



STUDENT CATALOGUE

POST-GRADUATE EDUCATIONAL PROGRAMS





EDUCATIONAL ORGANIZATION

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“We must not listen to those who advise us
 'being men to think human thoughts,
 and being mortal to think mortal thoughts'
but must put on immortality as much as possible
and strain every nerve to live according to that best part of us,
 which, being small in bulk,
 yet much more in its power and honour
 surpasses all else.”

Aristotle

The Nicomachean Ethics



WELCOME

DEAR STUDENT,

WELCOME TO OUR ACADEMIC COMMUNITY OF COSMOANELIXIS!

All of us, educators, mentors, supervisors, administration and colleagues extend you a warm welcome and our deep heartfelt wishes for your time here with us to be a time of growth, conscious exploration of the depths of life that are expressed around you and in you and a time of miraculous evolution for you and your living environment.

This handbook has been written to help you find your way in how you can best create value for the time you have decided to learn and grow as you connect with your inner source and remember the Truth that you know.

We are grateful for being able to accompany you in this noblest of all studies, that is the study of what a human is and of what Life she/he should live.

A University is the place where all involved, Learners and Teachers, are inspired by the value of casting light to the hidden dynamics of life so that all can participate in the mystery of the living experience.

Have a great journey!

The Educational Board
The Scientific Board

PART 1

AIMS OF THE PRENATAL & LIFE SCIENCES FACULTY

REASONING

The Faculty of Prenatal & life Sciences has been created in order to organize, synthesize and deliver high quality Academic and Professional knowledge to those interested. It has been created as an answer to the global need for optimum Education in a field that has been explored for over 100 years now in the modern times. To date, there have been and are short courses usually in the form of seminars, workshops, individual Modules etc and/or incorporated in other curricula. All these forms have contributed a lot to the development of the Prenatal and Life sciences as a whole, the development of Philosophies, values, Principles etc and they have offered the opportunity to many Professionals to dedicate a little more energy in an emerging world, that of Prenatal Sciences.

Cosmoanelixis has undertaken this role to synthesize all pioneer knowledge in Prenatal Sciences, especially Prenatal Psychology, organize it in a Scientific way so that the quality is high and deliver it to all interested.

AIM 1: To organize and synthesize all knowledge gained so far in modern times from the early 1920s to now in a whole, and create Educational Programs both on the Undergraduate and Post graduate level as well as Life-Long Learning so that Professionals already interested and those in the future can benefit.

We express herewith all our gratitude to all Pioneers, individual Researchers, passionate Professionals and dedicated study groups for all the excellent work they have done so that we can do this endeavor today.

TEACHING AND LEARNING

In an always changing world where communications, transport, economy, Science, Research, Lifestyle, relations, civilization present new challenges and opportunities to all of us, it is our aim to consider all we can and deliver Graduates and Post-Graduates at the end of their studies who can add value to all products/ services/ Community systems etc that are offered to people and support psychosomatic Health, human intelligence and make a sound contribution to peaceful co-existence among Nations and the civilization itself. We make it our priority to lead our Students to acquire the described learning outcomes as well as skills and competences together with the spirit to be able to advocate and undertake a leadership role in their communities, irrelevant of their specific Career path.

Exploring the very early beginnings and the mysteries of life in the universe, we focus on discovering about life dynamics so that our students can CDIO, that is Conceive, Design, Implement & Operate Primal Health Advancement Programs that contribute to Human Evolution.

Aim 2: To Inspire and Lead our Students so that they Become Evolutionaries!

RESEARCH AIMS

We are very well aware that individual initiatives in the field of Research are very important. However, in a multi-disciplinary, multi-cultural context, where all knowledge is interlinked and can make sense in a holistic context, it is our intention to inspire and encourage research in the direction of

A. Researching Life from a Salutogenic point of view. This means that it is our focus to explore ways Life thrives and evolves, ways Health is optimum, relationships/relations are peaceful, civilization is the end result.

B. Researching Prenatal & Life Dynamics in the context of Complex Theory, so that we can see how the Universal Laws of Creation work in the ways our human experience is. Thus, contribute to the understanding how our human laws and regulations can adapt to serve Life better.

C. Encourage Scientific dialogue among our Students, Partners, Educators and other stakeholders so that new data/ knowledge/ expertise etc that comes out of any research undertaken can be shared through Scientific articles in subject-related journals, presented in (inter)national conferences/congresses/talks/forums and symposia either digital or *in vivo*.

D. To create opportunities for educating post-graduate students in **Prenatal & Life Sciences** so that they are always update in Scientific knowledge.

E. To deliver products/ services/ Community projects and social systems that can add value to the human experience.

F. To collaborate with other research organizations, associations, NGOs, foundations and other establishments with shared interests so that we can formulate proposals for policies to be considered by relevant policy makers.

Aim 3: To contribute to the wellbeing of our world, womb the peace and add meaning to our everyday choices, through Salutogenic, based on Complex Theory and within the spirit of adding value to the Community research projects.

COMMUNITY-BASED STUDIES

We share the value that Academics and experts are individuals or groups that can CDIO knowledge and use these talents so that our Community gains advantages. We always ask our students as they proceed with their discipline knowledge “How can you apply this knowledge so that people benefit?, How can this add value to human experience?, How can you act differently now that you get it to transform Life? etc”

- It is our aim to support entrepreneurial attitudes that CDIO Community serving products/ services/Programs etc and therefore we promote collaboration with external parties such as other organizations, corporations, private enterprises and institutions as well as local authorities and

community stakeholders. In this direction we have created a number of short courses or Educational Modules to facilitate access to learning in a structured way in terms of quality of content, efficacy of tools, reliability of success.

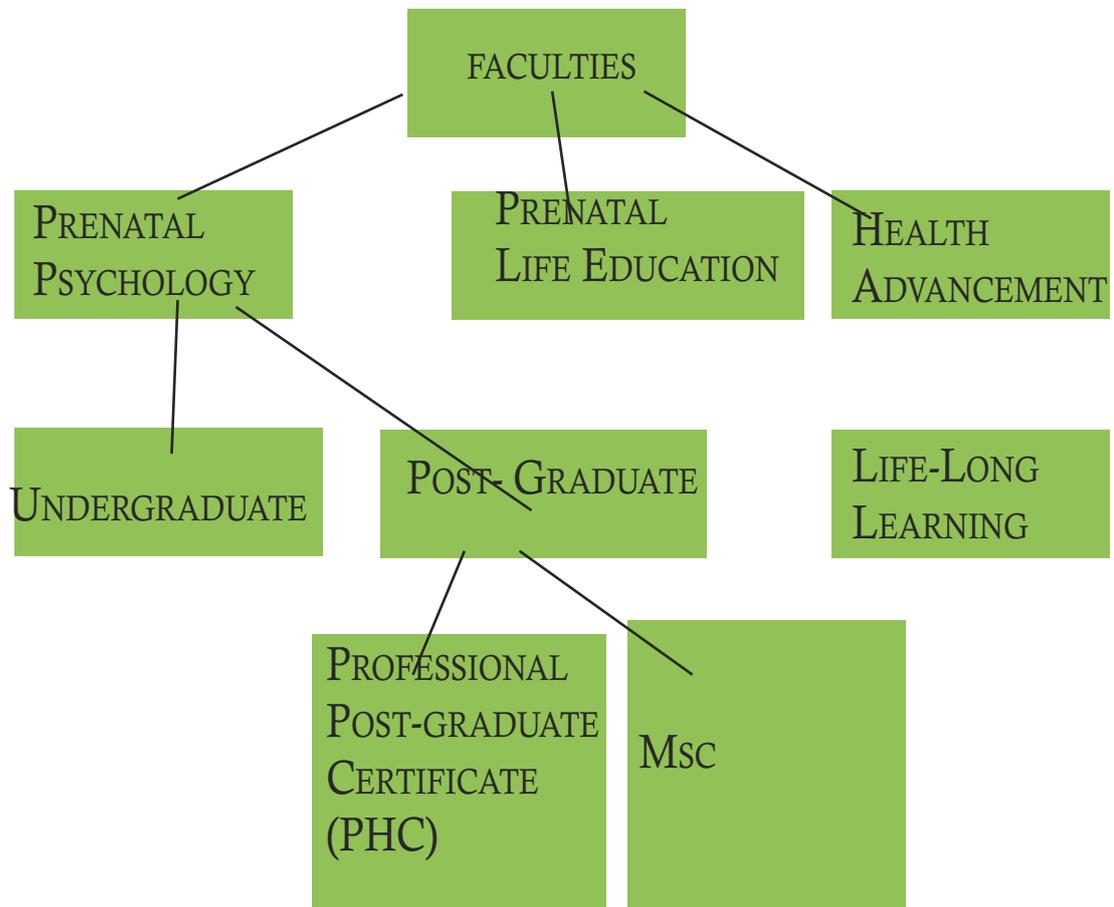
- **Encourage** continuous Professional development and scale excellence among existing Professionals in the Community so that their presence can be a healing, Life-transforming experience for all.
- **Empower** people to upgrade their skills and competencies or expand them in a multidisciplinary context so that they can enjoy success in a specific learning area.

In this direction, you as a student will be asked and guided to CDIO Community projects inspired by your studies and you will be mentored how to become an active Community developer through your participation in these projects as part of your practice.

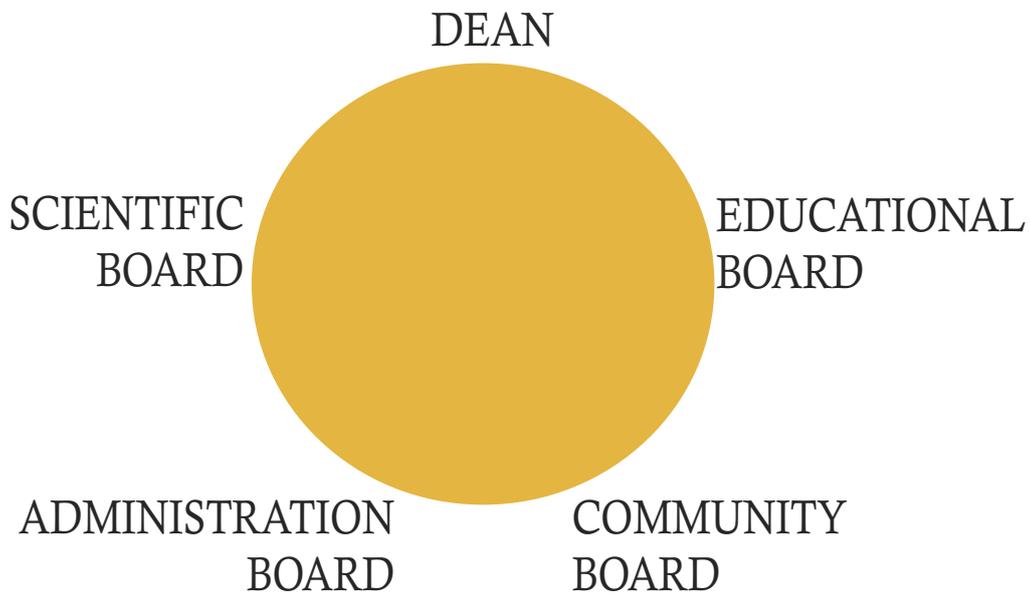
Aim 4: To Connect Community with the Academic Expertise

FACULTY OF PRENATAL & LIFE SCIENCES

ORGANOGRAM



MANAGEMENT ORGANOGRAM



Our management is better represented by the circle. We are not organized in an hierarchy form but our organization depicts our deeply seated value of collective contribution that has no discernible beginning or discernible end. It is based on a continuous feedback among the Boards that are to focus on the specific aspects of our interest. Each Board is supported in its tasks by the formation of other collective bodies in the way that fractals can be observed to function in the world.

OUR DEAN

It is our Dean's Duty

1. To keep the Vision, mission of *cosmoanelixis* always on track and do what is best to materialize it.
2. To CDIO a strategic plan for the faculty so that it reflects the vision and mission of the Educational Organization.
3. To effectively develop and lead all human resources and knowledge available towards the fulfillment of the vision/mission of the Educational organization
4. To effectively work with the Scientific, Educational and Community Boards so that the services offered are of the highest standards. (S)he is present at the meetings at least twice annually.



5. Make sure that all CDIO Educational, Research and Community Projects meet the quality standards and function within the values and Principles of *cosmoanelixis*.

6. The Faculty is developed in an innovative way, promoted in effective marketing strategies with regard to Students and sources and through creating a positive image that reflects the philosophy of *cosmoanelixis*.

7. To effectively work with the *cosmoanelixis* Board of Directors so that the Faculty can function properly and that there is effective administrative management to guarantee smooth operation.

