



# UNIVERSITY OF WESTERN MACEDONIA

**SCHOOL OF ECONOMIC SCIENCES**

**STUDY GUIDE  
MASTER'S PROGRAM  
MSc in Economics, Law and Public Administration**

**DEPARTMENT OF INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES**

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## 1. General

The Department of International and European Economic Studies, which was established as a new department at the University of Western Macedonia through Law 4610/2019, is considered one of the emerging departments in the field of economics. It combines and offers not only the core courses of the discipline but also adopts modern trends, offering courses that address contemporary issues. This ensures that graduates are equipped not only with academic theory but also with applied practice.

The curriculum covers both the field of economic sciences, with a focus on globalization, international business, and European economic integration, as well as international economic relations between the EU and Greece. Additionally, it includes administrative courses in the field of international business management, corporate accounting, and international finance, providing added value to graduates with an attractive, modern, and applied program.

Graduates of the department receive a degree in economic sciences, which is considered equivalent not only to the degrees of other corresponding economic departments in Greek universities but also to the equivalent degrees in economic sciences from European and American universities.

Compared to other similar European Studies departments, the Department of International and European Economic Studies distinguishes itself by primarily focusing on Economic Science at the international and, specifically, European level. Additionally, it offers secondary focus on other related disciplines such as Political Science, Law, and Business Administration. The department aims for high academic standards at both undergraduate and graduate levels, as its faculty members are internationally recognized in their field.

## 2. The mission of the Master's Program

The Master's Program (MSc) aims to promote the development and transmission of knowledge concerning the science of International Economics, International Business Administration, Public Administration, and Law. It also aims to provide students with the necessary skills to ensure their proper preparation for their scientific and professional careers and development. Additionally, it focuses on providing specialized knowledge in Public Administration, Economy, and Law. The objective of the program is to specialize professionals in the fields of Economy, Administration, and Law.

As part of its mission, the MSc:

- Provides specialized knowledge in the theory and research of Public Administration, international administrative and economic sciences, and Law, ensuring that graduates are adequately prepared to meet the labor market needs in Greece, EU member countries, the Balkans, the Black Sea region, and globally.
- Monitors international developments in the scientific and educational fields.
- Develops academic and educational collaborations with higher educational institutions both in Greece and abroad, at bilateral, regional, and multilateral levels, leveraging European and international funding programs.
- Attracts foreign professors and students, offering education in foreign languages.
- Collaborates with productive, commercial enterprises, chambers of commerce, associations, and public bodies operating in the international market.
- Utilizes modern technologies in education, applying innovative e-learning and assessment methods using specialized software, fully aligned with the capabilities of the new economy, aiming to enhance the knowledge and skills of the department's graduates. It also develops the application of new educational technology through distance learning.
- Conducts basic and applied research. The program aims to develop international postgraduate programs specializing in international entrepreneurship in collaboration with higher educational institutions in Greece and abroad.
- Develops students' competencies and skills to meet the needs of the market and international businesses, making them capable and competitive in both national and international environments.
- Aims for the employability of its graduates in the labor market.
- Organizes and participates, through its representatives and faculty members, in international scientific conferences.
- Prepares and adapts to changing educational, economic, and social conditions at regional, national, and international levels.

- Ensures and improves the quality of education provided by the department, which is certified through international evaluation and accreditation processes.

### 3. Educational and Professional Objectives

The specific objectives of the Master's Program (MSc) are as follows:

- To provide specialized knowledge and skills in the field of Economic Law, so that graduates are adequately prepared to staff financial services, accounting departments of private and public sector businesses, legal, accounting-auditing firms, and financial institutions.
- To provide specialized knowledge related to the field of Public Administration, the goals it achieves, and the needs it must meet with the resources provided by government budgets, to make Administration more effective.
- To promote research and knowledge in the broader field of Economics, Public Economics, and Finance through the completion of dissertations, studies, scientific publications, textbooks, and European/national programs.
- To develop relationships and collaborations with economic, social, cultural, and productive organizations, aiming not only to promote knowledge but also to utilize the results of research and innovation, adhering to the principles of scientific ethics, sustainable development, and social cohesion.

Examples of collaborations based on previous activities include:

- Collaboration with local Bar Associations and the Lawyers' Association
- Collaboration with the Economic Chamber
- Collaboration with the Chamber of Commerce and Industry
- Collaboration with associations of Tax Technicians-Accountants.

### 4. Category of Graduates

The Master's Program (MSc) is primarily aimed, but not exclusively, at graduates from departments of Law, Accounting, Business Administration, Finance, Economics, and applied scientific fields of Higher Education Institutions in Greece or/and recognized equivalent institutions abroad. A prerequisite for admission is sufficient knowledge of the English language, which will be verified either by holding a Lower-level certificate or through examinations organized by the Coordinating Committee. The academic criteria for selection include:

- a) the degree grade,
- b) the grades in courses related to Law, Accounting and Taxation, Public Administration, or Public Economics,
- c) professional work experience,
- d) research activity,
- e) language proficiency level.

### 5. Duration

The duration of the Master's Program (MSc) leading to a Master's Degree (MSc) will be 3 semesters, with the third semester being dedicated to the completion of the Master's Thesis. Each semester consists of 12 weeks of teaching and one exam week. Each student must complete the MSc program within a reasonable time frame, which cannot exceed three (3) years. A student may suspend their studies for up to one year if there are serious reasons for suspension.

The duration for obtaining the MSc is three (3) teaching semesters for a full-time program, with the third semester dedicated to the completion of the Master's Thesis, and five (5) teaching semesters for a part-time program, with the fifth semester dedicated to the completion of the Master's Thesis.

Upon successful completion of the Master's program, graduates will be able to:

- Understand the legislation related to the Digital Economy.
- Understand the legislation related to the Economy.
- Recognize, apply, modify, and identify different leadership styles in business management as well as in the public sector.

- Understand the legislation concerning legal entities, as well as the rules for the exercise of Public Administration and Administrative Science in general.
- Understand Union-level governance legislation.
- Apply economic methods with the goal of utilizing statistical data through quantitative methods in business administration.
- Understand specific administrative issues related to governance, leadership, management/marketing, organizational behavior, communication, and business ethics.
- Analyze proposals and apply legislation and practices aimed at sustainable economic development, with a primary focus on the environment.
- Understand the legislation related to the Constitution.
- Understand the basic individual rights of citizens at both international and national levels.
- Know and apply Administrative Law with a focus on the economic development of businesses and organizations.
- Be familiar with existing legislation and audit standards that ensure transparency and protect against corruption at the European level.

To obtain the Master's Degree, students must pass all courses of the program as well as successfully complete the thesis. All courses and the thesis are graded on a scale of 1 to 10. Each course is worth 5 ECTS (European Credit Transfer System) credits, totaling 30 credits per semester. Additionally, the thesis is worth 30 credits. The Master's Degree (M.Sc.) is awarded upon completion of 90 credits.

## 6. Extraterritoriality - Internationalization

A strategic goal for the revitalization and upgrading of the country's productive base is the gradual transformation of domestic entrepreneurship from non-internationally competitive sectors to the production of internationally competitive products and services with high domestic added value.

Given that the Greek market is small and the collapse of the domestic market is dramatic, achieving this goal relies on the ability of Greek businesses and the country's overall extroversion system not only to improve their export performance but also to create the conditions for their meaningful and effective integration into international production and marketing networks for goods and services.

Education and the development of human resources are called upon to play an important and essential role in the competitive survival of businesses, with human resources – the workforce – being the key differentiator and means of gaining a competitive advantage.

The country needs well-trained human resources with specialized knowledge and transversal skills that can create hubs of innovation, support priority development sectors, and serve a new business model.

For these reasons, the strategic goal of the Master's Program is to develop collaborative relationships with economic, social, and productive bodies. Such bodies include local Bar Associations, the Economic Chamber, the Chamber of Commerce and Industry, Associations of Tax Advisors and Accountants, as well as reputable companies in the market.

Through communication and cooperation with these bodies, the immediate connection of the courses to market requirements is achieved, ensuring their ongoing relevance. Furthermore, the results of research and innovation are utilized, maintaining a focus on the scientific principles of ethics, sustainable development, and social cohesion.

## 7. The academic title awarded

As part of the Master's Program in Economics, Law and Public Administration, a Master's Degree is awarded with the same title. Upon successful completion of their studies, students will have the necessary scientific and technological knowledge and skills to work professionally in all areas related to the Department's fields of study. They will be able to engage as executives in international businesses, export and/or import commercial enterprises involved in international business activities and investments, international economic cooperation, organizations, and companies in both the private and public sectors that provide supportive services for international economic activities, or as self-employed professionals.

Graduates will possess specialized knowledge in the field of legal science (Business Law) and economic science, along with expertise in Accounting, Finance, and Business Administration. They will also be equipped with knowledge of the legislative/regulatory framework governing financial transactions, particularly in a comparative context (European - domestic).

## 8. Admission Requirements

The admission of students to the Master's Program (MSc) is based on selection according to the Internal Regulations of the Master's Program.

## 9. Access to Doctoral Studies

By law, graduates of the Master's program have the opportunity to access doctoral programs at Greek or foreign universities, subject to the conditions applicable at the time for higher education graduates.

Moreover, after obtaining the master's degree, graduates who wish to pursue an academic career in higher education or engage in the research activities of universities and research centers, or work as specialists in businesses and organizations, can continue to doctoral-level studies, leading to the preparation and defense of a doctoral thesis.

