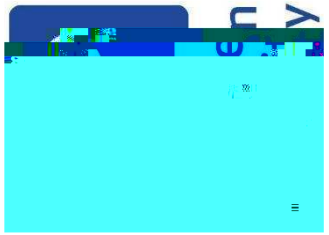


11. / hanges made to the programme since last 2re4%alidation

+lthough no ma"or changes were made to the program while it was under %aluation 2onl* addition of business modules in the list for ma"or electi%es45 acti%ities such as portfolio anal*sis and module e%aluation has been established as a standard process and is an essential part of the Ai%ision0s meetings 2which are held a minimum of three times a *ear4. +dditionall*5 de%elopments in the sub"ect area of in#professional practice are fre uentl* discussed.

The Science and Technolog* di%ision has e%aluated the course offered under the 1usiness /omputing Programme5 ta!ing into consideration academic criteria5 the student0s needs and interests as well as mar!et needs5 trends and re uirements.

+n area which has %astl* de%eloped during the past decade is Aata Science and .87ia Sciewn31(h) -9.21.21764(65dd7%de(1)1537(./8)64.8(83)26(i.)94.26(88)(a



7oreo%er5 a practicum module is also introduced as a 7a"or , lecti%e5 gi%ing our students the opportunit* to get first#hand professional e6perience within an institution of their choice.

7ore specificall*5 the current 7a"or , lecti%es list includes the following modules:

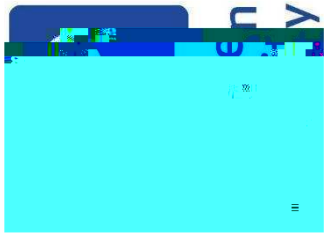
6omputer ***** cience

- # / S / 219 # Gideo) ame Aesign
- # / S / .21 # Eperating S*stems
- # / S / . .0 # 9ntroduction to 7obile Fobotics
- # / S / >12 # Eb"ect Eriented Aesign Patterns
- # / S / >21 # / omputer S*stems Securit*
- # / S / >22 # +d%anced A1 7S

5usiness

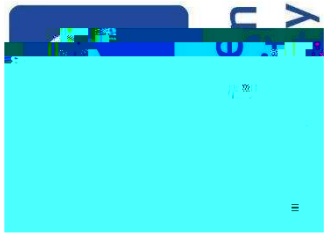
- # 89- 210 # 9nternational 7one* and 1an!ing
- # 89- 220 # 9n%estment and Portfolio 7anagement
- # 89- 2.2 # 9nternational 8inance
- # 7?T) .20 # 7ar!eting Fesearch
- # 7?T) .2> # ,#7ar!eting
- # 7+- 210 # 3uman Fesources 7anagement of) rowth

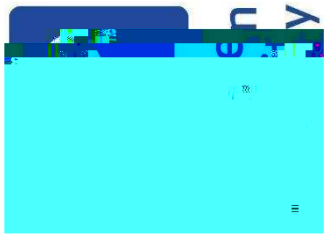
The updated list of the 7a"or , lecti%es modules will include all of the abo%e / omputer

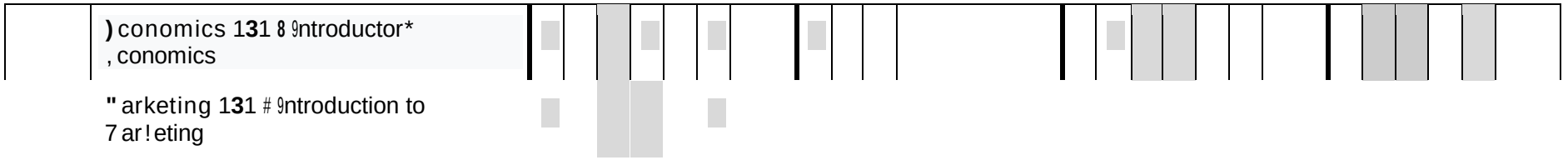


5usiness

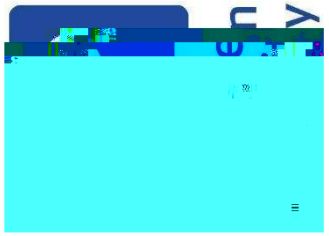
, / E - . . 2 # 9nternational , conomics





