



UNIVERSITY OF WESTERN MACEDONIA

SCHOOL OF ECONOMIC SCIENCES

STUDY GUIDE

DEPARTMENT

INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES

KOZANI 2019

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1. General information

The Department of International and European Economic studies was established as a new department in the University of Western Macedonia, with law 4610/2019. It is considered as one of the emerging departments of Economic sciences combining and promoting not only the basic courses of science but by adopting its modern tendencies, offering lessons that relate to the contemporaries of concerns so that graduates are supplied not only with academic theory but with its applied practice.

The curriculum covers on the one hand the field of economic sciences focusing on internationalization and international entrepreneurship, globalization and European economic integration, the international economic relations of the EU and Greece as well as with the adoption of administrative courses in the field of international Business Administration, Business Accounting and international finance, adding value to graduates with an attractive, modern program.

The graduates of the Department receive the degree of economics which is equivalent not only to the degrees of the other respective financial departments of the Greek universities but is equal to the corresponding degree of economics of European and American Universities.

Compared to other similar parts of European studies, the DEOS varies, as it treats, first and foremost, economic science on international and especially on European level and secondarily other related sciences, such as Politics, Law and Business Administration. It aims at the high level of studies of the department, at the undergraduate and postgraduate level, as its scientific teaching staff has great experience and is highly regarded internationally for their academic status.

PURPOSE OF THE DEPARTMENT

The goal of International and European Economic studies is to promote the development and transmission of knowledge related to the science of international Finance and International Business Administration, as well as to provide students with the necessary skills by ensuring their excellent training for their future scientific and professional career and development.

Thus the Department:

- Provides specialized knowledge in the theory and research of international administrative and economic science with emphasis on European and international business actions of Greek companies, so that graduates can adequately cover the needs of the labor market in Greece, EU member countries, Balkans, Black Sea and the rest of the world.
- Monitors international developments in the scientific and educational field.
- Develops academic and educational collaborations with higher education institutions of the country and abroad at bilateral, regional and multilateral level utilizing European and international funding programs.
- Attracts foreign professors and students and provides training in a foreign language.
- Co-operates with the productive, commercial enterprises, chambers of commerce, associations and public bodies active in the international market.
- It utilizes modern technologies in education by implementing innovations of electronic teaching and evaluation using specialized software, fully harmonized with

the potential of the new economy, aiming at upgrading the knowledge and skills of the graduates of the department. It develops the application of new educational technology through distance learning.

- Conducts basic and applied research. Aims at the development of international postgraduate programs with specialization in the field of international entrepreneurship in collaboration with higher education institutions of the country and abroad.
- Develops the skills of students so as to meet the needs of the market and of international enterprises, making them capable and competitive in national and international environments.
- Aims at the absorption of the graduates of the department from the labor market.
- Participates (by representatives of Faculty members) in international scientific conferences.
- Organizes international scientific conferences.
- Prepares and adapts to changing educational, economic and social conditions in a regional, national and international environment.
- Prepares to ensure and improve the quality of the education provided in the Department, which is certified through international evaluation and certification.
- Organizes international inter-institutional postgraduate programs in collaboration with Greek and foreign universities
 - 1) International inter-institutional management program in Business Administration (Global Master in Business Administration – MBA)» Co-organized for the next academic year in collaboration with the National Economic University of Ternopil (Ukraine),
 - 2) International inter-institutional/interdepartmental postgraduate studies entitled "Management of Education" in collaboration with the University of Western Attica and the Kyiv National Taras Shevchenko University,
 - 3) International inter-institutional/interdepartmental postgraduate studies entitled "Petroleum Oil and gas management and transportation – M.Sc. MOGMAT" In collaboration with the State Economic University of Azerbaijan (Baku).
- Organizes the postgraduate studies program in "Tax and business law" which is considered as one of the most attractive postgraduate programs currently present in Greece, offering high level education with professors of recognized value and international recognition with years of experience in teaching, both at undergraduate and postgraduate level.
- The courses of the postgraduate studies program offer not only academic training but an applied technical investigation of the tax, accounting, auditing and legal environment treating not only businesses but individuals as well. In the current phase of economic development, the complexity and the specificity of the legislation, as well as its frequent changes make the need for the application of postgraduate programs that create knowledge, broaden the techniques and discover the solutions needed today not only by today's accountants, auditors and tax specialists but all professionals involved in accounting-science science,tax, accounting and auditing law.
- Prepares collaborations with universities abroad to create an undergraduate program in English "International Business Activity".
- Aims at the participation of the professors of the department in the co-supervision of PhD thesis of Greek and foreign doctoral candidates in the framework of bilateral cooperation with HEIS of the country and abroad.
- Cooperates with the productive, commercial enterprises, chambers of commerce, associations and public institutions active in the international market.

- Publishes the international scientific journal entitled "Journal of Global Economy Review" of the Department of "International and European Economic studies" in collaboration with professors of PIM and foreign UNIVERSITIES.
- Complies with the evaluation procedures of the curriculum in accordance with the legislation and the principles of ADIP in addition to respecting evaluations by Faculty members, students, graduates and enterprises, prepared to ensure and improve the education provided in the Department, which is certified through international evaluation and certification.
- Promotes language learning for students. Increasing the attraction of foreign students and professors in the Department and the possibility of teaching and being taught in a foreign language through ERASMUS programs etc.
- Organizes seminars and Summer Schools lectures with the contribution of guests scientists from Greece and abroad.
- Aim of the department and the new curriculum is to contribute in order to create more jobs in commercial, productive, exporting and transnational enterprises operating in the Greek market with Graduates of the Department especially in the region of Western Macedonia. This is why the Department cooperates closely with the productive, commercial enterprises, chambers of commerce, associations and public bodies of Western Macedonia, to develop not only useful postgraduate studies, but two-year studies programs, lifelong learning as well as training seminars, which will complement and expand the curriculum of the Department, in order to meet the needs of the local economy and society and the extroversion of the Greek Economy.

Networks and collaborations with universities abroad

The agreements/memoranda of cooperation that have been signed by the University of Western Macedonia are listed below:

- Kyiv National Taras Shevchenko University-Institute of International Relations (Ukraine),
- Zaporizhzhya State Technical University (Ukraine),
- Zhytomyr State Technological University,
- Ternopil National Economic University, (Ukraine)
- Kyiv International University, (Ukraine)
- Azerbaijan State Economic University (UNEC) (Azerbaijan)

Actions and initiatives of the Department of International and European Economic studies for the active connection with the market.

The Association and the close cooperation of the Department of International and European Economic studies with the professional and scientific bodies, organizations such as the Greek Exporters Association, the Exporters Association of Northern Greece, the Association of Industries of northern Greece, the export credit insurance organization, the Centre for of Planning and Economic Research (KEPE), the International Centre for Black Sea Studies, foreign research centers, the fur links of Kastoria city and Siatista city etc. ensuring to a significant extent the professional prospects of its graduates and the response of the curriculum to the objectives of the Department.

The Department looks forward to cooperating with the economic chamber and the Associations of accountants-tax consultants and the associations of Chartered Accountants-

auditors in order to help its graduates contact the labor market by the exchange of experience and knowledge with the real economy.

The Department has already developed cooperative relations with large Greek and multinational enterprises and organizations and through the continuous support of the PTM office, it aims to support the professional evolution of graduates, through the positive image that the Department enjoys from the labor market. In addition, through the actions to strengthen entrepreneurship, we aim to acquire leadership skills for the future self-employed graduates.

Listed below are some of the actions and initiatives proposed in the context of the new curriculum of the Department of International and European Economic studies, for the connection with the labor market:

- To exploit the potential of existing partner organizations (EKEP, SEPE, IPP, MAI, SEV) and to broaden the list of cooperating enterprises and organizations in the private and public sector for the traineeships of students (Thessaloniki Stock Exchange Center, SBE, NLG Thessaloniki and other chambers of commerce and Industry, "Germanos Group, Hellenic Petroleum, fur companies". To be posted on-the-go announcements of the companies and demand organizations for the internship at the department's bulletin board.
- To place the professional identification and the orientation of the student to identify the appropriate company for the future professional occupation.

To highlight the successful integration of the student into the labor market through the combination of theoretical and practical specialization and from the elaboration of dissertations in the activity of the company or organization, which is considered an element of serious commitment, interest and fidelity of the trainee towards the company.

2. Teachers and professional goals

Upon successful completion of their studies, the graduates of the Department of International and European Economic studies will possess:

The theoretical and scientific background in the fields of economic science with emphasis on the theoretical knowledge of international microeconomic/macroeconomic, international economics, European economic integration and international administrative with emphasis on international entrepreneurship, International finance and European (EU) legislation, aiming at the development of skilled executives that are fit to all kinds and sizes of enterprises in Greece and abroad, both in the private and Public sector, establishing its purpose by adopting the principle that the competitive business manager must have refined and critical theoretical training.

With the theoretical and practical background in the cognitive field of the international administration, the graduates will be able to keep records and data according to the applicable taxation, the Greek and International accounting standards. They can compile and analyze balance sheets and analytical statements, and business and organizational budgets based on the theoretical and practical background in the cognitive fields of administrative science with courses of business administration and organizations.

The theoretical and practical background in the field of accounting will teach them to be able to keep accounting records and data of all categories according to the applicable legislation, international accounting standards and international financial standards

Information needed to compile and analyze balance sheets and analytical statements, for corporate and organizational budgets.

With the theoretical and practical background in the fields of finance graduates will be able to understand the real financial situation of a company, to apply the principles and methods of Costing and valuation, as well as Financing and investment management at both domestic and international level, to be able to develop financial analyses, design and develop financial services and products, to know and use modern applications in finance.

The theoretical and practical background in the fields of economic analysis of Law (ECHR), which is the first independent interdisciplinary branch of Economic and legal science, which represents the scientific position of interdependence and interaction of the two sciences and interdisciplinary/methodological research, which implements economical calculations in legal regulations. Indeed, it is only a genuine scientific theory that seeks to see how the legal arrangements affect economic behavior, economic relations and the economic result, taking into account and respecting religious piety the vested institutions in the economic Constitution: the principle of general public economic interest, individual economic freedom, security of financial transactions, economic equality, etc. Because economic thinking is pervasive in the rules of Law: Large sections of the law, e.g. the bilateral legal acts (conventions), but the torts, the law-protection-of competition and the consumer even criminal law, clearly bear the hallmark of economic thought.

The new section aims at the effective and formal provision of skills and specialized knowledge that meet the specific needs of international finance, accounting, tax, auditing, international finance, International Financial services and International Business Administration, thus providing students with the necessary knowledge, skills and qualifications to meet the requirements of the modern market after the end of their studies. Work, in international enterprises and in the public and wider public sector and local government, in Greece and abroad with emphasis on international organizations such as the European Union, the UN, World Bank, European Investment Bank, O. O. S. A, to other international and regional economic organizations.

Upon completion of their studies, the students of the department acquire a basic academic qualification of tertiary education (Bachelor) having ensured excellent training for their scientific and professional career. Graduates have the opportunity to work in public and private enterprises and organizations, active in international entrepreneurship and the Regulation and support of international economic relations. In particular, the objects of their activities may be imports and exports of goods and services, international investment, international economic cooperation, international business as well as the support services of international finance Activities (banks, international transport companies, insurance companies, international exhibitions companies, etc.).

The graduates of the economic sciences possess both the theoretical training for the direct work in the one-and-A-class training in lessons of both the general economic object and the specialized objects. In addition, these knowledge can ensure graduates access to the third course, postgraduate and doctoral level, both for the commencement of studies in Greece and abroad.

The graduate will have specific knowledge of economic science and at the same time knowledge in the disciplines of accounting, finance, business administration enriched with those mentioned in the legislative/regulatory framework of financial transactions and even at a comparative level (European/EU-internal).

In particular, the graduate of the Department of International and European Economic Studies:

- Carries out the entire range of activities related to the import and export trade of goods and services in intra-Community and external trade. Participates in the organization and management of commercial transactions (e.g. sales of raw materials, ready-made products, and know-how), technical and other services in the international market, as well as has the ability to negotiate, conclude and perform international Trading.
- Carry out the entire range of activities in the organization and administration of import and export companies, international and transit trade companies, export agents and intermediaries, as well as companies that they are active in free economic and customs areas.
- Conducts all the support services of international economic activities and the international capital market (banks and regulated markets in financial instruments): Banking transactions of International Monetary and credit transactions; Banking methods and payment tools (in particular international and in particular cross-border) financial services of banks in international Business transactions [commercial credits, Letters of Guarantee, credit cards, credit Factoring (factoring), discount financing (forfeiting), International Leasing (leasing), etc., franchise or franchise (franchising)) and other forms of international funding.
- Carry out all the administrative and insurance support services of international financial risks in different forms of external financial transactions (Export-import cargo insurance, cargo means, export credits, International trade and industrial sector reports, investment risk and assets, as well as monetary and credit risk insurance).
- Carry out the entire range of activities related to the Organization and management of enterprises and organizations operating in international transport and insurance Services, Logistics Management in the international market, As well as coordinating the international business actions they develop to ensure their efficient and efficient operation.
- Participates in the organization and management of enterprises and organizations active in international trade, as well as in the coordination of international business activities that develop on the international market, in order to ensure the effective and their efficient operation.
- Conducts the entire range of activities related to the organization and management of international business operations and international investments of multinational and transnational enterprises. It prepares feasibility studies for international investments, international funding and total quality export business.
- Develops and implements action programs for enterprises and organizations active in international entrepreneurship and international trade.
- Promotes and implements modern innovative scientific methods in the framework of research projects in the fields of both international finance and international Business Administration.
- Participates in issues of management and utilization of human resources and technological innovations of enterprises and organizations active in international trade.
- Conducts market research of products and services in order to determine the needs or desires of potential consumers in both domestic and international markets.

- Develops and implements strategic marketing and product promotion programs in the domestic and international market. Develops programs for the promotion of businesses and products by organizing and participating in international trade fairs and events.
- Is aware of the legal-institutional framework for the operation of the European Union and other international organizations, and their individual bodies;
- He is aware of the modern technological applications of the computer at international level, which apply to the developing modern economy, including the actions of e-commerce.
- Is aware of the regulatory framework of modern developments in the field of financial and financial services, in particular from a distance, and in particular on financial transactions by means of technology (e.g. PC, etc.)
- Carries out commercial transactions (transactions) as governed by Greek business law, international and European commercial and economic law, private international law and based on international treaties and regulations.
- Develop and implement European programs aimed at the convergence and development of the economies and societies of the Member States of the European Union, as well as the development of international economic relations with the rest of the world.
- Keeps and updates books and data of companies active on the international market, acquiring specialized knowledge of both Greek and European tax/customs, accounting and auditing law.
- Audits, analyzes and recommends accounting and tax processes for the better operation of the company that operates both in Greece space and in the European-Global environment
- Develop and implement European programs aimed at the convergence and development of the economies and societies of the Member States of the European Union, as well as the development of international economic relations with the rest of the world

Employment of graduates of the **Department of International and European Economic Studies:**

Areas of employment

The graduate of the Department has been trained to develop his professional activity, so that he can ensure the rational management of the economy, the production and the social development of national enterprises and international Enterprises of all legal forms, taking into account the specificities of the economy, new technologies, the organization of production, sustainable development and the extroversion of the Greek economy, in those jobs that Require the basic maximum economic, administrative or technological-information level of education, equivalent to the 6th level of education in accordance with the International Standard Classification of the 2011 UNESCO Training (ISCED-2011, International Standard Classification of Education).

The companies and the objects of the professional activity of the graduates of the department according to their experience and knowledge from the direction of the international administration of business and entrepreneurship are the following:

- As executives or managers in national and international enterprises and organizations of different sectors of the economy and various legal forms. The usual employers of graduates are national and international business marketing and service providers, product

manufacturing companies and banks. In general, the work employed by a graduate according to his specific knowledge and experience is: market analysis and customer satisfaction surveys. Information and training of staff in administrative matters. Communication with other employees. Communication with the environment of the Organization (public services, banks, customers, suppliers, etc.). Cultivating good PR to promote and maintain the corporate image or image of the company and the organization. Accounting and costing. Measure the effectiveness of actions and projects. Organization and management of human resources at the level of the project team, department and other levels of management of the company at various levels of development in the career of an executive. Participation in the drafting and implementation of quality assurance systems. Participation in the design of new products and services. Drafting of business plans. Drafting of techno-economic studies. Accounting issues and costing. Design and implementation of projects and actions. Design and implementation of corporate social responsibility programs.

As managers in small and medium enterprises retail and wholesale of goods and services, heads of departments, as head of different departments of national and international companies. As directors of departments of International markets, sale and promotion of retail products, in human resources management, etc.

- As executives or executives of marketing in enterprises and organizations of different sectors of the economy and various legal forms as well as in their production and management units. In general, the work employed by an alumnus with the direction of marketing according to his specific knowledge and experience is: conducts the analysis, coordination and regulation of all the structures of the company, taking into account Changes in the internal and external environment of the business. Researches and analyzes the market and market situation, needs, purchasing and consumer behavior and requirements as well as their dynamics. It defines the company's strategy in a competitive environment. Prepares proposals for product range development, branded product management and advertising. Specifies the pricing policy of the enterprise. Selects channels and distribution networks, taking into account the factors influencing the distribution (sale) of goods. It forms the communication policy. Participates in strategic and operational planning development programs. Determines the effectiveness of marketing activities. The management of human resources. It implements new technologies in communication, Internet, e-commerce and automatic collection of behavioral data.

- As managers in the field of international marketing and entrepreneurship of a business or organization. As directors of "Brand name": Management of Branded product/service ", in the design and implementation of the branding strategy in the context of a new business idea and the management of existing and developing new products, as well as in the field of market research. As management executives in the development and implementation of the sales strategy, marketing and communication following the general corporate strategy, marketing planning, market analysis, promotion and visibility of products and services, risk assessment of markets and decision making, the development and management of the company's contact network, the targeting of markets and products, the development and management of the company's contact network, the coordination and organization of Corporate events and screenings.

As executives (Managers) can be employed in various national and international companies and organizations of economic, industrial, commercial and social activity, in tourist and transport companies and organizations, in Enterprises and organizations of technical-economic studies and consultancy services, in departments of administration of public

enterprises, in private and anonymous local and transnational enterprises. In addition they can work as managers in scientific and productive associations, construction companies of infrastructure projects, companies of techno-economic studies and consultants, in the institutions of public administration and social structures of Economy. Executives must be ready for the following tasks: administrative, organizational, financial, planning, finance, marketing, information-analytical, planning and research, diagnostics, innovation, Consulting and educational activities.

- **As executives of international marketing and entrepreneurship in national and international enterprises and commercial organizations of various legal forms and sectors of the economy, non-profit organizations and associations that require professional knowledge in the field of marketing activities. As executives in commercial, marketing companies, companies promoting and displaying goods and services, in services and marketing departments of businesses of various types of property, in retail and wholesale companies of goods and services, Anonymous local and transnational companies, etc.**

- **As administrative and financial executives** in banks and insurance organizations and companies.

- **As executives in management bodies of the broader public sector, public organizations and services, UTILITIES, local authorities, NPPSS and NWC** in all departments of financial services, personnel management, design and development of projects, financial planning, management and supervision of funded national and European projects, etc.

- **As executives of local and transnational enterprises in the private sector:** their accounting and tax monitoring, the elaboration of business plans and their integration into funded national and European programs, the Financial planning of the Company and its subsidiaries and the analysis of the financing problems of the company. The organization, guidance and control of administrative and economic activities, the organization of intra-Community and external trade, production, supply, commissions and retail and wholesale trade of the company. The organization of payment and motivation of work, staffing and participation of employees in the operation, development and improvement of labor pay systems, management of management and economy projects. Communication and public relations of enterprises.

- **As consultants of local and transnational enterprises** in the management of human resources, financial management, accounting and tax issues, market research and sales development, quality assurance, operational research, Analysis of the economic activity of enterprises and the effectiveness of business development, financial analysis of enterprises, development of business plans and integration into funded national and European Programs, communication and public relations, management of production and information systems.

- **As members of research groups in management and economics.**

- **As management executives in public and private sector research and education institutions.**

- **As teachers at all levels of education in accordance with applicable law.**

- **As accounting managers and as financial managers** in both large enterprises and international organizations in both the public and private sectors. The completeness and the amount of the financial and accounting knowledge acquired by the student are at a high level and are recognized not only in Greece but globally and in particular in the European Union.

Entrepreneurship

A percentage of graduates of the **Department of International and European Economic studies** have the chance and the responsibility to continue and evolve, an existing family small-sized enterprise, or even to create their own business Based on the knowledge of international entrepreneurship and innovation, with the ultimate aim of further extroversion the local and Greek economy in the EU Member States, the black market and the rest of the world.

Turning to the private economy and extroversion

The big challenge for the next decade is the emergence and shielding of the dynamic outbreaks of extroversion and international entrepreneurship that the country has.

The exodus of the Greek economy from the crisis with the emergence and adoption of a new business model/model based on extroversion cannot be achieved without redesigning the institutions and policies, as well as of the legal-institutional framework for skilled human resources and increased investment in the fields of education and especially in the field of international and European Economic studies, youth employment in local and international enterprises with international Orientation.

The country needs human resources well trained with specialized knowledge and horizontal skills that can create an innovation, support development priority areas and serve new business model extroversion in the internationalized/globalized market.

The crisis of the Greek economy has significantly shaken the hostile mentality of the private enterprise, the mentality that embraced political leaderships, the public administration, the academic space and the MEDIA. Intense international economic competition and rapid technological development combined with observed changes in social perceptions and lifestyles make it more difficult to compete in the long-term competitive survival of businesses and Competitiveness of the economy as a whole, restoring growth will only be achieved if there is a conscious and practical shift towards an economic environment that is friendly to international entrepreneurship.

Education and entrepreneurship are the two foundation stones for the production of wealth in developed and competitive economies. International entrepreneurship is an important source of development, contributing to the creation of new jobs, the encouragement of economic activity, the development and strengthening of economic and social cohesion. We are now in the opinion that the prelaunch of the economy can only be achieved by the private sector forces with an international character.

The competitive economy is the basic prerequisite for achieving the broader social objective of improving the country's living standards. Only the competitive economy can create the framework for meeting the growing needs at individual and collective levels.

The new model of development is based on private companies that are internationally competitive, in a society that supports this model and in a state that with its structures and policies liberates the creative forces of entrepreneurship. And it helps the competitiveness of businesses at all levels.

The modern, organized enterprises seek with cooperation and consultation with the governmental authorities, as well as with actions and initiatives undertaken collectively or individually, to reinforce this shift and the building of a competitive Economy for the next generation.

The strategic shift in the private enterprise requires the practical adoption of this position at all levels of policy planning and exercise. There must be a clear turn in the direction of supporting entrepreneurship in all the aspects of political decisions, in all ministries. There must be a repetition and adoption of the message by political power, so that this can be more widely understood and accepted by public services. There must be an explanation of the practical application in everyday life, especially at the lower levels of hierarchy of the state machine, where none of the habits and attitudes of the past has changed yet.

There must be a change of mentality that is driven from the top of the political leadership, and runs through the whole public sector, but the political system and the academic community.

We support the view that the involvement of the private sector in the design and governance of the national strategy is a prerequisite for the necessary focus on the needs of export businesses, within the framework of a National Council Extroversion strategy, which will act as the public-private meeting point for coordinating the national Strategy and a extroversion promotion body that should operate with robust private sector criteria, with continuous Exploitation of outsourcing solutions and in the form of a public service obligation.

Extroversion-Internationalization

A strategic goal for the reduction and upgrading of the country's productive fabric is the gradual conversion of domestic entrepreneurship from non-internationally competitive sectors to the production of internationally competitive products and services, high Domestic value added.

Given that the Greek market is small and the collapse of the internal market is dramatic, the achievement of the above objective is based on the ability of Greek businesses and generally the extroversion system of the country not just to improve Export performance But to create the conditions for a meaningful and effective accession to the international networks for the production and marketing of products and services.

In Greece a special feature of industrial morphology, in addition to the low sizes of entrepreneurship, is the inability of small businesses to develop, the blocking in small size, capital deficiency, the limitation in Domestic market and the absence of synergy and relationships within the framework of organized business groups with the presence and role of the important Greek business groupings.

The stakes for Greek companies is to improve their extroversion with more innovation and focus on the specific needs of the markets – targets, consumers, etc. with products and services capable of resisting, during the Possible, to price competition.

The ultimate relationship of innovation, extroversion and growth of enterprises is the only means of consolidation and development of the Greek economy. Only through the organized encouragement of SMES to integrate more technology and innovation into the production process and their products can this relationship be cultivated.

The identification, documentation and agreement of the mixture a) markets – objectives, b) products – objectives and c) support for export maturity, is a key prerequisite for the implementation of the national strategy with measurable and sustainable results.

The education and development of human resources is called to play an important and essential role in the competitive-survival of the enterprise with the human factor-workforce-to be the dominant weapon differentiation and to obtain the competitive advantage.

The country needs human resources well trained with specialized knowledge and horizontal skills that can create innovation, support development priority areas and serve a new business Model.

The internship of the students with the support of the European NSRF programs can be carried out in organizations and retail companies, wholesale, transport, export, tourist, industrial, accounting, consulting firms, in banks and insurance companies, cooperative, supportive and other enterprises engaged in the production, marketing and promotion of products and services in the national and international market.

3. Awarded Academic title

After the successful completion of his studies, the student of the department is proclaimed "graduate of Economics" of the Department of International and **European Economic Studies of the University of Western Macedonia**, and possesses the necessary scientific and technological knowledge and skills, so that it can be professionally active in all areas of the cognitive object of the department, either as an executive of international enterprises, export and/ They develop international business action and international investment, international economic cooperation, private and public sector organizations and companies, providing support services to international economic activities, or as self-employed.

The graduate will have specific knowledge of economic science and at the same time knowledge in the disciplines of accounting, finance, business administration enriched with those mentioned in the legislative/regulatory framework of financial transactions and even at a comparative level (European/EU-internal).

After the successful completion of his studies, the student of the department is proclaimed "graduate of Economics" of the Department of International and European Economic Studies of the University of Western Macedonia, and possesses the necessary scientific and technological knowledge and skills, so that it can be professionally active in all areas of the cognitive object of the department, either as an executive of international enterprises, export and/ They develop international business action and international investment, international economic cooperation, private and public sector organizations and companies, providing support services to international economic activities, or as self-employed.

4. Import Requirements

The admission of students to the department becomes

A) After nationwide examinations

B) By qualifying examinations and in accordance with the instructions of the law.

4.1 Access to further studies

By law, graduates can access postgraduate studies in Greek or foreign universities, under the conditions applicable to higher education graduates.

Also, after obtaining the Postgraduate diploma, the graduates of the Department who wish to pursue an academic career in tertiary education or to work in the research activities of HEIS and research centers or as specialists Scientists in companies and organizations can continue to a PhD degree, leading to the elaboration and support of a doctoral dissertation.

PROGRAMME OF STUDIES

1ST SEMESTER

	COURSES	HOURS	TEACHING UNITS	ECTS
DEOS 101	Microeconomic Analysis	3	3	5
DEOS 102	General Accounting Principles	3	3	5
DEOS 103	Global and European economy	3	3	5
DEOS 104	Introduction to Law	3	3	5
DEOS 105	Scientific work writing methodology	3	3	5
DEOS 106	English Economic and commercial terminology	3	3	5
TOTAL ECTS				30

2ND SEMESTER

	COURSES	HOURS	TEACHING UNITS	ECTS
DEOS201	Financial Accounting	3	3	5
DEOS202	Economics and Management Informatics	3	3	5
DEOS203	International relations and global policy theory	3	3	5
DEOS204	Methodology	3	3	5
DEOS205	Business Law	3	3	5
DEOS206	English financial terminology	3	3	5
TOTAL ECTS				30

3RD SEMESTER

	COURSES	HOURS	TEACHING UNITS	ECTS
DEOS301	International Accounting Standards	3	3	5

DEOS302	Macroeconomic analysis	3	3	5
DEOS303	Law and economy (Economic analysis of law)	3	3	5
DEOS304	European Economic Integration	3	3	5
DEOS305	Mathematics	3	3	5
DEOS306	Government administration and strategy	3	3	5
TOTAL ECTS				30

4TH SEMESTER

	COURSES	HOURS	TEACHING UNITS	ECTS
DEOS401	Administrative accounting	3	3	5
DEOS402	Statistical	3	3	5
DEOS403	Law and technology in the economic environment	3	3	5
DEOS404	Audit and internal audit of enterprises	3	3	5
DEOS405	Economic diplomacy and external relations in the EU	3	3	5
DEOS406	Business Leadership and corporate governance	3	3	5
TOTAL ECTS				30

5TH SEMESTER

	COURSES	HOURS	TEACHING UNITS	ECTS
DEOS501	International economic Organizations	3	3	5
DEOS502	European Trade and economic law	3	3	5

DEOS503	Business Communication and business ethics	3	3	5
DEOS504	Costing	3	3	5
DEOS505	Mediation as a management tool	3	3	5

Mandatory selection: One of the two

DEOS	Political, social and economic theories	3	3	5
DEOS	Public economic and European economic policy	3	3	5

TOTAL ECTS				30
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6TH SEMESTER

	COURSES	HOURS	TEACHING UNITS	ECTS
DEOS601	Analysis of financial statements	3	3	5
DEOS602	Financial Management Information Systems	3	3	5
DEOS603	European Capital Market law (banks-regulated markets)	3	3	5
DEOS604	Communication, mediation and administration	3	3	5
DEOS605	Financial/tax fraud and international auditing standards	3	3	5

Mandatory selection: One of the two

DEOS606	Geo economy-geo-philosophy and energy and environmental policy	3	3	5
DEOS607	Financial econometrics	3	3	5

TOTAL ECTS				30
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7TH SEMESTER

	COURSES	HOURS	TEACHING UNITS	ECTS
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DEOS701	Economic and energy relations in Black Sea of Pontos and Caspian Seas	3	3	5
DEOS702	European tax, accounting and auditing law	3	3	5
DEOS703	Mergers-acquisitions and consolidation of financial statements	3	3	5
DEOS704	International Business Financial Management strategy	3	3	5
DEOS705	International Business	3	3	5

Mandatory selection: One of the two

DEOS706	Global problems, climate change and sustainable development	3	3	5
DEOS707	European political integration and solidarity policies	3	3	5

TOTAL ECTS			30
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8TH SEMESTER

	COURSES	HOURS	TEACHING UNITS	ECTS
DEOS801	International economic Relations	3	3	5
DEOS802	Computerized accounting and Invoicing	3	3	5
DEOS803	European Company and business law	3	3	5
DEOS804	International tourism companies and communications	3	3	5
DEOS805	Digital technology in the modern economy	3	3	5

Mandatory selection: One of the two

DEOS806	Intercultural Communication	3	3	5
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DEOS807	European and international language policies	3	3	5
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Replaces 2 courses

DEOS808	Graduation Thesis Work	6	6	10
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TOTAL ECTS				30
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6. Final Exams

The evaluation of the courses includes:

I. Each course is provided in the form of theoretical teaching, a final written examination of the entire curriculum is provided. There is the possibility of writing works, which drawn up during the semester, and after a decision of the Assembly of the Department, to take into account for the final evaluation of the performance of students/three at a rate not exceeding 40%.

A student of the department is awarded a graduate when:

- He has successfully followed all compulsory elective and optional courses, in accordance with the provisions of the Rules of procedure and has completed 240 credits (ECTS).

The score in all courses is expressed in the numerical scale of zero (0) to ten (10), based on the success of five (5). The characterization of the student's performance by lesson is determined as follows:

0-3, 99 "poorly"

4, 00-4.99 "insufficiently"

5.00-6, 99 "Welcome"

7, 00-8, 49 "very good"

8, 50-10 "excellent"

All grades are calculated and entered with an approximation of one tenth (1/10) of the integer unit.

The registration of the imported undergraduate students is affected by the filing at the secretariat of the relevant school or department, within the statutory deadlines, application for registration and the supporting documents provided by the applicable legislation. The secretariat shall check the particulars of the person concerned with the individual success sheet and the official copy of the nominal Entry table. Registration at the same time in two faculties or departments universities or in a school or department of Universities and other higher school or department is not allowed. Each student or student is provided with a booklet or triptych or a student or student ID card, a study guide, a health care booklet, if requested. The student ticket is attributed to the students from the Ministry of Education, Research and religious affairs.

The secretariat of the relevant school or department shall keep for each student a special portion or individual dossier, in printed or electronic form, containing:

- (a) The titles and supporting documents produced at the time of registration;
- (b) Copies of the certificates or certifications issued to it
- (c) The scholarships or awards awarded to him or the disciplinary penalties imposed on him, and
- (d) Any relevant document provided for in the legislation in question. The content of the particular portion or individual dossier is accessible only to the relevant department and to the student himself.

The academic year begins on the 1st of September of each year and ends on the 31st of August of the following (as defined by the university authorities). The teaching year begins on the 1st of September of each year and ends on the 5th of July and includes two separate teaching periods, the teaching semesters, of which the first one is called the winter and the second spring semester. The winter begins on September 1st and the spring expires in the second ten days of June. Each semester includes 13 full weeks for teaching and one exam period, lasting three to two weeks respectively. The second examination period of the two semesters takes place in the first 20 days of September of the next teaching year.

The student may, for each semester, draw up his/her own curriculum, which includes the courses he wishes to attend during this semester. A relevant statement shall be submitted to the Department by all students at the same time as registration or renewal of their registration.

During the preparation of the individual curriculum of the semester, the student receives compulsory provision to:

- I. All weekly teaching hours for courses indicating between 18 and 30 hours and
- II. In no case may the student become a graduate earlier than the estimated duration of studies of the department. Students are required to attend all courses in their curriculum according to their statement.

ANNEX

- II. In no case may the student become a graduate earlier than the estimated duration of studies of the department. Students are required to attend all courses in their curriculum according to their statement.

Course Outlines

DEOS101. MICROECONOMIC ANALYSIS

Microeconomic analysis

Semester: 1st

Direction-type: trunk, mandatory

Weekly Teaching: 3

Credits (ECTS): 5

Learning outcomes: Upon successful completion of the course, the student will acquire knowledge and skills, thereby enabling him to:

- Knows the functioning of the household and business mechanisms.
- Is aware of the ways in which these units make their decisions and that using excellent inputs can improve their usefulness and the competitiveness of the unit.
- The exact role that market forces play, the supply, that is, and demand in shaping the balance in the markets for goods and inputs.
- It knows how to achieve the maximization of profit for businesses in the perfect competitive markets.