## 10. Course Program

### 1<sup>st</sup> SEMESTER

No	Course Title	Hours	T	E	ECTS
1	Digital Economy	2	1	1	5
2	Economics and Law	2	1	1	5
3	Leadership and Management	2	1	1	5
4	Research Methods	2	1	1	5
5	Public Administration and Management	2	1	1	5
6	European Law and European Governance	2	1	1	5
	Σύνολο	12	6	6	30

### 2<sup>nd</sup> SEMESTER

No	Course Title	Hours	T	E	ECTS
7	Economy, Development and Environment)	2	1	1	5
8	Constitution and Economy	2	1	1	5
9	Business Ethics	2	1	1	5
10	Human Civil Rights	2	1	1	5
11	Public Administrative Law	2	1	1	5
12	Transparency and Corruption in EU	2	1	1	5
	Total	12	6	6	30

### 3<sup>th</sup> SEMESTER

Course Title	ECTS
Master thesis	30
Total	30

The workload for each course amounts to 150 units in both the first and second semesters, totaling 1800 units for both semesters. In the third semester, the workload is 900 units. In total, the workload across all three semesters is 2700 units.

## 12. Expected Learning Outcomes

Upon completion of the three semesters, the student will be able to combine knowledge from three different fields—Economic Science, Public Administration, and Law—in order to meet complex demands in both the private and public sectors. Specifically, in the public sector, the connection between Public Administration, Economics, and Law, along with the knowledge gained during the Master's studies, will provide a competitive advantage compared to other students who have attended similar Master's programs. Moreover, students will be adequately prepared to publish parts of their work by participating in international conferences with a peer review system or publishing in reputable international journals within their field of study.

Additionally, students will understand the importance of Information and Communication Technologies (ICT) in the modern business environment, and will be able to:

- Manage modern ICTs to meet the needs of businesses and organizations.
- Understand the technological infrastructure of modern information solutions.
- Evaluate the quality and capabilities of ICT in businesses and organizations.
- Evaluate business applications, identifying the key categories and features of modern information systems.
- Understand the importance and role of digital marketing and social media in the modern business environment.
- Apply business models for e-commerce and marketing.
- Manage relationships with customers and communities via social media.
- Design Digital Campaigns and related actions.
- Create innovative and original material for use in the digital business environment.
- Optimize digital content to achieve high interaction and outreach with consumers and stakeholders.
- Manage Multi-Channel communication and distribution.
- Develop E-business and Digital Marketing Strategies.
- Evaluate the performance of digital campaigns and adjust strategies based on results.
- Design and develop web applications using modern tools and techniques.
- Apply modern technological solutions in information technology and data analysis tools to enhance marketing strategies.
- Manage digital innovation through innovative solutions and tools to enhance business competitiveness.
- Develop innovative business ideas and entrepreneurial intentions to create startups.

At the same time, graduates of the Master's Program will acquire the following competencies and skills:

**Personal Skills:** Critical thinking and problem-solving, Interpersonal communication (both oral and written), flexibility and adaptability to the dynamic work environment and rapidly evolving digital technologies, skills in integrating new technologies into their work, approaching work issues with critical thinking and creativity, professional responsibility, analytical skills for data synthesis and using appropriate technologies for decision-making in complex problems related to information technology and communication, project design and management skills, ability to generate research ideas.

**Social Skills:** Networking abilities, adaptability to changing social environments, ability to work in teams, leadership skills, crisis management, professional ethics, respect for human rights, diversity, and multiculturalism.

## 12. Master's Thesis

1. At the beginning of the third semester, the graduate student must submit an application to the Department Assembly for the approval of the thesis topic, suggesting a supervisor (faculty member) after consultation. The application is accompanied by a summary of the proposed thesis. The

supervisor is a faculty member who has partial or complete teaching assignments in the Master's Program. The supervisor is responsible for monitoring and controlling the progress of the thesis, ensuring that the research objectives and specifications are met.

2. Members of the three-member examination committee must have the same or related academic specialty as the field of the Master's Program.
3. The thesis may be written in a foreign language, upon agreement with the supervising professor.
4. The topic of the Master's thesis can be changed, based on a well-justified proposal by the student and approval by the Assembly. Changing the topic does not constitute a reason for extending deadlines. In exceptional cases, if there is an objective difficulty or important reason, the replacement of the supervisor or a committee member may be allowed after the Department Assembly's decision.
5. The length of the thesis is set to 20,000 words. Upon completion of the thesis, with approval from the supervising professor, a final evaluation will be scheduled, which includes an oral presentation of the topic in front of the three-member examination committee.
6. Upon submission of the Master's thesis, the student is responsible for the writing of the thesis and is accountable in cases of plagiarism. Plagiarism is defined as the partial or complete copying or use of another's work, published or not, without due and precise citation of the source, as well as presenting any supporting materials, even from the student's own previous work, without proper citation. Plagiarism is considered a serious academic offense. In cases of proven plagiarism, following a justified proposal from the supervising professor, the Assembly may decide to permanently remove the student from the Master's Program. Presentations of Master's theses are conducted orally and in person.
7. The maximum time for submitting the Master's thesis is eighteen (18) months from the date of its approval by the Department Assembly. In special cases, upon the student's request and approval by the Assembly, the time can be extended by up to two (2) semesters.
8. The overall grade for the Master's thesis is calculated as the weighted average of the grades from the individual courses and the thesis (considering the course weight factors).

The grading scale is as follows:

- "Excellent" (8.5-10)
- "Very Good" (6.5-8.49)
- "Good" (5-6.49).

#### e) Language of Instruction and Thesis Writing

The language of instruction and thesis writing is either Greek or English.

#### f) Number of Admitted Students

The maximum number of students admitted to the program each year is set at seventy (70) students per department. Those who tie with the last admitted student will also be admitted beyond the limit.

### 13. Personnel

The teaching of the postgraduate courses will be carried out not only by faculty members from the Department of International and European Economic Studies of the School of Economics at the University of Western Macedonia, but also by faculty members from other Higher Education Institutions (HEIs) or scientists with recognized professional work in relevant scientific fields and of high prestige, both from Greece and abroad, in accordance with Article 83 of Law 4957/2022.

### 14. Infrastructure

The educational process is conducted entirely through modern distance learning methods, in accordance with the provisions of Article 88 of Law 4957/2022.

For the operation of the Master's Program, the existing infrastructure for distance learning will be used, employing appropriate educational methods and technological equipment (e-learning) of the University of Western Macedonia.

## 15. The operating costs

The operating costs will primarily be covered by the tuition fees, which amount to €2,900.00, as well as other sources of funding such as donations, sponsorships, and various forms of financial assistance, endowments, resources from research projects or programs, the university's own funds, and the state budget or the public investment program (Article 84 of Law 4957/2022).

## 16. Final Exams

The evaluation of students for each course is carried out by the instructor in the manner that has been defined by them before the start of the lessons (examination, assignment, or a combination of these). The evaluation of their performance is based on a scale from 1 to 10 (with 5 being the passing grade). If a student fails the course examination or assignment submission, they must retake the exam/assignment in September. If the graduate student fails the exam in one or more courses, such that, according to the regulations of the Master's Program, they are considered to have not successfully completed the program, they will be examined by a three-member committee of faculty members from the department who have the same or related subject expertise as the exam topic and are appointed by the Department's Assembly. The committee will exclude the instructor responsible for the exam. Instructors are required to release the results of the exams and assignments within thirty (30) days after the submission of the assignments/examinations.

Graduate students are required to attend all lessons and activities specified for each course. The maximum number of absences allowed for each graduate student is one-third ( $1/3$ ) of the total teaching hours (13) for each course, regardless of whether the absences are justified or not. For a higher number of absences, the Coordinating Committee will decide on the repetition of the course or the exclusion of the graduate student from the Master's Program.

## 17. APPENDIX

### COURSE OUTLINE

#### 1<sup>st</sup> Semester

#### 1. Digital Economy

##### 1. GENERAL

SCHOOL	School of Economics		
ACADEMIC UNIT	Department of International and European Economic Studies		
LEVEL OF STUDIES	Postgraduate Program		
COURSE CODE		SEMESTER	1 <sup>ST</sup>
COURSE TITLE	Digital Economy		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Practical Exercises		2	5
<b>Total</b>		2	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
PREREQUISITE COURSES:	There are no requirements		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (provided there is a request from Erasmus students)		
COURSE WEBSITE (URL)			

##### 2. LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>The course is the primary introductory course related to the relationship between law and technology. Its content aims to provide specific knowledge and skills to introduce students to the basic concepts and principles of electronic law, computer law, and information law in general.</p> <p>The course covers the acquisition of foundational knowledge regarding legal informatics and its various aspects.</p> <p>The modules are accompanied by examples, case studies, and practical applications from both the Greek and international contexts, which help students understand the topics.</p> <p>Upon successful completion of the course, the student will have gained knowledge and skills that enable them to:</p>

- Have proven knowledge and the ability to understand topics within the field of electronic law, computer law, and information law in general.
- Apply the knowledge and understanding they have gained in practice, and demonstrate abilities that can be proven through the development and support of arguments and the resolution of practical problems within the domain of computer law.
- Provide reliable information on matters concerning computer law and propose solutions to practical legal issues.
- Acquire the necessary skills for further knowledge acquisition, which are essential for advancing to doctoral-level studies.

