



STUDENT HANDBOOK

BA (Hons) Economics

2015-2016

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1. Welcome to the Programme

1.1 Message from the Dean

In a time when many colleges and schools of liberal arts are under siege by politicians, financial organizations, parents, and even educators from professional schools, one might be tempted to ask why one would send a son or daughter to study the Liberal Arts. What possible reason might exist for the continuation of such an outmoded curriculum? The standard response is that the Liberal Arts provide the student with critical thinking ability along with oral and written proficiency with a sprinkling of numeracy that is necessary to have success in the rapidly changing globalized economy and diverse world in which they will soon be competing. And while there is some truth in this response, somehow it fails to encapsulate the essentials of the Liberal Arts education: it sounds almost defensive.

*There is no argument that the liberal arts and sciences set the foundation for engaged citizenship, for scientific and mathematical inquiry, and for professions where communications and critical thinking skills are embraced. But to see the study of the liberal arts only in these terms is to overlook its more profound aims: firstly, to promote joy and inspiration through the learning experience it engenders. On one hand, Liberal Arts studies opens one's mind to embrace the alien, the unthinkable, the impossible while at the same time offers the discipline necessary for an ordered intellect which permits one to compete in "the modern market place of ideas" as Keith Kroll describes our contemporary world in his *Fostering the Liberal Arts in the 21st Century*.*

What is seldom highlighted in discussions concerning the essence of Liberal Arts courses and degrees is that they provide a measureable intellectual distance from mundane and habitual aspects of everyday life. It is within this primordial garden of ideas that the student is able to play with new concepts without being held hostage to their relevance in the future. In the spirit of Johan Huizinga's Homo Ludens, the liberal arts students can make value choices from their studies; he or she can experiment with identity, character, or actions from both an intellectual and emotional stance. This "playing" is essential in all intellectual pursuit whether it be in between the "interplay" of speech and language or that of matter and the mind; this is where the sparking of knowledge is discovered. This is where the Liberal Arts resides: here in School of the Liberal Arts and Sciences at the American College of Greece.

Patrick J. M. Quinn, PhD

Dean, School of Liberal Arts & Sciences

1.2 Message from the Department Head

Welcome to the Department of Economics at The American College of Greece. We hope that you will enjoy studying Economics here. In congruence with the Mission of the College, the Department of Economics aims at generating an academic and professional environment, in which students can learn and practice the science of economics and faculty can contribute to it.

The Economics Department at Deree has a long tradition of outstanding training. The analytical skills of its students allow the faculty to offer a rigorous and comprehensive program that has gained an excellent reputation in the Greek industry as well as in universities abroad over the years. The Department focuses on high quality teaching, research, and service to the community and to the profession.

It is said that economics is the queen of the social sciences. Too true, since it studies how people and societies provide for themselves the material prerequisites of living – and how to improve on that. It's a complex task this (along with a complex world) that people necessarily engage in, ultimately involving not merely economic behaviour, but aspects of behaviour usually studied by sociology, psychology, or political science too. But focusing, as economics does, on the material side of well-being demands a no-nonsense approach. Economists learn accuracy of expression and definition, exercise critical thinking (a lot of it), learn how to combine different factors in well-structured explanations of economic phenomena and beyond. That is benefit number one. Number two is equally important: A study of economic behaviour and of the economy imparts a very profound understanding of the actual, i.e., the material, world we live in. Which means that economists tend to be realist thinkers, and, on that basis, very critical of misrepresentations of social and economic realities, often practised by other people. Perhaps that's why (that's a third benefit) economists and their skills are highly appreciated by the market place, which tends to reward economists both with above-average employment prospects and above-average salaries

The purpose of this handbook is to offer you guidance and advice as you begin your intellectual journey in the major. It explains the structure of the Economics major and provides short descriptions of compulsory and optional courses. The handbook also provides

you with basic College wide information. For detailed College wide information consult the Deree College catalog