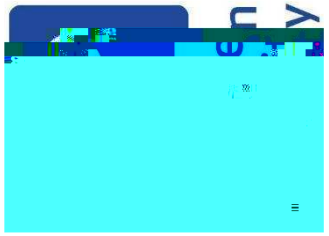

) conomics 131 8 9ntroductor*
, conomics
" arketing 131 # 9ntroduction to
7 ar ! eting

	F:= **223** # 9n%estment and Portfolio 7anagement																										
	F:= **2/2** # 9nternational 8inance																										
	"< @ /31 # ,ntrepreneurial and /orporate 7ar!et																										
	"< @ /3/ # Tourism e#business																										

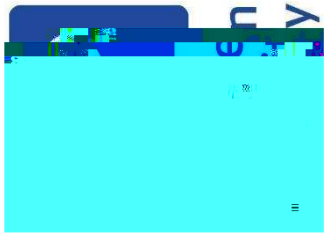


' nnexe **2**: =otes on completing programme specification templates

1 8

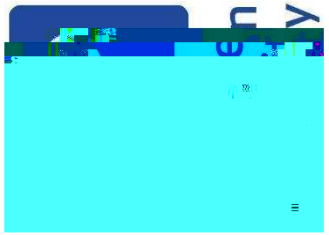


5usiness **)**lective **E**1 #**) 6**O**=** or **" >< ** or **' 6 6** or
" '=131**$**



< / S / 219 # Gideo) ame Aesign < / S / .21 # Eperating S*stems < / S / . . 0 B 9ntroduction to 7obile Fobotics < / S / . . . # / omputer - etwor!s 99 < / S / .>0 # +rtificial 9ntelligence < / S / >12 # Eb"ect Eriented Aesign Patterns < / SS >21 # / omputer S*stems Securit* < / S / >22 # +d%anced A1 7 S < PF+ / .00 # Practicum	< , / E - . . 2 # 9nternational , conomics < 89 - 210 # 9nternational 7one* and 1an!ing < 89 - 220 # 9n%estment and Portfolio 7anagement < 89 - 2 . 2 # 9nternational 8inance < 7 ?T) .01 # , ntrepreneurial and / orporate 7ar!eting Strateg* < 7 ?T) .0 . # Tourism e#business < 7 ?T) .1 ' #) lobal 7ar!eting < 7 ?T) .20 # 7ar!eting Fesearch < 7 ?T) . . 0 # / onsumer 1eha%iour < 7 ?T) .2> # , #7ar!eting < 7 + - 210 # 3uman Fesource 7anagement of) rowth < 7 + - .02 # Fe%enue 7anagement < 7 + - .0 . # , %ents 7anagement < 7 + - .0C # 3F in 3otel and Tourism < 7 + - .06 # Tourism and Feal , state 7anagement < 7 + - .12 # Eperations 7anagement < 7 + - .22 # 1usiness Strateg* 9 < 7 + - .2 . # 1usiness Strateg* 99 2 / apstone Pro"ect4 < 7 + - .>1 # 1usiness in) reece and the , @