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Showing social, professional and ethical responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

*.....*

*Others...*

*.....*

With the above knowledge and skills, the student is expected to be capable of:

- Independent work
- Teamwork and application of knowledge in practice
- Searching, analyzing, and synthesizing data and information, using necessary technologies
- Adapting to new situations
- Decision-making
- Autonomous work
- Collaborative work
- Working in an international environment
- Working in an interdisciplinary environment
- Generating new research ideas

### 3. SYLLABUS

Conceptual approach to electronic law and information technology law:

- Information society
- Legal informatics
- Protection of software and other works
- Databases
- Protection of hardware and software
- Informatics contracts
- Multimedia
- Protection of digital works, especially on the internet
- Websites
- Semiconductor product topographies
- Legal issues of e-commerce
- Protection of personal data
- Cybercrime
- Intellectual property
- Electronic transactions
- Trademark
- Patent
- Transfer of know-how

#### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance Learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of PowerPoint & the electronic platform open-e-class Distribution of electronic notes, teaching presentations, and templates to students via the open-e-class electronic platform.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	32
	Practical Exercises	32
	Case Studies	40
	Independent Study	46
	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The evaluation of students is conducted through a written exam at the end of the semester. The exam is held in Greek and includes multiple-choice questions, short-answer questions, essay-type questions, and problem-solving exercises.	

#### 5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>- Related academic journals:</p> <ul style="list-style-type: none"> <li>• Velenzas G. (2019), Law and Technology (particularly in the economic environment), IuS,</li> <li>• Rokas N. (2016), Industrial Property, Legal Library</li> <li>• Igglezakis I. (2008), Law of Informatics, Sakkoula</li> <li>• Igglezakis I. (2012), Legal Informatics, Sakkoula</li> </ul>
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## 2. Economics and Law

### 1. GENERAL

SCHOOL	School of Economics		
ACADEMIC UNIT	Department of International and European Economic Studies		
LEVEL OF STUDIES	Postgraduate Program		
COURSE CODE		SEMESTER	1 <sup>ST</sup>
COURSE TITLE	Economics and Law		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Practical Exercises		2	5
Total		2	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Background, General Knowledge		
PREREQUISITE COURSES:	There are no requirements		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (provided there is a request from Erasmus students)		
COURSE WEBSITE (URL)			

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li><i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li><i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li><i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>The course is an introductory course on the relationship between law and economics. The course content aims to provide students with specific knowledge and skills in the basic concepts and principles of the economic analysis of law and its various branches. Economic Analysis of Law (EAL) is the first independent interdisciplinary field in economic and legal science, establishing the scientific position of the interdependence and interaction between the two sciences, and interdisciplinary / methodological research that applies economic calculations to legal regulations. In fact, it is the only genuine scientific theory that seeks to understand how legal regulations affect economic behavior, economic relationships, and economic outcomes, taking into account and respecting, with religious reverence, the established institutions of the Economic Constitution: the principle of the general public economic interest, individual economic freedom, security of economic transactions, economic equality, etc. Because economic thought is pervasive in the rules of law: Large parts of law, e.g., bilateral transactions (contracts), torts, competition protection law, and consumer protection, even criminal law, bear the distinct mark of economic thought. The course provides foundational knowledge on economic law and economic analysis. The units are accompanied by examples, case studies, and practical applications from both the Greek</p>
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and international contexts to help students understand the content.

Upon successful completion of the course, the student will acquire knowledge and skills, enabling them to:

By the end of the course, participants should:

- Understand the relationships between the state and the economy, the regulatory institutions, and the motivations for economic development.
- Understand the basic principles of market functioning, the ways to protect consumers, and the fundamental principles of economic competition.
- Understand the limits of business activity development, the concept of general economic interest, and how to protect it.
- Understand regulatory economic developments, analyze them, and plan their actions accordingly.
- Better understand the relationship between economic efficiency and social justice, thereby being able to comprehend the goals of state legislative policy (why the state intervenes to regulate the market or why it yields to organized interests).
- Develop sharpness, realism, and sensitivity to global socio-economic issues through state economic interventions.

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Showing social, professional and ethical responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

*.....*

*Others...*

*.....*

With the above knowledge and skills, the student is expected to be capable of:

- Conducting Independent Work
- Engaging in Teamwork
- Managing investment programs

### 3.SYLLABUS

- Εισαγωγικές παρατηρήσεις για τις σχέσεις δικαίου και οικονομίας
- Γενικό μέρος, εισαγωγή - θεμελιώδη προβλήματα - θεμελιώδεις έννοιες
- Η οικονομική ανάλυση του δικαίου
- Παγκόσμιο οικονομικό δίκαιο (συγκριτική επισκόπηση)
- Έννοια και ορισμός του Οικονομικού Δικαίου
- Ο κρατικός οικονομικός παρεμβατισμός
- Η οικονομική έννομη δημόσια τάξη και το οικονομικό συμφέρον
- Η πρωτοτυπία και η ιδιορρυθμία του Οικονομικού Δικαίου
- Οι πηγές και οι αρχές του Οικονομικού Δικαίου
- Η ερμηνεία και η εφαρμογή των κανόνων του Οικονομικού Δικαίου
- Οι λειτουργίες του Οικονομικού Δικαίου
- Ο οικονομικός ανταγωνισμός
- Οικονομικό Σύνταγμα
- Οικονομική Διοίκηση
- Οικονομική πολιτική
- Οικονομικός σχεδιασμός
- Κρατικός φορολογικός παρεμβατισμός
- Μορφές συμβάσεων της σύγχρονης οικονομίας

#### 4.TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance Learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of PowerPoint & the electronic platform open-eclass Provision of electronic notes, teaching presentations & templates to students via the electronic platform open-eclass.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	32
	Practical Exercises	32
	Case Studies	40
	Independent Study	46
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The evaluation of students is conducted through a written examination at the end of the semester. The exam is in Greek and includes multiple-choice questions, short answer questions, essay questions, and problem-solving exercises.	

#### 5.ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>- Related academic journals:</p> <ul style="list-style-type: none"> <li>• Velenzas G. (2019), Economic Law, IuS,</li> <li>• Velenzas G. / Panou G. (2011), Economic Law. Greek and European, IuS, Thessaloniki</li> <li>• Pliakos A., Introduction to Economic Law (2011), Legal Library Editions</li> </ul>
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### 3. Leadership and Management

#### 1. GENERAL

<b>SCHOOL</b>	School of Economics		
<b>ACADEMIC UNIT</b>	Department of International and European Economic Studies		
<b>LEVEL OF STUDIES</b>	Postgraduate Program		
<b>COURSE CODE</b>		<b>SEMESTER</b>	1 <sup>ST</sup>
<b>COURSE TITLE</b>	Leadership and Management		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Practical Exercises		2	5
<b>Total</b>		2	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
<b>PREREQUISITE COURSES:</b>	There are no requirements		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (provided there is a request from Erasmus students)		
<b>COURSE WEBSITE (URL)</b>			

#### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>This course provides an introduction to the conceptual and theoretical background of Leadership and Organizational Behavior and explains the role they play in Public Administration as well as in sustainable innovative business activity (Public, Private, Social). Since Organizational Behavior involves the study of individual and group behavior within organizations, the course analyzes the determinants of behavior in businesses and the Theories of human behavior, with an emphasis on the characteristics of individuals. The course emphasizes the importance of motivating human resources and examines the theories of motivation and leadership. Additionally, it analyzes Group Dynamics and the methods of Communication and conflict management, studying changes.</p> <p>The learning outcomes of the course describe the specific knowledge, skills, and abilities at the appropriate level that students will gain upon successful completion of the course. The theoretical content is a prerequisite for its analysis and evaluation.</p> <p>Ethical standards and values: This factor reflects the ethical dimension of environmental strategy.</p> <p>Environmental behaviors: Behaviors are a result of the power of individual belief that adopting behavior will have specific consequences.</p> <p>Influence of stakeholders:</p>

By obtaining comprehensive theoretical training and acquiring specific knowledge and skills, students are expected to be able to engage in:

- Internal and external audits of businesses and organizations.
- Searching, analyzing, and synthesizing data and information using the necessary technologies.

The students will gain knowledge to:

- Understand the role of leadership and the leadership behaviors of executives and their importance for the success of green, sustainable, innovative businesses in both the public and private sectors and their careers.
- Understand behavior in the organizational environment.
- Gain the perception and be able to understand behavior (on an individual and group level) within organizations.
- Develop skills such as teamwork, change management, and corporate culture management, based on the provided expertise (scientifically substantiated).

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

With the comprehensive theoretical training and the acquisition of specific knowledge and skills, the student is expected to be capable of:

- Internal and external auditing of businesses and organizations.
- Searching, analyzing, and synthesizing data and information using the necessary technologies.
- Independent work.
- Teamwork.
- Decision-making.
- Exercising critical thinking and self-reflection.

## 3.SYLLABUS

### A' CYCLE

- Introduction to organizational behavior. The role of the human factor.
- Basic elements of personality, attitudes, and behaviors that affect employee effectiveness.
- Theories of human behavior.
- The concept and theories of motivation. Motivation techniques and empowering employees.
- Group dynamics. The concept and importance of groups. Determining factors of group effectiveness. Development stages.
- Learning organization and organizational culture. Concepts and definitions. Principles of organizational learning. Leaders' roles in organizational learning. Types of organizational culture, importance, and change.
- Change management. Concept, types, strategies, and theoretical models of implementation.
- Conflict resolution / Corporate culture management.