The description and analysis of modern objects of microeconomic theory, as these have evolved in recent years in the world and the briefing of the student on the modern developments and trends in the field of microeconomic theory as well as And the microeconomic problems of modern economies. So that the student can gain a better understanding of how the economic system works and at the same time help him understand the mechanisms of economic thought in terms of choice between Alternatives to the economic problem and the formulation of effective economic policy.

Under this objective, the main theories of microeconomics as they have evolved up to recent years have been examined.

Course Content:

- Introduction to Microeconomics – Analysis of economic problems
- Demand and supply. Elasticities.
- Consumer theory. The preferences and the concept of usefulness.
- Consumer options, income restriction, excellent selection, income-consumption curve and Engel curves.
- Production and cost theory.
- Cost minimization.
- Fully competitive markets maximize profit.
- Imperfect markets, monopoly, oligopoly.

- Study and analysis of production and product cost charts.

Student Evaluation: Final written examination (100%)

Recommended Bibliography:

1. Paleologos Giannis, Polemis Michalis (2018), microeconomic theory volume A, publisher EVGENIA AST. BENOUE.
 2. Mankiw – Taylor (2010), Principles of economic theory, Gutenberg, Athens 2010.
 3. Nicholson, W. (2008), microeconomic theory, KRITIKI editions, Athens
- Production and cost theory.

DEOS 102. GENERAL PRINCIPLES ACCOUNTING

1. GENERAL

SCHOOL	ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS102	SEMESTER STUDIES	1 ST
LESSON TITLE	GENERAL PRINCIPLES ACCOUNTING		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
Lectures and Exercises		3	6
Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.			
TYPE OF LESSON	SPECIAL LESSON		
Background, general knowledge, scientific area, skills development			

PRE-REQUISITE COURSES:	
LANGUAGE of teaching and Examinations	LANGUAGE of teaching and Examinations
LESSON OFFERED TO ERASMUS STUDENTS	NO
ONLINE LESSON PAGE (URL)	

2. LEARNING OUTCOMES

Learning outcomes

The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.

Consult Appendix A

- A description of the level of learning outcomes for each cycle of studies

According to the Qualifications framework of the European Higher Education Area

- Descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong learning

and Annex B

- Summary Guide to Writing learning outcomes

The concept of the account and the structure of the Greek accounting standard are analyzed. The concepts of billing and credit of accounts are interpreted. The basic accounting records of companies (calendars, general and Analytical ledger, balances) and tax information (invoices, shipping notes etc) are presented. The accounting treatment of basic accounting events (purchases, sales and refunds and rebates, receipts and payments with cash and securities, purchases of fixed assets, expenditure incurred, VAT settlement entries) is presented. The section closes with a small reference to the completion of the accounting process to adjust, compile and close the accounts for the drafting of the accounting statements. This reference is necessary so that the student understands the connection of the daily accounting process with the process of drafting the basic accounting statements

General Competencies

Taking into account the general competences that the graduate must have acquired (as listed in the diploma appendix and listed below) to which of them is the course intended?

Search, analysis and synthesis of data and information, using the necessary technologies	Design and management of projects respect for diversity and multiculturalism respect to the natural environment demonstration of social, professional and ethical responsibility and sensitivity in matters of gender exercise criticism and self-criticism Promoting free, creative and inductive thinking
Adapting to new situations	
Decision-making	
Autonomous work	
Teamwork	
Working in an international environment	
Working in a multidisciplinary environment	
<p><i>With continuous monitoring and successful examination, students are expected to understand the accounting science not only theoretically but practically since during the course, many examples of the application of the theory are taught.</i></p> <p><i>During the lectures there are reports on the accounting of all types of companies and reports on the international accounting standards that apply according to the Greek and international bibliography</i></p>	

3. CONTENT COURSES

1.
2. BOOK TYPES
3. APOGRAPHIC METHOD
4. DOUBLE-ENTRY METHOD
5. General Ledger
6. Theory of ELP
7. Exercises 1st – 3rd Group
8. Exercises 4Th-5Th Team
9. Exercises 6Th Group
10. Exercises 7th Group
11. Exercises 8th Group
12. Balance sheet, results of use-cash flow statement-statement of capital changes
13. Repetitive exercises

4. TEACHING and LEARNING methods-EVALUATION

DELIVERY METHOD		Face to face	
Face to face, distance learning, etc.			
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES		Support learning process through power point	
Use of ICT in teaching, in laboratory training, in communicating with students			
TEACHING ORGANIZATION <i>The method and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits,</i>	Activity	Semester workload	
	Lectures	100	
	Job Writing	10	
	Progress	26	

<i>study (project), writing work/work, artistic creation, etc.</i> <i>Face to face, distance learning, etc.</i> <i>Face to face</i> <i>The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS</i>		
	Autonomous study	44
	Total Course (36 hours workload per credit unit)	180
EVALUATION STUDENTS Description of the evaluation process language assessment, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other explicitly specified evaluation criteria and whether and accessible by students. <div style="float: right; text-align: right;"> A written final examination including: -Development questions -Exercises Rating Language: Greek </div>		

5. RECOMMENDED-Bibliographies-suggested bibliography: 1. KARTALIS NIKOLAOS (2019), INTRODUCTION TO GREEK ACCOUNTING Standards, 2nd edition, Serres. 2. TOURA-GERMANOU ELENI (2015), ACCOUNTING WITH ELP, ATHENS.

DEOS103. WORLD AND EUROPEAN ECONOMY

1. GENERAL

SCHOOL	ECONOMIC SCIENCE		
SECTION	DEPARTMENT OF INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
LESSON CODE	DEOS103	SEMESTER STUDIES	1 ST
LESSON TITLE	WORLD AND EUROPEAN ECONOMY		
SELF-FINAL TEACHING ACTIVITIES In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits		WEEKLY HOURS TEACHING	CREDIT UNITS
Lectures, elaboration of a work lesson, presentation of a work of course		3	5

Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.	3	5
TYPE OF LESSON Background, general knowledge, scientific area, skills development	SCIENTIFIC AREA	
PRE-REQUISITE COURSES:		
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek	
LESSON OFFERED TO ERASMUS STUDENTS		
ONLINE LESSON PAGE (URL)		

2. LEARNING OUTCOMES

Learning outcomes
<ul style="list-style-type: none"> The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course. See Appendix A description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong And Appendix B Summary Guide to the Learning outcomes
<p>The purpose of this course is to provide the student with knowledge about:</p> <p>-Development questions</p> <ul style="list-style-type: none"> The role and position of the European Union in the world economy and trade, in the context of the internationalization of financial transactions and the global competition of the leading economic centers. The impact of the EU on the volume, structure and direction of world trade, in the light of globalization and sustainable global development. Upon successful completion of the course, the student will be able to: -Development questions Analyses modern development trends, role, influence and position of the European Union in the global economy and international trade. It differentiates the position of the EU and Greece in the global economy. Analyses the modern trends of development of the European and global economy and its influences on the socio-economic processes of Greece. Analyses modern development trends, role, influence and position of the European Union in the global economy and international trade. Explains and differentiates the position of the EU and Greece in the global economy. Assesses and synthesizes the EU's economic growth prospects in the context of globalization and sustainable global development.
General Competencies
Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?
Search, analyze and compose data and information, using and necessary technologies Design and management of projects respect for diversity and multiculturalism respect to the natural environment

<i>adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas</i>	demonstration of social, professional and ethical responsibility and sensitivity in matters of gender exercise criticism and self-criticism Promoting free, creative and inductive thinking
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- • *Autonomous work*
- • *Working in an international environment*
- • *Working in a multidisciplinary environment*
- • *Exercises criticism and self-criticism*
- • *Promoting free, creative and inductive thinking*

3. CONTENT COURSES

1. Procedures for the formation and structuring of the global and European economy.
2. The international division of labor as the basis of the global economy. National economies and the international market.
3. The position of the European economy in the global economy and global economic stability.
4. The potential, sectoral structure and resource resources of the global economy.
5. The operational and market structure of the global economy.
6. The dynamics of the international market for goods and services, technology, international investment, labor and financial markets.
7. Classification of countries according to the economic potential and the level of social and economic development.
8. Internationalization (internationalization), globalization of the international economy (globalization) and internationalization (transnationalization).
9. Universal reform and liberalization of the world economy, interdependence and competitiveness of countries.
10. Universal problems of the global economy.
11. Regionalization (regionalism) and international economic integration (International economic integration).
12. Structural trends in the European economy and the level of social and economic development.

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	In class
Face to face, distance learning, etc.	
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION <i>using ICT in teaching, in laboratory training, in communicating with students</i>	Learning process support through E-class electronic platform

TEACHING ORGANIZATION of teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc. The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS	Activity	Semester workload
	Lectures	39
	Guidance/Counselling	20
	Writing work and presentation	50
	Educational excursion/Small individual practice tasks	
	Autonomous study	16
	Total Course (25 hours workload per credit unit)	125
EVALUATION STUDENTS Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other explicitly specified evaluation criteria and whether and accessible by students		
I. Written final examination (60%) which includes : -Multiple choice questions-solving problems of international economic integration. -Comparative evaluation of theory elements. II. Written work and presentation with Power Point (40%)		

5. RECOMMENDED-BIBLIOGRAPHY

-Suggested Bibliography:

1. Siskos Evangelos (2017), global and European economy. PATAKI Editions
2. N. Moussis (2010), European Union, law, Economy, Politics (9th edition), Papazisis, Athens, Greece.
3. Maravegias Napoleon (curator), collective work (2008) Greece in the European Union. Past, present, future... Publisher: Foundation.
4. BAKATSIANOS GIORGOS 2007 The European Union and Greece in the new global environment Publisher: PPAZISI EKDOSEIS AEVE
5. PANAGOU – K. TSOUNI (2004) Globalization, integration and cooperation in modern international society. Volume 2: The Foundations of European construction
6. V. PANAGOU – K. TSOUNI (2002). Transnational and supranational cooperation. The universal and European context. Papazisis editions.
7. ARGITIS GIORGOS (2002) Globalization of EMU and economic adaptation. The case of Greece Publisher: TITITHTO-DARDANOS GIORGOS
8. TSOUKALAS LOUKAS 1998 New European economy at the threshold of the 21st Century Publisher: PPAZISI EKDOSEIS AEVE

9. Siskos E. Teaching notes of the course "European Union-convergence policies and actions".
10. Books on the Internet
11. Academic Organization: JSTOR. <http://www.jstor.org/>
12. Bilorus Oleg. <http://www.nbu.gov.ua/books/2007/07ugs.pdf>
13. F. D. Weiss. <http://www.econ.jhu.edu/people/hinze/trade/WTOessay.htm>
14. John Taylor (1999) J. B. Taylor, Macroeconomic Policy in a World Economy: From Econometric Design to Practical Operation (1999).
15. M. Rupert. <http://www.maxwell.syr.edu/maxpages/faculty/merupert/Teaching/355.htm>
16. R. Mitchell www.uoregon.edu/~rmitchel/ir/lectures/index.htm
17. T. Black. T. Black, The Economics Net-Text Book.
18. W. Hong (Seoul National University) <http://gias.snu.ac.kr/wthong/course/trade/trdindex.html>
19. Issues of international economics on <http://bized.ac.uk/stafsup/options/econ/econ-g-10.htm>, www.firststep.com.au/econ, <http://internationalecon.com/v1.0/problems/websites>
20. Institute of World Economy and International relations (Kiev Ukraine) http://www.iweir.org.ua/doclidgenya_knigi.htm
 1. Articles on the Internet
 2. Siskos E. (2009) New strategy for the EU and the role of the Black Sea basin in expanding European economic cooperation // Siskos E. (2009) New strategy for the EU and the role of the Black Sea basin in expanding European economic cooperation // Strategy of Ukraine's development (economics, sociology, law) Scientific journal -. - 2009. - № 3. - pp. 136-145 [The journal abstracted in Ukrainian Journal of Abstract]
 3. Siskos E. (2009) Global Strategies of European Integration. Monograph curated by Professor Oleg Belorus, Academician, National Academy of Sciences of Ukraine Publications Aston. Ternopil, 2008. - 384 pages ISBN 968-966-308-273-8 (in Russian). http://lib.rada.gov.ua/DocDescription?doc_id=152010
 4. Siskos E. (2009), "The global crisis and structural reform priorities for the world economy", Development strategy of Ukraine (economics, sociology, law): Scientific journal - 2008. - № 7. - S. 47-56. [The journal abstracted in Ukrainian Journal of Abstract]
 5. Siskos E (2005). Globalization and European integration problems / E. Siskos // Competitiveness and sustainable development in a global perspective: Proceedings of the International Scientific Conference. (Kyiv, 24/6/2005 City) / Institute of World Economy and International Relations, Institute of Sociology, International Association of Ukraine - the Club of Rome. - K.: IWEIR NAS of Ukraine, 2005. - pp .73-78. [The journal is abstracted in Ukrainian Journal of Abstract]
 6. Siskos E. (2003), "Economic bases in the international mechanisms of Climate Change", Acta economica Vol.53 (3), 2003. – P.293 – 306. Budapest. Hungary. [The journal abstracted in JEL], <http://www.akademai.com/content/t14443v518812672/>
 7. Siskos E., Darvidou K. (2002). «The European Union and Stability of Global Economy», Proceedings of Seventh International Scientific Conference με τίτλο «Problems of Economic Integration of Ukraine into the European Union: Globalization and New Economy – Consequences for Europe and Ukraine. 18-20 September 2002. Yalta-Phoros, Ukraine. Τα πρακτικά του Συνεδρίου δημοσιεύτηκαν στο επιστημονικό περιοδικό διεθνούς επιστημονικού κύρους «The Herald of Ternopil Academy of National Economy». Issue 8 –1. 2005 pp 33-40.

Siskos E. (2000) "Globalization of World Economy and International Trade" in the collective work: Periklis Lytras (eds) (2000) Globalization: Vision, Chimera, Curse, or Nightmare; Papazisis. pp. 141-167 ISBN: 960-02-1428-X -287.

DEOS104 – Introduction to Law

1. GENERAL

SCHOOL	ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS104	SEMESTER STUDIES	1 ST
LESSON TITLE	Introduction to Law		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
Lectures and Action Exercises		3	5
Total		3	5
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i>			
TYPE OF LESSON	General infrastructure (MY)		
Background, general knowledge, scientific area, skills development			
PRE-REQUISITE COURSES:	There are no requirements		
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek		
LESSON OFFERED TO ERASMUS STUDENTS	Yes (if there is a request from Erasmus students)		
ONLINE LESSON PAGE (URL)	(* Note: Registration is required to enter the course)		

2. LEARNING OUTCOMES

Learning outcomes

The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course. See Appendix A description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong And Appendix B Summary Guide to the Learning outcomes

The course is the main introductory course on the science of law and the concepts and fundamental principles of law. The course is aimed at acquiring specific knowledge and skills in the introduction of students to the basic concepts of law and the individual branches of civil law [general principles, Contract (general-specific part), in rem, Family and inheritance law]. The acquisition of basic knowledge regarding general principles of law, contract law, in rem law and inheritance law. The acquisition of capacity in the recognition of rights and obligations with legal consequences arising from the conclusion of any kind of unwinding.

The modules are accompanied by examples, case studies (Case Studies) and practical applications from the Greek and international area that helps students in understanding the modules with the successful completion of the course, the student will acquire Knowledge and skills, enabling him to: he understands the basic and critical fundamental issues of civil law. He has knowledge of the individual branches of civil law. It has the fundamental background to understand the fundamental concepts of business law, which follows in the curriculum as a special-legal-superstructure.

General Competencies

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?

With the above knowledge and skills the student is expected to be able to:

- Carry out autonomous tasks
- Undertake teamwork
- Manages investment programs

3. CONTENT COURSES

Curriculum:

- Introduction to Law: Concept of Law, ethics – morality-etiquette, division of Law, sources of law
- General principles of Law! Law – Custom, interpretation of the rules of law, subjects of law, of course – legal persons, right, act, conventions, sects – deadline, representation – power of attorney, limitation period – limitation period, good faith – transactional ethics.
- Contract Law: General – Concept – introductory remarks engagement – penalty – guarantee, transfer of guilt, special contracts, Sale – Loan – money, lease of thing, unjust enrichment, loan cheating.
- In rem law: Meaning-introductory remarks, ownership, use, transcription, hands-on security, pledge – mortgage.
- Family law: Memorial, marriage, kinship, parent-child relationship, divorce.
- Succession Law: Meaning introductory remarks, succession by Covenant, meaning – Terms of a valid will, the undivided succession, the forced succession, a lawful fate.

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	Face to face
Face to face, distance learning, etc.	
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in	Extensive use of ICT during lectures and projection of information with the necessary projection.

teaching, in laboratory training, in communicating with students		
TEACHING ORGANIZATION Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc. The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS	Activity	Semester workload
	Lectures	32
	Action Exercises	32
	Studies	40
Autonomous study	46	
	Total Course	150
EVALUATION STUDENTS Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other explicitly specified evaluation criteria and whether and accessible by students Explicitly defined assessment criteria and whether and accessible by students.	I. Written final examination (60%) which includes (alternatively and/or cumulatively): -Multiple Choice questions -Development-approximation of issues related to civil law -Solving problems related to civil law issues -Comparative evaluation of theory elements II. Job presentation + Progress Test [40% Total (alternatively and/or cumulatively)] III. Language of Assessment: Greek	

5. RECOMMENDED-BIBLIOGRAPHY

<p>-Suggested Bibliography:</p> <ol style="list-style-type: none"> 1. Velentzas G. (2019), Introduction to Law, I, Thessaloniki Βελέντζας Γ. (2013), Στοιχεία Ιδιωτικού Δίκαιο, I, Θεσσαλονίκη 2. Velentzas G. (2011), Epitomo Civil Law, new edition, IuS, Thessaloniki 2011. 3. Tzionas i. /Velentzas G. (2011), Fundamental concepts of civil law, a-B, new edition, IuS-Legal bank-database-prints S.A., Thessaloniki 4. Agallopoulou, P. (2003), Basic concepts of civil law, Athens/Komotini Βάρκα-Αδάμη Α. (2009), Introduction to civil law, legal library, Athens 5. Tsoudas K. (2003), Introduction to the Greek law system 6. Ktenopoulos G. (2003), civil law elements, IuS-Legal bank-database-printing S.A., Thessaloniki 7. Mavrommatis G. (2000), Epitome commercial law, IuS-Legal bank-database-prints S.A., Thessaloniki 8. Georgiadis ap. /Stathopoulos M., Civil Code (art. Interpretation, I-h) Introduction to civil law 9. Velentzas G. (2005), Civil Code, IuS-Legal bank-database-prints S.A., Thessaloniki 10. Georgiades (2003), general principles of Civil Law, 3rd edition, Athens/Komotini 11. Phillios (1996), contract law: Guilt Party Athens 12.
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DEOS105. METHODOLOGY FOR SCIENTIFIC WORK

Semester: 1st

Direction-type: trunk, mandatory

Weekly Teaching: 3

Credits (ECTS): 5

Learning outcomes: The student will be able to manage clearly and adequately the basic framework for the utilization of qualitative analysis either through theoretical categories and hypotheses or through empirically founded theory (grounded theory) and narrative analysis and description

Course Content:

Introductory remarks: Qualitative and quantitative research respectively, positivism, phenomenology, empiricism and idealism are some of the dilemmas that the student is confronted with and is invited to choose a way or method of development, strengthening Argument

Methodology in Administrative science: in particular the development of social sciences, there is a wide range of investigative social, cultural, intercultural and communication crises based on the principles of qualitative research or Best case in the combination of quantitative and qualitative research respectively.

Methodology in modern digital age: the methods, techniques and processes exploited in qualitative research, mainly in the modern digital era, the era of exacerbation information and communication management are adequately described and they are often subject to reflection and criticism in research.

Student Evaluation: Final written examination (100%)

Recommended Bibliography:

1. Broni G. (2019), Scientific work writing methodology, IuS
2. Dafermos, M. (2010). Positivism in Psychological research: an attempt at a critical visa. In M. Pourkos/M. Dafermos (honorary), qualitative research in psychology and education: epistemological, methodological and Ethical issues (pp. 227-245). Athens: Place.
3. Dimitrakopoulos Mich. (1995). The "crisis" of the European sciences and the "heroism" of the philosophical and phenomenological rhetoric of Europe, Athens.
4. Municipality of Tzavara Anastasia, "The Phenomenological method by Husserl in Heidegger", in Zenon 1317, (1992-1996).
5. Dragona, Th. (1990). Of quantitative and qualitative approaches, or when the divisive walls collapse. Scientific epannually of the Faculty of Philosophy, University of Ioannina, Dodona, vol., 3140.
6. Zafeiropoulos, K. (2005). How a scientific work is done. Criticism, Athens.
7. Alley, M. (2007). The craft of scientific presentations: Critical steps to succeed and critical errors to avoid. Springer Verlag, New York.
8. Leedy, P. D. / Ormrod, J. E. (2004). Practical research: Planning and design (8th ed.). Prentice Hall, Upper Saddle River.
9. Taggard, L. (2009). The Research Interview as a Dialogical Context for the Production of Social Life and Personal Narratives. Qualitative Inquiry, 15, 14981515.

DEOS106 – English Economic and commercial terminology

1. GENERAL

SCHOOL	ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS106	SEMESTER STUDIES	1 ST
LESSON TITLE	English Economic and commercial terminology		

SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
Lectures and Workshop			
Total			
Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.			
TYPE OF LESSON	Special Infrastructure Course (MY)		
Background, general knowledge, scientific area, skills development			
PRE-REQUISITE COURSES:	There are no requirements		
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek and English		
LESSON OFFERED TO ERASMUS STUDENTS	Yes (if there is a request from Erasmus students)		
ONLINE LESSON PAGE (URL)	(* Note: Registration is required to enter the course)		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • A description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education Area • Descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong learning and Annex B • Summary Guide to Writing learning outcomes <p>By listing large-scale operational texts, the course aims to acquire student's knowledge and skills. Specifically to have:</p> <ul style="list-style-type: none"> • Awareness of the openness of business issues and operational style as well as • Familiarize yourself with the concepts required to respond appropriately to the business environment. • Develop verbal and written skills related to operational purposes. <p>and Annex B</p>

The course also aims at consolidating and expanding the knowledge of students in the linguistic structures that are necessary in their future professional development.

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

- Understands the main points of the operational texts,
- Progressively acquires the ability to concludes concepts from context and
- Has the ability to reformulate key points
- Analyzes, designs and produces simple written texts for a variety of business topics
- Participates and responds correctly when communicating information and ideas related to low-complexity business issues
- Recognizes, understands and gradually uses the basic grammatical and editorial and verbal structures of the operational terminology texts
- Performs exercises and activities to develop the skills needed to respond to the business environment.

General Competencies

Taking into account the general competences that the graduate must have acquired (as listed in the diploma appendix and listed below) to which of them is the course intended?

The student with the complete theoretical training and acquisition of specific knowledge and skills is expected to be able to:

- Adapts to new situations
- Provides autonomous work
- Provides teamwork
- Offers work in an international environment
- Respects diversity and multiculturalism
- Explores the international bibliography according to his research interests

3. CONTENT COURSES

- Curriculum:
 1. Presentation and analysis of economic and commercial texts:
- Description of Companies
- Jobs & Duties
- Careers
- Executives
- Job Pursuing
- Company Positions
- Selecting Business Locations

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	Face to face and distance learning
Face to face, distance learning, etc.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Learning process support through E-class electronic platform using audiovisual media and computer.
Use of ICT in teaching, in laboratory training, in communicating with students	

TEACHING ORGANIZATION <i>The method and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc.</i> <i>Face to face, distance learning, etc.</i> <i>Face to face</i> <i>The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS</i>	Activity	Semester workload
	Lectures	32
	Exercises	32
	Act	40
	Case studies	46
	Independent Study	
	Total Course	150
EVALUATION STUDENTS <i>Description of the evaluation process language assessment, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other.</i> <i>Explicitly specified evaluation criteria and whether and accessible by students.</i>	I. Written final examination including:-Short answer questions-development questions-multi-choice test	
	II. Rating Language: English	

5. RECOMMENDED-BIBLIOGRAPHY

1. -Suggested Bibliography:
2. Taylor, J. & Zeter, J. (2011), "Career Paths Business English ", 1st Edition, Express Publishing, ISBN: 978-0-85777-757-7
3. Sweeney, S. (2003), "English for Business Communication", 2nd Edition, CUP, Cambridge, ISBN: 978-0-521-75449-1
4. Bannock, G., Baxter, R. E., Davis, E. (2011), "The Penguin Dictionary of Economics", 8th Edition, Penguin, ISBN: 978-0141045238
5. Honby, A. S. (2010), "Oxford Advanced Learner's Dictionary", 8th Edition, Oxford University Press, Oxford, ISBN: 0-19-479900-X

DEOS201. FINANCIAL ACCOUNTING

1. GENERAL

SCHOOL	ECONOMIC SCIENCES
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES
LEVEL OF STUDIES	Undergraduate

LESSON CODE	DEOS201	SEMESTER STUDIES	2 ND
LESSON TITLE	FINANCIAL ACCOUNTING		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
Lectures and Exercises		3	5
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i>			
TYPE OF LESSON	infrastructure course		
Background, general knowledge, scientific area, skills development			
PRE-REQUISITE COURSES:			
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek		
LESSON OFFERED TO ERASMUS STUDENTS	Yes		
ONLINE LESSON PAGE (URL)			

2.LEARNING OUTCOMES

Learning outcomes

The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course. See Appendix A description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong And Appendix B Summary Guide to the Learning outcomes

Consult Appendix A

- *A description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education Area*
- *Descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong learning and Annex B*
- *Summary Guide to Writing learning outcomes*

The financial accounting course concerns the learning and familiarization of students with the accounting methods that govern modern accounting science and useful scientific approaches for the Greek Accounting Standards (ELP).

In the lectures are presented using Power Point all the steps for accounting monitoring of companies according to the application of the E. L. P and examined individual issues concerning the registration of accounting events and in particular for the opening – Operation-book closure based on Legislation and the E. L. P and the income tax code. In addition, an analysis of the accounting branches, depreciation, the appreciation of the inventories of the accounting procedures of the books, as taught by the principles of the investigation of the balance sheets, is analyzed.

General Competencies

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?

Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas

Design and management of projects respect for diversity and multiculturalism respect to the natural environment demonstration of social, professional and ethical responsibility and sensitivity in matters of gender exercise criticism and self-criticism Promoting free, creative and inductive thinking

With continuous monitoring and successful examination, students are expected to understand the accounting science not only theoretically but practically since during the course, many examples of the application of the theory are taught.

CONTENT COURSES

3. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	Face to face		
Face to face, distance learning, etc.			
ΧΡΗΣΗ ΤΕΧΝΟΛΟΓΙΩΝ ΠΛΗΡΟΦΟΡΙΑΣ ΚΑΙ ΕΠΙΚΟΙΝΩΝΙΩΝ <i>Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές</i>	Support learning process through power point		
TEACHING ORGANIZATION <i>The method and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc.</i> <i>Face to face, distance learning, etc.</i> <i>Face to face</i> <i>The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS</i>	Activity	Semester workload	
	Lectures	100	
	Job Writing	10	
	Progress	26	
	Autonomous study	44	
	Total Course (36 hours workload per credit unit)	180	
EVALUATION STUDENTS <i>Description of the evaluation process language assessment, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination,</i>	A written final examination including: -Development questions -Exercises Rating Language: Greek		

public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other. Explicitly specified evaluation criteria and whether and accessible by students.	
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4. RECOMMENDED-BIBLIOGRAPHY

-Suggested Bibliography:

1. KARTALIS NIKOLAOS (2019), GREEK ACCOUNTING Standards, 2nd edition, AMKE, Serres.
2. PAPADEAS PANAGIOTIS (2013), KFAS-VAT AND EGOS, ATHENS.

DEOS202 INFORMATION TECHNOLOGY AND ADMINISTRATION

1. GENERAL

SCHOOL	Economics		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS202	SEMESTER STUDIES	2 ND
LESSON TITLE	Management Information Systems		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
Lectures – Exercises – acts		3	5
<i>T</i>		3	5
TYPE OF LESSON	Core course, mandatory		
PRE-REQUISITE COURSES:			
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek		
LESSON OFFERED TO ERASMUS STUDENTS			
ONLINE LESSON PAGE (URL)			

2. LEARNING OUTCOMES

- Search, analysis and synthesis of data and information, using the necessary technologies.
- Adapting to new situations.
- Decision making.
- Exercise criticism and self-criticism.
- Promotion of free, creative and inductive thinking.
- Work in a multidisciplinary environment.

3. CONTENT COURSES

- Business Information systems in modern entrepreneurship.
- Achieve competitive advantage with information systems.
- Ethical and social issues related to information systems.
- Information technology infrastructure.
- Achieve Business excellence and customer relations: operational applications.
- Improve decision-making and knowledge management.
- Systems development and management.

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	In class								
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION	<ul style="list-style-type: none"> • Dynamic PowerPoint slides • Support learning process through e-class online platform 								
THE ORGANIZATION OF TEACHING	<p>Activity Semester workload</p> <table> <tr> <td>Lectures</td><td>18</td></tr> <tr> <td>Exercises operations</td><td>8</td></tr> <tr> <td>Autonomous study</td><td>99</td></tr> <tr> <td>Total Course</td><td>125</td></tr> </table>	Lectures	18	Exercises operations	8	Autonomous study	99	Total Course	125
Lectures	18								
Exercises operations	8								
Autonomous study	99								
Total Course	125								
EVALUATION STUDENTS	<p>Written final examination (100%) which includes:</p> <ul style="list-style-type: none"> -Evaluation of theory data. -Multiple choice questions. Exercises. 								

5. RECOMMENDED-BIBLIOGRAPHY

1. Laudon, K. C. & Laudon, P. J. (2014). Management information Systems. Kleidon Publications LTD, Athens.
2. Wallace, P. (2014). Management information Systems. Review Publications, Athens.
3. Kroenke, M. D. & Boyle J. R. (2016). Management information systems in practice. Broken Hill Publishers Ltd., Nicosia, Cyprus.

DEOS203 INTERNATIONAL RELATIONS AND WORLD POLICY THEORY
1. GENERAL

SCHOOL	ECONOMIC SCIENCE		
SECTION	DEPARTMENT OF INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	ΔΕΟΣ203	SEMESTER STUDIES	2ND
LESSON TITLE	THEORY OF INTERNATIONAL RELATIONS AND POLICY		
SELF-FINAL TEACHING ACTIVITIES			
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits		WEEKLY HOURS TEACHING	CREDIT UNITS
Lectures, elaboration of a work lesson, presentation of a work of course		3	5
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i>		3	5
TYPE OF LESSON	SCIENTIFIC AREA		
Background, general knowledge, scientific area, skills development			
PRE-REQUISITE COURSES:			
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek		
LESSON OFFERED TO ERASMUS STUDENTS			
ONLINE LESSON PAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes

The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course. See Appendix A description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong And Appendix B Summary Guide to the Learning outcomes

The purpose of this course is to provide the student with knowledge about:

- relations and cooperation relations.
- Explains international or global politics as the core of international relations.
 - Analyses the modern trends of global policy on the procedures for taking, adopting and implementing decisions affecting the life of the global community.
 - Explains and differentiates that in modern international politics there are a huge number of different participants. However, the prevailing view remains that the main players in global politics are states and groups of States. It analyses and differentiates the objective trend of expansion of participants in international relations
 - Distinguishes that international organizations are becoming increasingly i
 - The establishment of the international system and international relations as a combination of economic, political, legal, ideological, diplomatic, military, cultural relations between State and international subjects active in the global Scene and politics.
 - Examining the nature and substance of international relations as a phenomenon of social, historical, economic and political Science, an independent science based on modern theoretical and methodological approaches.
 - International relations as the place where various forces collide and interact at different levels (global, regional, multilateral and bilateral): state, military, economic, political, public and spiritual. The state in the world becoming and their forms. Politics, government, governance and political systems. The interaction and interdependence of independent States with each other and with international organizations that act as subjects of global policy
 - Traditional and Modernist theories. Fundamental laws of modern international relations. Geopolitical concepts. Religious actor in international relations.
 - The evolution of International relations systems: 1. Westphalia's international relations system 2. Vienna International Relations System 3. Versailles-Washington International relations system. 4 International relations System Yalta's-Potsdam.
 - International relations and the global policy of the post-war period through the synthesis and systematization of international events, conflicts, doctrines, international agreements and the creation of international and regional organizations Economic and political cooperation.
 - The development of important international political, diplomatic and economic events and their impact on the international community.
 - The main research areas for the study of international processes and global policy, international security Studies, the study of European policy and European integration, the position and role of Greece in the post-bipolar system of International relations.
 - The results of the scientific schools of basic research and innovative models of planning and process of economic and political integration of the EU
 - Post-Bipolar Europe, the phenomenon of ' single federated Europe ', in the context of developments in security and politics on the European continent, and a comprehensive analysis of the role of the major powers in European integration.
 - The study of regional security in the transatlantic region, threats and security in the EU countries, the eastern Mediterranean, Eastern Europe, the Middle East, an analysis of the latest trends in the field of nuclear policy major and non-proliferation. The creation of a Euro-army.