THE SCIENTIFIC BOARD

The Scientific Board includes representatives from major disciplines within the field of **Prenatal & Life Sciences**. It consists of Academics and Non- Academics. The Non-Academics are Pioneers, Researchers or successful Professionals who have made a significant contribution to the development of **Prenatal & Life Sciences** and who have cast light to the human experience. It is open to welcome new members and create a collaborative Community to advance the understanding of Prenatal & Life experience.

THE EDUCATIONAL BOARD

The Educational Board consists of Educators, Program developers, Mentors and Researchers. The Educational Board works in collaboration with the Scientific Board, through the Dean with the *cosmoanelixis* Board of Directors and the Administrative and Community Board. This Board is very significant as it is the one that will take the feedback from the Scientific Board and the Community Board and will turn it into Educational output within the aims of the *cosmoanelixis*. Then, they guide the Administrative Board so that they can implement and operate this Educational output.

THE COMMUNITY BOARD

The Community Board consists of representatives of partner organizations, associations, NGOs, or corporations, the collaborators in the learning hubs as well as any national or international stakeholder who has some experience to share.

The Community Board is represented by initially appointed by the Faculty Members and then by elected by the Community Members. The elected Community Board members represent all different Community groups: Students, NGOs, corporations, learning hubs, partners involved in supervision and/or practice etc . Their task is to bring the experience from the larger groups to a smaller group that can synthesize all and formulate certain proposals or make certain reports to facilitate the collaboration of all parts towards an optimum end.

The Community Board, in turn, elects their own representative to be present at the meetings of the Scientific Board and become the voice of the Community.

Their existence is highly appreciated when the Faculty decides which Community project(s) to support each time.

THE ADMINISTRATIVE BOARD

Our Administrative Board is the invisible Hero whose duty is to implement and operate all practical administrative tasks of the Faculty so that all processes of the Faculty can run smoothly. We are all grateful to their dedication for without their support, our job wouldn't run that beautifully.

OUR VISION

Our Educational Institution aims to serve the Community of Scientists, Professionals and people in general in the direction of understanding the dynamics of Life and the advancement of Health and wellbeing of human beings as they evolve and create civilization.

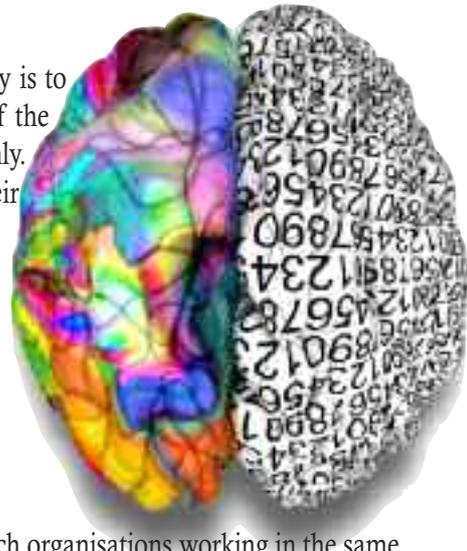
Our expertise lies in the field of Prenatal and Life Sciences. We focus on the ways that the primordial information gets imprinted on the human being, even before conception, during pregnancy, birth and beyond, how it is triggered after birth and during adulthood as well as on the research on how Life systems work together as a whole.

We follow in all our research, teaching and knowledge offered on the principles of Salutogenesis and Complex Theory Systems.

Highest quality and excellence in what we offer is of prime importance and our prime concern. We aim to generate Graduates and Undergraduates of the highest caliber, taught and mentored by the best in the field of Prenatal and Life Sciences.

We aim to use innovative teaching methods and innovative technology to reach all interested irrespective of their country so that the knowledge gained can spread and multiply.

We aim to responsively co-operate to the needs of our society, co-operate with public and private sectors, other educational institutions and



Research organisations working in the same field.

We aim to undertake initiatives that add value to our cultural and social Life.

Our vision is to seek the Truth about Life and its meaning. The closer we get to such truths the better we understand the dynamics of Life & Death, the dynamics of our human experience and the better Health services we can offer to our people and ourselves

It is our vision to share with as many as possible all we discover and see that human experience is respected and honored in social structures, politics, science, family, and marriage .

It is our vision to see more and more people to become parents knowing what that means.

It is our vision to see that more and more people and Life situations get back to balance and become civilization contributors.

It is our vision to see Scientists, lay people, Philosophers, artists ... to collaborate and share their minds with an open heart.

We aim to implement most of the above and we are happy to walk along paths leading to the same destination together.

GENERAL INFORMATION

The Postgraduate Educational Program is a full time learning/ study experience that spreads over two Academic years and 4 semesters. Each Academic year has got 2 semesters: The Spring Semester starting on the 1st of February and the Autumn semester starting on the 1st of October.

In the middle of the Academic year there is an opportunity for Summer Educational Modules, mainly designed to enrich the demonstration and integration of therapeutic techniques taught in the Modules.

There are two periods during which there are holidays: Christmas and Easter holidays.

STARTING DATES

Our Postgraduate programs start twice a year:

1 February & 1 October

For the Program that opens on the 1st February

Early Admissions: By end of October previous year (30 October)

Rolling Admissions: By end of December previous year

Late Admissions: Until during the first 4 weeks of the Educational Program

For the program that opens on the 1st October

Early Admissions: By end of May

Rolling Admissions: By end of July

Late Admissions: Until during the first 4 weeks of the Educational Program

INTERVIEWS

All interviews need to be done at least 10 days before the Program starts. In the case of late admissions, full attendance is granted after a successful interview.

SUMMER EDUCATIONAL COURSES

cosmoanelixis offers the opportunity to enrol and participate in a Summer Course over the months of July and August every year. Summer Educational Courses are ideal to offer the Professionals to gain insight into hands-on-practice techniques relevant to their Academic Education, meet and work with pioneers in the field of prenatal and life sciences and watch experienced professionals when at work. They also offer the opportunity to meet and progress on global projects, obtain supervision for cases or experience not available at the country of their origin. Meeting places are close to Nature.

The applicants can fill the Summer Educational course application online or contact *cosmoanelixis*.

The dates are:

Early admissions: By end of March

Rolling Admissions: By end of May

Late Admissions: By 15 June on the condition that there are vacancies.

ON THE CALENDAR (2014-2015/16)

Early Admissions for Spring Semester	Now to 30 October 2014
Rolling Admissions for Spring Semester	Now to 31 December 2014
Christmas Holidays	24 December 2014 to 7 January 2015
Orientation Course starts	10 January 2015
Spring Semester Starts	1 February 2015
Late Admissions for Spring Semester	Now to 1 March 2015
Interview Process for Admissions for Spring Semester	Now to 1 March 2015
Early Admissions for the Summer Course	Now to 30 March 2015
Easter Holidays	1 April to 12 April 2015
Rolling Admissions for the Summer Course	Now to 31 May 2015
Early Admissions for Autumn Semester	Now to 31 May 2015
Late Admissions for the Summer Course	Now to 15 June 2015
Rolling Admissions for Autumn Semester	Now to 31 July 2015
Late Admissions for Autumn Semester	Now to 31 October 2015
Interview Process for Admissions for Autumn Semester	Now to 31 October 2015
Last Date for submission of all homework, for the 1st academic year strtd Feb 2015....	15 January 2016
Academic Year starting on 1st February 2015 ENDS	31 January 2016
Academic Year starting on 1st October 2015 ENDS	31 September 2016
Last Date for submission of all homework, for the 1st academic year strtd Oct 2015	15 Sept 2016



Excellence is never an accident.
It is always the result of
high intention,
sincere effort, and
intelligent execution;
it represents the wise choice of many alternatives -
choice, not chance, determines your destiny.”

Aristotle, Nicomachean Ethics



GENERAL ADMISSION REQUIREMENTS

It is part of our mission to offer excellent education in Prenatal & Life Sciences to as many people as possible and contribute to raising the awareness of Professionals and Academics so that they can create a difference in their lives and the lives of all in their environment.

Thus, cosmoanelixis welcomes applications from all candidates with the motivation and the potential to thrive in our educational programs.

Our educational organization aims to enable our students to integrate high-quality academic, evidence-based knowledge, with Life experience and self awareness as well as top Professional skills so that they can mature into human beings who add value to the Community they belong to and become Evolvers.

WE SEEK APPLICANTS WHO ARE

Mature,

Well-functioning,

Committed to their studies and their self development,

Self-directed,

Able for clear and critical thinking as well as reflecting on Life issues,

Who are intellectually curious,

Ha passion for seeking the Truth and serve the Good and Beautiful,

Who are inspired to inspire excellence and

Who have a profound interest in theory, research and developing services and products which can return to the Community and add value to all people living, being born, gestated, conceived or to be conceived contributing to human wellbeing.

OUR PRINCIPLES

All our procedures concerning recruitment, selection and admission are clear, immediate, direct and open to the applicant, as well as fair, unprejudiced, simple and accurate. This Principle applies to all our applicants including young people who would be under 18 on the date of admission to the Educational organization *cosmoanelixis* and adults that come from populations with specific needs. It also applies to all people all over the world who attend our Educational Programs online or off-campus.

We welcome applications from developing countries and we respect their participation as we strongly believe that their indigenous wisdom can add value to the Scientific evidence-based knowledge and vice-versa.

All contact information regarding the process of your application form or guidance on how to choose the Course and/or fill in the application form is provided online and our team member responsible for any or all of this information is available to support all our applicants and we do our best to facilitate all of them as fast as possible.

We also welcome applicants from conventional & non-conventional Academic or Professional backgrounds who are able to meet a Program's entry requirements to do so. To support them in their effort to bridge the gap –when needed- and successfully move to the space where they will be able to assimilate the new knowledge and develop the needed Academic skills, we have and we continually add to the list of Modules that can facilitate this transition. Our team is very willing to Mentor you how best you can do it and guide you to choose the right Module to this end.

It is our principle to respond to any query as soon as possible and we are open to communication process irrespective of its nature within the Educational, Community-based field of Prenatal and Life Sciences.

We amend our admissions policy every four years, unless there is a clear need that makes it necessary to do so before the end of the four-year period. All amendments or revisions are online and all our Students or applicants for any Educational Program can see them.

OUR STUDENTS ARE THE TREASURE OF THE HUMANITY!



We believe in our students that they can make a big difference in Life. That's why we choose the best.

Although, we encourage and support all possible Students, existing Professionals or aspiring Professionals, to engage in discovering the depths of our Life experience, for the Undergraduate and PostGraduate programs of our Educational institution we select the ones who can demonstrate:

- Ability to respond to the intellectual & Academic requirements of the Program
- Willingness /ability to get to the depths of the Prenatal/Perinatal Matrix
- High Communication and Interpersonal Skills as well as a good Self-Awareness Standard
- Have the mental and emotional capacity to deal with the emotional demands of the Program
- Are mature enough, show psychospiritual stability and are able to make use of Life experiences in a positive, enriching way, reflecting upon them and getting the gems out of them
- Have high motivation or have already presented humanitarian and/or voluntary involvement,
- Have high ethical standards and share our value system
- Show commitment and can organise their overtaken tasks in a way that honors all commitments
- Attend classes appropriately and deliver their Student work on time and according to the required standard
- Are curious to expand knowledge and dedicate time to self-study
- Successfully complete their tests, homework, examinations, set projects & research work or thesis.

We interview all our Students in the Undergraduate and PostGraduate courses and our Mentors are by their side providing all support as they move on and progress.

ENTRY QUALIFICATIONS

For our PostGraduate Programs you need to have successfully completed the 1st cycle of Tertiary Education, that is you need to have your Higher Education Degree, a College or a University Degree. The Bachelor's degree should be acknowledged in the European Union (for applicants originating from the European Union) or in the country of origin. Master's degrees and PhD in related fields are desirable but not obligatory for application. You will be asked to scan and submit a legally stamped and confirmed for its authenticity copy of it online and then send by post.

Applicants should submit the following documents to the Administration of the PostGraduate Program:



1. Application form (provided by the administration of the program)

2. Curriculum vitae

(including citations of papers published by the applicant, congresses and relative Scientific events attended)

3. Photocopy of the Bachelor's degree

4. Photocopy of the Master's degree or the PhD (if acquired)

5. Photocopy of the grades acquired for each semester of the Undergraduate course or the Master's course (if acquired)

6. Diploma in the English language (for non – English speaking applicants). Or the applicant will have to appear in an interview in English.

7. Diploma in computer science (focused on Office and Internet applications) (optional)

8. 2 Recommendation letters

9. Autobiographical essay, signed by the applicant, talking in brief for themselves (see, below for guidance)

10. Statement of Educational & Professional Goals signed by the applicant (see below for guidance)

All documents, with the exception of (1), (2) and (8), (9) & (10) should have been validated by national authorities in the country of the applicant's origin and translated into the English language. All documents need to be emailed AND posted to the administration of the program. Scanning of the documents and delivery through e – mail ONLY is not allowed but may be permitted in restricted cases.