### B' CYCLE

- The importance of Management.

- Forms of management.
- MANAGEMENT AND LEADERSHIP: IDENTICAL OR OPPOSITE?
- The concept of power in management and leadership.
- Leadership and transformational leadership (Kant).
- Leadership.
- Ethics in leadership / charismatic leader.
- WHY PHILOSOPHY HAS GREAT APPEAL FOR THE PUBLIC AND THE LEADER.
- Characteristics of an effective vision.
- The strategy that makes a vision achievable.
- Effective and ineffective visions: some examples. What is ultimately an effective vision?
- Organizational and technological changes.

#### 4.TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance Learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of PowerPoint & the electronic platform open-e-class Provision of electronic notes, teaching presentations & templates to students via the electronic platform open-e-class.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.          Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	51
	Independent Study	68
	Watching and commenting on films with themes related to the course.	31
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Course total	
	The evaluation of students is conducted through a written examination at the end of the semester. The exam is in Greek and includes multiple-choice questions, short answer questions, essay questions, and problem-solving exercises.	
	150	

#### 5.ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>- Related academic journals:</p> <ul style="list-style-type: none"> <li>• Μπρώνη Γ. (2019), Leadership, Education, and Management, IuS</li> <li>• Μπρώνη / Μάμαλης / Βελέντζας (2017), Leadership, Education, and Management. Governmental Administration and Strategy, IuS</li> <li>• Μπρώνη Γ. (2019), Business Communication and Business Ethics, IuS</li> <li>• Kotler, P. (2009). Corporate Social Responsibility: How to Offer the Best to Your Company and Your Chosen Cause, Economia Publishing.</li> <li>• Kraman, S. S. / Hamm, G. (1999). Risk Management: Extreme Honesty May Be the Best Policy. Annals of Internal Medicine 131 (12), 963-967.</li> <li>• Kreitner, R. / Kinicki, A. (1998). Organizational Behavior. Boston: McGraw-Hill / Irwin.</li> </ul>
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- Nussbaum, M. C. (2001). *The Fragility of Goodness: Luck and Ethics in Greek Tragedy and Philosophy*. Cambridge: Cambridge University Press.
- O' Dwyer, B. (2003). Conceptions of Corporate Social Responsibility: The Nature of Managerial Capture, *Accounting, Auditing & Accountability Journal*, Vol. 16, No. 4, 523-557.
- Oketch, M.O. (2004). The Corporate Stake in Social Cohesion, *Corporate Governance: International Journal of Business in Society*, Vol. 4, No. 3, 5-19.

## 4. Research Methods

### 1. GENERAL

<b>SCHOOL</b>	School of Economics		
<b>ACADEMIC UNIT</b>	Department of International and European Economic Studies		
<b>LEVEL OF STUDIES</b>	Postgraduate Program		
<b>COURSE CODE</b>		<b>SEMESTER</b>	1 <sup>ST</sup>
<b>COURSE TITLE</b>	Research Methods		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Practical Exercises		2	5
<b>Total</b>		2	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
<b>PREREQUISITE COURSES:</b>	There are no requirements		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (provided there is a request from Erasmus students)		
<b>COURSE WEBSITE (URL)</b>			

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>The aim of this course is to provide the student with knowledge regarding the construction of operational research models for addressing administrative and economic problems, and the learning of methods for solving linear programming problems, as well as techniques for making rational decisions under conditions of risk and uncertainty.</p> <p>Upon successful completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Have basic knowledge of the nature and unique characteristics of operational research and the types of models it uses to make rational decisions in key categories of problems within the management of organized systems.</li> <li>• Formulate linear programming (LP) models based on specific problem examples.</li> <li>• Solve LP problems using the simplex method and its various variations.</li> <li>• Solve specific LP problems such as transportation and assignment problems.</li> <li>• Use software packages to solve LP models with the use of computers.</li> <li>• Understand the main criteria for decision-making under conditions of risk and uncertainty and be able to apply them to specific examples of problems.</li> </ul>

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Independent Work
- Group Work

### 3.SYLLABUS

- Introduction to Operational Research:** Historical overview. Operational Research models. Types of models.
- Linear Programming (LP):** Examples of LP models. Graphical method for solving LP problems and sensitivity analysis. Simplex method and sensitivity analysis.
- Dual Linear Programming Problem:** Relationships between primal and dual problems – fundamental theorems. Dual simplex method.
- Integer and Binary Linear Programming:** Problems and applications.
- Special Linear Programming Problems:** Transportation and assignment problems. Solution methods.
- Decision Theory:** Decision criteria under conditions of risk and uncertainty. Decision trees. Elements of game theory.

#### 4.TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance Learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of PowerPoint & the electronic platform open-e-class Provision of electronic notes, teaching presentations & templates to students via the electronic platform open-e-class.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.          Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures from the podium for the theoretical part of the course, supported by electronic presentations	39
	Guidance / Counseling	20
	Writing of assignments and presentations	50
	Independent Study	41
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The evaluation of students is done through a written exam at the end of the semester. The exam is conducted in Greek and includes multiple-choice questions, short-answer questions, essay-type questions, and problem-solving tasks.	

#### 5.ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>- Related academic journals:</p> <ul style="list-style-type: none"> <li>• 1. Introduction to Operations Research, Dinopoulou V., Chiotidis G.</li> <li>• 2. Operations Research, Kostoglou Vasileios I.</li> </ul> <p><b>Suggested Articles:</b></p> <p><a href="https://elearning.aueb.gr/courses/research-methodology-in-managerial-and-social-sciences.html">https://elearning.aueb.gr/courses/research-methodology-in-managerial-and-social-sciences.html</a></p> <p><a href="http://benl.primeduo.uoa.gr/database1/method.pdf">http://benl.primeduo.uoa.gr/database1/method.pdf</a>.</p>
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## 5. Public Administration and Management

### 1. GENERAL

SCHOOL	School of Economics		
ACADEMIC UNIT	Department of International and European Economic Studies		
LEVEL OF STUDIES	Postgraduate Program		
COURSE CODE		SEMESTER	1 <sup>ST</sup>
COURSE TITLE	Public Administration and Management		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Practical Exercises		2	5
<b>Total</b>		2	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
PREREQUISITE COURSES:	There are no requirements		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (provided there is a request from Erasmus students)		
COURSE WEBSITE (URL)			

### 2. LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>The aim of this course is to present the fiscal system and the economic functions of the state, as well as the organization and accounting system of public entities in Greece. The course is a combination of fields of knowledge related to both public financial and fiscal policy, as well as public sector administrative accounting and accounting standards.</p> <p>Upon successful completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize the instruments of fiscal policy.</li> <li>• Familiarize themselves with the basic concepts of accounting management and financial monitoring in the public sector.</li> <li>• Understand the effects of fiscal policy instruments on economic and regional development.</li> <li>• Understand the connection between the State Budget and the European Union Budget.</li> <li>• Familiarize themselves with public accounting.</li> <li>• Understand the differences in accounting systems between private and public entities.</li> <li>• Recognize the accounting system, peculiarities, and cost elements of local government.</li> <li>• Recognize and follow the processes of budget preparation for local government.</li> <li>• Develop skills in identifying and solving related issues concerning public sector financial matters.</li> </ul>

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and information,  
with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Showing social, professional and ethical responsibility and  
sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

*.....*

*Others...*

*.....*

- With the above knowledge and skills, the student is expected to be able to:
- Carry out Independent Work
- Engage in Teamwork
- Manage investment programs

### 3.SYLLABUS

- Fiscal system
- State Budget and European Budget
- European Co-financed Programs – EU Cohesion Policy
- Public investments and the Public Investment Budget of Greece
- The impact of fiscal policy tools on economic and regional development: the case of public investments
- Fiscal decentralization, tax decentralization, and the economics of Local Government: theory and Greek experience
- Public investments, regional development, and challenges of European cohesion policy post-2020
- Observatory of Economic Autonomy – Court of Auditors, General Accounting of Local Government Entities (OTAs)
- Budget – Account of OTAs, Cost structure
- Internal and external accounting control – Evaluation indicators, International Public Sector Accounting Standards – Key points
- Management of Public Organizations and Agencies – Public Law Entities (Hospitals, Universities, etc.)
- Characteristics of administrative staff in the public sector – Human Resources Management in Public Organizations

#### 4.TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance Learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of PowerPoint & the electronic platform open-e-class Provision of electronic notes, teaching presentations & templates to students via the electronic platform open-e-class.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.          Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	100
	Independent Study	50
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<b>Course total</b> <b>150</b>	
	The final written exam includes: <ul style="list-style-type: none"> <li>Evaluation of theoretical knowledge</li> <li>Problem-solving exercises</li> </ul> An individual or group project/work	

#### 5.ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>- Related academic journals:</p> <ul style="list-style-type: none"> <li>Petrakos, G., &amp; Psycharis, G. (2016). <i>Regional Development in Greece</i>, 2nd edition, Kritiki Publications.</li> <li>Institute of Local Government (ITG) (2018). <i>Tax Decentralization and Strengthening the Financial Independence of First-Cycle Local Authorities in Greece</i>, Scientific Director I. Psycharis, Athens.</li> </ul>
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## 6. European Law and European Governance