<p>Upon successful completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> • The study of regional security in the transatlantic region, threats and security in the EU countries, the eastern Mediterranean, Eastern Europe, the Middle East, an analysis of the latest trends in the field of nuclear policy major and non-proliferation. The creation of a Euro-army. • Analyzes the basic concepts of the theory of international relations, the theoretical directions and the faculties of international relations that exist in the global community. • Explains and differentiates international relations in two main types: competition important actors in international relations. • Distinguishes transnational or intergovernmental and non-governmental organizations. • Distinguishes transnational organizations as stable associations of States, based on conditions, with certain coordinated competences and permanent bodies. • Distinguishes the complexity of transnational relations in the political sphere, the need to regulate international life with the creation of non-governmental organizations. • Analyses the issues of international relations, international organizations which can conclude transnational relations on their behalf and at the same time on behalf of all the States belonging to them. The number of international organizations is constantly increasing. • Analyses the position of the European Union in the global political system and the position of Greece in the European and global community. 	
<p>General Competencies</p> <p><i>Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?</i></p> <p><i>Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas</i></p>	
	<p>Design and management of projects respect for diversity and multiculturalism respect to the natural environment demonstration of social, professional and ethical responsibility and sensitivity in matters of gender exercise criticism and self-criticism Promoting free, creative and inductive thinking</p>
<ul style="list-style-type: none"> • <i>Autonomous work</i> • <i>Working in an international environment</i> • <i>Working in a multidisciplinary environment</i> • <i>Exercises criticism and self-criticism</i> • <i>Promoting free, creative and inductive thinking</i> 	

3. CONTENT COURSES

<ol style="list-style-type: none"> 1. Modern theory and methodology of international relations and international policy. 2. The evolution of international relations systems. 3. Trends in the development of modern international relations. 4. Comparative political analysis. Analysis of political regimes and governance systems. 5. Concepts of sovereignty, power, anarchy and multi-level analysis in the international system. 6. Strategic Analysis. Strategic thinking in the 21st century. The dialectical defense-attack. Greek defensive doctrines. 7. International groups and organizations influencing international relations. 8. Multilateral diplomacy, international conflicts and crisis management. 9. Geopolitics and Geo-economics. 10. European and American foreign policy 11. Greek foreign policy. 12. International Relations of Greece: Geopolitics and security 13. Contemporary issues, leading actors and features of modern international policy. <p>(Distribution of delivery topics per week)</p>

4. TEACHING and LEARNING METHODS-EVALUATION

<p>DELIVERY METHOD</p> <p>Face to face, distance learning, etc.</p> <p>USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students</p> <p>TEACHING ORGANIZATION</p> <p>Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc.</p> <p>The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS</p>	<p>In class</p> <p>Learning process support through E-class electronic platform</p> <table border="1" data-bbox="699 488 1361 1032"> <thead> <tr> <th>Activity</th><th>Semester workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>39</td></tr> <tr> <td>Guidance/Counselling</td><td>20</td></tr> <tr> <td>Writing work and presentation</td><td>50</td></tr> <tr> <td>Educational excursion/Small individual practice tasks</td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Autonomous study</td><td>16</td></tr> <tr> <td>Total Course (25 hours workload per credit unit)</td><td>125</td></tr> </tbody> </table>	Activity	Semester workload	Lectures	39	Guidance/Counselling	20	Writing work and presentation	50	Educational excursion/Small individual practice tasks								Autonomous study	16	Total Course (25 hours workload per credit unit)	125
Activity	Semester workload																				
Lectures	39																				
Guidance/Counselling	20																				
Writing work and presentation	50																				
Educational excursion/Small individual practice tasks																					
Autonomous study	16																				
Total Course (25 hours workload per credit unit)	125																				
<p>EVALUATION STUDENTS Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other</p> <p>Explicitly specified evaluation criteria and whether and accessible by students</p>	<p>I. Written final examination (60%) which includes:-Multiple choice questions-solving international policy problems-comparative evaluation of theory elements.</p> <p>II. Written work and presentation with Power Point (40%)</p>																				

5. RECOMMENDED-BIBLIOGRAPHY

<p><i>Suggested Bibliography:</i></p> <ul style="list-style-type: none"> Kostas A. Lavdas, Dimitris Ch. Chrysochoou, Dimitris K. Xenakis (Collective work) 2010 directions in the study of international relations. Sideris Editions John Baylis & Steve Smith (edit.) - Preface: Kostas Yfantis, the globalization of international politics-an introduction to international relations, epicenter, 2 cms 2012. Kostas Yfantis (2012) International Political Theory Editions Sideris. Athens Theodoros Kouloubis, International relations-Foreign Affairs and Justice, Papazisis, 2008 Alexis Iraklides, the International society and the theories of international relations, I. Sideris, 2000. Kouskouvelis Ilias, diplomacy and strategy of the European Union, Papazisis, 1996.
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DEOS204. Marketing

Semester: 2ND

Direction-type: Core course, mandatory

Weekly Teaching: 3

Credits Units: (ECTS): 5

Learning outcomes: The aim of the course is to highlight the need for the adoption and use of marketing systems, which has a practical basis and is a product of the wear of things and evolution. The methods and systems of management and management of the modern economy and social exchanges emerge as elements of discussion.

Course Content:

Introductory remarks: The Marketing includes all the actions needed to reach the consumer goods and services are the bridge between production and consumption. That is, directs and directs the flow of goods and services to the consumer. It is not the design and production of goods but the brain in decision making that affect and steer such actions.

The term marketing: it is currently used in many states by companies, organizations and institutions to declare actions and activities related to market research, product planning and development, efforts Promotion and advertising of products, methods and ways of distribution, pricing and pricing, terms and conditions of payment and generally the organization and management of business activities, which follow a product from the construction To its use by the final consumer.

Franchising: A Franchising contract is the peculiar agreement whereby an undertaking, licensor or donor (franchiser), grants to the other, the franchisee or recipient (franchisee), against a direct or indirect financial consideration, the right to exploit the Franchising with a view to marketing specific types of products and/or services.

The Methodist has as basic principles: a. to see the consumer as an indicator of his actions and B. To actively take part in decision-making, in all phases of management of a business.

In particular, in the context of Marketing, they are considered: the marketing principles, strategic marketing, marketing and logistics, marketing and management, marketing and communication, marketing and advertising, marketing and consumer behavior, e-marketing (web Marketing).

Options will analyze concepts such as: business ethics, marketing, social cohesion and consumer protection.

Student Evaluation: Final written examination (100%)

Recommended Bibliography:

1. Broni G. (2019). Marketing, luS
2. 2. Vathis, A. (2000). Introduction to Marketing, Metaichmio, Athens. Varvara S., (1999). Tourism: concepts, sizes, structures, Protransmitter, Athens.
3. Vassiliadis, Spyros A. (2004). Principles of economic Science, University Studio Press.
4. Clarke, Th. (Ed), (2004). Theories of Corporate Governance: The Philosophical Foundations of Corporate Governance, London and New York: Routledge.
5. Drucker P. (2008). Management. Harvard Business Review, Collins.
6. Dunnette M. D / Hough L. M. (1992). Handbook of Industrial and Organizational Psychology, 2nd Ed., vol. 3. Palo Alto, CA: Consulting Psychologists Press.
7. Durant, W. (1933). The Story of Philosophy, New York, Simon and Schuster.
8. Dyer Gillian, (2004). The advertisement as communication, Patakis, Athens.
9. Eagle, L. (2015). Marketing Ethics & Society.

DEOS205 – Business Law

1. GENERAL

SCHOOL	ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS205	SEMESTER STUDIES	2 ND

TITΛΟΣ ΜΑΘΗΜΑΤΟΣ Business Law SELF-FINAL TEACHING ACTIVITIES <p>In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits</p> <table> <thead> <tr> <th></th> <th>WEEKLY HOURS TEACHING</th> <th>CREDIT UNITS</th> </tr> </thead> <tbody> <tr> <td>Lectures and Action Exercises</td> <td>3</td> <td>5</td> </tr> <tr> <td>Total</td> <td>3</td> <td>5</td> </tr> </tbody> </table> <p>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</p>				WEEKLY HOURS TEACHING	CREDIT UNITS	Lectures and Action Exercises	3	5	Total	3	5
	WEEKLY HOURS TEACHING	CREDIT UNITS									
Lectures and Action Exercises	3	5									
Total	3	5									
TYPE OF LESSON Special Infrastructure Course (MY) <p>Background, general knowledge, scientific area, skills development</p> <p>PRE-REQUISITE COURSES: There are no requirements</p> <p>LANGUAGE OF TEACHING AND EXAMINATIONS Greek</p> <p>LESSON OFFERED TO ERASMUS STUDENTS Yes (if there is a request from Erasmus students)</p> <p>ONLINE LESSON PAGE (URL) (* Note: Registration is required to enter the course</p>											

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <ul style="list-style-type: none"> <i>The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.</i> <i>See Appendix A</i> <i>description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong</i> <i>And Appendix B Summary Guide to the Learning outcomes</i>
<p>The course is the main introductory course on the concepts and fundamental principles of commercial and business law. The course aims at obtaining the students ' basic knowledge and skills:</p> <ul style="list-style-type: none"> The concepts of commercial law and In the individual branches of commercial law (general commercial law, company law, securities law, insurance law, capital market law (banking and brokerage) law, bankruptcy law. Acquisition of specialized knowledge regarding corporate and merit graphic law. <p>The modules are accompanied by examples, Case Studies and practical applications from the Greek and international area that help students in understanding the modules</p>

<p>Upon successful completion of the course, the student should have the opportunity to:</p> <ul style="list-style-type: none"> • Has an understanding of the basic and critical fundamental issues and concepts of the commercial. • Has knowledge of the individual branches of commercial law. • It has the fundamental background to understand further the fundamental concepts of business law, which follows in the curriculum as a special-legal-superstructure. • Acquires specialized knowledge regarding the legal forms of business and the law of securities. • Acquires familiarity with the complexity of the Commercial Code 	
General Competencies	
<i>Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?</i>	
<p>The student with the complete theoretical training and acquisition of specific knowledge and skills is expected to be able to:</p> <ul style="list-style-type: none"> • Manages investment programs • Provides autonomous work as well as • Team Work • Evaluates investments • Proceeds with the drafting of financial analyses and assessments. 	

3. CONTENT COURSES

<p>Curriculum:</p> <ul style="list-style-type: none"> • Introduction to commercial law • Commercial operations, • Acquisition of commercial property • Commercial Publicity • Company law: Personal Companies (silent, General Partnership, limited Partnership, cooperative – types of cooperatives) and capital companies (limited liability company, private company) • Securities law (currency, cheque) • Insurance Law • Industrial and intellectual property Law (trade names and trademarks, inventions and patents, intellectual property) • Capital Market Law (banking and brokerage) law • Bankruptcy Law

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	Face to face and distance learning	
Face to face, distance learning, etc.		
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students	Support of learning process through the use of projection and learning process support through the E-class electronic platform	
TEACHING ORGANIZATION Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive	Activity	Semester workload
	Lectures	32
	Exercises Act	32
	Case studies	40
		46

<i>teaching, educational visits, study (project), writing work/work, artistic creation, etc.</i> <i>The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS</i>	Autonomous study	
	27	
	Total Courses	150
EVALUATION STUDENTS Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other Explicitly specified evaluation criteria and whether and accessible by students		
	I. Written final examination (60%) which includes (alternatively and/or cumulatively):-Multiple choice questions-development-approximation of issues related to business law issues-solving problems related to business law issues-comparative evaluation of elements of theory II. Job presentation + Progress Test [40% overall (alternatively and/or cumulatively)] III. Rating Language: Greek	

5. RECOMMENDED-BIBLIOGRAPHY

-Suggested Bibliography:

1. Velentzas G. (2018), commercial Law, new edition, IuS, Thessaloniki
2. Velentzas G. (2018), Business Law, New edition, IuS, Thessaloniki
3. Velentzas G. (2013), trading Law, IuS, Thessaloniki
4. Skalidis L./Velentzas G. (2013), commercial law, special topics, IuS, Thessaloniki
5. Velentzas G. (2012), Epitome commercial Law, 19th edition, IuS, Thessaloniki
6. Perakis E. (2018), general part of commercial law.
7. Poulakou-Efthymiatiou A. (2003), Compendium of Commercial Law, fourth edition.
8. Rokas i. (2011), commercial Law, new edition
9. Skalidis L./Velentzas G. (1995, 2004), Commercial Code and legislation of commercial law, A, B, C, D, and supplement, IuS-Legal bank-database-printing S.A., Thessaloniki
10. Skalidis L./Velentzas G./Skalidi Ch. (2011), Commercial Code, 11th edition, IuS-Legal bank-database-printing S.A., Thessaloniki

DEOS206 English financial terminology

1. GENERAL

SCHOOL	ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS 206	SEMESTER STUDIES	2 ^o
LESSON TITLE	English financial terminology		

SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
Lectures and action Exercises		3	5
Total		3	5
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i>			
TYPE OF LESSON Background, general knowledge, scientific area, skills development	Scientific area		
PRE-REQUISITE COURSES:	There are no requirements		
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek and English		
LESSON OFFERED TO ERASMUS STUDENTS	Yes		
ONLINE LESSON PAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes

- *The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course. See Appendix A*
- *description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong*
- *And Appendix B Summary Guide to the Learning outcomes*

By listing wide-ranging operational texts, the course aims to make students aware of the breadth of business issues and the operational style as well as to familiarize themselves with the concepts needed to Respond appropriately to the business environment.

2. Velentzas G. (2018), Business Law, New edition, IuS, Thessaloniki

In particular, students indulge in learning strategies and techniques that enhance the development of oral and written skills related to operational purposes. The course also aims at consolidating and expanding the knowledge of students in the linguistic structures that are necessary in their future professional development.

4. Skolidis L./Velentzas G. (2013), commercial law, special topics, IuS, Thessaloniki

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

1. Understands the main points of the texts in financial terms, gradually gaining the ability to concludes concepts from the context and have the ability to reformulate the key points

2. Analyze, design and produce written texts on financial matters
3. Participates and responds correctly when communicating information and ideas concerning financial matters
4. Recognizes, understands and gradually uses the basic grammatical and editorial and verbal structures of the financial terminology texts;
5. Performs exercises and activities to develop the skills required to respond to the operational/financial environment

General Competencies

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?

Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas

Design and management of projects respect for diversity and multiculturalism respect to the natural environment demonstration of social, professional and ethical responsibility and sensitivity in matters of gender exercise criticism and self-criticism Promoting free, creative and inductive thinking

Adapting to new situations autonomous work teamwork work in international environment respect for diversity and multiculturalism

3. CONTENT COURSES

Presentation and analysis of operational texts:

- Business Locations
- Business Performance
- Comparing Companies
- Qualifications - Appointments
- Programming Production
- Business and Cultures
- Setting up a New Business
- Marketing Activities
- Employment
- credit institution
- Financial instruments

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	By presence		
By presence, distance learning, etc.			
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students	Learning process support through E-class electronic platform Using audiovisual media and computer		
TEACHING ORGANIZATION <i>Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc.</i>	Activity	Semester workload	
	Lectures	32	
	Act exercises in small groups of students to understand and develop necessary skills	32	

The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS	Case Studies	40
	Autonomous study	46
	Total Course	150
EVALUATION STUDENTS Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other Explicitly specified evaluation criteria and whether and accessible by students	Written final examination including: -Short answer questions-development questions -Multiple Choice Essay Language rating: English	

5. RECOMMENDED-BIBLIOGRAPHY:

1. **Sweeney, S. (2003)**, "English for Business Communication", 2nd Edition, CUP, Cambridge, ISBN: 978-0-521-75449-1
2. **Bannock, G., Baxter, R. E., Davis, E. (2011)**, "The Penguin Dictionary of Economics", 8th Edition, Penguin, ISBN: 978-0141045238
3. **Honby, A. S. (2010)**, "Oxford Advanced Learner's Dictionary", 8th Edition, Oxford University Press, Oxford, ISBN: 0-19-479900-X

DEOS301 INTERNATIONAL ACCOUNTING STANDARDS

1. GENERAL

SCHOOL	ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS301	SEMESTER STUDIES	3 RD
LESSON TITLE	INTERNATIONAL ACCOUNTING STANDARDS		
SELF-FINAL TEACHING ACTIVITIES In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits		WEEKLY HOURS TEACHING	CREDIT UNITS

Lectures and Exercises	3	5
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i>		
TYPE OF LESSON Background, general knowledge, scientific area, skills development	INFRASTRUCTURE COURSE	
PRE-REQUISITE COURSES:		
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek	
LESSON OFFERED TO ERASMUS STUDENTS	Yes	
ΗΛΕΚΤΡΟΝΙΚΗ ΣΕΛΙΔΑ ΜΑΘΗΜΑΤΟΣ (URL)		

2. LEARNING OUTCOMES

Learning outcomes

- The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.
See Appendix A
- description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong
- And Appendix B Summary Guide to the Learning outcomes

The course of the D. L. P enables the student to practice the accounting procedure applied for companies listed on the stock Exchange and apply the INTERNATIONAL ACCOUNTING standards. The differences with the Greek accounting standards are analyzed and all the necessary procedures for the learning of their application are analyzed.

General Competencies

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?

<i>Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas</i>	<i>Design and management of projects respect for diversity and multiculturalism respect to the natural environment demonstration of social, professional and ethical responsibility and sensitivity in matters of gender exercise criticism and self-criticism Promoting free, creative and inductive thinking</i>
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During the course the students are exercised in data analysis and in the composition of information so as to be prepared for the drafting of financial statements in accordance with IAS

3. CONTENT COURSES

1. INTRODUCTION
2. DIFFERENCES BETWEEN ELP-IAS
3. IAS 1
4. IAS 2
5. IAS 7
6. IAS 8
7. IAS 9
8. IAS 12

9. IAS 13 10. IAS 22 11. IAS 23 12. INTERNATIONAL AUDIT STANDARDS 13. Repetitive exercises

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	By presence	
Face to face, distance learning, etc.		
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students	Learning process support through Power point	
TEACHING ORGANIZATION <i>Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc.</i> <i>The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS</i>	Activity	Semester workload
	Lectures	80
	Job Writing	14
	Progress	26
	Autonomous study	24
	Total Course (36 hours workload per credit unit)	144
EVALUATION STUDENTS <i>Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other</i> <i>Explicitly specified evaluation criteria and whether and accessible by students</i>	Written final examination including: -Development questions -assessment language exercises: English	

5. RECOMMENDED-BIBLIOGRAPHY

-Suggested Bibliography:

1. KARTALIS NIKOLAOS (2019), *INTERNATIONAL ACCOUNTING Standards, 2nd edition, AMKE, Serres.*
2. TZANATOS DIGGTRIS (2008) *INTERNATIONAL ACCOUNTING STANDARDS WITH SIMPLE WORDS AND ITS DIFFERENCES WITH GREEK EDITIONS KASTANIOTI, ATHENS.*

DEOS302 MACROECONOMIC ANALYSIS

Macroeconomic analysis Εξάμηνο: 3^ο

Direction-type: Core course, Mandatory

Weekly Teaching: 3

Credits Units: (ECTS): 5

Learning outcomes: Upon successful completion of the course, the student will acquire knowledge and skills, thereby enabling him to:

- To know the basic economic laws and mechanisms governing the dominant economic system.
- Be familiar with the problems arising from its operation and the ways to deal with them.
- To handle the basic conceptual, methodological and technical tools of macroeconomic analysis

Course Content:

- Introduction to macroeconomic analysis.
- Relationship between microeconomics and macroeconomic theory.
- The tools of macroeconomic theory.
- National accounts and macroeconomic theory.
- The economic circuit and its functions.
- The role of the state
- Determination of income.
- National Accounts
- Theory of employment and money.
- Monetary system and monetary policy
- Economic fluctuations.
- Economic growth and growth.
- Endogenous magnification.
- Economic analysis.
- Open economy and macroeconomic theory.

Student Evaluation: Final written examination (100%)

Recommended Bibliography:

1. Sidiropoulos Moses, Introduction to Macroeconomic Analysis, (2018), Editions MARKOU & SIA E.E.
2. Pournarakis E. (2004), Introduction to Economics, Athens
Benos Th., Lianos Th. (2004), Introduction to macroeconomic analysis and fiscal policy

DEOS303 – Law and economy (Economic analysis of law)

1. GENERAL

SCHOOL	ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS303	SEMESTER STUDIES	3 RD
LESSON TITLE	Law and economy (Economic analysis of law)		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should			

enter the weekly teaching hours and the total of the credits		
Lectures and action Exercises	3	5
Total	3	5
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i>		
TYPE OF LESSON Background, general knowledge, scientific area, skills development	General infrastructure (MY)	
PRE-REQUISITE COURSES:	There are no requirements	
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek	
LESSON OFFERED TO ERASMUS STUDENTS	Yes (if there is a request from Erasmus students)	
ONLINE LESSON PAGE (URL)	(* Note: Registration is required to enter the course)	

2. LEARNING OUTCOMES

Learning outcomes

The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.

See Appendix A

- *description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong*
- *And Appendix B Summary Guide to the Learning outcomes*

The course is the main introductory course on relations of law and economy. The course is aimed at acquiring specific knowledge and skills in the introduction of students to the basic concepts and principles of the economic analysis of the law and its individual disciplines.

The economic Analysis of Law (ECHR) is the first independent interdisciplinary branch of Economic and legal science, which represents the scientific position of interdependence and interaction between the two sciences and interdisciplinary/methodological research, which implements economical calculations in legal regulations. Indeed, it is only a genuine scientific theory that seeks the way in which legal regulations affect economic behavior, economic relations and economic result, taking into account and respecting religious piety the vested institutions in the financial Constitution: The principle of general public economic interest, individual economic freedom, security of financial transactions, economic equality, etc. Because economic thinking is pervasive in the rules of law: large sections of the law, for example the bilateral legal acts (conventions), but the torts, the law-protection-of economic competition and the consumer even the Criminal law, they clearly bear the hallmark of economic thought. The acquisition of basic knowledge regarding financial law and economic analysis the modules are accompanied by examples, Case Studies and practical applications from the Greek and international area that help students in Understanding Sections

- Upon successful completion of the course, the student will acquire knowledge and skills with the result that he is given the opportunity to: Upon completion of the course the participants must: to have understood the relationships that develop between state and Economy, audit institutions

<p>and incentives to develop the economy. Understand the basic principles of market functioning, consumer protection and fundamental principles of economic competition.</p> <ul style="list-style-type: none"> • <i>Understand the limits on the development of business, the concept of general economic interest and the way in which it is protected. To understand regulatory economic developments, analyse them and plan their action in accordance with them. Better understand the relationship between economic efficiency and social justice, so that they can better perceive the purposes of state legislative policy (because the State intervenes to regulate the market or why Succumbs to lobbying) to gain subtlety, realism and Awareness of global socio-economic problems through State financial interventions</i>
<p>General Competencies</p> <p><i>Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?</i></p>
<ul style="list-style-type: none"> • <i>With the above knowledge and skills the student is expected to be able to: carry out autonomous work by doing teamwork manages investment programs</i>

3. CONTENT COURSES

Curriculum:
<ul style="list-style-type: none"> • Introductory remarks on relations between law and the economy • General part, introduction-fundamental problems-fundamental concepts • Economic analysis of the law • Global Economic Law (comparative overview) • Concept and definition of economic law • State financial interventionism • • Economic legal public order and economic interest • • The originality and the quiredity of economic law • • Sources and principles of economic law • • The interpretation and application of the rules of economic law • • The functions of economic law • • Economic competition • • Financial Constitution • • Financial Management • • Economic policy • • Financial Planning • • State tax interventionism • • Forms of contracts of the modern economy

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	By presence	
By presence, distance learning, etc.		
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students	Extensive use of ICT during lectures and projection of information with the necessary projection.	
TEACHING ORGANIZATION Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial,	Activity	Semester workload
	Lectures	32
		32
	27	40

<i>Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc.</i> <i>The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS</i>	Act	Exercises	46
	27		
	Case	Studies	
	42		
	Autonomous	study	
54			
Total Course			150
EVALUATION STUDENTS <i>Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other</i> <i>Explicitly specified evaluation criteria and whether and accessible by students</i>	I. Written final examination (60%) which includes (alternatively and/or cumulatively): -Multiple Choice questions -Development-approach to issues related to economic analysis of the law -Solving problems related to matters of economic analysis of law -Comparative evaluation of theory elements • Economic competition II. Job presentation + Progress Test [40% Total (alternatively and/or cumulatively)] III. Language of Assessment: Greek		

5. RECOMMENDED-BIBLIOGRAPHY

-Suggested Bibliography:

-Related scientific journals:

1. Velentzas G. (2019), Financial law, IuS,
2. Velentzas G. /Panos G. (2011), financial law. Greek and European, IuS, Thessaloniki
3. Pliakos A., Introduction to Financial Law (2011), Publications Legal Library

DEOS 304. EUROPEAN ECONOMIC INTEGRATION ΠΕΡΙΓΡΑΦΗ ΜΑΘΗΜΑΤΟΣ

1. GENERAL

SCHOOL	ECONOMIC SCIENCE		
SECTION	DEPARTMENT OF INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
LESSON CODE	DEOS 304	SEMESTER STUDIES	3 RD
LESSON TITLE	EUROPEAN ECONOMIC INTEGRATION		
SELF-FINAL TEACHING ACTIVITIES			
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits		WEEKLY HOURS TEACHING	CREDIT UNITS

Lectures ,Elaboration of a course work, Presentation of a work lesson	3	5
Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.	3	5
TYPE OF LESSON	SCIENTIFIC AREA	
Background, general knowledge, scientific area, skills development		
PRE-REQUISITE COURSES:		
LANGUAGE OF TEACHING AND EXAMINATIONS		
Greek		
LESSON OFFERED TO ERASMUS STUDENTS		
ONLINE LESSON PAGE (URL)		

2. LEARNING OUTCOMES

Learning outcomes

The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.

Consult Appendix A

- A description of the level of learning outcomes for each cycle of studies

According to the Qualifications framework of the European Higher Education Area

- Descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong learning

and Annex B

- Summary Guide to Writing learning outcomes

The purpose of this course is to provide the student with knowledge about:

- The concept, evolution and achievements of European economic integration. The EU's conditions, directions and growth trends from 1946 to present.
- The mechanisms and procedures for regulating the internal market and the decision-making institutions.
- The structure and dynamics of intra-Community trade in the EU (per commodity, service, and country).
- The level of deepening and the prospects for enlargement of the EU.

- The common policies (exclusive, shared and auxiliary) and actions of the European Union.

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

- It has knowledge and outlines the basic principles and concepts of international and European economic integration by comparing the EU with other regional economic organisations.
- Understands the conditions, procedures, guidelines for the development of European economic integration and the achievements of the development at different stages of EU integration (Customs union, Common Market, EMU, Political union).
- Recognizes and explains the structural and supranational power system of the EU's economic institutions at each separate stage of economic integration with different economic policy instruments.
- Understands the common convergence policies (exclusive, shared and auxiliary) and actions of the European Union.
- Recognizes and explains the structure and dynamics of intra-Community trade in the EU.
- Assess the level of deepening and the prospects for enlargement of the EU. Critically compare and evaluate the benefits and problems of EU deepening and enlargement for Greece and business.
 - Explain EU policies in the energy sector and protect the environment.
 - Explains and differentiates the position and the important role of Greece in the EU.
 - Assess the perspectives of the political Union and the European Federation.

General Competencies

Taking into account the general competences that the graduate must have acquired (as listed in the diploma appendix and listed below) to which of them is the course intended?

Search, analysis and synthesis of data and information, using the necessary technologies

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in a multidisciplinary environment

Design and management of projects respect for diversity and multiculturalism respect to the natural environment demonstration of social, professional and ethical responsibility and sensitivity in matters of gender exercise criticism and self-criticism Promoting free, creative and inductive thinking

- Autonomous work
- Working in an international environment
- Working in a multidisciplinary environment
- Exercise criticism and self-criticism
- Promoting free, creative and inductive thinking

3. CONTENT COURSES

1. Objectives and conditions of regional economic integration (POO). Comparative analysis of regional economic organisations. Measurement of the results of the POO.
2. European economic Integration (EEO) in western and Eastern Europe after World War II.
3. Founding treaties and the creation of the ECSC, the EEC and the EAEC.
4. Key stages of development and the achievement of EU targets from 1950 to present.
5. Deepening and enlarging the EU. EU and US economic equivalence.

6. 6. Common Market and fundamental freedoms. The completion of the single internal market and intra-Community trade.
 7. 7. Community supranational economic and political bodies. The European Union (EU) and the differentiated EOC.
 8. 8. The EU's exclusive, shared and auxiliary competence. Common policies and actions of the European Union:
 9. 9. The convergence of the economies of the European Union (EU) x-M. Convergence policies and actions of the balanced and sustainable development of the European Union area.
 10. 10. Costs and benefits of EU enlargements. Conditions and procedures for the accession of one country to the EU. Candidate countries and prospects of integrating new K-M into the EU.
 11. 11. The position and role of Greece in an enlarged Europe.
 12. 12. The EU budget. The prospects for the creation of the fiscal union, the political Union and the European Federation.
 13. 13. The EU in the 21st Century: Problems and perspectives.
 14. 7. Community supranational economic and political bodies. The European Union (EU) and the differentiated EOC.
- (Distribution of delivery topics per week)

4. TEACHING and LEARNING METHODS-EVALUATION

<p>DELIVERY METHOD</p> <p>By presence, distance learning, etc.</p> <p>USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students</p> <p>TEACHING ORGANIZATION</p> <p>Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc.</p> <p>The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS</p>	<p>In class</p> <p>Learning process support through E-class electronic platform</p> <table border="1"> <thead> <tr> <th>Activity</th><th>Semester workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>39</td></tr> <tr> <td>Guidance/Counselling</td><td>20</td></tr> <tr> <td>Writing work and presentation</td><td>50</td></tr> <tr> <td>Educational excursion/Small individual practice tasks</td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Autonomous study</td><td>16</td></tr> <tr> <td>Total Course (25 hours workload per credit unit)</td><td>125</td></tr> </tbody> </table>	Activity	Semester workload	Lectures	39	Guidance/Counselling	20	Writing work and presentation	50	Educational excursion/Small individual practice tasks								Autonomous study	16	Total Course (25 hours workload per credit unit)	125
Activity	Semester workload																				
Lectures	39																				
Guidance/Counselling	20																				
Writing work and presentation	50																				
Educational excursion/Small individual practice tasks																					
Autonomous study	16																				
Total Course (25 hours workload per credit unit)	125																				
<p>EVALUATION STUDENTS</p> <p>Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other</p>	<p>I. Written final examination (60%) which includes:</p> <ul style="list-style-type: none"> -Multiple Choice questions -Solving problems of international economic integration. -Comparative evaluation of theory elements. <p>12. The EU budget. The prospects for the creation of the fiscal union, the political Union and the European Federation.</p> <p>II. Written work and presentation with Power Point (40%)</p>																				

Explicitly specified evaluation criteria and whether and accessible by students	
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5. RECOMMENDED-BIBLIOGRAPHY

-Suggested bibliography:

-related journals:

1. KOTIOS ANGELOS, LIARGKOVAS G. PANAGIOTIS, and KORRES GEORGIOS (2010) "The Economic of European integration" Publisher: EKDOSEIS STAMOULI Katsouli-Katou Eleni (2007) economic analysis of the EU. Thessaloniki EKD. Zygos N. Moussis (2010). European Union, law, Economy, Politics (9th edition), Papazisis, Athens, Greece.
2. Siskos Evangelos (2012) Global and European economy. Self-publishing Thessaloniki code Eudoxis 22769458.
3. Maravegias Napoleon (curator) collective work (2008) Greece in the European Union. Past, present, future... Publisher: Foundation.
4. MARAVEGIAS NAPOLEON (CURATOR), TSINISIZELIS MICHALIS (CURATOR) (2007) New European Union (organization and policies 50 years) Publisher:
5. THEMELIO EDITIONS Ltd ROSAMOND BEN (2006) Theories of European integration Publisher: METAICHMIO EKDOTIKI AE
6. VERHOFSTADT GI (2006) The United States of Europe Publisher: PAPAIZISI EKDOSEIS AVEE
7. VERHOFSTADT GI (2006) The United States of Europe Publisher: PAPAIZISI EKDOSEIS AVEE
8. European integration and Greece economy, society, policies. Collective work, curator: Sakellaropoulos Theodoros D., Maravegias Napoleon N. Publisher: Dionikos Athens 2006.
9. MARDAS DIMITRIOS (2005) from EEC to EU Publisher: IOANNIS G. MARKOU & YIOS O.E.-EKDOSEIS "ZYGOS" MARDAS DIMITRIOS (2005) from EEC to EU Publisher: IOANNIS G. MARKOU & YIOS O.E.-EKDOSEIS "ZYGOS"
10. B. PANAGOU – K. TSOUNI (2002). Transnational and supranational cooperation. The universal and European context. Papazisis editions.
11. THEODOROPOULOS SOTIRIS (2006) Developments and perspectives of European Economic Integration Publisher: EKDOSEIS STAMOULI
12. Consumers and EU enlargement (Thessaloniki 14 and 15 March 2003) COLLECTIVE PROJECT Publisher: PAPAIZISI EKDOSEIS AVEE 2004
13. CHRYSOCHOOU N. DIMITRIS (2003) Theory of European unification Publisher: PAPAIZISI EKDOSEIS AVEE
14. SCHMIDT HELLMUT (2003) The self-reliance of Europe. Perspectives for the 21st Century Publisher: PAPAIZISI EKDOSEIS AVEE
15. APFEITHΣ ΓΙΩΡΓΟΣ (2002)
16. 15. Globalisation of EMU and economic adaptation. The case of Greece Publisher: TITITHTO-DARDANOS GIORGOS
17. 16. ANDREOU GIORGOS 2002 cohesion and structural policy in the European Union PAPAIZISI EDITIONS AVEE
18. 17. SIDJANSKI DUSAN (2002) The search for an original European federalization Publisher: PAPAIZISI EKDOSEIS AVEE
19. 18. JOVANOVIC N. MIROSLAV (2002) International economic Integration Publisher: PAPAIZISI EKDOSEIS AVEE
20. 19. LEKKA Ch. ANASTASIA (2000) The European Union and regional Cooperation in Europe Publisher: PAPAIZISI
21. 20. KAFKALAS GRIG., ANDRIKOPOULOU E (2000) new European space-enlargement and geography Publisher: THEMELIO
22. 21. PAPASTOUMKOS K. GEORGIOS 2000 Community Economic Area. European political Publisher: SAKELLOULAS N. ANTONIS.
23. 22. STEPHANOU K. (1999) European integration, T. C Publisher: SAKELLOULAS N. ANTONIS.
24. 23. TSOUKALAS LOUKAS 1998 New European economy at the threshold of the 21st Century Publisher: PAPAIZISI EKDOSEIS AVEE
25. 24. MONTI MARIO (1998) Single Market and tomorrow's Europe Publisher: PAPAIZISI EKDOSEIS AVEE

24. 25. THEODOROPOULOS SOTIRIS (1997) European Economic Integration Publisher: STAMOULI EKDOSEIS
 25. 26. CHYTIRIS THEODOROS (1993) European Community finances Publisher: OBSERVER
 26. 27. GEORGAKOPOULOS THEODOROS, CHRISTOU GEORGIOS (1992) Theory courses of economic integration Publisher: STAMOULI EKDOSEIS
- Books on the internet**
27. Academic Organization: JSTOR. <http://www.jstor.org/>
 28. Bilorus Oleg. <http://www.nbuv.gov.ua/books/2007/07ugs.pdf>
 29. F.D.Weiss. <http://www.econ.jhu.edu/people/hinze/trade/WTOessay.htm>
 30. John Taylor (1999) J.B.Taylor, Macroeconomic Policy in a World Economy: From Econometric Design to Practical Operation (1999).
 31. M.Rupert. <http://www.maxwell.syr.edu/maxpages/faculty/merupert/Teaching/355.htm>
 32. R. Mitchel www.uoregon.edu/~rmitchel/ir/lectures/index.htm
 33. Robert Feenstra (2003) Robert Feenstra "Advanced International Trade"
 34. Robert Mundell (1968) International Economics R. Mundell, International Economics (1968)
 35. Steven S. Suranovic "Theory of International Finance and Policy Analysis <http://internationalecon.com/v1.0/Finance/Ftoc-extended.html>
 36. Steven S. Suranovic «International trade theory and policy analysis <http://internationalecon.com/v1.0/Ttoc-extended.html>
 37. Steven S. Suranovic <http://internationalecon.com/v1.0/syllabus2.html>
 38. T.Black. T.Black, the Economics Net-Text Book.
 39. W.Hong (Seoul National University) <http://gias.snu.ac.kr/wthong/course/trade/trdindex.html>
 40. Θέματα Διεθνούς οικονομικής στις ιστοσελίδες <http://bized.ac.uk/stafsup/options/econ/econ-g-10.htm> , www.firststep.com.au/econ, <http://internationalecon.com/v1.0/problems/>
 41. Institute of World Economy and International relations (Kiev Ukraine) http://www.iweir.org.ua/doclidgenya_knigi.htm
 42. Άρθρα στο διαδίκτυο
 43. Siskos E. (2009) New strategy for the EU and the role of the Black Sea basin in expanding European economic cooperation / / Siskos E. (2009) New strategy for the EU and the role of the Black Sea basin in expanding European economic cooperation / / Strategy of Ukraine's development (economics, sociology, law) Scientific journal -. - 2009. - № 3. - pp. 136-145 [The journal abstracted in Ukrainian Journal of Abstract]
 44. Siskos E. (2009) Global Strategies of European Integration. Monograph curated by Professor Oleg Belorus, Academician, National Academy of Sciences of Ukraine Publications Aston. Ternopil, 2008. - 384 pages ISBN 968-966-308-273-8 (in Russian). http://lib.rada.gov.ua/DocDescription?doc_id=152010
 45. Siskos E. (2009), "The global crisis and structural reform priorities for the world economy", Development strategy of Ukraine (economics, sociology, law): Scientific journal - 2008. - № 7. - S. 47-56. [The journal abstracted in Ukrainian Journal of Abstract]
 46. Siskos E (2005). Globalization and European integration problems / E. Siskos / / Competitiveness and sustainable development in a global perspective: Proceedings of the International Scientific Conference. (Kyiv, 24/6/2005 City) / Institute of World Economy and International Relations, Institute of Sociology, International Association of Ukraine - the Club of Rome. - K.: IWEIR NAS of Ukraine, 2005. - pp .73-78. [The journal is abstracted in Ukrainian Journal of Abstract]
 47. Siskos E. (2003), "Economic bases in the international mechanisms of Climate Change", Acta Oeconomica Vol.53 (3), 2003. – P.293 – 306. Budapest. Hungary. [The journal abstracted in JEL], <http://www.akademai.com/content/t14443v518812672/>
 48. Siskos E., Darvidou K. (2002). «The European Union and Stability of Global Economy», Proceedings of Seventh International Scientific Conference με τίτλο «Problems of Economic Integration of Ukraine into the European Union: Globalization and New Economy – Consequences for Europe and Ukraine. 18-20 September 2002. Yalta-Phoros, Ukraine. The proceedings of the Conference were published in the scientific journal of International Scientific Prestige «The Herald of Ternopil Academy of National Economy». Issue 8 –1. 2005 pp 33-40.