If, despite the info given, there are any specific requirements you must meet when you apply, due to the diversity of criteria that need to be met due to national legislation, we will provide the extra information, in due time, so that you can successfully complete the admissions process.

Although we work on our Babel program and aim to offer our Educational Programs to as many languages as possible using innovative ways of resolving language barriers, at the moment our programs

run in English and Greek. Thus, it is important for all applicants to be able to understand and freely communicate in either of these two languages. For international applicants whose mother tongue is not English, we recommend that they make it part of their task to be **proficient in English** and a **language skills certificate** is the best proof at the level of Proficiency or equivalent.

If you have attended an Educational Program in another University, Educational Institution, School or College you can apply for a credit recognition process so that you can transfer the credits earned and advance your training in Prenatal & Life Sciences.

Whenever, there is work under supervision or personal work a requirement, the specific Educational Program or Module will guide you offering all necessary information.

WHEN YOU APPLY

Immediate attention is provided to all enquiries and applications sent to us. It is part of our mission to make the best possible use of time and we use all innovative technology support in order to respond here and NOW.

We also respect all personal information you share with our Educational Organization and we treat it as highly confidential unless we are required to release it to a legally authorized third party (for example the police or the judicial authorities of a state).

WHEN WE CONSIDER YOUR APPLICATION

Our Educational Board is the body that receives all your documents regarding your application sent to us online or via post facilities. The team scrutinizes your documents and makes sure that your participation in the Program will go smoothly and will be to the benefit of all involved and the Community. Our team makes it their task to facilitate the process and offer the opportunity to raise the awareness in **Prenatal & Life Sciences** among as many motivated Students as possible.

It is the personal values, philosophy, skills and motivation that play an important role to the admissions decision. Thus, an interview or other possible ways (in detail described in the specifications of the program) may allow for an applicant from a poorer Academic background to be successful and another from a great Academic background to not meet the requirements and get a lower classification.

It is our Educational Board that makes the decision of you being admitted to the Program or in case you do not meet the requirements advise you on what preparatory Modules you need to take before you are admitted. The Admission's Tutor is responsible to communicate to you the relevant decision and respond to all your questions and calls for support.

Our Admissions Tutor(s) are qualified and experienced team members and it is our responsibility to support them so that they are provided with all update information, all skills and all knowledge so that they can provide the best support to you.

SELECTION CRITERIA FOR THE POST-GRADUATE COURSE

After submission, the Educational Board of the postGraduate Program will hold a meeting in order to check the applicant's documents. A short interview with the applicant will be arranged through a skype video connection.

Selection criteria include the following:

1. Relevance of the Bachelor's Degree or the Master or PhD with the postGraduate Program
2. Grades in related Modules of the Undergraduate Program, especially in Psychology and/or Life Sciences (when applicable)
3. Grades in Modules of the Master's Program (if acquired)
4. Scientific work performed by the applicant (number of papers published in acknowledged Scientific Journals, number of oral or poster presentations, number of congresses attended etc)
5. Efficacy in computers

The postGraduate Program accepts a maximum of limited number of Students per year.

Each field above provides the applicant with a grade. The final list of applicants accepted for attendance of the PostGraduate Program comes after summing up the grades acquired in each field. Applicants with a total sum of less than 500 are not accepted in the Program but may increase their qualifications and re-apply the next or the following years. Please refer to the table below in order to get details about selection criteria marking. **All Students accepted into the Program will be asked to submit photocopies of certificates of attendance for each of the congresses they mentioned in their CV. Applicants who refer that they have written books, they will be asked to submit photocopies of the books' covers and the contents page (when applicable). In case of not providing them, they will not be accepted.**

Applicants, who gain the same total grade, will ALL be accepted into the Program.

Table about selection criteria & grading

	Qualification	Grade
1	Bachelor's Degree(1)	50
2	Master (2)	100
3	PhD (3)	200
4	Diploma in Computers (4)	20
5	Scientific Publications (5)	
6	Congresses & related scientific events attendance	

Notes

(1) The acquisition of a Bachelor's Degree (BA) per se is awarded with 50 grades. Extra grades are acquired as follows: 1) in case of Bachelors' awarded with a % grade, their grade is multiplied by 10 (e.g a Bachelor's degree of 56% is converted to 560 grades) 2) in case of countries providing Bachelors based on decimal system, their grade is multiplied by 100 (e.g a Bachelor's degree of 5,6 is converted to 560 grades)

(2)(3)The acquisition of a Master's Degree or a PhD gains the grades mentioned irrespectively of the grade of the MSc, MA or the PhD

(4) Acquisition of an acknowledged computer diploma gains the grades mentioned irrespectively of its grade

(5) Grades in this field are calculated as follows: 1) for 1-4 papers published in Scientific Journals with an Impact Factor, total grade is 40. 2) For more than 4 papers, total grade is 70. 3) For 1-4 papers published in acknowledged scientific journals with no Impact factor, total grade is 20. 4) For more than 4 papers in this category, total grade is 40 5) Articles published in Non – Scientific magazines, websites etc total grade is 10, irrespectively of their number 6) Writing of a Scientific book for use by Professionals (Academic use): a) as main author or co - author gains 80 grades, b) as author of one or more chapters gains 50 grades 7) Writing of a book for the public: a) as main author, co – author or contribution to one or more chapters but of Scientific context gains 20 grades, b) writing any other kind of book as main author, co – author or contribution gains 10 grades 8) In case of writing more than one books of all the above categories, total grade is calculated by summing up the grades acquired in the related categories (e.g an applicant having written a Scientific book for Academic use as main author and also one book of poetry, total grade is 90 (80+10))

(6) Grades of this category are calculated as follows: 1) World Congresses' certificates gain 5 grades for each one, 2) National or local held congresses gain 2 grades for each certificate. Both categories are estimated for a maximum of 10 congresses for each category. For more than 10, no higher grade is gained.

LIST OF DOCUMENTS TO BE SUBMITTED WHEN APPLYING FOR OUR UNDERGRADUATE PROGRAM

1. **Completed Application form (with current photograph)**
(provided by the administration of the Program)
2. Your **University Degrees** & official grade transcript(s) from an accredited or state-approved school or public school sent to the Admissions Board.
3. **Two reference letters**
4. **A written statement of educational and professional goals**
5. **A current resume or curriculum vitae**
6. **An autobiographical essay**
7. **Diploma in the English language** (for non – English speaking applicants)
8. **Diploma in computer science** (focused on Office and Internet applications)
9. Your **congress attendance certificates**
10. **List of articles published**
11. **Covers of your published books**



WHEN YOUR APPLICATION IS ACCEPTED

Our Admissions' Tutor will send you an email announcing that you have been accepted in the Post-Graduate Educational Program and he will let you know all steps you need to follow to complete your Registration. Fee payment information will be clarified to you as well as all you need to know until your Educational Pass Code becomes activated.

In case, between the date you sent the application and the date you are informed there are amendments to the Educational Curriculum or Educational Processes to deliver even better Education, you will be informed about any modifications. In case, there is a fee review, your status does not change and you continue to be considered that you are accepted to the educational program on the fees status on the date when your application was sent to us. In case there is a fee review and the new fees are lower, then there will be a revision of your fees as well so that you get the best advantage.

Please bear in mind that your admission needs to be followed by the fee payment as shown in the specifics of the Educational Program chosen. After the deadline for the fee payment, the place offered to you will not be retained.

IN CASE YOUR APPLICATION IS REJECTED

In case your application is rejected, our Admissions' Tutor will send you an email explaining the reasons why your application is rejected and advising you on what you could possibly do in the meantime until you meet the criteria which will make it possible to re-apply and be successful.

However, you need to know that it is part of our Philosophy that knowledge should be open to the Community as knowledge raises understanding and although knowledge is not necessarily wisdom, Education can certainly support all people to go beyond their limits. An application will be rejected only when the background knowledge is not enough to get access to the new, in which case supporting you to fill in the gaps by advising you to get the right preparatory Modules and study them can resolve the challenge offering you the opportunity to move smoothly from one level to the next.

A second reason why an application may be rejected is due to attitude issues or ethics in which case we usually recommend personal awareness support to take place before re-applying.

In case we have to reject your admission, please bear in mind that the application fee is not refundable.

WHAT OUR APPLICANTS NEED TO KNOW

When you decide to apply for one of our educational programs -on campus or online- the following are expected by you:

All the information you provide about yourself is true and accurate. In case any of the information asked changes -contact details included- you are to send the update information within 1 week of the

date of the change. False or misleading information to our Educational Organization as part of an application might affect whether or not a place is offered or might lead us to withdraw an offer of a place.

If the Admissions Board asks for further information regarding your application, you are expected to respond promptly and facilitate the process.

In case there is an interview to be scheduled as part of the admissions process, you are expected to schedule and attend the interview as soon as possible. In case this is impossible within the time sought, you are asked to notify our Admissions Tutor, explain the reasons why you can not attend the interview -in writing- and reschedule the appointment.

In case new conditions or personal or other circumstances make it difficult or impossible for you to attend, you need to notify us in due time and explore either a possibility to make appropriate arrangements or take the necessary steps to release the place offered to you to another applicant.

Values and attitudes are very important for us. We expect you to behave in alignment with our values and Philosophy. Thus, we expect politeness and courtesy when communicating with other Students or Educators or our team, undertake responsibility for your decisions, be co-operative and show team spirit respecting the cultures and values of all others in the Educational Community.

If you attend the Educational Program online, a signature track process will be asked to verify the truth of the data offered.

MAKING A PROPOSAL TO MAKE THINGS GO MORE SMOOTHLY

We believe in continuous evolution and it is our intention to seek excellence. Thus, in case you can suggest a better way of functioning, or if you have a bright idea to improve our services to the Community of Academics, Professionals, Students, clients etc. we are grateful to hear from you. Please share with us.

Regarding the Admissions process if you notice that we have not handled your application properly and in alignment with our Prenatal & Life Sciences values and processes described and agreed, please notify us. For organization reasons, please send your email to the **Appeals and Enhancement Office**, edu@cosmoanelixis.gr. Use the same e-mail address to ask for a review of your application if you have noticed that we failed to respect our Admissions' policy values.

HOW TO WRITE YOUR AUTOBIOGRAPHICAL ESSAY

The autobiographical essay is a short document that applicants are asked to send as part of their Admissions Requirements.

It is a narrative around the following fields:

1. My early beginnings: This is part of your Life story as either you have discovered it through your already done Prenatal and Perinatal exploration work, or as you have been told or as you can recall it. Please refer to

- a. Your general family history from both lines maternal and paternal lines and circumstances around the time of your conception
- b. Anything you can share about your Prenatal experience
- c. Anything around the circumstances of your birth
- d. Anything you can share about your infancy
- e. How you feel this has had an impact on who you are now?

2. Significant Moments

Speak about the major experiences of your life that have helped you to become the miracle you are.

3. Cleansing and Evolving

Write about whatever healing experiences you have had so far, significant practices, inspiring encounters etc and let us know how this all has created a metamorphosis to who you are.

4. The Gem I am

Let us discover who you are now, with all your strengths, talents, skills, charismas etc and the opportunities and gifts you are bringing to humanity. Write also about the challenges in the now and what opportunities these challenges can bring to you and how you are making good use of them.

5. My Vision/ Mission

Anything you wish to tell the world.

All Autobiographical Essays need to be concise but complete. Do not turn it into a book NOW. Although, later, it would be a good idea. Not more than 5 pages when typewritten single-spaced.

YOUR STATEMENT OF EDUCATIONAL & PROFESSIONAL GOALS

You are asked for this statement to be sent as part of your application process. This is what you are expected to include:

1. How have you come to develop an interest in Prenatal Psychology?
2. How have your personal or Professional experiences contributed to this interest?
3. What are your Professional goals?
4. How do you feel/think your studies in the Educational Program will support you in this

direction?

5. What are the strengths you bring to this Educational Program?

6. How do you learn the best possible way?

7. What kind of Mentoring from our part would most help you thrive and blossom and expand your understanding and expertise?

All Statements of Educational & Professional Goals need to be kept concise but complete. Appropriate length is around half a page for each question typewritten single-spaced.

REMEMBER

An application is complete when the application fees have been paid. This application fee is not refundable as it is used to cover the required work to accommodate an application.



PROFESSIONAL POST-GRADUATE CERTIFICATE (PPC) PRENATAL & LIFE SCIENCES

The Professional Post-Graduate Certificate (PPC) Prenatal & Life Sciences is open now and it acts as the in-between bridge until all validation procedures for the MSc in Prenatal Psychology are complete. Special arrangements will be foreseen for the successful holders of these **Professional Post-Graduate-Certificates**.