### 1. GENERAL

SCHOOL	School of Economics		
ACADEMIC UNIT	Department of International and European Economic Studies		
LEVEL OF STUDIES	Postgraduate Program		
COURSE CODE		SEMESTER	1 <sup>ST</sup>
COURSE TITLE	European Law and European Governance		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Practical Exercises		2	5
<b>Total</b>		2	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
PREREQUISITE COURSES:	There are no requirements		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (provided there is a request from Erasmus students)		
COURSE WEBSITE (URL)			

### 2. LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>The purpose of this course is to familiarize students with specific topics of European Union legislation and European Union governance.</p> <p>The course provides an in-depth study of the concepts and fundamental principles of the European Union and European Commercial &amp; Economic Law.</p> <p>The course material aims to equip students with fundamental knowledge and skills:</p> <ul style="list-style-type: none"> <li>• Understanding the concepts of the European Union.</li> <li>• Understanding the concepts of European Commercial &amp; Economic Law.</li> </ul> <p>The modules are accompanied by examples, case studies, and practical applications from both Greek and international contexts to help students better understand the material.</p> <p>Upon successful completion of the course, the student should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the basic and crucial fundamental issues and concepts of the European Union.</li> <li>• Understand the basic and crucial fundamental issues and concepts of European Commercial &amp; Economic Law.</li> <li>• Have knowledge of the individual branches of European Commercial &amp; Economic Law.</li> <li>• Have the fundamental background to further understand the core concepts of European Commercial</li> </ul>

& Economic Law, which follows as a specialized legal framework built upon the principles and rules of the European Union.

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Upon completing the theoretical training and acquiring specific knowledge and skills, the student is expected to be capable of:

- Managing investment programs
- Providing independent work as well as
- Collaborative work
- Evaluating investments

### 3.SYLLABUS

#### Teaching Material:

Law and Institutions of the European Union  
Objectives of the European Union  
Institutions of the European Union  
Decision-making process in the European Union  
Legislative processes  
The European Parliament  
The Council of the European Union  
The European Commission  
The Court of Justice of the European Communities  
The European Court of Auditors  
The European Ombudsman  
The European Central Bank (ECB)  
The European Investment Bank (EIB)  
The European Economic and Social Committee (EESC)  
The Committee of the Regions  
Sources of European Community Law  
The Charter of Fundamental Rights of the European Union  
The Internal Market

#### 4.TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance Learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of PowerPoint & the electronic platform open-e-class Provision of electronic notes, teaching presentations & templates to students via the electronic platform open-e-class.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.          Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	32
	Exercises	32
	Case study	40
	Independent Study	46
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Course total	
	The evaluation of the students is done through a written examination at the end of the semester. The exam is conducted in Greek and includes multiple-choice questions, short-answer questions, essay questions, and problem-solving tasks.	

#### 5.ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>- Related academic journals:</p> <ul style="list-style-type: none"> <li>• Kotis, L. (2018), <i>European Commercial Law</i>, 3rd edition, Sakkoulas.</li> <li>• Velenzas, G. / Panou, G. (2011), <i>Economic Law, Greek and European</i>, IuS.</li> <li>• Pliakos, A. (2012), <i>The Law of the European Union</i>, Legal Library.</li> <li>• Karydis, G. (2012), <i>European Transaction Law</i>, Legal Library.</li> </ul>
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## 7. Economy, Development and Environment

### 1. GENERAL

SCHOOL	School of Economics		
ACADEMIC UNIT	Department of International and European Economic Studies		
LEVEL OF STUDIES	Postgraduate Program		
COURSE CODE		SEMESTER	2nd
COURSE TITLE	Economy, Development and Environment		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Practical Exercises		2	5
<b>Total</b>		2	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
PREREQUISITE COURSES:	There are no requirements		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (provided there is a request from Erasmus students)		
COURSE WEBSITE (URL)			

### 2. LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>The key learning objectives of the structure, organization, and content distribution of the course are to acquire knowledge, skills, and competencies through the presentation, analysis, examination, specialization, and practical application of economic topics.</p> <p>At the level of learning outcomes, within the course of the Economic Environment, students should have acquired demonstrated knowledge and understanding of topics in the field of modern economics, based on perspectives that reflect current developments in the developmental trajectory of national economies.</p> <p>Additionally, advanced skills are reinforced, and the necessary expertise and inclination towards innovation are developed. As a result, students are expected to have advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and innovation, as well as to expand and redefine knowledge in existing professional practices.</p> <p>Finally, students develop specialized skills in research and innovation, equipping them with new knowledge across various scientific fields.</p> <p>The purpose of this course is to provide the student with knowledge regarding the economic scientific approach to the relationship between human activity and the environment, achieved through the use of theoretical models characterized by initial assumptions, goals, expected outcomes, and weaknesses.</p>

Upon successful completion of the course, the student will be able to:

1. Analyze combinations of exponential growth rates of demand/consumption of natural resources and their fixed stocks.
2. Understand the dominance of closed-loop positive feedback systems, which are self-reinforcing, such as the process of economic growth.
3. Calculate the depletion of non-renewable natural resources used in industrial production in less than 100 years, provided that the material and socio-economic relations that determine the development of the global economy are maintained.

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- The general skills that students should have acquired in a broader context are as follows:
- Independent work
- Teamwork
- Ability to develop a draft of a scientific study
- Decoding, analysis, and presentation of data
- Work in an interdisciplinary environment
- Critique of scientific studies
- Decision-making and adaptation to new situations
- Generation of new research ideas
- Demonstrating social, professional, ethical responsibility, and sensitivity
- Ability for critical thinking, self-criticism, and self-improvement
- Promotion of free, creative, and inductive thinking
- Ability to communicate both in written and oral forms.

## 3.SYLLABUS

The following are 14 proposed key thematic sections – theoretical part of the lectures (Course Outline – Syllabus) for the structure, organization, and distribution of content in the course "Economics – Development and Environment":

1. Basic concepts of the environment and the role of economics.
2. The concept of environmental economics.
3. Economic tools for managing the environment.
4. Resource allocation and public goods.
5. Environmental valuation and cost-benefit analysis.
6. Evaluation of environmental programs.
7. Policy measures for environmental protection.
8. The spatial dimension of economic activities.
9. The need for addressing regional issues by the state.
10. Theories of location, spatial distribution of economic activities, and regional development.
11. Theories of regional development and growth.
12. Tools of regional policy.
13. Globalization and regional development.

14. Greek and international legal framework for environmental economics.

#### 4.TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance Learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the learning process through PowerPoint presentations and internet usage. Support of the learning process via the e-class online platform. Use of ICT in education. Communication with students electronically through e-class and email.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Guidance / Counseling	20
	Thesis Writing and Presentation	50
	Independent Study	41
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The assessment of students is conducted through a written exam at the end of the semester. The exam is held in Greek and includes multiple-choice questions, short-answer questions, essay-type questions, and problem-solving.	

#### 5.ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>- Related academic journals:</p> <ul style="list-style-type: none"> <li>• Vlachou Andriana, "Environment and Natural Resources - Economic Theory and Policy," Volume A, Kritiki Editions, 2001.</li> <li>• Kopsiadas O.N., (2021), "Total Quality Management and Environmental Management," Self-Published.</li> <li>• Tietenberg T., Lewis L., "Environmental Economics &amp; Natural Resources," Athens: Gutenberg, 2010.</li> </ul>
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## 8. Constitution and Economy

### 1. GENERAL

SCHOOL	School of Economics		
ACADEMIC UNIT	Department of International and European Economic Studies		
LEVEL OF STUDIES	Postgraduate Program		
COURSE CODE		SEMESTER	2nd
COURSE TITLE	Constitution and Economy		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Practical Exercises		2	5
<b>Total</b>		2	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
PREREQUISITE COURSES:	There are no requirements		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (provided there is a request from Erasmus students)		
COURSE WEBSITE (URL)			

### 2. LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> Consult Appendix A <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
The aim of the course is to familiarize students with concepts such as: <ul style="list-style-type: none"> <li>• To understand the concepts of the Constitution (substantive, formal, composite).</li> <li>• To incorporate the enduring value of democracy and the protection of fundamental rights as foundations of modern social coexistence.</li> <li>• To delineate the fundamental constitutional principles and identify their interactions and interrelations.</li> <li>• To learn about the organs of the state and how they exercise their powers, particularly the organs involved in economic policy-making.</li> <li>• To distinguish the sources of law and understand the hierarchical relationship that governs them.</li> <li>• To differentiate between the formal and substantive law of Credit Institutions Law and Union Banking Law.</li> </ul>
<b>General Competences</b> <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
<ul style="list-style-type: none"> <li>• Application of knowledge in practice</li> <li>• Adaptation to new situations</li> <li>• Independent work</li> <li>• Respect for diversity and multiculturalism</li> <li>• Exercise of critical thinking and self-criticism</li> <li>• Promotion of free, creative, and inductive thinking</li> </ul>	

