



Irish American University

*American College Dublin and European Academy of Fine
Arts are constituent colleges of Irish American University*

Catalog

2025-2026

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ADMINISTRATION

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Vice President and Academic Dean

Rory McEntegart

Registrar and Quality Assurance Officer

David Webb

Director of Administration

Rowland Crawte

Assistant Director of Enrolment Management

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Director of Student Support and Advisement

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Administrative Officer

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Joseph A. Rooney
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American College Dublin, Irish American University
Jupiter, Florida

ACCREDITATION

Irish American University and its constituent colleges, American College Dublin and European Academy of Fine Arts, are accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104, United States of America.

The Middle States Commission on Higher Education is a voluntary, non-governmental, peer-based membership association dedicated to educational excellence and improvement through peer-evaluation and accreditation. Accreditation by MSCHE is an expression of confidence in an institution's mission and goals, its performance and its resources. Accreditation by a regional accrediting association certifies to other educational institutions and the public that an institution has been evaluated, meets or exceeds established standards, and is achieving its own goals.

Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
United States of America
Telephone: 001-267-284-5000
Internet: www.msche.org

Irish American University is licensed by the Department of Education of the State of Delaware to award degrees at the undergraduate and master's level. All degrees under this accreditation at American College Dublin, European Academy of Fine Arts and its subsidiary Film Scoring Academy of Europe are awarded by Irish American University.

American College Dublin

Some of American College Dublin's programs are individually accredited by the Irish state accreditation body, Quality and Qualifications Ireland (QQI).

- ACD has two programs placed at level-eight on the National Framework of Qualifications which are accredited by HETAC/QQI and for which graduating students receive HETAC/QQI awards:
 - BA (Hons) in Liberal Arts
 - BA (Hons) in International Business
- ACD has one program placed at level-nine on the National Framework of Qualifications which is accredited by QQI and for which graduating students receive QQI awards:
 - MB in International Business

QQI accreditation and awards refer only to programs provided by American College Dublin and

are not connected programmatically or institutionally with Irish American University.

Quality and Qualifications Ireland
Higher Education and Training Awards Council
26-27 Denzille Lane
Dublin 2
Ireland
Telephone: 001-353-1-644-1500
Web: www.qqi.ie

MISSION AND VISION

Mission

To offer the best characteristics of Irish and American higher education in an intimate environment underpinned by the holistic liberal arts model of learning, enabling students to realize their potential and participate successfully in the world.

Vision

Irish American University will provide a high-quality undergraduate and postgraduate education: one that is rigorous, stimulating and valuable. The institution will emphasize the core values of academic excellence, innovation, ethical integrity and multiculturalism. The institutional ethos and programs of study will inculcate and reflect the best of the Irish and American higher education traditions, engaging the student in an educational experience that is active, participative and challenging. Irish American University will uphold the highest standards of ethical conduct in all its activities, including support for academic freedom, appropriate disclosure of information to the institution's stakeholders, equality of access and opportunity. The University will aim to instill a passion for education that advances the development of the individual's talents and a process of lifelong learning.

FACULTY

Stephen Barcroft

BA (Trinity College Dublin), HDipEd (Trinity College Dublin), MA (Trinity College Dublin),
PhD (Trinity College Dublin)

Philip Byers

Graduateship in Marketing (Marketing Institute of Ireland)

Stephen Chandler

Head of Programme – Undergraduate Business
BA (Maynooth), MA (University College Dublin)

Michael Clark

BSc (University College Dublin), Professional Diploma in Education (Trinity College Dublin),
MSc (University College Dublin), PhD (University College Dublin)

Eoin Cannon

BEd (St Patrick's College)

Lisa Daly

BBL (University College Dublin), BL (The Honorable Society of King's Inns)

Aileen Donohoe

BA (Trinity College Dublin), PostGradDip (Royal Academy of Music)

David Doolin

BA (Manchester Metropolitan University), MPhil (University of Glasgow), PhD (University of
Hawaii)

Marc Gallagher

RSc (Environmental Science), MPhil (Trinity College Dublin)

Mia Gallagher

BA (Dublin City University)

Carlo Gébler

BA (University of York), PhD (Queen's University Belfast)

David Horgan

Head of Program – Business Graduate Studies
BL (University of Cambridge), MBA (Harvard University)

Aintzane Legarreta

BA (University College Dublin), MA (University College Dublin), PhD (University College

Dublin)

Deirdre Masterson

Head of Program – Performing Arts and Musical Theatre

DipMus (Leinster School of Music), PostGradOp (Leinster Opera Studio), MMus (Dublin Institute of Technology)

Ferdia MacAnna

BA (University College Dublin), MPhil (Trinity College Dublin)

Aoife MacEoin

BA (University College Dublin), BA (Dublin Institute of Technology), GradDip (Dublin City University), MA (University College Dublin)

John McCoy

BCL (University College Dublin), BL (Queen's College Belfast), DipEL (University College Dublin)

Rory McEntegart

Academic Dean

BA (Auckland), MPhil (Trinity College Dublin), PhD (London School of Economics)

Micheál Ó Raghallaigh

Fellow of the Institute of Chartered Certified Accountants (FCCA), Associate Member of the Irish Institute of Taxation (AITI)

Kevin Redmond

BA (Ulster University), MSc (Dublin Institute of Technology)

Peter Rooney

BA (Boston College), MA (Duquesne University), PhD (University College Cork)

Piotr Sadowski

Head of Program – Liberal and Fine Arts

MA (University of Warsaw), PhD (University of Warsaw)

David Webb

BA (University College Dublin), PGCE (University of Bristol), MA (University College Dublin)

David Wray

BA (University of Lancaster), CertAdvStudies (Guildhall School of Music and Drama), ARCM (Royal College of Music)

ACADEMIC CALENDAR, 2025-2026

FALL SEMESTER (September – December 2025)

August 2025	11	Registration for returning students commences
	22	Registration for returning students ends
September	10	Study abroad students arrive
	11	Registration and orientation for first-year and study abroad students
	15	Semester 1 commences
	19	Last day for drop/add
October	27 (Monday)	Bank holiday (College closed)
	27 – 31	Reading week
November	6 November	ACD/IAU Graduation 2025
December	5 (Friday)	Final day of classes
	8	Final examinations commence
	19 (Friday)	End of final examinations
	19 (Friday)	Academic Office closes at 1.00 pm
	19 (Friday)	College closes at 3.00 pm

SPRING SEMESTER (January – May 2026)

January 2026	5 (Monday)	College re-opens
	5 – 16	Registration for returning students
	14	Study abroad students arrive
	15	Registration for 1 st year and study abroad students
	19 (Monday)	Semester 2 commences
	23	Last day for drop/add
February	2 (Monday)	February Bank Holiday (College closed)
March	17 (Tuesday)	St Patrick's Day – Bank Holiday (College closed)
	16-20	Reading week
April	3 (Friday)	Good Friday (College closed)
	6 (Monday)	Easter Monday (College closed)
	17 (Friday)	Last day of class
	20-24	Revision week
	27 (Monday)	Final examinations commence
May	4 (Monday)	May Bank Holiday (College closed)
	15 (Friday)	Final day of examinations

SUMMER SEMESTER (May – August 2026)

May 2026	18	Study abroad summer semester classes commence
June	1 (Monday)	June Bank Holiday (College closed)
	26	Final day of summer semester classes
July	13	Final summer and repeat examinations commence
	17	Final day of summer and repeat examinations
	20 – 31 July	College closed
August	3	August Bank Holiday (College closed)
	4 (Tuesday)	College re-opens

Admissions

ADMISSIONS

Admissions Office

The Admissions Office provides guidance, counseling and support to students seeking third level education, and facilitates their registration onto their chosen program. It welcomes enquiries or visits from students, parents, guidance counselors or interested parties to the College. The Admissions Office is open from 9.00 am to 5.00 pm Monday to Friday.

Applications

Applicants for all the institution's programs should complete an application form and supply the necessary documentation directly to the College. Irish and EU national students applying for QQI degree programs may apply directly or through the Central Applications Office (CAO), Tower House, Eglinton Street, Galway (www.cao.ie).

Entry Requirements

Undergraduate degree requirements

Applicants are required to have graduated from high school at a standard that satisfies the institution that they have a strong likelihood of being able to complete the program of study for which they have applied. Applicants still in high school must provide evidence from high school transcripts and / or report cards that suggest a likelihood to graduate from high school; conditional acceptance is granted pending the completion of the applicant's senior high school year.

Applicants for the BFA in Performing Arts and BFA in Musical Theatre are required to complete an audition; these applicants should contact the Admissions Office in order to discuss the arrangements for an audition.

QQI programs. For Irish Leaving Certificate students, the minimum Leaving Certificate entry requirements for QQI degree programs are an H5 in two subjects and grade O6/H6 in four subjects. (This is equivalent to the previous requirements, which was a minimum of grade C3 in two higher-level subjects and grade D3 in four ordinary level subjects.) Students must pass mathematics and a language (English, Irish or a European language). For non-Irish students, secondary school results will be assessed for their equivalency to the Irish Leaving Certificate. Mature students are defined as those who have reached the age of 23 by 1 January of the year of application. Mature students who wish to apply for admission to QQI programs do not need to fulfill minimum academic requirements, but do need to provide a CV and two references and make an appointment to be interviewed by an admissions counselor. Mature students should demonstrate through their work, academic experience, and / or personal ambition their suitability for their chosen program.

Master's degree requirements

MB in International Business

An honors bachelor degree in a cognate discipline is required. If the applicant has an honors bachelor degree in a non-cognate discipline, it will be necessary for the applicant to complete such bridging modules as the Admissions Office deems necessary in order to achieve the prerequisite intended learning outcomes for participation in the program. The length of this bridging program depends on the amount of prerequisite learning outcomes achieved by the applicant, but normally will not exceed a duration of one year.

MBA in International Business / Oil and Gas Management

For the MBA program there are the following entry requirements: an honors undergraduate degree in business; or an undergraduate honors degree with three years of relevant managerial experience; or significant, documented relevant executive managerial experience

MFA in Creative Writing

The MFA in Creative Writing has an open admissions policy. Applicants will usually have an undergraduate degree, but it is not an essential requirement for this program. The principal entry requirements are the submission of a satisfactory 3,000-word creative writing sample and the submission of a satisfactory 300-word personal statement.

MFA in Performance

The MFA in Performance has an open admissions policy. Applicants will usually have an undergraduate degree, but it is not an essential requirement for this program. The principal entry requirements are the submission of a satisfactory evidence-based and documented statement of substantial and sustained professional practitioner-level experience and achievement in the aspect of the performing arts the candidate wishes to study in the degree, the submission of a satisfactory 300-word personal statement, and the completion of a satisfactory interview.

Language requirements

The institution's programs are delivered and assessed through English and require therefore a high level of competency in the English language. For applicants whose first language is not English, the following requirements apply:

All undergraduate programs: an applicant whose first language is not English is required to provide in the application documentary evidence that he or she has a minimum standard of 6.5 IELTS or a recognized equivalent standard (details on accepted equivalencies are available from the Admissions Office).

Graduate programs: an applicant whose first language is not English is required to provide in the application documentary evidence that he or she has a minimum English standard of 7.0 IELTS, or a recognized equivalent standard (details on accepted equivalencies are available from the Admissions Office), or completion of an accredited undergraduate degree delivered and assessed

through the medium of English.

MFA in Creative Writing: the applicant's submitted writing sample and admission interview are normally sufficient as evidence for the purposes of assessing English language competency in English as a second language speakers.

Recognition of prior learning (transfer of credit)

Transfer of credit is offered under two forms of recognized prior learning:

1. Recognition of Prior Certified Learning (RPCL)
2. Recognition of Prior Experiential Learning (RPEL)

Recognition of Prior Certified Learning (RPCL)

RPCL is granted to transfer students who come from another accredited institution of higher education and seek exemptions for previously completed subjects at that institution. Subject transfers for such students are decided in consultation between the Admissions Office and the Academic Office (these offices may also seek further advice as appropriate from subject-area experts regarding course content and intended learning outcomes). A final decision on the granting or denial of transfer credit rests with the academic dean or registrar. Students seeking transfers for previously completed higher education study should send original copies of their transcripts and copies of the relevant course descriptions from the institution's catalog to the Admissions Office when making an application.

Irish American University may grant transfers from subjects completed at other higher education institutions under the following conditions:

- Transfers may be granted only for those subjects in which a 'C' grade or higher was awarded.
- The intended learning outcomes achieved in the completed subject must be substantially the same as those achieved in the subject for which the transfer is sought. If this is not possible satisfactorily to determine from the catalog course description, it may be necessary for the applicant to provide a full course syllabus before the transfer can be accepted.
- Transfers are accepted on the basis of completion of a notional minimum of approximately 40 classroom-contact hours and 80 hours of self-directed study per 3-credit subject.
- IAU only delivers 3-credit or (multiples of 3-credit) courses; thus, it awards transfer credit only for 3-credit (or multiples of 3-credit) courses. Fractions of credits from other institutions may not be accumulated or rounded up for transfer purposes; however, fractions of suitable courses may be rounded down (for example a 4-credit Microeconomics course from another institution that matches ACD's 3-credit Microeconomics course in all other respects may be accepted for transfer credit, but only

3 credits, not 4, will be granted for transfer).

- Credit may not be granted retrospectively for courses at ACD that the student has registered for and commenced beyond drop / add week (week one of the semester), or for courses that have been attempted or completed at ACD.
- Students must complete the last 25% of their degree at ACD in order to earn a degree from the institution; credit transfer cannot be awarded for the final 25% of studies at IAU.
- As IAU does not presently provide distance or correspondence education, transfer credit for subjects delivered by these modes is not presently awarded.
- Capstone courses, theses and research projects are not available for transfer credit.
- Pre-requisite subjects at lower levels on a chosen program must be completed before higher-level transfers can be approved.
- Transfers are awarded on a subject by subject basis, not on a year by year basis. For example, if the student is entitled to 10 subject exemptions, this may not necessarily mean that the student is exempt from a full academic year as the subjects may not all be first year subjects, but could include some second year subjects. Should this be the case, then the student is required to complete the outstanding subjects in first year in order to progress fully to second year.

Exemptions from subjects taken at institutions not accredited by agencies recognized by ACD will be evaluated only after a student has submitted a complete institutional catalog and a course syllabus for each subject under consideration.

Only credits transfer, not grades. Transfers are indicated on the institution's transcript by an 'X', which has a neutral grade point value; grades for subjects for which transfer credit is accepted have no influence on the student's grade point average or on the calculation of the final degree award level at American College Dublin.

Transfer students are required to submit the same documentation as other applicants: an application form, secondary school results, higher education transcripts and, if applicable, proof of English language competency.

Recognized Prior Experiential Learning (RPEL)

ACD currently offers credit for RPEL on only one program, the MFA in Performance.

The maximum credit that may be granted in MFA in Performance is 15 credits (out of a total 36 credits). No credit may be granted under RPEL (or RPCL) for the performance project and portfolio. If RPEL is extended to other programs, it is expected that no more than 50% of any program will be available for transfer of credit under RPEL.

In order to be considered for RPEL, the student must present a detailed curriculum vitae and an extended portfolio detailing the evidence that the submitted prior experiential learning meets the minimum intended learning outcomes for the relevant module or modules. An interview may also be required in order for the evidence to be tested further. Candidates who wish to be considered for RPEL should contact the head of program for guidance on the appropriate material to be submitted. The final decision on awarding credit under RPEL is made by the head

of program, in consultation with the registrar; once the agreed amount of transferable credit is established, this is conveyed formally to the registrar in a recommendation by the head of program; the registrar then records the credit on student's transcript.

As with RPCL, only credits transfer, not grades. Transfers are indicated on the institution's transcript by an 'X', which has a neutral grade point value; grades for subjects for which transfer credit is accepted have no influence on the student's grade point average or on the calculation of the final degree award level at Irish American University.

Applicants with disabilities / special requirements

Disabled students should apply directly through the College. Documentation from appropriately qualified professionals relating to the disability should accompany the application and the student will be requested to attend an interview to determine the level of assistance needed. Every effort will be made by the Admissions Office, Student Affairs, and the faculty to facilitate students' special requirements as recommended in medical reports.

Disabled students who have attended Irish secondary schools may apply through open competition with the CAO, without seeking special assistance; those who do so must meet the minimum Leaving Certificate entry requirements, but are exempted from meeting point requirements.

Audit

A student who wishes to audit a class must receive permission from the Registrar and the lecturer of the subject. A student who officially audits a subject, although not permitted to take examinations, is expected to attend class regularly and to participate in a manner which is agreeable to the lecturer. An "AU" will be recorded on the permanent record of courses officially audited. An audit student cannot receive a grade for sitting this subject.

Equal opportunities

American College Dublin admits students of every race, color, religion, gender, creed, sexual orientation, physical limitation, national and ethnic origin, in administration of its educational policies, admissions policies, scholarship, athletic, and other official programs.

American College Dublin is committed to implementing policies governing equal access and equal opportunity in the area of admissions, recruitment, course offerings, extra-curricular programs and activities, facilities, counseling, advising, health-referral services, athletics, and employment.

Academic programs

IRISH AMERICAN UNIVERSITY AWARDS

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UNDERGRADUATE PROGRAMS

Bachelor of Arts in Liberal Arts

Program duration:	4 years
General education requirements:	20 modules
Concentration requirements:	18 modules
Total modules:	38 (each module is worth 3 credits, except the dissertation, which is worth 9 credits)
Total credits:	120 credits

Program description

The term “liberal arts” refers to the study of human intellectual creativity and experience as reflected in the arts, works of fiction, philosophic texts, and historic documents. Studying liberal arts encourages inquiry into the human condition beyond the confines of a single discipline, helps develop a wide historical perspective on culture, and stimulates critical and informed thinking.

During the core three years of the BA degree in Liberal Arts students pursue a general education program in the humanities, followed by one year of elected study in which students major either in Irish Studies, American Studies, History or English. In this way the study program will broaden the students’ knowledge and advance their communication skills in a wide range of intellectual areas, and will provide them with an understanding of other cultures, their intrinsic values and historical experience. As far as it is possible the degree program will aid students to make ethically and intellectually informed decisions which take account of the complexity and diversity of the world in which we live.

The BA in Liberal Arts is designed to prepare students for a number of possible career opportunities: in the arts, postgraduate studies, teaching, research, business, the civil service, social service, public relations, and the media. To be in a position to advance, they will be expected to develop intellectual, practical and transferable skills. Upon the completion of the course students will command a number of intellectual, practical and transferable skills, including the ability critically to analyze a variety of historical and literary texts, to appreciate visual evidence, and to engage in a constructive intellectual dialogue using such communication skills as essay and thesis writing, and oral presentation.

Program goals

The College is dedicated to the development of each learner’s intellectual and social capabilities by seeking to inculcate a humanistic, tolerant and international perspective, which prepares graduates to meet the challenges of a multicultural and global environment. The overall purpose of the education offered by the College is to help the learners to develop as valuable members of any community, and to prepare them to make ethically informed, responsible decisions and positive contributions to society.

The program has been designed in harmony with the College’s mission and strategy. The College’s mission is explicitly committed to the holistic liberal arts model of learning across all

its programs; according to this model, all undergraduate learners in all disciplines should have a broad understanding and appreciation of the liberal arts and their role in the world. The provision of such an educational underpinning is appreciably enhanced if there exists a fully functioning specialist undergraduate program in liberal arts, with its associated staff expertise and research. The program is also in harmony with the College's Strategic Plan, one of whose chief goals is to increase its liberal arts provision.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the BA in Liberal Arts:

- To provide learners with an intellectually challenging and rigorous education and training in history, politics, philosophy, arts and literature, one that exposes learners to incremental levels of subject complexity as they advance through the programme, allowing them to intensify their knowledge of history and culture in preparation for the workplace;
- To develop the learner's intellectual ability to analyse and synthesise human intellectual creativity and experience as reflected in works of arts, literary fiction, popular culture, philosophic texts, and historic documents;
- To provide a pedagogical environment which will enable the learner to critically evaluate historical evidence of cultural and intellectual endeavour, both in the original context and from a modern point of view;
- To provide learners with a thorough grasp of the conceptual and theoretical frameworks underpinning the areas of historical, political, social, and cultural studies;
- To present learners with an environment that not only expects them to utilise historical knowledge and communication skills but also requires them to exercise their critical judgement on past and current issues relating to politics, society, art and culture;
- To give learners a critical understanding of how the different disciplines of history, political science, social science, literary studies, art history, history of philosophy and cultural studies complement one another;
- To provide the learner with an appreciation of the international and global context of culture, as well as to expose the learner to increasing cultural complexity of the modern and global world;
- To provide learners with a critical understanding of the way cultural ideas reflect the challenges of the modern world, and how these ideas are exchanged and mediated in the environment of global mass media;
- To develop professional communication skills necessary for inter-cultural debate and for clear and efficient exchange of ideas in a culturally diverse global environment;
- To provide a foundation in the humanities that will allow the learner to make ethically and intellectually informed decisions which take account of the complexity, diversity, and challenges of the world in which we live;
- To provide the learner with an understanding of the application of the studied course to the workplace, relevant work experience and career contacts;
- To facilitate learners who successfully complete the programme to undertake graduate studies and or to undertake professional studies.

Stage 1

10 of the following:

LIB200 Academic communication
LIB201 War and peace in the modern world
LIB202 Western arts
LIB203 The digital revolution
LIB204 Imagination and storytelling
LIB205 Anglo-Irish writers
LIB206 Cinema and society
LIB207 Western religions
LIB208 The Enlightenment
LIB209 American culture abroad
CW200 Introduction to creative writing
CW201 Writing prose
PA213 Creating character
PA208 Soundings

Stage 2

10 of the following:

LIB300 Shakespeare
LIB301 Contemporary China
LIB302 Irish migration
LIB303 Romanticism
LIB304 Representations of sexualities
LIB305 Modern art
LIB306 Scramble for Africa
LIB307 Literary modernism
LIB308 India
LIB309 The Scientific Revolution
CW220 Writing for screen
CW301 Creative writing workshop
PA303 The English and American character on stage
PA307 Modern and contemporary theatre

Stage 3

Ten (10) electives

Note: these electives may be freely chosen from available general education or other courses (providing any prerequisites are first completed), and may also be taken in preceding semesters; students taking the accelerated track may take these in summer semesters – all free electives should be completed before the final year.

Stage 4

Five of the courses offered below should be taken

LIB400 Irish nationalism
LIB401 The Great Irish Famine
LIB402 Oscar Wilde and his circle
LIB403 James Joyce's *Ulysses*
LIB405 Irish cinema
LIB408 American literature
LIB409 Migrations to America
LIB410 The American Civil War
LIB411 Hollywood
LIB412 America after 9/11
LIB415 The rise of the novel
LIB416 Modern poetry
LIB419 The Spanish Civil War
LIB420 The Cold War

Choose one of the majors below; all three classes in each major should be taken

Major: Irish studies

LIB404 Research methods

LIB406 Research seminar: Irish Studies

LIB407 Dissertation: Irish Studies

Major: American studies

LIB404 Research methods

LIB413 Research seminar: American Studies

LIB414 Dissertation: American Studies

Major: English

LIB404 Research methods

LIB417 Research seminar: English

LIB418 Dissertation: English

Major: History

LIB404 Research methods

LIB421 Research seminar: History

LIB422 Dissertation: History

Graduation requirements

In order to graduate the student must complete all designated courses in the first two years followed by completion of either the Irish studies, American studies, history or English major. Each module counts as three credits, with the dissertation counting as nine. The student must have a cumulative GPA no lower than 2.0. The award level of the degree is calculated by adding the grade point values of all modules completed (with the dissertation counting as three modules) and dividing that total by the number of modules completed (with the dissertation counting as three modules). The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors, division one (2.1 honors)
2.50-2.99 GPA	=	Second class honors, division two (2.2 honors)
2.00-2.49 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

BFA in Creative Writing

Program duration:	4 years
General education requirements:	10 modules
Concentration requirements:	21 modules
Total modules:	31 (each module is worth 3 credits, except the creative writing projects, which are worth from 3 to 15 credits)
Total credits:	120 credits

Program description

Creative writing touches on all aspects of written communication, with particular emphasis on those that lie outside the purely academic and technical fields. Creative writing draws on the author's imaginative capacity, stylistic felicity, and originality of composition, insight and expression. It encompasses a wide range of approaches, including prose fiction, poetry, drama, screenwriting. Thus, an undergraduate degree in creative writing is one of the most useful programs of study that a student can contemplate, offering not only the means to explore and develop one's expressive abilities in a variety of written forms, but also providing the means to develop advanced skills and competencies in written communication and academic research. In a digital age that is heavily reliant on effective, interesting, original and attractive writing, a BFA in Creative Writing is an exciting, relevant and vocationally desirable course of study: it provides a range of opportunities for artistic and intellectual growth, enhanced expressive ability, a rich variety of career development possibilities in the arts and business, and many avenues for further development in graduate study.

The BFA program examines all of the main areas of creative writing, with introductory courses on the discipline as a whole, courses on the technical requirements and the analysis of creative writing, and specific courses exploring the practical aspects of composing novels, short stories, poems, scripts and screenplays. As the student progresses, the program makes increasing use of the workshop method of teaching, and in the final stages there are opportunities for approved students to undertake extended independent writing projects. The student may combine the major in creative writing with other majors offered by the institution, depending on his or her interests; these include performing arts, liberal arts and international business, either as a double major or as minors.

Program goals

The institution's mission sets as primary goals the development of the student's abilities in an educational experience underpinned by the liberal arts model of learning, one that emphasizes the core values of academic excellence, innovation, ethical integrity and multiculturalism, engaging the student in an educational experience that is active, participative and challenging. These broad goals are well-suited to a program of creative writing, which prepares the student for an expressive and involved approach to the personal and professional challenges and opportunities of life. The program is also tied to one of the institution's strategic goals, which commits it to enhance its provision of liberal and fine arts programs.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the BFA in Creative Writing:

- To provide students with a challenging and rigorous education and training in the humanities, of which creative writing is a part and from which creative writing practice develops, thus allowing them to express themselves creatively with an increasing awareness of the historical and socio-cultural context in which they work;
- To enhance the student's creative ability to observe human experience and activities and reflect them in original artistic creations;
- To provide a teaching environment and experience which encourages reflective criticism and critical evaluation of work, both individually and in groups;
- To provide learners with a thorough grasp of the conceptual and theoretical frameworks underpinning the arts, literature especially, and creative writing particularly;
- To provide technical guidance in the many different conventions, practices and approaches in creative writing, within and across different genres and areas of writing;
- To give students a critical understanding of how the different disciplines in the humanities and in creative writing complement one another;
- To provide the student with an appreciation of the international and global context of culture, and by exposing the learner to the increasing cultural complexity of the modern and global world enable him or her to find ways to harness it for creative purposes;
- To achieve a level of intellectual and expressive confidence that permits the student to excavate his or her lived experience and observations of the world around for the purpose of developing original and interesting creative works;
- To develop skills of communication and expression necessary for inter-cultural debate and for clear and efficient exchange of ideas in a culturally diverse global environment;
- To provide a foundation in the humanities and creative writing that will allow the student to make ethically and intellectually informed artistic decisions which take account of the complexity, diversity, and challenges of the world;
- To provide the learner with an understanding of the practical application of the studied course to the production of accomplished, interesting and entertaining written creative work in a variety of styles and across a range of cultural and professional contexts;
- To provide the learner with an understanding of the application of the studied course to the workplace, relevant work experience and career contacts;
- To facilitate learners who successfully complete the programme to undertake graduate studies and or to undertake professional studies.