O. Katsaitis, Ph.D.
Head, Department of Economics

1.3 Academic Calendar <http://www.acg.edu/academics/college-calendars>

1.4 Key Contacts

- American College of Greece: +30 210 600 9800
- Department Head: Dr. O. Katsaitis, katsa@acg.edu, ext. 1398 room 709
- Dean's Office: libarts@acg.edu ext. 1359, room 515
- Academic Advising Office: dc.adv@acg.edu ext. 1431
- Student Success Centre: ssc@acg.edu ext.1326, 1333
- Registrar's Office: registrar@acg.edu ext. 1331, 1328, 1449, 1445
- Validation Office: validation@acg.edu ext. 1428
- Student Affairs: studentaffairs@acg.edu ext. 1197, 1442
- Student Government: dc.sgorg@acg.edu ext.1373
- Library helpdesk: libraryreference@acg.edu ext. 1434, 1267
- SASS: sass@acg.edu ext.1273, 1276
- Study Abroad Office: studyabroadoffice@acg.edu ext. 1029, 1412
- Career Office: career@acg.edu ext. 1313, 1316
- Educational Psychologist: Dr. Natassa Triga, atriga@acg.edu ext. 1167
- College Nurse: Nora Beliaty, tbeliaty@acg.edu ext. 1500
- Economics Society: econsociety@acg.edu
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1.5 Keeping in Touch

Academic and administrative staff at ACG use your student email address to contact you. It is important that you check this account regularly. You can forward emails from your student email address to a preferred personal email address. However, spam filters needed by the College mean that emails sent from external email addresses may be delayed, blocked or deleted. It is, therefore, important that your student email address is the only email address that you use to contact College staff.

We will inform you of cancelled classes / activities / course notices as soon as possible. This will be via Blackboard, an email to your student email address or, if urgent, via the mobile phone number on our contact records.

Please make sure that you inform the Registrar's Office whenever you change your address and contact details. This will ensure we can always contact you in an emergency, and that you receive any important College communications that we may need to send you.

2. Studying on this Programme

Programme Philosophy and Mission

In congruence with the mission of the College, the mission of the Economics Department is to generate an academic and professional environment, in which students can learn and practice the science of economics and faculty can contribute to it.

The economics program aims to provide students with a thorough grounding in theoretical and applied economics. The program equips students with the appropriate tools to become successful professionals in today's global market environment. Students completing the program will also be able to pursue graduate studies in economics, finance, and other business-related fields.

The overall goals of the Economics program are to:

- Provide students with a solid background in theoretical and applied economics
- Develop students' analytical and critical thinking on current economic issues and policies
- Provide students with applicable quantitative skills
- Prepare students for postgraduate education
- Prepare students to become informed citizens and professionals

Programme Structure

LEVEL 4

Compulsory modules

EC 1000 PRINCIPLES OF MICROECONOMICS (LEVEL 4) – 15 CREDITS

EC 1101 PRINCIPLES OF MACROECONOMICS (LEVEL 4) – 15 CREDITS

EC 2011 ECONOMIC HISTORY OF EUROPE (LEVEL 4) – 15 CREDITS

MA 1105 APPLIED CALCULUS (LEVEL 4) – 15 CREDITS

MA 2010 STATISTICS I (LEVEL 4) – 15 CREDITS

EC 2350 MATHEMATICAL TECHNIQUES IN ECONOMICS (LEVEL 4) – 15 CREDITS

Optional Modules:

SOCIAL SCIENCE OPTION** (LEVEL 4) – 15 CREDITS

SOCIAL SCIENCE OPTION** (LEVEL 4) – 15 CREDITS

Social Sciences options

ANTHROPOLOGY

AN 1000 Introduction to Anthropology

AN 1003 Cultural Anthropology

AN 2030 Greek Folklore

POLITICAL SCIENCE

PO 1000 Political Organization

PO 1001 Political Behavior

PO 2004 Diplomacy

PO 2008 Beyond State and Nation

PSYCHOLOGY

PS 1000 Psychology as a Natural Science

PS 1001 Psychology as a Social Science

SOCIOLOGY

SO 1000 Introduction to Sociology

SO 1101 Sociology of Modern Life

SO 1009 Tourism, Leisure and Society

SO 2004 Social Inequality

SO 2030 Social Problems

LEVEL 5:

Compulsory Modules:

MA 3111 STATISTICS II (LEVEL 5) – 15 CREDITS

EC 3270 MANAGERIAL ECONOMICS (LEVEL 5) – 15 CREDITS

EC 3271 MACROECONOMIC THEORY AND POLICY (LEVEL 5) – 15 CREDITS

EC 3473 SELECTED TOPICS IN MICROECONOMIC THEORY (LEVEL 5) – 15 CREDITS

EC 3474 ADVANCED MACROECONOMICS (LEVEL 5) – 15 CREDITS

Optional Modules:

Three electives of the following

EC 2114 Health Economics (LEVEL 5) -15 CREDITS

EC 2226 Principles of Lending

EC 2240 Money and Banking

EC 3220 Economic Development

EC 3221 Economic Development of Modern Greece

EC 3225 Real Estate Economics

EC 3227 Maritime Economics

EC 3324 Insurance

EC 3332 The European Union

EC 3334 Environmental and Resource Economics

EC 3342 Public Finance

EC 3345 Monetary Theory and Policy

EC 3362 Labor Economics

Level 6

Compulsory modules

EC 4636 APPLIED METHODS IN ECONOMICS (LEVEL 6) – 15 CREDITS

EC 4753 ECONOMETRICS (LEVEL 6) – 15 CREDITS

EC 4975 SEMINAR IN MICROECONOMIC THEORY (LEVEL 6) – 15 CREDITS

EC 4976 SEMINAR IN MACROECONOMIC THEORY (LEVEL 6) – 15 CREDITS

EC 4210 HISTORY OF ECONOMIC THOUGHT (LEVEL 6) – 15 CREDITS

Optional Modules:

Three electives of the following

EC 4435 Insurance Issues and Reporting

EC 4543 Investment and Portfolio Theory

EC 4638 Actuarial Science

EC 4737 Insurance Industry Dynamics

EC 4231 International Trade

EC 4363 History of Economic Thought II

EC 4365 International Monetary Economics

EC 4564 Financial Economics: The Analytics of Risk Mgt

EC 4667 Economics of Defense

Academic Staff

Dimitris Doulos received his Ph.D. degree from Wayne State University at Detroit in 1995. He taught Economics and Finance at the undergraduate and graduate level at Wayne State University from 1990 until 1996. He joined the Economics Department of the American College of Greece in 1996 where he teaches undergraduate and graduate courses in the areas of macroeconomics, international economics and international finance. He has also engaged in business consulting and participated in EU-funded projects. His current research focuses in the area of international economics and finance. Dr. Doulos has published and presented papers on various international conferences on foreign direct investment, inflation dynamics, effectiveness of structural funds and external imbalances in the European Union. He served as Head of the Department of Economics and Social Studies from September 2008 until August 2009 and as Graduate Program Coordinator for the Master of Science in Finance program from 2009 until 2012.

Anna Giannopoulou-Merika: BSc in Mathematical Economics and Econometrics, London School of Economics (1985) MSc in Economic Development, University of Salford (1986) PhD in Economics, University of Salford (1990). She has been teaching since 1987 in the academia and in professional organizations both on a graduate and undergraduate level, econometrics, mathematical economics, and microeconomic theory. Since 1990 serves in the department of Economics, at Deree College, in the rank of Professor III and her main

research interests include; Forecasting, Shipping, financial markets, corporate finance. She has published in highly rated academic journals like, Journal of Forecasting(2009), TRE PART A(2012), TRE PART E(2012), Journal of Entrepreneurship: Theory and Practice(1999).

Odysseas Katsaitis is professor and Head of the Department of Economics at Deree College. He holds a BA in Economics from The University of Athens and a Ph.D. from UBC. He taught economic theory and quantitative methods at the graduate and undergraduate level at York University from 1980 -1990. He joined the Deree faculty at 1991. His research expertise lies in the area of applied econometrics and this work has appeared in a number of international academic journals. His professional background includes experience in executive training and consulting at the private and public sectors, especially in the area of environmental economics. His current research interests focus on the impact of EU funds on the greek economy. Specifically, with his colleagues are examining to what extent EU funding has exacerbated the impact of corruption on the greek economy. His teaching includes economic theory, quantitative methods and environmental economics.