49. Siskos E. (2000) "Globalization of World Economy and International Trade" in the collective work: Periklis Lytras (Eds) (2000) Globalization: Vision, Chimera, Curse, or Nightmare; Papazisis. pp. 141-167 ISBN: 960-02-1428-X -287.

DEOS 305 MATHEMATICS

1. GENERAL

SCHOOL	ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS 305	SEMESTER STUDIES	3 RD
LESSON TITLE	Mathematics		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
Lectures and action Exercises		3	5
Total		3	5
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i>			
TYPE OF LESSON	General infrastructure (MY)		
Background, general knowledge, scientific area, skills development			
ΠΡΟΑΠΑΙΤΟΥΜΕΝΑ ΜΑΘΗΜΑΤΑ: PRE-REQUISITE COURSES:	There are no requirements		
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek		
LESSON OFFERED TO ERASMUS STUDENTS	Yes (if there is a request from Erasmus students)		
ONLINE LESSON PAGE (URL)			
(* Note: Registration is required to enter the course)			

2. LEARNING OUTCOMES

Learning outcomes
<p>The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none">• A description of the level of learning outcomes for each cycle of studies <p>According to the Qualifications framework of the European Higher Education Area</p> <ul style="list-style-type: none">• Descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong learning <p>and Annex B</p> <ul style="list-style-type: none">• Summary Guide to Writing learning outcomes
<p>Upon successful completion of the course, the student will acquire knowledge and skills with the result that he is given the opportunity to:</p> <ul style="list-style-type: none">• Know basic concepts of mathematics• Calculate limits and examine the continuity of functions• Know the rules differentiation various types of functions• To recognize and use basic theorems of differential calculus (Bolzano theorem, average value theorem, Rolle's theorem, De L' Hospital rules, etc.)• Recognize the monotony of function and find the Extremis• To examine functions in terms of curvature and to find the• • Have the basic knowledge of totalitarian calculus and know the rules of integration
General Competencies
<p>Taking into account the general competences that the graduate must have acquired (as listed in the diploma appendix and listed below) to which of them is the course intended?</p>
<p>The student with the complete theoretical training and acquisition of specific knowledge and skills is expected to be able to:</p> <ul style="list-style-type: none">• Investment Assessment• Search, analysis and synthesis of data and information, using the necessary technologies• Decision Making

3. CONTENT COURSES

<p>The course focuses on key issues of differential and integral functions of a variable as well as the basic principles of linear algebra. The course aims at educating students on basic mathematical concepts and methodologies to be able to solve problems and exercises on the specific fields of mathematics. Also, it aims to provide the required mathematical suppositories needed to understand the syllabus of other subjects (economic theory, linear programming, economics of production, rural economy, etc.), both in subsequent semesters of Undergraduate studies and as a basis for those who want to pursue postgraduate studies. Διδακτέα ύλη:</p> <ul style="list-style-type: none">• Introductory concepts in functions, their actual functions and characteristics, types of functions, graphs of functions• Function boundary, side limits• Continuity of functions, types of discontinuity• Derivative functions and their applications• Monotony and Acrofunction

- Curvature, turning points, unmixed function

3. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD		By presence and distance learning
By presence, distance learning, etc.		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES		Learning process support through E-class electronic platform
Use of ICT in teaching, in laboratory training, in communicating with students		
TEACHING ORGANIZATION <i>The method and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc.</i> <i>Face to face, distance learning, etc.</i> <i>Face to face</i> <i>The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS</i>	Activity	Semester workload
	Lectures	32
	27	32
	Act Exercises	40
	27 Working writing Autonomous study	46
	54	
Total Course		150
EVALUATION STUDENTS		
<i>Description of the evaluation process language assessment, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other.</i> <i>Explicitly specified evaluation criteria and whether and accessible by students.</i>		Evaluation of the course The evaluation of students, in order to be able to make choices, preferences and utilization of their time, is done in three ways: I. Advances (60%) and work preparation (40%). Students' participation in advances is voluntary; students are examined in each distinct section of the course. Work is optional, but requires intensive involvement of the student with the subject. Instructions for the preparation of the work as well as the date of delivery are in other announcement in E – Class and in Tei online (Secretariat website). II. Elaboration of work (40%) and written final examination (60%). Work is optional, but requires intensive student engagement with the subject. Iii. Written final examination 100% for students who do not participate in progress and do not work. Rating Language: Greek

4. RECOMMENDED-BIBLIOGRAPHY

-Suggested Bibliography:

Bibliography:

1. Konteos, G. & Sarianidis, N. (2012), "Mathematics", Kozani, ISBN 978-960-93-3978-0.
2. Dimitrakoudis, D., Theodorou, I., Kikilias, p., Kouris, N., Palamouda, D. (2002) "Differential-integral calculus", DIROS Editions, Athens.

Additional Bibliography:

3. ChiangA. (1997). Mathematical methods of economic analysis. Criticism, Athens. [ISBN: 960-218-141-9]
4. Tsaphides L. (1999). Mathematics of economic Analysis: methods and models. Gutenberg, Athens. [ISBN: 978-960-01-0723-8]
5. K. Sydsæter, P. Hammond (2008) Essential mathematics for economic analysis. Pearson Education. [ISBN-10: 0273713248]
6. T. Bradley, P. Patton (2002) Essential mathematics for economics and business. J. Wiley [ISBN-10: 0470018569]

DEOS 306 GOVERNMENTAL ADMINISTRATION AND STRATEGY

Semester: 3RD

Direction-type: Core course, mandatory

Weekly Teaching: 3

Credits Units (ECTS): 5

Learning outcomes: The course is an introduction to the concepts of business administration and organizations, both private and public sector. In particular, the basic concepts of administrative science are examined, as well as the modern trends in the management of modern economic units in a constantly changing business and economic environment. The aim of the course is to introduce students to the concept and importance of management, as it applies to the modern working environment, preparing them for the specialized courses of business administration that will attend the Continuation of their studies

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

- Understands the basic principles of Government.
- Understands the basic principles of business administration.
- Understands the factors of the internal and external environment that affect the management and operation of enterprises.
- Understands the concept, nature and organizational structure of a business/organization.
- Is able to analyze problems and take decisions.
- Designs, organizes and controls administrative and organizational structures.

Course Content:

- Governmental and information
- Introductory concepts-Principles of business administration and organizations.
- Historical development of Management.
- Internal and external business environment.
- Management process-decision making.
- Organizational structure of enterprises/organizations – groups.
- Strategic analysis of external-internal environment, PEST analysis, Resources & capacities, SWOT analysis, vision and mission.
- Basic strategy visas, business strategy formation processes and the extent to which Greek companies follow these processes.
- Development Maravegias, Solidity Maravegias

Student Evaluation: Final written examination (100%)

Recommended Bibliography:

1. Broni G. /Velentzas G. (2019), governmental, management, marketing and strategic-organizational conduct of enterprises in particular tourism and hotel, luS
2. Rug/Mamali/Broni, Management, marketing and strategy, luS
3. Petridou Eugenia, Management-Management, testator (publisher): "Sophia" Anonymous Publishing & Trading Company, Version: 3rd edition/2011

4. Robbins S.P., Decenzo D.A., Coulter M., business Administration, Principles and Applications, review editions, 2012.
5. Schermerhorn J.R., Introduction to Management, Editions K.P. Paschalides, 2012
6. Bourantas d., Management, Editions Benou G. ST., 2002.
7. Mr. Tzortzakis, A. Tzortzaki, organization and administration. The Management of the new era, Rosili editions, 2007

DEOS 401. ADMINISTRATIVE ACCOUNTING

1. GENERAL

SCHOOL ECONOMIC SCIENCES		
SECTION INTERNATIONAL AND EUROPEAN ECONOMIC SCIENCES		
LEVEL OF STUDIES Undergraduate		
LESSON CODE DEOS 401	SEMESTER STUDIES 4 TH	
LESSON TITLE Administrative accounting		
SELF-FINAL TEACHING ACTIVITIES		
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits	WEEKLY HOURS TEACHING	CREDIT UNITS
Lectures and Exercises	3	5
Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.		
TYPE OF LESSON SPECIAL LESSON		
Background, general knowledge, scientific area, skills development		
PRE-REQUISITE COURSES:		
LANGUAGE OF TEACHING AND EXAMINATIONS Greek		
LESSON OFFERED TO ERASMUS STUDENTS Yes		
ONLINE LESSON PAGE (URL)		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p>The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • A description of the level of learning outcomes for each cycle of studies <p>According to the Qualifications framework of the European Higher Education Area</p> <ul style="list-style-type: none"> • Descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong learning <p>and Annex B</p> <ul style="list-style-type: none"> • Summary Guide to Writing learning outcomes 	
<p>The course of administrative accounting refers to the learning of budget functions, the analysis of the Balance Scorecard and the decision-making process, taking into account the accounting information and analyzed the modern theories on the Science.</p> <p>Upon completion of the course the students will be able to:</p> <ol style="list-style-type: none"> 1. Draw up budgets both in the private sector and in the public 2. Take account of accounting information for decision-making 3. Analyze the Balance Scorecard method. 	
<p>General Competencies</p> <p>Taking into account the general competences that the graduate must have acquired (as listed in the diploma appendix and listed below) to which of them is the course intended?</p>	
<p><i>Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas</i></p>	<p>Design and management of projects respect for diversity and multiculturalism respect to the natural environment demonstration of social, professional and ethical responsibility and sensitivity in matters of gender exercise criticism and self-criticism Promoting free, creative and inductive thinking</p>
<ol style="list-style-type: none"> 1. Search, analysis and synthesis of data and information; with the use of the necessary technologies 2. Decision Making 3. Autonomous work 4. Team work 5. Working in an international environment 	

3. CONTENT COURSES

<ol style="list-style-type: none"> 1. INTRODUCTION 2. MISCELLANEOUS FINANCE-ADMINISTRATIVE ACCOUNTING 3. GENERAL CONDITIONS 4. BUDGETS IN THE PRIVATE SECTOR 5. EXERCISES 6. BUDGETS IN THE PUBLIC SECTOR 7. EXERCISES 8. METHOD OF BALANCE SCORECARD 9. EXERCISES 10. JUST IN TIMME 11. COMMENTS
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- 12. QUALITY MANAGEMENT
- 13. COMMENTS
- 14. CASE STUDY
- 15. CASE STUDY

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD		By presence
By presence, distance learning, etc.		
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students		Learning process support through E-class electronic platform
TEACHING ORGANIZATION Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc. The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS	Activity	Semester workload
	Lectures	50
	Working author	10
	Progress	40
	Autonomous study	44
	Total Course (36 hours workload per credit unit)	144
EVALUATION STUDENTS		
Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other Explicitly specified evaluation criteria and whether and accessible by students		Written final examination including: -Development questions-exercises language assessment: Greek

5. RECOMMENDED-BIBLIOGRAPHY

-Suggested Bibliography:

1. KARTALIS NIKOLAOS (2019) ADMINISTRATIVE ACCOUNTING FOR DECISION-making, 2nd edition, Serres.
2. GARRISON & NOREEN (2005) ADMINISTRATIVE ACCOUNTING. Publications Kleidarithmos, 11th edition, Athens

-Related scientific journals:

DEOS 402 STATISTICS

1. GENERAL

SCHOOL	ECONOMIC SCIENCES	
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES	
LEVEL OF STUDIES	Undergraduate	
LESSON CODE	DEOS 402	SEMESTER STUDIES 4 TH
LESSON TITLE	Statistics	
SELF-FINAL TEACHING ACTIVITIES		
<p>In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits</p>		
WEEKLY HOURS TEACHING	CREDIT UNITS	
Lectures and action Exercises	3	5
Total	3	5
<p><i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i></p> <p>TYPE OF LESSON General infrastructure (MY)</p> <p>Background, general knowledge, scientific area, skills development</p> <p>PRE-REQUISITE COURSES: There are no requirements</p> <p>LANGUAGE OF TEACHING AND EXAMINATIONS Greek</p> <p>LESSON OFFERED TO ERASMUS STUDENTS Yes (if there is a request from Erasmus students)</p> <p>ONLINE LESSON PAGE (URL) (* Note: Registration is required to enter the course)</p>		

2. LEARNING OUTCOMES

Learning outcomes

The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.

Consult Appendix A

- A description of the level of learning outcomes for each cycle of studies

According to the Qualifications framework of the European Higher Education Area

<ul style="list-style-type: none"> • Descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong learning <p>and Annex B</p> <ul style="list-style-type: none"> • Summary Guide to Writing learning outcomes
<p>Upon successful completion of the course, the student will acquire knowledge and skills with the result that he is given the opportunity to:</p> <ul style="list-style-type: none"> • It has the role and the applications of statistics, particularly in economic problems. • The basic concepts of statistics and the physical interpretation of statistical aggregates. • Appropriate simple statistical methodology and to understand and interpret statistical conclusions. • • Uses specialized statistical analysis software to analyse real (major) problems.
<p>General Competencies</p> <p>Taking into account the general competences that the graduate must have acquired (as listed in the diploma appendix and listed below) to which of them is the course intended?</p>
<p>The purpose of the course is to introduce the student to the subject of statistics by providing the basic concepts to be able to use it as a tool for researching the operation of businesses or the market in general. This course analyses issues of descriptive and inductive statistics. The complete theoretical training of students in very specific knowledge is estimated to give students the opportunity and prospect of employment in the subject of their studies.</p> <p>With the above knowledge and skills the student is expected to be able to:</p> <ul style="list-style-type: none"> • Investment assessment. • Design and development of financial services and products • Management of investments programs • • Drafting of financial analyses and assessments

3. CONTENT COURSES

<p>Curriculum:</p> <ul style="list-style-type: none"> • Definitions: Population-specimen-Research Unit-sample Unit-parameter-statistic-variable. • Variable Descriptive statistics: number of cases-ratios-percentages (%)-reasons. Frequency distributions. Measures of Central voltage: mid-median-prevailing value. Position measures: decrates-quadrants-quantities. Dispersion measures: Variance-quad molar deviation-mean deviation-standard deviation-coefficient of variation. • Summary measures: skewness – kurtosis. • Theoretical distributions. • Sampling: Sample Selection methods-Sample size. • • Statistical assessment. Confidence intervals.

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	Face to face and distance learning	
Face to face, distance learning, etc		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Use Keynote learning process support through E-class online platform	
Use of ICT in teaching, in laboratory training, in communicating with students		
TEACHING ORGANIZATION		
The method and methods of teaching are described in detail.	Activity	Semester workload

<i>Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc.</i> <i>Face to face, distance learning, etc.</i> <i>Face to face</i> <i>The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS</i>	Lectures	32
	27	32
	Act	40
	Exercises	46
	27	
	Case	Studies
	42	
	Autonomous	study
	54	
Total Course		150
EVALUATION STUDENTS <i>Description of the evaluation process language assessment, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other.</i> <i>Explicitly specified evaluation criteria and whether and accessible by students.</i>		
Evaluation of the course The evaluation of students, in order to be able to make choices, preferences and utilization of their time, is done in three ways: I. Advances (60%) and work preparation (40%). Students' participation in advances is voluntary; students are examined in each distinct section of the course. Work is optional, but requires intensive involvement of the student with the subject. Instructions for the preparation of the work as well as the date of delivery are in other announcement in E – Class and in Tei online (Secretariat website). II. Elaboration of work (40%) and written final examination (60%). Work is optional, but requires intensive student engagement with the subject. Iii. Written final examination 100% for students who do not participate in progress and do not work. Rating Language: Greek		

5. RECOMMENDED-BIBLIOGRAPHY

Bibliography:

1. Sarianidis, N. & Konteos, G. (2012), "Statistics", Konteos Georgios, Kozani, ISBN 978-960-93-3978-0.
2. Kikilias, P., Palamouda, D., Petrakis, A. & Tsoukalas D. (2001), "Statistics-probabilities", Delos, Athens, ISBN 960-8271-07.
3. Bora-Seda E. & Moysiadis, ch. (1990), "Applied Statistics", Zisis Pelagia & Sia O.E., Thessaloniki, ISBN: 960-431-184-0.

Additional bibliography:

4. Gerald, K. (2010) "Statistics for Economics and Business Administration", epicenter, Thessaloniki, ISBN: 978-960-458-206-8.

DEOS 403 – Law and technology in the economic environment

1. GENERAL

SCHOOL	ECONOMIC SCIENCES
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES

LEVEL OF STUDIES	Undergraduate	
LESSON CODE	DEOS 403	SEMESTER STUDIES 4 TH
LESSON TITLE	Law and technology in the economic environment	
SELF-FINAL TEACHING ACTIVITIES		
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits		
	WEEKLY HOURS TEACHING	CREDIT UNITS
Lectures and action Exercises	3	5
Total	3	5
Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.		
TYPE OF LESSON	General Infrastructure (MY)	
Background, general knowledge, scientific area, skills development		
PRE-REQUISITE COURSES:	There are no requirements	
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek	
LESSON OFFERED TO ERASMUS STUDENTS	Yes (if there is a request from Erasmus students)	
ONLINE LESSON PAGE (URL)	(* Note: Registration is required to enter the course)	

2. LEARNING OUTCOMES

Learning outcomes

The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.

Consult Appendix A

- A description of the level of learning outcomes for each cycle of studies

According to the Qualifications framework of the European Higher Education Area

- Descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong learning

and Annex B

- Summary Guide to Writing learning outcomes

The course is the main introductory course on the relationship of law and technology or material of the course aims at acquiring specific knowledge and skills in the introduction of students to the basic concepts and principles of electronic law, The law of information technology and the general The acquisition of basic knowledge regarding legal informatics and its individual aspects modules are accompanied by examples, Case Studies and practical applications from the Greek and international area that help students in Understanding Sections

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

- Have proven knowledge and ability to understand issues in the field of electronic law, information Law and information in general
- To use in practice the knowledge and the possibility of understanding acquired and to possess skills that are proven by the development and support of arguments and the resolution of practical problems within the field of law of information Technology
- Provide valid information on issues of information law and propose solutions to practical problems of legal nature
- Have acquired those skills for further acquisition of knowledge, which are necessary to proceed with postgraduate level studies.

General Competencies

Taking into account the general competences that the graduate must have acquired (as listed in the diploma appendix and listed below) to which of them is the course intended?

With the above knowledge and skills the student is expected to be able to carry out:

- Autonomous works
- Teamwork application of knowledge in practice
- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Decision Making
- Autonomous work
- Team Work
- Working in an international environment
- Working in a multidisciplinary environment
- Production of new research ideas

3. CONTENT COURSES

Curriculum:

- Conceptual approach to electronic law and information law
- Information Society
- Legal Informatics
- Protection of software and other projects.
- Databases.
- Computer hardware protection. It contracts Multimedia.
- Protection of digital works especially on the Internet. Websites.
- Topographies of Semiconductor products.
- Legal e-commerce issues.
- Protection of personal Data +
- Electronic criminality.
- Intellectual Property
- Online transactions
- Signal
- Patent
- • Transfer of know-how

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	Face to face	
Face to face, distance learning, etc.		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Extensive use of ICT during lectures and projection of information with the necessary projection.	
Use of ICT in teaching, in laboratory training, in communicating with students		
TEACHING ORGANIZATION		
<i>The method and methods of teaching are described in detail.</i>		
<i>Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc.</i>		
<i>Face to face, distance learning, etc.</i>		
<i>Face to face</i>		
<i>The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS</i>		
EVALUATION STUDENTS		
<i>Description of the evaluation process language assessment, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other.</i>		
<i>Explicitly specified evaluation criteria and whether and accessible by students.</i>		

Activity		Semester workload
Lectures		32
27		32
Act	Exercises	40
		46
27		
Case	Studies	
42		
Autonomous	study	
54		
Total Course		150

I. Written final examination (60%) which includes (alternatively and/or cumulatively): -Multiple Choice questions -Development-approximation of issues related to law and technology -Solving problems related to law and technology issues -Comparative evaluation of theory elements • Databases.
II. Job presentation + Progress Test [40% Total (alternatively and/or cumulatively)]
III. Language of Assessment: Greek

RECOMMENDED-BIBLIOGRAPHY

<p>-Suggested Bibliography:</p> <ol style="list-style-type: none"> 1. Velentzas G. (2019), Law and technology (especially in the economic environment), luS, 2. Rokas N. (2016), industrial property, legal library 3. Igglezakakis i. (2008), Information Law, Sakkoulas, 4. Igglezakakis i. (2012), Legal informatics, Sakkoulas

DEOS 404 – Auditing and internal audit**1. GENERAL**

SCHOOL	ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS 404	SEMESTER STUDIES	4 TH
LESSON TITLE	Audit and Internal audit		
SELF-FINAL TEACHING ACTIVITIES			
<p>In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits</p>		WEEKLY HOURS TEACHING	CREDIT UNITS
Lectures and action Exercises		3	5
Total		3	5
<p>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</p>			
TYPE OF LESSON	Specialization Course (MCC)		
Background, general knowledge, scientific area, skills development			
PRE-REQUISITE COURSES:	There are no requirements		
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek		
LESSON OFFERED TO ERASMUS STUDENTS	Yes (if there is a request from Erasmus students)		
ONLINE LESSON PAGE (URL)	(* Note: Registration is required to enter the course)		

2. LEARNING OUTCOMES***Learning outcomes***

The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.

Consult Appendix A

- A description of the level of learning outcomes for each cycle of studies

According to the Qualifications framework of the European Higher Education Area

- Descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong learning

and Annex B

- Summary Guide to Writing learning outcomes

Upon successful completion of the course, the student will acquire knowledge and skills with the result that he is given the opportunity to:

- Instill concepts of auditing
- Understand international auditing standards and their provisions
- Examine the issue of the professional independence of the statutory Auditor-Accountant
- Refers to data collection methods, as well as statistical methods for assessing audit evidence;
- Identify the various methods proposed for the followed quality control of the work of the Chartered Auditors;
- Examine the audit procedures followed for checking the balance sheet and profit and loss accounts and finally
- Report and interpret the audit certificates issued by the Chartered Auditors-accountants.
- Has an understanding of key and critical fundamental issues and concepts of auditing and international control standards
- Has knowledge of the individual problems related to auditing.
- It has the fundamental background to understand the problems that arise regarding the internal control of enterprises by the audit.
- Has specialized knowledge and familiarity for conducting the internal audit of the enterprises through the audit.

General Competencies

Taking into account the general competences that the graduate must have acquired (as listed in the diploma appendix and listed below) to which of them is the course intended?

The student with the complete theoretical training and acquisition of specific knowledge and skills is expected to be able to carry out:

- Supervision, keeping and updating of accounting books of all categories according to the applicable taxation, Greek accounting Standards and international accounting standards.
- Internal and external control of businesses and organizations.
- Costing and budgeting.
- Drafting of financial analyses and assessments.
- Management of investments programs
- Financial monitoring.

3. CONTENT COURSES

Curriculum:

- Nature and scope of audit,
- Internal and external control.
- Auditing testing criteria and documentation.
- Sample check.
- Auditing and computerization.
- Checking of cash data.
- Sales and receivables.
- Purchases and liabilities.
- Inventory Control.
- Asset control
- Balance sheet and usage results.

- Audit reports.
- Techniques for controlling the effectiveness of the business.
- International control Standards (DPE)

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD		Face to face and distance learning	
Face to face, distance learning, etc.			
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES		Support of learning process through power point and use of ICT (such as PC, projection machine etc)	
Use of ICT in teaching, in laboratory training, in communicating with students			
TEACHING ORGANIZATION <i>The method and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc.</i> <i>Face to face, distance learning, etc.</i> <i>Face to face</i> <i>The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS</i>	Activity		Semester workload
	Lectures		54
	Act Exercises		54
	Autonomous study		42
	Total Course		150
EVALUATION STUDENTS <i>Description of the evaluation process language assessment, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other.</i> <i>Explicitly specified evaluation criteria and whether and accessible by students.</i>	I. Written final examination (60%) which includes (alternatively and/or cumulatively): -Multiple Choice questions -Development-approach to issues related to auditing and internal control of enterprises -Solving problems related to auditing and internal control of businesses -Comparative evaluation of theory elements II. Job presentation + Progress Test [40% Total (alternatively and/or cumulatively)] III. Rating Language: Greek		

5.RECOMMENDED-BIBLIOGRAPHY

Suggested Bibliography:

-Related scientific journals:

1. Velentzas/Kartalis/Broni (2019), Auditing and internal audit of enterprises, IuS, Thessaloniki

2. Velentzas/Kartalis/Broni (2017), auditing and law. Internal audit of business operations for the prevention, detection and investigation of financial fraud, IuS, Thessaloniki
3. Velentzas/Kartalis/Broni (2013), auditing and internal audit, IuS, Thessaloniki
4. Velentzas/Kartalis/Broni (2012), auditing and international control standards, IuS, Thessaloniki
5. Velentzas G./kartalis N./Broni G. (2010), internal audit of enterprises for the prevention, detection and investigation of financial fraud, Is, Thessaloniki
6. Kanzos K., Chondraki A. (2006), Auditing-Theory and Practice (2nd edition), Stamoulis Athina
7. Papadatou th. (2001), internal and external audit of public limited liability companies, 2 volumes,
8. Papadopoulos E. (1998), tax evasion, tax accounting, auditing, Pammisos, Athens
9. Balis th. (1998), modern auditing, Stamouli, Athens
10. Tsalarganos A. (1997), auditing, Kyriakides, Thes/Niki
11. Papas A. (1997), auditing, the financial, Athens
12. Kantzos K. (1995), Auditing: Theory and Practice, Stamouli, Athens

DEOS 405 ECONOMIC DIPLOMACY AND EXTERNAL RELATIONS IN THE EU

1.GENERAL

SCHOOL		ECONOMIC SCIENCE	
SECTION		DEPARTMENT OF INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES	
LEVEL OF STUDIES		UNDERGRADUATE	
LESSON CODE		DEOS 405	SEMESTER STUDIES 4 TH
LESSON TITLE		EU ECONOMIC DIPLOMACY AND EXTERNAL RELATIONS	
SELF-FINAL TEACHING ACTIVITIES			
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits		WEEKLY HOURS TEACHING	CREDIT UNITS
Lectures		3	5
Elaboration of a course work, Presentation of a work lesson			
Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.		3	5
TYPE OF LESSON		SCIENTIFIC AREA	
Background, general knowledge, scientific area, skills development			

PRE-REQUISITE COURSES:

LANGUAGE OF TEACHING AND EXAMINATIONS Greek
LESSON OFFERED TO ERASMUS STUDENTS
ONLINE LESSON PAGE (URL)

2. LEARNING OUTCOMES***Learning outcomes***

The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.

Consult Appendix A

- A description of the level of learning outcomes for each cycle of studies

According to the Qualifications framework of the European Higher Education Area

- Descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong learning

and Annex B

- Summary Guide to Writing learning outcomes

The purpose of this course is to provide the student with knowledge about:

- The EU's external action instruments and the pursuit of economic diplomacy.
- The mechanisms and procedures for regulating the common foreign trade policy and the decision making institutions.
- The level of EU external economic relations with all countries in the world, regions and international economic organisations.
- EU development aid and policies to its neighbors and developing countries.
- The structure and dynamics of EU external trade (per commodity, service, country, region, economic organization).
- The impact of the EU on the volume, structure and direction of world trade.
- The prospects for the development of bilateral trade in the EU and associated countries and their prospect of integration.

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

- Analyze decision-making and the pursuit of economic diplomacy in the EU's external action instruments and the signing of international conventions on economic cooperation and Association.
- Analyses the regulation, mechanisms and procedures for the implementation of external trade, the forms of external trade policy and EU cooperation by geographical area and country.
- Identifies the dynamics of the foreign trade of goods in each country – member of the EU
- Identifies the dynamics of the external trade in services of each country – member of the EU
- Compare and evaluate the intra-Community and foreign trade of Greece.
- Analyze the basic orientations and forms of the EU's external trade relations with international economic organisations, regions and countries (EFTA, Balkan countries, ACP countries, etc.);
- Analyze development aid to developing countries.
- Assess the level of EU enlargement for Greece and business.
- Explain EU policies in international energy partnerships.