The degree normally takes four years (eight semesters) to complete, though approved students may complete the program more quickly than this by taking summer semester classes. The student must complete a total of 120 credits, according to the following requirements (note that all classes are worth 3 credits unless indicated otherwise):

45 credits minimum from the creative writing major

LIB200 Academic communication

LIB204 Imagination and storytelling

LIB205 Anglo-Irish writers

CW200 Introduction to creative writing

CW201 Writing prose

CW205 Close reading

CW221 Writing for screen 1

CW222 Writing for screen 2

CW223 Writing for screen 3

CW224 Writing for screen 4

CW225 Writing for screen 5

CW231 Writing for stage 1

CW232 Writing for stage 2

CW233 Writing for stage 3

LIB300 Shakespeare

CW300 Poetry now

CW301 Writing workshop 1

CW302 Writing workshop 2

CW303 Writing workshop 3

CW304 Writing workshop 4

CW305 Writing workshop 5

CW306 Writing workshop 6

LIB307 Literary modernism

CW331 Creative writing project 1 (3 to 15 credits, depending on the size of the project undertaken, with approximately 6,000 words of text required for each 3 credits awarded; only available to junior and senior students, and requiring approval for the size of the project attempted)

CW332 Creative writing project 2 (3 to 15 credits, depending on the size of the project undertaken, with approximately 6,000 words of text required for each 3 credits awarded; only available to junior and senior students, and requiring approval for the size of the project attempted)

CW431 Creative writing project 3 (3 to 15 credits, depending on the size of the project undertaken, with approximately 6,000 words of text required for each 3 credits awarded; only available to junior and senior students, and requiring approval for the size of the project attempted)

CW432 Creative writing project 4 (3 to 15 credits, depending on the size of the project undertaken, with approximately 6,000 words of text required for each 3 credits awarded; only available to junior and senior students, and requiring approval for the size of the project attempted)

30 credits minimum of general education classes

- The 200-level creative writing and liberal arts classes above are all rated as general education courses and may be counted towards the general education requirement.

45 credits of free electives

- The remaining classes to achieve the required total of 120 credits may be freely chosen by the student, with the proviso that prerequisite stipulations are followed.
- The student may select as free electives more than the minimum 45 credits of creative writing major classes.
- The student may select as free electives more than the minimum of 30 credits of general education classes.
- If a student wishes to take a minor, a minimum of 15 credits must be taken in the minor, with at least 9 credits in the upper divisions (300+); these minor credits are taken from the free elective requirement.

Graduation requirements

In order to graduate the student must complete all courses in the program. Each module counts as three credits, with the internship counting as thirty credits. The student must have a cumulative GPA no lower than 2.0. The award level of the degree is calculated by adding the grade point values of all modules completed (with the internship counting as ten modules) and dividing that total by the number of modules completed (with the internship counting as ten modules). The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors, division one (2.1 honors)
2.50-2.99 GPA	=	Second class honors, division two (2.2 honors)
2.00-2.49 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Associate of Fine Arts in Musical Theatre

Program duration:	2 years
General education requirements:	24 credits
Major requirements:	36 credits
Total modules:	20 (each module is worth 3 credits unless otherwise noted)
Total credits:	60 credits

Program description

The AFA major in musical theatre provides a comprehensive education in the practical and academic aspects of musical theatre. Each semester is based around development of skills and competencies in the central areas of musical theatre performance: acting and voice, dance and singing. The degree offers a broad and holistic approach to the musical theatre, one that not only concentrates on performance from a participatory perspective (that is to say, on being a performer), but also prepares the student for the wide and exciting range of careers available in the performing arts industry. While musical theatre performance remains a central aspect of the program, students are also prepared for the vast array of work that supports and produces performance, such as directing and staging, creating written material for performance, production, management, marketing and funding of the performing arts. The program concentrates on live musical theatrical performance (with elements of recording used for diagnostic and development purposes), but at the same time a graduate is prepared for further study in the cognate specialisms in the performing arts, as well as for direct entry into a professional career. This is because the degree produces a wide spectrum of transferable skills such as effective presentational technique, expertise in using the voice and the body as communicative instruments, interpretational and compositional competency with written texts, management, marketing and fundraising abilities, and organizational skills. These are applicable not only in the context of the many career paths within performing arts, but also in a wide variety of social, cultural and business vocations.

Program goals

The institution's mission sets as primary goals the development of the student's abilities in an educational experience underpinned by the liberal arts model of learning, one that emphasizes the core values of academic excellence, innovation, ethical integrity and multiculturalism, engaging the student in an educational experience that is active, participative and challenging. These broad goals are well-suited to a program of musical theatre education and training, which prepares the student not only for employment in the performing arts industry but also for an expressive and involved approach to the personal and professional challenges and opportunities of life. The program is also tied to one of the institution's strategic goals, which commits it to enhance its provision of liberal and fine arts programs.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the AFA in Musical Theatre:

- To provide students with an extensive grounding in the theories, approaches, techniques and practical application of advanced performance skills in live acting, voice, singing, dance and movement;

- To give students a rigorous education and training in theatrical directing, production, staging, dramatic writing, management and marketing;
- To provide students with an intellectually challenging education in history, politics, philosophy, arts and literature, one that exposes learners to incremental levels of subject complexity as they advance through the programme, allowing them to deepen their knowledge of historical context and culture in preparation for the workplace;
- To present learners with an environment that not only expects them to utilise historical knowledge and communication skills but also requires them to exercise their critical judgement on past and current issues relating to musical theatre and the performing arts and their relationship to politics, society, and culture;
- To develop professional and empathetic communication skills necessary for ensemble discussion and development, inter-cultural debate and for clear and efficient exchange of ideas in a culturally diverse global environment;
- To provide the learner with an understanding of the application of the studied course to the musical theatre and performing arts workplace, relevant work experience and career contacts;
- To facilitate learners who successfully complete the programme to continue on completion of a baccalaureate program in musical theatre, performing arts, or a related field of postgraduate study.

The AFA takes two years (four semesters) to complete. The student must complete a total of 60 credits, according to the following requirements (note that all classes are worth 3 credits unless indicated otherwise):

36 credits minimum from the musical theatre major

MT102 Music 1
 MT103 Acting 1*
 MT104 Dance 1*
 MT107 Music 1
 MT108 Acting 1*
 MT109 Dance 1*
 MT202 Music 2
 MT203 Acting 2
 MT204 Dance 2
 MT207 Music 2
 MT208 Acting 2
 MT209 Dance 2

*Denotes general education module

24 credits minimum of general education classes

- The 100-level musical theatre classes, with the exception of the music modules are rated as general education courses; however, they count towards the major requirement and so the 24 credits taken must be additional to the MT 100-level modules that are rated as general education courses.

Graduation requirements

In order to graduate the student must complete all courses in the programme. Each module counts as three credits, with the internship counting as thirty credits. The student must have a cumulative GPA no lower than 2.0. The award level of the degree is calculated by adding the grade point values of all modules completed and dividing that total by the number of modules completed. The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors, division one (2.1 honors)
2.50-2.99 GPA	=	Second class honors, division two (2.2 honors)
2.00-2.49 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Bachelor of Fine Arts in Musical Theatre

Program duration:	4 years
General education requirements:	30 credits
Major requirements:	45 credits
Total modules:	31 (each module is worth 3 credits unless otherwise noted)
Total credits:	120 credits

Program description

The BFA major in musical theatre provides a comprehensive education in the practical and academic aspects of musical theatre. Each semester is based around development of skills and competencies in the central areas of musical theatre performance: acting and voice, dance and singing. The degree offers a broad and holistic approach to the musical theatre, one that not only concentrates on performance from a participatory perspective (that is to say, on being a performer), but also prepares the student for the wide and exciting range of careers available in the performing arts industry. While musical theatre performance remains a central aspect of the program, students are also prepared for the vast array of work that supports and produces performance, such as directing and staging, creating written material for performance, production, management, marketing and funding of the performing arts. The program concentrates on live musical theatrical performance (with elements of recording used for diagnostic and development purposes), but at the same time a graduate is prepared for further study in the cognate specialisms in the performing arts, as well as for direct entry into a professional career. This is because the degree produces a wide spectrum of transferable skills such as effective presentational technique, expertise in using the voice and the body as communicative instruments, interpretational and compositional competency with written texts, management, marketing and fundraising abilities, and organizational skills. These are applicable not only in the context of the many career paths within performing arts, but also in a wide variety of social, cultural and business vocations.

Program goals

The institution's mission sets as primary goals the development of the student's abilities in an educational experience underpinned by the liberal arts model of learning, one that emphasizes the core values of academic excellence, innovation, ethical integrity and multiculturalism, engaging the student in an educational experience that is active, participative and challenging. These broad goals are well-suited to a program of musical theatre education and training, which prepares the student not only for employment in the performing arts industry but also for an expressive and involved approach to the personal and professional challenges and opportunities of life. The program is also tied to one of the institution's strategic goals, which commits it to enhance its provision of liberal and fine arts programs.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the BFA in Musical Theatre:

- To provide students with an extensive grounding in the theories, approaches, techniques and practical application of advanced performance skills in live acting, voice, singing, dance and movement;

- To give students a rigorous education and training in theatrical directing, production, staging, dramatic writing, management and marketing;
- To provide students with an intellectually challenging education in history, politics, philosophy, arts and literature, one that exposes learners to incremental levels of subject complexity as they advance through the programme, allowing them to deepen their knowledge of historical context and culture in preparation for the workplace;
- To present learners with an environment that not only expects them to utilise historical knowledge and communication skills but also requires them to exercise their critical judgement on past and current issues relating to musical theatre and the performing arts and their relationship to politics, society, and culture;
- To give learners a critical understanding of how musical theatre and the performing arts and the different disciplines of history, political and social sciences, literary studies, art history, history of philosophy and cultural studies complement one another;
- To provide the learner with an appreciation of the international and global context of musical theatre and the performing arts, as well as to expose the learner to increasing cultural complexity of the modern and global world;
- To develop professional and empathetic communication skills necessary for ensemble discussion and development, inter-cultural debate and for clear and efficient exchange of ideas in a culturally diverse global environment;
- To provide a foundation in the humanities that will allow the learner to make ethically and intellectually informed decisions which take account of the complexity, diversity, and challenges of the world in which we live;
- To provide the learner with an understanding of the application of the studied course to the musical theatre and performing arts workplace, relevant work experience and career contacts;
- To facilitate learners who successfully complete the programme to undertake graduate studies and or to undertake professional studies.

The degree normally takes four years (eight semesters) to complete, though students may complete the program more quickly than this by taking summer semester classes and fulfilling parts of the internship requirement during summer and other breaks. The student must complete a total of 120 credits, according to the following requirements (note that all classes are worth 3 credits unless indicated otherwise):

45 credits minimum from the musical theatre major

MT102 Music 1
 MT103 Acting 1*
 MT104 Dance 1*
 MT107 Music 1
 MT108 Acting 1*
 MT109 Dance 1*
 MT202 Music 2
 MT203 Acting 2
 MT204 Dance 2

MT207 Music 2
 MT208 Acting 2
 MT209 Dance 2
 MT302 Music 3
 MT303 Acting 3
 MT304 Dance 3
 MT307 Music 3
 MT308 Acting 3
 MT309 Dance 3
 PA405 Performing arts project 1
 PA406 Performing arts project 2

Either

PA427 Production and performance project (30 credits)

Or (subject to specific approval by the head of program)

PA425 Internship (1200 hours / 30 credits) – completed as a fourth year, or incrementally, and subject to prior approval by the head of program, in the course of the three years during summer and other breaks

*Denotes general education module

30 credits minimum of general education classes

- The 100-level musical theatre classes, with the exception of the music modules are rated as general education courses and may be counted towards the general education requirement.

45 credits of free electives

- The remaining classes to achieve the required total of 120 credits may be freely chosen by the student, with the proviso that prerequisite stipulations are followed.
- The student may select as free electives more than the minimum 45 credits of performing arts major classes.
- The student may select as free electives more than the minimum of 30 credits of general education classes.
- If a student wishes to take a minor, a minimum of 15 credits must be taken in the minor, with at least 9 credits in the upper divisions (300+); these minor credits are taken from the free elective requirement.

Graduation requirements

In order to graduate the student must complete all courses in the program. Each module counts as three credits, with the internship counting as thirty credits. The student must have a cumulative GPA no lower than 2.0. The award level of the degree is calculated by adding the grade point values of all modules completed (with the internship counting as ten modules) and dividing that total by the number of modules completed (with the internship counting as ten modules). The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors, division one (2.1 honors)
2.50-2.99 GPA	=	Second class honors, division two (2.2 honors)
2.00-2.49 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Bachelor of Fine Arts in Performing Arts

Program duration:	4 years
General education requirements:	10 modules
Concentration requirements:	21 modules
Total modules:	31 (each module is worth 3 credits, except the internship, which is worth 30 credits)
Total credits:	120 credits

Program description

This degree offers a broad and holistic approach to the performing arts, one that not only concentrates on performance from a participatory perspective (that is to say, on being a performer), but also prepares the student for the wide and exciting range of careers available in the performing arts industry. While performance remains a central aspect of the program, students are also prepared for the vast array of work that supports and produces performance, such as directing and staging, creating written material for performance, production, management, marketing and funding of the performing arts. The program concentrates on live theatrical performance (with elements of recording used for diagnostic and development purposes), but at the same time a graduate is prepared for further study in all cognate specialisms in the performing arts, as well as for direct entry into a professional career. This is because the degree produces a wide spectrum of transferable skills such as effective presentational technique, expertise in using the voice and the body as communicative instruments, interpretational and compositional competency with written texts, management, marketing and fundraising abilities, and organizational skills. These are applicable not only in the context of the many career paths within performing arts, but also in a wide variety of social, cultural and business vocations.

Program goals

The institution's mission sets as primary goals the development of the student's abilities in an educational experience underpinned by the liberal arts model of learning, one that emphasizes the core values of academic excellence, innovation, ethical integrity and multiculturalism, engaging the student in an educational experience that is active, participative and challenging. These broad goals are well-suited to a program of performing arts education and training, which prepares the student not only for employment in the performing arts industry but also for an expressive and involved approach to the personal and professional challenges and opportunities of life. The program is also tied to one of the institution's strategic goals, which commits it to enhance its provision of liberal and fine arts programs.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the BFA in Performing Arts:

- To provide students with an extensive grounding in the theories, approaches, techniques and practical application of advanced performance skills in live acting, voice, dance and movement;
- To give students a rigorous education and training in theatrical directing, production, staging, dramatic writing, management and marketing;

- To provide students with an intellectually challenging education in history, politics, philosophy, arts and literature, one that exposes learners to incremental levels of subject complexity as they advance through the programme, allowing them to deepen their knowledge of historical context and culture in preparation for the workplace;
- To present learners with an environment that not only expects them to utilise historical knowledge and communication skills but also requires them to exercise their critical judgement on past and current issues relating to the performing arts and their relationship to politics, society, and culture;
- To give learners a critical understanding of how the performing arts and the different disciplines of history, political and social sciences, literary studies, art history, history of philosophy and cultural studies complement one another;
- To provide the learner with an appreciation of the international and global context of the performing arts, as well as to expose the learner to increasing cultural complexity of the modern and global world;
- To develop professional and empathetic communication skills necessary for ensemble discussion and development, inter-cultural debate and for clear and efficient exchange of ideas in a culturally diverse global environment;
- To provide a foundation in the humanities that will allow the learner to make ethically and intellectually informed decisions which take account of the complexity, diversity, and challenges of the world in which we live;
- To provide the learner with an understanding of the application of the studied course to the performing arts workplace, relevant work experience and career contacts;
- To facilitate learners who successfully complete the programme to undertake graduate studies and or to undertake professional studies.

The degree normally takes four years (eight semesters) to complete, though students may complete the program more quickly than this by taking summer semester classes and fulfilling parts of the internship requirement during summer and other breaks. The student must complete a total of 120 credits, according to the following requirements (note that all classes are worth 3 credits unless indicated otherwise):

45 credits minimum from the performing arts major

CW201 Introduction to creative writing*
 IB200 Introduction to management*
 PA213 Creating character*
 PA204 Dance and movement 1*
 IB203 Principles of marketing*
 PA208 Soundings*
 PA209 Dance and movement 2*
 PA251 Acting for screen 1*
 PA303 The English and American character on stage
 PA307 Naturalism and realism in performance
 PA321 Theatre craft 1
 PA322 Theatre craft 2
 PA323 Theatre craft 3
 PA324 Theatre craft 4
 PA403 Acting and voice 3
 PA404 Dance 3

PA405 Performing arts project 1
 PA406 Performing arts project 2
 PA407 Performing arts project 3
 PA408 Performing arts project 4
 PA425 Internship (1200 hours / 30 credits – completed as a fourth year or incrementally in the course of the three years during summer and other breaks)
 PA427 Production and performance project (30 credits)

*Denotes general education module

30 credits minimum of general education classes

- The 200-level creative writing and liberal arts classes are all rated as general education courses and may be counted towards the general education requirement.

45 credits of free electives

- The remaining classes to achieve the required total of 120 credits may be freely chosen by the student, with the proviso that prerequisite stipulations are followed.
- The student may select as free electives more than the minimum 45 credits of performing arts major classes.
- The student may select as free electives more than the minimum of 30 credits of general education classes.
- If a student wishes to take a minor, a minimum of 15 credits must be taken in the minor, with at least 9 credits in the upper divisions (300+); these minor credits are taken from the free elective requirement.

Graduation requirements

In order to graduate the student must complete all courses in the program. Each module counts as three credits, with the internship counting as thirty credits. The student must have a cumulative GPA no lower than 2.0. The award level of the degree is calculated by adding the grade point values of all modules completed (with the internship counting as ten modules) and dividing that total by the number of modules completed (with the internship counting as ten modules). The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors, division one (2.1 honors)
2.50-2.99 GPA	=	Second class honors, division two (2.2 honors)
2.00-2.49 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Bachelor of Arts in International Business

Program duration:	4 years
General education requirements:	10 modules
Concentration requirements:	27 modules
Other elective requirements:	4 modules
Total modules:	41 (each module is worth 3 credits, unless otherwise noted)
Total award credits:	126 credits

Program description

The BA in International Business provides the graduate with a comprehensive understanding of the international business environment. This course focuses on the international aspects of management, finance, marketing, information technologies, law and economics. The course also examines the challenges of global integration and cross-cultural management; and the importance of an ethical dimension to business practice is emphasized. Students are taught skills in research methodologies, accountancy, finance and information technologies, and their appropriate applications in the global marketplace. The course also concentrates on developing the individual's critical thinking abilities, problem solving and communication skills using group and project work. The theoretical content of the program is applied in an interactive work environment in the final stage of the program. Students are required to spend an internship period aimed at broadening their work and study experience. Graduates of the program will be able to recognize, evaluate and solve issues that they encounter in an international and global business context. The BA in International Business provides a highly effective basis for a career in business, both national and international. Employment opportunities for graduates in this area are extensive. Graduates may find employment in the areas of international management, international financial services, international trade, international marketing, accounting, strategic business planning, human resource management or, indeed, may choose to set up their own business. The degree also offers a proven platform for successful postgraduate business studies.

Program goals

The institution's mission sets as primary goals the development of the student's abilities in an educational experience that enables the student to realize his or her potential and participate successfully in the world through an education that is rigorous, stimulating and valuable, advancing the development of the individual's talents and a process of lifelong learning. These broad goals are well-suited to a program of international business education, which benefits from the study of specific professional skills within the context of the liberal arts model of learning, laying stress on the core values of academic excellence, innovation, ethical integrity and multiculturalism. The program is also tied to one of the institution's strategic goals, which commits it to enhance its provision of business programs.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the BA in International Business:

- To develop an in-depth understanding of the theories, concepts and methods pertaining to international business.

- To acquire a detailed knowledge, understanding and awareness of doing business in an international environment, taking account of the cultural, economic, legal, political, ethical and financial aspect of doing business across borders.
- To demonstrate a mastery of specialised business skills in accounting, finance, computing, management, marketing, economics, statistics, research and strategy; to undertake comprehensive research and communicate the results in both written and presentation formats; to demonstrate an ability to write, present and defend material that articulates ideas, insights and analysis, using a variety of business media; to engage in debate in an organisational context, mindful and respectful of the position and views of others; to demonstrate an ability to use the current technical language to describe practices in international business, and apply them to structured problems.
- To acquire the ability to exercise appropriate judgment in a number of complex planning, design, technical and management function; to facilitate informed decisions on complex management as well as technical and functional areas relating to organisations, products, processes and services; to be able to analyse international business environments and to prepare options and scenarios to aid decision making in an international business context.
- To utilise advanced skills to conduct research in the international business field accepting accountability for all related decision making; to be able to transfer and apply diagnostic and creative skills in a range of contexts; to analyse, interpret and manipulate data in pursuit of solutions to complex business problem; and to apply problem solving and creative thinking across a range of business sub-fields.
- To be able to act effectively in peer relationships with qualified practitioners; to be able to lead multiple, complex and heterogeneous groups; to participate constructively by contributing, collaborating or directing in complex team environments across the core business areas; to be able to reflect on one's own practice and to develop an understanding of the pressure of organisational roles.
- To learn to be able to act in variable and unfamiliar learning contexts, including undertaking independent tasks in an ethically and professionally informed manner; to demonstrate an ability to function effectively in differing business contexts, and to act on one's own initiative to address his or her own learning needs (learners will especially develop these learning outcomes during their internship).
- To develop a comprehensive, internalised and personal worldview that takes account of opinions and views of others, and is tolerant of other worldviews and cultures; to achieve the capacity to be socially responsible and to develop a sense of one's own value system; to develop a capacity to pull complex information together and to draw out policy implications; to possess a capacity to reflect on the student's own practice and reorganise skills sets in order to produce something new.

Year one

Ten electives, of which at least four (4) must be general education courses.

Note: these ten electives may be taken collectively in a single academic year, or in parts over two or three summer semesters. All electives should be completed before the student enters the final year.

Year two

IB200	Introduction to management*
IB201	Microeconomics*
IB202	Accounting 1
IB203	Principles of marketing*

IB204 Business computing*
 IB205 Organizational behavior
 IB206 Macroeconomics*
 IB207 Accounting 2
 IB208 Business law
 IB209 Probability and statistics*

Year three

IB300 Managerial accounting
 IB301 Corporate finance
 IB302 Networks and databases
 IB303 International marketing
 IB304 International law
 IB305 International economics
 IB306 Quantitative business analysis
 IB307 E-commerce and internet marketing
 IB308 Sustainable business
 IB309 Business research methods

Year four

IB400 Entrepreneurship
 IB401 International finance
 IB402 International human resource management
 IB403 Operations management
 IB404 Research project
 IB405 International business ethics
 IB406 International investment strategies
 IB407 Strategic management information systems
 IB408 Contemporary global challenges
 IB409 International business: theory and policy

Either:

IB410 Internship (6 credits)

Or:

IB411 Internship research project (6 credits)

*Denotes general education module

Graduation requirements

In order to graduate the student must pass all 41 modules in the degree and have a cumulative GPA no lower than 2.0. The award level of the degree is calculated by adding the grade point values of all modules completed at the award stage (with the internship or internship research project counting as two modules) and dividing that total by the number of modules completed at the award stage (with the internship or internship research project counting as two modules). The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors, division one (2.1 honors)
2.50-2.99 GPA	=	Second class honors, division two (2.2 honors)
2.00-2.50 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Bachelor of Arts in Hospitality Management

Program duration:	4 years
General education requirements:	10 modules
Concentration requirements:	10 modules
Other electives:	11
Total modules:	31 (each module is worth 3 credits unless otherwise stated)
Total credits:	120 credits

Program description

The BA in Hospitality Management is a four-year honors degree. The degree can also be taken on an accelerated track, which allows the student to complete the program in three years by taking some of the general education classes and the internship elements during summer semesters. The degree provides a sound foundation year of business courses in the first year, offers a well-rounded selection of general education classes, and delivers a range of courses focusing on the essential elements of hospitality management and its related fields in the international business and event management disciplines. This course is designed to produce graduates with all the necessary management, technological and operational skills for careers in hospitality management. The program provides a challenging curriculum, which aims to develop a holistic approach to management while developing strong communication, interpersonal and leadership skills that have been identified by the hospitality industry as essential for career success.

There is a worldwide demand for highly trained and quality staff in the hospitality industry. Graduates of the BA in Hospitality Management program can expect to have a range of career opportunities within the hospitality and the broader services sector. Career paths include management positions in transport, travel agencies, tourism providers and suppliers, self-employment, project management, financial institutions and bar, club, and conference management. In addition, there are opportunities for graduates in consultancy, research, and postgraduate education.

Program goals

The institution's mission sets as primary goals the development of the student's abilities in an educational experience that enables the student to realize his or her potential and participate successfully in the world through an education that is rigorous, stimulating and valuable, advancing the development of the individual's talents and a process of lifelong learning. These broad goals are well-suited to a hospitality management major, which benefits from the study of specific professional skills within the context of the liberal arts model of learning, laying stress on the core values of academic excellence, innovation, ethical integrity and multiculturalism. The program is also tied to one of the institution's strategic goals, which commits it to enhance its provision of business programs.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the BA in Hospitality Management:

- To develop professional communications skills necessary for efficient management in a multicultural hospitality environment;
- To provide the learner with the principles and techniques of accounting and an ability to analyse the issues and problems of accounting in the hospitality industry;
- To develop the principles of finance and their applications to the hospitality industry and to the international environment;
- To imbue the student with a thorough understanding of the roles that food and beverage service, delivery and management play in the hospitality industry;
- To develop marketing skills to plan, research, analyse and apply strategies in the hospitality management environment;
- To give learners an appreciation of human behaviours in a multicultural environment and an awareness that allows them to make appropriate and commercially prudent decisions;
- To provide a basis in economics that allows the learner to determine the implications of economic decisions taken in the global economy;
- To develop an understanding of the principles of domestic and international law and their relevance to the hospitality industry;
- To provide the quantitative analytical and interpretative skills needed in hospitality research;
- To instil in the student an understanding of the role of customer service in the hospitality industry;
- To develop an awareness of the operational aspects of the industry, including food and beverage management, international hotel management, convention management, and event studies;
- To provide the student with an understanding of the role which business policy decision making plays within the hospitality industry;
- To develop an awareness of the role of management and leadership in the hospitality industry;
- To provide the student, through two supervised internships, with work experience and contacts relevant to their course of study.

45 credits minimum from the hospitality management major

HDG200 Introduction to hospitality*

HDG201 Food and beverage cost control and management

HDG210 Internship 1 (15 credits)

HDG300 International hotel management

HDG301 Convention management

HDG310 Internship 2 (15 credits)

HDG400 Customer service / total quality management

IB404 Research project – hospitality (6 credits)

EM200 Event studies*

EM400 Event design and experience

*Denotes general education module

30 credits from the business core

IB200 Introduction to management*
IB201 Microeconomics*
IB202 Accounting 1
IB203 Principles of marketing*
IB204 Business computing*
IB205 Organizational behavior
IB206 Macroeconomics*
IB207 Accounting 2
IB208 Business law or IB304 International law
IB209 Probability and statistics*

*Denotes general education module

3 credits from the methods requirement

IB309 Business research methods

30 credits minimum of general education classes

- The 200-level creative writing and liberal arts classes are all rated as general education courses and may be counted towards the general education requirement.

45 credits maximum of free electives

- The remaining classes to achieve the required total of 120 credits may be freely chosen by the student, with the proviso that prerequisite stipulations are followed.
- The student may select as free electives more than the minimum 45 credits of hospitality management major classes.
- The student may select as free electives more than the minimum of 30 credits of general education classes.
- If a student wishes to take a minor, a minimum of 15 credits must be taken in the minor, with at least 9 credits in the upper divisions (300+); these minor credits are taken from the free elective requirement.

Graduation requirements

In order to graduate the student must pass all modules in the degree and have a cumulative GPA no lower than 2.0. The award level of the degree is calculated by adding the grade point values of all modules completed (with 15-credit modules counting as five modules) and dividing that total by the number of modules completed (with 15-credit modules counting as five modules). The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors, division one (2.1 honors)
2.50-2.99 GPA	=	Second class honors, division two (2.2 honors)
2.00-2.49 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Bachelor of Arts in Event Management

Program duration:	4 years
General education requirements:	10 modules
Concentration requirements:	10 modules
Other electives:	11 modules
Total modules:	31 (each module is worth 3 credits, unless otherwise stated)
Total credits:	120 credits

Program description

The BA in Event Management is a four-year honors degree. The degree can also be taken on an accelerated track, which allows the student to complete the program in three years by taking some of the general education classes and the internship elements during summer semesters. The degree provides a sound foundation year of business courses in the first year, offers a well-rounded selection of general education classes, and delivers a range of courses focusing on the essential elements of event management and its related fields in the international business and hospitality management disciplines. In the course of the final year the student completes an event management project, which involves the preparation of an approved event or participation by way of internship in an event management company and the submission of a report analyzing the work undertaken and its outcomes.