Nick Pirounakis has a BA in Economics from Deree College, a MSc in Financial Studies from the University of Strathclyde, and a PhD from the University of Glasgow. He has worked in the Economic Studies Dept of the National Mortgage Bank of Greece, has done consultancy work for organisations and firms (like the National Statistical Service of Greece, ICAP, Ethnike Asphalistike, Aspis-Pronea), has been a contributor to journals and newspapers (e.g., *Economicos Tachydromos*, *E Cathemerine*, *Athens News*, *Kerdos*, *Private Insurance*, *The Glasgow Herald*, etc.), and has taught Economics at Deree College for nearly 18 years. His projects for the NSSG have involved 'Finding the amount of unauthorized housebuilding in Greece' and 'Finding the imputed and actual rental income rendered by Greece's housing stock', both in the context of a review of Greece's National Accounts asked by Eurostat in the mid-1990s. His books in English have been 'The Greek Economy: past, present and future' (Macmillan, 1997) and 'Real Estate Economics: a point to point handbook' (Routledge, 2012); his books in Greek have been 'Housing and housing credit in Greece' (IOBE, 1997), 'Financial Management' (Anubis, 1993, 1994, 1997), 'Basic economics for students, business managers, and politicians' (Anubis, 1995, 1997), 'Programme for a strong and better Greece' (Anubis, 2000), 'The Greek real estate market' (ICAP, 2001).

Vasileios Symeonidis is an applied mathematician and a member of the Deree faculty since 2010. He read mathematics at the University of Oxford, as a member of St.John's College (1995-1999), where he earned an M.Math. He also holds a Sc.M. and a Ph.D. from Brown University (1999-2005), both from the Division of Applied Mathematics. In 2005-2006 he worked as a post-doctoral associate at Brown and M.I.T. Prior to joining the American College of Greece he was an investment analyst for Dolphin Capital Partners, and later the head of the Property Development Division of the Church of Greece. His interests include numerical methods for physical, engineering, and financial applications. His research has been presented in several international conferences and published in peer-reviewed journals, such as the Journal of Fluid Mechanics, Journal of Computational Physics, Journal of Non-Newtonian Fluid Mechanics, Physical Review Letters, Journal of Chemical Physics, Bulletin of the Polish Academy of Sciences, and Experiments in Fluids. He is a full member of the Sigma Xi scientific research society and the president of the Oxford Alumni Society of Greece.

Annie Triantafillou received her Ph.D. from the University of Manchester – U.K. in December 1992. She has been teaching at the Economics Department of the American College of Greece - Deree since June 1993. Dr. Triantafillou has been teaching both undergraduate and graduate courses in the areas of macroeconomics in general and financial economics in particular, including banking, monetary theory, portfolio theory, and risk management. She was Head of the Department of Economics and Social Studies during 2005-08 and MS in Finance Program Coordinator during 2006-09. She held the post of the Assistant Dean of the School of Arts and Sciences from December 2007 to December 2009 and the post of the Associate Dean of the School of Arts and Sciences from January 2010 to August 2011. Dr. Triantafillou was a weekly columnist for the financial newspaper KRDOS from 1999 to 2011. She is an applied economist and her current research interests relate to real estate, shipping finance, banking and investment. Her recent research has been published in *Transportation Research*, *European Research Studies*, *Applied Financial Economics*, and *Journal of Applied Business Research*.

Soteria (Celia) Theodoropoulou is a macro economist. She graduated from the American College of Greece (Deree College) with an M.Sc. in Marketing and completed an M.A. and a Ph.D. in Economics at the University of Illinois at Chicago. Before joining the American College of Greece as an adjunct professor in Economics, she worked as an Account Officer with HSBC Bank and participated in the team responsible for the installation of the Bank's new computer system and later as an external consultant for the integration of HSBC bank with Barclay's Bank. Her teaching interests include Macroeconomics and Banking and her research interests lie in Applied Economics.