ORIENTATION & INDUCTION

After the completion of the registration, all Students are provided with an Induction Program which should be designed to orientate them to the Educational Organization *cosmoanelixis* and their Program of choice. This has a number of elements:

1. Introductory sessions and activities which are organised by the Educational Board and their aim is to let you, the newly-registered Student become familiarized with the way our Educational Program is designed and implemented, and how you can best facilitate in finding your way in it.

More specifically, we have arranged for

- a. A welcome to the Educational Program
- b. Information on the Educational Program as concerns the name of the personal tutor, the timetable for the first period & (where not already provided) the timetable for introductory part.
- c. A curriculum activity to act as an example.

2. Central induction on activities, including:

- a. A welcome to Students from the *cosmoanelixis* Educational Board
- b. Introductory sessions to Central Support Services including Help Desk, the Digital Library, the Languages Support Unit, Study Skills Support, Mentoring, Counselling and Advisory Service, the Students' Community, the Learning Hub, the Supervisor Services, Personal Development Services, the kind of Community Projects they can participate in or the THINK GROUPS they can join or ACTION GROUPS they can form and perform.

3. A welcome event for (Inter)national Students, to identify possibilities and opportunities and get to know fellow Students.

An e-introductory Pack of relevant information is sent to you to fill you in with what you need to know.



OUR CREDIT POLICY

Cosmoanelixis follows the ETCS credit Framework and its educational programs are based on it. The ECTS (European Credit Transfer & Accumulation System) aims to offer a framework in which there can be a common understanding and comparability among Educational institutions within Europe and facilitate transparency and quality assurance as concerns the recognition of qualifications when Students transfer from one Institution to another allowing all parts to see what Scientific knowledge has been acquired (notional learning hours and learning outcomes).

ECTS Credits are based on the workload Students need in order to achieve expected learning outcomes.

The term **Workload** shows the length of time a Student needs to complete all learning activities (lectures, seminars, projects, practical work, self-study, Community work) to achieve the learning outcomes. **Learning outcomes** are all a Student needs to know, understand and be able to do after successful completion of a process of learning.

For a full Academic Year Learning and associated learning outcomes there is an award of 60 ECTS. The Student's workload is between 1,500 – 1,800 hours/Academic year.

1ECTS = 25-30 hours of work.

Credits are offered to all your study Programs and their Educational components (eg Modules, course units, dissertation work, work placement, Community work, research independent work/self-study, preparation for assessment and time necessary for assessment etc). The number of Credits each carries is mentioned within the specifics of the study Program below in **Part 2**.

Credits are awarded after successful completion of the learning activities required and the successful assessment of the achieved learning outcomes.

Credits can be accumulated with a view to obtaining qualifications as described in the specifics of a study Program in *cosmoanelixis* or in case of Credit transfer elsewhere as described in the specifics of the award-giving Educational body allowing Credit recognition.

Credits awarded in one study Program can be transferred into another Program offered by *cosmoanelixis* after evaluation done on Student application for this specific reason. What is taken into account is the extent that the learning outcomes acquired in the study Program are relevant in the new study Program. The process of Credit transfer follows the guidelines of the ECTS key documents.

CREDIT RANGES

Second Cycle Academic Qualifications include **90-120 ECTS** credits.

This Professional PostGraduate program bears **120 ECTS**.

Credits are described by the level at which they are awarded based on the level of learning outcomes of the Program or component. Only Credits awarded at the appropriate level can be accumulated towards a qualification.

OUR APPROACH TO CREDIT ALLOCATION

To allow for maximum freedom in designing each Educational component with regard to the learning outcomes and related workload in multidisciplinary, multicultural contexts, our Scientific and/or Educational Board standardize the size of Educational components giving each one the estimated appropriate Credit value (Modules).

ESTIMATION OF WORKLOAD IN ETCS/EDUCATIONAL MODULES

Modules are the course units that carry a predefined, standardized Credit value. When defining the workload of a specific module, we refer, estimate and include the following:

1. The **contact hours** for the Educational component. For the online Educational Programs contact hours are the length of **sound files (podcasts) and/or video lectures**.
(contact hours/week X number of weeks)
2. The **time needed to successfully complete the Educational component** (preparation beforehand, Note-making/studying after a lecture, seminar or workshop participation, collection and selection of relevant material, required revision, study of that material, writing of papers/projects/dissertation/practical work/ Community work/ personal work etc). An Educational component is a self-contained and formally structured learning experience eg a course unit, module, seminar or work placement. It has a coherent and explicit set of learning outcomes, appropriate assessment criteria, defined workload and specific number of ECTS credits.
3. The time required to **prepare for and undergo the assessment process**, tests, exams, reflection docs, case studies etc).
4. The time required for **obligatory placement(s), interviews, mentoring small groups, supervision work**, etc as described in the specifics.

In alignment with No 4 above, a **Learning or Training Agreement** regarding the work placement signed by *cosmoanelixis*, the learner and the employer/Community organization/ Community authorities/ Supervisor/ NGO etc is signed. It specifies the learning outcomes to be achieved and where needed guidance is offered or support how it can be implemented (on application). Mentors, Program designers/Writers and all Educators involved in the study Program are supported by *cosmoanelixis* to acquire/develop/update training regarding supervision and management of work placements. Each document regarding the specifics of a work placement clearly defines the learning outcomes to be achieved through the specific work placement, the Credits it carries, as well as the appropriate assessment methods and criteria (eg. Observation and evaluation by a tutor, a report made by the Supervisor, self evaluating report, peer evaluation etc). Our intention is to include and integrate in the curriculum work placements when it is appropriate. If a Student provides documentation for relevant work placement successfully completed, the awarded Credits can be recognized but they are additional to the standard number of Credits described for the study Program.

MONITORING OF CREDIT ALLOCATION

Monitoring of Credit Allocation is important to be an ongoing process and regulations should be made to assure quality and whether or not the estimated work load is realistic.

Monitoring of credit allocation can be managed making the best use of surveys regarding the workload specifics among Students and Educators and/or other Stakeholders and whenever there is a reasonable difference between the time actually taken by the majority of the students to achieve the expected learning outcomes and the time allocated in the specifics of the workload, there is a revision.

CREDIT AWARD

The award of Credits certifies that a Student has complied with the requirements of the component. The number of Credits awarded to the Student is the same as the number of Credits allocated to the component. It is awarded if the Student achieves a passing grade and it is not connected or adjusted to the Student's level of performance. The quality of the learner's performance is described by the grading system adopted by *cosmoanelixis*.

TRANSCRIPT OF RECORD

The accumulation of Credits is documented in an official **Transcript of Record** which acts as proof or confirmation of what each Student has achieved at each stage of their Educational pathway.

CREDIT TRANSFER

We follow the flexible approach of “**fair recognition**” to recognize Credits. This Fair recognition is based on the learning outcomes, what a Student knows and is able to do, what skills and competences the Student has developed. **The process is initiated when a Student applies for it.** A full official documentation of the Student progress is submitted to the Educational Board. The whole process is transparent. It is done according to the criteria and procedures for the assessment of the Final Report and recommendations of the conference: improving the recognition systems of degrees and study Credit points in the European Higher Education Area.

CREDITS & LIFE-LONG LEARNING

We use innovative technology to allow our Students wherever they are to follow “stand-alone” training and acquire knowledge, skills and competences that will add value to their personal and Professional Life. We see them as we see all our Students. Our Credit policy refers to them as well. We would like to see them to accumulate Credits towards a qualification and we also encourage them to follow their interests and their wishes to expand and/or evolve as they live and attend the Educational components that speak to them.

NON-FORMAL CREDIT RECOGNITION

As **Prenatal Sciences** are a comparatively new field there is a paradox that has drawn our attention. Inspired Pioneers, Dedicated Professionals and Passionate Individuals have offered a lot of work towards understanding Primal Experiences and how our Pre/Perinatal Matrices are connected and/or influencing Life today. However, they do not hold Academic recognition as there has not been such Academic Representation. It is our intention to work out best ways towards the recognition of their informal expertise, assuring quality and following the instructions within the national or international bodies existing for the validation of non-formal learning.

The process is initiated with the relevant application of the individual to the Scientific and/or Educational Board.

CREDIT EQUIVALENT CHART

ETCS	UK Credits	US credits
5	10	3
10	20	5



ASSESSMENT

Assessment and feedback are important processes to provide high quality learning and teaching and it is an integral part to Student achievement. Specific Information about the Assessment and Feedback details regarding a specific Educational Program or Educational Module is to be found in the Module Specifications section below.

ASSESSMENT HAS A DOUBLE PURPOSE:

1. To **confirm** that the Student has achieved the **desired learning outcomes** and has reached the Academic Standards as specified in the Educational Program not only in terms of Academic knowledge but also skills and competences and all other parameters described above in the section of models used in our learning process.
2. To act as a tool to **motivate, support and assist** the Student as she/he grows in learning and Academic/ Professional development.

Furthermore, assessment is also in the domain of the provided Educational Programs. Again, here the purpose is to provide the Educational Institution as well as the Educators with the appropriate feedback which will enable them to introduce amendments or take other appropriate measures towards excellence.

ASSESSORS CAN BE:

1. **The Educator**
2. **The Peers**
3. **The Stakeholders**
4. **The Student himself**

The development and use of the online assessment follows the same Philosophy and is an integral part of the learning process. Online assessed activities contribute to the final mark and take place within defined time or other specific parameters.

ASSESSMENT CRITERIA & GRADE-RELATED CRITERIA

Assessment criteria explain what a Student needs to demonstrate in order to complete an assessment successfully. They describe the minimum requirements to be met on the part of the Student. These criteria differ from Module to Module, from Educational Program to Educational Program according to the specific demands of each Educational Module/Program.

Grade-related criteria explain what a Student needs to demonstrate in order to achieve a certain grade or mark in the assessment. Assessment criteria and Grade-related Criteria are used within a context of transparency, they are clearly communicated to the Students, made easily accessible to the

Students and are presented in the same format to both *cosmoanelixis* Educational Team and Students.

MARKING & MODERATION

Marking can take various forms depending on the activity marked:

1. Anonymous marking (self or peer assessment eg.)
2. Double marking (e.g. papers submitted at the end of a Module when required)
3. Online marking automatically
4. Other described in the Module specifics when needed

Marking of examination scripts on campus is always anonymous.

Double marking of the Final thesis is always done.

The assessment of the educational Program by students/ educators or other Stakeholders is always anonymous.

Moderation is the process we use in order to assess that the outcomes are reliable and fair. It can take the form of

1. Sampling
2. Re-marking borderline cases
3. Statistical review of marks
4. Other (to be described in detail and in clear format in the specifics of Modules)

All marks are filed and their records are kept and maintained electronically in accordance with data protection requirements. Access to these records is given to you, the Student or your legal representative.

Feedback in the form of comments or short reports is always offered to you, the Student, the soonest possible to support Students with their learning and questions are answered on the unclear points. Mentoring Service and Guidance is offered to you the Student using innovative technology. The aim is to support you improve your performance as you progress.

FEEDBACK CAN TAKE THE FOLLOWING FORMS:

- Individual or group verbal feedback
- Individual or group written or audio feedback
- Model answers or example solutions
- Previous assessment questions/ papers/ cases/performances analyzed
- Innovative technology-based feedback

TIME MARGINS OF FEEDBACK

Students are provided with feedback within 3 weeks to 4 weeks maximum of the date of submission deadline or assessment date. The four week time margin refers to the cases of a Community project or

practicum/ workspaces performance and the like (details are given in the Module specifics).

Feedback on final year projects and dissertations is provided within three months of the submission date.

In case an activity/ paper/ project etc is submitted beyond the deadline, the above time margins for feedback are not guaranteed, despite our intention to do our best to serve our Students. In such a case, you, the Student, need to communicate with the Program leader and fix the time margin of the marking/feedback given.

ACADEMIC MISCONDUCT

In this age of easy mass communication, Plagiarism is becoming an increasing problem. We like to inspire all our Students to act ethically in an Academic Community and then in their Professional Community and Society. It is among the duties of Students, to be alert respecting the intellectual work made by other Researchers/ Scientists/ Academics in the Community and avoid plagiarism, cheating, collusion, impersonation, falsification/fabrication, duplication, ghosting and disruption.

PLAGIARISM is when a person presents someone else's ideas/ writings as their own. The other person may be an Academic or Professional or Student who has published or not yet published the work.

The following acts are plagiarism:

when someone

- submits an assignment /activity/project etc that someone else did & presents it as their own.
- Downloads information or data in other forms/formats (eg images/ diagrams etc) from the Internet and does not mention the source
- Quotes or paraphrases material from a source but does not acknowledge the source
- Copies from other people/Students/team members
- A contributor of a little or next to nothing to a group assignment and wants to have a share in the mark.