Graduates of the BA in Event Management will be well prepared for employment in a variety of event management concerns. The program also serves as an effective platform for successful participation in a variety of graduate business courses.

Program goals

The institution's mission sets as primary goals the development of the student's abilities in an educational experience that enables the student to realize his or her potential and participate successfully in the world through an education that is rigorous, stimulating and valuable, advancing the development of the individual's talents and a process of lifelong learning. These broad goals are well-suited to an event management major, which benefits from the study of specific professional skills within the context of the liberal arts model of learning, laying stress on the core values of academic excellence, innovation, ethical integrity and multiculturalism. The program is also tied to one of the institution's strategic goals, which commits it to enhance its provision of business programs.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the BA in Event Management:

- To develop professional communications skills necessary for efficient management in a multicultural event management environment;

- To provide the learner with the principles and techniques of accounting and an ability to analyse the issues and problems of accounting in the event management and hospitality industry;
- To develop the principles of finance and their applications to the event management and hospitality industry and to the international environment;
- To imbue the student with a thorough understanding of the roles that food and beverage service, delivery and management play in the event management and hospitality industry;
- To develop marketing skills to plan, research, analyse and apply strategies in the event management environment;
- To give learners an appreciation of human behaviours in a multicultural environment and an awareness that allows them to make appropriate and commercially prudent decisions;
- To provide a basis in economics that allows the learner to determine the implications of economic decisions taken in the global economy;
- To develop an understanding of the principles of domestic and international law and their relevance to the event management industry;
- To provide the quantitative analytical and interpretative skills needed in event management and business research;
- To instil in the student an understanding of the role of customer service in the event management industry;
- To develop an awareness of the operational aspects of the event management and related hospitality industry, including event studies, event design and experience, food and beverage management, and convention management;
- To provide the student with an understanding of the role which business policy decision making plays within the event management industry;
- To develop an awareness of the role of management and leadership in the events industry;
- To provide the student, through two supervised internships, with work experience and contacts relevant to their course of study.

45 credits minimum from the event management major

EM200 Event studies*

EM210 Internship 1 (15 credits)

EM310 Internship 2 (15 credits)

EM400 Event design and experience

HDG200 Introduction to hospitality*

HDG201 Food and beverage cost control and management

HDG300 International hotel management

HDG301 Convention management

HDG400 Customer service / total quality management

IB404 Research project –event management (6 credits)

*Denotes general education module

30 credits from the business core

IB200 Introduction to management*
IB201 Microeconomics*
IB202 Accounting 1
IB203 Principles of marketing*
IB204 Business computing*
IB205 Organizational behavior
IB206 Macroeconomics*
IB207 Accounting 2
IB208 Business law or IB304 International law
IB209 Probability and statistics*

*Denotes general education module

3 credits from the methods requirement

IB309 Business research methods

30 credits minimum of general education classes

- The 200-level creative writing and liberal arts classes are all rated as general education courses and may be counted towards the general education requirement.

45 credits maximum of free electives

- The remaining classes to achieve the required total of 120 credits may be freely chosen by the student, with the proviso that prerequisite stipulations are followed.
- The student may select as free electives more than the minimum 45 credits of event management major classes.
- The student may select as free electives more than the minimum of 30 credits of general education classes.
- If a student wishes to take a minor, a minimum of 15 credits must be taken in the minor, with at least 9 credits in the upper divisions (300+); these minor credits are taken from the free elective requirement.

Graduation requirements

In order to graduate the student must pass all modules in the degree and have a cumulative GPA no lower than 2.0. The award level of the degree is calculated by adding the grade point values of all modules completed (with 15-credit modules counting as five modules) and dividing that total by the number of modules completed (with 15-credit modules counting as five modules). The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors, division one (2.1 honors)
2.50-2.99 GPA	=	Second class honors, division two (2.2 honors)
2.00-2.49 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

GRADUATE PROGRAMS

Master of Fine Arts in Creative Writing

Program duration:	1 year
Total modules:	8 modules (3 credits each) and a writing project (12 credits)
Total credits:	36 credits

Program description

Based in the childhood home of Oscar Wilde at 1 Merrion Square and delivered by American College Dublin in association with the Irish Writers' Centre, the Master of Fine Arts (MFA) in Creative Writing offers aspiring or published writers a one-year course of study which examines the process and practice of producing prose fiction. Within a critical workshop and mentoring format students are provided with tuition and advice in completing either a novel or a short story collection. Consideration is given to the intellectual, psychological, economic and cultural influences that underpin and drive the creative writing process. The course also emphasizes the business and professional environment of writing, with seminars presented by agents and publishers and master classes by established writers. The program provides the student both with expert guidance in producing a substantial written work of publishable standard, and with a comprehensive understanding of the theoretical and practical requirements of successful participation in the activity of writing, whether as a professional career or as part of a lifelong personal commitment to creative endeavor.

A graduate of the program will be in a position to consider submission of a complete and polished work to a literary agent or publisher. He or she will also be prepared for participation in a range of complementary fields such as journalism, publishing, editing, online writing, advertising, marketing and teaching. The degree develops a broad spectrum of transferable skills, including advanced and adaptable writing techniques, informed responsiveness to critical and editorial commentary, self-management and organizational competencies, and a high level of expertise in understanding and locating creative work within a historical and critical context. These skills are applicable not only in careers that draw directly on the ability to write creatively, but also in a wide array of related business, cultural and social activities such as keeping a web page, blogging, advocacy and grant writing, criticism and commentary. Finally, the degree highlights the beauty and, amid such suffering as is necessary, the joy of creative expression. Regardless of the particular path a graduate follows, he or she will leave the program with an enhanced, lifelong appreciation of the many intellectual and emotional benefits and consolations to be found in the practice of creative writing.

Program goals

The institution's mission sets as primary goals the development of the student's abilities in an educational experience underpinned by the liberal arts model of learning, one that emphasizes the core values of academic excellence, innovation, ethical integrity and multiculturalism, engaging the student in an educational experience that is active, participative and challenging. These broad goals are well-suited to a program of creative writing, which prepares the student for an expressive and involved approach to the personal and professional challenges and opportunities of life. The program is also tied to two of the institution's strategic goals, which commit it to enhance its provision of liberal and fine arts programs and to enhance its provision of graduate programs.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the MFA in Creative Writing:

- To give students encouragement and guidance in drawing on their imagination, observation, lived experience and intellect to create original and artistically satisfying prose fiction;
- To provide students with an extensive grounding in the mechanics and techniques of prose fiction writing;
- To give students a rigorous education on the literary studies and critical context in which their creative writing works will appear;
- To provide students with a thorough understanding of the publishing industry, including its editorial processes, selection and development principles, marketing trends, and current developments;
- To develop critical and empathetic communication skills necessary for responsiveness to criticism and editorial input, individually and in group situations;
- To appreciate the value of art for art's sake, and the value of creative development as an ongoing and lifelong vocation;
- To produce a supervised final project made up of a polished and imaginative portion (15,000 words) of either a novel or a short story collection.

CW500 Imagination and storytelling
CW501 Writing workshop 1: the novel
CW502 Writing workshop 1: the short story
CW503 The writer as critic
CW504 The craft of creative writing
CW505 The business of writing and publishing
CW506 Writing workshop 2: the novel
CW507 Masterclass in fiction writing
CW512 Writing workshop 2: the short story
CW508 Creative writing project (12 credits)

Graduation requirements

In order to graduate the student must pass all 8 taught modules and the creative writing project and have a cumulative GPA no lower than 2.0. The award level of the degree is calculated by adding the four highest grade point values of the taught modules plus the writing project (which counts as 4 modules) and dividing that total by eight. The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
2.90-3.24 GPA	=	Second class honors
2.00-2.89 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Master of Fine Arts in Creative Writing Practice

Program duration:	2 years
Total modules:	8 modules (3 credits each), a writing project (12 credits), and a major writing project (36 credits)
Total credits:	72 credits

Program description

Based in the childhood home of Oscar Wilde at 1 Merrion Square and delivered by American College Dublin in association with the Irish Writers' Centre, the Master of Fine Arts (MFA) in Creative Writing Practice offers aspiring or published writers a two-year course of study which examines the process and practice of producing prose fiction. Within a critical workshop and mentoring format students are provided with tuition and advice in completing either a novel or a short story collection. Consideration is given to the intellectual, psychological, economic and cultural influences that underpin and drive the creative writing process. The course also emphasizes the business and professional environment of writing, with seminars presented by agents and publishers and master classes by established writers. The program provides the student both with expert guidance in producing a substantial written work of publishable standard, and with a comprehensive understanding of the theoretical and practical requirements of successful participation in the activity of writing, whether as a professional career or as part of a lifelong personal commitment to creative endeavor. In the second year of the program the student works on a major writing project, usually a continuation of the work developed in the first year, attending workshops and receiving one-to-one supervision; at the conclusion of second year the student submits a single work or a collection of short stories of approximately 50,000-80,000 words for assessment

A graduate of the program will be in a position to consider submission of a complete and polished novel or collection of short stories to a literary agent or publisher. He or she will also be prepared for participation in a range of complementary fields such as journalism, publishing, editing, online writing, advertising, marketing and teaching. The degree develops a broad spectrum of transferable skills, including advanced and adaptable writing techniques, informed responsiveness to critical and editorial commentary, self-management and organizational competencies, and a high level of expertise in understanding and locating creative work within a historical and critical context. These skills are applicable not only in careers that draw directly on the ability to write creatively, but also in a wide array of related business, cultural and social activities such as keeping a web page, blogging, advocacy and grant writing, criticism and commentary. Finally, the degree highlights the beauty and, amid such suffering as is necessary, the joy of creative expression. Regardless of the particular path a graduate follows, he or she will leave the program with an enhanced, lifelong appreciation of the many intellectual and emotional benefits and consolations to be found in the practice of creative writing.

Program goals

The institution's mission sets as primary goals the development of the student's abilities in an educational experience underpinned by the liberal arts model of learning, one that emphasizes the core values of academic excellence, innovation, ethical integrity and multiculturalism,

engaging the student in an educational experience that is active, participative and challenging. These broad goals are well-suited to a program of creative writing, which prepares the student for an expressive and involved approach to the personal and professional challenges and opportunities of life. The program is also tied to two of the institution's strategic goals, which commit it to enhance its provision of liberal and fine arts programs and to enhance its provision of graduate programs.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the MFA in Creative Writing Practice:

- To give students encouragement and guidance in drawing on their imagination, observation, lived experience and intellect to create original and artistically satisfying prose fiction;
- To provide students with an extensive grounding in the mechanics and techniques of prose fiction writing;
- To give students a rigorous education on the literary studies and critical context in which their creative writing works will appear;
- To provide students with a thorough understanding of the publishing industry, including its editorial processes, selection and development principles, marketing trends, and current developments;
- To develop critical and empathetic communication skills necessary for responsiveness to criticism and editorial input, individually and in group situations;
- To appreciate the value of art for art's sake, and the value of creative development as an ongoing and lifelong vocation;
- To produce in the first year of the degree a supervised final project made up of a polished and imaginative portion (15,000 words) of either a novel or a short story collection;
- To produce in the second year of the degree a self-contained, polished and imaginative novel or a short story collection of 60,000 words or more.

CW500 Imagination and storytelling
CW501 Writing workshop 1: the novel
CW502 Writing workshop 1: the short story
CW503 The writer as critic
CW504 The craft of creative writing
CW505 The business of writing and publishing
CW506 Writing workshop 2: the novel
CW507 Masterclass in fiction writing
CW508 Creative writing project (12 credits)
CW512 Writing workshop 2: the short story

CW511 Major creative writing project (36 credits)

Graduation requirements

In order to graduate the student must pass all 8 taught modules, the creative writing project and the major creative writing project and have a cumulative GPA no lower than 2.0. The award level of the degree is calculated by adding the four highest grade point values of the taught modules plus the writing project (which counts as 4 modules), plus the major writing project (which counts as eight modules) and dividing that total by sixteen. The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
2.90-3.24 GPA	=	Second class honors
2.00-2.89 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Master of Fine Arts in Performance

Program duration:	1 year
Total modules:	A performance project (21 credits), a dissertation (9 credits), and 2 taught courses (3 credits each)
Total credits:	36 credits

Program description

This program provides a student with an advanced introduction to the challenges and possibilities of organizing and presenting a public professional performance. Based around the development of a substantial live performance, the program also offers supervision on an agreed dissertation topic and two courses in management and marketing from the College's MBA program. The core of the program is the performance project. Under faculty supervision, the student is required to devise or identify a suitable recital, concert performance, or other approved live performance work, oversee the development of the project (original or adapted), arrange for rehearsal, directing and performance of the piece, and manage, market and produce a recorded public performance of the work. The student may be involved in some or all areas of the performance as musician, singer, dancer, writer, director, actor, technician, engaging others to assist in some, none or all of them as appropriate. All aspects of the production, including the decision making that went into choosing the piece, a literary critical analysis of the program content and a critical review of the performance, are documented in a substantial (10,000 words) dissertation. The dissertation module (9 credits) and the faculty panel's evaluation of one of the recorded live performances (21 credits) provide the basis for the assessment of the project.

A graduate of the program will have demonstrated a superior ability to create, manage and deliver a substantial professional public performance. Along with the academic courses, the skills developed in the making of the performance project and the dissertation portfolio will provide the graduate with an enhanced understanding of the practical and artistic requirements of producing a substantial live performance. These skills and abilities, along with the dissertation that demonstrates mastery of them, provide an excellent platform for the development of a career in the performing arts industry and education.

Program goals

The institution's mission sets as primary goals the development of the student's abilities in an educational experience underpinned by the liberal arts model of learning, one that emphasizes the core values of academic excellence, innovation, ethical integrity and multiculturalism, engaging the student in an educational experience that is active, participative and challenging. These broad goals are well-suited to a program of performing arts and performance education and training, which prepares the student not only for enhanced employment and career opportunities in the performing arts industry but also for an expressive and involved approach to the personal and professional challenges and opportunities of life. The program is also tied to two of the institution's strategic goals, which commit it to enhance its provision of liberal and fine arts programs and to increasing its provision of graduate programs.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the MFA in Performance:

- To provide students with the opportunity to develop and demonstrate at an advanced level the theories, approaches, techniques and practical application of advanced performance skills in live acting, voice, singing, instrument playing, dance and movement;
- To present learners with an environment that not only expects them to utilise historical knowledge and communication skills but also requires them to exercise their critical judgement on past and current issues relating to the performing arts and their relationship to politics, society, and culture;
- To provide the learner with an appreciation of the international and global context of performance and the performing arts, as well as to expose the learner to increasing cultural complexity of the modern and global world;
- To develop advanced professional and empathetic communication skills necessary for ensemble discussion and development, inter-cultural debate and for clear and efficient exchange of ideas in a culturally diverse global environment;
- To provide a location for the performing arts in the humanities that will allow the learner to make ethically and intellectually informed decisions which take account of the complexity, diversity, and challenges of the world in which we live;
- To provide the learner with an understanding of the application of the studied course to live performance and the performing arts workplace, relevant work experience and career contacts;
- To facilitate learners who successfully complete the programme to undertake further professional development and studies, and enhanced opportunities for career development.

MFA570 Performance project (21 credits)

MFA571 Performance project dissertation (9 credits)

MBA500 Leadership and management (or an approved elective from the MBA course offerings, or an approved independent study topic with a supplementary fee on leadership and management in the performing arts – 3 credits)

MBA502 Marketing management (or an approved elective from the MBA course offerings, or an approved independent study topic with a supplementary fee on marketing in the performing arts – 3 credits)

Graduation requirements

In order to graduate the student must pass the 2 taught modules, the performance project and the dissertation and have a cumulative GPA no lower than 2.0. The award level of the degree is calculated on a cumulative basis across all 36 credits, with a weighting of 7 assigned to the 21-credit performance project, assessed on the basis of the live performance, and a weighting of 3 assigned to the 9-credit dissertation describing and analyzing the performance's genesis, development and delivery. The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
2.90-3.24 GPA	=	Second class honors
2.00-2.89 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Master of Fine Arts in Music for Motion Pictures and Contemporary Media

Program duration:	1 year
Total modules:	10 taught courses worth 3 credits each, 1 course worth 6 credits, and a final project worth 18 credits
Total credits:	54 credits

Program description

The program aims to equip students with the comprehensive skill set required to create music for motion pictures and contemporary media to an international industry standard. The role of the media composer has expanded to include major elements of producing, engineering, and editing, as well as a range of business-related activities, and the curriculum is designed to span this range. It is, however, a Master of Fine Arts program, and it can be vocational only in the broad sense that offering accomplished artists to a field that is hungry for them will tend to inspire professional success. The capstone of the program will be a major project artefact (a fully realized musical composition to picture) and accompanying paper that together will ‘complete’ the student’s portfolio and evidence a distinctive musical voice and aesthetic--minimal requirements in a highly competitive field. The thesis document will not be simply a description of the project, but a description of the artist and his or her unique solutions to the dramatic problems presented to composers, producers and supervisors of music for narrative cinema (a category which now embraces both long-form theatrical film and episodic television, as well as the domain of interactive media and VR). All thesis projects will be actively supervised by faculty and assisted at all levels by technical staff and by the facilities of Doli Studios, Bulgarian National Radio, and Sofia Session Studio.

The program’s primary objective is to engender within its students the compositional technique and technological proficiency required for them to enter the profession as something more than journeymen. If not as fully formed artists, then at the least as compelling musical storytellers. Musical proficiency and technical know-how are, however, only part of the formula. Artists who aspire to create music for film and contemporary media must have film and contemporary media artists to collaborate with. Hence, it is the greater aim of the program to mediate and provide opportunities for such collaboration, not only with local and regional film academies, but on an international level. Upon completion of the program, students will possess the intellectual, analytical, and technical attributes that foster productive collaboration, as well as competency in the management, coordination, and integration of live orchestral, sample-based and electronic elements that comprise the craft.

Program goals

The institution’s mission sets as primary goals the development of the student’s abilities in an educational experience underpinned by the liberal arts model of learning, one that emphasizes the core values of academic excellence, innovation, ethical integrity and multiculturalism, engaging the student in an educational experience that is active, participative and challenging. These broad goals are well-suited to a program of musical composition for film and other media

platforms, which prepares the student not only for enhanced employment and career opportunities in the motion picture, gaming and digital industries but also for an expressive and involved approach to the personal and professional challenges and opportunities of life. The program is also tied to two of the institution's strategic goals, which commit it to enhance its provision of liberal and fine arts programs and to increasing its provision of graduate programs.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the MFA in Music for Motion Pictures and Contemporary Media:

- Compose dramatically effective music for motion pictures, games, episodic television drama and all forms of contemporary visual media requiring musical underscore
- Orchestrate for ensembles ranging in size from small to large, incorporating elements of electronic or sample-based technology as per the contemporary 'hybrid' standard.
- Integrate current music technology to the production of soundtracks for Motion Picture and other Contemporary Media.
- Conduct and score supervise orchestral recording sessions of the composer's musical compositions for motion pictures and other contemporary media in a professional recording studio environment.
- Apply techniques of electronic music composition and create new synthesized sounds.
- Integrate and implement linear and non-linear compositional approaches, combining sample based and acoustic elements, in composing for interactive mediums within prescribed audio engines.
- Undertake creative research in the development of a project idea that is presented and communicated in both oral and written form to both academic and industry standard.
- Apply critical analysis to theoretical and conceptual approaches utilized in the composition of a long form motion picture or gaming narrative, accompanied by a written analysis (thesis) that demonstrates the synthesis and integration of knowledge.
- Apply the skills of self-promotion, networking, and personal brand management to the development of a career plan.

All courses are worth 3 credits except for MFM505 Music technology (6 credits) and MFM511 Major project (18 credits). All the courses run through the fall and spring regular semesters, with the exception of the major project, whose completion and submission takes place at a specified date in the summer.

- MFM500 Aesthetics and Analysis: A Vocabulary of Motion Picture Music
- MFM501 Advanced Score Analysis & Contemporary Compositional Practice
- MFM502 Techniques of Scoring for the Screen I: Supporting Long-Form Narrative/Theme
- MFM503 Techniques of Scoring for the Screen II: Crafting A Personal Style
- MFM504 Orchestration and Arrangement
- MFM505 Music Technology (6 credits)
- MFM506 Studio Conducting and Score Supervision
- MFM507 Sound Design and Electronic Music Composition
- MFM508 Scoring for Games
- MFM509 Recording, Mixing and Music Editing
- MBM510 Major Project and Career Development
- MFM511 Major Project (18 credits)

Graduation requirements

In order to graduate the student must successfully complete the 11 program courses and the Major Project and have a cumulative GPA no lower than 2.0. The award level of the degree is calculated on a cumulative basis across all 54 credits, with a weighting of 6 assigned to the 18-credit MFM511 Major project and a weighting of 2 assigned to the 6-credit tech course MFM505 Music Technology.

The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
2.90-3.24 GPA	=	Second class honors
2.00-2.89 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Master of Fine Arts in Fashion Design

Program duration:	1 year
Total modules:	A fashion design project (21 credits), a dissertation (9 credits), and 2 taught courses (3 credits each)
Total credits:	36 credits

Program description

This programme provides the student with an advanced introduction to the challenges and possibilities of organizing and presenting a public, professional, creative and coherent fashion design project. Based around the development of a substantial fashion collection, its presentation in a show and a credible and detailed plan for marketing and further elaboration, the programme also offers supervision on an agreed dissertation topic and two courses in management and marketing from the College's MBA program. The core of the programme is the fashion design project. Under faculty supervision, the student is required to devise a coherent and attractive fashion collection. The student oversees the development of the project, from thematic exploration and target market identification for the range, through initial drawing and drafting, pattern development, test cutting and sewing, fitting, final decision making and assembly, management and marketing of the public show, and creating a credible plan for marketing the collection for wider creative and commercial expansion in the fashion industry. The student will be involved in all areas of the project, though with faculty input will be expected to engage and lead others to assist and collaborate in seeing the project through to presentation and onward development. All aspects of the project, including the decision making processes that went into creating the collection, a critical analysis of the collection's content, a photographed and videotaped documentation of the final garments and culminating show and a critical review of the collection, are gathered together in a portfolio. Additionally, the programme requires the research and writing of a substantial dissertation (5,000 words plus illustrative material) on an aspect of the history or contemporary practice of fashion and its relationship to culture and society, the topic to be agreed with an assigned supervisor. The dissertation module (9 credits) and the faculty panel's evaluation of fashion design project portfolio and collection show (21 credits) provide the basis for the greater part of the degree. Two additional courses from the College's MBA offerings (or approved alternate courses) make up the remainder of the programme.

A graduate of the programme will have demonstrated a superior ability to create, manage and deliver a substantial professional fashion collection. Along with the academic courses, the skills demonstrated in the making of the fashion design project and the portfolio will provide the graduate with an enhanced understanding of the practical and artistic requirements of producing a major credible, coherent and desirable collection. These skills and abilities, along with the dissertation that demonstrates an understanding of the broader socio-cultural context in which fashion exists and which it both reflects and shapes, will provide an excellent platform for the development of a career in the fashion industry.

Program goals

The institution's mission sets as primary goals the development of the student's abilities in an educational experience underpinned by the liberal arts model of learning, one that emphasizes

the core values of academic excellence, innovation, ethical integrity and multiculturalism, engaging the student in an educational experience that is active, participative and challenging. These broad goals are well-suited to a program of fashion design, which prepares the student not only for enhanced employment and career opportunities in the fashion industry but also for an expressive and involved approach to the personal and professional challenges and opportunities of life. The program is also tied to two of the institution's strategic goals, which commit it to enhance its provision of liberal and fine arts programs and to increasing its provision of graduate programs.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the MFA in Fashion Design:

- To enable, encourage and guide the development of expressive and production skills and competencies in fashion design;
- To develop and enhance imaginative capacity for the purpose of producing and presenting a fashion collection;
- To understand and apply appropriately key technical processes in designing and manufacturing fashion items;
- To develop a critical understanding of the social, intellectual and cultural contexts in which fashion design operates, and apply that understanding usefully in the fashion industry;
- To offer the student an introduction to the realities of the business of fashion and an awareness of how a collection is prepared for presentation, how the designer's rights and commercial potential are protected and maximised.

MFD570 Fashion design project (21 credits)

MFD571 Fashion design dissertation (9 credits)

MBA500 Leadership and management (or an approved elective from the MBA course offerings, or an approved independent study topic with a supplementary fee on leadership and management in the fashion industry – 3 credits)

MBA502 Marketing management (or an approved elective from the MBA course offerings, or an approved independent study topic with a supplementary fee on marketing in the fashion industry – 3 credits)

Graduation requirements

In order to graduate the student must pass the 2 taught modules, the performance project and the dissertation and have a cumulative GPA no lower than 2.0. The award level of the degree is calculated on a cumulative basis across all 36 credits, with a weighting of 7 assigned to the 21-credit performance project, assessed on the basis of the live performance, and a weighting of 3 assigned to the 9-credit dissertation describing and analyzing the performance's genesis, development and delivery. The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
2.90-3.24 GPA	=	Second class honors
2.00-2.89 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Master of Science in Performance Coaching

Program duration:	1 year
Total modules:	Six taught courses (36 credits), one major project (9 credits)
Total credits:	45 credits

Program description

Human performance is complex, and the development of the skills and competences to integrate all the components required to attain high performance from technical and movement coaching, conditioning, workload monitoring with its inputs from an exercise physiology, biomechanics and psychology perspectives as well as nutrition and injury risk reduction practices challenge both staff and performer in their skills and specialisms. One competence that is poorly served, however, is the advanced qualification and resultant skill-set in managing and overseeing a broad technology approach to conditioning, monitoring and managing the performer. This is evidenced by the interest in recent years in this type of programme at a post-graduate level.

The demand and request for such a programme has come directly from undergraduates of sports science, strength and conditioning, coaching and exercise related undergraduate programs of study. Further, interest has come from a range of international sporting associations including player representative associations and teams, clubs and individual coaches and high-performance specialists who represent a growing cohort drawn to a performance focused post-graduate pathway of study.

The programme has been designed following extensive discussions with employers, sport technology companies and with some of the foremost coaches in the world. It has been built around the skills and knowledge needed to thrive in the rapidly emerging field of performance coaching. It is based around the concept that the future specialist will have a breadth of practical skills but also a technologically based competence where monitoring the athlete and participant becomes integrated into all aspects and components of development and performance.

The MS program in Performance Coaching aims to combine an evidence-based mindset with specialist technical knowledge and understanding, enabling graduates to analyse, validate, design and implement technological based systems and practical programs within a sport, exercise and physical activity environment. Graduates of the Master's program are trained to take an ethical and socially responsible approach to conducting and contributing to performance enhancement and also research in their area of professional or vocational involvement.

Program goals

The institution's mission sets as primary goals the development of the student's abilities in an educational experience underpinned by the liberal arts model of learning, one that emphasizes the core values of academic excellence, innovation, ethical integrity and multiculturalism, engaging the student in an educational experience that is active, participative and challenging. The MS in Performance Coaching supports these goals by providing a context for studying the intellectual development of the student through the advancement of his or her physical condition

and wellness. The student is prepared for a variety of roles in the wellness, physical fitness and leisure industries, but also for a physically engaged, robust and aware approach to the personal and professional challenges and opportunities of life. The program is also tied to two of the institution's strategic goals, which commit it to enhance its provision of liberal and fine arts programs and to increasing its provision of graduate programs.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the MS in Performance Coaching, according to which a graduate of the program will be able to:

- Integrate knowledge from a range of fields into the generation of performance solutions.
- Provide an evidence-based and creative contribution to the development and/or application of technology within their field of study.
- Analyse complex problems and issues relevant to the field of study and obtain a practical and valid response to these issues.
- Critically evaluate, design and implement solutions/systems in their operational context.
- Identify and apply relevant advanced knowledge, methods and techniques from their field of study.
- Assess solutions/systems and their applications according to their properties and potential to solve problems even if they are new to or unfamiliar with the context or lack information and/or reliable information; they can use their assessment as a basis for substantiation of decisions.
- Understand the ethical, social and cultural aspects of problems and solutions in their field of study and apply this insight within an inter-disciplinary role.
- Work as part of and play a leading role in a team; manage and plan a development process; document development and research processes.