### 3.SYLLABUS

<ul style="list-style-type: none"> <li>• State, Sovereignty, and Constitution</li> <li>• Subject and Methodology of Constitutional Law</li> <li>• Constitutionalism</li> <li>• Different Interpretations of the Constitution (Constitutional – Normative)</li> <li>• Concepts (Formal – Substantive) and Distinctions of the Constitution</li> <li>• Functions of the Constitution</li> <li>• The Journey of Greek Constitutionalism</li> <li>• Rules – Provisions</li> <li>• Fundamental Constitutional Principles or Organizational Foundations of the Regime. Bodies</li> <li>• Democratic Principle</li> <li>• Institutions of Direct Democracy (Referendum)</li> <li>• Representative Principle</li> <li>• Electorate</li> <li>• Principles governing voting and elections</li> <li>• Multipartism</li> <li>• Parliament (Composition – Function)</li> <li>• Legal Status of MPs – Restrictions and Incompatibilities</li> <li>• Parliamentary System</li> <li>• Confidence – No Confidence Proposal</li> <li>• Appointment of the Prime Minister</li> <li>• Dismissal of the Government from Office – Dissolution of Parliament</li> <li>• Government: Composition – Functions</li> <li>• Ministerial Responsibility</li> <li>• Semi-presidential system – President of the Republic: Powers. Position in the regime</li> <li>• Rule of Law Principle</li> <li>• Separation of Powers Principle</li> <li>• Social State Principle</li> <li>• Constitutional Authority: The Reconstructive Function (General)</li> <li>• Constitutional Amendments</li> <li>• Informal Modifications and Changes to the Constitution</li> <li>• Constitution and the European Union</li> <li>• Hierarchy of Legal Sources</li> <li>• Regulatory Powers of the Administration – Legislative Delegation</li> </ul>
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- Prohibition of Legislative Interference in Judicial Powers
- Judicial Review of Constitutionality (Fundamentals)
- Guarantees for the Enforcement and Protection of the Constitution

#### 4.TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance Learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of PowerPoint & the electronic platform open-e-class Provision of electronic notes, teaching presentations & templates to students via the electronic platform open-e-class.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	90
	Exercises in small student groups	20
	Independent Study	40
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The assessment of students is conducted through a written exam at the end of the semester. The exam is held in Greek and includes multiple-choice questions, short-answer questions, essay-type questions, and problem-solving.	

#### 5.ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>- Related academic journals:</p> <ul style="list-style-type: none"> <li>• <b>Greek Constitutional Law</b> Book Code on Evdoxos: 25133, 1st Edition/2004, Authors: Antonis N. Manitakis, Sakkoulas Publishing House.</li> <li>• <b>Constitutional Law</b> Book Code on Evdoxos: 41959937, 2nd Edition/2014, Authors: Kostas X. Chrysogonos, Sakkoulas Publishing House.</li> <li>• <b>Constitutional Law</b> Book Code on Evdoxos: 33153405, 5th Edition/2013, Authors: Kostas Mavrias, Law &amp; Economics-Panagiotis N. Sakkoulas.</li> <li>• <b>Constitutional Law Lessons</b> Book Code on Evdoxos: 50660609, 1st Edition/2015, Authors: Evangelos Venizelos, Antonios N. Sakkoulas Publishing House.</li> <li>• <b>Venizelos, Evangelos B.</b>, The Consensual Amendment: Amendment of the Constitution and Revival of Politics, Antonios Sakkoulas, 1996.</li> <li>• <b>Kamtzidou, Ifigenia</b>, Constitutional Regulation and the Recent Practice of Government Appointment, Sakkoulas, 1990.</li> <li>• <b>Kamtzidou, Ifigenia K.</b>, The Parliamentary System: Democratic Principle and Government Responsibility, Savallas, 2011.</li> <li>• <b>Loverdos, Andreas N.</b>, Criminal Responsibility of Government Members and Deputy Ministers in the Parliamentary Regime, Antonios N. Sakkoulas, 1995.</li> </ul>
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- **Loverdos, Andreas N.**, Government, Collective Function, and Political Responsibility: Contribution to the Interpretation of Articles 82, 84, and 85 of the Constitution, Based on the Experience of 1974-89, Antonios Sakkoulas, 1991.
- **Manesis, Aristovoulos I.**, Guarantees for the Compliance with the Constitution, Antonios Sakkoulas, 1991.
- **Manesis, Aristovoulos I.**, Constitutional Law, Sakkoulas, 1980.
- **Raikos, Athanasios G.**, Constitutional Law, 2008.
- **Chrysosgonos, Kostas X.**, The Unconstitutional Law and Public Administration, Antonios N. Sakkoulas, 1989.

## 9. Ethics in Organisation

### 1. GENERAL

<b>SCHOOL</b>	School of Economics		
<b>ACADEMIC UNIT</b>	Department of International and European Economic Studies		
<b>LEVEL OF STUDIES</b>	Postgraduate Program		
<b>COURSE CODE</b>		<b>SEMESTER</b>	2nd
<b>COURSE TITLE</b>	Ethics in Organisation		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Practical Exercises		2	5
<b>Total</b>		2	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
<b>PREREQUISITE COURSES:</b>	There are no requirements		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (provided there is a request from Erasmus students)		
<b>COURSE WEBSITE (URL)</b>			

### 2. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p><b>What is Business Ethics?</b></p> <p>Some see it as the problems in the relationship between business and society or the relationship between business and the political process. They subject the purpose of a business to an ethics questionnaire. Some limit business ethics to the narrow goal of maximizing profits for the business.</p> <p>The course learning outcomes include specific knowledge, skills, and competencies at an appropriate level that students will acquire after successfully completing the course.</p> <p><b>Introductory Remarks on Business Ethics:</b></p> <p>The theoretical content of business ethics is a necessary prerequisite for its analysis and evaluation.</p> <p><b>Goals of Business Ethics and Corporate Social Responsibility (CSR) Principles:</b></p> <p>CSR is a radiant and influential term, as it means something, but not always the same for everyone. Milton Friedman believes that the social responsibility of business is to increase its profits.</p>
<b>General Competences</b>

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Application of knowledge in practice
- Search, analysis, and synthesis of data and information, using necessary technologies
- Independent work
- Teamwork
- Exercising critical thinking and self-criticism

### 3.SYLLABUS

- **Ethics of Business**
- **Introduction**
- Unfair Practices
- Response to the Dilemma: Fundamental Approaches
- From General to Specific Theories
- Examples of Business Dilemmas
- Social Contract and Information Society: Tensions
- **Corporate Social Responsibility (CSR)**
- The Concept
- Negative Positions on CSR
- Supporting Corporate Social Responsibility
- The 10 Principles of Business Ethics
- Ethics in Leadership
- **Forms of Political Organization of Society**
- Description of the Ethical Leader
  - a) The Collapse of Corporate Culture
  - b) The Reduction of Shareholder Value
  - c) Defamation
  - d) The Inability to Attract Talented Employees
- Factors Interacting with Ethics
- **Issues in Business Ethics**
- Ethics in Work
- Corporate Social Responsibility (CSR)
- Promotion of a European Framework for CSR
- Consultations on the European Commission's Green Paper
- Categories of Corporate Social Responsibility
- Stakeholder Theory
- Business Ethics in International Trade
- **Corporate Governance and CSR**
- The Position of Milton Friedman: The Hard Foundation of Rejection
- The Rules of the Game According to Carr: Rejecting Ethics
- The Intervention of Ethics
- The Importance of Globalization

- Support for Corporate Social Responsibility
- Survival of the Socially Responsible Business
- Cultural Transformation
- Appeal to the "Business Crisis Rule"
- Corporate Action as an Integrated Entity
- The Religious Dimension: The Duty of Solidarity and Reciprocity
- Deconstructing the Terms "Justice" and "Market"
- **Ethics in Business Transactions & Competition**
- Competition and Its Legal Treatment
- The Historical Emergence of Competition
- Unfair Competition
- The Transition of Competition from Economics to Law
- Unfair Competitive Practices
- Various Types of Competitive Practices
- Client Attraction Practices
- Deception
- Coercion
- Persistent Disturbance
- Client Buyout
- Additional Benefits
- Bundled Sales or Combined Offers
- Exploitation of Customer Risk-Taking Tendencies
- Exploitation of Emotions
- Exploitation of Inexperience
- Examples
- Obstructive Practices

#### 4.TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance Learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of PowerPoint & the electronic platform open-e-class Provision of electronic notes, teaching presentations & templates to students via the electronic platform open-e-class.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.          Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	90
	Exercises in Small Student Groups	20
	Independent Study	40
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written exams at the end of the semester, in Greek, which include questions (essay-type) assessing the knowledge and understanding of the course content, or case studies. If students complete assignments, the overall grading will be as follows: <ul style="list-style-type: none"> <li>• Final exam in Greek (40%)</li> <li>• Assignment (60%)</li> </ul>	

#### 5.ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>- Related academic journals:</p> <p>Velenzas G. – Broni G., Business Ethics – Corporate Governance – Corporate Social Responsibility, 2017.</p> <p>Broni G. (2019) Business Communication and Business Ethics, IuS.</p> <p>Carroll Archie (2000). A Commentary And Overview of Key Questions On Corporate Social Performance Measurement, Business And Society, Vol 39, Issue 4.</p> <p>Carroll St. / Gannon M., (1997). Ethical dimensions of International Management, SSBE, Thousand Oaks, SAGE Publications.</p> <p>Carroll, Archie B. (1996). Business and Society: Ethics and Stakeholder Management. 3rd ed. Cincinnati: South-Western College Publishing.</p> <p>Carter, C. R. (2005). Purchasing social responsibility and firm performance: the key mediating roles of organizational learning and supplier performance, International Journal of Physical Distribution &amp; Logistics Management, Vol. 35, No. 3, 177-194.</p> <p>Case, J. (1995). Open Book Management. New York: Harper Collins Publishers.</p> <p>Castka, P. / Bamber, C. J. / Bamber, D. J. / Sharp, J. M. (2004). Integrating corporate social responsibility (CSR) into ISO management systems - in search of a feasible CSR management system framework, The TQM Magazine, Vol. 16, No. 3, 216-224.</p> <p>Castoriadis, C. (1996). La montée de l'insignifiance.</p>
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Rhode, D. L. (Ed.). (2006). Moral leadership: The theory and practice of power, judgment, and policy. San Francisco: Jossey-Bass.