@) >



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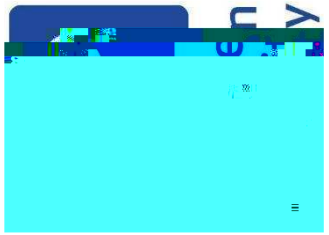
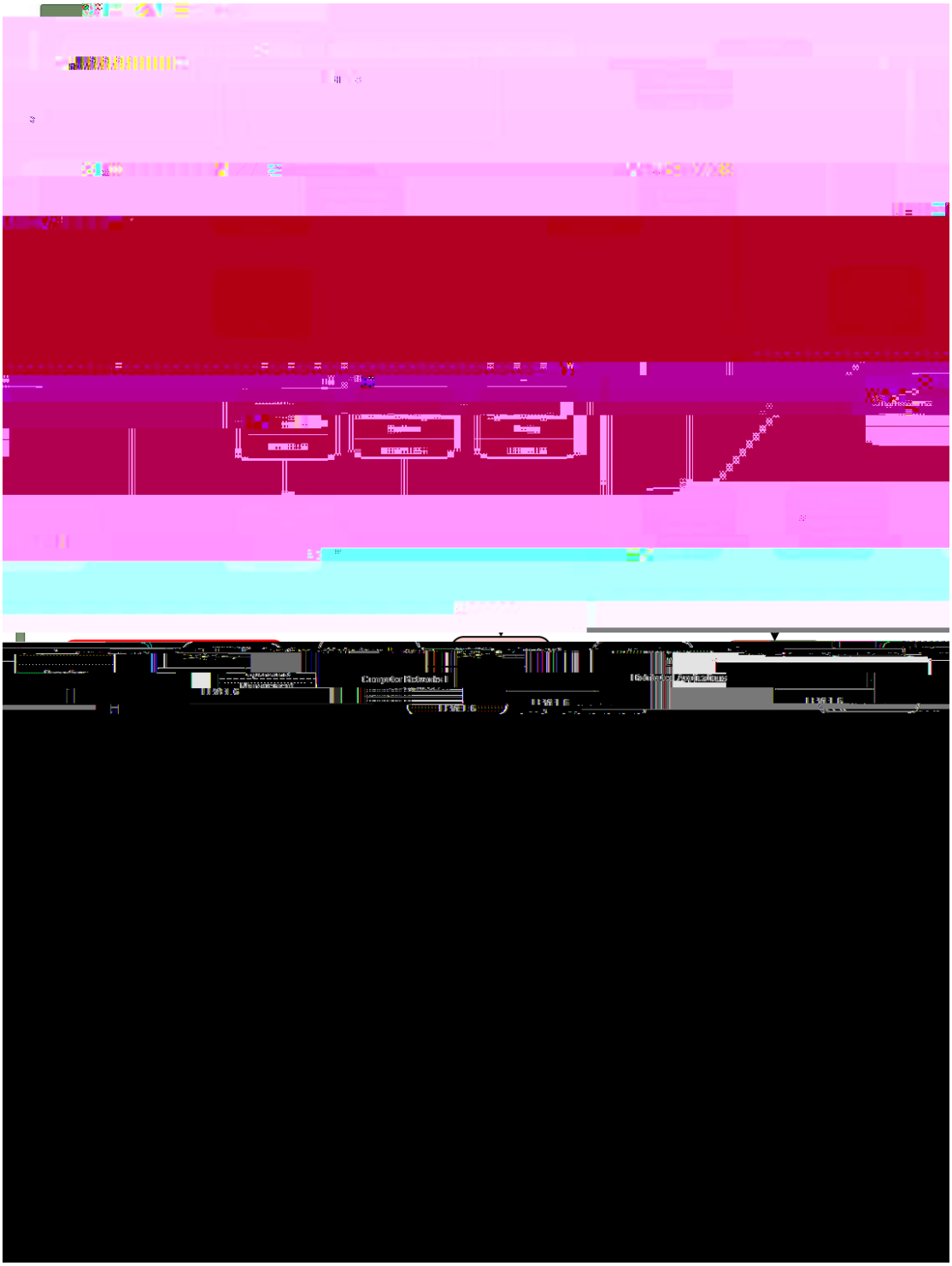
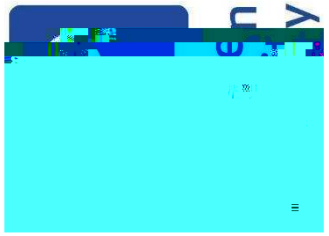
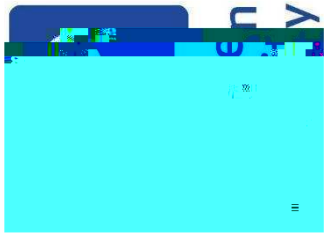


+ll + / T students are re uired to ta!e a common general education curriculum consisting of 1> courses 2>2 semester hours4 ta!en optimall* in semesters one through fi%e. The) eneral , ducation Fe uirements 2) , Fs4 are coordinated across di%isions and disciplines b* the +cademic / ouncil with !e* input from facult* at the di%ision le%el. The) , Fs are still placed into three main categories5 the +rts and 3umanities 2si6 courses5 including 8reshman , nglish45 the Sciences5 and the Social Sciences 2cf. Feflecti%e , ssa* on , ducational , ffecti%eness4. The list of re uireme

'nnexe ,: Program Flowchart







+)9)+ - "odules

		"ee #	"ee $	"ee %	"ee &	"ee '	"ee (	"ee)	"ee *	"ee +	"ee #,	"ee ##	"ee #$
CSC %$$													
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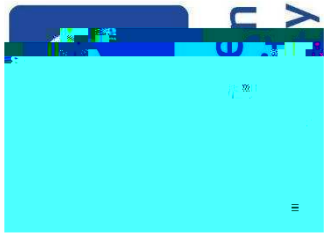

CSC &&&													

- ote: Shaded cells represent assessment s whose date is determined after ta!ing into consideration students o%erall wor!load