MPC501 Advanced conditioning and recovery methods (6 credits)

MPC502 Coaching and monitoring technology (6 credits)

MPC503 Human motion and movement analysis (6 credits)

MPC504 Sport and exercise nutrition (6 credits)

MPC505 Biomedical aspects and applied coaching (6 credits)

MPC506 Data management and research methods (6 credits)

MPC507 Applied professional project (9 credits)

Graduation requirements

In order to graduate the student must pass the 6 taught courses and the major performance project. The award level of the degree is calculated on a cumulative basis across all 45 credits, with a weighting of 1.5 assigned to the 9-credit major performance project. The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
2.90-3.24 GPA	=	Second class honors
2.00-2.89 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Master of Business in International Business

Program duration:	1 year
Total modules:	7 modules (3 credits each) and a dissertation (15 credits) or internship (15 credits)
Total credits:	36 credits

Program description

International Business is the managing of resources and functions by firms across borders. It is a complex area of economic life demanding from its participants knowledge of both general business processes and the particular issues of conducting commercial transactions across national boundaries. The MB in International Business program equips the student with the necessary knowledge base, skills, competencies and strategic awareness to succeed in this international business environment. The program focuses on three broad module strands, the international environment, international management and international business functions. The international environment is studied through the broad political economic background, the international regulatory framework and the issues of corporate governance and ethics at an international level. The impact of different cultures on management is a major factor in international business and this theme is studied in cross-cultural management. International entrepreneurship examines the issues of new business development in the international environment and corporate policy looks at the strategies of global firms. Business functions operate in a particular way when undertaken across national boundaries, and this program focuses on the special issues of two of these, corporate finance and marketing in large multinational firms. While the research methodology module provides a foundation for the dissertation, the research theme runs through all modules. The dissertation forms a capstone in permitting the students to pull all the strands together in a major integrative research work.

Program goals

The institution's mission sets as primary goals the development of the student's abilities in an educational experience that enables the student to realize his or her potential and participate successfully in the world through an education that is rigorous, stimulating and valuable, advancing the development of the individual's talents and a process of lifelong learning. These broad goals are well-suited to a graduate program of business education, which benefits from the study of specific professional skills within the context of the liberal arts model of learning, laying stress on the core values of academic excellence, innovation, ethical integrity and multiculturalism. The program is also tied to one of the institution's strategic goals, which commits it to enhance its provision of graduate programs.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the MB in International Business:

On successful completion of the course, students will have attained the following intended learning outcomes:

- To have a systematic understanding of knowledge at the forefront of international business.
- To be able to demonstrate a critical awareness of the seminal and current theories and concepts in the study of international business;
- To demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry, including a detailed mastery of specialised business skills in international business; to display an ability to construct a literature review in a specified sub-field of international business and to draw material into a cohesive whole; to research and evaluate multiple sources of business data and to realise the limits of such data; to be able to use appropriate qualitative and quantitative methodological techniques to conduct primary and secondary research, articulated and defended, alongside ideas, insights, analysis and policy, to peer and practitioner audiences, using a variety of business media.
- To know how to select from complex and advanced skills across international business; to develop new skills to a high level, including novel and emerging techniques; to be able to make appropriate judgments leading to informed decisions in an international business environment on complex management, technical and functional areas relating to organisations, products, processes and services.
- To acquire an ability to act in a wide and often unpredictable variety of professional levels and ill-defined context; to apply advanced technical research skills, constructively criticise, draw conclusions and offer recommendations within the international business field.
- To be able to take significant responsibility for the work of individuals and groups, and to be able to show leadership and initiate activity.
- To be able to conduct self-evaluation and take responsibility for continuing academic and professional development.
- To be able to scrutinise and reflect on social norms and relationships, and to act to change them positively; to develop capacity to participate in reflective communities of practice and commitment to continuous professional development; to be able to contribute valuable, creative and innovative perspectives to develop business initiatives.

Students take seven taught courses

MIB500 Cross-cultural management

MIB503 International corporate finance

MIB504 Designing and conducting research (6 ECTS credits)

Four modules from the following:

MIB501 International regulatory environment

MIB502 The political economy

MIB505 International entrepreneurship

MIB506 International business ethics and corporate governance

MIB507 International strategic marketing

MIB508 Corporate policy

MBA570 Fundamentals of energy and the world economy

MBA571 Project management in oil and gas

MBA572 Energy economics and policy
MBA573 Historical economy of oil and gas

One of the following:

MIB509 Dissertation (30 ECTS credits)

MBA577 Internship research project (30 ECTS credits)

Graduation requirements

In order to graduate the student must pass all 7 modules in the degree and the dissertation and have a cumulative GPA no lower than 2.0. The award level of the degree is calculated by adding the grade point values of all modules completed (with the 15-credit dissertation counting as five modules) and dividing that total by the number of modules completed (with the 15-credit dissertation counting as five modules). The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors
2.00-2.99 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Master of Business Administration in International Business

Program duration:	1 year
Total modules:	8 modules (3 credits each) and an internship (12 credits) or research project (12 credits)
Total credits:	36 credits

Program description

The MBA is an advanced degree designed to prepare and equip managers with the knowledge and competencies necessary to administer controllable forces within their organizations in order to adapt successfully to variables and changes in the uncontrollable environment. Practitioners develop skills for deciphering and forecasting external forces and in the process become effective leader-managers in the increasingly multicultural, multinational environment of the twenty-first century. The MBA program prepares qualified students for middle and upper-level management leadership responsibilities in international business. Using a general management focus and strategic approach, students demonstrate: broad and integrated knowledge of business functions; knowledge of ethical and legal considerations and the social responsiveness to resolve corporate and public issues; analytical, problem-solving and critical thinking skills and use of technology related to business decision-making; communication and interpersonal skills to lead groups and business organizations; a deep critical assessment of the importance of the dynamic and global environment and its influence on organizations, decisions and operations; and competencies to formulate and implement strategy decisions. Participants will undertake an internship and/or a research project either at the end of their full-time studies or during the course if taken on a part-time basis.

Program goals

The institution's mission sets as primary goals the development of the student's abilities in an educational experience that enables the student to realize his or her potential and participate successfully in the world through an education that is rigorous, stimulating and valuable, advancing the development of the individual's talents and a process of lifelong learning. These broad goals are well-suited to a graduate program of business education, which benefits from the study of specific professional skills within the context of the liberal arts model of learning, laying stress on the core values of academic excellence, innovation, ethical integrity and multiculturalism. The program is also tied to one of the institution's strategic goals, which commits it to enhance its provision of graduate programs.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the MBA in International Business:

On successful completion of the course, students will have attained the following intended learning outcomes:

- To have a systematic understanding of knowledge at the forefront of international business.
- To be able to demonstrate a critical awareness of the seminal and current theories and concepts in the study of international business;

- To demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry, including a detailed mastery of specialised business skills in international business; to display an ability to construct a literature review in a specified sub-field of international business and to draw material into a cohesive whole; to research and evaluate multiple sources of business data and to realise the limits of such data; to be able to use appropriate qualitative and quantitative methodological techniques to conduct primary and secondary research, articulated and defended, alongside ideas, insights, analysis and policy, to peer and practitioner audiences, using a variety of business media.
- To know how to select from complex and advanced skills across international business; to develop new skills to a high level, including novel and emerging techniques; to be able to make appropriate judgments leading to informed decisions in an international business environment on complex management, technical and functional areas relating to organisations, products, processes and services.
- To acquire an ability to act in a wide and often unpredictable variety of professional levels and ill-defined context; to apply advanced technical research skills, constructively criticise, draw conclusions and offer recommendations within the international business field.
- To be able to take significant responsibility for the work of individuals and groups, and to be able to show leadership and initiate activity.
- To be able to conduct self-evaluation and take responsibility for continuing academic and professional development.
- To be able to scrutinise and reflect on social norms and relationships, and to act to change them positively; to develop capacity to participate in reflective communities of practice and commitment to continuous professional development; to be able to contribute valuable, creative and innovative perspectives to develop business initiatives.

Students take eight courses

MIB500 Cross-cultural management

MIB503 International corporate finance

MIB504 Designing and conducting research

Five modules from the following:

MIB501 International regulatory environment

MIB502 The political economy

MIB505 International entrepreneurship

MIB506 International business ethics and corporate governance

MIB507 International strategic marketing

MIB508 Corporate policy

MBA570 Fundamentals of energy and the world economy

MBA571 Project management in oil and gas

MBA572 Energy economics and policy

MBA573 Historical economy of oil and gas

One of the following:

MIB509 Dissertation (12 MSCHE credits)

MBA577 Internship research project (12 MSCHE credits)

Graduation requirements

In order to graduate the student is required to complete all common courses (eight courses of three credits each, for a total of 24 credits, plus MBA508 or MBA509 for a total of 12 credits each). The cumulative GPA must be no lower than 2.0. The award level of the degree is calculated by adding the grade point values of all modules completed (with the 12-credit internship or dissertation counting as four modules) and dividing that total by the number of modules completed (with the 12-credit internship or dissertation counting as four modules). The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors
2.00-2.99 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Master of Business Administration in Oil and Gas Management

Program duration:	1 year
Total modules:	8 modules (3 credits each) and an internship (12 credits)
Total credits:	36 credits

Program description

The MBA is an advanced degree designed to prepare and equip managers and executives with the knowledge and competencies necessary to administer controllable forces within their organizations in order to adapt successfully to variables and changes in the wider business environment. The MBA in Oil and Gas Management program prepares students for middle, upper and executive-level management leadership responsibilities in the energy business. Using a general management focus and strategic approach, students develop a broad and integrated knowledge of business functions; an awareness of ethical and legal considerations and appropriate commercial activity within those contexts; analytical, problem-solving and critical thinking skills in business decision-making; a grounding in the geological and engineering aspects of oil and gas formation and extraction; an understanding of the principles of efficient management of extractive oil and gas projects; an awareness of effective operations management in the energy business; and an ability to apply systematic economic, financial, political and risk analysis tools to all aspects of the oil and gas industries. Students undertake an internship or a research project at the end of their full-time studies or during the program if taken on a part-time basis.

Program goals

The institution's mission sets as primary goals the development of the student's abilities in an educational experience that enables the student to realize his or her potential and participate successfully in the world through an education that is rigorous, stimulating and valuable, advancing the development of the individual's talents and a process of lifelong learning. These broad goals are well-suited to a graduate program of business education with a concentration in oil and gas management, which benefits from the study of specific professional skills within the context of the liberal arts model of learning, laying stress on the core values of academic excellence, innovation, ethical integrity and multiculturalism. The program is also tied to one of the institution's strategic goals, which commits it to enhance its provision of graduate programs.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the MBA in Oil and Gas Management:

On successful completion of the course, students will have attained the following intended learning outcomes:

- To have a systematic understanding of knowledge at the forefront of international business and the oil and gas industry.
- To be able to demonstrate a critical awareness of the seminal and current theories and concepts in the study of international business and the oil and gas industry;

- To demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry, including a detailed mastery of specialised business skills in international business and the oil and gas industry; to display an ability to construct a literature review in a specified sub-field of the oil and gas industry and to draw material into a cohesive whole; to research and evaluate multiple sources of business data and to realise the limits of such data; to be able to use appropriate qualitative and quantitative methodological techniques to conduct primary and secondary research, articulated and defended, alongside ideas, insights, analysis and policy, to peer and practitioner audiences, using a variety of business media.
- To know how to select from complex and advanced skills across international business and oil and gas industry; to develop new skills to a high level, including novel and emerging techniques; to be able to make appropriate judgments leading to informed decisions in an oil and gas environment on complex management, technical and functional areas relating to organisations, products, processes and services.
- To acquire an ability to act in a wide and often unpredictable variety of professional levels and ill-defined context; to apply advanced technical research skills, constructively criticise, draw conclusions and offer recommendations within the international business and oil and gas management field.
- To be able to take significant responsibility for the work of individuals and groups, and to be able to show leadership and initiate activity.
- To be able to conduct self-evaluation and take responsibility for continuing academic and professional development.
- To be able to scrutinise and reflect on social norms and relationships, and to act to change them positively; to develop capacity to participate in reflective communities of practice and commitment to continuous professional development; to be able to contribute valuable creative and innovative perspectives to develop business initiatives.

There are two program tracks: standard (two semesters of classroom instruction, plus the internship), or executive (for approved students with extensive industry experience: two week-long intensive residencies in Dublin or Delaware, with completion by independent, directed study, plus the internship).

Students take eight courses

MIB500 Cross-cultural management

MIB503 International corporate finance

MIB504 Designing and conducting research

Two to four modules from the following:

MBA570 Fundamentals of energy and the world economy

MBA571 Project management in oil and gas

MBA572 Energy economics and policy

MBA573 Historical economy of oil and gas

The balance (for a total of eight modules) from the following:

MIB501 International regulatory environment

MIB502 The political economy

MIB505 International entrepreneurship
MIB506 International business ethics and corporate governance
MIB507 International strategic marketing
MIB508 Corporate policy

One of the following:

MIB509 Dissertation (12 MSCHE credits)
MBA577 Internship research project (12 MSCHE credits)

Graduation requirements

In order to graduate the student is required to complete four common courses (three credits each, for a total of 12 credits) from ACD's MBA program; the student must also choose four courses from the available specializations (three credits each for a total of 15 credits); the student must complete a 12-credit internship (480 hours in the workplace and an internship report): the total credits required for program completion are 36 credits. The award level of the degree is calculated by adding the grade point values of all modules completed (with the 12-credit internship or dissertation counting as four modules) and dividing that total by the number of modules completed (with the 12-credit internship or dissertation counting as four modules). The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors
2.00-2.99 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

QQI AWARDS

Some of American College Dublin's programs are individually accredited by the Irish state accreditation body, Quality and Qualifications Ireland (QQI). QQI formally succeeded the preceding accreditation body, the Higher Education and Training Awards Council (HETAC) in 2012. Further detail QQI is available at its website: www.qqi.ie.

- ACD has two programs placed at level-eight on the National Framework of Qualifications which are accredited by QQI and for which graduating students receive QQI awards:
 - BA (Hons) in Liberal Arts
 - BA (Hons) in International Business
- ACD has one program placed at level-nine on the National Framework of Qualifications which is accredited by QQI and for which graduating students receive QQI awards:
 - MB in International Business

QQI accreditation and awards refer only to programs provided by American College Dublin and are not connected programmatically or institutionally to or with Irish American University.

Quality and Qualifications Ireland
26-27 Denzille Lane
Dublin 2
Ireland

Telephone: 001-353-1-905-8100

Web: www.qqi.ie

UNDERGRADUATE PROGRAMS

Bachelor of Arts (Hons) in Liberal Arts

Accreditation:	QQI – level 8
Program duration:	3 years
General education requirements:	20 modules
Total modules:	28 (each module is worth 6 ECTS credits, except the dissertation, which is worth 18 ECTS credits)
Total credits:	180 ECTS credits
Protection of Enrolled Learners:	Each enrolled student on this programme has his or her fees insured in accordance with QQI regulations; this scheme is approved by QQI; each enrolled student is provided with a certificate of insurance detailing his or her cover

Program description

The term “liberal arts” refers to the study of human intellectual creativity and experience as reflected in the arts, works of fiction, philosophic texts, and historic documents. Studying liberal arts encourages inquiry into the human condition beyond the confines of a single discipline, helps develop a wide historical perspective on culture, and stimulates critical and informed thinking.

During the first two years of the BA degree in Liberal Arts students pursue a general education program in the humanities, followed by one year of elected study in which students major either in Irish Studies, American Studies, History or English. In this way the study program broadens the students’ knowledge and advances their communication skills in a wide range of intellectual areas, and provides them with an understanding of other cultures, their intrinsic values and historical experience. As far as it is possible the degree program will aid students to make ethically and intellectually informed decisions which take account of the complexity and diversity of the world in which we live.

The BA (Hons) in Liberal Arts is designed to prepare students for a number of possible career opportunities: in business, civil service, social service, public relations, media, the arts, postgraduate studies, teaching and research. To be in a position to advance, they will be expected to develop intellectual, practical and transferable skills. Upon the completion of the course students will command a number of intellectual, practical and transferable skills, including the ability critically to analyse a variety of historical and literary texts, to appreciate visual evidence, and to engage in a constructive intellectual dialogue using such communication skills as essay and thesis writing, and oral presentation.

Program goals

The College is dedicated to the development of each learner’s intellectual and social capabilities by seeking to inculcate a humanistic, tolerant and international perspective, which prepares graduates to meet the challenges of a multicultural and global environment. The overall purpose of the education offered by the College is to help the learners to develop as valuable members of any community, and to prepare them to make ethically informed, responsible decisions and positive contributions to society.

The program has been designed in harmony with the College's mission and strategy. The College's mission is explicitly committed to the holistic liberal arts model of learning across all its programs; according to this model, all undergraduate learners in all disciplines should have a broad understanding and appreciation of the liberal arts and their role in the world. The provision of such an educational underpinning is appreciably enhanced if there exists a fully functioning specialist undergraduate program in liberal arts, with its associated staff expertise and research. The program is also in harmony with the College's Strategic Plan, one of whose chief goals is to increase its liberal arts provision.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the BA (Hons) in Liberal Arts:

- To provide learners with an intellectually challenging and rigorous education and training in history, politics, philosophy, arts and literature, one that exposes learners to incremental levels of subject complexity as they advance through the programme, allowing them to intensify their knowledge of history and culture in preparation for the workplace;
- To develop the learner's intellectual ability to analyse and synthesise human intellectual creativity and experience as reflected in works of arts, literary fiction, popular culture, philosophic texts, and historic documents;
- To provide a pedagogical environment which will enable the learner to critically evaluate historical evidence of cultural and intellectual endeavour, both in the original context and from a modern point of view;
- To provide learners with a thorough grasp of the conceptual and theoretical frameworks underpinning the areas of historical, political, social, and cultural studies;
- To present learners with an environment that not only expects them to utilise historical knowledge and communication skills but also requires them to exercise their critical judgement on past and current issues relating to politics, society, art and culture;
- To give learners a critical understanding of how the different disciplines of history, political science, social science, literary studies, art history, history of philosophy and cultural studies complement one another;
- To provide the learner with an appreciation of the international and global context of culture, as well as to expose the learner to increasing cultural complexity of the modern and global world;
- To provide learners with a critical understanding of the way cultural ideas reflect the challenges of the modern world, and how these ideas are exchanged and mediated in the environment of global mass media;
- To develop professional communication skills necessary for inter-cultural debate and for clear and efficient exchange of ideas in a culturally diverse global environment;
- To provide a foundation in the humanities that will allow the learner to make ethically and intellectually informed decisions which take account of the complexity, diversity, and challenges of the world in which we live;
- To provide the learner with an understanding of the application of the studied course to the workplace, relevant work experience and career contacts;

- To facilitate learners who successfully complete the programme to undertake graduate studies and or to undertake professional studies.

Stage 1

10 of the following:

LIB200 Academic communication
 LIB201 War and peace in the modern world
 LIB202 Western arts
 LIB203 The digital revolution
 LIB204 Imagination and storytelling
 LIB205 Anglo-Irish writers
 LIB206 Cinema and society
 LIB207 Western religions
 LIB208 The Enlightenment
 LIB209 American culture abroad
 CW200 Introduction to creative writing
 CW201 Writing prose
 PA213 Creating character
 PA208 Soundings

Stage 2

10 of the following:

LIB300 Shakespeare
 LIB301 Contemporary China
 LIB302 Irish migration
 LIB303 Romanticism
 LIB304 Representations of sexualities
 LIB305 Modern art
 LIB306 Scramble for Africa
 LIB307 Literary modernism
 LIB308 India
 LIB309 The Scientific Revolution
 CW220 Writing for screen
 CW301 Creative writing workshop
 PA303 The English and American character on stage
 PA307 Modern and contemporary theatre

Award stage

Five of the courses offered below should be taken

LIB400 Irish nationalism
 LIB401 The Great Irish Famine
 LIB402 Oscar Wilde and his circle
 LIB403 James Joyce's *Ulysses*
 LIB405 Irish cinema
 LIB408 American literature
 LIB409 Migrations to America
 LIB410 The American Civil War
 LIB411 Hollywood
 LIB412 America after 9/11
 LIB415 The rise of the novel
 LIB416 Modern poetry
 LIB419 The Spanish Civil War
 LIB420 The Cold War

Choose one of the majors below; all three classes in each specialization should be taken

Major: Irish studies

LIB404 Research methods

LIB406 Research seminar: Irish Studies

LIB407 Dissertation: Irish Studies

Major: American studies

LIB404 Research methods

LIB413 Research seminar: American Studies

LIB414 Dissertation: American Studies

Major: English

LIB404 Research methods

LIB417 Research seminar: English

LIB418 Dissertation: English

Major: History

LIB404 Research methods

LIB421 Research seminar: History

LIB422 Dissertation: History

Graduation requirements

In order to graduate the student must complete all designated courses in the first two years followed by completion of either the Irish studies, American studies, history or English major. Each module counts as six credits with the dissertation counting as eighteen. The student must have a cumulative GPA no lower than 2.0. The award level of the degree is calculated by adding the grade point values of all modules completed at the award stage (with the dissertation counting as three modules) and dividing that total by the number of modules completed at the award stage (with the dissertation counting as three modules). The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors, division one (2.1 honors)
2.50-2.99 GPA	=	Second class honors, division two (2.2 honors)
2.00-2.49 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Bachelor of Arts (Hons) in International Business

Accreditation:	QQI – level 8
Program duration:	3 years
General education requirements:	6 modules
Concentration requirements:	25 modules
Total modules:	31 (each module is worth 6 ECTS credits, except for the internship or internship research project, which is worth 12 ECTS credits)
Total award credits:	192 ECTS credits
Protection of Enrolled Learners:	Each enrolled student on this programme has his or her fees insured in accordance with QQI regulations; this scheme is approved by QQI; each enrolled student is provided with a certificate of insurance detailing his or her cover

Program description

The BA (Hons) in International Business provides the graduate with a comprehensive understanding of the international business environment. This course focuses on the international aspects of management, finance, marketing, information technologies, law and economics. The course also examines the challenges of global integration and cross-cultural management; and the importance of an ethical dimension to business practice is emphasized. Students are taught skills in research methodologies, accountancy, finance and information technologies, and their appropriate applications in the global marketplace. The course also concentrates on developing the individual's critical thinking abilities, problem solving and communication skills using group and project work. The theoretical content of the program is applied in an interactive work environment in the final stage of the program. Students are required to spend an internship period aimed at broadening their work and study experience. Graduates of the program will be able to recognize, evaluate and solve issues that they encounter in an international and global business context.

Program goals

The institution's mission sets as primary goals the development of the student's abilities in an educational experience that enables the student to realize his or her potential and participate successfully in the world through an education that is rigorous, stimulating and valuable, advancing the development of the individual's talents and a process of lifelong learning. These broad goals are well-suited to a program of international business education, which benefits from the study of specific professional skills within the context of the liberal arts model of learning, laying stress on the core values of academic excellence, innovation, ethical integrity and multiculturalism. The program is also tied to one of the institution's strategic goals, which commits it to enhance its provision of business programs.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the BA (Hons) in International Business:

- To develop an in-depth understanding of the theories, concepts and methods pertaining to international business.

- To acquire a detailed knowledge, understanding and awareness of doing business in an international environment, taking account of the cultural, economic, legal, political, ethical and financial aspect of doing business across borders.
- To demonstrate a mastery of specialised business skills in accounting, finance, computing, management, marketing, economics, statistics, research and strategy; to undertake comprehensive research and communicate the results in both written and presentation formats; to demonstrate an ability to write, present and defend material that articulates ideas, insights and analysis, using a variety of business media; to engage in debate in an organisational context, mindful and respectful of the position and views of others; to demonstrate an ability to use the current technical language to describe practices in international business, and apply them to structured problems.
- To acquire the ability to exercise appropriate judgment in a number of complex planning, design, technical and management function; to facilitate informed decisions on complex management as well as technical and functional areas relating to organisations, products, processes and services; to be able to analyse international business environments and to prepare options and scenarios to aid decision making in an international business context.
- To utilise advanced skills to conduct research in the international business field accepting accountability for all related decision making; to be able to transfer and apply diagnostic and creative skills in a range of contexts; to analyse, interpret and manipulate data in pursuit of solutions to complex business problem; and to apply problem solving and creative thinking across a range of business sub-fields.
- To be able to act effectively in peer relationships with qualified practitioners; to be able to lead multiple, complex and heterogeneous groups; to participate constructively by contributing, collaborating or directing in complex team environments across the core business areas; to be able to reflect on one's own practice and to develop an understanding of the pressure of organisational roles.
- To learn to be able to act in variable and unfamiliar learning contexts, including undertaking independent tasks in an ethically and professionally informed manner; to demonstrate an ability to function effectively in differing business contexts, and to act on one's own initiative to address his or her own learning needs (learners will especially develop these learning outcomes during their internship).
- To develop a comprehensive, internalised and personal worldview that takes account of opinions and views of others, and is tolerant of other worldviews and cultures; to achieve the capacity to be socially responsible and to develop a sense of one's own value system; to develop a capacity to pull complex information together and to draw out policy implications; to possess a capacity to reflect on the student's own practice and reorganise skills sets in order to produce something new.

Year 1

IB200 Introduction to management*
 IB201 Microeconomics*
 IB202 Accounting 1
 IB203 Principles of marketing*
 IB204 Business computing*
 IB205 Organisational behavior
 IB206 Macroeconomics*

IB207 Accounting 2
IB208 Business law
IB209 Probability and statistics*

Year 2

IB300 Managerial accounting
IB301 Corporate finance
IB302 Networks and databases
IB303 International marketing
IB304 International law
IB305 International economics
IB306 Quantitative business analysis
IB307 E-commerce and internet marketing
IB308 Sustainable business
IB309 Business research methods

Year 3

IB400 Entrepreneurship
IB401 International finance
IB402 International human resource management
IB403 Operations management
IB404 Research project
IB405 International business ethics
IB406 International investment strategies
IB407 Strategic management information systems
IB408 Contemporary global challenges
IB409 International business: theory and policy
Either:
IB410 Internship (12 ECTS credits)
Or:
IB411 Internship research project (12 ECTS credits)

*Denotes general education module

Graduation requirements

In order to graduate the student must pass all 31 modules in the degree and have a cumulative GPA no lower than 2.0. The award level of the degree is calculated by adding the grade point values of all modules completed at the award stage (with the internship or internship research project counting as two modules) and dividing that total by the number of modules completed at the award stage (with the internship or internship research project counting as two modules). The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors, division one (2.1 honors)
2.50-2.99 GPA	=	Second class honors, division two (2.2 honors)
2.00-2.49 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

GRADUATE PROGRAMS

Master of Business in International Business

Accreditation:	QQI – level 9
Program duration:	1 year
Total modules:	7 modules (9 ECTS credits each, except for MIB504, which is worth 6 ECTS credits) and a dissertation (30 ECTS credits)
Total credits:	90 ECTS credits
Protection of Enrolled Learners:	Each enrolled student on this programme has his or her fees insured in accordance with QQI regulations; this scheme is approved by QQI; each enrolled student is provided with a certificate of insurance detailing his or her cover

Program description

International Business is the managing of resources and functions by firms across borders. It is a complex area of economic life demanding from its participants knowledge of both general business processes and the particular issues of conducting commercial transactions across national boundaries. The MB in International Business program equips the student with the necessary knowledge base, skills, competencies and strategic awareness to succeed in this international business environment. The program focuses on three broad module strands, the international environment, international management and international business functions. The international environment is studied through the broad political economic background, the international regulatory framework and the issues of corporate governance and ethics at an international level. The impact of different cultures on management is a major factor in international business and this theme is studied in cross-cultural management. International entrepreneurship examines the issues of new business development in the international environment and corporate policy looks at the strategies of global firms. Business functions operate in a particular way when undertaken across national boundaries, and this program focuses on the special issues of two of these, corporate finance and marketing in large multinational firms. While the research methodology module provides a foundation for the dissertation, the research theme runs through all modules. The dissertation forms a capstone in permitting the students to pull all the strands together in a major integrative research work.