Rijamampianina, R. (1999). Developing core competence through multicultural learning. Parkland, FL: Universal Publishers.

Rose, C. (2005). Sams Teach Yourself: Adobe Photoshop CS2 in 24 Hours. Indiana: Sams Publishing.

Rothman, Howard.

Roth, W. F. (2005). Ethics in the workplace: A systems perspective. Upper Saddle River: Pearson Prentice Hall.

Runyan, C. W. / Zakocs, R. C., / Zwerling, C. (2000). Administrative and behavioral interventions for workplace violence prevention. American Journal of Preventive Medicine, 18, 116-127.

Russell, B. (1967-1969). A Liberal Decalogue. The Autobiography of Bertrand Russell. London: Routledge.

Salin, D. (2001). Prevalence and Forms of Bullying Among Business Professionals: A Comparison of Two Different Strategies for Measuring Bullying. European Journal of Work and Organizational Psychology, 10 (4), 425-441.

Sandman, P. M. (1993). Responding to Community Outrage: Strategies for Effective Risk Communication. AIHA.

Sayles, L. / Smith, C. J. (2006). The rise of the rogue executive: How good companies go bad and how to stop the destruction. Upper Saddle River, NJ: Pearson Prentice Hall.

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## 10. Human Civil Rights

### 1. GENERAL

<b>SCHOOL</b>	School of Economics		
<b>ACADEMIC UNIT</b>	Department of International and European Economic Studies		
<b>LEVEL OF STUDIES</b>	Postgraduate Program		
<b>COURSE CODE</b>		<b>SEMESTER</b>	2nd
<b>COURSE TITLE</b>	Human Civil Rights		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Practical Exercises		2	5
<b>Total</b>		2	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
<b>PREREQUISITE COURSES:</b>	There are no requirements		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (provided there is a request from Erasmus students)		
<b>COURSE WEBSITE (URL)</b>			

### 2. LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>							
<p>Upon successful completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Realize the importance and utility of protecting human rights and freedoms at the international level.</li> <li>• Understand the function and applications of international law in the field of human rights and freedoms.</li> <li>• Effectively approach the issue of protecting human rights and freedoms, transcending the traditional priority of domestic legal orders.</li> <li>• Critically address the contemporary challenges faced by fundamental rights and freedoms from state policies.</li> <li>• Develop a human-centered consciousness within the framework of international law.</li> </ul>							
<b>General Competences</b> <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td></td><td><i>Respect for the natural environment</i></td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>		<i>Respect for the natural environment</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>						
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>						
	<i>Respect for the natural environment</i>						

<i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
<ul style="list-style-type: none"> <li>• The student is expected to be able to:</li> <li>• Apply knowledge in practice</li> <li>• Search, analyze, and synthesize data and information using the necessary technologies</li> <li>• Adapt to new situations</li> <li>• Conduct independent work</li> <li>• Work in teams</li> <li>• Operate in an international environment</li> <li>• Work in an interdisciplinary environment</li> <li>• Show respect for diversity and multiculturalism</li> <li>• Show respect for the natural environment</li> <li>• Demonstrate social, professional, and ethical responsibility and sensitivity on gender issues</li> <li>• Engage in critical thinking and self-reflection</li> <li>• Foster free, creative, and inductive thinking</li> </ul>	

### 3.SYLLABUS

The course focuses on the topic of international human rights protection. It presents the general theory of human rights and examines the dialectical relationship between international law and human rights, starting with the United Nations and more specifically the Universal Declaration of Human Rights. The institutional and contractual framework for human rights protection within the United Nations system, as well as the contribution of international judicial bodies and quasi-judicial bodies at both global and regional levels, form the main reference points of the course. Finally, fundamental rights and freedoms, rules, and institutions are analyzed in depth to provide a comprehensive understanding of the international protection of human rights.

#### 4.TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance Learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of PowerPoint & the electronic platform open-eclass Provision of electronic notes, teaching presentations & templates to students via the electronic platform open-eclass.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	90
	Exercises in small student groups	20
	Independent Study	40
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The assessment of students is done through a written exam at the end of the semester. The exam is conducted in Greek and includes multiple-choice questions, short-answer questions, essay-type questions, and problem-solving exercises.	

#### 5.ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>- Related academic journals:</p> <ul style="list-style-type: none"> <li>• <b>Primary Literature:</b></li> <li>• Sisiolianos L.-A., <i>The Human Dimension of International Law: Interactions Between General International Law and Human Rights</i> (Athens: Legal Library, 2010).</li> <li>• Perras, St., <i>International Dimensions of Human Rights: Towards a Jus Universalis</i> (Athens: Sideris Publications, 2012).</li> <li>• Naskou-Perraki, P., <i>Mechanisms for the Protection of Human Rights: International Acts, Theory, and Practice</i> (2nd edition, Sakkoulas Publications, Athens 2015).</li> <li>• <b>Additional Literature for Study:</b></li> <li>• Douzinas, K., <i>The End of Human Rights</i> (Athens: Papazisis Publications, 2006).</li> <li>• Roukounas, E., <i>International Protection of Human Rights</i> (Athens: Estia Publishing, 1995).</li> <li>• Sisiolianos, L.-A. (ed.), <i>European Convention on Human Rights: Commentary by Article</i> (Athens: Legal Library, 2013).</li> <li>• Alston, P., &amp; Goodman, R., <i>International Human Rights</i> (Oxford: Oxford University Press, 2012).</li> <li>• De Schutter, O., <i>International Human Rights Law: Cases, Materials, Commentary</i> (Cambridge: Cambridge University Press, 2010).</li> </ul>
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## 11. Public Administrative Law

### 1. GENERAL

SCHOOL	School of Economics		
ACADEMIC UNIT	Department of International and European Economic Studies		
LEVEL OF STUDIES	Postgraduate Program		
COURSE CODE		SEMESTER	2nd
COURSE TITLE	Public Administrative Law		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Practical Exercises		2	5
<b>Total</b>		2	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
PREREQUISITE COURSES:	There are no requirements		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (provided there is a request from Erasmus students)		
COURSE WEBSITE (URL)			

### 2. LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p><b>Public Administration</b> as the primary body responsible for exercising public power is a fundamental basis for the smooth and efficient functioning of any modern rule-of-law state.</p> <p>The goals of the course are:</p> <ul style="list-style-type: none"> <li>• To familiarize postgraduate students with the basic rules regulating the state's administrative machinery, so that they can improve the execution of their administrative duties, thus contributing to a more qualitative and effective Public Administration.</li> <li>• To provide students with the necessary skills for the effective and lawful management of issues they may encounter in the exercise of their service duties, thus facilitating their work in the context of safeguarding the public interest and protecting the governed.</li> <li>• To equip postgraduate students with the necessary knowledge for enhancing and broadening their scientific horizons and advancing their professional status.</li> </ul> <p>The course lectures begin with a general overview of the fundamental rules and principles of administrative law, then proceed to address specialized and contemporary issues affecting modern Public Administration, and finally delve into targeted topics of applied legal and administrative practice with reference to judicial case law.</p> <p>The syllabus, classified into indicative thematic units as follows, is primarily covered by Greek, but also</p>

foreign, literature.

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and information,  
with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Showing social, professional and ethical responsibility and  
sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

*.....*

*Others...*

*.....*

- Investment Evaluation
- Preparing financial analyses and estimates.
- Providing financial advice and preparing financial studies and research.
- Managing investment programs.
- Financial monitoring.
- Laboratory work.

### 3.SYLLABUS

- Public Administration and Administrative Law:
- Sources of administrative law.
- Basic principles of administrative action.
- EU Administrative Law:
- The production process of EU rules.
- Characteristics of EU rules (direct effect and supremacy).
- The significance and usefulness of European law for Greek Public Administration and Greek administrative law.
- Administrative acts:
- Definition and the bodies responsible for producing administrative acts.
- Competence of administrative bodies.
- The process of producing and the validity of administrative acts.
- Public contracts.
- Civil Service Code and disciplinary law (inspection of administrative bodies, Public Administration Inspector).
- Electronic public administration.
- Protection of personal data in Public Administration.
- Extra-contractual liability of Public Administration (state liability).
- Administrative Procedure Code.
- Administrative justice and resolution of administrative disputes:
- Jurisdiction and competence of administrative courts.
- Key rules of the Administrative Procedural Code (APC).
- Administrative appeal.
- Administrative organization of the state:
- Central state bodies.
- Regional state bodies.
- Local government.
- Public legal entities and Independent Administrative Authorities.

#### 4.TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance Learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of PowerPoint & the electronic platform open-e-class Provision of electronic notes, teaching presentations & templates to students via the electronic platform open-e-class.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.          Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.           The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	47
	Individual Work – Financial Statement Analysis	40
	Practical Exercises	15
	Independent Study	48
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure           Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other           Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Course total <b>150</b>	
	The students' evaluation is done through a written exam at the end of the semester. The exam is in Greek and includes multiple-choice questions, short-answer questions, essay-type questions, and problem-solving tasks.	