Description of Modules

EC 1000 PRINCIPLES OF MICROECONOMICS - LEVEL 4

Introduction to economics and the economy. The market system and the market model. Consumer theory, costs, production and the theory of the firm. Pricing and output determination in various market structures.

UK CREDITS: 15

US CR: 3/0/3

EC 1101 PRINCIPLES OF MACROECONOMICS – LEVEL 4

The role of the government in a mixed economy. National income accounts. Economic fluctuations, unemployment and inflation. Fiscal and monetary policy. Macroeconomic controversies.

Prerequisite: EC 1000

UK CREDITS: 15

US CR: 3/0/3

EC 2011 ECONOMIC HISTORY OF EUROPE – LEVEL 4

The economic development of Europe from the early Middle Ages to the present. The allocation of scarce resources throughout history and the emergence of institutions attempting to solve problems associated with such allocation. The relationship between economic events and cultural, political, social, religious and demographic trends and between economic events and economic thought.

UK CREDITS: 15

US CR: 3/0/3

EC 2350 MATHEMATICAL TECHNIQUES IN ECONOMICS – LEVEL 4

Use of economic models. Equilibrium analysis. Matrices. Derivatives. Optimization problems. Integration. Dynamic analysis. Mathematical programming.

Prerequisites: EC 1000 MA 1009 MA 1105

UK CREDITS: 15

US CR: 3/0/3

EC 3114 HEALTH ECONOMICS – LEVEL 5

Application of economic concepts to explore key health policy issues: market failure in health care, economic objectives of health care, alternative organizational and financing systems, provider remuneration systems in relation to incentive mechanisms, the role of patient payments, determinants of the health care budget and health care spending, factors prompting health care reforms globally, policy responses to the health care challenges.

Prerequisite: EC 1000

UK CREDITS: 15

US CR: 3/0/3

EC 3226 CREDIT AND LENDING – LEVEL 5

Principles of lending. Loan safety, loan purpose, and impact of lending on bank profitability. Financial analysis of prospective borrowers. Credit analysis. Types of lending and problem loan management.

Prerequisites: EC 1000 EC 1101

UK CREDITS: 15

US CR: 3/0/3

EC 3227 MARITIME ECONOMICS – LEVEL 5

The shipping market and shipping company economics, seaborne trade and transport systems, the merchant fleet and transport supply, and elements of maritime forecasting and market research.

Prerequisites: EC 1000 MA 1009

UK CREDITS: 15

US CR: 3/0/3

EC 3220 ECONOMIC DEVELOPMENT - LEVEL 5

Economic development and structural change. Theories of development. Domestic problems and policies. The trade policy debate. Transnationals and the transfer of technology. The role of government.

Prerequisites: EC 1000 EC 1101

UK CREDITS: 15

US CR: 3/0/3

EC 3221 ECONOMIC DEVELOPMENT OF MODERN GREECE - LEVEL 5

Major trends in Greek economy since WWII. Fiscal and monetary policies. Sectoral analyses and discussion of problems, like inflation, tax evasion, the public debt, the balance of payments, education, and social security. From accession to the EEC to membership of the Eurozone. The onset of crisis, 2009-10.

Prerequisites: EC 1000 EC 1101

UK CREDITS: 15

US CR: 3/0/3

EC 3225 REAL ESTATE ECONOMICS – LEVEL 5

The economies of the real estate market. Investment in real property. The development process. The construction industry. Land use and property values. The growth of urban

areas. Housing finance & housing policy. Models of the housing market. Property price indices. Real estate crisis management.

Prerequisites: EC 1000 EC 1101

UK CREDITS: 15

US CR: 3/0/3

EC 3240 MONEY AND BANKING – LEVEL 5

(same as AF 3240)

The nature and role of money. Scope and functioning of the finance system. Financial markets and interest rates. Financial institutions, bank management, and bank supervision. The money supply process and monetary policy.

Prerequisites: EC 1000 EC 1101

UK CREDITS: 15

US CR: 3/0/3

EC 3270 MANAGERIAL ECONOMICS – LEVEL 5

Basic micro analysis for consumer and business decision making. Production; technology and costs. Price and output determination in different market structures. Pricing with market power.