Program goals

The institution's mission sets as primary goals the development of the student's abilities in an educational experience that enables the student to realize his or her potential and participate successfully in the world through an education that is rigorous, stimulating and valuable, advancing the development of the individual's talents and a process of lifelong learning. These broad goals are well-suited to a graduate program of business education, which benefits from the study of specific professional skills within the context of the liberal arts model of learning, laying stress on the core values of academic excellence, innovation, ethical integrity and multiculturalism. The program is also tied to one of the institution's strategic goals, which commits it to enhance its provision of graduate programs.

Derived from these institutional goals are the main program goals, or intended learning outcomes, of the MB in International Business:

On successful completion of the course, students will have attained the following intended learning outcomes:

- To have a systematic understanding of knowledge at the forefront of international business.
- To be able to demonstrate a critical awareness of the seminal and current theories and concepts in the study of international business;
- To demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry, including a detailed mastery of specialised business skills in international business; to display an ability to construct a literature review in a specified sub-field of international business and to draw material into a cohesive whole; to research and evaluate multiple sources of business data and to realise the limits of such data; to be able to use appropriate qualitative and quantitative methodological techniques to conduct primary and secondary research, articulated and defended, alongside ideas, insights, analysis and policy, to peer and practitioner audiences, using a variety of business media.
- To know how to select from complex and advanced skills across international business; to develop new skills to a high level, including novel and emerging techniques; to be able to make appropriate judgments leading to informed decisions in an international business environment on complex management, technical and functional areas relating to organisations, products, processes and services.
- To acquire an ability to act in a wide and often unpredictable variety of professional levels and ill-defined context; to apply advanced technical research skills, constructively criticise, draw conclusions and offer recommendations within the international business field.
- To be able to take significant responsibility for the work of individuals and groups, and to be able to show leadership and initiate activity.
- To be able to conduct self-evaluation and take responsibility for continuing academic and professional development.
- To be able to scrutinise and reflect on social norms and relationships, and to act to change them positively; to develop capacity to participate in reflective communities of practice and commitment to continuous professional development; to be able to contribute valuable creative and innovative perspectives to develop business initiatives.

Students take seven taught courses

MIB500 Cross-cultural management

MIB503 International corporate finance

MIB504 Designing and conducting research (6 ECTS credits)

Four modules from the following:

MIB501 International regulatory environment

MIB502 The political economy

MIB505 International entrepreneurship

MIB506 International business ethics and corporate governance

MIB507 International strategic marketing

MIB508 Corporate policy

MBA570 Fundamentals of energy and the world economy

MBA571 Project management in oil and gas

MBA572 Energy economics and policy

MBA573 Historical economy of oil and gas

One of the following:

MIB509 Dissertation (30 ECTS credits)

MBA577 Internship research project (30 ECTS credits)

Graduation requirements

In order to graduate the student must pass all 7 modules in the degree and the dissertation and have a cumulative GPA no lower than 2.0. The award level of the degree is calculated by adding the grade point values of all modules completed (with the 30-credit dissertation counting as five modules) and dividing that total by the number of modules completed (with the 30-credit dissertation counting as five modules). The degree is classified according to the following award stage GPA bands:

3.25-4.00 GPA	=	First class honors
3.00-3.24 GPA	=	Second class honors
2.00-2.99 GPA	=	Pass
0.00-1.99 GPA	=	Ineligible for award

Course descriptions

Course descriptions

The courses currently offered are listed in alphabetical and then numerical order of course code. Courses that do not appear as mandatory requirements for programs are offered on an ad hoc basis for study abroad and summer semester students.

Credit values

Irish American University's credit-award system is based on notional requirements of time and effort a student is expected to perform in achieving intended learning outcomes during the course of a semester and academic year. These requirements are derived from a quantum of higher education time and effort measurement known as the 'Carnegie unit', or 'credit hour'; this is the predominant such measuring tool in American higher education. The values expressed by this system are not exact, but represent average, indicative quantifications of notional student attendance, input and activities directed towards the achievement of intended learning outcomes.

Irish American University's academic offerings are based on the award of 3 credits (or multiples thereof) per course. Accordingly, ACD requires that each 3-credit undergraduate academic course based on classroom instruction only involves approximately 40 hours of classroom-contact and -instruction time and 80 hours of out-of-class study and related work, to provide a total of 120 hours of notional student work (also often referred to as 'total student participation'). Undergraduate 3-credit performance classes in the BFA in Performing Arts and the BFA in Musical Theatre (the degrees' studio-based courses in acting, voice, dance and movement) have the same total student participation requirement of 120 hours, but the proportions of the total are approximately the reverse of the institution's academic courses: instructional contact hours are roughly 80 hours and the out-of-class, self-directed study hours are roughly 40. Postgraduate 3-credit courses are based on a requirement of 120 hours of total student participation, but the proportions of the total are adjusted to reflect an expectation of a higher degree of self-directed learning at the master's level: postgraduate 3-credit courses involve approximately 30 hours of classroom-contact and -instruction time and 90 hours of out-of-class study and related work.

In the case of internship modules, the class contact and out-of-class hours are combined; thus, every 3 credits awarded for an internship placement requires a minimum of 120 hours in the placement position. An internship will have additional time requirements attached to it based on the need for researching and writing the internship report; this equates to approximately five hours for every forty hours of practical work in the internship position (thus, a 3-credit internship has a minimum total time requirement of 135 hours).

In the case of research projects and theses, the credit values awarded are based on a required minimum student input of 120 hours of research and writing for every 3 credits. For every 3 credits thus awarded, it is expected that the student will spend a minimum of approximately three hours in direct, individual consultation with his or her instructional supervisor.

The approximate time requirements derived from the institution's credit-award system allow for rough extrapolations of time and effort required of a student over the course of average weeks, semesters and academic years. Thus, the standard full-time undergraduate and graduate student load of a fifteen-credit, fifteen-week semester requires a notional minimum of 40 hours of total student participation per week; a semester requires 600 hours of total student participation and a full academic year (two fifteen-week semesters for thirty credits) requires a notional minimum of 1200 hours of total student participation.

American College Dublin also offers some courses which are accredited by QQI. The credit values for these courses are based on the European Union's standard credit award system, the European Credit Transfer and accumulation System (ECTS). Under ECTS the credits have a value which is approximately half that of the student credit hour derived from the Carnegie unit. Thus, each of the College's modules for which it awards three credits produces six ECTS credits; and any other of the College's credit values may be similarly calculated as ECTS credits by multiplying by two the credits which the College awards.

Course codes

The course codes are made up of three letters and three numbers. The numerical values are not strictly related to years at which the modules are attempted; in order to see the year at which a module is taken, the student should refer to the program outlines in the preceding section, Academic programs. Lower-division courses are indicated by a 100 or 200 number; upper-division courses by a 300 or 400 number. Master's-level courses have a 500 number.

The course code prefixes stand for the following:

CW	Creative writing
EM	Event management
HDG	Hospitality management
IB	International business
LIB	Liberal arts
MBA	Master of business administration
MIB	Master of business in international business
MT	Musical theatre
PA	Performing arts

For further information on grade and award levels, grade review, satisfactory academic progress, academic discipline, drop / add, deferral and withdrawal, general academic information, please refer to the section which follows the course descriptions, Academic policies and procedures.

CW200 Introduction to creative writing

Introduces the main types of creative writing and explores approaches to expression in each of them. Examines structure, development of subject matter, authorial voice and point of view, plotting, dialogue, close reading, and editing of one's own work. Includes aspects of writing short stories, the novel, poetry, plays, blogs, along with other creative writing genres that students might propose as areas of particular interest.

Credits: 3 credits

Prerequisites: None

General education module: Yes

CW201 Writing prose

Examines the process of producing fictional prose in short story and novel formats. Students are instructed in the foundational processes of planning, drafting, revising and completing a short story and developing a full novel. Elements considered also include controlling and developing plot, authorial voice, characterization, dialogue, and narrative style.

Credits: 3 credits

Prerequisites: None

General education module: Yes

CW205 Close reading

Considers the means by which close textual examination of short excerpts of written prose fiction can reveal much about the effectiveness of such works in the whole. Focusing on prose fiction, the course examines sentence structure, word selection, paragraph structure, dialogue structure, and the interconnections between narrative, dialogue, authorial description and point-of-view. The course uses both short excerpts from canonical works and the students' writings for critical and illustrative purposes, and places great emphasis on the usefulness of close reading for the practical purpose of improving the student's own writing.

Credits: 3 credits

Prerequisites: None

General education module: Yes

CW221 Writing for screen 1

The aim of the course is to introduce learners to the practices and techniques of writing for the screen. Learners examine the canonical and contemporary practices and context for screenwriting; how to employ and adapt standard screenwriting practice and technique for their own creative purposes; examine structure, plotting and narrative pacing in screenplays; how to develop believable, interesting characters; the process of producing credible and entertaining dialogue for film; explore the means by which they can generate content from their own experiences and perceptions and the things of the world.

Credits: 3 credits

Prerequisites: None

General education module: Yes

CW222 Writing for screen 2

The aim of the course is to continue the progress made in CW221 in introducing learners to the

practices and techniques of writing for the screen. Learners examine the canonical and contemporary practices and context for screenwriting; how to employ and adapt standard screenwriting practice and technique for their own creative purposes; examine structure, plotting and narrative pacing in screenplays; how to develop believable, interesting characters; the process of producing credible and entertaining dialogue for film; explore the means by which they can generate content from their own experiences and perceptions and the things of the world.

Credits: 3 credits

Prerequisites: None

General education module: Yes

CW223 Writing for screen 3

The aim of the course is to continue the progress made in the first two semesters of writing for the screen. Learners examine the canonical and contemporary practices and context for screenwriting; how to employ and adapt standard screenwriting practice and technique for their own creative purposes; examine structure, plotting and narrative pacing in screenplays; how to develop believable, interesting characters; the process of producing credible and entertaining dialogue for film; explore the means by which they can generate content from their own experiences and perceptions and the things of the world.

Credits: 3 credits

Prerequisites: None

General education module: Yes

CW224 Writing for screen 4

The aim of the course is to continue the progress made in the first two semesters of writing for the screen. Following on from CW223, students further examine the canonical and contemporary practices and context for screenwriting; how to employ and adapt standard screenwriting practice and technique for their own creative purposes; examine structure, plotting and narrative pacing in screenplays; how to develop believable, interesting characters; the process of producing credible and entertaining dialogue for film; explore the means by which they can generate content from their own experiences and perceptions and the things of the world.

Credits: 3 credits

Prerequisites: None

General education module: Yes

CW225 Writing for screen 5

The aim of the course is to continue the progress made in the first two semesters of writing for the screen. Following on from the previous two years' studies, students further examine the canonical and contemporary practices and context for screenwriting; how to employ and adapt standard screenwriting practice and technique for their own creative purposes; examine structure, plotting and narrative pacing in screenplays; how to develop believable, interesting characters; the process of producing credible and entertaining dialogue for film; explore the means by which they can generate content from their own experiences and perceptions and the things of the world.

Credits: 3 credits

Prerequisites: None

General education module: Yes

CW231 Writing for stage 1

This course guides the student as an aspiring dramatist to write, edit and rewrite a series of monologues, duologues, sketches and scenes, for delivery in spoken or musical form. This is accomplished through submission, presentation and examination of regular writing exercises, developed in a workshop format. Assigned exercises include: first monologue, first monologue rewrite, second monologue, second monologue rewrite, first duologue, first duologue rewrite, second duologue, second duologue rewrite, sketch, and sketch rewrite etc. Since dramatic writing only reaches fruition in performance, a substantial portion of class time will be spent on dramatic readings and rudimentary performance of the draft scripts. In light of this hands-on approach, course attendance and participation are essential.

Credits: 3 credits

Prerequisites: None

General education module: Yes

CW232 Writing for stage 2

A continuation of CW231, this course guides the student as an aspiring dramatist to write, edit and rewrite a series of monologues, duologues, sketches and scenes, for delivery in spoken or musical form. This is accomplished through submission, presentation and examination of regular writing exercises, developed in a workshop format. Assigned exercises include: first monologue, first monologue rewrite, second monologue, second monologue rewrite, first duologue, first duologue rewrite, second duologue, second duologue rewrite, sketch, and sketch rewrite etc. Since dramatic writing only reaches fruition in performance, a substantial portion of class time will be spent on dramatic readings and rudimentary performance of the draft scripts. In light of this hands-on approach, course attendance and participation are essential.

Credits: 3 credits

Prerequisites: None

General education module: Yes

CW233 Writing for stage 3

Following on from the first two semesters of workshopping scenes from stage plays, this course continues the process of guiding the student as an aspiring dramatist to write, edit and rewrite a series of monologues, duologues, sketches and scenes, for delivery in spoken or musical form. This is accomplished through submission, presentation and examination of regular writing exercises, developed in a workshop format. Assigned exercises include: first monologue, first monologue rewrite, second monologue, second monologue rewrite, first duologue, first duologue rewrite, second duologue, second duologue rewrite, sketch, and sketch rewrite etc. Since dramatic writing only reaches fruition in performance, a substantial portion of class time will be spent on dramatic readings and rudimentary performance of the draft scripts. In light of this hands-on approach, course attendance and participation are essential.

Credits: 3 credits

Prerequisites: None

General education module: Yes

CW300 Poetry now

The aim of the course is to introduce learners to the practices and techniques of writing poetry in a contemporary and relevant style. Learners examine the canonical and contemporary practices and context for writing poetry; how to employ and adapt standard poetic techniques for their own purposes; explore means by which they can generate content from their own experiences and perceptions and the things of the world; develop means to present poetry effectively and attractively.

Credits: 3 credits

Prerequisites: None

General education module: Yes

CW301-6 Writing workshop 1-6

The writing workshop provides students with the opportunity to present their work-in-progress to the other students in their group for close scrutiny. The workshop is a versatile and dynamic way for students to share their work and receive critical feedback from their peers and tutor. Students will be able to use the workshop to discuss any problems around their writing, such as inspiration, structural difficulties, creative blocks etc. Students are expected to produce work for class analysis and discussion on a regular basis, and to provide critical input to the work in development of their fellow students. The course is one of a series of undergraduate writing workshop classes that run on a continuous basis in each semester, every year. The class should be taken every semester by creative writing majors and may be taken by any other approved major student as an elective requirement.

Credits: 3 credits

Prerequisites: None

General education module: No

CW331-2 / 431-2 Creative writing project 1-4

The course provides students in the final two years of the programme with the opportunity to work independently on a single work. With minimal one-to-one supervision, the student proposes, develops, drafts and submits a single creative writing work (either a single integrated piece, or a single work incorporating component parts, such as short stories, chapters from a larger work, collections of poetry, scenes from a play or screenplay, or other approved genres). The tutor provides direction and guidance, reads and gives critical feedback on the work in progress, but the student is expected to take the leading responsibility for driving the project forward and meeting the draft copy and final submission deadlines. The course is worth 3 to 15 credits, depending on the size of the project undertaken, with approximately 6,000 words of text required for each 3 credits awarded; only available to junior and senior students, and requiring approval for the size of the project attempted.

Credits: 3 to 15, depending on the size of the project undertaken, with approximately 6,000 words of text required for each 3 credits

Prerequisites: None

General education module: No

CW500 Imagination and storytelling

The module examines the human propensity of using language to transform personal and social experience into imaginative constructs expressed in narratives, oral and written. Storytelling is

one of cultural universals, from tribal myths to the modern novel and TV sitcoms, and its main functions include artistic self-expression, imposing cognitive order onto lived experience, and addressing the elusive questions of the purpose and meaning of life.

Credits: 3 credits

Prerequisites: None

General education module: No

CW501 Writing workshop 1: the novel

The module is designed to aid writers develop greater competence and self-management over the complex process of writing a novel. Taught by an established novelist, the workshop guides students through the stages of planning, drafting, revising and completing a novel, with focuses on controlling and developing plot, characterization, dialogue, and narrative style.

Credits: 3 credits

Prerequisites: None

General education module: No

CW502 Writing workshop 2: the short story

Taught by an established short story writer, the workshop is designed to help writers to develop ideas for short stories and to draft and revise their stories effectively. Students are advised on such aspects of short story writing as setting up, developing and resolving the plot; introducing setting and context; developing characters; writing meaningful dialogue; establishing narrative point of view, tone and style.

Credits: 3 credits

Prerequisites: None

General education module: No

CW503 The writer as critic

The module is designed to aid writers in developing skills and techniques of literary criticism; in other words, how to write effective, interesting, and persuasive reviews and interpretive analyses of literary fiction based on one's experience, knowledge of literature, and insight into the creative writing process.

Credits: 3 credits

Prerequisites: None

General education module: No

CW504 The craft of creative writing

This module provides students with practical guidance on the structural and technical aspects of fiction writing. Using examples from canonical fiction, the course discusses such topics as planning and preparation; relations between story and plot; plot structure and development; authorial and narrative voice; objective and subjective narration; characterization and character hierarchy; individualization of dialogue; employment of style, tone, metaphor, diction, and other literary devices.

Credits: 3 credits

Prerequisites: None

General education module: No

CW505 The business of writing and publishing

Taught by professionals from publishing industry, the module offers expert guidance into the issues of publishing rights and contracts, the roles of literary agents, applications for bursaries, E-publishing, publicity and marketing, editing and copy-editing, copyright etc.

Credits: 3 credits

Prerequisites: None

General education module: No

CW506 Writing workshop 2: the novel

Following on from the first semester novel-writing workshop, the second-semester workshop continues to provide students with the opportunity to present their work-in-progress to the other students in their group for close scrutiny. The workshop is a versatile and dynamic way for students to share their work and receive critical feedback from their peers and tutor. Each workshop begins with a short presentation by the student on a “favourite” or personally influential work of fiction to the group. Students will be able to use the workshop to discuss any problems around their writing, such as inspiration, structural difficulties, creative blocks etc.

Credits: 3 credits

Prerequisites: None

General education module: No

CW507 Masterclass in fiction writing

In this module an established writer shares his/her experience and gives expert advice on writing fiction effectively and successfully. The discussion focuses on such aspects of the creative writing process as generating and researching ideas for new fiction; thinking about story and characters; developing the plot; refining sentences and paragraph construction, and developing authorial voice and tone. Students are also given first-hand advice and tips on how to promote their work, how to deal professionally with publishers, agents, and editors.

Credits: 3 credits

Prerequisites: None

General education module: No

CW508 Creative writing project

After completing all the taught modules students are assigned an experienced writer as a supervisor to guide them through the process of writing a work of fiction: selected chapters from a novel, a short story or a collection of short stories. Students work on their writing project on their own, meeting their supervisor regularly to receive helpful feedback and professional advice on their work in progress. The word limit is approximately 15,000 words; the student should include in the submission a 1500 word critical analysis outlining the authorial decisions taken in arriving at the submitted piece.

Credits: 12 credits

Prerequisites: Capstone

General education module: No

CW511 Major creative writing project

In the second year [of the MFA in Creative Writing Practice] students work with an experienced writer as a supervisor to guide them through the process of writing a complete work of fiction of

approximately 50,000-80,000 words, comprising a novel or a collection of short stories. Students work on the writing project on their own, meeting their supervisor regularly to receive helpful feedback and professional advice on their work in progress. The student should include in the submission a 1,500 word critical analysis outlining the authorial decisions taken in arriving at the submitted piece. During the course of the second year the student may also attend the novel and short story workshops in order to develop his or her material.

Credits: 36 credits

Prerequisites: Capstone

General education module: No

CW512 Writing workshop 2: the short story

Following on from the first semester short story workshop, this workshop continues to provide students with the opportunity to present their work-in-progress to the other students in their group for close scrutiny. The workshop is a versatile and dynamic way for students to share their work and receive critical feedback from their peers and tutor. Each workshop begins with a short presentation by the student on a “favourite” or personally influential work of fiction to the group. Students will be able to use the workshop to discuss any problems around their writing, such as inspiration, structural difficulties, creative blocks etc.

Credits: 3 credits

Prerequisites: None

General education module: No

EM200 Event studies

Examines the planning, development, management and implementation of festivals, entertainment events, corporate events, cultural events, conventions, conferences and sports events. Specific topics include event studies, public and corporate sponsorship, negotiations, staff and volunteer management, financial planning and management.

Credits: 3 credits

Prerequisites: None

General education module: Yes

EM210 Internship 1

Students participate in a 600-hour internship. This forms the first part of the internship requirement for the event management degree. Students are placed in an approved event management position, in which they work under the direction and practical training oversight of an onsite supervisor. The supervisor provides an evaluation on the student’s performance in the internship. Students are expected to communicate with their academic supervisor frequently and produce a research paper to specified requirements at the end of the internship.

Credits: 15 credits

Prerequisites: None

General education module: No

EM310 Internship 2

Students participate in a 600-hour internship. This forms the second part of the internship requirement for the event management degree. The position may be taken in the same establishment as EM210, though it is expected that the range of duties and projects undertaken

will be different. Students are placed in an approved event management position, in which they work under the direction and practical training oversight of an onsite supervisor. The supervisor provides an evaluation on the student's performance in the internship. Students are expected to communicate with their academic supervisor frequently and produce a research paper to specified requirements at the end of the internship.

Credits: 15 credits

Prerequisites: None

General education module: No

EM400 Event design and experience

This course examines the practical aspects of planning, designing, and delivering an event, including marketing and management, sales, catering, health and safety, and regulatory matters such as insurance coverage and satisfying legal requirements. A specific actual event is used to provide a practical context for designing and executing a performing arts event.

Credits: 3 credits

Prerequisites: None

General education module: Yes

HDG200 Introduction to hospitality

This course takes a management perspective in introducing students to the organization and structure of hotels, restaurants, clubs, cruise ships and casino hotels. There are sections on business ethics, franchising, management contracts, and areas of management responsibility such as human resources, marketing and sales, and advertising.

Credits: 3 credits

Prerequisites: None

General education module: No

HDG201 Food and beverage cost control and management

This course is designed to examine the food and beverage industry and the art and science of managing. It seeks to provide students with a knowledge of marketing and managing a food service operation, to include: financial management, cost control and purchasing, production management, and facility design, layout and equipment.

Credits: 3 credits

Prerequisites: None

General education module: No

HDG210 Internship 1

Students participate in a 600-hour internship. This forms the first part of the internship requirement for the hospitality management degree. Students are placed in an approved hospitality management position, in which they work under the direction and practical training oversight of an onsite supervisor. The supervisor provides an evaluation on the student's performance in the internship. Students are expected to communicate with their academic supervisor frequently and produce a research paper to specified requirements at the end of the internship.

Credits: 15 credits

Prerequisites: None

General education module: No

HDG300 International hotel management

The course is designed to provide students with the background they will need in today's rapidly changing global marketplace. It prepares students to plan, develop, market and manage hotels in the international arena. It gives students a solid foundation for understanding and managing cultural diversity in the workplace, and underscores the importance of protocol in international interactions.

Credits: 3 credits

Prerequisites: None

General education module: No

HDG301 Convention management

This course is designed to offer students a practical insight into convention management and service, the various kinds of meetings and conventions, the types of organizations that stage such events, and the role played by hospitality, event management agencies and hotels in servicing these market segments.

Credits: 3 credits

Prerequisites: None

General education module: No

HDG310 Internship 2

Students participate in a 600-hour internship. This forms the second part of the internship requirement for the hospitality management degree. The position may be taken in the same establishment as HDG210, though it is expected that the range of duties and projects undertaken will be different. Students are placed in an approved hospitality management position, in which they work under the direction and practical training oversight of an onsite supervisor. The supervisor provides an evaluation on the student's performance in the internship. Students are expected to communicate with their academic supervisor frequently and produce a research paper to specified requirements at the end of the internship.

Credits: 15 credits

Prerequisites: None

General education module: No

HDG400 Customer service / total quality management

Analyzes the development of policies and strategies pertaining to the execution of good customer service. It also provides the techniques and methods to train personnel in the implementation of standards relating to customer service. Evaluation methods focusing on consumers, their needs and the skills needed to anticipate these needs as well as developing solutions to customer problems and complaints.

Credits: 3 credits

Prerequisites: None

General education module: No

IB200 Introduction to management

A study of the theories, practices, procedures and problems involved in modern corporate business management. The course is an introduction to management and the principles of doing business in a dynamic and fast moving environment.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: Yes

IB201 Microeconomics

Introduces the student to the basic principles of microeconomics, which are concerned with the interrelationship of individual business firms, industries, consumers, workers and other factors of production that comprise a modern economy.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: Yes

IB202 Accounting 1

An introduction to the functions of accounting along with the basic concepts for the industry. Topics include recording transactions, preparing financial statements, fixed assets, inventory, and current liabilities.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: No

IB203 Principles of marketing

Introduces the student to the central concepts applied in marketing and to the principal tools used by the professional in the marketing context. Concepts examined include the general decision areas of product, price, place (i.e. distribution), promotion, consumer behavior and market research. The area of initial entry into a foreign market will also be examined. Focus will be placed on understanding these concepts and on learning how to apply them in the analysis and the solution of marketing problems.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: Yes

IB204 Business computing

This course describes the various components of computer systems and provides students with an awareness of the possible threats to such systems. In addition to developing an understanding of how to protect against such threats, students will develop skills working with other software applications that are important in business computing. This includes using word-processing, presentation, database, spreadsheet, and website design software for business applications.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: Yes

Analysis of organizational behavior based upon theory and research in the behavioral sciences and applied to management of organizations. Concepts include human motivation, structural environment and social factors influencing behavior, conflict, leadership style and factors involving the dynamics of organizations. As most concepts originated from the USA, students will be encouraged in a research project to apply these theories in a cross-cultural context in order to test their validity.

Prerequisites: None

IB206 Macroeconomics

Credits: 3 credits (6 ECTS credits)

General education module: Yes

The application of fundamental principles of double entry accounting to specific and more advanced aspects of financial accounting. The main emphasis is on special accounting procedures and partnership, company and group accounts. The module assumes students have a reasonable knowledge of the principles of double entry accounting. The course gives students the opportunity to test their knowledge through many practical examples.

Prerequisites: None

IB208 Business law

Credits: 3 credits (6 ECTS credits)

General education module: No

A study of applying the concepts of probability theory to problems. Topics include data collection using different sampling designs, processing raw data, extracting relevant information from processed data, testing for the significance of this data, presenting statistical data in standard format and studying the basics of experimental design in business.

Prerequisites: None

General education module: Yes

IB300 Managerial accounting

Introduces the students to the role of the management accountant within the organisation. Cost terms and concepts are introduced, and we will also examine various cost accounting techniques that are available to the management accountant. The use of information technology as a tool to provide information for decision making is also examined.

Credits: 3 credits (6 ECTS credits)

Prerequisites: IB207

General education module: No

IB301 Corporate finance

The course introduces the students to the theories, practices, procedures and problems involved in modern corporate financial management. Financial analysis common to investment and business financial management decisions, with special attention to the analysis of corporate equity and debt securities is discussed.

Credits: 3 credits (6 ECTS credits)

Prerequisites: IB207

General education module: No

IB302 Networks and databases

An introduction to the basic concepts of database management, this includes focusing on using the relational database Access. Students will also study networks, covering topics such as protocols, topology and types. The internet will also be explored.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: No

IB303 International marketing

A study of marketing management activities from the perspective of firms doing business across national boundaries. Emphasis is placed on aspects of marketing which are unique to international business. Topics include global marketing, internationalization initiation strategy, market selection, entry strategy, and marketing management strategy.

Credits: 3 credits (6 ECTS credits)

Prerequisites: IB203

General education module: No

IB304 International law

An introduction to legal issues facing the international business(es) and international businessperson(s) in theory and in practice from decided cases so as to enable students to apply the law to their specific area(s) of business. It examines the role of private international law, the law of the European law and public international law in international trade. It requires the study of the terms of international trade agreements and international conventions on world trade.

Credits: 3 credits (6 ECTS credits)

Prerequisites: IB208

General education module: No

IB305 International economics

The course offers a study of the main components of international economics, including exchange rates, balance of payments, and open economy macroeconomics. International trade and its limits as well as the practicalities of the global trade relations will be investigated. Emphasis will also be placed on the theories of economic development and the problems of developing countries.