#### 5.ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>- Related academic journals:</p> <ul style="list-style-type: none"> <li>• <b>Dagtoglou, Prodromos, General Administrative Law</b>, P. Sakkoula Editions, 2015</li> <li>• <b>Korsou, Dimitrios, Administrative Law – General Part</b>, Sakkoula Editions, 2013</li> <li>• <b>Spiliotopoulos, Epameinondas, Administrative Law Handbook Volume I &amp; II</b>, Legal Library Editions, 2017 and 2015 respectively</li> </ul> <p><b>English-language:</b></p> <ul style="list-style-type: none"> <li>• <b>Craig, Paul, Administrative Law</b>, Sweet &amp; Maxwell (8th edition), 2016</li> <li>• <b>Wade, William &amp; Forsyth, Christopher, Administrative Law</b>, Oxford University Press (11th Revised edition), 2014</li> </ul>
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## 12. Transparency and Corruption in EU

### 1. GENERAL

SCHOOL	School of Economics		
ACADEMIC UNIT	Department of International and European Economic Studies		
LEVEL OF STUDIES	Postgraduate Program		
COURSE CODE		SEMESTER	2nd
COURSE TITLE	Transparency and Corruption in EU		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Practical Exercises		2	5
<b>Total</b>		2	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
PREREQUISITE COURSES:	There are no requirements		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (provided there is a request from Erasmus students)		
COURSE WEBSITE (URL)			

### 2. LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> Consult Appendix A <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>Corruption is often fundamentally understood as the abuse of public power for private gain. While discipline increasingly deals with forms of corruption that are not strictly confined to the public sector, the concept of public power remains central to our understanding of corruption and the impact it has on the integrity of the institutions that govern us.</p> <p><b>Upon successful completion of the course, the student will be able to understand:</b></p> <ul style="list-style-type: none"> <li>• What public power means</li> <li>• How the maintenance, legitimization, and limitation of this power influence the way corruption manifests</li> <li>• Possible strategies for controlling corruption</li> <li>• What is meant by public power and how it is maintained, legitimized, and limited in different political systems</li> <li>• How to identify the corruption risks inherent in each branch of public power and their relationships with other forms of social and economic power</li> <li>• The role of public, semi-public, and private institutions in both corruption and the control of corruption in public power, through the accountability of public officials</li> </ul>

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Search, analysis, and synthesis of data and information, using the necessary technologies
- Decision-making
- Teamwork
- Working in an international environment
- Working in an interdisciplinary environment
- Demonstrating social, professional, and ethical responsibility
- Promoting free, creative, and inductive thinking

### 3.SYLLABUS

- Corruption - Transparency and Fraud
- Strategy against fraud in the actions of the recovery fund
- National Transparency Authority (NTA)
- European Anti-Fraud Office (OLAF)
- The European Commission's strategy for combating fraud
- Combating bribery in the EU
- Protecting the financial interests of the EU from fraud and corruption
- Fraud against EU funds
- Fraud against EU revenues, countermeasures
- Collection of claims related to taxes, duties, and other measures
- Combination of various types of commercial defense measures
- Anti-dumping measures
- Taxes
- Addressing corporate tax avoidance
- Combating fraud and the counterfeiting of payment instruments other than cash
- Combating bribery in the private sector
- United Nations Convention against Corruption
- Combating corruption during public procurement processes
- Actions for Combating Corruption
- Application of the OECD Anti-Bribery Convention
- Money laundering / terrorist financing
- Prevention and repression of money laundering and terrorist financing – Case studies of suspicious transactions
- Corporate governance

#### 4.TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Distance Learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of PowerPoint & the electronic platform open-eclass Provision of electronic notes, teaching presentations & templates to students via the electronic platform open-eclass.	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.          Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures (Theory and Exercises)	90
	Exercise - Conducting a Pilot Study Using Information Technology Tools	20
	Independent Study	30
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	The evaluation of students is conducted through a written examination at the end of the semester. The exam is in Greek and includes multiple-choice questions, short-answer questions, essay-style questions, and problem-solving tasks.	

#### 5.ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

- PRONTZAS, D. (2018), "Understanding Corruption", in the Festschrift for Professor Antonis Maganas.
- PRONTZAS, D. (2017), *Corruption: From Theory to Geography. Homo Corruptus on the Global Corruption Map*, Athens, Papazisis.
  - PRONTZAS, D. (2016), "The Legal Discourse on Corruption in Greece", in D. ZIOUVAS (Ed.), *Law and Politics Against Corruption*, Athens, Legal Library.
  - PRONTZAS, D. (2015), "The Corruption Footprint Index (CFI), A New Index About Measuring Corruption", *International Journal of Humanities and Social Sciences*, Vol. 5, No. 12, December.
  - PRONTZAS, D. (2014), *Discourse and Anti-Corruption Practices, Texts and Quantitative Analyses in European Societies*, Athens, Papazisis.
  - PRONTZAS, D. (2013), *Corruption and Society*, Athens, Papazisis.
  - MONTESQUIEU (2006), *The Spirit of the Laws*, Athens, Knowledge.
  - TOCQUEVILLE, A. (2010), *Democracy in America*, Athens, Stochastis.
  - TAYLOR, C. (1997), *Multiculturalism*, Athens, Polis.
  - SEN, A. (1999), *On Ethics and Economics*, Athens, Kastaniotis.
  - STIGLITZ, J. E. (1993), *The Economics of the Public Sector*, Athens, Kritiki.

- <http://www.integrityeducation.org/images/ bullett.gif>
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- [http://classiques.uqac.ca/classiques/Durkheim\\_emile/Montesquieu\\_Rousseau/Montesquieu/Montesquieu.html](http://classiques.uqac.ca/classiques/Durkheim_emile/Montesquieu_Rousseau/Montesquieu/Montesquieu.html)

## 3th Semester

### 13. Diplomatic Work or Master's Thesis

#### Diplomatic Work or Master's Thesis1. GENERAL

SCHOOL	School of Economics		
ACADEMIC UNIT	Department of International and European Economic Studies		
LEVEL OF STUDIES	Postgraduate Program		
COURSE CODE		SEMESTER	3th
COURSE TITLE	Diplomatic Work or Master's Thesis		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
			30
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Specialization		
<b>PREREQUISITE COURSES:</b>	The courses of the 1st and 2nd semester		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek/English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE WEBSITE (URL)</b>			

#### 2.LEARNING OUTCOMES

<b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>The purpose of writing the thesis is to synthesize knowledge on a specific topic related to the scientific fields of the Master's Program (MSc) through a scientific and systematic approach. Through the process of writing the thesis, postgraduate students further develop their critical thinking as they study a specific topic in detail and apply the acquired knowledge in practice.</p> <p>Specifically, the goals of the thesis are:</p> <ul style="list-style-type: none"> <li>(i) specialization of the postgraduate student in selected and specific fields of knowledge,</li> <li>(ii) deepening of postgraduate students' research thinking and methodology through a comprehensive study and in-depth exploration of a distinct topic, and</li> <li>(iii) application of the knowledge acquired during the courses of the previous semesters.</li> </ul> <p>Upon successful completion of the thesis, postgraduate students will be able to:</p> <ul style="list-style-type: none"> <li>• deeply understand a scientific topic</li> <li>• clearly define the boundaries of the topic under study and recognize all its aspects</li> <li>• describe and substantiate their knowledge related to the subject of study</li> </ul>

- present critical and original thinking
- select the required literature
- choose and design the theoretical and research approach they will apply when tackling the topic.
- use methodological practices and tools for analyzing the topic
- draw scientific conclusions
- summarize existing knowledge and integrate it with their own findings
- possess the learning elements that will enable them to continue their studies

### General Competences

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Showing social, professional and ethical responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

*.....*

*Others...*

*.....*

- Search, analyze, and synthesize data and information, using the necessary technologies
- Adaptation to new situations
- Decision making
- Independent work
- Generation of new research ideas
- Project design and management
- Promotion of free, creative, and inductive thinking

## 3.SYLLABUS

- The main objective of the Master's Thesis (MT) is to address and solve, both theoretically and practically, issues that fall within the scope of the postgraduate program's fields of study, integrating and utilizing the knowledge acquired during the previous two semesters of study. Through the process of completing the MT, postgraduate students are expected to develop the ability to handle complex problems related to the scientific field of Digital Game Development and Multimedia Applications, and/or implement an idea in this field. It is a comprehensive task of significant importance, consisting of distinct stages. At the same time, postgraduate students should be able to present the study, research, or implementation clearly through an extensive scientific written document and a full presentation.
- The Master's Thesis can fall into the following categories:
  - Research/Theoretical, where the focus is on extending studied phenomena with potential applications for solving them.
  - Application, where the focus is on developing a new application in a specific field of interest using one or more software packages or tools.
- The importance of the Master's Thesis is significant and crucial. In this context, engagement in topics that are at the forefront of science, possess originality, and hold research interest is encouraged.
- The stages of writing the thesis can be summarized as follows:
  - Description and analysis of the topic
  - Analysis of the current situation, literature review
  - Defining the research field (research questions or hypotheses, objectives, and prospects)

- Description of the methodology followed and the research tools for implementing the thesis
- Collection of data and/or implementation of application
  - Results from the chosen form of analysis (statistical, content analysis, practical application)
  - Conclusions drawn from the research results in conjunction with prevailing theories
- Writing the paper
- Creating the presentation