CHEATING in an activity/exam when a person copies from notes, bibliography or other readings or copies from material submitted by other persons. This is extremely critical when there is online teaching as Students, need to cultivate high ethical profiles.

COLLUSION is when Students work together with others as a team to create and submit a similar or close assignment/ project etc without authority from their Educators.

IMPERSONATION is when a person takes another person's identity with the intention of gaining unfair advantage.

FALSIFICATION/FABRICATION is when a person change data or references or invents them to serve another person's purpose.

DUPLICATION OR SELF-PLAGIARISM is when a person prepares Academic work correctly and then hands in part or all of it twice to get marks or other benefits without mentioning it.

GHOSTING is when someone else has written an assignment or done a project for another person with or without exchange of any kind & that person presents this work as their own.

DISRUPTION is when a person interferes or prevents an assessment from being conducted in a good way.

Our Educators and Mentors are very willing to support a Student to improve Academic knowledge and skills and competencies and in no case poor Academic practice does not constitute Academic misconduct. Prenatal and Life Sciences' Professionals serve a very delicate role in families, Health environments, Society and Civilization and their integrity is very important.

IN CASE OF ACADEMIC MISCONDUCT, the Educational institution offers the following possible solutions:

- Offers the Student the opportunity to resolve the issue via correspondence if both sides are in agreement about the facts.
- Invites the Student, to a meeting (using technology or *in vivo*) explain the charge and discuss possible ways forward.
- Gives the Student, a warning (written or verbal) that this constitutes a case of misconduct to be taken to the Academic Misconduct Panel.
- Takes the matter to the Academic Misconduct Panel.
- Withholds the Certification or Degree Award until the issue is resolved.

All cases of Academic Misconduct are recorded and reported to the Educational Board on an annual basis to ensure optimum outcomes.

INFORMATION OFFERED TO STUDENTS

Each Educational Program/ Module includes information regarding the assessment process:

- The nature & format of assessment
- Submission procedures & deadline
- Assessment criteria & grade-related criteria
- Type of feedback provided
- How marks & awards are calculated

SUPPORT OFFERED TO STUDENTS IN THE FORM OF MENTORING

Students are introduced to what constitutes *Good Academic Conduct* through a specific Module that helps them to realize what to do and what to avoid in the Academic Community. As most Students who come from the previous level of studies (Secondary Education), are not necessarily familiarized with the subject it is our intention to help our Students orient in the new territory and evolve standards of Academic behavior even higher.

The content of this module can include the following:

- What constitutes Academic Conduct of Respect
- The use of technologies to Detect Academic Misconduct
- Referencing
- Paraphrasing
- How to show Academic Respect when in Teams for Academic/project work
- Royalties Etc

ASSESSMENT METHODS

Assessment involves one or more of the following:

A. In every individual learning session, you need to do and pass the **test** or tests provided within the time limit put to it/them. You need to do all previous tests in order to proceed with the next. However, you can reattempt the test(s) until successful completion.

The kinds of tests offered are:

- Audio & video questions (that enables skills' testing)
- Questions with drag-and-drop
- Branching scenarios
- Customizable Slide Design
- Drag and drop questions
- Flexible scoring

B. Self-Assessment/ Reflection-Lifeline

This kind of assessment provides the Student, with a structure to apply Prenatal Psychology study to their personal Life. They have the opportunity to discover, reflect, gain awareness and apply learning outcomes to their Life experience. For this assignment, they can choose from one of three mediums (artwork, written narrative or creating a figure) finding a repetitive theme in their Life from the earliest memory. As a Student, you will be asked to use your self-reflective capacity to write about your experience of remembering the theme. It has to be digitally sent to the Institution within the time requested.

C. Narratives based on the suggested bibliography/readings

This kind of assessment motivates Students to self-study taking the form of:

1. **Reference:** Name of the book/article/research etc & authors
2. **Critique:** A critique is an analysis of the strengths & weakness. It goes beyond the naming of the paper's weaknesses into looking for opportunities & solutions or effective application to the Community.
3. **Personal Insights:** How, if at all, did the readings affect the Student? How, if at all, did it inform the Student's understanding of the impact of Prenatal Psychology on their Life or the Life of the Community?

D. Coursework

This kind of assessment includes one or more of the list below:

1. **Reports** of empirical investigations
2. **Presentations**
3. **Statistical** exercises
4. **Study skills** exercises
5. **Articles** (non Academic as well as Academic ones) based on the knowledge gained to promote Quality of Life (QoL).
6. **Extended Written Responses**

E. Interview

A personal interview can be held from time to time to assess the development of both Scientific Knowledge and Professional Skills. The interview can be online.

F. Yearly Final Essay

At the end of each Academic year, the Student may be asked to do and submit a longer essay on the knowledge attained during the year.

G. Group projects

To empower Professional collaboration, the Student may be asked to present a group project of use to the Community.

H. Prenatal Psychology Dissertation

At the end of studies (semester 4), the Student, needs to do the dissertation and submit it within **two months** after the completion of the Academic study time. The dissertation theme will enable the Student to demonstrate creativity, Scientific knowledge and research competencies in the field.

SUCCESSFUL COMPLETION

The assessment is between 0% and 100%. You need to get a **pass of 50%** in your assessment or a **Good Pass 70%**, or **Very Good 90%** or **Excellent above 90%**.

You, the Student, need to meet the following criteria to successfully complete the program & get your Certificate/Degree:

1. Physically Participate in the Program (online or in the classroom as outlined)
2. Be actively involved during attendance (Community, chat, forum, discussions etc)
3. Be evaluated positively at the end of each lesson/ project/ coursework
4. Have your paper evaluated positively
5. Pass your tests
6. Complete your Practicum & Supervision (when indicated)
7. Prove your personal development work –preferably using Prenatal Psychology where it is possible. The chosen therapist should sign the document of personal development work.
8. Complete Community service using the knowledge gained.
The Community administrator needs to sign the necessary document.

GRADE-RELATED CRITERIA

For the PostGraduate program



In the chart the step grades + & - are used for feedback reasons.

There are only A,B,C,D,E,F alphabetic grades.

Individual Modules describe the % grades gained for a pass.

If not mentioned, the lowest pass grade is 50%.

Degree/ diploma/ certificate	%	Alphabetic	Literary	Scientific Knowledge	Skills & Competencies	Innovative thinking/ authenticity/ Use of sources & resources	presentation	professionalism
1 Distinction	85 -100	A+	Excellent	Excellent knowledge of discipline, the learning outcomes & assessment criteria met in full	All skills & competencies described in the module specifics observed in full	Self –study is obvious, critical thinking, analysis & synthesis excellent. Creative solutions & innovative reflections evident	Well-constructed, coherence, relevance, artistically presented, attention to detail	High professionalism
1:2 Honor	75-84	A	Very Good	Strong knowledge of the discipline, the learning outcomes & assessment criteria well met	All skills & competencies described in the module specifics present	Wide and comprehensive reading is evident, solutions are sensemaking, interesting	Clearly written, coherence, relevance	Professional guidelines are followed
	70-74	A-						

Degree/ diploma/ certificate	%	Alphabetic	Literary	Scientific Knowledge	Skills & Competencies	Innovative thinking/ authenticity/ Use of sources & resources	presentation	professionalism
2.Merit	67-69 64-66 60-63	B+ B B-	Good	Satisfactory knowledge of the discipline, the learning outcomes & assessment criteria met to some good extent.	All basic skills & competencies described in the module present, most of the additional skills & competencies present	The subject was thoroughly researched, solutions & thinking logical in the mainstream	Well-structured, Logically written	Good Academic practice
3. Pass	57-59 54-56 50-53	C+ C C-	Fair	Basic understanding of the discipline, knowledge not integrated fully, inaccuracies	All basic skills & competencies present	Answers provide some evidence but not full, solutions are common lacking creativity	Structured but not always clear	Attempts to show good Academic practice, but limited
4.Narrow Fail	47-49 44-46 40-43	D+ D D-	satisfactory	Some knowledge gained but not enough to meet the standards. Important elements of knowledge are missing	Some level of relevance to the discipline but most is irrelevant material	Some basic skills are satisfactorily developed but basic skills still need to be developed to meet the standards	Unclear presentation	Limited evidence of academic good practice
5.Fail	37-39 34-36 30-33	E+ E E-	Poor	Very unsatisfactory, very limited knowledge gained. No learning outcomes are realized	No profound development of basic skills & competencies	Lack of satisfactory development of ideas, the resources are not used correctly	Unclear presentation that lacks coherence & meaning	Unawareness of good Academic practice
	15-30 0-15	F	Very Poor	No Real Knowledge gained	Basic skills & competencies are not developed	No development of ideas at all	Confused unstructured writing/ no coherence or relevance	Unawareness of good Academic practice

STUDENT RESOURCES

As our Educational Organization places special attention on each individual learner and as we see each one of you as an integral, precious part of the whole Human Community, we offer in alignment with our values and aims the following Student Resources:

ACADEMIC RESOURCES

Our Academic Resources Community is where you go when you have an Academic question to ask, when you seek team members for your project, when you wish to explore possibilities or when you need guidance as an Early Stage Researcher (ESR).

The following options are open to you immediately after your enrolment:

DIGITAL LIBRARY RESOURCES.

We have done our work and our team offers to you access to free digital libraries on a wide range of Scientific Fields. You can read books, find articles and papers, learn about a great number of topics and gain access to a vast wisdom accumulated over the years and digitized so that every Student can benefit from this collective -most of the times voluntary- work.

ESR BUREAU

We support our Early Stage Researchers through our ESR Bureau. Our team offers them guidance on:

1. Research possibilities & Research Projects open for them to join
2. How to find funds for their research
3. How to write the appropriate papers & reports
4. How to present them in a Congress or other Scientific Event
5. How to Network and team with others interested in the same research project & synergise
6. How to seek & obtain grant opportunities internationally

COSMOANELIXIS EXCELLENCE REWARDS

Cosmoanelixis Excellence Rewards are offered in recognition of our Learners' extraordinary dedication and commitment to being the best. They are offered to all our Learners whose grades are 85% + up and have fulfilled the goals, values and mission of our Educational Organization. They take the form of digital currency exchanged to purchase goods and/or services offered on our Educational platform, eg paying the fees of a new Program for himself or another member of the Community either an already learner in any program of *cosmoanelixis* or a completely new learner. The percentage of grade earned is multiplied by 2 and gives the amount of cosmo-currency to be exchanged. eg the learner gets 85% multiplied by 2 = 170 which is equal to 170 digital Euros exchanged for more excellence.

BADGE AWARDS

Professionalism, commitment to best practices, and high standards of ethos and advocacy for human evolution are at the heart of these awards. Learners are awarded these digital badges in recognition and appreciation of their performance and high competence.

E-MENTORING PROGRAMS

There is a mentoring service on a daily basis 5 days/week for all our learners. Our Mentors lead our learners by the hand and wisely guide them as they find their own way to knowledge, Community Service, Practicum or when at a workplace under Supervision. All requests for support & empowerment are answered within 24 hours.

Our Mentors also offer empowerment at moments of confusion, or support and clarity when a decision needs to be made.

E-COUNSELING & VOCATIONAL GUIDANCE ONLINE

We do our best to help our Graduates to find the best environment where their new skills and knowledge can be appreciated and utilized for the benefit of all Stakeholders. We advertize open posts in the private sector, help them in the initial stages of their entrepreneurial efforts and network them globally so that they can expand as they grow.

ALLUMNI CLUB

We remain close after our Learners have successfully completed their studies and are offering their expertise to the people in the Community. Our Allumni Club presents them and their services, shows them on the global map and facilitates networking people who benefit from their services/products and the Professionals. Annual events keep the bonds fresh. The Allumni digital Community is a live society.

WELCOME CLUB

We strongly believe that early bonds based on a welcome spirit lay the framework for Health, abundance and wisdom in any Community. It is our priority to receive our new Learners the best possible way, to orient them and guide them as they discover their own ways in our Educational Organization, to familiarize them with our values, goals and our mission and do our best to resonate with who they are and how best they can fulfil their full potential.

MS EXCHANGE ONLINE

We offer each learner a free email account (user@cosmoanelixis.gr), which they can keep and use after

the completion of their chosen Educational Program. You can also use shared calendars, 50 GB of storage per user, and the ability to use your own domain name.

MS LYNCH CONFERENCE WEB

All our Students can enjoy facilities to Web Video Conferencing with HD, screen sharing and instant messaging.

MS ONEDRIVE SIMPLE FILE SHARING

The OneDrive gives our Student 1 TB Personal Storage, which can be accessed from anywhere and which is synchronized with the computer. Thus, you can easily share files, internally and externally, and check the people who see and treat them.