Credits: 3 credits (6 ECTS credits)

Prerequisites: IB206

General education module: No

IB306 Quantitative business analysis

A study of the theory and application of quantitative procedures currently used in business analysis and decision taking. Topics include the mathematics of finance, forecasting, probability, network analysis, and Markov Chains. The emphasis is on skills acquisition application theory and problem solving.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: No

IB307 E-commerce and internet marketing

An introduction to the basic concepts of e-commerce and the technology it employs. Topics covered include the unique business models it has created and the phenomena of internet marketing. Students will become familiar with internet fundamentals and ultimately create a web site encompassing the principles of successful e-commerce business models.

Credits: 3 credits (6 ECTS credits)

Prerequisites: IB204

General education module: No

IB308 Sustainable business

The course introduces the student to the issues of sustainability and how these are impinging on the world of business. It will examine the various international agreements and organisations that influence the relationships between business and sustainability. It will also discuss the most important issues such as corporate social responsibility, the triple bottom line, eco-entrepreneurship and a range of strategic tools used by business in moving towards sustainability.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: No

IB309 Business research methods

This course is designed to enable students to acquire the necessary knowledge and skills to successfully complete a significant research project in a business environment. Students will be introduced to the complexities and differences in research methods currently being utilised in business-related research. Students will learn how to frame their research question, how to undertake the answering of that question, and how to present their work.

Credits: 3 credits (6 ECTS credits)
Prerequisites: IB209
General education module: No

IB400 Entrepreneurship

A study of how small businesses and entrepreneurial ventures are started. The module concentrates on formulating a basic understanding of small businesses and new business ventures. Particular emphasis is given to recognising and evaluating new opportunities and how to begin gathering resources for those that prove viable.

Credits: 3 credits (6 ECTS credits)
Prerequisites: IB200, IB203, IB300
General education module: No

IB401 International finance

Study of related aspects of the international monetary system, foreign exchange markets and international banking. Various financial operations of the multinational firm including sources of funds, foreign investment decisions and international transactions and taxation are included.

Credits: 3 credits (6 ECTS credits)
Prerequisites: IB301
General education module: No

IB402 International human resource management

An introduction to the study of the components of international human resource management used by multinational corporations. Comparisons of philosophies in different leading countries including compensation, recruiting, training and development programs, labour relations issues, performance appraisal, cross-cultural considerations, and employee/industrial relations issues are examined.

Credits: 3 credits (6 ECTS credits)
Prerequisites: IB200, IB205
General education module: No

IB403 Operations management

Examination of the managerial systems a firm uses to integrate geographically and sequentially its manpower, machines and materials in order to design, produce and distribute a product or a service. The course covers aspects of operations strategy, design, planning and control, and improvement.

Credits: 3 credits (6 ECTS credits)
Prerequisites: IB200
General education module: No

IB404 Research project

The student will undertake an independent piece of empirical or theoretical international business research under the guidance of a faculty supervisor. Students are expected to carry out research using their knowledge of research methodology and practice acquired in pre-requisite modules.

Credits: 3 credits (6 ECTS credits)
Prerequisites: IB209, IB309

General education module: No

IB405 International business ethics

Application of several ethical systems to contemporary issues of international business operating in different economic, political and cultural settings. Case studies include human rights and international marketing practices, etc.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: No

IB406 International investment strategies

Analysis of the theories and practices used multinationally for investment purposes. Includes security analysis, portfolio management and analysis of the national economies and security markets.

Credits: 3 credits (6 ECTS credits)

Prerequisites: IB206, IB301

General education module: No

IB407 Strategic management information systems

An exploration of how information systems can help individuals, work groups and organisations to achieve greater productivity and information exchange. Students will also be introduced to a structured approach to system development, acquisition, and maintenance within an established system life cycle.

Credits: 3 credits (6 ECTS credits)

Prerequisites: IB204

General education module: No

IB408 Contemporary global challenges

Concentrates on the recent dynamics of the global environment focusing on the changes in the geopolitical and economic map, the crisis in the Western World, the power of states in market economies, the central role played by innovation and technology in development and the challenging global imbalances, such as commodity markets and environmental issues.

Credits: 3 credits (6 ECTS credits)

Prerequisites: IB305

General education module: No

IB409 International business: theory and policy

Theory and practice of determining and implementing policy in multinational corporations. Actual case studies of global business organizations, including the determination of top-level company policy in such functional areas as global marketing, international finance, and production are studied.

Credits: 3 credits (6 ECTS credits)

Prerequisites: Capstone

General education module: No

IB410 Internship

This is a capstone module for the degree. Students will participate in a 320-hour Internship in a multinational corporation. Students will be expected to communicate with their Academic Supervisor frequently and produce a research paper at the end of the Internship.

Credits: 6 credits (12 ECTS credits)

Prerequisites: Capstone

General education module: No

IB411 Internship research project

This is a capstone module for the degree. Learners will research an assigned business project for a multinational firm or undertake a business research project for the college. The project may be in the management, finance or the operations of organisation. Learners will be expected to communicate with the firm and/or academic supervisor frequently. The project must have the express approval of the head of department.

Credits: 6 credits (12 ECTS credits)

Prerequisites: Capstone

General education module: No

IB492 International business

An overview of the unique problems faced by firms engaging in international activities; the importance of understanding the foreign economic, social, political, cultural, and legal environment; the mechanics of importing and exporting; joint ventures, franchising, and subsidiaries; international dimensions of management, marketing, and accounting; international financial management; the special problems of multinational corporations; recent problems of the international economic system; country-risk analysis; and the increasing use of counter-trade.

Credits: 3 credits

Prerequisites: None

General education module: No

LIB200 Academic communication

The aim of the module is to introduce learners to the practices and techniques of generating and exchanging information and knowledge in the academic environment. Learners will learn how to utilize material found in books, periodicals, and on the Internet; how to draft and revise reports and essays; how to prepare research papers; how to prepare and deliver oral presentations; and how to participate in public debates.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: Yes

LIB201 War and peace in the modern world

Examines the historical pattern of military conflicts and their resolutions in recent history, from the American Civil War to the two world wars and the post-world war period. Emphasis is given to ethical, political, and social implications of international armed violence and attempts to seek peace. Historiographical and media interpretations of international conflict and politics will also be considered. The module is designed as an introduction to the study of history as an academic discipline.

Credits: 3 credits (6 ECTS credits)
Prerequisites: None
General education module: Yes

LIB202 Western arts

Conducts a historical and critical survey of Western visual culture in the social, economic, and political context, from Greek sculpture and architecture, through religious art of the medieval and Renaissance periods, to the emergence of secular and realistic art in the centuries following the Renaissance: from the Baroque, Neoclassical, Romantic periods up the French Impressionists of the late 1800s.

Credits: 3 credits (6 ECTS credits)
Prerequisites: None
General education module: Yes

LIB203 The digital revolution

Provides an overview of the current and emerging media technologies and their impact on the exchange of information in contemporary society. The current radical transformations in communications technologies will be discussed against the background of the history of mass media and telecommunications, with emphasis on the Internet as the most widespread and democratic communication technology to date.

Credits: 3 credits (6 ECTS credits)
Prerequisites: None
General education module: Yes

LIB204 Imagination and storytelling

Examines the human propensity to transform experience into imaginative constructs expressed in verbal narratives, oral and written. Storytelling is one of cultural universals, from tribal myths to the modern novel and TV sitcoms, and its main functions include imposing cognitive order onto lived experience and addressing the elusive questions of the purpose and meaning of life.

Credits: 3 credits (6 ECTS credits)
Prerequisites: None
General education module: Yes

LIB205 Anglo-Irish writers

Introduces students to modern Irish authors writing in English, including Oscar Wilde, William Butler Yeats, John Millington Synge, George Bernard Shaw, James Joyce, and Samuel Beckett. The critical study of the key texts of these authors will consider questions of national identity, the status of the English language in Ireland, artistic freedom, colonialism and emigration.

Credits: 3 credits (6 ECTS credits)
Prerequisites: None
General education module: Yes

LIB206 Cinema and society

Examines the process in which cinematic narratives, both fictional and documentary, reflect human interactions, conflict and cooperation in a social environment. The particular problems

for analysis will include cinematic representations of family life, local community, work place, class tensions, multiculturalism, poverty and crime.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: Yes

LIB207 Western religions

Introduces students to the study of Judaism, Christianity and Islam—religions that historically have had the greatest impact on the shaping of Western civilization. Of particular interest will be the history of mutual coexistence of the three great Western religions, the reasons for periods of mutual intolerance, prejudice and conflict, as well as for periods of mutual tolerance and respect.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: Yes

LIB208 The Enlightenment

Examines some of the most important European thinkers of the late seventeenth and eighteenth centuries, a period of increasing literacy, growing industrialization, and revolutionary socio-political change in Western Europe and America. The purpose of the course is to acquaint learners with the historical origins of rational philosophy, scientific thinking, modern technology, self-determining individuality, tolerance, and social and material progress. Historical texts to be studies will include works by Hobbes, Diderot, Hume, Kant, Montesquieu, Rousseau, and Voltaire.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: Yes

LIB209 American culture abroad

Examines the continuing influence and popular appeal of American twentieth-century culture—music, cinema, fashion, television, sport and food—on European culture and values. Learners will study the historical origins of specifically American popular culture in the context of early American immigration and multiculturalism.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: Yes

LIB300 Shakespeare

Examines the reasons for the enduring international appeal of Shakespeare's classic plays. Compelling dramatic plots, dense poetic language, powerful characterisation, and insight into the human condition continue to inspire theatre and film directors, and to move and delight audiences around the world. During the course learners will study closely several of Shakespeare's plays and their criticism in the context of Elizabethan theatrical conventions and early modern English society.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: Yes

LIB301 Contemporary China

Considers several important problems facing contemporary China (from 1980s to the present). These problems can be seen as representative of China's social, economic, political and intellectual transformation from a Maoist-socialist state to a quasi-capitalist one-party state, transformations that have had far-reaching consequences for China and the world in the past three decades. These problems also can be seen as representative of global transformations as China firmly integrates itself into global capitalism and its attendant systems of knowledge production and social formations.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: Yes

LIB302 Irish migration

Examines the historical process of Irish migration since 1700, mainly to North America, Britain and Australia. This course considers different conceptions of migration: as voluntary movement, as exile or banishment, and as diaspora. From a mainly transatlantic perspective the course examines the conditions in Ireland that led to mass migration in colonial, pre-famine, famine, and post-famine periods, along with the principal themes in the history of the American Irish, including labor, race, gender, religion, politics, and nationalism.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: Yes

LIB303 Romanticism

Considers the transformations in philosophy, art, literature and politics during in the turbulent period in Europe between the French Revolution of 1789 and the Communist Manifesto of 1848. The main focus will be on the literature of the Romantic period, its dominant genres, themes, and styles. The modern legacy of early nineteenth-century Romanticism will also be examined, including twentieth-century nationalism, democracy, as well as individualism, self-fulfilment, and the exalted place of art in society.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: Yes

LIB304 Representations of sexualities

Examines representations of gender, sexuality and sexual behavior in European literary fiction, drama, art and cinema. The discussion will focus on the changes in the psychological portrayals of men and women, on the role of gender in shaping individual and social identity, on gender relations, men's and women's respective social and political status, as well as on gender prejudice and stereotyping in European culture from antiquity to the present day.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: Yes

LIB305 Modern art

Examines the radical departure of European arts in the late nineteenth century from the post-Renaissance convention of visual naturalism. Beginning with the French Impressionists of the 1870s, modern art moves away from realistic representations of the world towards subjectivism, experimentation, and non-figurative conceptualisation and abstraction. The artistic movements to be discussed include Surrealism, Cubism, Dadaism, Art Nouveau, Expressionism, Constructivism, and Pop Art.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: Yes

LIB306 Scramble for Africa

Discusses the history of conflicting European claims to African territory during the New Imperialism period, from the 1880s to the start of World War I. Learners will study the colonisation and economic exploitation of Africa by such European powers as Great Britain, France, Belgium, Portugal, Germany, and Spain; the political disputes and conflicts in Europe resulting from colonial competition; and the long-term effect of European imperialism on African societies.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: Yes

LIB307 Literary modernism

Seeks to develop in the student an understanding of early twentieth-century literary modernism in terms of formal and thematic experiments and innovations that challenged the narrative and stylistic conventions of nineteenth-century prose, now considered inadequate, to reflect the nature of human experience in the modern world. The new sense of break with literary, moral and philosophical traditions will be examined in relation to the works of T. S. Eliot, Ezra Pound, Gertrude Stein, Virginia Woolf, James Joyce and Marcel Proust.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: Yes

LIB308 India

Examines the history of modern South Asian from the beginnings of British influence, the attainment of independence by India in 1947, to the present emergence of India as a regional economic and political power, alongside Pakistan, Sri Lanka, and Bangladesh. Beginning with a brief introduction to ancient, medieval, and Mughal history, the course focuses on British rule in the subcontinent and the subsequent political emancipation of India in the post-war period. Themes to be discussed include relations between religious groups, the economic impact of British colonialism, political development, the role of indigenous nationalist movements, and the cultural diversity of the Indian subcontinent.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: Yes

Discusses the emergence of rational, empirical, and experimental ways of thinking in Europe between the seventeenth and early twentieth century. Learners will study the Scientific Revolution in the context of early modern intellectual history, philosophy, and socio-economic change. Major scientific discoveries and innovations will be considered, including the heliocentric astronomy of Copernicus and Galileo, Newtonian mechanics, the chemical experiments of the eighteenth century, Darwin's theory of evolution, and the rise of the Theory of Relativity and Quantum Mechanics in the early twentieth century. Learners will be guided to understand the development of modern practices of science, the changing nature of investigation and scientific methods, and the growing cultural importance of science.

Prerequisites: None

LIB400 Irish nationalism

Examines the notion of Irish national identity in the context of Irish history, British colonialism, Irish insurgence and struggle for political independence as reflected in historical documents, literature, art, religious life and social experience. A historical introduction to the problem of Irish nationalism will include the search for cultural and linguistic identity of the Irish in their opposition to the Norman and English rule. The course will then focus on the subsequent struggles between Irish Home Rule and Unionism with England, on the Easter Rising of 1916 and the civil war, the Partition, to conclude with the Good Friday Agreement of 1998 and the apparently successful alignment of Ireland with the European Union.

Prerequisites: LIB302

LIB401 The Great Irish Famine

Discusses the failures of potato crops in Ireland between 1845 and 1850, with the subsequent widespread famine that profoundly reshaped Ireland's demography, society, and mentality. Learners will study the causes of the Famine and its consequences for communities and individuals who succumbed to it or survived. The Famine experience will be considered in the context of British colonial politics in Ireland, Irish economy and social structure.

Prerequisites: LIB302

LIB402 Oscar Wilde and his circle

Studies the social circle and literary works of Oscar Wilde, the most influential Anglo-Irish writer of the late Victorian era. A bohemian, wit, and conversationalist, Wilde inspired a culturally vibrant social environment in Dublin, London, and Paris, whose legacy has lasted until the present day. Wilde's artistic achievements in the realm of poetry, fiction, drama, the art of conversation, and literary criticism will be considered in the context of late nineteenth-century aesthetic movement, Irish nationalism, Anglo-Irish colonial relations, the emerging celebrity culture, early Modernism, and Victorian attitudes towards homosexuality.

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Prerequisites: LIB205
General education module: No

LIB403 James Joyce's *Ulysses*

Offers a close reading of James Joyce's modernist masterpiece *Ulysses* (1922). Learners will study *Ulysses* as part of the author's artistic development, against the background of the Modernist reaction to traditional narratives conventions and techniques, and in the context of Irish nationalism and colonial experience. Further topics for study will include Joyce's indebtedness to the Homeric epic and Shakespeare's *Hamlet*, the experiments in literary form and representation, and critical approaches to *Ulysses*.

Credits: 3 credits (6 ECTS credits)
Prerequisites: LIB205
General education module: No

LIB404 Research methods

Develops and perfects the learner's skills and techniques of generating and exchanging information and knowledge in an academic environment. Learners will choose topics for their final dissertation, and will conduct preliminary bibliographic research, planning and drafting parts of their dissertations. Learners will presents results of their research in classroom and will take part in debates about their own and other learners' research projects.

Credits: 3 credits (6 ECTS credits)
Prerequisites: LIB200
General education module: No

LIB405 Irish cinema

Provides learners with a historical, critical, and theoretical understanding of Irish national cinema examined in a wider cultural and social context. Learners will study the relations between Ireland's twentieth-century political history and the film industry, between film and other mass media, and between Irish film and other national cinemas. Close viewing and critical analyses of selected Irish films by directors such as Jim Sheridan, Neil Jordan, John Boorman and others will enable learners to test their historical and theoretical knowledge of Irish cinema.

Credits: 3 credits (6 ECTS credits)
Prerequisites: LIB206
General education module: No

LIB406 Research seminar: Irish studies

This module helps students to prepare and present parts of their final dissertations before an Irish Studies Research Seminar. Learners will develop topics for their final dissertation, and will continue conducting their research, including planning and drafting parts of their dissertations. Learners will presents results of their research in classroom and will take part in debates about their own and other learners' final dissertations.

Credits: 3 credits (6 ECTS credits)
Prerequisites: LIB200
Corequisites: LIB404
General education module: No

LIB407 Dissertation: Irish studies

The aim of the module is to allow learners from the Irish Studies Major to complete their BA degree in Liberal Arts with a scholarly dissertation, no less than 13,000 words long, on a topic relating to their specialization. The topic will be chosen after a consultation with the academic supervisor, and will reflect the learner's scholarly interests, aspirations, and abilities. Learners will meet their supervisor every week to report the progress of their dissertation.

Credits: 9 credits (18 ECTS credits)
Prerequisites: LIB400, LIB401, LIB402, LIB403, LIB404, LIB405
Corequisites: LIB406
General education module: No

LIB408 American literature

Offers a survey of American literature from the colonial period to the present day. The purpose of the course is to interpret literary texts as evidence of the richness and diversity of American culture, including Native American tradition, the early Puritan culture. Learners will become familiar with the major literary figures, movements, and texts reflecting American historical experience and cultural, the African-American and the Latin American experience, as well as the subsequent cultural contributions from European and Asian immigrants.

Credits: 3 credits (6 ECTS credits)
Prerequisites: LIB209
General education module: No

LIB409 Migrations to America

Investigates historical migrations to America, their causes: economic, political, religious, and the similarities and differences among the experiences of different immigrant groups in the United States. Learners will also study the problems of assimilation of immigrant groups to American life, their contribution to American society, and their effect on the economic, cultural and political life of America over time.

Credits: 3 credits (6 ECTS credits)
Prerequisites: None
General education module: No

LIB410 The American Civil War

Examines the causes, character, and consequences of the greatest crisis in American history: the Civil War (1854-1865). Learners will consider the failure of the antebellum political mechanisms, the growth of sectionalism, the justifications for and against secession, the methods and implications of war, the efforts to eradicate Southern separatism, and the lingering historical problems and conflicts as a consequence of America's fratricidal dispute.

Credits: 3 credits (6 ECTS credits)
Prerequisites: None
General education module: No

LIB411 Hollywood

Examines the rise and development of Hollywood as the centre of the American film industry. Learners will study a representative chronological selection of feature films reflecting American culture and social challenges and transformations from the end of the nineteenth century to the

present day. Particular problems relating to the history of American cinema will include film techniques, cinematic genres, methods of film production and distribution, the star system, social reception of cinema, and the influence of cinema and mass media on American values and lifestyles.

Credits: 3 credits (6 ECTS credits)

Prerequisites: LIB206

General education module: No

LIB412 America after 9/11

Examines the effects of the terrorist attacks in the US on 11 September 2001 on American society and domestic and foreign policy of the American governments. The course will examine the representation of the 9/11 events in American media and popular culture, especially cinema. Learners will study the implications of the 9/11 attacks on American collective identity and attitudes towards the Muslims at home and abroad. The legacy of the Bush administration will also be considered, including the American military involvements in Iraq and Afghanistan, the American response to international terrorism, and the globalization of politics and trade.

Credits: 3 credits (6 ECTS credits)

Prerequisites: LIB201

General education module: No

LIB413 Research seminar: American studies

Facilitates learners in preparing and presenting parts of their final dissertations before an American Studies Research Seminar. Learners will develop topics for their final dissertation, and will continue conducting their research, including planning and drafting parts of their dissertations. Learners will present results of their research in classroom and will take part in debates about their own and other learners' final dissertations.

Credits: 3 credits (6 ECTS credits)

Prerequisites: LIB200

Corequisites: LIB404

General education module: No

LIB414 Dissertation: American studies

The aim of the module is to allow learners from the American Studies Major to complete their BA degree in Liberal Arts with a scholarly dissertation, no less than 13,000 words long, on a topic relating to their specialization. The topic will be chosen after a consultation with the academic supervisor, and will reflect the learner's scholarly interests, aspirations, and abilities. Learners will meet their supervisor every week to report the progress of their dissertation.

Credits: 9 credits (18 ECTS credits)

Prerequisites: LIB404, LIB408, LIB409, LIB410, LIB411, LIB412

Corequisites: LIB413

General education module: No

LIB415 The rise of the novel

Examines the emergence of the novelistic genre as the most popular and influential literary form of the eighteenth and nineteenth centuries. Learners will study the socio-cultural processes in early modern Europe that gave rise to the cultural aspirations of the middle class as reflected in

the novel. A selected sample of the European novels will be analysed in terms of narrative conventions, plot structure, descriptive techniques, characterisation, authorial tone and point of view.

Credits: 3 credits (6 ECTS credits)
Prerequisites: LIB204, LIB300, LIB303, LIB307
Corequisites: None
General education module: No

LIB416 Modern poetry

Examines the body of twentieth-century poetry, its characteristic techniques, themes, and major practitioners. Learners will study the work of W. B. Yeats, T. S. Eliot, Ezra Pound, Wallace Stevens, W. H. Auden, the War Poets, David Frost, Dylan Thomas, Seamus Heaney and others. Diverse methods of literary criticism will be employed, including New Criticism, historical and biographical approaches, and gender criticism.

Credits: 3 credits (6 ECTS credits)
Prerequisites: LIB204, LIB300, LIB303, LIB307
Corequisites: None
General education module: No

LIB417 Research seminar: English

The course allows learners to prepare and present parts of their final dissertations before an English Studies Research Seminar. Learners will develop topics for their final dissertation, and will continue conducting their research, including planning and drafting parts of their dissertations. Learners will present results of their research in classroom and will take part in debates about their own and other learners' final dissertations.

Credits: 3 credits (6 ECTS credits)
Prerequisites: LIB200
Corequisites: LIB404
General education module: No

LIB418 Dissertation: English

The aim of the module is to allow learners from the English Major to complete their BA degree in Liberal Arts with a scholarly dissertation, no less than 13,000 words long, on a topic relating to their specialization. The topic will be chosen after a consultation with the academic supervisor, and will reflect the learner's scholarly interests, aspirations, and abilities. Learners will meet their supervisor every week to report the progress of their dissertation.

Credits: 9 credits (18 ECTS credits)
Prerequisites: LIB402, LIB403, LIB404, LIB408, LIB415, LIB416
Corequisites: LIB417
General education module: No

LIB419 The Spanish Civil War

Investigates the domestic political and military conflict in Spain between Nationalists and Republicans between the years 1936 and 1939, known as the Spanish Civil War. Learners will study the causes of the Civil War, both in the context of the social and economic conflicts

afflicting Spain in the period of the Second Republic (1931-1936) and against the background of the European ideological battle between Fascism and Communism.

Credits: 3 credits (6 ECTS credits)

Prerequisites: LIB201, LIB410

Corequisites: None

General education module: No

LIB420 The Cold War

Examines the origins and consequences of the Cold War, 1945-1991, the period of the global political and military stalemate between the United States and the Soviet Union. Learners will study the political circumstances following World War II, the division of the world into spheres of political influence, the arms race, the threat of nuclear weapons, and the ideological rivalry between capitalist and communist countries. The reasons for the relatively peaceful end of the Cold War will also be discussed.

Credits: 3 credits (6 ECTS credits)

Prerequisites: LIB201, LIB410, LIB419

Corequisites: None

General education module: No

LIB421 Research seminar: history

The course allows learners to prepare and present parts of their final dissertations before a History Research Seminar. Learners will develop topics for their final dissertation, and will continue conducting their research, including planning and drafting parts of their dissertations. Learners will presents results of their research in classroom and will take part in debates about their own and other learners' final dissertations.

Credits: 3 credits (6 ECTS credits)

Prerequisites: LIB200, LIB404

Corequisites: LIB422

General education module: No

LIB422 Dissertation: history

The aim of the module is to allow learners from the History Major to complete their BA degree in Liberal Arts with a scholarly dissertation, no less than 13,000 words long, on a topic relating to their specialization. The topic will be chosen after a consultation with the academic supervisor, and will reflect the learner's scholarly interests, aspirations, and abilities. Learners will meet their supervisor every week to report the progress of their dissertation.

Credits: 9 credits (18 ECTS credits)

Prerequisites: LIB400, LIB401, LIB404, LIB410, LIB419, LIB420

Corequisites: LIB421

General education module: No

LIB480 Irish cultural studies

An exploration of aspects of historical and contemporary manifestations of Irish culture. Topics include plays, storytelling, movies, media and literature in Ireland; Irish music from traditional to U2; contemporary Irish architecture and design; socialising and entertainment; fashion, taste and

materialism in the era of the Celtic Tiger and the recession. The course makes extensive use through field trips of the cultural amenities of Ireland's vibrant capital city, Dublin.

Credits: 3 credits

Prerequisites: None

General education module: Yes

LIB482 Irish history seminar

This course examines the main movements in the history of Ireland. It proceeds in chronological order, surveying the main themes and developments from prehistoric times to the present. The objectives are to develop in the student an understanding of the course of Irish history and its place in the wider European historical experience. Class sessions will be conducted in a lecture and discussion format. Student participation is required in the form of full and punctual attendance, the taking of lecture notes, completion of required reading, involvement in class discussions, and the furnishing of assigned reports on various themes to the rest of the class. Field trips explore historically relevant aspects of Ireland's capital.

Credits: 3

Prerequisites: None

General education module: Yes

LIB485 Dubliners: writing the Irish short story

This courses focus on introducing students to the basics of short story writing, with special reference to the context of Ireland's capital city. With a combination of reading examples from seminal short story writers, critical work, class-based writing exercises and field trips to sites of literary interest around Dublin, students will learn the form and mechanics of the short story while also working toward developing their own short prose piece. Their first draft will be workshopped in class, in which constructive criticism and feedback will be given. The final polished pieces of 2,500 words will be submitted for assessment and, possibly, submitted for publication to literary magazines or websites around Ireland.

Credits: 3

Prerequisites: None

General education module: Yes

LIB493 French history and civilization

Ten day study tour to Paris and Normandy, with completion of the course in Dublin. The course explores aspects of French history, art, culture and society, from the earliest times to the present day. Themes considered include the medieval Norman invasions of England and Ireland, the allied D-Day invasion of Normandy, Gallo-Roman civilization, medieval France, painting, sculpture and architecture from the Renaissance to the modern period, the absolutist state, the French Revolution, Baron Haussman's redesign of Paris, American culture in Paris. Sites visited include the D-Day landing sites (and the Irish locations for the filming of those landings for the movie 'Saving Private Ryan'), the Bayeux Tapestry Museum, Eiffel Tower, Arc de Triomphe, Notre Dame, Sainte Chapelle, Conciergerie, Louvre, Musee d'Orsay, Pompidou Centre, Versailles.

Credits: 3

Prerequisites: None

General education module: Yes

LIB495 Italian history and civilization

Ten-day Art and Humanities lecture, with field trips to actual artistic and historical sites in Rome and Florence, Italy, with completion of the course in Dublin. The course explores Italian art, culture, and society from the earliest time to the present day. Themes considered include Roman civilisation, renaissance painting, sculpture and architecture. Sites visited include the Coliseum, the Forum, the Vatican (Saint Peter's Cathedral, Papal apartments, Sistine Chapel), Uffizi Gallery, Duomo and Brancacci Chapels.