Prerequisites: EC 1000 EC 1101

UK CREDITS: 15

US CR: 3/0/3

EC 3271 MACROECONOMIC THEORY AND POLICY – LEVEL 5

Measurement and analysis of national income. The basic goods market macroeconomic model. The role of money. The IS-LM and AD-AS model. Fiscal and monetary policies. Macroeconomic pathologies: unemployment and inflation.

Prerequisites: EC 1000 EC 1101

UK CREDITS: 15

US CR: 3/0/3

EC 3324 INSURANCE - LEVEL 5

Insurance principles. Risk management. Adverse selection & moral hazard. Analysis of insurance contracts. Life & non-life insurance. Insurance company functions & operations. Buying insurance. Re-insurance. Determinants of insurance demand and supply. Insurance distribution. The agency network. The life insurance market globally and in Greece. Bancassurance.

Prerequisites: EC 1000 MA 1009 MA 2010

UK CREDITS: 15

US CR: 3/0/3

EC 3332 THE EUROPEAN UNION – LEVEL 5

The political and institutional framework of the European Union. The Union's agricultural, industrial, social, monetary and regional policy. Theory and practice of economic integration.

Prerequisites: EC 1000 EC 1101 EC 3270

UK CREDITS: 15

US CR: 3/0/3

EC 3334 ENVIRONMENTAL AND RESOURCE ECONOMICS – LEVEL 5

Market activity and the environment. Pollution as an externality. Environmental regulatory approaches: theory and practice. Benefit estimation procedures. Resource management.

Prerequisites: EC 1000 EC 1101 EC 3270

UK CREDITS: 15

US CR: 3/0/3

EC 3342 PUBLIC FINANCE – LEVEL 5

The role of the public sector in a mixed economy. Description and analysis of the three main functions of government: allocation, distribution and stabilization. The government budget and efficiency in taxation and government spending. Project evaluation. Public goods.

Prerequisites: EC 1000 EC 1101 EC 3270

UK CREDITS: 15

US CR: 3/0/3

EC 3345 MONETARY THEORY AND POLICY – LEVEL 5

Theories concerning the role of money in economic activity. Monetarism vs. Keynesianism. Money and economic growth. Inflation. The international monetary process. Monetary policy: goals, targets, and tools. Efficacy and shortcomings. Alternative monetary policies.

Prerequisites: EC 1000 EC 1101 EC 3271

UK CREDITS: 15

US CR: 3/0/3

EC 3362 LABOR ECONOMICS - LEVEL 5

Theoretical perspective of the demand and supply of labor and wage determination. Practical perspective of the determinants of the labor market. History and practice of collective bargaining and trade unionism in the United States and in Greece.

Prerequisites: EC 1000 EC 1101 EC 3270

UK CREDITS: 15

US CR: 3/0/3

EC 3435 INSURANCE ISSUES AND REPORTING – LEVEL 6

Basic pricing of life & non-life products. Experience rating. Loss ratio. Provisions. Chain-ladder method for estimating outstanding claims provision. Current life assurance issues. Insurance company financial statements. Ratio analysis. Old accounting rules vs. IFRS. European Embedded Value (EEV). Insurance industry regulation. Solvency I & Solvency II.

Prerequisites: EC 1000 EC 3324 MA 1009 MA 2010

UK CREDITS: 15

US CR: 3/0/3

EC 3473 SELECTED TOPICS IN MICROECONOMIC THEORY –level 5

Labor supply. Economics of time and uncertainty. General equilibrium and welfare economics. Game theory. Asymmetric information. Externalities and public goods.

Prerequisites: EC 1000 EC 1101 MA 1009 MA 1105

UK CREDITS: 15

US CR: 3/0/3

EC 3474 ADVANCED MACROECONOMICS – LEVEL 5

Expectations and macroeconomic policy in the short and the long run. The relationship between unemployment and inflation. Consumption and investment theory. Balance of payments, exchange rates and macroeconomic analysis for an open economy.