OFFICE ONLINE

All our Students will be able to create and edit files in Word, in Excel, PowerPoint, and OneNote using the browser on the web.

OFFICE 365 PROPLUS FOR OUR STUDENTS

The top Suite of Office for Students in Higher Education - including Word, Excel, PowerPoint, Outlook, OneNote, Access and Lync - connected to the Cloud allows you to transfer data between the devices you choose to within the skill Office 365.



COLLEGE LIFE RESOURCES

An Academic Organization is a lively Community where the pursuit of all human beings need and are nurtured in balance. Our Learner can enjoy the following facilities:

INSPIRATIONAL E-CAFE

Our Students can leirurely chat and share creative, inspirational ideas or implementation tools that can make a difference to the lives of people and the Community. Our Inspirational e-Cafe brings our Students close together, helps them socialize with other same-minded peers that are motivated by the same urges. They can also create groups to share their leisure time activities, hobbies and personal interests.

DREAM BIG- ACT BIG THINK TANK

A Dream Big, Act Big Think Tank to not only conceive but also design Implement and operate projects outside the box. A place for creative experimentation that touches the future and brings it closer to the present. Only for those born to Tread New Territoty.

THE EVOLUTIONARIES' CLUB: TOUCH THE FUTURE

Members of the Club are those who act in all possible ways to stretch human evolution an inch further every day! Both Learners and Allumni, Teachers, Mentors, interested Stakeholders and all members of the Community inspired to add their own pebble towards the common destination evolution meet, network, exchange but above all ACT in this direction.

GET- FIT CLUB

We nurture the bodies of our digital Learners as well in the best possible way. Our Students can take a break and go to our digital gym where they can take Care of their physical and not only needs under the guidance of our experts in Feldenkrais, Yoga and Tai-chi.



RELAX LOUNGE

We provide all our Students with a high quality complete Program of meditation, relaxation & visualisation techniques and exercises to ease the mind, strengthen bodily stamina and increase energy levels.

PLAYTIME

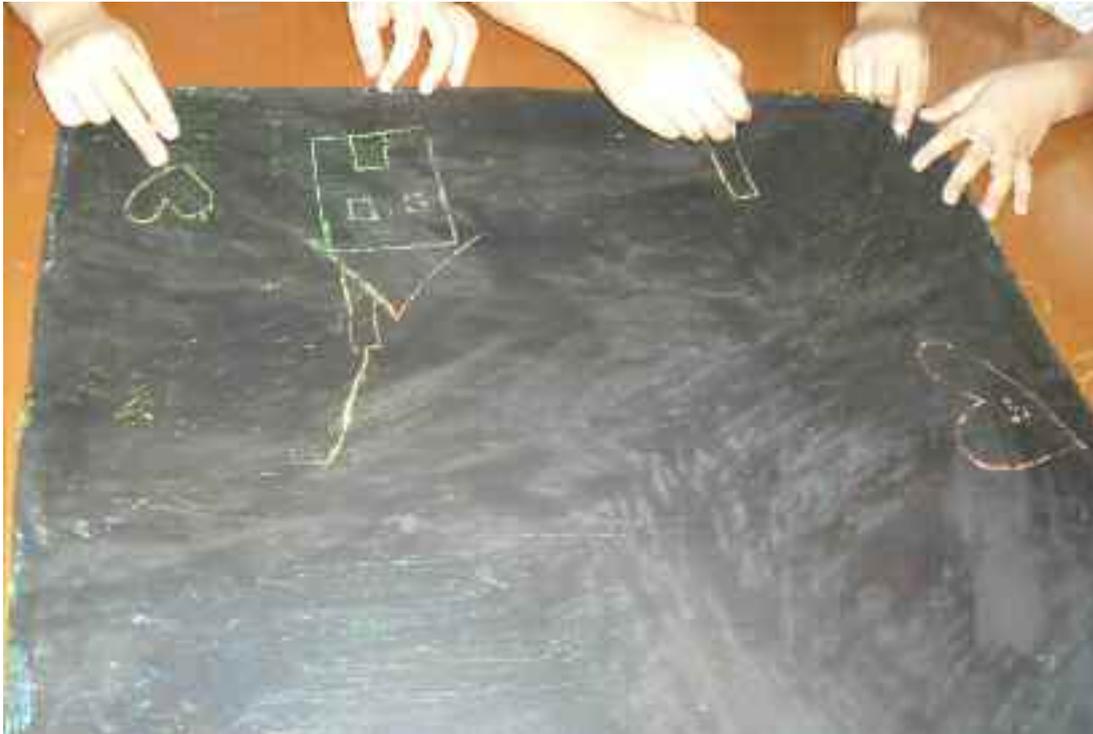
We provide all our Students with pleasant mental activities to help them unwind and at the same time develop observation, competencies, comparison, memory etc

HORIZONS

Our Students can be provided with information about travel arrangements, stay opportunities, and what is necessary to familiarize them with the culture of a country they plan to explore or spend time in while practising or spending a Short Term Scientific Mission time, or while participating in projects away from home.

ON THE WALL

All our Students as well as their friends can have access to our *On The Wall*. They can announce news about what they need or what they offer, can find a job, or announce the opening of a position, can show their talents and create opportunities for them to exchange whatever product or service they can offer with others they need. Our Wall is an open double mirror window to all.





PART 2

PROFESSIONAL POSTGRADUATE CERTIFICATE IN PRENATAL PSYCHOLOGY

GOALS OF THE EDUCATIONAL PROGRAM

The program aims to:

1. Respond to the International Need for a responsible Academic Educational Program on a PostGraduate level in the field of Pre/Perinatal Psychology, Medicine & Health.
2. Prepare young Professionals to become effective Therapists, Educators and Service providers who are knowledgeable in both traditional psychotherapeutic modalities and Prenatal and Perinatal approaches to Psychotherapy.
3. To enable them to transmit those high ideals, moral values and inspiration so that the trainees can serve life the best possible way irrespective of their career field.
4. To provide effective primary Health Promotion Programs, run by highly trained Professionals.
5. To provide an up-to-date evidence-based curriculum that emphasizes the development of knowledge related to the Scientific and empirical aspects of Prenatal Psychology & Health
6. To provide secure Professional recognition of the Students on successful completion
7. To provide access to those International Learners who cannot attend such a Program in their country using secure, innovative Educational tools & Online Educational Platform.

PROGRAM SPECIFICS



THE MODELS USED IN OUR EDUCATIONAL PROGRAM

1. LEARNER-CENTERED

All our Educational Programs are Learner-centered. We accommodate for our Learners' needs and expectations and we give our Learners choice in content, mode of delivery, pace and place of learning. Our Educational Programs do their best to support all our Students to shape their own learning pathways and help them build on their own individual learning styles and experiences.

We offer flexibility and we establish a close link between Educational Programs and Community needs and aspirations as well as human needs for sustainable living that is on an evolutionary process.

We encourage a wide access and participation in Lifelong Learning and personal enhancement and expansion and we encourage our Learners to explore new fields of knowledge in a multicultural, multidisciplinary context as well as acquire competences and tune them within their scope of interest. Competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in Professional and personal development, especially in terms of responsibility and autonomy. It is also the capacity to transfer knowledge into practice. Tuning competences represent a dynamic combination of knowledge, understanding, skills, abilities and attitudes between subject specific and generic ones. In this direction, it is among our intentions to formulate our learning outcomes on the basis of input from internal and external Stakeholders, Community included.

2. CDIO MODEL

The Educational Programs in the field of **Prenatal & Life Sciences** are developed within the context of **CDIO**. **CDIO** is the acronym for **Conceive, Design, Implement & Operate**. It is the environment in which all Academic knowledge and research as well as the practical and professional skills are taught, practised and learned. It is the model that is followed so that the end product or service created at the end of the studies can add value to the evolutionary process of human experience as an individual and as a global group.

The CDIO™ INITIATIVE is a growing educational framework currently implemented in 111 schools around the world. In January 2004, the CDIO Initiative adopted 12 standards to describe CDIO Programs. These guiding Principles were developed in response to Program leaders, alumni, and industry partners who wanted to know how they would recognize CDIO Programs and their Graduates. The 12 CDIO Standards serve as tool for program adoption, evaluation, and continuous improvement. There is no formal certification as a CDIO Program; each institution/institutional department self-certifies using the CDIO Standards and demonstrates certification to its normal accrediting agency or organization. The CDIO Standards allow other academics and industry to identify clearly CDIO Programs and their Graduates.(www.cdio.org)



THE PRINCIPLES OF THE CURRICULUM

There are five broad Principles at the centre of the curriculum:

EMPOWERMENT:

Learning the theories and therapeutic methods of PPP and obtaining self-experiential knowledge about early child and family development will empower Professionals to increase their specialized skills to facilitate the Healthy function of families and society.

INTEGRATIVE, MULTIDIMENSIONAL PERCEPTION:

The curriculum encourages reflection on research results from multiple scientific areas in order to enable a multidimensional understanding of Prenatal Life.

FAMILY-RELATION & CORRELATION:

An understanding of family structures, parental being and the relationship between mother, father, environment and unborn child is an integral part of the curriculum.

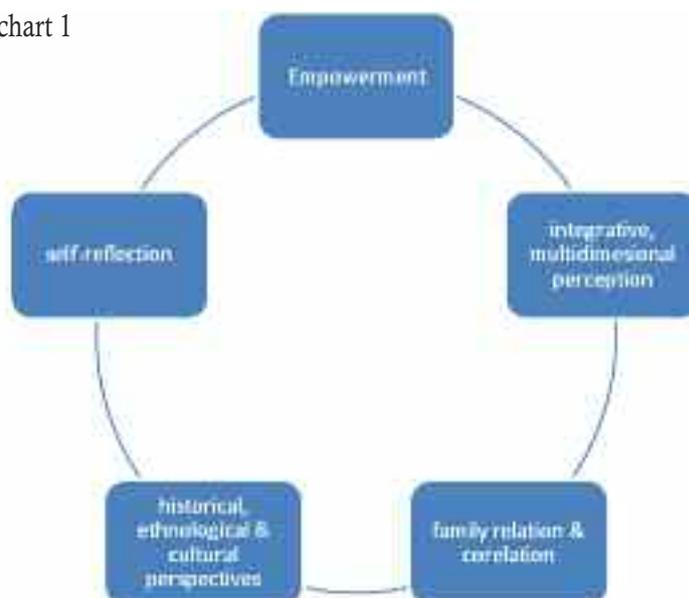
HISTORICAL, ETHNOLOGICAL & CULTURAL PERSPECTIVES:

Developmental processes need to be considered from different perspectives. Localities, traditions and historical experiences affect developmental practices. The Educational Program has a historical, ethnological and cultural perspective.

SELF-REFLECTION:

Self-experience, self-awareness, relational experience, relational awareness and reflection on practical experiences are essential skills within the psycho-social working fields. The curriculum considers these aspects as very important. Program Objective Main Axons

chart 1



PROGRAM OBJECTIVE MAIN AXONS

The above mentioned Principles are utilized within the following Nine Educational Program Objectives. Each Program objective is to be looked at as part of the whole and has to be understood in the context of the Program Principles. Each Program objective contains Professional and theoretical aspects.

The main focus of all Nine Learning Objectives is to support responsible interventions in all psycho-social professions by integrating the knowledge and meaning of Pre- and Perinatal development.

1. THE HISTORICAL EVOLUTION OF PRENATAL PSYCHOLOGY

Pre- and Perinatal Psychology is based on the knowledge and theories that have been put forward since around 1920, when Freud's pupils asked questions and dared to investigate human birth experience and Life before Birth. After the start in the Psychoanalytical field later contributions of Regression Therapy, Humanistic Psychology and Body Psychotherapy became important. New and better understanding of the Psychological dimension of Prenatal Life and Birth enables Professionals to get an insight in the Lifelong meaning of the earliest experiences. This allows a deeper understanding of the Lifelong individuation process and the development of Health and the promotion of our Quality of Life.

2. THE PSYCHOLOGY & SCIENCES OF FETAL DEVELOPMENT & CHILDBIRTH.

The circumstances of our preconception, conception, fetal development, and Perinatal experiences hold many of the keys to who we are and who we become. Modern Sciences have managed to describe the development of the human being from the beginning: our genesis as sperm and egg, through (pre-)conception to implantation for the gestational epoch as embryo and fetus. Throughout this time, along with her nutritional state, mother's emotional/hormonal state is powerfully influencing her unborn child. Also the biological predisposition and the bodily processes of birth, for both the child and the mother, are known today. Clinical research in Prenatal Psychology has shown that critical moments in conception, fetal development and childbirth may be connected with critical pattern imprints. These can be activated later on in Life and are responsible for the level of Health or dis-ease and dys-function.