<ul style="list-style-type: none"> • Explains and differentiates Greece's position and important role in the EU's external economic relations. 	
General Competencies <i>Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?</i> <i>Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas</i>	
<ul style="list-style-type: none"> • Autonomous work • Working in an international environment • Working in a multidisciplinary environment • Exercise criticism and self-criticism • Promoting free, creative and inductive thinking 	

3. CONTENT COURSES

<ol style="list-style-type: none"> 1. The EU diplomatic system. The European External Action Service (EEAS) and economic diplomacy. The diplomatic role of the President of the European Council and the High Representative of the EU. European delegations in countries and the forms of representation of the EU in international organisations. The system for the award of EU international conventions. 2. The Customs union and the EU's common commercial policy. Common customs tariff. 3. The EU's position and role in global and regional trade. Analysis of intra-Community and external trade in EU goods and services by geographic region and country. 4. Structure of the external trade of the EU on the basis of the DTC 5. The dynamics of the external trade of each country – member of the EU. Conditions for the development of EU external trade. The role of European multinational enterprises in the development of foreign trade. 6. The EU's external economic relations. EU participation in the system of international financial institutions. The EU and multilateral trade agreements (WTO). 7. EU International bilateral agreements and the association regime with third countries. EU bilateral relations with regional economic organisations. 8. European Economic Area (EEA) and trade relations with the EFTA countries. EU trade relations with the USA, Japan, Canada, Australia, New Zealand, China and the other Asian countries. 9. EU trade relations with the countries of the Mediterranean, the Balkans, the OSEC and the CIS. EU trade relations with the countries of Latin America and the ACP countries. The Association of overseas and countries and territories. The EU and the creation of a pan-European free trade area. 10. The common Foreign and security policy. International energy cooperation and EU policy. EU development policy and environmental protection. EU involvement in tackling global problems. 11. Costs and benefits of EU enlargements. Conditions and procedures for the accession of one country to the EU. Candidate countries and prospects of integrating new K-M into the EU. Greece's position and role in an enlarged Europe. 12. The prospects for the development of the EU's bilateral trade with the associated countries and their prospect of accession. 13. The prospects for the development of bilateral trade in Greece with EU countries, associated countries and the rest of the world. 14. 	
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15.
(Distribution of delivery topics per week)

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD Face to face, distance learning, etc. USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students		In class Learning process support through E-class electronic platform	
TEACHING ORGANIZATION <i>Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc.</i> <i>The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS</i>	Activity Semester workload		
	Lectures		39
	Guidance/Counselling		20
	Writing work and presentation		50
	Educational excursion/Small individual practice tasks		
	Autonomous study		16
	Total Course (25 hours workload per credit unit)		125
EVALUATION STUDENTS <i>Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other</i> <i>Explicitly specified evaluation criteria and whether and accessible by students</i>	I. Written final examination (60%) which includes: -Multiple choice questions-solving problems of international economic integration. -Comparative evaluation of theory elements. II. Written work and presentation with Power Point (40%)		

5. RECOMMENDED-BIBLIOGRAPHY

- Suggested bibliography:
-related journals:
1. Mahncke, D. and Gstohl, S. (eds) European Union Diplomacy (Brussels: Peter Lang, 2012).
 2. S. Blavoukos, ' the institutional representation of the EU at the UN General Assembly after Lisbon ', international and European policy, issue 33, December, 2014, pp. 71-87

3. V. PANAGOU – K. TSOUNI (2002). Transnational and supranational cooperation. The universal and European context. Papazisi Editions
4. Kentriotis Kyriakos D. 2006 visas and actions of the external relations of the European Union travelling with the guide of the Little Prince Publisher: Papazisi.
5. Kentriotis Kyriakos D. Series Manager: Dalis Sotiris (2010). European Union's foreign policy and Reform Treaty. A new Prometheus bound? Publisher: Papazisi
6. MARAVEGIAS NAPOLEON (CURATOR), TSINISIZELIS MICHALIS (CURATOR) (2007) New European Union (organization and policies 50 years) Publisher: THEMELIO EDITIONS LtdXIOY-
7. MANIATOPOULOU THEODORA (2005) Euro-Mediterranean cooperation 10 years later Publisher: PAPAIZI EKDOSEIS AEVE
8. ARAMPATZIS CHR. EVANGELOS (2003) Euro-Mediterranean Economic Relations Publisher: KRITIKI AE
9. Consumers and EU enlargement (Thessaloniki 14 and 15 March 2003) COLLECTIVE PROJECT Publisher: PAPAIZI EKDOSEIS AEVE 2004
10. CHRYSOCHOOU N. DIMITRIS (2003) Theory of European unification Publisher: PAPAIZI EKDOSEIS AEVE
11. SCHMIDT HELUT (2003) The self-reliance of Europe. Perspectives for the 21st Century Publisher: PAPAIZI EKDOSEIS AEVE
12. ARETIS GIORGOS (2002) Globalisation of EMU and economic adaptation. The case of Greece Publisher: TITITHTO-DARDANOS GIORGOS
13. ANDREOU GIORGOS 2002 cohesion and structural policy in the European Union PAPAIZI EDITIONS AEVE
14. SIDJANSKI DUSAN (2002) The search for an original European Federation Publisher: PAPAIZI EKDOSEIS AEVE
15. 22. JOVANOVIC N. MIROSLAV (2002) International economic Integration Publisher: PAPAIZI EKDOSEIS AEVE
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17. 24. KAFKALAS GRIG., ANDRIKOPOULOU E (2000) new European space-enlargement and geography Publisher: THEMELIO
18. 25. PAPASTOUMKOS K. GEORGIOS 2000 Community Economic Area. European political Publisher: SAKELLOULAS N. ANTONIS.
19. STEPHANOU K. (1999) European integration, T. C Publisher: SAKELLOULAS N. ANTONIS.
20. 27. TSOUKALAS LOUKAS 1998 New European economy at the threshold of the 21st Century Publisher: PAPAIZI EKDOSEIS AEVE
21. 28. MONTI MARIO (1998) Single Market and tomorrow's Europe Publisher: PAPAIZI EKDOSEIS AEVE
22. 29. THEODOROPOULOS SOTIRIS (1997) European Economic Integration Publisher: STAMOULI EKDOSEIS
23. 30. CHYTIRIS THEODOROS (1993) European Community finances Publisher: OBSERVER
24. 31. GEORGAKOPOULOS THEODOROS, CHRISTOU GEORGIOS (1992) Theory courses of economic integration Publisher: STAMOULI EKDOSEIS
25. Skos E. Teaching notes of the course "European Union-convergence policies and actions".

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1. Academic Organization: JSTOR. <http://www.jstor.org/>
2. Bilorus Oleg. <http://www.nbuv.gov.ua/books/2007/07ugs.pdf>
3. F.D.Weiss. <http://www.econ.jhu.edu/people/hinze/trade/WTOessay.htm>
4. John Taylor (1999) J.B.Taylor, Macroeconomic Policy in a World Economy: From Econometric Design to Practical Operation (1999).
5. M.Rupert. <http://www.maxwell.syr.edu/maxpages/faculty/merupert/Teaching/355.htm>

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7. Robert Feenstra (2003) Robert Feenstra "Advanced International Trade"
8. Robert Mundell (1968) International Economics R. Mundell, International Economics (1968)
9. Steven S. Suranovic "Theory of International Finance and Policy Analysis <http://internationalecon.com/v1.0/Finance/Ftoc-extended.html>
10. Steven S. Suranovic «International trade theory and policy analysis <http://internationalecon.com/v1.0/Ttoc-extended.html>
11. Steven S. Suranovic <http://internationalecon.com/v1.0/syllabus2.html>
12. T.Black. T.Black, The Economics Net-Text Book.
13. W.Hong (Seoul National University) <http://gias.snu.ac.kr/wthong/course/trade/trdindex.html>
14. International economic Issues on websites
15. <http://bized.ac.uk/stafsup/options/econ/econ-g-10.htm> , www.firststep.com.au/econ, <http://internationalecon.com/v1.0/problems/>
16. Institute of World Economy and International relations (Kiev Ukraine) http://www.iweir.org.ua/doclidgenya_knigi.htm

Articles on the Internet

- Siskos E. (2009) New strategy for the EU and the role of the Black Sea basin in expanding European economic cooperation / / Siskos E. (2009) New strategy for the EU and the role of the Black Sea basin in expanding European economic cooperation / / Strategy of Ukraine's development (economics, sociology, law) Scientific journal -. - 2009. - № 3. - pp. 136-145 [The journal abstracted in Ukrainian Journal of Abstract]
- Siskos E. (2009) Global Strategies of European Integration. Monograph curated by Professor Oleg Belorus, Academician, National Academy of Sciences of Ukraine Publications Aston. Ternopil, 2008. - 384 pages ISBN 968-966-308-273-8 (in Russian). http://lib.rada.gov.ua/DocDescription?doc_id=152010
- Siskos E., Darvidou K. (2002). «The European Union and Stability of Global Economy», Proceedings of Seventh International Scientific Conference Titled «Problems of Economic Integration of Ukraine into the European Union: Globalization and New Economy – Consequences for Europe and Ukraine. 18-20 September 2002. Yalta-Phoros, Ukraine. The proceedings of the Conference were published in the scientific journal of International Scientific Prestige «The Herald of Ternopil Academy of National Economy». Issue 8 –1. 2005 pp 33-40.

DEOS 406 Leadership and corporate governance

1. GENERAL

SCHOOL		ECONOMIC SCIENCES	
SECTION		INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES	
LEVEL OF STUDIES		Undergraduate	
LESSON CODE		DEOS 406	ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ 4 TH
LESSON TITLE		Business Leadership and corporate governance Business Leadership and corporate governance	
SELF-FINAL TEACHING ACTIVITIES			
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the		WEEKLY HOURS TEACHING	CREDIT UNITS

credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits

Lectures and action Exercises	3	5
Total	3	5

Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.

TYPE OF LESSON	Special Infrastructure Course (MY)
Background, general knowledge, scientific area, skills development	
PRE-REQUISITE COURSES:	There are no requirements
LANGUAGE OF TEACHING AND EXAMINATIONS	Ελληνική
LESSON OFFERED TO ERASMUS STUDENTS	Yes (if there is a request from Erasmus students)
ONLINE LESSON PAGE (URL)	Yes (if there is a request from Erasmus students)

2. LEARNING OUTCOMES

Learning outcomes

The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.

See Appendix A

- *description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong*
- *And Appendix B*
- *Summary Guide to the Learning outcomes*

The purpose of the course is to give students the opportunity to understand the concept of leadership and its difference from administration to an international content to develop knowledge and skills of effective leadership.

The course through the systemic approach of leadership focuses and analyses topics such as the concept of leadership and its relationship with management, different theories and leadership standards. Issues such as power, influence and control, charismatic leadership and the role of leadership in the management of change, organizational learning and decision-making are also discussed.

Upon successful completion of the course, the student will acquire knowledge and skills with the result that he is given the opportunity to:

- Understands the importance of the key role of leadership in the successful operation of businesses and organizations in the modern demanding, competitive and volatile environment.
- Distinguishes the difference between management and leadership and as a future executive to enrich its way of thinking on issues of inspiring trust and stimulation of individuals and groups.
- Manages changes through the specific knowledge that will be received.

General Competencies

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?

The student with the complete theoretical training and acquisition of specific knowledge and skills is expected to be able to carry out:

- Internal and external control of businesses and organizations.
- Search, analysis and synthesis of data and information, using the necessary technologies
- Autonomous work
- Team Work
- Decision Making
- • Exercise criticism and self-criticism.

3. CONTENT COURSES

Curriculum:

- Introduction to the concept and role of leadership
- Systemic approach to leadership
- Leaders and Managers
- Leading behavior and effectiveness
- Components of the leader
- Leadership development
- Participatory leadership
- Leading roles
- Power and influence Power
- Theories of the cyclical model of effective leadership
- Charismatic and transformative leadership
- Leadership, organizational learning and changes
- Leadership in Groups
- Corporate governance

4. TEACHING and LEARNING METHODS-EVALUATION**DELIVERY METHOD**

Face to face and distance learning

Face to face, distance learning,
etc.

**USE OF INFORMATION
TECHNOLOGY AND**

COMMUNICATION using ICT in
teaching, in laboratory training, in
communicating with students

Learning process support through E-class electronic
platform

TEACHING ORGANIZATION

*Teaching is described in detail the
method and methods of instruction.*

*Lectures, seminars, laboratory
exercise, field exercise, study and
bibliography analysis, tutorial,
Practice (placement), clinical training,
artistic laboratory, interactive
teaching, educational visits, study
(project), writing work/work, artistic
creation, etc.*

*The student's study hours are shown
for each learning activity as well as*

Activity	Semester workload
Lectures	51
Case Studies	68
Watching and commenting on subjects similar to the course	31
Total Course	150

the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS

EVALUATION STUDENTS

Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other

Explicitly specified evaluation criteria and whether and accessible by students

I. Written final examination (60%) That includes:-Multiple choice test or short-answer questions, or essay development questions.

II. Internship skill valuation (40%) Including:-Case study analyses-film commentary

III. Optional work presentation (10% bonus).

IV. Rating Language: Greek

5. RECOMMENDED-BIBLIOGRAPHY

Suggested Bibliography:

- • Broni G. (2019), Leadership, education and administration, luS
- • Broni/Mamali/Velentzas (2017), leadership, education and Management. Government administration and strategy, luS
- • Youcl, G. (2009), the leadership in organizations, Kleidarithmos editions, Athens
- • Bourantas, D. (2005), leadership, the path of perpetual success, review editions, Athens.
- • Broni, G. (2012), leadership and education in business strategy, luS.
- • Harvard Business Review for Leadership, (2006), Kleidarithmos Editions, Athens.
- • Nye, J. S. (2009), leaderships Pioneering, Papazisis editions, Athens.North house, G. (2007), Leadership Theory and Practice (3rd ed.), Thousand Oaks, CA: Sage Publications, Inc.
- Kotter, J.P. (1990), A Force for Change: How Leadership Differs from Management, The Free Press, New York, NY.

DEOS 501 INTERNATIONAL ECONOMIC ORGANIZATIONS

1. GENERAL

SCHOOL	ECONOMIC SCIENCE		
SECTION	DEPARTMENT OF INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
LESSON CODE	DEOS 501	SEMESTER STUDIES	5 TH
LESSON TITLE	INTERNATIONAL ECONOMIC ORGANIZATIONS		
SELF-FINAL TEACHING ACTIVITIES			
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the	WEEKLY HOURS TEACHING	CREDIT UNITS	

credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits		
Lectures, elaboration of a work lesson, presentation of a work of course	3	5
Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.	3	5
<p>TYPE OF LESSON SCIENTIFIC AREA</p> <p>Background, general knowledge, scientific area, skills development</p> <p>PRE-REQUISITE COURSES:</p> <p>LANGUAGE OF TEACHING Greek AND EXAMINATIONS LESSON OFFERED TO ERASMUS STUDENTS ONLINE LESSON PAGE (URL)</p>		

2. LEARNING OUTCOMES

Learning outcomes

The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.

See Appendix A

- *description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong*
And Appendix B
- *Summary Guide to the Learning outcomes*

The purpose of this course is to provide the student with knowledge about:

- The basic principles of multilateral and regional regulation of international economic, commercial and financial relations. The tools for the exercise of international macroeconomic and micro-economic policy, but of multilateral and regional economic governance.
- The purpose of establishing, the role and responsibilities of international economic organisations (supranational and non-national), in the modern conditions of internationalization and globalization of economic life, characterized by the increasing interdependence, interaction and interdependence of States, transnational enterprises and the complexity of international economic relations.
- The analysis of the structures, objectives, activities, legal framework for the operation and decision-making of the global multilateral economic organisations, regional economic integration organisations, intergovernmental organisations regulating International freight markets, international organizations and enterprises of business, scientific and technical activity etc.

- The international economic diplomacy and the economic cooperation of Greece with the international economic organizations as their equal member, the realization of the interests of the country and the influence of their decisions in the economic life of operation Public administration and businesses in the country.

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

- It has knowledge and explains the basic principles and characteristics of multilateral and regional regulation of international economic, commercial and financial relations within the framework of international financial institutions.
- It has knowledge and describes the necessity, conditions and conditions for the establishment of global multilateral economic organisations and regional economic integration organisations.
- Recognizes the role, objectives, activities and position of international economic organisations in regulating international economic relations and the global economy.
- Analyze and distinguish the structures, the legal framework of operation and the decision-making regime of the global multilateral economic organisations, the regional economic integration organisations, the intergovernmental organisations regulating international organizations and enterprises of business, scientific and technical activity.
- Understands and distinguishes supranational power and the transfer of the nation state's powers to pursue economic policy in global economic organisations and regional economic integration organisations.
- Identifies and assesses the particularities and problems of international financial institutions.
- It has knowledge and explains the role of the World Trade Organization and other specialized UN agencies in the liberalization of global trading.
- Identifies and evaluates the usefulness of international monetary and financial institutions in the development of international economic Co-operation and investment, as well as addressing the external debt of a country.
- Distinguishes and appreciates the multifaceted international economic diplomacy and economic cooperation of Greece with international economic organizations.
- Analyze and explain the obligations and benefits of Greece's participation in regional and multilateral economic organizations, as well as to examine the possibilities for the implementation of Greece's financial interests as a member country.

General Competencies

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?

Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas

Design and management of projects respect for diversity and multiculturalism respect to the natural environment demonstration of social, professional and ethical responsibility and sensitivity in matters of gender exercise criticism and self-criticism Promoting free, creative and inductive thinking

- *Autonomous work*
- *Working in an international environment*
- *Working in a multidisciplinary environment*
- *Exercises criticism and self-criticism*
- *Promoting free, creative and inductive thinking*

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3. CONTENT COURSES

1. Concept and classification of international financial Institutions (ICAO).
2. The ICAO in the system of regulation of international economic relations.
3. Rules for the creation of the IOA. Legal nature of the IOA. Powers, power of attorney and functions of the IOA. The organs of the IOA. Decision-making in the IOA.
4. The ICAO in the multilateral regulation system of international cooperation.

5. United Nations (UN) system and ECOSOC.
 6. The Regulation of economic cooperation and sectors of the world economy: UN Agencies (UNDP, UNIDO, FAO, IFAD, IMO, ICAO, W tourism O, UNEP), OECD system bodies (OECD, G8, IEA, NEA).
 7. International Monetary and financial institutions for the development of Economic cooperation: World Bank Group (IBRD, MAP, IFC, MIGA), IMF – IMF, regional development banks (EIB, EBRD BSBTD).
 8. International Trade Regulation: Multilateral transnational organisations for the regulation of Trade and economic policy (WTO, UNCTAD, ITC, Group-77).
 9. Multilateral transnational organisations for regulating global freight markets.
 10. Regional economic Organisations (POO) to regulate the global economy: the UN.
 11. International and Business Regulation (ISO, IETC, CEN, CENELEC, European SME certification office).
 12. Activity of international financial institutions for the regulation of business practice (UNCITRAL, UNIDROIT).
 13. Regulating business activity in the EU. Regulation of international investment and multilateral scientific-technical and industrial cooperation and transnational enterprises. International Business NGO (ICC).
 14. International Monetary and financial institutions for the development of Economic cooperation: World Bank Group (IBRD, MAP, IFC, MIGA), IMF – IMF, regional development banks (EIB, EBRD BSBTD).
- (Distribution of delivery topics per week)

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	In class																						
Face to face, distance learning, etc.																							
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students	Learning process support through E-class electronic platform																						
TEACHING ORGANIZATION Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc. The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>39</td></tr> <tr> <td>Guidance/Counselling</td><td>20</td></tr> <tr> <td>Writing work and presentation</td><td>50</td></tr> <tr> <td>Educational excursion/Small individual practice tasks</td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Autonomous study</td><td>16</td></tr> <tr> <td>Total Course (25 hours workload per credit unit)</td><td>125</td></tr> </tbody> </table>	Activity	Semester workload	Lectures	39	Guidance/Counselling	20	Writing work and presentation	50	Educational excursion/Small individual practice tasks										Autonomous study	16	Total Course (25 hours workload per credit unit)	125
Activity	Semester workload																						
Lectures	39																						
Guidance/Counselling	20																						
Writing work and presentation	50																						
Educational excursion/Small individual practice tasks																							
Autonomous study	16																						
Total Course (25 hours workload per credit unit)	125																						
EVALUATION STUDENTS Description of the evaluation Process assessment language,	I. Written final examination (60%) which includes:																						

<i>evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other</i> <i>Explicitly specified evaluation criteria and whether and accessible by students</i>	Multiple choice questions-solving international economic policy problems -comparative evaluation of theoretical elements. II. Written work and presentation with Power Point (40%)
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5. RECOMMENDED-BIBLIOGRAPHY

-Suggested bibliography:

-related journals:

1. ZACHARIADIS-SOURAS DIMITRIS 2004 International Economic Organizations-2nd edition Publisher: EKDOSEIS STAMOULI
2. Greece in the European Union. Past, present, future. Collective work. Curator: Maravegias Napoleon N. Publisher: Foundation 2008
3. Siskos E. (2009) Global Strategies of European Integration. Monograph curated by Professor Oleg Belorus, Academic, National Academy of Sciences of Ukraine Publications Aston. Ternopil, 2008. - 384 pages ISBN 968-966-308-273-8 (in Russian). http://lib.rada.gov.ua/DocDescription?doc_id=152010
4. BAKATSIANOS GIORGOS 2007 The European Union and Greece in the new global environment. Publisher: PAPAIZI EKDOSEIS AEVE
5. Sergei A. Voitovich (2006) International Economic Organizations in the International Legal Process Leiden, the Netherlands Brill Publisher.
6. Kentriotis Kyriakos D., Katsios Stavros A. 2002 International organizations between war and peace Publisher: Papazisis
7. Gertchikova I.N. (2001) International Economic Organizations: regulating role in international economic relations and business activities. Moskow .Consult banker publishing.
8. Ioakeimidis P.D.O. (1997) The position of Greece in the international, European and regional ECD system. Foundation.
9. E. Shiscus E. Lectures of the course "international economic organizations".

Articles/Websites

- European countries-Greece. EUROPA-the official website of the European Union (retrieved 11-3-2011)
http://europa.eu/abc/european_countries/eu_members/greece/index_el.htm
- Greece in international organizations: [BIS](#), [BSEC](#), [CCC](#), [CE](#), [EAPC](#), [EBRD](#), [ECA](#) (partner), [ECE](#), [ECLAC](#), [EIB](#), [EMU](#), [ESA](#), [EU](#), [FAO](#), [IAEA](#), [IBRD](#), [ICAO](#), [IDA](#), [IEA](#), [IFAD](#), [IFC](#), [ILO](#), [IMF](#), International Maritime Organization, [Interpol](#), [IOC](#), [IOM](#), [ISO](#), [NATO](#), [OECD](#), [OSCE](#), [UN](#), United Nations Security Council, [UNCTAD](#), [UNESCO](#), [UNHCR](#), [WEU](#), [WHO](#), [WIPO](#), [WMO](#). Retrieved 11.3.2011.
- External relations of Greece with international organisations and countries
<http://www.mfa.gr/www.mfa.gr/en-US/European+Policy/External+Relations+-+Enlargement/>
Retrieved 11.3.2011. And <http://www.mfa.gr/www.mfa.gr/el-GR>
- General Secretariat for International Economic Relations and Development cooperation <http://www.agora.mfa.gr/frontoffice/portal.asp?cpage=NODE&cnode=1>

DEOS 502 EUROPEAN EMPORIKO AND ECONOMIC LAW

1.GENERAL

SCHOOL	ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS 502	SEMESTER STUDIES	5 TH
LESSON TITLE	EUROPEAN EMPORIKO AND ECONOMIC LAW		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
Lectures and action Exercises		3	5
Total		3	5
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i>			
TYPE OF LESSON	Special Infrastructure Course (MY)		
Background, general knowledge, scientific area, skills development			
PRE-REQUISITE COURSES:	There are no requirements		
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek		
LESSON OFFERED TO ERASMUS STUDENTS	Yes (if there is a request from Erasmus students)		
ONLINE LESSON PAGE (URL)	(* Note: Registration is required to enter the course)		

2. LEARNING OUTCOMES

Learning outcomes
<p>The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.</p> <p>See Appendix A</p> <ul style="list-style-type: none"> description of the level of learning outcomes for each cycle of study according to the

<p><i>Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong</i></p> <p><i>And Appendix B</i></p> <ul style="list-style-type: none"> • <i>Summary Guide to the Learning outcomes</i> 	
<p>The course is the basic lesson about deepening with the concepts and fundamental principles of the European Union and European Trade and economic law.</p> <p>The course aims at obtaining the students ' fundamental knowledge and skills:</p> <ul style="list-style-type: none"> • The concepts of the European Union • The concepts of European trade and economic law <p>The modules are accompanied by examples, Case Studies and practical applications from the Greek and international area that help students in understanding the modules</p> <p>Upon successful completion of the course, the student should have the opportunity to:</p> <ul style="list-style-type: none"> • Has an understanding of the key and crucial fundamental issues and concepts of the European Union • Has an understanding of the key and crucial fundamental issues and concepts of European trade and economic law. • Has knowledge of the individual branches of European trade and economic law. • • It has the fundamental background to comprehend the fundamental concepts of European trade and economic law, which follows in the curriculum as a special-legal-superstructure of the principles and rules of the European Union. 	
General Competencies	
<p><i>Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?</i></p>	
<p>The student with the complete theoretical training and acquisition of specific knowledge and skills is expected to be able to:</p> <ul style="list-style-type: none"> • Manages investment programs • Provides autonomous work as well as • Team Work • Evaluates investments 	

3. CONTENT COURSES

<p>Curriculum:</p> <p>European Union law and institutions</p> <p>Objectives of the European Union</p> <p>Institutions of the European Union</p> <p>Decision-making process in the European Union</p> <p>Legislative procedures</p> <p>The European Parliament</p> <p>The Council of the European Union</p> <p>The European Commission</p> <p>The Court of Justice of the European Communities</p> <p>The Court of Auditors</p> <p>The European Ombudsman(Mediator)</p> <p>The European Central Bank (e.c.b)</p> <p>The European Investment Bank</p> <p>European Economic and Social Committee</p> <p>The Committee of the Regions</p> <p>The sources of European Community law</p> <p>The Charter of Fundamental Rights</p> <p>The Internal Market</p> <ul style="list-style-type: none"> •
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4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD By presence, distance learning, etc.	By presence and distance learning	
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students	Support of learning process through the use of projection and learning process support through the E-class electronic platform	
TEACHING ORGANIZATION Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc. The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS	Activity	Semester workload
	Lectures	32
	27	32
	Act	40
	Exercises	46
	27	
	Case	Studies
	42	
	Autonomous	study
	54	
	Total Course	150
EVALUATION STUDENTS Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other Explicitly specified evaluation criteria and whether and accessible by students	I. Written final examination (60%) which includes (alternatively and/or cumulatively): - Multiple Choice questions - Development-approximation of issues related to European and economic commercial law - Solving problems related to European and economic commercial law issues - Συγκριτική αξιολόγηση στοιχείων θεωρίας II. Job presentation + Progress Test [40% Total (alternatively and/or cumulatively)] III. Rating Language: Greek	

5. RECOMMENDED-BIBLIOGRAPHY

1. Kotsiris L. (2018), European commercial Law, 3rd edition, Sakkoulas
2. Velentzas G. /Panos G. (2011), economic law, Greek and European, IuS. Pliakos. (2012).,
3. European Union law, Legal Library,
4. Karydis G. (2012), European trade law, legal library

DEOS 503 OPERATIONAL COMMUNICATION AND BUSINESS ETHICS

Semester:4TH

Direction-type: Core course, Mandatory

Weekly Teaching: 3

Credits Units (ECTS): 5

Learning outcomes: The aim is for students to be aware, understand and internalize concepts related to ethics in business and ethics to be respected in the context of a regulatory action model.

Course Content:

- Introductory communication, in particular the operational
- The communication process
- Communication and quality in the business
- Communication and human resources in the business
- Communication and operations in the business
- Communication and production in the company
- Communication and marketing
- Communication and distribution
- Introductory Remarks on business ethics: its theoretical content is a prerequisite for its analysis and evaluation.
- The notion of corporate social responsibility: that is, what it means, corporate social responsibility, what is its relationship with congenial concepts and which theoretical models offer the appropriate interpretative framework for understanding it and what their contribution to Society.
- Objectives of the principles of Business ethics and CSR: CSR is a glittering and radiant term, because it means something, but not always the same for everyone. Milton Friedman believes that the company's social responsibility is to increase its profits.
- Special Topics: Corporate citizenship
- The theory of interested parties
- Correlation with business ethics.
- Communication and operations in the business

Student Evaluation: Final written examination (100%)

Recommended Bibliography:

1. Broni G. (2019) Operational communication and business ethics, luS
2. Kotler, P. (2009). Corporate social responsibility. How to offer the best possible to the company and the purpose of your choice, Economia Publishing.
3. Kraman, S. S. / Hamm, G. (1999). Risk Management: Extreme Honesty May Be the Best Policy. Annals of Internal Medicine 131 (12), 963-967.
4. Kreitner, R. / Kinicki, A. (1998). Organizational Behavior. Boston: McGraw-Hill / Irwin.
5. Nussbaum, M. C. (2001). The Fragility of Goodness: Luck and Ethics in Greek Tragedy and Philosophy. Cambridge: Cambridge University Press.
6. O' Dwyer, B. (2003). Conceptions of corporate social responsibility: the nature of managerial capture, Accounting, Auditing & Accountability Journal, Vol. 16, No. 4, 523-557.
7. Oketch, M.O. (2004). The corporate stake in social cohesion, Corporate Governance: International Journal of Business in Society, Vol. 4, No. 3, 5-19.

DEOS 504. ACCOUNTING COSTS**1. GENERAL**

SCHOOL	ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC SCIENCES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS 504	SEMESTER STUDIES	5 TH
LESSON TITLE	ACCOUNTING COSTS		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits			

are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
Lectures and Exercises		3	5
Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.			
TYPE OF LESSON	INFRASTRUCTURE COURSE		
Background, general knowledge, scientific area, skills development			
PRE-REQUISITE COURSES:			
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek		
LESSON OFFERED TO ERASMUS STUDENTS	Yes		
ONLINE LESSON PAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes	
<p>The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.</p> <p>See Appendix A</p> <ul style="list-style-type: none"> description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong And Appendix B Summary Guide to the Learning outcomes 	
<p>The course of the Accounting Society refers to the learning of the function of cost accounting for both private businesses and public. The students with their teachers, the complete and analytical costing method and the decision-making process, taking into account the accounting information and analyzed the modern theories on science.</p> <p>Upon completion of the course the students will be able to:</p> <ol style="list-style-type: none"> 1. Compile cost accounting systems both in the private sector and in the public sector 2. Take account of accounting information for decision-making 3. Analyze method A. B. C 	
General Competencies	
Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?	
Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in	Design and management of projects respect for diversity and multiculturalism respect to the natural environment demonstration of social, professional and ethical responsibility and sensitivity in matters

<i>international environment work in interdisciplinary environment derivative New research Ideas</i>	of gender exercise criticism and self-criticism Promoting free, creative and inductive thinking
1. Search, analysis and synthesis of data and information; With the use of the necessary technologies 2. Decision Making 3. Autonomous work 4. Team work 5. Working in an international environment	

3. CONTENT COURSES

1. INTRODUCTION 2. MISCELLANEOUS FINANCE-ADMINISTRATIVE ACCOUNTING 3. GENERAL FOR CONSULTATION 4. PRICING IN THE PRIVATE SECTOR 5. EXERCISES 6. PRICING IN THE PUBLIC SECTOR 7. EXERCISES 8. METHOD OF COSTING BASED 9. EXERCISES 10. CHANGE OF COST 11. COMMENTS 12. PROJECT COST-ORDERING, DC PRODUCTION PRICING, PROTYPI PRICING 13. COMMENTS
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4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	Face to face	
Face to face, distance learning, etc.		
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students	Learning process support through E-class electronic platform	
TEACHING ORGANIZATION Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc. The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS	Activity	Semester workload
	Lectures	50
	Working author	10
	Progress	40
	Autonomous study	44
	Total Course (36 hours workload per credit unit)	144
EVALUATION STUDENTS	Written final examination including: -Development questions - Exercises	
Description of the evaluation Process assessment language, evaluation methods, formative or deductive,		

multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other Explicitly specified evaluation criteria and whether and accessible by students	Rating Language: Greek
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5. RECOMMENDED-BIBLIOGRAPHY

-Suggested Bibliography:

1. KARTALIS NIKOLAOS (2019) *GENERAL PRINCIPLES PRICING*, 2nd edition, AMKE, Serres.
2. GARRISON & NOREEN (2005) *ADMINISTRATIVE ACCOUNTING*. Key number Publishing, 11th edition, Athens

DEOS 505 THE MEDIATION AS A MANAGEMENT TOOL

1. GENERAL

SCHOOL	SCHOOL OF ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
LESSON CODE	DEOS 505	SEMESTER STUDIES	E ' Semest er
LESSON TITLE	E5 THE MEDIATION AS A MANAGEMENT TOOL		
SELF-FINAL TEACHING ACTIVITIES In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits		WEEKLY HOURS TEACHING	CREDIT UNITS
		3	5
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i>		3	5
TYPE OF LESSON Background, general knowledge, scientific area, skills development		GENERAL UNDERWEIGHT	
PRE-REQUISITE COURSES:		No	
LANGUAGE OF TEACHING AND EXAMINATIONS		GREEK	

LESSON OFFERED TO ERASMUS STUDENTS	
ONLINE LESSON PAGE (URL)	

2. LEARNING OUTCOMES

Learning outcomes

Conflicts are a key prerequisite for the implementation of the mediation process. Initially, the definitions of conflicts in coherence with the main causes of conflicts in organisations/enterprises are analyzed. In connection with conflicts, crisis management is being managed while searching for those ways through which conflicts are tackled and communication is improved. Mediation is a modern and important communication method and process with ancient Greek roots. The course is aimed at either the trainees are executives of public organizations and businesses, or people who will be staffed with jobs:

- To build on the definition, causes, forms and modalities of conflict resolution and response from antiquity to the present, with ideological philosophical approaches
- To understand the definition and importance of crisis management, and through a case study
- To understand the importance of mediation as a basic and nonexistent financial cost way of resolving conflicts
- To understand the importance, value and diversity of mediation in public institutions/enterprises
- To understand the empowerment of public administration officials in the dialogue on empathy, active listening, the creation of a healthy climate of democratic cooperation and more generally in the practice of conflict management
- To realize the value of mediation in dealing with anger, understanding the values of communication, cooperation, trust and respect for the human personality
- To understand the importance of the personality and role of the Ombudsman organizations/enterprises, resulting in the cultivation and change of culture of a people.
- Acquire some basic knowledge regarding the new mediation law, as well as its importance as a European institution
- Understand mediation through practical exercises with simulations and role-playing
- The aim of this course is for executives of organizations and enterprises to deepen their knowledge of conflicts and ways of dealing with them in conjunction with their knowledge in the process of implementing the institution of mediation, as conflicts They are a prerequisite for mediation as a way of resolving conflicts and communicating channel between employees. Students through the study of the institution and the strengthening of their knowledge will realize the need to change the culture of the Greek citizen and the necessity of the application of the institution in the procedures of the Greek state, business and School units.

General Competencies

Search, analyze and compose data and information Adaptation to new situations. Decision-making. Autonomous work. Teamwork. Work in a multidisciplinary environment. Production of new research ideas. Promoting free, creative and inductive thinking	

3. CONTENT COURSES

The contents of the course/suggestions are:

- Analysis of the concept and definition of conflict, the forms of conflict, intra-personal, analysis and historical overview, definition, meaning and content of mediation
- Interpersonal and diomic conflict in organizations/companies with flashbacks in their historical-philosophical background

- Identification at conflict stages, key conflict models, types of personalities in conflicts
- Defining the ways and techniques of conflict management, methods of conflict resolution, ways to recruit conflicts, ways of blanking conflicts, common ways of resolving conflicts
- Definition, content, types and categories of crises from antiquity to the present. Definition of crisis management, stages and strategies starting with Aristotle's philosophy, as well as younger, contemporary philosophers

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	By person, Face to face	
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION	In communicating with the students.	
TEACHING ORGANIZATION <i>Teaching is described in detail the method and methods of instruction.</i>	Activity	Semester work load
	Preparing for lectures	26
	Individual work	26
	Tutoring Exercises	40
	Preparation for written papers	52
	TOTAL	144
EVALUATION STUDENTS	Written examinations and small individual/group work simulations, role-playing	

5. RECOMMENDED-BIBLIOGRAPHY

1. Artinopoulou, B. (2010). "School mediation, educating students in the management of violence and intimidation." Athens.
2. Appelberg K., Romanov K., Honlasalo, M., and Koskenvuo, M., (1991). Interpersonal conflicts at work and psychosocial characteristics of employees. *Social Science Medicine* 32 (9), 1051-6.
3. Besemer, Cr. (2014). *Mediation. Mediation in conflicts*. Trans. Theocharis Angelides. Thessaloniki: ANTIGONE Centre for information and documentation.
4. Besemser, Cr. (1996). *Mediation in der Praxis. Erfahrungen aus den USA*. Werkstatt für Gewaltfreie Aktion. Baden, Karlsruhe.
5. Nir, A. & Eyal, O. (2003). "School-based management and the role conflict of the school superintendent". *Journal of Educational Administration*, Vol, 41, N. 5, pp. 547-564.
6. Papadopoulos, N. (2010). *General principles of Law*. Athens: State.
7. Patfoort, P. (2008). *Sich verteidigen ohne anzugreifen. Die Macht der Gewaltfreiheit*. Baden: Werkstatt für Gewaltfreie Aktion & Karlsruhe: Internationaler Versöhnungsbund-Deutscher Zweig.
8. Pendharkar, M. (1995). "School-based conflict management. A summary of a thesis". SSTA Research Centre Report, 95-102.
9. Roubani, N., (2007). *Mediation in talks on resolving conflicts in schools*. Handbook for teachers and trainers of young and adult. Available at: www.Humanrights-edu-cy.org.
10. Riskin, L. L. (1994). "Mediator orientations, strategies, and techniques". *Alternatives to the high cost of litigation*, 12(9), 111-184.
11. Schaffer, H. (2004). *Mediation-Die Grundlagen*. Würzburg: Stephans-Buchhandlung Matthias Mittelstadt KG.
12. Smart, L. (1987). "Mediation strategies for dealing with dirty tricks". *Mediation quarterly*, 16, 52-64.
13. Triantaris, P. (2018). *From conflict to mediation. Mediation as a strategy and communication policy*. Thessaloniki: EKD. Ant. Stamoulis, 2018, 175 p.
14. Hamilothoris, I. (2000). *Alternative dispute resolution-interpretative approach*. Thessaloniki: Anestis. N. Sakkoulas.