Credits: 3
Prerequisites: None
General education module: Yes

MBA500 Leadership and management of business organizations

This course examines international management with a particular emphasis on the relevance of acculturation within the context of the multiplicity of factors which must be taken into account by leaders and managers within the transnational organisation of the twenty first century. The course initially outlines the environment in which the international manager operates. It then investigates the concept of culture and describes the theoretical dimensions and frameworks which have been developed for a better understanding of its dynamics and appreciation of its impact within an operational management context. Following this grounding in cross-cultural dynamics the following section seeks to gain an appreciation and understanding of the imperatives which drive the strategic and operational management of the transnational organisation and indicate the relevance of acculturation within the transnational management process. The course then seeks to explore and interpret the role of the leader and manager within the cross-cultural context. The final section examines the future directions of cross-cultural management research.

Credits: 3 credits
Prerequisites: None
General education module: No

MBA501 Ethical, social and regulatory issues in business

This course provides an advanced analysis of ethical, social and legal issues affecting organisations. It examines global business ethics topics, corporate governance, and ethical decision-making in global business. This seminar-based course will provide both theoretical and practical approaches facilitating a deeper understanding of the moral issues that managers face today.

Credits: 3 credits
Prerequisites: None
General education module: No

MBA502 Marketing management in a global environment

Focuses on the major decisions that marketing managers and top management face in their efforts to mesh the objectives, core competencies and resources of an organization with the opportunities and threats in an increasingly global marketplace. Applications of marketing thinking to products and services for any organization, whether profit or not for profit. The

student will leave this class with the ability to analyze data, formulate strategies and implement decisions.

Credits: 3 credits
Prerequisites: None
General education module: No

MBA503 Business research methods

This course is designed to enable students to acquire the necessary knowledge, skills and abilities to successfully complete a dissertation in international business at the masters level with minimum supervision. Students will be introduced to the current trends in both qualitative and quantitative methods of inquiry in international business. The popular quantitative methodologies possess a statistical analogue, usually through the use of hypothesis testing to confirm or disconfirm theories. Particular emphasis is therefore placed on the appropriate use of statistical tests, and the interpretation of results, utilising the Statistical Package for the Social Sciences, (SPSS). Emphasis is also placed on the development of the research proposal for dissertation.

Credits: 3 credits
Prerequisites: None
General education module: No

MBA504 Managing for global financial accountability and performance

Focuses on accounting as a managerial tool for business strategy and implementation. Key topics include: customer satisfaction, total value-chain analysis, continuous improvement, and planning and control techniques linked to key success factors.

Credits: 3 credits
Prerequisites: None
General education module: No

MBA505 Strategic management seminar

This course will encourage the understanding of the many schools of thought and facilitate the gaining of insight into the assumptions, possibilities and limitations of each set of theories in strategic management. It will also instill a critical, analytical, flexible and creative mindset, which challenges organizational, industry and national paradigms and problem-solving recipes. A broad coverage of strategic management field covering all three dimensions of strategic management (process, content and context) will be studied. An emphasis on international perspectives will allow discussions on which approach might be more suitable to which country or culture. Strategic thinking requires a culturally adaptative mind. This course is based on the case teaching method. Prior to class students are expected to read each of the required readings.

Credits: 3 credits
Prerequisites: None
General education module: No

MBA506 International finance

This course focuses on international finance in the context of a globalised and integrated world economy. A comprehensive examination of international financial and capital markets will equip

the student with the knowledge and tools necessary for the multinational enterprise in order to make effective financial management decisions that maximize shareholder value.

Credits: 3 credits

Prerequisites: None

General education module: No

MBA507 International trade and investment

This course examines the changing patterns and processes of the global economic environment. It looks at the forces of globalizing economic activity that produce structural changes in the global environment. The three main interconnected processes that are examined are multinational enterprises, the state and technology. The origins of multinational enterprises and their influence on shaping globalization are investigated, along with the attempts to regulate these companies. The continuing significance of the state in influencing the global economy, especially the effect of the states different political-ideological positions on economic policies is examined. The features of technological change that influence the globalization of economic activity are analyzed. The course builds on these processes to evaluate the future of globalization.

Credits: 3 credits

Prerequisites: None

General education module: No

MBA508 Internship

This is a capstone module for the degree. Students will participate in a 480-hour internship in a firm involved in international business. Students will be expected to communicate with their Academic Supervisor frequently and produce a research paper at the end of the internship.

Credits: 12 credits

Prerequisites: Capstone

General education module: No

MBA509 Research project

The research project is either (i) a thesis, that is primary research oriented study of a selected international business problem or practice, or the development of an original international business theoretical concept, under the guidance of a faculty supervisor, or (ii) a research project for a company on an international business issue. Students are expected to carry out the piece of research, using the knowledge, skills and competencies acquired from MBA503 Business research methods and other MBA courses that they have studied. There will be a presentation of the research following submission of the final document.

Credits: 12 credits

Prerequisites: Capstone

General education module: No

MBA570 Fundamentals of energy and the world economy

Energy is the fundamental resource in the modern world economy. This course examines the role which energy plays in driving not merely the direct workings of the energy sector itself, but also the contingent areas of global economic activity which are critically dependent on a cheap and plentiful supply of energy for their operation, growth and development. Topics considered

include energy's role in the modern economy, energy policy and regulation, pricing, renewable energy, atomic energy, oil and gas, other fossil fuels, fiscal and tax matters, legal and environmental issues.

Credits: 3 credits

Prerequisites: None

General education module: No

MBA571 Project management in energy

Project management for oil and gas projects comes with a unique set of challenges that include the management of science, technology, and engineering aspects. Using the Project Management Body of Knowledge (PMBOK) framework, analyses the concepts, tools, and techniques for managing oil and gas projects. Discusses specialized tools such as plan, do, check, act (PDCA); define, measure, analyze, improve, control (DMAIC); suppliers, inputs, process, outputs, customers (SIPOC); design, evaluate, justify, integrate (DEJI); quality function deployment (QFD); affinity diagrams; flowcharts; Pareto charts; and histograms. Also examines the major activities in oil and gas risk assessment, such as feasibility studies, design, transportation, utility, survey works, construction, permanent structure works, mechanical and electrical installations, and maintenance. Addresses technical and managerial aspects of projects and illustrates the concepts with case examples of applications of project management tools and techniques to real-life project scenarios that can serve as lessons learned for best practices.

Credits: 3 credits

Prerequisites: None

General education module: No

MBA572 Energy economics and policy

This course examines the national and global economic and policy considerations that influence the business of oil and gas. It considers the role of the state, state security and nationalism in shaping energy policy and business decision making in the oil and gas industries. Focusing on the upstream energy business, it examines access and exploration, development and production of oil and gas projects, fiscal and financial regimes, and the market conditions for oil and gas. Case studies include the process and challenges of pursuing the development of an oil and gas industry in Ireland.

Credits: 3 credits

Prerequisites: None

General education module: No

MBA573 The historical economy of energy

This course examines the economic history of the modern energy business, from its beginnings in Titusville, Pennsylvania, to the globalized world of the post-Cold War era. It emphasizes the role of the interactions between geo-political and business decision making in shaping both the energy industry and much of the history of the twentieth and twenty-first centuries. Topics considered include the beginnings of the industry in the United States, the emergence of Standard Oil and its role in shaping the oil business, the role of the internal combustion engine and the Great War in escalating demand for oil, the globalizing of the industry in the interwar years and the continuing escalation of demand, the role of oil security in widening and shaping World War Two, the emergence of nationalism and nationalization in recasting the business in

the postwar world, the rise of OPEC, and the changes wrought by the ending of the Cold War, including the emerging influence of increasing demand in the developing world, environmental considerations and energy industry innovations.

Credits: 3 credits

Prerequisites: None

General education module: No

MBA577 Internship

This is the capstone module for the degree. Students will participate in a 500-hour internship in a firm involved in the oil, gas or energy businesses. Students will be expected to communicate with their academic supervisor frequently and produce a research paper at the end of the internship.

Credits: 12 credits

Prerequisites: Capstone

General education module: No

MIB500 Cross-cultural management: pragmatism with sensitivity

This course examines international management with a particular emphasis on the relevance of acculturation within the context of the multiplicity of factors which must be taken into account by leaders and managers within the transnational organization of the twenty first century. The course initially outlines the environment in which the international manager operates. It then investigates the concept of culture and describes the theoretical dimensions and frameworks which have been developed for a better understanding of its dynamics and appreciation of its impact within an operational management context. Following this grounding in cross-cultural dynamics the following section seeks to gain an appreciation and understanding of the imperatives which drive the strategic and operational management of the transnational organization and indicate the relevance of acculturation within the transnational management process. The course then seeks to explore and interpret the role of the leader and manager within the cross-cultural context. The final section examines the future directions of cross-cultural management research.

Credits: 3 credits (9 ECTS credits)

Prerequisites: None

General education module: No

MIB501 International regulatory environment

A study of international law as it pertains to national and multinational enterprises, with particular emphasis on regulation, competition law, dispute settlement and intellectual property.

Credits: 3 credits (9 ECTS credits)

Prerequisites: None

General education module: No

MIB502 Political Economy

This course examines the changing patterns and processes of the global economic environment. It looks at the forces of globalizing economic activity that produce structural changes in the global environment. The three main interconnected processes that are examined are multinational enterprises, the state and technology. The origins of multinational enterprises and

their influence on shaping globalization are investigated, along with the attempts to regulate these companies. The continuing significance of the state in influencing the global economy, especially the effect of the states different political-ideological positions on economic policies is examined. The features of technological change that influence the globalization of economic activity are analyzed. The course builds on these processes to evaluate the future of globalization.

Credits: 9 credits (6 ECTS credits)

Prerequisites: None

General education module: No

MIB503 International corporate finance

This course focuses on international corporate finance in the context of a globalised and integrated world economy. A comprehensive examination of international financial and capital markets will equip the student with the knowledge and tools necessary for the multinational enterprise in order to make effective financial management decisions that maximise shareholder value.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: No

MIB504 Designing and conducting research

This course is designed to enable students to acquire the necessary knowledge, skills and abilities to successfully complete a dissertation or internship research project in international business at the masters level with minimum supervision. Students will be introduced to the current trends in both qualitative and quantitative methods of inquiry in international business. The popular quantitative methodologies possess a statistical analogue, usually through the use of hypothesis testing to confirm or disconfirm theories. Particular emphasis is therefore placed on the appropriate use of statistical tests, and the interpretation of results, utilising the Statistical Package for the Social Sciences, (SPSS). Emphasis is also placed on the development of the research proposal for the dissertation or internship research project.

Credits: 3 credits (6 ECTS credits)

Prerequisites: None

General education module: No

MIB505 International Entrepreneurship

This course focuses on the search by entrepreneurs and their companies for resources and markets internationally. It considers the reasons behind the rise in globalization generally and international entrepreneurship specifically. During the course, students will identify options open to policy makers to foster international entrepreneurship. It considers the particular challenges that SMEs face in the global environment. The dynamics underpinning the internationalization patterns of companies and the main differences between firms that compete domestically and internationally will be investigated. The course will consider the differences in entrepreneurship across countries and sectors. The strategies that SMEs use to expand into foreign markets, such as agents, export, joint ventures and foreign direct investment are assessed.

The course will also concentrate on the role of international SMEs as conduits for technology transfer in the global economy. An important issue is the contribution of immigrants to countries' economies and the dynamics underpinning it. The role of entrepreneurship in developing economies is then evaluated. The emerging importance of intrapreneurship is, finally, investigated.

Credits: 3 credits (9 ECTS credits)

Prerequisites: MIB500, MIB 501, MIB502, MIB503.

General education module: No

MIB506 International business ethics and corporate governance

The objective of this course is to provide students with a critical awareness of international business ethics topics, corporate governance and ethical decision-making in global business. Students will learn how to apply ethical frameworks to the contemporary issues of international business issues and how they operate in different economic political and cultural settings. The seminar will provide both theoretical and practical approaches facilitating a deeper understanding of the moral issues that managers face today.

Credits: 3 credits (9 ECTS credits)

Prerequisites: MIB501

General education module: No

MIB507 International Strategic Marketing

This course examines the role and process of strategic market planning and strategy implementation within organizations, in both stable and turbulent market conditions. The course considers methods and tools used to analyse marketing environments, understand consumer and organizational buying behavior, segment markets and position products, develop new products, control existing products and promote, price and place products. This course is designed to provide the student with both the theoretical background and skills-base to assume the role of top-level marketing executive. It systematically develops an analytical platform for the strategic marketer, beginning with the fundamentals of the marketing concept and progressing through the relationship between the marketing concept and concepts such as entrepreneurship and innovation. Through this perspective, the class will improve their skills in strategic decision making, as they relate to the overall success of the organization in the markets they serve. The sessions will be a combination of case analyses, lectures and discussions of strategic issues from different functional areas.

Credits: 3 credits (9 ECTS credits)

Prerequisites: None

General education module: No

MIB 508 Corporate policy

This course will encourage the understanding of the many schools of thought and facilitate the gaining of insight into the assumptions, possibilities and limitations of each set of theories in strategic management. It will also instill a critical, analytical, flexible and creative mindset, which challenges organizational, industry and national paradigms and problem-solving recipes. A broad coverage of strategic management field covering all three dimensions of strategic management (process, content and context) will be studied. An emphasis on international perspectives will allow discussions on which approach might be more suitable to which country

General education module: No

General education module: No

General education module: No

General education module: No

MT103 **Acting 1**

This course introduces the learner to the imaginative process of creating character through exploring, understanding and excavating his or her own relevant physical, emotional and intellectual capacities. In particular, this module concentrates on exploring the actor's physical limitations and possibilities and how these parameters condition the development of truthful and engaging presentations of character and narrative. In order for actors to develop the inner life, the emotional and sensory life of the character that they will eventually develop, they must first work on themselves, learning how to use 'themselves' as the material for their art; this course focuses on exploring the means by which actors quarry and make use of this material. The course will also consider the work, theories and systems of seminal founding practitioners, theoreticians and historians of live acting and vocal performance. The role and employment of voice and vocalisation in live theatrical performance will be examined.

Credits: 3 credits

Prerequisites: None

General education module: Yes

MT104 Dance 1

This module introduces students to the core elements of dance and how it is deployed in a musical theatre context. The module engages the student in a group environment. It consists of warm-ups, exercises, barre work and routines that develop the student's fitness levels and general physical stamina. The taught techniques will prepare and develop students in the areas of ballet, jazz, musical theatre repertoire and partner work for musical theatre. Students will develop fitness levels and general physical stamina with body conditioning. The course also consists of warm ups and exercises that explore the physicality of an actor.

Credits: 3 credits

Prerequisites: None

General education module: Yes

MT107 Music 1

This course further develops the process of establishing the foundations of capacity, musical technique and repertoire, and acting for vocal performance in musical theatre. The course examines the fundamentals of establishing vocal range, and considers aspects of musical theory and musicianship in relation to the different components that contribute to the overall sound of music. The learner is examines the process of physically and intuitively connecting text and music in musical theatre performance. The course develops the method of working and achieving performance enhancement with a repetiteur in a one-to-one class. Ensemble singing skills are expanded in the areas of rhythm and part singing. The individual's vocal possibilities are further explored in one-to-one and group classes, preparing for subsequent development of each learner's optimal and distinctive vocal expression. The course also works at integrating musical skills with acting and dance through preparation for and performance of an end-of-semester culminating showcase.

Credits: 3 credits

Prerequisites: None

General education module: No

MT108 **Acting 1**

This course continues process begun in the first semester of introducing the learner to the imaginative process of creating character through exploring, understanding and excavating his or her own relevant physical, emotional and intellectual capacities. The module continues the examination of exploring the actor's physical limitations and possibilities and how these parameters condition the development of truthful and engaging presentations of character and narrative. Through mask work the course develops the use of the physical vessel as the foundation upon which credible and true depictions of character are built, and works on using an understanding of physicality in order to guide improvisation. The student will examine how to bring into alignment vocal and physical responses. The course considers the history of acting and the theatre; and further broadens the academic understanding of performance. The course also works at integrating acting skills with music and dance through preparation for and performance of an end-of-semester culminating showcase.

Credits: 3 credits

Prerequisites: None

General education module: Yes

MT109 Dance 1

This module continues the process begun in the first semester of introducing students to the core elements of dance and how it is deployed in a musical theatre context. The module works with students in a group environment. It consists of warm-ups, exercises, barre work and routines that develop the student's fitness levels and general physical stamina. The taught techniques continue the process of developing student skills in ballet, jazz, musical theatre repertoire and partner work for musical theatre. Students will develop fitness levels and general physical stamina with body conditioning. The course examines a variety of warm ups and exercises that explore the physicality of an actor. The course also works at integrating dance skills with music and acting through preparation for and performance of an end-of-semester culminating showcase.

Credits: 3 credits

Prerequisites: None

General education module: Yes

MT202 Music 2

This course builds on the work in the first year of laying the foundations of capacity, musical technique and repertoire, and acting for vocal performance in musical theatre. The course examines the formation of vowels in creating a legato line. The learner is instructed in developing techniques and approaches for building credible characterization through song. One-to-one repertoire and technique tuition with a répétiteur works at expanding repertoire, developing phrasing, pronunciation and breath control, and maintaining control and adherence to the composer's markings. The foundational skills of singing in an ensemble and maintaining individual performance developed in the first year are further explored through work on a broader range of ensemble and choral singing. Theoretical work concentrates on deepening the learner's knowledge of the full range of vocal music in musical theatre. With the main parameters of the learner's voice established in the first year, the course explores the individual possibilities for producing artistic and distinctive interpretations of song.

Credits: 3 credits

Prerequisites: None

General education module: No

This course builds on the foundational work done in the first year on exploring the actor's physical limitations and possibilities and how these parameters condition the development of truthful and engaging presentations of character and narrative. The course examines the means by which the physically aware and receptive actor works with text and direction to draw on his or her emotional and intellectual resources to inhabit his or her bodily vessel with truthful and engaging interactions with the actor's own and other characters. The course continues to examine the work, theories and systems of seminal practitioners, theoreticians and historians of live acting and vocal performance, and considers how understanding these aspects can helpfully inform an actor's own practice. The role and employment of voice and vocalisation in developing character is studied.

General education module: No

Building on the foundational instruction in dance and movement in the first year of the programme, this module further explores and develops the skills and understanding necessary to build a professional and rounded dance technique and practice, along with an enhanced awareness of the underpinning of dance theory. Students work in a group environment. Practical classes consist of warm-ups, exercises, barre work and routines that develop the student's fitness levels and general physical stamina. The taught techniques will further develop students in the areas of ballet, jazz, tap, musical theatre repertoire and partner work for musical theatre. Students will increase fitness levels and general physical stamina with body conditioning. The course also examines advanced warm ups and exercises that explore the physicality of an actor.

General education module: No

This course continues the progress made in in the first year and the first half of the second year of building on the foundations of capacity, musical technique and repertoire, and acting for vocal performance in musical theatre. The course examines vocal techniques beyond legitimate technique. The learner is taught the ability to take risks, imaginatively and physically, and to encourage imagination in constructing credible characterization in song. One-to-one repertoire and technique tuition with a repetiteur works at expanding repertoire, taking direction and developing interpretive skills. The foundational skills of singing in an ensemble and maintaining individual performance developed in the first year are further explored through working from musical scores and sight reading ensemble pieces. Theoretical work concentrates on deepening the learner's knowledge of the historical development of musical composer and musical periods. With the main parameters of the learner's voice established in the first year and the first semester of the second year, the course continues the process of exploring the individual possibilities for producing artistic and distinctive interpretations of song. The course also works at integrating at

a high level musical skills with acting and dance through preparation for and performance of an end-of-semester culminating showcase.

Credits: 3 credits

Prerequisites: None

General education module: No

MT208 Acting 2

This course continues the work from the first semester on examining the means by which the physically aware and receptive actor works with text and direction to draw on his or her emotional and intellectual resources to inhabit his or her bodily vessel with truthful and engaging interactions with the actor's own and other characters. The role of research in filling out character portraits is studied. The locating and employing of impulses in character development is considered. The course seeks to deepen understanding of the theatre as a field of knowledge, become familiar with relevant critical lenses, and learn to connect abstract ideas to theatrical experiences continues to examine the work, theories and systems of seminal practitioners, theoreticians and historians of live acting and vocal performance, and considers how understanding these aspects can helpfully inform an actor's own practice. Drawing on impulses in order to enhance voice and vocalisation in developing character is studied. The course also works at integrating at a high level acting skills with music and dance through preparation for and performance of an end-of-semester culminating showcase.

Credits: 3 credits

Prerequisites: None

General education module: No

MT209 Dance 2

Building on the foundational instruction in dance and movement in the first year and the first semester of the second year of the programme, this module continues to explore and develops the skills and understanding necessary to build a professional and rounded dance technique and practice, along with an enhanced awareness of the underpinning of dance theory. Students work in a group environment. Practical classes consist of warm-ups, exercises, barre work and routines that develop the student's fitness levels and general physical stamina. The taught techniques will further develop students in the areas of ballet, jazz, tap, musical theatre repertoire and partner work for musical theatre. Choreographical approaches to dance are considered. Students will increase fitness levels and general physical stamina with body conditioning. The course examines advanced warm ups and exercises that explore the physicality of an actor. The course also works at integrating at a high level dance skills with music and acting through preparation for and performance of an end-of-semester culminating showcase.

Credits: 3 credits

Prerequisites: None

General education module: No

MT302 Music 3

This course builds on the work in the first year of laying the foundations of capacity, and year two of further developing and implementing those techniques in repertoire and acting for vocal performance in Musical Theatre. The course further examines vocal range, breath, support and vowel formation, whilst concentrating on building the required stamina which the industry

demands. The learner is instructed in developing an openness, availability, responsiveness and sensitivity when approaching repertoire and developing the art of taking direction from the director, applying technique at all times. One-to-one tuition with a vocal coach and repetiteur explores the definitive styles of Jazz Age Standard, Golden Age Standard and Pop- Opera Song. The foundational skills of singing in an ensemble and maintaining individual performance developed in the first two years are further explored by working on maintaining your vocal assigned line in a large ensemble group and in a trio or quartet format. Theoretical work continues on applying the knowledge to date in theory, music and singing assignments concentrating on sight reading abilities.

Credits: 3 credits

Prerequisites: None

General education module: No

MT303 Acting 3

This course develops the work achieved in Year 1 and 2 respectively focusing on the physicality and preparing the body for interpretation, with the emphasis on Year 3 applying a more practical approach to working with scripts. The role of researching a character is further developed engaging in script analysis, physicality and improvisation within a modern and classic work. Voice and vocalisation in developing a character is aligned to complement the character and students should demonstrate competency in using their voices effectively and safely in performance. Year 3 students will develop the ability to exercise judgement when applying vocal choices based on their understanding of the chosen subject matter. The course seeks to deepen a range of approaches to theatre making, incorporating the audience into the performance context and continues to work at integrating a level of excellent acting skills through script analysis, monologues, duologues and scene studies. Assessments will showcase the evidence of analysis of script impulses, the inner life of the character along with relationships with other characters.

Credits: 3 credits

Prerequisites: None

General education module: No

MT304 Dance 3

Building on the foundational instruction in dance and movement in year one and the further implementation of techniques in year two, this module explores the development and technical ability across all disciplines in dance. Throughout this semester the learner concentrates on demonstrating taught technical abilities to date whilst adhering to posture, fluidity, strength, and co-ordination with visible musicianship. Students continue to work in a group environment, where practical classes consist of Ballet, Jazz/Musical Theatre, Tap and the introduction of Contemporary and Choreography. In the demanding profession of Musical Theatre, it is an essential component to have the ability to learn set choreographed pieces on demand. This semester concentrates on developing that awareness and ability using appropriate techniques at all times. The taught techniques will further develop students through practice and demonstration of clean, strong, safe and confident work. The course also works at integrating a high level of partnering and connection work which involves being lifted, weight transference, balance work, connecting with a partner or group of dancers.

Credits: 3 credits

Prerequisites: None

General education module: No

MT307

Music 3

Having laid down the foundational skills, further developed and implemented techniques in repertoire for musical theatre vocal performance, this semester concentrates on mastering the required stamina and showcasing all the necessary musical theatre vocal techniques to suit the listed music theatre genres whilst gaining an understanding of one's niche area. Private tuition with respective vocal coaches and repetiteurs will support a student in assisting to prepare for a 15-20 minute presentation of self-selected material which should have a theme or movement connecting the choices. The range of choice can include song, scripted material or movement as appropriate where the music choices are not confined to musical theatre repertoire. The emphasis is on textual content adhering to a chosen theme evidently presented in style and arrangement. The main objective of this module is for the individual to become aware of choosing suitable material showcasing the student's vocal and acting capabilities. Credit is duly given for demonstrating this awareness and the successful application of learned abilities. The theme of expanding a varied repertoire is further explored in ensemble singing class applying the required techniques ensuring there is a commitment to engage mentally and intuitively with others. The student is expected to present rich possibilities of interpretation suited to the style of work and demonstrate the ability to take specific direction from the musical director. Students will undergo score analysis incorporating elements of music theory into the process of song interpretation. This skill will prepare the student for the expected requirements in the profession, where the musical theatre practitioner in addition to having the skills to take specific direction of the composer and lyricist has the capability to self-interpret. This module will encourage students to bring imagination and insight to the process of music analysis in turn infusing textual song analysis with elements of music theory.

Credits: 3 credits

Prerequisites: None

General education module: No

MT308

Acting 3

The concentration this semester is applying taught techniques and research into practise, where the student is afforded the opportunity of presenting a directed scene from a modern and Shakespearean play applying correct appropriate techniques, showcasing characterisation with clear, confident delivery whilst being sympathetic to fellow colleagues. Voice and vocalisation in creating and developing a character is further analysed and developed to ensure the voice is effectively and safely delivered for rehearsals and performances. Students will have the opportunity of applying judgement and making correct appropriate vocal choices when asked to take direction. This project will give the student an insight to the expectations of working in the professional industry. Having developed a series of tools to understand performance in general and musical theatre in particular, this semester the student will apply those tools to the study of key shows which have reshaped Western musical theatre, and the decision of important musical theatre traditions from around the world. A further analysis will continue in studying individual shows in depth to gain an understanding of both context for shows, and the experience of staging and viewing specific productions.

Credits: 3 credits

Prerequisites: None
General education module: No

MT309 Dance 3

Building on the foundational instruction in dance and movement in the first and second years of the programme, this module further explores and develops the skills and understanding necessary to build a professional and rounded dance technique and practice, along with an enhanced awareness of the underpinning of dance theory. Students work in a group environment. Practical classes consist of warm-ups, exercises, barre work and routines that develop the student's fitness levels and general physical stamina. The taught techniques will further develop students in the areas of ballet, jazz, tap, musical theatre repertoire and partner work for musical theatre. Students will increase fitness levels and general physical stamina with body conditioning. The course also examines advanced warm ups and exercises that explore the physicality of an actor.

Credits: 3 credits
Prerequisites: None
General education module: No

PA213 Creating character

This course introduces the student to the imaginative process of creating character through exploring, understanding and excavating his or her own relevant intellectual, emotional and physical capacities. Students will learn to employ these resources in generating credible and engaging interpretations of dramatic text in performance. The course will also consider the work, theories and systems of seminal founding practitioners of acting performance technique. The role and employment of voice and vocalisation in live theatrical performance will be examined.

Credits: 3 credits
Prerequisites: None
General education module: Yes

PA204 Dance and movement 1

This course offers an introduction to contemporary dance technique, improvisation, and composition. There will be a focus on the kinaesthetic of contemporary dance technique, basic introduction to anatomy and Laban movement analysis.

Credits: 3 credits
Prerequisites: None
General education module: Yes

PA208 Soundings

This course introduces the student to the imaginative process of creating character through the use of sound, both produced through the actor's own voice and using a variety of sound production devices and techniques. Students will learn to employ these resources in generating credible and engaging interpretations of dramatic text through sound-based performance. The role and employment of voice and vocalisation in live theatrical performance will be examined. The course will also consider the work, theories and systems of seminal founding practitioners of acting performance technique.

Credits: 3 credits
Prerequisites: None

General education module: Yes

PA209 Dance and movement 2

This course offers an introduction to modern dance history from the Early Pioneers up until the 1930s, both American and European. There will also be a deeper kinaesthetic and cognitive exploration of contemporary dance technique, improvisation and composition.