3. A MULTIDISCIPLINARY PORTRAIT OF THE CHILD FROM (PRE-)CONCEPTION ON & HIS DEVELOPMENT IN THE CONTEXT OF HIS FAMILY AND SOCIETY.

Our broad knowledge of modern Sciences and Psychology of Prenatal Life allows us today to get an accurate portrait of the Prenatal Development of an individual. In order to understand this portrait, it is important to know the elements of Prenatal Development from preconception on. For enabling a multidisciplinary perspective all the following Life situations should be regarded in the light of the new findings of Prenatal Psychology and Medicine::

Obstetrical and genetic challenges in the family tree (miscarriage, stillbirth, malformation)

Conception: conscious; wanted, non-wanted; planned; rejected, replacement child

Assisted conception (IVF, donated ovum &/or sperm, surrogate mothers)

Birth (via naturalis, forceps or other instruments, caesarean section, medication, epidural or other

anesthesia) home birth, hospital birth
Only child, twin, siblings, adopted, orphan
Preemie, belated, traumatic, stay in an incubator
Circumcision, excision
Breastfed, bottle fed, weaning
Separations
Parents marital status: married, divorced, single, widowed, out of wedlock
Prenatal Bonding/ type of Attachment
Parents civil status: minority (ethnic, religious, other)
Parents Education, occupation, family circumstances, deaths &/or losses in the family
Individual development of the child, biological, mental, emotional, psychological,
Social network (friends, gang, isolation etc)
Education of the child: crèche, kindergarten, school

4. OVERVIEW: SCIENTIFIC STUDIES & RESEARCH OF THE PRE/ PERINATAL PERIOD.

The knowledge of Prenatal Psychology is laid down in books and articles in Scientific Journals. Bibliographic overviews give an access to the different topics. As time goes by more and more research can be found in the Academic circles as concerns the “Secrets” of the unseen Life and the evidence about the importance of our early/primal existence is growing.

5. COMPETENCE IN PRE/PERINATAL PSYCHOTHERAPEUTIC & DIAGNOSTIC METHODS, TOOLS & SKILLS (WITHIN THEIR PROFESSIONAL COMPETENCES)

Pre- and Perinatal experiences can have long lasting effects and have influence on developmental processes. Early Life experiences have a major influence on body feelings, emotions, social behaviour, learning and creative power. In the case of traumatic Pre- or Perinatal experiences developmental processes might be disturbed, depriving the person from reaching their full potential. For supporting Healthy developmental processes these disturbances need to be discovered and understood. Students of this Educational Program shall build the competence to become aware of Pre- and Perinatal influences and get to know appropriate diagnostic and therapeutic methods and tools.

6. KNOWLEDGE OF SOCIO-CULTURAL ASPECTS OF PRENATAL LIFE & DEVELOPMENT.

Cultural images and structures are deeply influenced by Prenatal and Perinatal experiences. It is justifiable to say that culture is influenced by our primal preverbal experiences and art gives expression of these. The present Educational Program seeks to reach knowledge of the hidden presence of Prenatal experiences in the images, rituals, beliefs, myths and fairy tales of the relevant culture. Furthermore, it teaches competences to recognize these.

Beside the cultural and Psychological reflection it is important to understand that every human culture has its own specific knowledge of Prenatal Life and it is important to see what we can learn from it. Furthermore, as we live in multi-cultural environments with high numbers of migrant people, it is a need to get to know the different cultures on the globe so that we can develop a Professional understanding of cultural differences and offer our services as Psychologists/Psychotherapists/

midwives, health practitioners/ educators... in a respectful way.

7. COMPETENCE TO INTEGRATE THE PRINCIPLES OF PRE/PERINATAL PSYCHOLOGY

Competence is necessary to integrate into the practical Professional work of Educators, Teachers, Clinicians, Midwives, Psychologists, Researchers, Health Care and other Professionals.

The importance of each specific aspect of Prenatal Psychology and Medicine varies between different Professional groups, such as Educators, Teachers, Clinicians, Midwives, Psychologists, Researchers, Health Care and other Professionals. The present Educational Program aims to focus on the specific range of competence relevant to each Professional group.

8. KNOWLEDGE OF METHODS TO SUPPORT AND ADVANCE THE LIFE PROCESS OF THE HUMAN BEING

Protection from developmental disorder needs to begin in the Healthy and loving state of both parents, continuing in the secrecy of the mother's womb. The protection of mothers/maternal environment and child from everything that might endanger them physiologically, mentally or psychospiritually, or detract from their bonding, is an important preventative aim. This field of Health Promotion includes a wide variety of measures: such as supporting the parental competence, Education in Prenatal Psychology in schools, Education of young people in the Psychological basic knowledge of relationships, conflict solution and communication; reflection of the effects of medical intervention in respect to the possible long term Psychological and somatic consequences; improving the condition of families and becoming parents in the Society. Especially important is the basic competence in Prenatal Psychology in Midwives, Obstetricians and Birth Preparation Professionals.

9. COMPETENCE TO COMMUNICATE INFORMATION ABOUT PRENATAL PSYCHOLOGY

In order to raise the awareness about the significance of the Prenatal Period of Life and Birth to enhance Professional skills through Educational Programs. Basic knowledge of the general Community and public relations tools for adequate information dissemination within the field of Pre- and Perinatal Psychology is necessary so that policy makers can become informed and responsibly aware of the significance of our early beginnings.

chart 2



LEARNING OUTCOMES

On completion of the Educational Program the learning outcomes that should be achieved are described below. They fall in six main categories:

A: Science Fields: The Educational Program is an Interdisciplinary Program.

The knowledge offered in this Program comes from the fields of:

- A. Prenatal Psychology
- B. Psychology
- C. Biology & neurobiology
- D. Neuroscience
- E. Human Anatomy & Physiology
- F. Midwifery
- G. Health & Community-Based Health Systems
- H. Embryology
- I. Philosophy
- J. Arts & Aesthetics
- K. Modern Physics & Complex Systems
- L. Anthropology
- M. Sociology
- N. Nutrition
- O. Epigenetics
- P. Psychopathology
- Q. Pharmacology
- R. Innovative Systems
- S. Law
- T. (Bio)Ethics
- U. Research Methodology
- V. Immuno-endocrino-cardiology
- W. Phenomenology
- X. Bio-chemistry

B. Knowledge and Understanding: It describes the kind of Knowledge and understanding that should be developed within the science fields study.

- A1. Basic Science
- A2. Advanced Science
- A3. Evidence Up-to-date Knowledge
- A4. Understand Concepts and Appreciate Conceptual Frameworks
- A5. Understand the Main Research Methodologies
- A6. Principles of Research & Evidence-based Practice
- A7. Appreciate the Application of Psychological Knowledge to the Understanding of Challenges & Issues at both the Social and the Individual Level.

- A8. Understand indicators of Quality Health Care Services
- A9. Understand Social Determinants of Health
- A10. Understand Principles of Health Education
- A11. Understand International, National & Local Health Services & Infrastructures including Referral Systems
- A12. Understand Human Rights and Effects on Health of Individuals
- A13. Understand Cultural Differences & Differences in Belief Systems
- A14. Understand Professional Behavior-Code of Ethics/Practice
- A15. Understand Social, Epidemiological and Cultural Context of Maternal & Baby Care
- A16. Understand the Direct & Indirect Causes of Maternal and Neonatal Mortality & Morbidity in Communities & Understand Strategies for Reducing Them
- A17. Understand the Strategies for Advocating for the (Un)born Child & the Maternal Environment.
- A18. Understand the Benefits & Risks of Available Birth Settings
- A19. Understand the Optimal Practice
- A20. Understand Legal & Regulatory Frameworks (Laws, Policies, Protocols, Professional Guidelines etc) in the Field of the Psychological Support and Health Services.
- A21. Understand the Importance of Primal Experience
- A22. Understand Human Behavior and Human Relations

C. Skills and Competencies: It describes the Professional skills and competencies that the learner will have developed on successful completion. In terms of definition of the concept Competence is a complex combination of knowledge, performance, skills, values and attitudes (Fullerton et al., 2010). Competence involves the possession of sufficient knowledge and skills to perform job-related tasks, but also incorporates ethics, values, and the capacity for reflective practice. The definition of competence is also related to the context in which the Practitioner is functioning. There may be more than one way of practicing competently (Cowan, Norman & Coopamah, 2005a).

Competences can be a number of things. Among them we can see the development of:

1. Cognitive knowledge, that is the understanding of the Theoretical Principles of facts and procedures that constitute safe and/or quality practice. In the field of Prenatal & Life Sciences, this is an ongoing process and extends beyond understanding the basics to the understanding of the evolving Scientific Principles.

2. The Acquisition of Scientific Knowledge. All Scientific Knowledge gained during the Educational Program is translated into practical application. This is facilitated through projects, Community work offered, practice in supervised environments/workspaces/ clinical mentorship or Preceptorship etc. (Licquirish & Seibold, 2008), so that the Students can acquire and develop clinical skills or Life skills, reflect in them and excel.

3. The maturation of Personal Attributes. Attributes are difficult to define as they are intangible. However, they are perceptible and identified when a person observes the ways the individual Student applies the knowledge and skills in a Prenatal Clinical or Life context. Attributes can include communication skills, the ability to foster supportive interpersonal relationships, build trust and compassion in the work environment, the willingness to feel and show respect to diverse cultures and

traditions, a spirit of serving the Community, families and individuals.

4. The Cultivation of Critical Thinking. Critical thinking is defined as a purposeful process of self-regulatory judgment (Turner 2005). Its application within the Prenatal & Life Sciences is associated with Clinical/Life decision-making, diagnostic reasoning, challenge responding/solving, It is the result of both reflective and reasonable thinking.

5. the Demonstration of Professional Behaviors etc. These are behaviors that reflect attitudes and values in the ethical context within which Prenatal & Life Sciences' Professionals perform. Among them are behaviors motivated by compassion, acceptance, care, empathy, understanding, trust, sensitivity, excellence and the like.

More specifically, the program cultivates the following competencies:

- B1. Seek Self-improvement in his/her Personal/Professional Environment
 - B2. Practice in accordance with Accepted Standards, Professional Codes of Ethics, Values and Human Rights
 - B3. Be Respectful of Individuals, their Culture, Values, Traditional Wisdom & Local/Tribal Customs
 - B4. Maintain confidentiality of all client information
 - B5. Maintain & Update Knowledge & Professional Skills in order to Best Serve Clients
 - B6. Behave in a Non-Judgmental; Non-Discriminatory; All Embracing; Welcoming Manner with all clients
 - B7. Advocate & Disseminate Knowledge & Information to Facilitate Choice, Decision-making & the right to act responsibly
 - B8. Work in Harmony Within a Multi- disciplinary, Multi-cultural environment
 - B9. Use Appropriate Communication & Listening Skills
 - B10. Use Appropriate Counseling Skills
 - B11. Use appropriate Psychotherapeutic Skills
 - B12. Diagnose the Underlying Causes of (dys)function in Behaviors or Health
 - B13. Recognize Different Professional Group Principles and Evaluate/Appreciate their Contribution to Serving People
 - B14. Empower People in All Possible Environments
 - B15. Use Psychotherapeutic Tools to Facilitate the Quality of Life of People
 - B16. . Record & Interpret Relevant Findings, Including the Prenatal & Perinatal History of People & their Ancestors as well as What has been done; Needs to be Done; & needs to follow.
 - B17. Evaluate Outcomes of Client Care
 - B18. Demonstrate Principles of Effective Co-operation, Communication & Responsibility
 - B19. Ability to Work in Partnership with Families, Parents & Children for Optimal Support
 - B20. Take a Leadership Role in the Practice Field Based on Ethical Personal and Professional Beliefs and Values
 - B21. Assume Management Tasks and Activities Including Quality and Human Resource Management
 - B22. Act in Excellence
 - B23. Take a Leadership Role in Policy Making Environments
 - B24. Act in Ways that Empower the Evolution of Humanity
- Generate Testable Hypotheses about Behavior (broadly defined); Devise Investigation to Test Such

Hypotheses; Analyze & Interpret the results; Write Coherent Reports of the investigations.
B26. Write about a Range of Topics in Prenatal Psychology & Inform on the Issues Involved by Drawing on Relevant Research.