15. Hamilothis, I. (2007). "Mediation in Greece". D. A. E & E. IP, 213. DEOS 506. Political, social and economic theories

1. GENERAL

SCHOOL	ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS 506	SEMESTER STUDIES	5 TH
LESSON TITLE	Political, social and economic theories		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
Lectures and action Exercises		3	5
Total		3	5
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i>			
TYPE OF LESSON	Special Infrastructure Course (MY)		
Background, general knowledge, scientific area, skills development			
PRE-REQUISITE COURSES:	There are no requirements		
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek		
LESSON OFFERED TO ERASMUS STUDENTS	Yes (if there is a request from Erasmus students)		
ONLINE LESSON PAGE (URL)	(* Note: Registration is required to enter the course)		

2. LEARNING OUTCOMES

Learning outcomes

The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of

<p>the course.</p> <p>See Appendix A</p> <ul style="list-style-type: none"> • description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong And Appendix B • Summary Guide to the Learning outcomes
<p>Upon successful completion of the course, the student will acquire knowledge and skills with the result that he is given the opportunity to:</p> <ul style="list-style-type: none"> • Approach the political, social and economic theories from ancient Greece to the present day. • Critically analyzes the nature and content of modern political, social, economic problems. • Sets out the key points of the theoretical contribution to the structuring of political, social and economic thinking, both classical and pre-classical and postclassical thinkers. • Associates the development of political, social and economic ideas with the conditions in which they are created in order to be able to evaluate measures and policies that aim to influence on specific economic and Social variables.
<p>General Competencies</p> <p>Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?</p>
<p>The student with the complete theoretical training and acquisition of specific knowledge and skills is expected to be able to carry out:</p> <ul style="list-style-type: none"> • Promoting free, creative and inductive thinking • Autonomous work • Team Work

3. CONTENT COURSES

<p>Curriculum:</p> <ul style="list-style-type: none"> • Approximation of political, social and economic theories from antiquity to the present day. • The main stages in the evolution of the history of these theories from ancient Greece to the present day. • The importance of studying political, social and economic theories. • Plato, Aristotle, Xenophon, Hesiod • Stoic Philosotas • Pre-Classical period (School of EMPOROKRATWN – School of Physio). • Classical period (economic philosophy, Smith A., Ricardo D., Mailthus T. Mill J., Marx K., economic prosperity, Ceylon School, School of Chicago-Friedmann • M. Weber,, D. Russ N. Luhmann, J. Habermas. • Neoclassical period (synthesis of classics – boundary theories, Marshall A.). • The evolution of thought and Oi modern thinkers).
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4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	By presence and distance learning				
By presence, distance learning, etc.					
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students	Learning process support through E-class electronic platform				
TEACHING ORGANIZATION Teaching is described in detail the method and methods of instruction.	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>54</td></tr> </tbody> </table>	Activity	Semester workload	Lectures	54
Activity	Semester workload				
Lectures	54				

<i>Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc.</i> <i>The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS</i>	Act Exercises	54
	Autonomous study	42
	Total Course	150
EVALUATION STUDENTS <i>Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other</i> <i>Explicitly specified evaluation criteria and whether and accessible by students</i>		
I. Written final examination (60%) which includes: - Theoretical questions. - Short answer questions. - Multiple choice questions. II. Written group or individual work (40%). III. Rating Language: Greek		

5.RECOMMENDED-BIBLIOGRAPHY

1. -Suggested Bibliography:
2. Velentzas/Broni (2019), political, social and economic theories
3. HeilbronerR. (2002), "The philosophers of the economic World", 1st edition, Editions Review, Athens,ISBN: 978-960-218-190-4
3. ScrepantiE., ZamagniS. (2004), "The History of Economic Thought", 1st edition, Editions Dardanos Athens, ISBN: 978-960-402-018-8

DEOS 507. PUBLIC ECONOMIC AND EUROPEAN POLICY

1.GENERAL

SCHOOL	ECONOMIC SCIENCE		
SECTION	DEPARTMENT OF INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
LESSON CODE	DEOS 507	SEMESTER STUDIES	5 TH
LESSON TITLE	PUBLIC ECONOMIC AND EUROPEAN ECONOMIC POLICY		
SELF-FINAL TEACHING ACTIVITIES	WEEKLY HOURS TEACHING	CREDIT UNITS	

In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits		
Lectures	3	5
Elaboration of a course work, Presentation of a work lesson		
Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.	3	5
TYPE OF LESSON	SCIENTIFIC AREA	
Background, general knowledge, scientific area, skills development		
PRE-REQUISITE COURSES:		
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek	
LESSON OFFERED TO ERASMUS STUDENTS		
ONLINE LESSON PAGE (URL)		

Learning outcomes

See Appendix A

The purpose of this course is to provide the student with knowledge about:

- Tax evasion, tax avoidance and tax rollover. Collective decision-making systems.
- The mechanisms and procedures for regulating the monetary and exchange-rate markets and the decision-making institutions.
- The level of deepening of EMU's economic and monetary union in the EU.
- Public borrowing: Public lending purposes, public lending, public borrowing. Το δημόσιο χρέος των χωρών μελών της ΕΕ και οι μορφές του.

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

- Understand and describe the characteristics and functions of taxation, types of taxes, tax policy.
- Analyze the distribution of the tax burden on citizens.
- Has knowledge and outlines the basic principles and concepts of EU public economic and European economic policy
- Analyze public borrowing: public lending, public lending, and public borrowing.
- Analyze the public debt of EU member countries and its forms of
- To understand the conditions, procedures, guidelines for the development of the European Economic and Monetary union and exchange rate mechanisms.
- Assess the prospects of the EU's financial and banking union.

General Competencies

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?

Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas

- Autonomous work
- Working in an international environment
- Working in a multidisciplinary environment
- Exercise criticism and self-criticism
- Promoting free, creative and inductive thinking

3. CONTENT COURSES

1. The concept and content of public economic and European economic policy.
2. Definition of the public sector and the means to exercise budgetary policy.
3. Definitions of budgetary aggregates. The state budget: basic concepts and distinctions, the phases of the budgeting process.
4. Characteristics and functions of taxation. Taxation theory: Types of taxes, tax policy objectives. The breakdown of the tax burden.
5. Tax evasion, tax avoidance and tax rollover. Collective decision-making systems. Distribution efficiency and price mechanism. State interventions in the distribution of income and the role of the public sector.
6. Public undertakings and the role of the state.
7. Public goods: meaning and characteristics of public goods. Supply of society with public and mixed goods and conditions for the allocation of resources. The nature of public spending. The effectiveness of public spending. The financing of public expenditure.
8. The theory of excellent monetary area. The introduction of the European Monetary System (EMS)-European currency Unit (ECU). The reasons for the creation of the single European currency. The Maastricht Agreement and the creation of Economic and Monetary Union (EMU). Liberalization of capital movements and monetary unification. The creation of the exchange Rate mechanism system, ERM II. The euro and the Stability and Growth Pact.

9. European Central Bank (ECB). Monetary and exchange rate policy. The regulation of inflation, refinancing interest rates and exchange rates. ECB and the role of European central banks. Fiscal and monetary policy in the euro zone.
10. European employment policy. European social Policy. Lisbon Strategy for growth and jobs. EU economic reform programs.
11. Public lending: purposes of public lending, forms of public lending, the burden of public lending. The public debt of EU member countries and its forms. External and internal situation.
12. The drafting of the EU budget. EU's common budget and the prospects for the creation of a fiscal union in the EU.
- (Distribution of delivery topics per week)

4. TEACHING and LEARNING METHODS-EVALUATION

<p>DELIVERY METHOD</p> <p>Face to face, distance learning, etc.</p> <p>USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students</p> <p>TEACHING ORGANIZATION</p> <p>Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc.</p> <p>The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS</p>	<p>In class</p> <p>Learning process support through E-class electronic platform</p> <table border="1" data-bbox="699 952 1358 1458"> <thead> <tr> <th>Activity</th><th>Semester workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>39</td></tr> <tr> <td>Guidance/Counselling</td><td>20</td></tr> <tr> <td>Writing work and presentation</td><td></td></tr> <tr> <td>Educational excursion/Small individual practice tasks</td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Autonomous study</td><td>66</td></tr> <tr> <td>Total Course (25 hours workload per credit unit)</td><td>125</td></tr> </tbody> </table>	Activity	Semester workload	Lectures	39	Guidance/Counselling	20	Writing work and presentation		Educational excursion/Small individual practice tasks										Autonomous study	66	Total Course (25 hours workload per credit unit)	125
Activity	Semester workload																						
Lectures	39																						
Guidance/Counselling	20																						
Writing work and presentation																							
Educational excursion/Small individual practice tasks																							
Autonomous study	66																						
Total Course (25 hours workload per credit unit)	125																						
<p>EVALUATION STUDENTS</p> <p>Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other</p> <p>Explicitly specified evaluation criteria and whether and accessible by students</p>	<p>I. Written final examination (60%) which includes:</p> <ul style="list-style-type: none"> - Multiple Choice questions - Solving problems of international economic integration. - Comparative evaluation of theoretical elements. <p>II. Written work and presentation with Power Point (40%)</p>																						

5. RECOMMENDED-BIBLIOGRAPHY

-Suggested Bibliography:

- Georgakopoulos, Th. A. (2005) "Introduction to Public economic" Editions Benou, Athens.
- Karavitis, N. H. (2008) "Government deficit and debt" Dionikos, Athens.

DEOS 601 – Analysis of financial statements

1.GENERAL

SCHOOL	ADMINISTRATION AND FINANCE		
SECTION	ACCOUNTING AND FINANCE		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS 601	SEMESTER STUDIES	6 TH
LESSON TITLE	Analysis of financial statements		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
Lectures and Workshop		3	5
Total		3	5
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i>			
TYPE OF LESSON	Specialization Course (MCC)		
Background, general knowledge, scientific area, skills development			
PRE-REQUISITE COURSES:	There are no requirements		
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek		
LESSON OFFERED TO ERASMUS STUDENTS	Yes (if there is a request from Erasmus students)		
ONLINE LESSON PAGE (URL)	(* Note: Registration is required to enter the course)		

2. LEARNING OUTCOMES

Learning outcomes

<p><i>The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>See Appendix A</i></p> <ul style="list-style-type: none"> • <i>description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong</i> • <i>And Appendix B</i> • <i>Summary Guide to the Learning outcomes</i> 	
<p>Upon successful completion of the course, the student will acquire knowledge and skills with the result that he is given the opportunity to:</p> <ul style="list-style-type: none"> • Knows the key ratios and how to use them. • Evaluate a business or bank based on the analysis of its numerindexes. The theory is based on selected chapters from the proposed bibliography. <p>Regarding the laboratory part of the course, each laboratory course includes a small theoretical part where the necessary theoretical background is provided to understand the function of the numerindicators and analytical methods described.</p> <p>The theoretical background of each exercise of use and analysis of numerindices is usually identical to the content of the theoretical part of the course, in the few cases where new theoretical concepts are introduced, then they are analyzed with the aim of better Understanding of laboratory exercises.</p> <p>Upon successful completion of the laboratory course, the student should:</p> <ul style="list-style-type: none"> • Understand the concepts of financial indicators. • Understand how financial indicators operate. • Understand how companies can be evaluated by using the numerindices. • Uses the ratios in order to draw conclusions on the company's financial position. • Works on bankruptcy models and especially E. Altman to highlight the firm's strong or not position and propose financial solutions if necessary. • Processes the DuPont Analysis to show the company's high or no efficiency. • Analyzes liquidity ratios to anticipate difficult situations for the business. 	
<p>General Competencies</p>	
<p><i>Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?</i></p>	
<p>The student with the complete theoretical training and acquisition of specific knowledge and skills is expected to be able to carry out:</p> <ul style="list-style-type: none"> • Internal and external control of businesses and organizations. • Costing and budgeting. • Investment assessment. • Drafting of financial analyses and assessments. • Financial advice and preparation of financial studies and research. • Management of investment programs • Financial monitoring. • Laboratory work. • Autonomous work. 	

Curriculum:

- Basic financial statements
- Cash Flow
- Index Categories
- How to use indexes
- Limitations of Numerindex analysis

- The Dead Spot
- DuPont Analysis
- Z-Score Model
- • Evaluation of enterprises based on the ratios

3. CONTENT COURSES

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD By presence, distance learning, etc.	By presence and distance learning	
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students	Specialized Office Software – Power Point for the theoretical part of the course and specialized Excel software for the laboratory part of the course, as well as Internet and Word.	
TEACHING ORGANIZATION Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc. The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS	Activity	Semester workload
	Lectures	54
	Act Exercises	54
	Autonomous study	42
	Total Course	150
EVALUATION STUDENTS Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other Explicitly specified evaluation criteria and whether and accessible by students	I. Written final examination (60%) which includes: - Development of theoretical issues, as well as a solution of exercises on taught theory. II. Online mission of theory (40%) III Online mission of laboratory work (100%) IV. Rating Language: Greek	

5. RECOMMENDED-BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Kartalis N. (2019). Analysis of financial statements 2. Lazaridis th., Konteos G., Sarananidis N., (2013), modern Financial Analysis self-published by authors Kozani 3. Katsanidis St., (2006), financial conglomerate Barbounakis Thessaloniki 4. Kartalis N., (2011), financial Statements Analysis Kozani 5. Kanzos Konstantinos (2002), analysis of financial statements, Nikitopoulos E. and Co. 6. Lazarides i., Papadopoulos D. (2005), financial management issue A. Ioannis Lazarides Thessaloniki 7. Lazarides i., Papadopoulos D. (2005), Case Studies Financial Management, Thessaloniki
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1. GENERAL

SCHOOL	ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND European ECONOMIC STUDIES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS 602	SEMESTER STUDIES	6 TH
LESSON TITLE	Financial Management Information Systems		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
Lectures and action Exercises		3	5
Total		3	5
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i>			
TYPE OF LESSON	Special Infrastructure Course (MY)		
Background, general knowledge, scientific area, skills development			
PRE-REQUISITE COURSES:	There are no requirements		
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek		
LESSON OFFERED TO ERASMUS STUDENTS	Yes (if there is a request from Erasmus students)		
ONLINE LESSON PAGE (URL)	(* Note: Registration is required to enter the course)		

2. LEARNING OUTCOMES

Learning outcomes
<i>The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of</i>

<p>the course.</p> <p>See Appendix A</p> <ul style="list-style-type: none"> • description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong <p>And Appendix B</p> <ul style="list-style-type: none"> • Summary Guide to the Learning outcomes 	
<p>The aim of this course is to get the student to know the new technologies of information technology and telecommunications in the company and in particular the structure and capabilities of modern integrated Management information systems (Enterprise Resource Planning Systems-ERPs), as well as the methods and procedures for managing and supporting them.</p> <ul style="list-style-type: none"> • Basic financial statements <p>Upon successful completion of the course, the student will acquire knowledge and skills with the result that he is given the opportunity to:</p> <ul style="list-style-type: none"> • Use his knowledge to develop procedures and applications to support the administrative, financial, production and other functions and systems of a business. 	
General Competencies	
<p><i>Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?</i></p>	
<p>The student with the complete theoretical training and acquisition of specific knowledge and skills is expected to be able to carry out:</p> <ul style="list-style-type: none"> • Investment assessment. • Drafting of financial analyses and assessments. • Financial advice and preparation of financial studies and research. • Management of investment programs • Financial monitoring. • Design and development of financial services and products. 	

3. CONTENT COURSES

<p>Curriculum:</p> <ul style="list-style-type: none"> • Information systems in the digital age. • E-Business: How businesses use information systems • Achieving competitive advantage with information systems • Information Technology infrastructure: hardware and software • The foundations of Business Intelligence: database and information management • Telecommunications, Internet and wireless technology • Information Systems Security • Achieve Business excellence and customer relations: operational applications. • H-commerce: Digital markets, digital goods • Improve decision making and knowledge management • Development of information systems and project management • Ethical and social issues related to information systems. 	
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4. TEACHING and LEARNING METHODS-EVALUATION

<p>DELIVERY METHOD</p> <p>By presence, distance learning, etc.</p>	<p>By presence and distance learning</p>
<p>USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students</p>	<p>Learning process support through E-class electronic platform</p>

TEACHING ORGANIZATION <i>Teaching is described in detail the method and methods of instruction.</i> <i>Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc.</i> <i>The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS</i>	Activity	Semester workload
	Lectures	31
	Action Exercises	31
	Teamwork	24
	Personal work-excursion	12
	Autonomous study	52
	Total Course (25 hours workload per credit unit)	150
EVALUATION STUDENTS <i>Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other</i> <i>Explicitly specified evaluation criteria and whether and accessible by students</i>	I. Written final examination (50%) which includes 5 development questions.	
	II. Individual work (50%)	
	III. Rating Language: Greek	

5. RECOMMENDED-BIBLIOGRAPHY

- Suggested Bibliography:

1. Kenneth C. Laudon and Jane P. Laudon (2011), "Management Information Systems", eighth American edition, Kleidarithmos Publications, Athens
2. Kenneth C. Laudon and Jane P. Laudon (2009), «Management Information Systems: Organization and Technology in the Networked Enterprise", Prentice Hall, 8th edition

DEOS 603 – EUROPEAN CAPITAL MARKET LAW

1. GENERAL

SCHOOL	ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS 603	SEMESTER STUDIES	6 TH

LESSON TITLE	EUROPEAN CAPITAL MARKET LAW		
SELF-FINAL TEACHING ACTIVITIES In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits		WEEKLY HOURS TEACHING	CREDIT UNITS
Lectures and action Exercises		3	5
Total		3	5
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i>			
TYPE OF LESSON Background, general knowledge, scientific area, skills development	Special Infrastructure Course (MY)		
PRE-REQUISITE COURSES:	There are no requirements		
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek		
LESSON OFFERED TO ERASMUS STUDENTS	Yes (if there is a request from Erasmus students)		
ONLINE LESSON PAGE (URL)	(* Note: Registration is required to enter the course)		

2. LEARNING OUTCOMES

Learning outcomes
<p><i>The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>See Appendix A</i></p> <ul style="list-style-type: none"> • <i>description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong</i> • <i>Summary Guide to the Learning outcomes</i>
<p>The course is the basic lesson about deepening with the concepts and fundamental principles of the European capital market law.</p> <p>The course aims at obtaining the students ' fundamental knowledge and skills:</p> <ul style="list-style-type: none"> • The concepts of European Capital market law • The principles of European capital Market law <p>The modules are accompanied by examples, Case Studies and practical applications from the Greek and international area that help students in understanding the modules</p>

<p>Upon successful completion of the course, the student should have the opportunity to:</p> <ul style="list-style-type: none"> • Has an understanding of key and critical fundamental issues and concepts of European capital market law • He has knowledge of the individual issues of the European capital market law. • Has the fundamental background to comprehend the fundamental concepts of the European capital market Law 	
General Competencies	
<i>Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?</i>	
<p>The student with the complete theoretical training and acquisition of specific knowledge and skills is expected to be able to:</p> <ul style="list-style-type: none"> • Manages investment programs • Provides autonomous work as well as • Team Work • Evaluates investments and financial products 	

3. CONTENT COURSES

<p>Curriculum:</p> <p>Developments in the international banking market</p> <p>The European institutional framework for credit institutions</p> <p>Prudential supervision</p> <p>Interventionist policy</p> <p>Deposit Guarantee</p> <p>Internal control Systems (CRS)</p> <p>Prevention and suppression of Money laundering</p> <p>From criminal activities and terrorist financing</p> <p>Credit Institution and Bank</p> <p>Relationship between the credit institution and its customers</p> <p>The marketing of financial services from a distance</p> <p>Informing the consumer on banking contracts</p> <p>The Bank Ombudsman</p> <p>Collecting information + Credit Policy bodies</p> <p>Banking secrecy</p> <p>List of banking operations</p> <p>The European institutional framework for markets in financial instruments: MiFID II</p> <p>Investment process</p> <p>Investor classification</p> <p>Investment services and activities and ancillary services</p> <p>Modern financial Products</p> <p>Supervisory authorities</p>
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4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	Face to face and distance learning
Face to face, distance learning, etc.	
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students	Support of learning process through the use of projection and learning process support through the E-class electronic platform

TEACHING ORGANIZATION Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc. The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS	Activity	Semester workload
	Lectures	32
	Action Exercises	32 40 46
	Studies	
	Autonomous study	54
Total Course		150
EVALUATION STUDENTS Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other Explicitly specified evaluation criteria and whether and accessible by students	I. Written final examination (60%) which includes (alternatively and/or cumulatively): - Multiple Choice questions - Development-approximation of issues related to European capital market law - Solving problems related to European capital market law issues - Comparative evaluation of Theory elements II. Job presentation + Progress Test [40% Total (alternatively and/or cumulatively)] III. Rating Language: Greek	

5. RECOMMENDED-BIBLIOGRAPHY

1. Apalagaki Ch. /Dermati T./Clavanidou D. Tzakas L. (2019), European banking Law, Sakkoulas Velentzas G. (2016) Banks-banking, luS
2. Velentzas G. (2012), markets in financial instruments, luS.
3. Karydis G. (2012), European trade law, legal library

DEOS 604 COMMUNICATION, MEDIATION AND ADMINISTRATION

1.GENERAL

SCHOOL	SCHOOL OF ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
LESSON CODE	DEOS 604	SEMESTER STUDIES	E ' Semest er

LESSON TITLE	E5 THE MEDIATION AS A MANAGEMENT TOOL		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
		3	5
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i>		3	5
TYPE OF LESSON		GENERAL UNDERWEIGHT	
Background, general knowledge, scientific area, skills development			
PRE-REQUISITE COURSES:		No	
LANGUAGE OF TEACHING AND EXAMINATIONS		GREEK	
LESSON OFFERED TO ERASMUS STUDENTS			
ONLINE LESSON PAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes

Conflicts are a key prerequisite for the implementation of the mediation process. Firstly, the definitions of conflicts in relevance to the main causes of conflicts in particular in the administration (of organisations/enterprises, public or private) are analyzed.

At the same time, the ways and methods through which conflicts are dealt with and improved communication are sought.

The course is aimed at those who will staff jobs, especially in the administration:

- To understand the importance of mediation as a way of resolving conflicts
- To understand the importance and value of mediation in public institutions/enterprises
- To understand the empowerment of public administration officials in the dialogue on empathy, active listening, the creation of a healthy climate of democratic cooperation and more generally in the practice of conflict management
- To realize the value of mediation in solving the problems that arise in public institutions/businesses
- To understand the importance of the personality and role of the Ombudsman organizations/enterprises,
- Acquire certain basic knowledge regarding the institutional framework for mediation, at national and European level and to understand mediation through practical applications

The aim of this course is to deepen with their knowledge of conflicts and ways of dealing with them in conjunction with their knowledge in the process of implementing the institution of mediation,

Students through the study of the institution of mediation will enhance their knowledge and will realize their need (re) adaptation through a change of culture.

They will also understand the necessity of applying the institution to public institutions/enterprises.

General Competencies

<p>Decision-making.</p> <p>Autonomous work. Teamwork.</p> <p>Working in a multidisciplinary environment</p> <p>Search, analyze and compose data and information</p> <p>Adaptation to new situations.</p> <p>Production of new research ideas.</p> <p>Promoting free, creative and inductive thinking</p> <p>Ability in communicating conflict management to promote changes in the workplace during the economic crisis.</p>
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4. CONTENT COURSES

<p>The contents of the course/suggestions are:</p> <ul style="list-style-type: none"> • Analysis and historical overview, definition, meaning and content of mediation • The importance of Aristotle's views on justice, and in particular the restorative justice, models and categories of mediation • The relationship of rhetoric with mediation, the personality of the lecturer and the Ombudsman, the role of the Ombudsman, communication techniques of the Ombudsman with the involved <ul style="list-style-type: none"> • Mediation in the dynamics of groups, behavior and communication techniques of the leader-mediator, the mediation in the workplace.
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4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	By person, Face to face	
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION	In communicating with the students.	
TEACHING ORGANIZATION <i>Teaching is described in detail the method and methods of instruction.</i>	Activity	Semester work load
	Preparing for lectures	26
	Individual work	26
	Tutoring Exercises	40
	Preparation for written papers	52
	TOTAL	144
EVALUATION STUDENTS	Written examinations and small individual/group work simulations, role-playing	

5. RECOMMENDED-BIBLIOGRAPHY

16. Artinopoulou, B. (2010). "School mediation, educating students in the management of violence and intimidation." Athens.
17. Appelberg K., Romanov K., Honlasalo, M., and Koskenvuo, M., (1991). Interpersonal conflicts at work and psychosocial characteristics of employees. Social Science Medicine 32 (9), 1051-6.
18. Besemer, Cr. (2014). Mediation. Mediation in conflicts. Trans. Theocharis Angelides. Thessaloniki: ANTIGONE Centre for information and documentation.
19. Besemser, Cr. (1996). Mediation in der Praxis. Erfahrungen aus den USA. Werkstatt fur Gewaltfreie Aktion. Baden, Karlsruhe.
20. Nir, A. & Eyal, O. (2003). "School-based management and the role conflict of the school superintendent". Journal of Educational Administration, Vol, 41, N. 5, pp. 547-564.
21. Papadopoulos, N. (2010). General principles of Law. Athens: State.
22. Patfoort, P. (2008). *Sich verteidigen ohne anzugreifen. Die Macht der Gewaltfreiheit*. Baden: Werkstatt fur Gewaltfreie Aktion & Karlsruhe: Internationaler Versohnungsbund-Deutscher Zweig.

23. Pendharkar, M. (1995). "School-based conflict management. A summary of a thesis". SSTA Research Centre Report, 95-102.
24. Roubani, N., (2007). Mediation in talks on resolving conflicts in schools. Handbook for teachers and trainers of young and adult. Available at: www.Humanrights-edu-cy.org.
25. Riskin, L. L. (1994). "Mediator orientations, strategies, and techniques". *Alternatives to the high cost of litigation*, 12(9), 111-184.
26. Schaffer, H. (2004). *Mediation-Die grundlagen*. Wurzburg: Stephans-Buchandlung Matthias Mittelstadt KG.
27. Smart, L. (1987). "Mediation strategies for dealing with dirty tricks". *Mediation quarterly*, 16, 52-64.
28. Triantaris, P. (2018). From conflict to mediation. Mediation as a strategy and communication policy. Thessaloniki: EKD. Ant. Stamoulis, 2018, 175 p.
29. Hamilothis, I. (2000). Alternative dispute resolution-interpretative approach. Thessaloniki: Anestis. N. Sakkoulas.
- Hamilothis, I. (2007). "Mediation in Greece". D. A. E & E. IP, 213.

DEOS 605 – ECONOMIC/TAX FRAUD AND INTERNATIONAL ACCOUNTING STANDARDS

1.GENERAL

SCHOOL	ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS 605	SEMESTER STUDIES	6 TH
LESSON TITLE	EUROPEAN LAW ETAIRION AND BUSINESS		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
Lectures and action Exercises		3	5
Total		3	5
Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.			
TYPE OF LESSON	Special Infrastructure Course (MY)		
Background, general knowledge, scientific area, skills development			

PRE-REQUISITE COURSES:	There are no requirements
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek
LESSON OFFERED TO ERASMUS STUDENTS	Yes (if there is a request from Erasmus students)
ONLINE LESSON PAGE (URL)	(* Note: Registration is required to enter the course)

2. LEARNING OUTCOMES

Learning outcomes

The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.

See Appendix A

- *description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong*
- *And Appendix B*
- *Summary Guide to the Learning outcomes*

The course is the basic lesson about deepening with the concepts and fundamental principles regarding financial/tax fraud and international control Standards (DPE).

The course aims at obtaining the students ' fundamental knowledge and skills:

- The concepts relating to financial/tax fraud and IPR.
- Authorities on financial/tax fraud and IPR.

The modules are accompanied by examples, Case Studies and practical applications from the Greek and international area that help students in understanding the modules

Upon successful completion of the course, the student should have the opportunity to:

- • Has an understanding of key and critical fundamental issues and concepts regarding financial/tax fraud and IPR.
- • Has knowledge of the individual issues concerning the financial/tax fraud and the DPE. .
- • It has the fundamental background to understand the fundamentals of economic/tax fraud and IPR.

General Competencies

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?

The student with the complete theoretical training and acquisition of specific knowledge and skills is expected to be able to:

- Provides autonomous work as well as
- Team Work
- • Identifies financial/tax fraud in particular on the basis of international accounting Standards (DPE).

3. CONTENT COURSES

Curriculum:

Financial fraud

The Triangle of fraud

The concept of accounting fraud

Fraud and error

The prevention of accounting fraud

The identification of accounting fraud
 The detection of financial fraud
 Practices for detecting/solving financial fraud
 Ways to deal with fraud
 Creative accounting
 Quality safeguards for accounting firms conducting audits and overviews
 Financial statements, as well as other safeguard and related services assignments
 General objectives of the independent auditor and the conduct of an audit in accordance with the
 Quality safeguards for the control of financial statements
 Audit documentation
 Auditor's responsibilities regarding fraud in a financial statements check
 Communication with managers
 Notification of deficiencies in internal safeguards to those responsible for governance and administration
 Error evaluation detected during audit
 Opinion and report on financial statements
 Variations of opinion in the independent auditor's report
 Comparative information-
 Respective numbers and comparative (money) Financial statements
 The auditor's responsibilities regarding other information in documents
 Containing audited financial statements
 Special issues-Audits (financial statements) compiled
 Under Special purpose frameworks
 Special issues-controls of individual financial statements
 and specific data, accounts or financial statement funds

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	Face to face	
Face to face, distance learning, etc.		
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students	Learning process support through the use of projection and Learning process support through E-class electronic platform	
TEACHING ORGANIZATION Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc. The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS	Activity	Semester workload
	Lectures	32
	Action Exercises	32 40
	Case Studies	46
	Autonomous study	
	Total Course	150
EVALUATION STUDENTS	I. Written final examination (60%) which includes (alternatively and/or cumulatively):	

<i>Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other</i> <i>Explicitly specified evaluation criteria and whether and accessible by students</i>	<ul style="list-style-type: none"> - Multiple Choice questions - Development-approximation of issues related to economic/tax fraud and international control Standards (DPE). - Solving problems related to financial/tax fraud and international auditing Standards (DPE). - Comparative evaluation of Theory elements II. Job presentation + Progress Test [40% Total (alternatively and/or cumulatively)] III. Rating Language: Greek
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5. RECOMMENDED-BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Velentzas G./kartalis N./Broni G. (2017), audit and internal audit,IuS 2. Krombia-Kapadi m./Tsolakis Ch. (2011), Financial crimes in business, prevention, investigation, deterrence, criticism

DEOS 606. GEOECONOMY-GEOPHILOSOPHY AND ENERGY ENVIRONMENTAL POLICY 1.GENERAL

SCHOOL	ECONOMIC SCIENCE		
SECTION	DEPARTMENT OF INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
LESSON CODE	DEOS 606	SEMESTER STUDIES	6 TH
LESSON TITLE	GEOECONOMY-GEOPHILOSOPHY AND ENERGY AND ENVIRONMENTAL POLICY		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
Lectures, elaboration of a work lesson, presentation of a work of course		3	5

Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.		3	5
TYPE OF LESSON Background, general knowledge, scientific area, skills development	SCIENTIFIC AREA		
PRE-REQUISITE COURSES:			
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek		
LESSON OFFERED TO ERASMUS STUDENTS			
ONLINE LESSON PAGE (URL)			

3. LEARNING OUTCOMES

Learning outcomes

The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.

See Appendix A

- *description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong*
- *And Appendix B*
- *Summary Guide to the Learning outcomes*

The purpose of this course is to provide the student with knowledge about:

- Geopolitics, geo-economy and geophilosophy (cultural geopolitics),
- The EU's energy and environmental policy.
- Geo-economic strategy.
- Global geo-economic. GEO-Economic forecast
- The sources of liberalization of world trade. Protectionism and trade wars.
- The global economic order. Neo-liberal economic globalisation.
- The geo-economical "large spaces".
- The economic regionalization of the European Union as a factor of global political and economic stability.
- The creation of large channels international communication (energy, transport of goods.
- The construction of the new Silk Road. The Eurasian communication channels of the future. The transformation of the communication channels of Eurasia.
- The Euro-Asiatic transport corridors and the hydrocarbon transport energy bridge.
- Greece as a new channel of Caspian and Mediterranean gas pipelines to EU countries and the Black Sea.
- The geopolitical poles of sovereignty of the Earth and the world domination of the United States of America.
- The location of China and Russia and the BRICS countries in the new world becoming.
- The global information channel. Techno polis.