Credits: 3 credits

Prerequisites: None

General education module: Yes

PA303 The English and American character on stage

This course will take a selection of English and American characters and scenes and examine the process of creating a character and performance that is engaging and credible. Pieces of work from a range of playwrights will be considered; these may include William Shakespeare, Tom Stoppard, Caryl Churchill, David Mamet, Sam Shepard, Tennessee Williams, Eugene O'Neill, Paula Vogel, Edward Albee, Lillian Hellman. A number of acting methodologies will be employed as a means by which the process of character creation is pursued. The course will also examine a range of modern acting methodology practitioners, including Lee Strasberg, Sanford Meisner and Stella Adler. Voice use and production in the English and American theatrical contexts will be examined.

Credits: 3 credits

Prerequisites: None

General education module: No

PA307 Naturalism and realism in performance

Drawing from a variety of modern playwrights and directing approaches, students will learn and demonstrate advanced competencies in the execution of credible and engaging characters from modern and contemporary dramatic texts. Theoretical elements will be examined from a range of modern writing and directing practitioners in theatrical storytelling. The emergence and ongoing development of naturalism and realism in modern theatrical characterisation, direction and performance will be examined. The role of the voice as an instrument of characterisation will be analysed and developed.

Credits: 3 credits

Prerequisites: None

General education module: No

PA321/2, 421-2 Theatre craft 1-4

The course requires students to examine and develop a range of technical skill sets, performance methodologies, textual analysis approaches, and performing arts career development areas. The course is intended to encompass a variety of advanced areas in the performing arts, many of which are not necessary to take as full courses but to which a performing arts student may usefully be exposed. The topics under review will differ in content and focus from semester to semester according to the areas of specialisation of the instructors. Students are expected to spend a considerable amount of time researching and developing the areas considered in the class in self-directed learning, both individually and in groups. A small number of topics will be selected for consideration in class from a suite that may include Stanislavski technique, view

pointing, improvisation, solo performance, combat, clowning, mime, lighting, make-up, costume, textual analysis of dramatic works for the theatre, managing a studio venue for live theatrical performance, auditioning, photographic and portfolio preparation, and other technical and performance areas and methodologies.

Credits: 3 credits

Prerequisites: None

General education module: No

PA321 Performing arts and the community 1

Performing arts exists in a broad socio-cultural context. This course provides a practical introduction to exploring the creative, artistic and social intersections that emerge through community-engaged performance. Explores the process of developing, producing and delivering a performance in the community, and the benefits that emerge out of this activity. Apart from their involvement in planning and performing the work, students document their involvement in and what they have learned from the project in an extended paper.

Credits: 3 credits

Prerequisites: None

General education module: Yes

PA322 Performing arts and the community 2

A continuation or development of PA321. Performing arts exists in a broad socio-cultural context. This course provides a practical introduction to exploring the creative, artistic and social intersections that emerge through community-engaged performance. Explores the process of developing, producing and delivering a performance in the community, and the benefits that emerge out of this activity. Apart from their involvement in planning and performing the work, students document their involvement in and what they have learned from the project in an extended paper.

Credits: 3 credits

Prerequisites: None

General education module: Yes

PA405-408 Performing arts project 1-4

The course requires senior students to demonstrate abilities in the process of organizing, administering, auditioning, directing, producing, and performing a convincing and competent performance piece. Students are expected to develop and perform the work with minimal supervision. Assessment is based around the submission of a portfolio that includes a proposal document, a journal documenting in detail the process of development of the work, a director's prompt book, and a critical analysis of the project and the work; the artistic quality of the performed work will also form a substantial part of the assessment.

Credits: 3 credits

Prerequisites: Capstone

General education module: No

PA421 Performing the Irish play

This is a four-week, 6-credit, summer program offered in an intensive format (four hours minimum a day, five days a week). Students work under the supervision and guidance

of instructors from American College Dublin's BFA in Performing Arts program to develop from scratch and perform in a number of culminating showcases an adaptation of a work from the Irish theatrical canon. Students are assessed according to the quality of their engagement and output in all aspects of the process: initial analysis and adaptation of the script, direction and staging, production, management and marketing, rehearsal and final performance, whether in a lead or support role. Apart from individual contributions, students are evaluated according to their part in supporting the collective functioning and performance levels of the ensemble. Applicants for the program will be required to make themselves available in person or by way of Skype for a brief audition and interview; the audition is a prepared monologue (no more than 3 minutes long) from an Irish play first performed after 1850 and the interview is a short discussion of the applicant's background and aspirations (if the applicant is a performing arts major and is able to provide an appropriate recommendation from his or her performing arts advisor, the audition requirement may be waived). Generally, applicants are expected to be performing arts majors, though applicants with relevant experience or a background in a cognate discipline will also be considered.

Credits: 6 credits

Prerequisites: No

General education module: Yes

PA423 Performing scenes from the Irish play

This is a two-week, 3-credit, program offered in an intensive format (four hours minimum a day, five days a week). Students work under the supervision and guidance of instructors from American College Dublin's BFA in Performing Arts program to develop from scratch and perform in a culminating showcase an adaptation of a scene (or scenes) from the Irish theatrical canon. Students are assessed according to the quality of their engagement and output in all aspects of the process: initial analysis and adaptation of the script, direction and staging, production, management and marketing, rehearsal and final performance, whether in a lead or support role. Apart from individual contributions, students are evaluated according to their part in supporting the collective functioning and performance levels of the ensemble. Applicants for the program will be required to make themselves available for a brief Skype audition and interview; the audition is a prepared monologue (no more than 3 minutes long) from an Irish play first performed after 1850 and the interview is a short discussion of the applicant's background and aspirations (if the applicant is a performing arts major and is able to provide an appropriate recommendation from his or her performing arts advisor, the audition requirement may be waived). Generally, applicants are expected to be performing arts majors, though applicants with relevant experience or a background in a cognate discipline will also be considered.

Credits: 3 credits

Prerequisites: No

General education module: Yes

PA425 Internship

The process of development of responsibility and preparedness for a career in the performing arts culminates in the 1200-hour internship, completed as a fourth year or, subject to specific approval, incrementally in the course of the three years during summer and other breaks.

Credits: 30 credits (60 ECTS credits)

Prerequisites: Capstone

General education module: No

PA427 Production and performance project

Final-year performing arts students collaborate on researching, adapting, producing and performing a major performance with minimal supervision. The entire process involves 1200 hours of total student participation; each student also prepares a 5,000 word portfolio documenting the project, his or her role in it, and the learning outcomes achieved.

Credits: 30 credits (60 ECTS credits)

Prerequisites: Capstone

General education module: No

Academic policies and procedures

Academic policies and procedures

Grade and award levels

Academic transcripts

The student's academic record appears on the academic transcript. Following the completion of marking of final examinations at the end of each semester, each student is sent an updated version of his or her transcript. This transcript is a copy, for information purposes only; an official transcript may be obtained from the Academic Office for €10.00. The transcript indicates the program for which the student is registered and, for every module for which there is a record of registration, shows the code and title, final result (either an alphabetic grade or a symbol indicating what the student received instead) and grade point value. The transcript also indicates for each semester the current term grade point average and cumulative grade point average.

Transcripts are only released when all fees due are paid.

Grades for all programs are awarded according to the following scheme:

A	=	80 – 100
B+	=	70 – 79
B	=	60 – 69
B-	=	55 – 59
C+	=	50 – 54
C	=	40 – 49
D	=	35 – 39
F	=	below 35

Other symbols in use on the academic transcript are:

AU	Audit. The student did not take the class for credit.
GPA	Grade point average. For an explanation of GPA, see below.
GPV	Grade point value. For an explanation of GPV, see below.
I	Incomplete (excused incomplection). The student was unable to complete the module for reasons which the College deemed acceptable and are documented on the student's file; an 'I' grade does not count as a first attempt at the module.
NP	Not present (unexcused incomplection). The student failed to attend the final examination or otherwise to fulfill the module requirements; an 'NP' counts as a first attempt at a module. An 'NP' grade in an award stage module in QQI-accredited programs means the student can only gain a pass degree.

- X Transfer. Transfer of credit from an approved institution where the student has completed a module closely similar in terms of content and learning outcomes to the one for which the transfer credit was awarded at ACD. Transfer credits have no influence on GPA.
- W Withdrawn. Officially withdrawn from course.

Fail (F) and not present / unexcused incompleteness (NP) grades

Any student in the College's QQI-accredited programs with a final grade below 35% in the final examination automatically fails the entire module. Students studying for QQI-accredited awards should note that a fail (F) or unexcused incompleteness (NP) as a final grade for an award stage module means that a student can only be awarded a pass degree, regardless of performance in the other award stage modules or how the student subsequently performs in the module for which an F or NP was originally awarded.

Completion of modules

If a student has an 'F', 'NP' or 'I' grade for a module he or she may carry the continuous assessment portion of the grade and repeat the final examination in the current or the immediately following academic year, taking the examination either in a scheduled end of semester examination or in the summer repeat examination session; if the student does not have sufficient continuous assessment to make this viable or if the student fails to pass the module's final examination during this period the entire module must be repeated. Only one repeat examination attempt per module is permitted in the current academic year; two repeat examination attempts per module are permitted in the following academic year.

Grade Point Value (GPV) and Grade Point Average (GPA)

Each final alphabetic grade for a module is given a grade point value (GPV). The GPVs for American College Dublin's alphabetic grades are as follows:

A	=	4 points for each credit
B+	=	3.5 points for each credit
B	=	3 points for each credit
B-	=	2.75 points for each credit
C+	=	2.5 points for each credit
C	=	2 points for each credit
D	=	1.5 point for each credit
F	=	0 points

The grade point average (GPA) is calculated by adding the GPVs for each module under consideration and dividing that number by the number of modules. There are three main classes of GPA of which the student should be aware:

Term GPA:	This is calculated by adding the GPVs of all modules attempted during a single semester and dividing that total by the number of modules taken during the same semester.
Cumulative GPA (Cum. GPA):	This is calculated by adding the GPVs of all modules attempted during the course to date and dividing that total by the number of modules taken to date. This class of GPA is a key criterion in establishing standards of academic progress: a student whose cumulative GPA drops below 2.0 for two consecutive semesters may be subject to automatic dismissal (see Satisfactory academic performance, below). This class of GPA is used to calculate the award level of all of the institution's programs except the MFA in Creative Writing (which takes the GPVs of the four highest taught courses plus the writing project) and programs awarded by QQI (which are based on the award stage GPA – see below).
Award stage GPA:	This is calculated by adding the GPVs of all modules attempted during the award stage and dividing that total by the number of modules taken during the award stage. This method is used for all QQI-accredited programs.

Award levels

The award level of ACD's qualifications are determined in accordance with the criteria set out above for each program in the section, 'Academic programs', subsection 'Graduation requirements'.

Undergraduate International Business major: rules and regulations

- Students may only take a maximum of five exams in one sitting, unless approved by the Head of Programme or Academic Dean.
- All students must complete (pass) at least 50% of their courses in order to progress to the next semester. Students can only carry two fails into their next semester.
- BA students must complete (pass) all outstanding modules in order to progress to the final year of the program.
- Students who apply for grade reviews can continue with any courses that have the course under review as a prerequisite until the outcome of the review is issued. Any student who continues with the course may be withdrawn from the class and reassigned to another if the grade review is unsuccessful.
- Students repeating a course must repeat all of the assignments for that course.
- It is the responsibility of the student when registering for repeat exams to assess whether their coursework is adequate enough to allow them to pass the overall course.
- Students can only attempt a module three times.

Students should note that these rules and regulations are supplemented by the content of the undergraduate international business major syllabi, the Catalogue and additional regulations that may be notified in the course of the academic year. If a student requires further information or clarification he or she should revert to the Academic Office.

Satisfactory academic progress

The standards for satisfactory academic progress are applied across the institution, and are equally applicable for all students, regardless of whether they are receiving US financial aid or not.

Each final alphabetic grade for a module is given a grade point value (GPV). The GPVs for American College Dublin's alphabetic grades are as follows:

A	=	4 grade points for each credit
B+	=	3.5 grade points for each credit
B	=	3 grade points for each credit
B-	=	2.75 grade points for each credit
C+	=	2.5 grade points for each credit
C	=	2 grade points for each credit
D	=	1.5 grade point for each credit
F	=	0 grade points

ACD operates the following standards of satisfactory academic progress (SAP):

Grade Point Average (GPA). A student's cumulative GPA should always be above 2.0 (that is to say, averaging an alphabetic grade of C or above). A student whose cumulative GPA drops below 2.0 is required to meet the Academic Dean and / or Registrar and be advised that he or she has been placed on academic probation. Academic probation is defined by the College as a status connoting the possibility of academic dismissal without further warning if academic performance does not improve appropriately; during such time as a student is on academic probation, he or she is prohibited from engaging in any extracurricular College activities (playing on College sports teams, serving on student representative committees and the like). If the student's GPA is less than 2.0 for two consecutive semesters the student is automatically dismissed, unless exceptional mitigating circumstances are presented to the Academic Committee. In such circumstances, the student may have the period of probation extended for one semester, providing the student agrees in writing to meet such performance standards as the committee stipulates.

Course Completion Ratio (CCR). Students are required to complete their program within 150% of the applicable time frame. This is calculated for each student by dividing the total number of courses attempted (this number excludes repeat examinations, transfers, and courses for which an "I" was awarded) by the number of courses completed and multiplying the number which results by 100. Thus, a student who has attempted 15 courses and completed 12 has a CCR of 125% (15 divided by 12 equals 1.25; 1.25 multiplied by 100 equals 125) and is achieving satisfactory academic progress; a student who has attempted 15 modules and completed 9 has a CCR of 166% (15 divided by 9 equals 1.66; 1.66 multiplied by 100 equals 166) and is not achieving satisfactory academic progress. A student whose CCR exceeds 150% is ineligible to graduate; if the CCR reaches a level at which it cannot be brought below 150%, even if all remaining modules are completed at the first attempt, the student will be advised by the Academic Committee that his or her enrolment is to be terminated.

In terms of credit hours, this means that in the course of one of the institution's undergraduate programs, in which 30 credit hours per academic year are attempted, the student should complete a minimum of 21 credit hours in the course of the academic year. If the student completes less than 21 credit hours (that is to say, less than 33% of the credit hours attempted in the academic year), he or she is not completing credit hours at a sufficient pace to be able, unless performance subsequently improves, to complete the program within 150% of the applicable time frame (within 90 credit hours attempted for a 60-credit hour program, within 135 credit hours attempted for a 90-credit program, within 180 credit hours attempted for a 120-credit hour program).

In order to ensure that a registered student has a realistic chance of completing the program within 150% of the applicable time frame, the College requires that a student repeats, fails (F), withdraws (W) or is not present (NP) in no more than 33% of the credit hours taken in any academic year (courses which receive an F or NP in the regular semester but are passed in repeat examinations during the same academic year are not included in this calculation) up to the

graduating year.

A student who receives a fail (F) or not present (NP) grade in more than 33% of the credit hours attempted in one academic year will be required to meet the Registrar and be advised that he or she has been placed on academic probation; if the student receives a fail (F) or not present (NP) grade in more than 33% of the credit hours attempted in any further academic year (courses which receive an F or NP in the regular semester but are passed in repeat examinations during the same academic year are not included in this calculation), he or she will be automatically dismissed, unless exceptional mitigating circumstances are presented to the Internal Student Learning Assessment Board. In such circumstances, the student may have the period of probation extended, providing the student agrees in writing to meet such performance standards to improve the pace of credit hour completion to one which will allow the student to finish the programme within 150% of the applicable time frame as the Internal Student Learning Assessment Board stipulates.

For the purposes of evaluating SAP, transfers and incompletes (I – excused incomplection) are not taken into account. Repetitions of courses (though not a repeat final examination completed within the same academic year), Withdrawal (W – awarded when a student withdraws from a class after the one-week drop/add period, unless the withdrawal is due to documented reasons beyond the student's control), Not Present (NP – unexcused incomplection) and Fail (F) grades are all taken into account in calculating SAP. If an NP or F is converted to a passing grade in the repeat final examination period in the same academic year, the original NP or F is not taken into account in calculating SAP.

Prerequisites. Students may only take a module if they have completed the prerequisites for that module; pre-requisites are indicated above for each module in the section, Module descriptions. Pre-requisites may only be waived for study abroad students, providing such students have received prior approval for the waiver from their home institution.

Regular academic progression. Apart from specific prerequisite stipulations, certificate, diploma and degree students are expected to follow the general sequence of modules set out in the program outlines provided above in section three, Academic programs. A student should seek to avoid taking a module from an academic year subsequent to the one in which he or she is currently enrolled, unless this follows on from consultation with registrar, academic dean or head of department. If a student has not completed a module from a previous academic year, he or she should complete it as soon as is practicable.

Re-admission following academic dismissal. Students who have been dismissed for academic reasons may apply for readmission through the Admissions Office after completing the equivalent of one full semester at another accredited institution and attaining a minimum 2.00 GPA. Students in this category should contact the Admissions Office for information on re-applying.

Academic discipline, grade reviews and appeals

The institution has comprehensive procedures for dealing with academic discipline (in the class environment, in the submission of academic work and in the conduct of examinations), grade reviews and appeals. These are fully detailed in the institution's publication, *Quality Assurance Manual*, in chapter 3, entitled, Assessment of learners, and in the publication, *Student handbook*, in the section entitled, Student policies, sub-section, Academic discipline. The current versions of these publications are available online (select the 'Academics' drop-down and then the 'Publications' tab), and in hardcopy format in the library and the Academic Office.

Drop / add, deferral and withdrawal

Students may defer their studies for a maximum of two semesters. If a student is deferring only a module or set of modules, it is necessary to retake the module or modules deferred as soon as possible; if the module in question is a pre-requisite it must be completed before the following module is attempted. If a student wishes to defer all studies for longer than two semesters, then it is necessary to withdraw from the programme and reapply for admission when the student wishes to return. The period of an approved deferral of studies does not count towards the calculation of SAP. In all cases of deferral or withdrawal, the student must discuss the circumstances with the Registrar; an appropriate deferral or withdrawal form must be filled out and the necessary signatures obtained. Failure to observe these procedures may result in penalties and could have an adverse effect on the student's resumption of studies.

In the ninth week of each semester, the Academic Office conducts an audit of all student files. Any student who is shown not to have made any contact with the College is automatically withdrawn. Re-registration can only take place with the approval of the Registrar and payment of a €50 re-registration fee.

Students wanting to drop / add a class must do so within the first week of the semester. After this week, a student must receive the permission of the Registrar. A student dropping a class after the drop / add period will normally have the dropped class recorded as a W (withdrawn).

Study Abroad students may drop / add a class only when permission is given in writing from their home institution by their supervisor (advisor) or other appropriate authority.

It is the student's responsibility to notify the Academic Office of his or her desire to withdraw from any module for which he or she has registered. It is essential that both the College's and the student's records are correct. If the student is recorded as studying for a module, he or she will be eligible for assessment in that subject. If the College has not been properly informed of a student's withdrawal or other change of status in a module, the student will receive an 'F' or 'NP' for that module. Also, if the College has not been properly informed of a student's entry into a new module and thus registered the student for the class, any assessment undertaken will not be accepted and the student will not be considered eligible to take examinations in that module.

Title IV financial aid policies (US financial aid students only)

In the case of students who withdraw, drop out, are dismissed, or defer prior to completing 60% of a payment period or term, the federal Title IV financial aid program funding is recalculated. If a student who began attendance leaves the institution prior to completing 60% of a payment period or term, eligibility for Title IV funds is recalculated. This recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

The withdrawal date is determined once the student has completed a withdrawal form (obtained from the Academic Office). As ACD is an attendance taking institution we can determine the date based on the attendance record of the student and when they ceased attending classes.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned = (100% of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, ACD is required to return a portion of the funds and the student is required to return a portion of the funds.

ACD returns the amount of Title IV funds for which it is responsible no later than 30 days after the date of the determination of the date of the student's withdrawal.

Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Federal Parent (PLUS) Loans

General information

Student responsibilities

Each student is expected to make a reasonable effort to be informed as to accuracy of his or her academic transcript, the academic requirements for each of his or her subjects, ACD's academic and other policies and procedures and the contents of the Catalogue. If the student has any questions on these matters he or she should seek clarification from the faculty or administration as appropriate as soon as possible.

Academic Office

This office is available to students with questions regarding academic issues. The office opening hours are 10.00am -1.00pm and 2.00pm - 4.00pm, Monday to Friday.

Fulltime study

The normal course load for one semester for full-time students is five subjects (15 credits). Students registering for more than five subjects per semester require written permission from the Registrar.

Academic year

There are three main academic periods in ACD

Fall semester	September to December
Spring semester	January to May
Summer semester	May to July

Final and repeat examinations take place in December, May and July

Cancellation of courses

ACD reserves the right to cancel any course for which an insufficient number of students has enrolled, or for any other reasons deemed necessary for the module cancellation. No charge is made to a student for a registration change necessitated by such a cancellation.

Directed study

A directed study (also known as an independent study) involves the taking of modules in the Catalogue by special arrangement. A directed study is based around regular one-on-one meetings between the student and lecturer; discussion of the module content takes place on a regular basis and the student is directed to perform study exercises set out by the teacher. A final examination or final project must also be set and passed. A student may only undertake a directed study if a class is rendered unavailable by the College due to insufficient enrolment or other extenuating circumstances; permission for such a directed study is given only in extreme circumstances. Approval for a directed study must be given by the Academic Dean or the Registrar.

Attendance regulations

- Only students whose names appear on the attendance list are permitted to attend class. If your name does not appear on this list, you should report immediately to the Academic Office to regularise your registration status.
- Punctual attendance and active participation are central to successful academic progression. ACD wants you to get the most out of every course and optimise your learning experience. All your classes contain themes and topics that are essential to a broad understanding of your course. Absence from class means a missed learning opportunity, a gap in your knowledge and understanding of a particular topic. Successful completion of each course does not just mean a passing grade. It entails fulfilling all the learning outcomes as described in the

syllabi. Absence from class is bound to impact negatively on your learning, as does tardiness or late arrival to class. With this in mind, these attendance standards apply to all students.

- Once a student has accrued three unexcused absences in a particular course, 2% will be deducted automatically from his / her final marks. Please note that arriving more than 10 minutes late for class also counts as an unexcused absence. Also, a further deduction of 2% will be implemented for each subsequent absence following the third one.
- The deduction in marks described above will not apply if absence due to illness or some compelling personal reason can be verified by the Academic Office. However, it will be your responsibility to submit relevant documentation, such as a medical certificate or an explanatory personal letter, to the Academic Office within five working days. The Registrar and / or the Academic Dean will then determine whether your absence can be excused, or be subject to the penalty of reduction in marks as described above. Failure to provide relevant documentation within five working days will entail automatic implementation of the 2% deduction in marks for each absence.
- Students from outside the European Union (EU) should be aware that the current government requirements for a study visa are that a non-EU student should attend at least 85% of his or her classes; in the case of a non-EU student seeking a letter from the College for an application to have the study visa extended, ACD is obliged to report in the letter the percentage of classes the student has attended.

Syllabus

The syllabus for each module given to each student on the first day of each semester sets out the academic policy for that module and must be adhered to at all times.

Permission to study in other institutions

Students who wish to attend another third-level institution while enrolled at American College Dublin and to have those credits apply to their ACD program must receive prior written permission from the Registrar. Only credits transfer, not grades. Students are reminded that they must complete the last 25% of their degree at American College Dublin to earn a degree from the institution.

Internships

Students who are taking an internship should consult with the faculty member responsible for internships in their program and the internship coordinator at least one semester in advance of taking the internship. Internship requirements vary from program to program; it is the student's responsibility to study the internship syllabus for his or her program and to be fully aware of the requirements of the module.

Institutional information

Certain information is considered public and is released at ACD's discretion or upon direction of statutory bodies and/or accreditation agencies. Names, addresses, and other directory information will be released for use within the College community. Only transcripts of academic records and statements of academic status pertaining to American College Dublin course work are released to third parties (and only at the specific written request of the student). The

provisions of the Family Rights Privacy Act of 1974 (commonly called the Buckley Amendment) apply to students in the US Study Abroad program.

A student has the right to challenge content of his/her education record that is considered to be inaccurate, misleading, or in violation of the student's privacy or other rights. Enquiries in this regard should be directed to the Academic Office.

A student's permanent record consists of transcripts, application for admittance, semester grades and relevant letters and papers. These are maintained in the Academic Office.

Students with disabilities

Students who report a disability subsequent to admission should submit appropriate professional documentation of the condition to the Academic Office; once the documentation has been reviewed, the Registrar advises the student of the accommodations which the College is able to provide.

A student with reported and accepted disabilities has the disability recorded on his or her confidential file and taken into account as appropriate through his or her life cycle as a student at the institution.

Equal opportunities

American College Dublin admits students of every race, color, religion, creed, gender, sexual orientation, physical limitation, national and ethnic origin, in administration of its educational policies, admissions policies, scholarship, athletic, and other official programs.

American College Dublin is committed to implementing policies governing equal access and equal opportunity in the area of admissions, recruitment, course offerings, extra-curricular programs and activities, facilities, counseling, advising, health-referral services, athletics, and employment.

Fees and other charges

Tuition fees

Undergraduate tuition

EU students: €6000

Non-EU students: €9000

BFA in Performing Arts tuition

EU students: €7,500

Non-EU students: €9,500

BFA in Musical Theatre tuition

EU students: €7,500

Non-EU: €9,500

Postgraduate tuition

All students: €10,000

Except:

MFA in Performance

EU students: €7,500

Non-EU: €10,000

MFA in Music for Motion Pictures and Contemporary Media

All students: €34,300

Study abroad fees

Please contact the Admissions Office.

Estimated living costs for two semesters (excluding tuition)

€10,000 - €12,000 (including accommodation, living expenses, books, student visa; this figure is an estimate only, as there are variances in the costs and spending habits of individual students)

Additional fees

Additional single undergraduate module €1,000

Additional single graduate module €1,500

Single undergraduate module €1,000

Single graduate module	€1,500
Resubmission of Master's dissertation	€1,000
Paying fees per semester (extra charge)	€200 per semester
QQI fee (per stage)	€40.00
QQI award stage fee for 3 year degrees	€80.00
QQI fee for MB	€200.00
Host Family per week (if required)	€195.00
Host Family administration fee	€50.00
Official transcript	€10.00 each
Technical grade review (per module)	€10.00
Full grade review (per module)	€50.00
Dissertation revision	€200.00
Repeat exam (per exam)	€200.00
Graduation Fee	€75.00

Reductions

- A 10% reduction on the first-year tuition fees is awarded if the student is progressing from one of the institution's undergraduate programs to one of the institution's postgraduate programs.

Notes

- Fees are effective as of 1 July 2025.
- The College reserves the right to withhold issuing of grades and permission to attend class for students who have not paid in full tuition, ACD-provided accommodation charges, and other institutional fees.
- All tuition fees are for a full academic year.
- All QQI undergraduate and postgraduate programmes are approved for tax relief.
- All QQI programmes have a QQI fee.
- Tax relief is granted to Irish resident taxpayers at the standard rate of income tax in respect of degree courses.
- For full-time courses, tax relief is granted on fees paid exceeding €2,000 and up to €5,000 per year.
- A minimum of 50% of fees must be paid prior to registration.
- Tuition fees are revised annually.

Refund Policy

Non-EU:

Students who have paid their fees to American College Dublin but are subsequently unsuccessful in their visa application will be refunded the cost of their course in a timeframe that does not exceed 60 days; this is the timeframe set by the Irish immigration authorities.

In the event of this occurring:

All refunds are subject to a €200.00 non-refundable administration fee.

The student must provide documentary evidence of visa refusal.

The college may also request confirmation from the Irish Naturalisation and Immigration Service (Visa Section) that the visa has been refused.

Once a study visa has been approved and classes have commenced there is no refund of fees.

EU:

There is a non-refundable administration fee of €200.00 in all cases.

If a student has begun his or her classes, the following refund policy takes effect: if the student has paid fees for a semester, there is no refund once that semester's classes begin.

If the student has paid fees for the full academic year, he or she is entitled to a refund for the second semester, providing he or she has not commenced any classes in that semester.

All fees will be revised on 1 July 2026