D. Thinking Skills:

The list below describes the mental skills that will have developed on successful completion:

- C1. Think Critically; Reason Morally; Decide the Best Possible Way
- C2. Be Able to Analyze, Compare, Interpret & Synthesize Data to Reach Relevant Conclusions
- C3. Distinguish What is Important; Relevant; Logically Coherent From What Is Not
- C4. Develop Coherent Arguments & Express Them Clearly & Concisely

E. Personal and Professional Values: The list below describes the personal and Professional values that the learner should present at the end of the course:

- D1. Each Student needs to Have High Moral, Academic & Scientific Criteria when at work
- D2. Focus & Respect of Bioethics as well as Respect of Professional Ethics (honesty, integrity, discretion, compassion, understanding, interest, acceptance are among them)
- D3. Each Student should see the Client Who Comes to Them as a Unique Human Being & see to them from a holistic point of view.
- D4. The Attitude that each Professional should Offer his Services Having Responsible Updated Scientific Knowledge & also a Life Approach that puts the Human Being into the Center (Science, Art, Humanism, etc.)
- D5. The Predisposition & Willing Intention of Acting with Reliability & Responsibility when Offering their Services.
- D6. The Attitude that Pre & Perinatal Sciences ask for a Lifelong Self-Education using the Appropriate Resources & Work Methodology; Assessing their own Performance.
- D7. Recognition of their Own Professional Limits & the Importance of Co-operation with Professionals in Relative or Other Professional Fields.
- D8. The Ability to Recognize the Empowering or Disempowering Factors that May Arise from their own Prenatal/Perinatal Experience & have the Will & the Strength to Discuss Them Openly with Appropriate Persons.

F. Other Skills: The list below mentions the skills that the Learner should have developed on successful completion & which do not fall in other groups:

- E1. Be IT Literate, being able to Make Effective Use of Software Packages such as SPSS.
- E2. Evidence Competence in Communications Skills; Presentation Skills; Group Interaction & Team-work Skills; as well as Show Time Management Skills.

Some of these skills and competencies are basic and we expect all our Students in **Prenatal & Life Sciences** Educational Programs to develop and some are additional or advanced as they enhance the scope of Practice and might be particularly important esp when our students are to be involved in Community projects. An example of advanced skills and competences is Life-enhancing skills, leadership skills, entrepreneurial skills, advocacy skills etc.

TEACHING AND LEARNING METHODS & STRATEGIES

A. Knowledge & Understanding

The acquisition of knowledge is through structured lectures, Student-led Seminars, Expert-led Workshops, Reflection Projects, Skills Sessions, Discussions, Workbooks, Work-based Learning Tasks. Additional support is provided through digital library facilities with a good number of articles and extensive bibliographical material. Throughout the Educational Program, the Student is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden individual knowledge and understanding of the subject. Self-study is necessary and includes a number of Scientific Fields in an interdisciplinary context. IT Skills are needed and are supported in all means.

B. Skills & Competencies

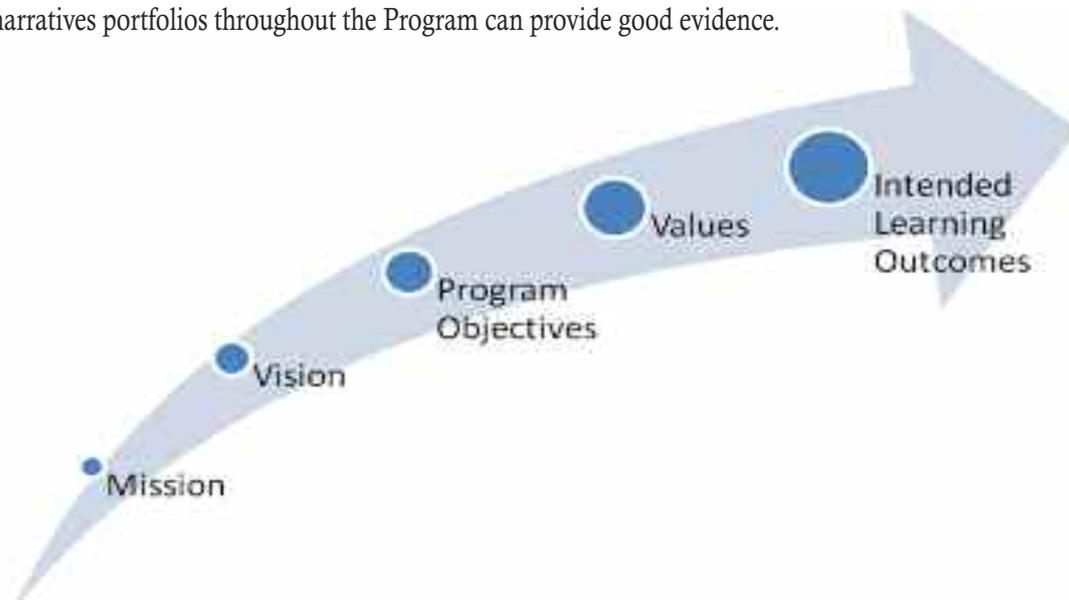
Teaching and learning of subject and Professional Skills and competencies takes place in a variety of forms across all Modules. Case studies are used to analyze data and provide feedback connecting theory and practice. Audio and video files are presented and analyzed. Students are also given the opportunity to observe and reflect various environments, are given projects to create services and procedures to exercise Professional Skills. Group work is asked where possible and group projects are offered to encourage co-operation. A digital Community facilitates local/national and global exchange expertise.

C. Thinking/ Intellectual Skills

Thinking/Intellectual Skills are developed through the use of problem solving scenarios and other activities that facilitate Critical Decision Making; Cross-cultural Comparisons; Conception and Design of Services and Processes; Evaluation of Given Practices. The integration of theory and Community Health promotion project design is an integral part of the Program.

D. Personal & Professional Values

All participants are advised to do their personal awareness work choosing their support group or personal Therapist (preferably in the field of Prenatal Psychology where available) and interviews throughout the Program allow for personal and Professional values growth to be spotted. Reflection narratives portfolios throughout the Program can provide good evidence.



E. Other Skills

Students are asked to participate in digital conferences/workshops/seminars, etc and show their Communication, Presentation, Group Interaction Skills. Digital tests offer practice to fast thinking, fast decision making and generally time management as there will be time limit. On time delivery of writing outputs offer evidence in this direction. The dissertation at the end of the Program will provide incentive and at the same time evidence for the IT Skills



ALIGNMENT OF THE EDUCATIONAL PROGRAM WITH UNIVERSAL EDUCATIONAL TAXONOMY

The above described organization of the learning experience of the Educational Programs in Prenatal & Life Sciences are also in alignment with the universal Educational Taxonomy developed by UNESCO and generally known as the “**4 Pillars of Education**”:

Learning to **Know** (=acquiring the instruments of understanding)

Learning to **Do** (= acting creatively on the environment)

Learning to **Live Together** (= collaborating with other people)

Learning to **Be** (= evolving as a human being as a result of the previous 3)

To be more specific:

Knowledge & Understanding > **Learning to Know**

Skills & Competencies > **Learning to Be**

Thinking/ Intellectual Skills > **Learning to Do**

Personal & Professional Values > **Learning to Live Together**

Other Skills > **Learning to Do, to Be, To Live Together**

G. ALIGNMENT OF THE EDUCATIONAL PROGRAM WITH THE 4 CAPABILITIES LEADERSHIP FRAMEWORK

All Educational Programs of Prenatal & Life Sciences meet the key leadership concepts as presented in The Four Capabilities Leadership Framework, developed at the Sloan School of Management at MIT (Massachusetts Institute of Technology/USA). We have adopted the four assumptions presented in the model:

1. **Leadership is distributed**
2. **Leadership continues to develop throughout a person's career**
3. **Leadership changes over time**
4. **Each person invents his/her own framework for how he/she will lead**

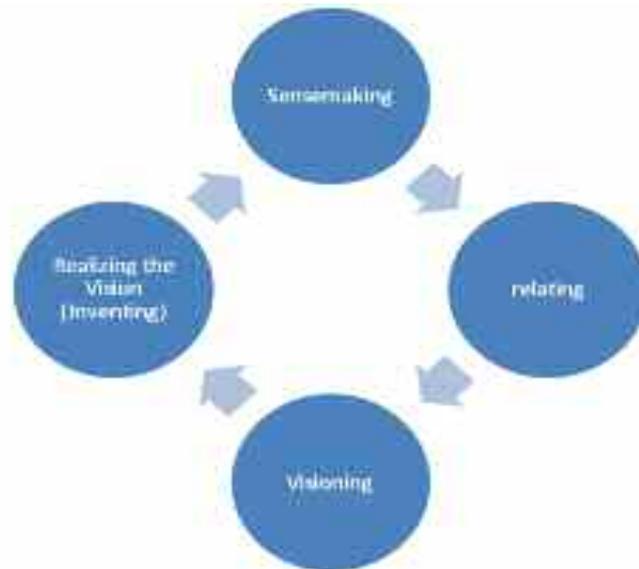
The central skills in this framework are:

SENSEMAKING: In our Program, we aim to help our Students make sense of the Context of Life Dynamics and Early Beginnings Experiences and how they influence who we become; why the history of our world presents the challenges and the opportunities it does; how all this wisdom gained can **support human evolution**; the emergence of civilization; creative, peaceful collaboration of nations.

RELATING: Our Students are empowered to develop trusted relationships with other human beings; develop a deep sense-making trust in Life processes; see challenges as opportunities for growth; seek the hidden or not yet obvious benefit that exists. Our Students are encouraged to rewire their understanding of self and others so that they can create better relations with self, others, the world and Life experience itself. We also encourage our Students to improve their communication Skills: Listening, Observing; Sensing; Meeting each other in a Space of Respect; are and collective/personal responsibility. We support our Students to strive for The Optimum and Excellence so that they can be Leaders in Their Field; Advocate for the Truth, the Beautiful and the Good for All.

VISIONING: We share our vision with our Students and we strongly empower them to see their vision and express it, believe in it and share it with others inspiring them to find their own vision and convey it to the world.

chart 3



REALIZING THE VISION: We make it our priority to see that our Students find their personal ways to realize their vision towards self and collective evolution. We support our Students to invent ways to think through situations and create ways of organizing their work with others in functional teams that can lead to the implementation and operation of whatever means can serve their vision in their Personal/Professional/Social Life.

MODE OF TEACHING

A special Educational Platform has been created to meet the ONLINE Educational needs of our students. Innovative technology allows Students to attend the Lecturer or Module Writer as he teaches. Video lecture recordings make this lively. At the same time, the Student can see the Powerpoint Presentations or other Educational material used by the Lecturer and through Digitalc Tools can follow the lecture. The learning content becomes even more engaging as it is enriched with Slides; Animations; Voiceovers; youtube Videos; Flash Movies; Chat Rooms and Virtual Communities to add Life to the learning experience. The Student has access to the documents used and Microsoft 365 Educational Tools Technology is used to help her/him get organized. Communities, Chat rooms and Forums and Threaded Discussions make it possible to interact with others interested in Prenatal Sciences.

All Modules are followed by quizzes, online tests using various modes for evaluations not only of the Knowledge Gained but also the Skills Developed. Quizzes are all automatic using innovative technology that allows the following type of questions and testing:

- Audio & Video Questions (that enables Skills' testing)
- Questions with Drag-&-Drop
- Branching Scenarios
- Customizable Slide Design
- Drag and drop questions
- Flexible scoring

This allows a dynamic interaction and engagement. The assessment is developed and delivered through any SCORM/AICC compatible LMS, consequently making the whole experience very reliable. All Modules remain online and the Student can have access to them during the whole Academic year.

Mechanisms to support the aforementioned modes of delivery are in the possession of the Institution. Placement Exercises to support the practical elements of any given Program will necessarily be conducted through Face to Face Sessions, at Specified Placement Centers throughout Athens; the rest of Greece; through Learning Hubs and Partners worldwide.

Upon Registration Students are provided with a Username and Password, thus allowing them to enter into their Program. A unique area on the system addresses each Program Module individually, providing Students with the following:

- Module specifications
- Class Notes and Powerpoint presentations
- Planned Assessments
- Discussion board facilities
- Suggested reading

No special requirements for Student Hardware, Software (including plug-ins) are needed; the Program can run on any pc, tablets and mobile technology facilitating knowledge the most. This taking into account that it is our responsibility to ensure that these requirements comply with National and International specific laws;

Provision of details of the technical support arrangements for on-line facilities covering availability, call out procedures, backup and recovery and monitoring and escalation procedures:
CONTACT INFORMATION FOR ONLINE EDUCATION OFFICE HOURS: 9.00am – 5.00pm, Athens Time; info@cosmoanelixis.gr, support@cosmoanelixis.gr

LEARNING HUBS

To facilitate learners worldwide who lack access to online services we aim to use the system of Learning Hubs. They are partner companies or individuals whose task is to:

Offer an organized Educational space with online access where the Learners can meet and do their lesson.

Collect info and necessary documents from the Learners in their region

Supervise the practice of the Learners (where this is needed) and do the administrative work involved

Act as a bridge between our institution and the local Learners for optimum service.