- Cultural Geopolitics (geophilosophy). Great world Civilizations (Ancient Greece. China, Western European culture, Islamic world)
- The world order and the cultural approach.
- Cultural challenges. Globalisation and anti-globalization.
- Political and social reform. A collapse of civilizations. Boom and Fall of Empires (the fall of the Soviet Union). Euroasiatic Geopolitics. Clash of civilizations.
- The European Union's strategy for environmental and energy policy and climate change.
- The environmental objectives of 20-20-20. The EU's 2030 agenda. The main priorities and objectives for 2030: environmental, energy and climate targets for 2030.
- The "common" European energy policy. The EU's energy security and supply. Russia's rehabilitation and the prospect of supplying the European market with new alternative sources of gas and oil. (North Africa, Iraq, Cyprus, Israel, Egypt, Greece, etc.)

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

- Analyzes the concepts of geo-economic and geophilosophy as new theories of global geopolitical.
- Explain and differentiate the position of the EU and Greece in tackling the problems of climate change and the prospects for EU economic development in the light of sustainable development.
- To explain the "common" European energy policy.
- The EU's energy security and supply From alternative sources.
- Explain the European Union's strategy for environmental and energy policy and climate change.
- Analyze and explain the Euro-Asian transport corridors for goods and services.
- Eurasia as an energy bridge for the transport of hydrocarbons.
- Explain Greece as a new channel of Caspian and Mediterranean gas pipelines to EU countries and the Black Sea.
- Analyze the European Union's strategy for environmental and energy policy and climate change.
- Analyze the "common" European energy policy.
- Analyze the EU's energy security and supply.
- Analyze and explain the rehabilitation of Russia and the prospect of supplying the European market with new alternative sources of gas and oil. (North Africa, Iraq, Cyprus, Israel, Egypt, Greece, USA, etc.)

General Competencies

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?

Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas

- Autonomous work
- Working in an international environment
- Working in a multidisciplinary environment
- Exercise criticism and self-criticism
- Promoting free, creative and inductive thinking

4. CONTENT COURSES

1. The concept and content of geopolitics, geo-economics – geophilosophy (cultural geopolitics), energy and environmental policy. Theoretical approaches: Alfred Mahan, Halford Mackinder, K. Haushofer, Nicholas Spykman, and V.A... Dergachev.

2. Geo-economic strategy. The sources of liberation of world trade. Protectionism and trade wars.
 3. Global geo-economic. The World economic order. Neo-liberal economic globalisation.
 4. Geo-Economical "large spaces". Economic regionalization. Regional associations. Single Europe. Regional character of the European Union and a global political and economic stability factor.
 5. Large channels of international communication. The construction of the new Silk Road. Eurasian communication channels of the future. Transformation of the communication channels of Eurasia. European Transport Corridors. Hydrocarbon Transport Energy Bridge. Greece as a new channel of Caspian and Mediterranean gas pipelines to EU countries and the Black Sea.
 6. Geo-economics poles of the Earth. Confrontation of sea and terrestrial states. World domination of the United States of America. The location of China and Russia and the BRICS countries in the new world becoming. Free economic zones. Tax havens.
 7. The global information channel. Techno polis. GEO-Economic forecast.
 8. Cultural geopolitics (geophilosophy). Great world Civilizations (Ancient Greece. China, Western European culture, Islamic world)
 9. World order and cultural approach. Cultural challenges. Globalisation and anti-globalisation.
 10. Political and social reform. A collapse of civilizations. Boom and Fall of Empires (the fall of the Soviet Union). Euroasiatic Geopolitics. Clash of civilizations.
 11. The European Union's strategy for environmental and energy policy and climate change.
 12. The environmental objectives of 20-20-20. The EU's 2030 agenda. Key priorities and objectives for 2030: environmental, energy and climate targets for 2030.
 13. The 'common' European energy policy. The EU's energy security and supply. The geopolitics of oils. Russia's rehabilitation and the prospect of supplying the European market with new alternative sources of gas and oil. (North Africa, Iran, Caspian Sea states, if. Mediterranean).
- (Distribution of delivery topics per week)

5. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	In class	
Face to face, distance learning, etc.		
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students	Learning process support through E-class electronic platform	
TEACHING ORGANIZATION Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc. The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the	Activity	Semester workload
	Lectures	39
	Guidance/Counselling	20
	Writing work and presentation	50
	Educational excursion/Small individual practice tasks	
	Autonomous study	16

<i>total workload at the semester level corresponds to the standards of the ECTS</i>	Total Course (25 hours workload per credit unit)	125
EVALUATION STUDENTS <i>Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other</i> <i>Explicitly specified evaluation criteria and whether and accessible by students</i>	I. Written final examination (60%) which includes: - Multiple Choice questions - Solving international policy and economic integration problems. - Comparative evaluation of theoretical elements. II. Written work and presentation with Power Point (40%)	

5. RECOMMENDED-BIBLIOGRAPHY

-Suggested bibliography: -related journals: <ol style="list-style-type: none"> 1. I. Mazis, Geopolitics: Theory and Practice, ECD. Papazisis, 2002. 2. Dergachev V.A. Geopolitics. Textbook for universities. - M.: UNITY-DANA, 2004. - 526 p. 3. ATHANASIOS KOURMATZIS (2009) Petroleum geopolitics the international economy and crises. Publisher: PAPAISIS 4. K.Dodds, Geopolitics: a very short introduction, Oxford University Press, 2007. 5. C.Gray-G.Sloan, Geopolitics, Geography and Strategy, Frank Cass, London, 1999. 6. F.Ratzel, The living Space (MCF), Spotlight, Athens, 2001. 7. H.Mackinder, Democratic ideals and reality (MCF), ECD. Papazisi, Athens 2006. 8. G.F.Kennan "X", The Sources of Soviet Conduct, 1947. 9. J.L.Gaddis, Reconsiderations: Containment: A Reassessment, Foreign Affairs, July 1977, vol55, no4. 10. H.Kissinger, Diplomacy, 1994. 11. Z.Brzinski, The big chessboard, Livanis, 1998. 12. J.Mearsheimer, The tragedy of the Great Powers Policy, Quality, 2007. 13. L. Kafidas, GEOPOLITICAL ANALYSIS: Comparative presentation of various schools of thought, general inspection Nov-Dec 2009 14. Geopolitics and Hellas: The POSITION of Greece IN the WORLD AND its RELATIONSHIP WITH THE INTERNATIONAL CENTERS of Domination (SYLLOGOS), Athens, Espertron, 2001. 		
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DEOS 607 – Financial econometrics

1. GENERAL

SCHOOL	ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS 607	SEMESTER STUDIES	6 TH
LESSON TITLE	Financial econometrics		

SELF-FINAL TEACHING ACTIVITIES In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits	WEEKLY HOURS TEACHING	CREDIT UNITS
Lectures and action Exercises	3	5
Total	3	5
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i>		
TYPE OF LESSON Background, general knowledge, scientific area, skills development	Specialty Course (S.C.)	
PRE-REQUISITE COURSES:	There are no requirements	
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek	
LESSON OFFERED TO ERASMUS STUDENTS	Yes (if there is a request from Erasmus students)	
ONLINE LESSON PAGE (URL)	(* Note: Registration is required to enter the course)	

2. LEARNING OUTCOMES

Learning outcomes

The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.

See Appendix A

- *description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong*
- *Summary Guide to the Learning outcomes*

The course of financial Econometrics focuses on the teaching of linear algebra, statistics and econometrics techniques that allow quantitative conclusions to be extracted from empirical financial data. Extensive reference is made to the empirical investigation of the validity of financial theories and to the conduct of forecasts with the use of utilitarian-econometrics models.

13. The 'common' European energy policy. The EU's energy security and supply. The geopolitics of oils. Russia's rehabilitation and the prospect of supplying the European market with new alternative sources of gas and oil. (North Africa, Iran, Caspian Sea states, if. Mediterranean).

Upon successful completion of the course, the student will acquire knowledge and skills with the result that he is given the opportunity to:

<ul style="list-style-type: none"> • Prepares statistical and econometrics surveys • Analyzes financial data using econometrics models • Analyzes quantitative data and draws conclusions • Makes predictions using financial models • • Uses statistical software packages such as EViews
General Competencies <i>Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?</i>
<p>The student with the complete theoretical training and acquisition of specific knowledge and skills is expected to be able to carry out:</p> <ul style="list-style-type: none"> • Investment assessment. • Drafting of financial analyses and assessments. • Financial advice and preparation of financial studies and research. • Financial monitoring. • • Design and development of financial services and products.

3. CONTENT COURSES

Curriculum:
<ul style="list-style-type: none"> • Auto retrograde models with a conditional heteroscedasticity (ARCH) (Applications with the EViews econometrics package). • The model of generalized Auto retrograde conditional heteroscedasticity (GARCH) (Applications with the EViews econometrics package). • Stability controls of rates (applications with the EViews econometrics package). • Stationary and non-stationary time series – White Noise process – (Applications with the EViews econometrics package). • Stagnation controls with the function of autocorrelation (applications with the EViews econometrics package). Unit root controls (apps with the EViews econometrics package). • VAR Systems-Integration and error correction models (applications with the EViews econometrics package). • Controls of the ensemble (applications with the EViews econometrics package). • Estimation of error correction models. (Applications with the EViews econometrics package). • Causality (applications with the EViews econometrics package). • Check the causality of the Granger. (Applications with the EViews econometrics package).

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	Face to face and distance learning	
Face to face, distance learning, etc.		
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students	Support for learning process through e-class electronic platform using software econometrics package E-Views	
TEACHING ORGANIZATION <i>Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study</i>	Activity	Semester workload
	Lectures	52
	Learning E-Views software with Computer aided laboratory	52
	Autonomous study	56
	Total Course	150

<p>(project), writing work/work, artistic creation, etc.</p> <p>The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS</p>	
<p>EVALUATION STUDENTS</p> <p>Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other</p> <p>Explicitly specified evaluation criteria and whether and accessible by students</p>	<p>I. Written final examination (100%) which includes:</p> <ul style="list-style-type: none"> - Laboratory (50%) - Theory (50%) <p>II. Rating Language: Greek</p>

5. RECOMMENDED-BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Dimeli. P. (2002). Modern methods of analysis of chronological series, review editions, Athens. 2. Syriopoulos, K, and Philippas, D. (2010). Econometric Designs, Anikoula Editions, Thessaloniki. 3. Brooks, C. (2010). Introductory Econometrics for Finance, Cambridge University Press, Fifth Edition 4. Hamilton, J. D. (1994). Time Series Analysis, New Jersey, Princeton University Press. 5. Kozhan, R. (2007) Financial Econometrics (with EViews), ISBN: 978-87-7681-427-4
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DEOS 701 PAREYXEINIES AND DIAKASPIAKES ECONOMIC AND ENERGY RELATIONS PERIGRAM OF MATHEMATICS

1. GENERAL

SCHOOL	ECONOMIC SCIENCE		
SECTION	DEPARTMENT OF INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
LESSON CODE	DEOS 701	SEMESTER STUDIES	7 TH

LESSON TITLE	ECONOMIC AND ENERGY RELATIONS IN THE EYXEINO PONTO (BLACK SEA) AND THE CASPIAN SEA		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
Lectures and action Exercises		3	5
ΣΥΝΟΛΟ		3	5
TYPE OF LESSON	GENERAL		
PRE-REQUISITE COURSES:			
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek		
LESSON OFFERED TO ERASMUS STUDENTS			
ONLINE LESSON PAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<p>Upon successful completion of the course, the student should:</p> <ol style="list-style-type: none"> 1. Has knowledge and describes the specificities of economic reforms and the problems of transition to the market economy of the Euxine countries. 2. Understands and explains the conditions, procedures, guidelines for the creation and development of sub regional economic integration in Eastern Europe (OSEC). 3. Describes the institutional power system of the bodies of the OSEC. 4. Analyze and explain the institutional framework for Economic cooperation and the development of regional economic relations in the Black Zone and the Caspian Sea area as well as the position and role of Greece in the region. 5. Compare and evaluate the external trade structure of the Euxine countries and the Caspian Sea countries (per commodity, service, country, region, economic organization). 6. Classifies the position and analyse the current economic development trends of the BSEC in the global economy and international trade. 7. Evaluates energy and environmental collaborations in the Black Zone and the association of alternative countries/hydrocarbon providers in the EU. Gas pipeline TAR. 8. Assesses and synthesizes the economic development prospects and economic strategies of the countries of the OEWS in the context of the globalisation of financial transactions and sustainable global development. 9. Analyze the problems and perspectives of Greek foreign trade, foreign direct investment and regional projects in the black region and the Caspian Sea. 10. Critically compare and evaluate the benefits of Greece's financial transactions to the OSEC... 11. Explains and differentiates the position and important role of Greece as a bridge connecting the Euxine (Black sea) countries and the countries of the Caspian Sea with the EU.
General Competencies

- Working in an international environment
- Autonomous and teamwork
- Respect for diversity and multiculturalism
- Promotion of free, creative and inductive thinking.

3. CONTENT COURSES

1. The pan-European and sub regional economic integration in Eastern Europe.
2. The development of regional economic relations in the black Zone during the Cold War period. The end of the bipolar, the dissolution of the Soviet Union and the collapse of the system of the centrally planned economy in Eastern Europe.
3. Economic reforms and problems of transition to the market economy in the countries of the former Soviet Union.
4. Transnational trade and energy agreements and projects in the black and the home zone. Energy partnerships in the black Zone and the association of alternative EU hydrocarbon countries/suppliers. TRACEC programs. Gas pipeline TAR.
5. The European Neighborhood Policy and the path of association of Euxine countries in the EU.
6. Foreign trade in the Euxine countries.
7. Bilateral economic cooperation between Greece and the Black Sea and Caspian seas countries.
8. The Black Sea Economic Cooperation Organization (BSEC): Institutions, objectives, competences.
9. The particularities of the transition to the market economy of the countries.
10. The position of the countries of the OEWS in the world economy.
11. The International economic relations of the OEWS with EU countries and the rest of the world. The bilateral trade and economic relations of the countries of the OEWS.
12. Greece's external economic policy in the OSEC and its participation in the implementation of important regional projects.
13. Foreign trade and investment in Greece in the black region and the Caucasus.

(Distribution of delivery topics per week)

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	In class	
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION	Learning process support through E-class electronic platform	
TEACHING ORGANIZATION	Activity	Semester workload
	Lectures	39
	Guidance/Counselling	20
	Writing work and presentation	50
	Educational excursion/Small individual practice tasks	
	Autonomous study	16
	Total Course (25 hours workload per credit unit)	125

EVALUATION STUDENTS	I. Written final examination (60%) II. Work (40%)
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5. RECOMMENDED-BIBLIOGRAPHY

1. SISKOS EVANGELOS (2001) The Economic cooperation of the Black Sea (BSEC) and the regional economic integration of the countries of the Commonwealth of Independent States. Papazisis editions.
2. MARAGOS IOANNIS, BITZENIS ARISTEIDIS (2007) "Economics of Transition" Publisher: EKDOSEIS STAMOULI.
3. Sklitas p. (2001) International political Economy. The Balkans, Central and Eastern Europe (CEE), the countries of the former USSR and relations with the EU. Papazisi.
4. Bambanasis Stergios (1997) Changes and business opportunities in central-Eastern Europe. Papazisis editions.
5. Papasotiriou Charalampos. Greece, Southeast Europe and New international system: The Challenges of the 21st century. EKD, Papazisi 1999
6. Breedus Antonis. Bilateral conventions on the protection of Greek investments in the Balkans and the Black Sea. EKD, Sakkoulas Athens 1997.

DEOS 702 – European tax accounting and auditing law

1. GENERAL

SCHOOL	ADMINISTRATION AND FINANCE		
SECTION	ACCOUNTING AND FINANCE		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS 702	SEMESTER STUDIES	7 TH
LESSON TITLE	European tax Accounting and auditing law		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
Lectures and action Exercises		3	5
Total		3	5
Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.			
TYPE OF LESSON	Specialty Course(S.C)		

Background, general knowledge, scientific area, skills development	
PRE-REQUISITE COURSES:	There are no requirements
LANGUAGE OF TEACHING AND EXAMINATIONS	Ελληνική
LESSON OFFERED TO ERASMUS STUDENTS	Yes (if there is a request from Erasmus students)
ONLINE LESSON PAGE (URL)	(* Note: Registration is required to enter the course)

2. LEARNING OUTCOMES

Learning outcomes	
<p><i>The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>See Appendix A</i></p> <ul style="list-style-type: none"> • <i>description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong</i> • <i>Summary Guide to the Learning outcomes</i> 	
<p>Upon successful completion of the course, the student will acquire knowledge and skills with the result that he is given the opportunity to:</p> <ul style="list-style-type: none"> • Deal specifically and specialized mainly with the application of tax legislation to the problems of businesses both in European (European Company, European Cooperative Society) and at national level (G.P., E.U., Ltd., CSR, Inc.), In accordance with the requirements of tax legislation for the export of the result and the reimbursement of taxes of indirect to the state, it is intended to provide necessary information to the executives, that is, persons within a Organization and conduct and control its functions. • Has an understanding of key and critical fundamental issues and concepts of tax, accounting and auditing law • Is aware of the specific problems related to the European tax accounting and auditing law • Has the fundamental background to understand the problems arising in relation to European tax accounting and auditing law 	
General Competencies	
<p><i>Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?</i></p>	
<p>The student with the complete theoretical training and acquisition of specific knowledge and skills is expected to be able to carry out:</p> <ul style="list-style-type: none"> • Management of investment programs • Internal and external control of businesses and organizations. • Supervision, keeping and updating of accounting books of all categories in accordance with applicable European legislation, and international accounting standards. 	

3. ΠΕΡΙΕΧΟΜΕΝΟ ΜΑΘΗΜΑΤΟΣ

Curriculum:
<ul style="list-style-type: none"> • Basic concepts of European tax, accounting and audit law • The tax system • Discrimination of taxes

<ul style="list-style-type: none"> • General principles of Tax law • Types of taxation • Income Tax • Taxation of the transfer and possession of property • Taxes on expenditure • Fiscal Policy • Basic tax Accounting concepts • The accounting law of the financial statements of the capital companies • The annual financial statements and annual reports • International Accounting Standards • International Financial Reporting Standards • Accounting system: Accounting records and Elementals • Accounting and business ethics and ethics • Professional law of the accountant-auditor • The international and European regulatory and regulatory supervisory framework for internal control of enterprises • Ad hoc Audit ethics • Risk Management
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4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	Face to face and distance learning	
Face to face, distance learning, etc.		
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students	Support of learning process through power point and use of ICT (such as PC, projection machine etc)	
TEACHING ORGANIZATION Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc. The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS	Activity	Semester workload
	Lectures	58
	Act Exercises	56
	Autonomous study	36
	Total Course (25 hours workload per credit unit)	150
EVALUATION STUDENTS	I. Written final examination (60%) which includes (alternatively and/or cumulatively): <ul style="list-style-type: none"> - Multiple Choice questions - Development-approximation of issues related to accounting and tax law - Solving issues related to accounting and tax law - Comparative evaluation of Theory elements 	
Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation,		

laboratory work, patient clinical examination, artistic interpretation, other/other Explicitly specified evaluation criteria and whether and accessible by students	II. Job presentation + Progress Test [40% Total (alternatively and/or cumulatively)] III. Rating Language: Greek
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5. RECOMMENDED-BIBLIOGRAPHY

1. Velentzas G. (2018), tax-accounting and auditing law, IuS, Thessaloniki.
2. Velentzas g. /kartalis N. /Gramvas E., Tax Law & Accounting, I, IuS, Thessaloniki 2012.
3. Velentzas g. /kartalis N. /Gravas E., Tax Law & Accounting, II, IuS, Thessaloniki 2012.
4. Velentzas g. /kartalis N., tax law and practice, I, IuS-Legal bank-database-printing S.A., Thessaloniki 2009.
5. Velentzas G. /kartalis N., tax law and practice, II, IuS-Legal bank-database-printing S.A., Thessaloniki 2009.
6. E. Sais, Analysis-interpretation. (Up to N. 3670/2008), 3 volumes, 2009.
7. Tzimas i., tax data-New handbook, 2009.
8. Totsis Ch., Code of Administrative Procedure and administrative Procedure, 2009
9. Finkalotis k, tax law, Athens/Thessaloniki 2005.
10. Barbas N., income tax, Athens/Thessaloniki 2005.
11. Karagiannis d., tax-tax, objective criteria, tax returns, Thessaloniki 1998.
12. Marinis I. /tz, i., Book & Data Code, Athens, 1998.
13. Stamatopoulos d., tax sanctions code Athens, 2005.
14. Kyrnasios G. (EPM), tax penalties, 2006

DEOS 705 INTERNATIONAL BUSINESS ACTIVITY ΠΕΡΙΓΡΑΦΜΑ ΜΑΘΗΜΑΤΟΣ

1. GENERAL

SCHOOL	ECONOMIC SCIENCE		
SECTION	DEPARTMENT OF INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
LESSON CODE	DEOS 705	ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ	7 TH
LESSON TITLE	INTERNATIONAL BUSINESS ACTIVITY		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
Lectures Elaboration of a course work, Presentation of a work lesson		3	5

Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.	3	5
TYPE OF LESSON Background, general knowledge, scientific area, skills development	SCIENTIFIC AREA	
PRE-REQUISITE COURSES:		
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek	
LESSON OFFERED TO ERASMUS STUDENTS		
ONLINE LESSON PAGE (URL)		

2. LEARNING OUTCOMES

Learning outcomes
<p><i>The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>See Appendix A</i></p> <ul style="list-style-type: none"> • <i>description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong</i> • <i>Summary Guide to the Learning outcomes</i>
<p>The purpose of this course is to provide the student with knowledge about:</p> <ul style="list-style-type: none"> • The key elements of international business as a category of international administrative. • Familiarizing students with the key elements of international entrepreneurship in the context of globalisation; • Systematization of types and forms of international business activity. • The creation of theoretical and practical knowledge of students for the analysis of various aspects of the activities of companies in the international area of Entrepreneurship. • The phenomenon of international economic relations, international entrepreneurship is a form of interaction between the subjects of international economic activity that aims to gain benefit from cross-border cooperation. • The process of international entrepreneurship as a synthesis of business activities involving the crossing of national borders and the movement of goods, services, capital, workers and the transfer of technology, information and Data. • The study of the types and forms of modern international entrepreneurship. • The issues of organization and management of international enterprises; • Technological policy of transnational companies, • The mechanism to safeguard the interests of Greek companies in foreign markets.

- International business is based on business transactions between partners from more than one country when crossing national borders.
- These activities include the transfer and marketing of products to the foreign target market.
- Foreign direct Investment (FDI) and the entire production cycle in the host country
- International strategic management in international business.
- International human resource management.
- Competitiveness in world markets. Economic context and forecasting of international markets for goods and services.
- International and export marketing.
- Strategic Marketing mix decisions for international markets.
- Strategic planning and planning in international marketing. The International marketing information System. The International marketing environment (economic, political, cultural, legal)
- International market research abroad.
- What strategies to penetrate international markets. Choice of entry and exit method from an international market
- Strategies and stages of internationalization and economic activity.
- Organizational forms and types of international entrepreneurship and international cooperation.
- International human resource management.
- Competitiveness in world markets.
- The economic context and forecasting of the international markets for goods and services.
- International and export marketing. Strategic Marketing mix decisions for international markets.
- Strategic planning and planning in international marketing.
- The International marketing information System.
- The International marketing environment (economic, political, cultural, legal)
- International market research abroad. Strategies to penetrate international markets. Choice of entry and exit method from an international market
- Strategies and stages of internationalization and economic activity.
- Carrying out financial and other investment transactions in other countries. Foreign direct investment (FDI). Investment climate, barriers and international business relations with the host State. Parent company-Subsidiaries-Licensing-Franchising-Contract Manufacturing-Joint Venture.
- International product Policy. Goods distribution networks. Logistics in international businesses. Systems for international identification and coding of goods. The role of standardization and certification systems for goods in international trade. The international mix of projection and promotion. International product lifecycle. The determination of price and pricing policy in international companies competition price analysis. Consumer behaviour.
- Comparative entrepreneurship focuses on comparing business activities in different countries, their common characteristics and relationships.
 - The knowledge of the foreign enterprise means for a national company a set of acts abroad in one or more countries. It is part of a single company's business, while international business is an integral combination of the international activities of many companies.
 - Features of comparative entrepreneurship: 1. The international business, like any business, has as its main purpose the creation of profit. 2. International activities shall be based on the possibility of obtaining benefits through business activities on the international market outside the country's interior, i.e. Sales of this product in another country or the establishment of a business in one country of production in another or the provision of services by two countries-they provide to third parties, by developing business activities not only in their countries. This is a key point in understanding the essence of international entrepreneurship.

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

<ul style="list-style-type: none"> • It analyses the specific benefits of international entrepreneurship related to the increase of profit, access to foreign labor markets (price, qualifications), mineral stocks and sources of raw materials, acquisition of new markets, and increase of production and reduction of Cost. • It possesses the ability to conduct business negotiations in Greece and the international market. • It possesses the ability to implement basic financial methods of asset management and capital. • It possesses the ability to design and implement the business and investment plan in the foreign market. • To compose investment decisions, financing decisions and differentiation of profits and dividends. • Capitalizes on investment Plan financing schemes 	
General Competencies	
<i>Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?</i>	
<i>Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas</i>	<i>Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas</i>
<ul style="list-style-type: none"> • Autonomous work • Working in an international environment • Working in a multidisciplinary environment • Exercises criticism and self-criticism • Promoting free, creative and inductive thinking 	

3. CONTENT COURSES

<ol style="list-style-type: none"> 1. The significance and the content of international enterprising activity. 2. The international enterprise in international economic system and the internationalization. Multinational and domestic enterprises. Administration of total quality. Cross-cultural problems of management and the factor of globalisation. 3. Organizational forms and types of international business dexterity and international collaboration. 4. International strategic administration in the international enterprises. International management of human potential. 5. Competitiveness in the world markets. Economic situation and forecast international purchases of goods and services. 6. International and export marketing. Strategic decisions mix marketing on international purchases. 7. Strategic planning and planning in the international marketing. The international system of information marketing. The international environment marketing (economic, political, cultural, lawyer) 8. International research of markets of abroad. Strategies of infiltration in the international markets. Choice of method of entry and expense from an international market Strategies and Stages of Internationalization and economic activity. 9. Direct foreigner investments (AXE). Investment climate, obstacles and relations of international enterprises with the state of reception. Mother company - Affiliated companies - Licensing - Franchising - Contract Manufacturing - Joint Venture. Free economic areas in the international business dexterity.
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10. 10. International policy of product. Networks of distribution of merchandises. Logistics in the international enterprises. Systems for international recognition and coding of merchandises. The role of systems of standardization and certification of goods in the international trade. The international Mix of Projection and promotion. International Circle of Life of product.
11. 11. Price and billing policy in the international enterprises Analysis of prices of competition. Behaviour of consumer.
12. 12. International trade of services. Sectors of international services. International advisory and actuarial services. Internationalization of services. The international environment for the enterprises of services. Research & Growth (E&A) and international scientific--technological exchanges of international enterprises.
13. 13. Attendance of international enterprises in international and public competitions supplies of goods and services and concretization of work. (distribution of issues of deliveries per week)

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD Face to face, distance learning, etc.	In class	
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students	Learning process support through E-class electronic platform	
TEACHING ORGANIZATION Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc. The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS	Activity	Semester workload
	Lectures	39
	Guidance/Counselling	20
	Writing work and presentation	50
	Educational excursion/Small individual practice tasks	
	Autonomous study	16
	Total Course (25 hours workload per credit unit)	125
EVALUATION STUDENTS Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other	I. Written final examination (60%) which includes: - Multiple Choice questions - Resolving International policy problems - Comparative evaluation of theoretical elements. II. Written work and presentation with Power Point (40%)	

Explicitly specified evaluation criteria and whether and accessible by students	
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5. RECOMMENDED-BIBLIOGRAPHY

<p>Suggested Bibliography:</p> <ul style="list-style-type: none"> Aylonitis, G., Lymperopoylos, Mr, Tzanabaras, V. (2010): "Modern Strategies Marketing for International Purchases", Publications Rosili, Athens. Aylonitis, G. (2001): "Strategic Industrial Marketing", Publications Stamoyli, Athens Panigyraakis, G. (2015): "International Export Marketing", Publications Stamoyli, Athens. Papabasileioy N. and Cleaver G. (2003) Administration Networks of Distribution and Logistics, Rosili Editorial House

DEOS 706 GLOBAL PROBLEMS, CLIMATIC CHANGE AND AEIFOROS DEVELOPMENT OF COURSE

1.GENERAL

SCHOOL	ECONOMIC SCIENCE		
SECTION	DEPARTMENT OF INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
LESSON CODE	DEOS 706	SEMESTER STUDIES	7 TH
LESSON TITLE	GLOBAL PROBLEMS, CLIMATE CHANGE AND AEIFOROS DEVELOPMENT		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
Lectures, elaboration of a work lesson, presentation of a work of course		3	5
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i>		3	5
TYPE OF LESSON	SCIENTIFIC AREA		
Background, general knowledge, scientific area, skills development			

PRE-REQUISITE COURSES:	
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek
LESSON OFFERED TO ERASMUS STUDENTS	
ONLINE LESSON PAGE (URL)	

2. LEARNING OUTCOMES

Learning outcomes
<p><i>The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>See Appendix A</i></p> <ul style="list-style-type: none"> • <i>description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong</i> • <i>And Appendix B</i> • <i>Summary Guide to the Learning outcomes</i>
<p>The purpose of this course is to provide the student with knowledge about:</p> <ul style="list-style-type: none"> • The role and position of the European Union in tackling global problems. • The EU's impact on the sustainable global development of the economy. • The content of the universal problems of the global economy of climate change and sustainable development. • The declaration of the Millennium Summit: The eradication of poverty, the Protection of the environment, the strengthening of international peace and security. • Regional development theories. • The elimination of the gigantic fault of socio-economic development between the post-industrial and developing countries. • The phenomenon of the "vicious circle of poverty" solving the problem of poverty (the example of China). • Tackling the external debt of developing countries. • The EU's partnership and development assistance with the African, Caribbean and Pacific (ACP) countries. • The preservation of the environment and climate change. The Rio de Janeiro Declaration. The United Nations Conference on Environment and Development. • The Kyoto Protocol and the economic bases of the international climate change mechanisms. The diversification of responsibilities for global pollution and the countries ' commitments to reduce emissions. International trade in greenhouse gases emissions. The mechanism of sustainable development • Tackling the external debt of developing countries. • The EU's partnership and development assistance with the African, Caribbean and Pacific (ACP) countries. • The preservation of the environment and climate change. The Rio de Janeiro Declaration. The United Nations Conference on Environment and Development. • The Kyoto Protocol and the economic bases of the international climate change mechanisms. The diversification of responsibilities for global pollution and the countries ' commitments to reduce

emissions. International trade in greenhouse gases emissions. The mechanism of sustainable development

- Eliminating the negative trend of reducing expenditure on health and education. Increasing defence spending in the developing world.

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

- Analyses modern development trends, role, influence and position of the European Union in tackling global problems in the world economy.
- Explain and differentiate the position of the EU and Greece in tackling the problems of climate change and the prospects for EU economic development in the light of sustainable development.
- Explain the theories of regional development.
- Explain the United Nations Conference on Climate Change and the prevention of global warming.
- Explain the Kyoto Protocol and the economic bases of the international climate change mechanisms.
- Diversification of responsibilities for global pollution and the countries ' commitments to reduce emissions. International trade in greenhouse gases emissions.
- Explain the European action plan to achieve the EU's environmental objectives: climate change and energy 20-20-20 for 2020 and in the coming decades.
- Explain the new European consensus on the development of EU Member States and the development actions of the EU and its member States.
- Explain the EU's 2030 agenda and its sustainable development package. Key priorities and objectives for 2030: EU policy, strategy and legislation on environmental, energy and climate targets for 2030.
- Analyze the elimination of the negative trend of reducing expenditure on health and education. Increasing defence spending in the developing world.

General Competencies

Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?

Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas

Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas

- *Autonomous work*
- *Working in an international environment*
- *Working in a multidisciplinary environment*
- *Exercises criticism and self-criticism*
- *Promoting free, creative and inductive thinking*

3. CONTENT COURSES

1. The concept and content of universal problems of the global economy of climate change and sustainable development.
2. The Millennium Summit Declaration: the Eradication of poverty, the protection of the environment, the strengthening of international peace and security.
3. Theories of regional development. The model of Rostow: The theories of the stages of development... Model of spatial magnification of Taaffe. Theory of the development stages of Friedmann.
4. The elimination of the gigantic fault of socio-economic development between the post-industrial and developing countries.
5. The phenomenon of the "vicious circle of poverty" solving the problem of poverty (China). Tackling the external debt of developing countries.
6. The EU's partnership and development assistance with the African, Caribbean and Pacific countries (ACP countries).

<p>7. The preservation of the environment and climate change. The Rio de Janeiro Declaration. The United Nations Conference on Environment and Development.</p> <p>8. The Kyoto Protocol and the economic bases of the international climate change mechanisms. The diversification of responsibilities for global pollution and the countries' commitments to reduce emissions. International trade in greenhouse gases emissions. The mechanism of sustainable development</p> <p>9. The United Nations Framework Convention for Climate Change (UNFCCC) Conference on climate change. The stakes of the UN COP21 Conference on Climate Change (Paris Convention 2015). Preventing global warming.</p> <p>10. The European action plan to achieve the EU's environmental objectives: climate change and energy 20-20-20 for 2020 and in the coming decades.</p> <p>11. A new European consensus on the development of EU Member States and the development actions of the EU and its member States.</p> <p>12. The European Union's sustainable development strategy. The EU's 2030 agenda and its sustainable development package. Key priorities and objectives for 2030: EU policy, strategy and legislation on environmental, energy and climate targets for 2030.</p> <p>13. Eliminating the negative trend of reducing expenditure on health and education. Increasing defence spending in the developing world.</p> <p>(Distribution of delivery topics per week)</p>
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6. 4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	In class	
Face to face, distance learning, etc.		
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students	Learning process support through E-class electronic platform	
TEACHING ORGANIZATION <i>Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc.</i> <i>The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Guidance/Counselling	20
	Writing work and presentation	50
	Educational excursion/Small individual practice tasks	
	Autonomous study	16
	Total Course (25 hours workload per credit unit)	125
EVALUATION STUDENTS	I. Written final examination (60%) which includes: <ul style="list-style-type: none"> - Multiple Choice questions - Solving problems of international economic integration. - Comparative evaluation of theoretical elements. II. Written work and presentation with Power Point (40%)	
<i>Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written</i>		

work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other Explicitly specified evaluation criteria and whether and accessible by students	
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5. RECOMMENDED-BIBLIOGRAPHY

-Suggested bibliography: -related journals:	
1. Tsaltas, G., I., Katsibardis, K., (EPM.-PAROS), international climate policy: the road to Copenhagen, EKD. I. Sideris, Athens, 2009. UNEP. The United Nations Framework Convention on Climate Change /, New UN/1992. New York, 1992.	
2. E.Siskos. Economic Bases of International Mechanisms on Climate Change. Acta Oeconomica, Vol.53 (3) pp.293-306 (2003).	
3. UNEP. Kyoto Protocol to Rio Climate Change Convention . UN/1997. New York, 1997.	
4. Szlavik J., Főle M., Palvolgyi T. 1999. Economics of greenhouse gas mitigation (Country study). Washington: UNEP–RISO.	

DEOS 707. EUROPEAN CIVIL AND SOLIDARITY POLICY

LESSON OUTLINE

1. GENERAL

ΣΧΟΛΗ		ECONOMIC SCIENCE	
ΤΜΗΜΑ		DEPARTMENT OF INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES	
ΕΠΙΠΕΔΟ ΣΠΟΥΔΩΝ		UNDERGRADUATE	
ΚΩΔΙΚΟΣ ΜΑΘΗΜΑΤΟΣ	DEOS 707	SEMESTER STUDIES	7 TH
ΤΙΤΛΟΣ ΜΑΘΗΜΑΤΟΣ	EUROPEAN CIVIL AND SOLIDARITY POLICY		
SELF-FINAL TEACHING ACTIVITIES			
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits		WEEKLY HOURS TEACHING	CREDIT UNITS
Lectures, elaboration of a work lesson, presentation of a work of course		3	5
Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.		3	5
TYPE OF LESSON	SCIENTIFIC AREA		
Background, general knowledge, scientific area, skills development			
PRE-REQUISITE COURSES:			

LANGUAGE OF TEACHING AND EXAMINATIONS	Greek
LESSON OFFERED TO ERASMUS STUDENTS	
ONLINE LESSON PAGE (URL)	

2. LEARNING OUTCOMES

Learning outcomes
<p><i>The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>See Appendix A</i></p> <ul style="list-style-type: none"> • <i>description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong</i> • <i>And Appendix B</i> • <i>Summary Guide to the Learning outcomes</i>
<p>The purpose of this course is to provide the student with knowledge about:</p> <ul style="list-style-type: none"> • The European Union as an evolving transnational governance system, • The meaning and content of integration • The stages of integration in the EU • Sovereignty and competences between Member States and supranational EU institutions. • The relationship between the Member States and the European institutions and the differentiation over time of the changing will of the peoples of Europe to promote the process of integration in the EU. • With the main stations in the process of European integration • The overall vision of the European institutional edifice • The theoretical approach to policy and economic • The birth and development of the European Communities • The evolution of the EEC into the European Union • The institutional system of the European Union • The European Union's supranational and subsidiary institutions • Solidarity policies and concepts of coherence and solidarity with EU member countries • European social Policy • European regional Policy • Deepening and enlarging the EU • European integration and the prospects of federalization • The EU's external action instruments and the pursuit of political and economic diplomacy. • The mechanisms and procedures for regulating the common foreign and Defence Policy and the decision-making institutions. • The level of the EU's external political relations with all countries in the world, regions and international organisations. • International development assistance and EU policies to its neighbors and developing countries. <p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • Analyze decision-making and the pursuit of political diplomacy in the EU's external action instruments and the signing of International cooperation and association conventions.

<ul style="list-style-type: none"> • Analyses the regulation, mechanisms and procedures for the implementation of external relations, the forms of solidarity and cooperation of the EU by geographical area and country. • Assess the level of deepening and enlargement of the EU and the importance for Greece • Explain and differentiate the position and the important role of Greece in the EU's external relations. • Explaining and differentiating the European Union's institutional supranational and subsidiary bodies • Explain and differentiate the EU's external action instruments and the pursuit of political and economic diplomacy. • Explain solidarity policies and concepts of coherence and solidarity with EU member countries • To explain European social policy, European regional policy. • Analyze international development aid and solidarity with developing countries and peoples • Explain the deepening and enlargement of the EU • Explain the mechanisms and stages of transition to the political union European banking Union. Single fiscal policy. Cfsp. Eu. Political union. • Explaining European integration and the prospects of federalization. 	
General Competencies	
<i>Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?</i>	
<i>Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas</i>	<i>Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas</i>
<ul style="list-style-type: none"> • Autonomous work • Working in an international environment • Working in a multidisciplinary environment • Exercises criticism and self-criticism • Promoting free, creative and inductive thinking 	

3. CONTENT COURSES

<ol style="list-style-type: none"> 1. The meaning and content of integration. Theoretical approach to policy and economic integration the stages of integration. 2. The political integration of Europe. The historical development of European integration. 3. The European Treaties of birth and the EU's development. 4. The institutional system of the European Union. Intergovernmental decision-making processes in the EU. 5. The institutions and bodies of the European Union and their competences. 6. The top supranational posts of EU governance institutions. Role of the President of the European Council, the President of the European Commission and the High Representative of the EU. 7. The functioning of the EU institutions and the democratic deficit. 8. The common Foreign and security policy. International energy cooperation and EU policy. EU development policy and environmental protection. EU involvement in tackling global problems 9. Solidarity policies. The concepts of coherence and solidarity. 10. European regional Policy. Financial instruments and instruments.
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11. EU deepening policies. The transition stages in the political union European banking Union. Single fiscal policy. Cfsp. Eu. 12. EU enlargement policies. Conditions and procedures for the accession of one country to the EU. The pre-accession instruments. Greece's position and role in an enlarged Europe. 13. European integration and the prospects of federalization. (Distribution of the delivery of topics per week)
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4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	In class	
Face to face, distance learning, etc.		
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students	Learning process support through E-class electronic platform	
TEACHING ORGANIZATION Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc. The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS	Activity	Semester workload
	Lectures	39
	Guidance/Counselling	20
	Writing work and presentation	50
	Educational excursion/Small individual practice tasks	
	Autonomous study	16
	Total Course (25 hours workload per credit unit)	125
DELIVERY METHOD		
Face to face, distance learning, etc.	I. Written final examination (60%) which includes: - Multiple Choice questions - Solving problems of international economic integration. - Comparative evaluation of theoretical elements. II. Written work and presentation with Power Point (40%)	

5. RECOMMENDED-BIBLIOGRAPHY

- Suggested Bibliography: - Related journals:
1. Giotis – Papadaki Olga (2010) European political integration and solidarity policies. Review Editions Athina. 2. B. PANAGOU – K. TSOUNI (2002). Transnational and supranational cooperation. The universal and European context. Papazisi Editions 3. Kentrotis Kyriakos D. 2006 visas and actions of the external relations of the European Union travelling with a guide the little Prince Publisher: Papazisis.

4. Kentrotis Kyriakos D. Series Manager: Dalis Sotiris (2010). European Union's foreign policy and Reform Treaty. A new Prometheus bound? Publisher: Papazisis
5. MARAVEGIAS NAPOLEON (CURATOR), TSINISIZELIS MICHALIS (CURATOR) (2007) New European Union (organization and policies 50 years) Publisher: THEMELIO EDITIONS Ltd
6. SCHMIDT HELLUT (2003) The self-reliance of Europe. Perspectives for the 21st Century Publisher: PAPAZISI EKDOSEIS AVE
7. ANDREOU GIORGOS 2002 cohesion and structural policy in the European Union PAPAZISI PUBLICATIONS S.A.
8. SIDJANSKI DUSAN (2002) The search for an original European Federation Publisher: PAPAZISI EKDOSEIS AVE
9. KAFKALAS GRIG., ANDRIKOPOULOU E (2000) new European space-enlargement and geography Publisher: THEMELIO
- STEPHANOU K. (1999) European integration, T. G Publisher: SAKKOULAS N. ANTONIS.

Books on the internet

- 1) Academic Organization: JSTOR. <http://www.jstor.org/>
- 2) Bilorus Oleg. <http://www.nbuv.gov.ua/books/2007/07ugs.pdf>
- 3) F.D.Weiss. <http://www.econ.jhu.edu/people/hinze/trade/WTOessay.htm>
- 4) John Taylor (1999) J.B.Taylor, Macroeconomic Policy in a World Economy: From Econometric Design to Practical Operation (1999).
- 5) M.Rupert. <http://www.maxwell.syr.edu/maxpages/faculty/merupert/Teaching/355.htm>
- 6) R. Mitchel www.uoregon.edu/~rmitchel/ir/lectures/index.htm
- 7) Robert Feenstra (2003) Robert Feenstra "Advanced International Trade"
- 8) Robert Mundell (1968) International Economics R. Mundell, International Economics (1968)
- 9) Steven S. Suranovic "Theory of International Finance and Policy Analysis <http://internationalecon.com/v1.0/Finance/Ftoc-extended.html>
- 10) Steven S. Suranovic «International trade theory and policy analysis <http://internationalecon.com/v1.0/Ttoc-extended.html>
- 11) Steven S. Suranovic <http://internationalecon.com/v1.0/syllabus2.html>
- 12) T.Black . T.Black, The Economics Net-Text Book.
- 13) W.Hong (Seoul National University) <http://gias.snu.ac.kr/wthong/course/trade/trdindex.html>
- 14) International economic Issues on websites
- 15) <http://bized.ac.uk/stafsup/options/econ/econ-g-10.htm> , www.firststep.com.au/econ, <http://internationalecon.com/v1.0/problems/>
- 16) Institute of World Economy and International relations (Kiev Ukraine) http://www.iweir.org.ua/doclidgenya_knigi.htm

Articles on the Internet

1. Siskos E. (2009) New strategy for the EU and the role of the Black Sea basin in expanding European economic cooperation / / Siskos E. (2009) New strategy for the EU and the role of the Black Sea basin in expanding European economic cooperation / / Strategy of Ukraine's development (economics, sociology, law) Scientific journal -. - 2009. - № 3. - pp. 136-145 [The journal abstracted in Ukrainian Journal of Abstract]
2. Siskos E. (2009) Global Strategies of European Integration. Monograph curated by Professor Oleg Belorus, Academician, National Academy of Sciences of Ukraine Publications Aston. Ternopil, 2008. - 384 pages ISBN 968-966-308-273-8 (in Russian). http://lib.rada.gov.ua/DocDescription?doc_id=152010
3. Siskos E., Darvidou K.(2002). «The European Union and Stability of Global Economy», Proceedings of Seventh International Scientific Conference Titled «Problems of Economic Integration of Ukraine into the European Union: Globalization and New Economy – Consequences for Europe and Ukraine. 18-20 September 2002. Yalta-Phoros, Ukraine. The proceedings of the Conference were published in the scientific journal of International Scientific Prestige «The Herald of Ternopil Academy of National Economy». Issue 8 –1. 2005 pp 33-40.

DEOS 801. INTERNATIONAL ECONOMIC RELATIONS

1. GENERAL

SCHOOL	ECONOMIC SCIENCE		
SECTION	DEPARTMENT OF INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
LESSON CODE	DEOS 801	SEMESTER STUDIES	8 TH
LESSON TITLE	INTERNATIONAL ECONOMIC RELATIONS		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
Lectures and action Exercises		3	5
TOTAL		3	5
TYPE OF LESSON			
PRE-REQUISITE COURSES:			
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek		
LESSON OFFERED TO ERASMUS STUDENTS			
ONLINE LESSON PAGE (URL)			

Course Description:

The purpose of this course is to provide the student with knowledge about:

- The meaning and forms of international economic relations, international microeconomic and macroeconomic as part of the theory of international economics.
- The study of the change and development of the international economic environment in the processes of internationalization and globalization of economic life. The forms, methods and tools of international financial transactions.
- The objective knowledge of the development of the international economy, as a global system of interlinking of national economies.
- The principles of the functioning of the mechanisms of the global and European economy. As well as the role of international financial institutions and associations in solving the problems of the global economy.
- The analysis of international economic exchanges with the use of classical and neo-classical theory of international trade
- The theory of trade policy (Tariffs and Protection), the theory of customs unions and the Common Market (the international mobility of production factors).
- The international monetary, currency and financial system.
- The balance of payments theory and the macroeconomic role of the balance of payments, as well as macroeconomic regulation in a small and large open economy.
- Foreign exchange market and exchange rate theory.
- Exchange policy, the macroeconomic role of SIS, the instruments of monetary and exchange-rate policy.
- Macroeconomic balance in the open economy, models of internal and external economic equilibrium in the open economy.
- International macroeconomic policy in the open economy, with a stable and fluctuating exchange rate.

Upon successful completion of the course, the student should:

1. Is aware of the international microeconomics and macroeconomic and to explain the legislative functioning of open economies and the global economy entirely.
2. It has knowledge and analyses the particularities of the formation and operation of the World trade and financial system, in the complex conditions of globalization of financial transactions.
3. Understands the international economic exchange and explains the classical and neo-classical theory of international trade.
4. To understand and distinguish classical and neo-classical theory of international trade, as well as the alternative theories of international trade.
5. It has knowledge and illustrates the international movement of inputs: the theories of international capital movements and labor force, the international transfer of technology.
6. Is aware of and distinguishes international trade policy: the Tariff and non-tariff methods of regulating international trade.
7. Understands and measures international credits and funding, and understands the theory of international investment.
8. Understands and illustrates international economic integration. To understand and appreciate the theory of customs unions and the common market.
9. It has knowledge and explains the balance of payments theory (BP) and the macroeconomic role of the balance of payments, but it differentiates macroeconomic regulation in the small and large open economy.
10. Identifies the foreign exchange market (sight and deadline) and explains the models of the exchange market.
11. Distinguishes the types of exchange rate (SI) and the medium-long-term factors that define the nominal SI, but to apply the methods of calculating SI.
12. Understands and explains the basic theories of the exchange rate, the nominal and actual SIS and the changes of SIS. To understand the theory of equivalence of purchasing power (PPPS) of the currency and to compare the overrated and undervalued currency of a country. To explain the theory of the excellent monetary areas. Assess the effect of the incompatibility of inflation rates and exchange rate changes on foreign trade in the country.
13. Explains the exchange rate policy and the macroeconomic role of SIS, as well as the instruments of monetary and exchange-rate policy. To describe the European experience of monetary union.
14. Analyze and explain the macroeconomic balance in the open economy, as well as the internal and external balance models.
15. Analyses the external and internal balance in the open economy, explaining macroeconomic policy in the open economy with stable and fluctuating SIS and implementing the tools of the financial, monetary and external trade Policy with small and large capital mobility in the enlarged IS-LM-BP model in the open economy.
16. Explain and analyse macroeconomic programming in the open economy, the viability of the balance of payments and the harmonization of macroeconomic policies within regional economic integration organisations (EU-euro zone).

Learning outcomes:

- *Autonomous work*
- *Working in an international environment*
- *Working in a multidisciplinary environment*
- *Exercises criticism and self-criticism*
- *Promoting free, creative and inductive thinking*

2. CONTENT COURSES

1. The structure and functioning of the international economic system. The creation of the international economy.
2. The classical and neo-classical theory of international trade. The theory of the international movement of inputs. The general balance in international trade.
3. Alternative theories of international trade.
4. The international Movement of inputs: Theories of international movement of Capital and labor force,
5. International scientific-Technological exchanges and research and Development (E&A) in the international market.
6. International trade Policy: the Tariff and non-tariff methods for regulating international trade.
7. International credits and financing. The theory of international investment.
8. International economic integration. The theory of customs unions and the common market.
9. International accounts and balance of payments. The macro-economic role of the balance of payments.
10. The International monetary system. The exchange rate (SI) and the foreign exchange market.
11. Exchange rate theory. The exchange policy. Inconsistent macroeconomic balance.
12. Macroeconomic balance in the open economy. Macroeconomic policy in the open economy with stable and fluctuating SIS.
13. The external Economic and trade relations of Greece.

3. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	In class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	Learning process support through E-class electronic platform	
TEACHING ORGANIZATION	Activity	Semester workload
	Lectures	39
	Guidance/Counselling	20
	Writing work and presentation	50
	Educational excursion/Small individual practice tasks	
	Autonomous study	16
	Total Course (25 hours workload per credit unit)	125
EVALUATION STUDENTS	I. Written final examination (60%) II. Work (40%)	

4. RECOMMENDED-BIBLIOGRAPHY

1. Husted S., Melvin M. (2008) "International Economics" editions of ION. Athens
2. Katou-Katsouli Eleni (2007) Economic analysis of the European Union. Publications Libra.
3. MS - Mishkin, F.S., Serletis, A., , The Economics of Money, Banking, and Financial Markets, Addison Wesley, 3rd Canadian Edition, Toronto (2007).
4. KONTIS ANTONIS (2006) International Economic Relations T. A ' editions PAPAZISI Athina
5. MARDAS DIMITRIOS (2006) International Economic Relations Editions IOANNIS G. MARKOU & YIOS O.E.-EKDOSEIS "ZYGOS"
6. K. Head (2006), *Elements of Multinational Strategy*, University of British Columbia.

7. AGIMYRGIANAKIS M. G, VLASIS. M, THOMPSON. H (2006) International trade. International economic Relations Publisher: TZORTZAKI M. & SIA E. E.
8. POURNARAKIS EFTHYMIOΣ (2004) International Economics-An introductory approach C ' publisher: POURNARAKIS EFTH.
9. VAMOUKAS G. (2004) International economic Relations. Theory-Methodology-Applications Publisher: BENOUSOT. GEORGIA
10. MAKEDONAS E. KONSTANTINOS 2004 International Trade Publisher: ELLON-G. PARIKOS & SIA EE
11. R. Feenstra (2004), Advanced International Trade, Princeton University Press: Κεφάλαια 2 και 5.
12. CHRISTODOULOU DIMITRIS, NIKAS HRISTOS (2004) International economic Relations in the era of globalisation Publisher: GKIOURDAS. M. VASILEIOS. EPE.
13. OBSTFELD MAURICE, KRUGMAN RAUL (2003) International economic Theory and policy T. B Publisher: KRITIKI SA in 2 volumes.
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DEOS 802. COMPUTERIZED ACCOUNTING AND INVOICING

1. GENERAL

SCHOOL	ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS 802	SEMESTER STUDIES	8 TH
LESSON TITLE	Computerized accounting and Invoicing		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
Lectures and Exercises		3	5
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i>			
TYPE OF LESSON	INFRASTRUCTURE COURSE		
Background, general knowledge, scientific area, skills development			
PRE-REQUISITE COURSES:	No		
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek		
LESSON OFFERED TO ERASMUS STUDENTS	No		
ONLINE LESSON PAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes	
<p><i>The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>See Appendix A</i></p> <ul style="list-style-type: none"> <i>description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong</i> <i>And Appendix B</i> <i>Summary Guide to the Learning outcomes</i> 	
<p>The course of computerized accounting and invoicing enables the student to practice the operation of the computerized accounting and to handle the accounting programs required for the issuance of accounting data such as VAT, Tax return, c category book tracking.</p>	
General Competencies	
<p><i>Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?</i></p>	
<p><i>Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas</i></p>	<p><i>Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas</i></p>
<p><i>With the attendance of the course, students search, analyse and register accounting events with the use of necessary technological programs.</i></p>	

3. CONTENT COURSES

1. INTRODUCTION 2. BOOKS B CATEGORY 3. BOOKS C CATEGORY 4. VAT GENERAL 5. EXERCISES 6. ELP 7. TAX DECLARATION OF NATURAL PERSONS 8. EXERCISES 9. TAX DECLARATION OF LEGAL PERSONS 10. EXERCISES 11. CODE OF TAXATION PROCEDURE 12. TAX LAW 13. REPETITIVE EXERCISE
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4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD	Face to face	
Face to face, distance learning, etc.		
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students	Learning process support through Power point	
TEACHING ORGANIZATION Teaching is described in detail the method and methods of instruction.	Activity	Semester workload
	Lectures	80
	Job Writing	14
	Progress	26

Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc. The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS		
	Autonomous study	24
	Total Course (36 hours workload per credit unit)	144
EVALUATION STUDENTS Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other Explicitly specified evaluation criteria and whether and accessible by students	Written final examination including: - Development questions - Exercises Rating Language: Greek	

5. RECOMMENDED-BIBLIOGRAPHY

-Suggested Bibliography:

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DEOS 803 – EUROPEAN LAW ETAIRION AND BUSINESS

1.GENERAL

SCHOOL	ECONOMIC SCIENCES		
SECTION	INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	Undergraduate		
LESSON CODE	DEOS 803	SEMESTER STUDIES	8 TH
LESSON TITLE	SEMESTER STUDIES		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the			

credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits		
Lectures and action Exercises	3	5
Total	3	5
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i>		
TYPE OF LESSON	Special Infrastructure Course (SIC)	
Background, general knowledge, scientific area, skills development		
PRE-REQUISITE COURSES:	There are no requirements	
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek	
LESSON OFFERED TO ERASMUS STUDENTS	Yes (if there is a request from Erasmus students)	
ONLINE LESSON PAGE (URL)	(* Note: Registration is required to enter the course)	

2. LEARNING OUTCOMES

Learning outcomes
<p><i>The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>See Appendix A</i></p> <ul style="list-style-type: none"> • <i>description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong</i> • <i>Summary Guide to the Learning outcomes</i>
<p>The course is the basic lesson about deepening with the concepts and fundamental principles of European Company/Business law.</p> <p>The course aims at obtaining the students ' fundamental knowledge and skills:</p> <ul style="list-style-type: none"> • The concepts of European Company/Business Law • The principles of European Company/Business Law <p>The modules are accompanied by examples, Case Studies and practical applications from the Greek and international area that help students in understanding the modules</p> <p>Upon successful completion of the course, the student should have the opportunity to:</p> <ul style="list-style-type: none"> • He has an understanding of the basic and critical fundamental issues and concepts of European law companies/enterprises He has knowledge of the individual issues of European law companies/companies. It has the fundamental background to understand the fundamental concepts of European company/Business Law,
General Competencies
<i>Taking into account the general competences to be acquired by the graduate (as listed in the Diploma</i>

<i>supplement and listed below) to which of them is the course intended?</i>
<p>The student with the complete theoretical training and acquisition of specific knowledge and skills is expected to be able to:</p> <ul style="list-style-type: none"> • Manages investment programs • Provides autonomous work as well as • Team Work • Evaluates investments and financial products

3. CONTENT COURSES

<p>Curriculum:</p> <p>Manages investment programs</p> <p>Concept of the Company</p> <p>Characteristics of the company's contract</p> <p>Company's differences from other similar contracts</p> <p>Requirements of the Company (contribution of partners, common purpose, corporate intent)</p> <p>Types of companies (civil companies-commercial companies)</p> <p>Types of commercial companies (personal companies-capital companies)</p> <p>The commercialism of companies</p> <p>Companies with and without legal personality</p> <p>The institutional framework for companies in the European Union</p> <p>The European Company</p> <p>The European Cooperative Society</p> <p>The Consortium</p> <p>The Silent Company</p>
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4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD		Face to face and distance learning
Face to face, distance learning, etc.		
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students		Support of learning process through the use of projection and learning process support through the E-class electronic platform
<p>TEACHING ORGANIZATION</p> <p>Teaching is described in detail the method and methods of instruction.</p> <p>Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc.</p> <p>The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS</p>	Activity	Semester workload
	Lectures	32
	27	32
	Act	40
	Exercises	46
	27	
	Case	Studies
	42	
	Autonomous	study
	54	
Total Course		150
EVALUATION STUDENTS	I. Written final examination (60%) which includes (alternatively and/or cumulatively):	
Description of the evaluation Process assessment language, evaluation	- Multiple Choice questions	

<i>methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other</i> <i>Explicitly specified evaluation criteria and whether and accessible by students</i>	<ul style="list-style-type: none"> - Development-approximation of issues related to European law companies/enterprises - Solving problems related to European law companies/Companies - Comparative evaluation of Theory elements <p>II. Job presentation + Progress Test [40% Total (alternatively and/or cumulatively)]</p> <p>III. Rating Language: Greek</p>
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5. RECOMMENDED-BIBLIOGRAPHY

Kotsiris L. (2018) European commercial law, Sakkoulas

DEOS 806. INTERCULTURAL COMMUNICATION

1. GENERAL

SCHOOL	ECONOMIC SCIENCE		
SECTION	DEPARTMENT OF INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
LESSON CODE	DEOS 806	SEMESTER STUDIES	8 TH
LESSON TITLE	INTERCULTURAL COMMUNICATION		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
Lectures, elaboration of a work lesson, presentation of a work of course		3	5
Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.		3	5
TYPE OF LESSON	SCIENTIFIC AREA		
Background, general knowledge, scientific area, skills development			

PRE-REQUISITE COURSES:	
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek
LESSON OFFERED TO ERASMUS STUDENTS	
ONLINE LESSON PAGE (URL)	

2. LEARNING OUTCOMES

Learning outcomes	
<p><i>The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>See Appendix A</i></p> <ul style="list-style-type: none"> • <i>description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong</i> • <i>And Appendix B</i> • <i>Summary Guide to the Learning outcomes</i> 	
<p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • To understand the link between globalisation and the global market with intercultural competence and intercultural communication strategies. • To understand the importance of intercultural communication strategies at the level of the European Union and the global labor market. • Identify and adopt appropriate communication strategies based on the relevant ex. Environment and cultural and social conventions. • Analyze critical communication issues in the business area. • To understand the appropriate communication strategies to adapt to multilingual/multicultural trade groups. • Enable communication skills to solve communication problems within a team in the working environment. • Adopt and evaluate argument strategies for decision-making in the workplace. • Adopt intercultural communication strategies for international business activities. 	
General Competencies	
<p><i>Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?</i></p>	
<p><i>Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas</i></p>	<p><i>Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas</i></p>
<ul style="list-style-type: none"> • <i>Autonomous work</i> • <i>Working in an international environment</i> • <i>Working in a multidisciplinary environment</i> • <i>Exercises criticism and self-criticism</i> 	

- Promoting free, creative and inductive thinking

3. CONTENT COURSES

Course Content
<p>1. Culture, (inter) culture, perceptions, attitudes, stereotypes: content and conceptual clarifications.</p> <ul style="list-style-type: none"> • To understand the importance of intercultural communication strategies at the level of the European Union and the global labor market. <p>2. Impact of culture on international business Communications: The impact of culture on the design, style and strategies of the negotiations.</p> <ul style="list-style-type: none"> • Analyze critical communication issues in the business area. <p>3. Communication, communicative ability-intercultural communicative ability conceptual clarifications and components.</p> <p>Intercultural communication capacity and its connection with the ability to respect and accept cultural differences and global citizenship (citizenship).</p> <p>4. Intercultural communication at European Union level and European integration.</p> <p>5. Global communication, technological communication and SMES in the context of globalisation and the global labor market.</p> <p>6. Communication strategies: Typology and models of communication strategies</p> <p>7. Intercultural communication strategies: typology and models of intercultural communication strategies.</p> <p>8. Persuasion strategies and resolution of issues related to communication in the workplace.</p> <p>9. Advertising and intercultural communication. Strategies of understanding advertisements from a variety of cultural backgrounds and promoting local products in multicultural contexts.</p> <p>10. Alternative forms of tourism and intercultural communication.</p> <p>11. International/bilateral relations and communication strategies.</p> <p>12. Utilization of the 'simulation process' (Simulation technique) as a tool for the training of students in intercultural communication situations.</p> <p>Intercultural communication capacity and its connection with the ability to respect and accept cultural differences and global citizenship (citizenship).</p> <p>13. Exploitation of 'argument' activities and controversy (debates) as a tool for the training of students in intercultural communication situations.</p>

4. TEACHING and LEARNING METHODS-EVALUATION

5. RECOMMENDED-BIBLIOGRAPHY

Griva, E., & Kofou, I. (2019). Language portfolio serving as a tool for developing/assessing multilingual skills and inter/multicultural competence. In N. Bakic, M. Loncar & M. Jakovljević (Eds), *Current Topics in Language and Literature – An International Perspective* (pp. 67-93). Cambridge Scholars Publishing.

Kim, Y. (2001). *Becoming intercultural. An integrative theory of communication and cross-cultural adaptation*. London: Sage Pl.

Liu, S., Gallois, S., & Volcic, Z. (2018). Introduction to Intercultural communication. World cultures and contexts (METF Friliggos, A.). Athens: Gutenberg.

Martin, J., N. & Nakayama, T. K. (2013). *Experiencing intercultural communication: An introduction*. New York: McGraw Hill.

DEOS 807. EUROPEAN AND INTERNATIONAL LANGUAGE POLICIES

1.GENERAL

SCHOOL	ECONOMIC SCIENCE
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SECTION	DEPARTMENT OF INTERNATIONAL AND EUROPEAN ECONOMIC STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
LESSON CODE	DEOS 807	SEMESTER STUDIES	8 TH
LESSON TITLE	EUROPEAN AND INTERNATIONAL LANGUAGE POLICIES		
SELF-FINAL TEACHING ACTIVITIES		WEEKLY HOURS TEACHING	CREDIT UNITS
In case the credits are awarded to discrete parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded for the entire course, you should enter the weekly teaching hours and the total of the credits			
Lectures, elaboration of a work lesson, presentation of a work of course		3	5
<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at 4.</i>		3	5
TYPE OF LESSON	SCIENTIFIC AREA		
Background, general knowledge, scientific area, skills development			
PRE-REQUISITE COURSES:			
LANGUAGE OF TEACHING AND EXAMINATIONS	Greek		
LESSON OFFERED TO ERASMUS STUDENTS			
ONLINE LESSON PAGE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<p><i>The learning outcomes of the course are described in the specific knowledge, skills and competences of appropriate level that students will acquire after the successful completion of the course.</i></p> <p><i>See Appendix A</i></p>

<ul style="list-style-type: none"> • <i>description of the level of learning outcomes for each cycle of study according to the Qualifications framework of the European Higher Education area descriptive indicators of levels 6, 7 and 8 of the European Qualifications Framework for lifelong</i> • <i>And Appendix B</i> • <i>Summary Guide to the Learning outcomes</i> 	
<p>Upon successful completion of the course the student will be able to:</p> <ul style="list-style-type: none"> • Be able to form a clearer picture of multilingualism and its importance in the European Union. • To interpret the role of Greek language in the promotion of entrepreneurship in the European Union, in the Dipek area and the Balkans. • Analyze the regulation, mechanisms and procedures for implementing language policies in the European Union. • Assess the level of enlargement of the EU multilingualism and its importance for entrepreneurship in the European Union. • Explain and differentiate the position and the important role of the English language in international relations. • To explain the solidarity policies and the necessity of promoting the multilingualism and acceptance of multiculturalism in the Member States of the European Union. • Explain the widening of the multilingualism and the emergence of the cultural heritage of the member countries of the European Union. 	
<p>General Competencies</p>	
<p><i>Taking into account the general competences to be acquired by the graduate (as listed in the Diploma supplement and listed below) to which of them is the course intended?</i></p>	
<p><i>Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas</i></p>	<p><i>Search, analyze and compose data and information, using and necessary technologies adapt to new situations decision making autonomous work teamwork work in international environment work in interdisciplinary environment derivative New research Ideas</i></p>
<ul style="list-style-type: none"> • Autonomous work • Working in a multidisciplinary environment • Exercise criticism and self-criticism • Promoting free, creative and inductive thinking • Respect for diversity and multiculturalism • Demonstration of social, professional and ethical accountability and sensitivity in matters of languages and cultures 	

3. CONTENT COURSES

Course Content
<ol style="list-style-type: none"> 1. Official and regional languages within the European Union. 2. Migrant languages and their role in the countries of the European Union. 3. Bilingual and multilingual policies in the Member States of the European Union. 4. The role of the English language as a 'common Communication code' (lingua franca) for entrepreneurship, innovation and mobility in the European Union and in third countries. 5. Language policies: Diachronic approach of policies from the beginning of 1950 to 2000. 6. Language policies: National language policies from the beginning of 2000 to the present. 7. Linguistic policies for the languages of minority and migrant groups in multicultural Europe.

8. Linking the Greek language to entrepreneurship in the European Union, the Balkans and the Black Sea space: the role of the Greek communities of the Dispersion...
9. Linguistic and bilateral trade relations.
10. Council of Europe: working languages.
11. Council of Europe: Translation services/standardization of specific language-terminology.
12. Greek and Latin scientific terminology in European languages.
13. Empowerment of linguistic policies: perspectives in the modern enlargement environment.

4. TEACHING and LEARNING METHODS-EVALUATION

DELIVERY METHOD Face to face, distance learning, etc.	In class	
USE OF INFORMATION TECHNOLOGY AND COMMUNICATION using ICT in teaching, in laboratory training, in communicating with students	Learning process support through E-class electronic platform	
TEACHING ORGANIZATION Teaching is described in detail the method and methods of instruction. Lectures, seminars, laboratory exercise, field exercise, study and bibliography analysis, tutorial, Practice (placement), clinical training, artistic laboratory, interactive teaching, educational visits, study (project), writing work/work, artistic creation, etc. The student's study hours are shown for each learning activity as well as the hours of an unguided study so that the total workload at the semester level corresponds to the standards of the ECTS	Activity	Semester workload
	Lectures	39
	Guidance/Counselling	20
	Writing work and presentation	50
	Educational excursion/Small individual practice tasks	
	Autonomous study	16
	Total Course (25 hours workload per credit unit)	125
EVALUATION STUDENTS Description of the evaluation Process assessment language, evaluation methods, formative or deductive, multiple choice test, short answer questions, essay development questions, problem solving, written work, report/report, oral examination, public presentation, laboratory work, patient clinical examination, artistic interpretation, other/other Explicitly specified evaluation criteria and whether and accessible by students	I. Written final examination (60%) which includes: - Multiple Choice questions - Resolving situations regarding the promotion of multilingualism and its link to entrepreneurship, innovation and mobility in the European Union. II. Written work and presentation with Power Point (40%)	

5. RECOMMENDED-BIBLIOGRAPHY

- Grunig, B. (1991). *La langue de la publicite*. Paris, Les Presses du CNRS.

- Griva, E. (2011). European language policy and multilingual policy in Greek education. In Platsidou & Dagdellis (EPAM), the modern educational reality and its context, (dedicated volume for Prof. Ah, Kapsalis) (pp. 57-75). University of Macedonia editions.
- Kamaloudis, St. (2015). Language Periigisis: The languages of the world and the Greek. Thessaloniki, Antoniou Stamouli editions.
- Walter, H. (2007). *The Adventure of Western languages. Their origins, their history, their geography.* ðåôÛöñ. *Efi Margeli, Athens, englazing. Original: L'aventure des langues en Occident, 1994, Paris, Robert Laffont.*