Prerequisites: EC 1000 EC 1101 MA 1009 MA 1105

UK CREDITS: 15

US CR: 3/0/3

EC 4638 ACTUARIAL SCIENCE - LEVEL 6

An introduction to actuarial techniques and way of thinking – i.e., discussion and provision of basic statistical tools for application in the insurance industry, both life and non-life. In this introductory course the deterministic rather than the stochastic model towards life contingencies is pursued.

Prerequisites: EC 1000 EC 3324 EC 3435 MA 1009 MA 2010 MA 3111

UK CREDITS: 15

EC 3737 INSURANCE INDUSTRY DYNAMICS – LEVEL 6

Key issues in modern insurance, ranging from the factors that determine life and health insurance consumption to insurance company solvency and asset-liability management (ALM). Particular attention is paid to the problems of social security systems nowadays (including the Greek one), and to the role private insurance can play in this context.

Prerequisites: EC 1000 EC 3324 EC 3435 EC 3638 MA 1009 MA 2010 MA 3111

UK CREDITS: 15

US CR: 3/0/3

EC 4210 HISTORY OF ECONOMIC THOUGHT - LEVEL 6

The development of economic ideas from medieval times to the mid-nineteenth century. The origins of modern economic theory. Economics in the context of history, politics, and culture.

Prerequisites: EC 1000 EC 1101

UK CREDITS: 15

US CR: 3/0/3

EC 4231 INTERNATIONAL TRADE – LEVEL 6

The theory of international trade and commercial policy: static and dynamic analysis of trade patterns with traditional and new models of international trade; international factor movements and multinational enterprises; welfare gains from trade; instruments and political economy of trade policy; preferential trade agreements.

Prerequisites: EC 1000 EC 1101

UK CREDITS: 15

US CR: 3/0/3

EC 4363 HISTORY OF ECONOMIC THOUGHT II – LEVEL 6

The development of economic ideas from the mid-nineteenth century to the present. Emphasizes the transition from classical political economy to modern economics and highlights the most important controversies and their origins.

Prerequisites: EC 1000 EC 1101 EC 4210

UK CREDITS: 15

US CR: 3/0/3

EC 4365 INTERNATIONAL MONETARY ECONOMICS – LEVEL 6

Major policy issues in international finance with emphasis on open economy macroeconomics. Topics include the balance of payments and the foreign exchange market; monetary and fiscal policies in open economies; the floating exchange rate system and models of exchange rates determination; international financial markets; target zones and optimum currency areas.

Prerequisites: EC 1000 EC 1101 EC 3271

UK CREDITS: 15

US CR: 3/0/3

EC 4443 INVESTMENT AND PORTFOLIO THEORY - LEVEL 6

Investment theory and practice including financial markets, risk and return, securities, asset allocation and diversification. Utilization of analytical techniques available for investment planning and selection in the environment in which investment decisions are made.

Application of models and investment strategies to analyze and manage portfolios.

Prerequisites: EC 1000 EC 1101 MA 1009 MA 2010

UK CREDITS: 15

US CR: 3/0/3

EC 4564 FINANCIAL ECONOMICS: THE ANALYTICS OF RISK MANAGEMENT –LEVEL 6

Equilibrium models of capital markets. Market efficiency: theory and empirical evidence. Valuation models. The analytics of derivative financial instruments: forwards, futures, swaps, options. The Black-Sholes and beyond. Evaluation of portfolio performance.
Prerequisites: EC 1000 EC 1101 MA 1009 MA 1105 MA 2010
UK CREDITS: 15
US CR: 3/0/3

EC 4636 APPLIED METHODS IN ECONOMICS –LEVEL 6
Data categories. Databases. Applications of descriptive and inferential statistics in economics and finance. Model building and use in economics and finance. Model estimation.
Prerequisites: EC 1000 EC 1101 MA1009 MA1105 MA 2010 MA 3111
UK CREDITS: 15
US CR: 3/1/3

EC 4667 ECONOMICS OF DEFENSE - LEVEL 6
Fundamentals of defense economics; definition of terms and concepts; the demand for military expenditures; costs versus benefits of defense expenditure; the opportunity cost of defense; the peace dividend; defense procurement theories; evidence and policies; the Greek defense industry and the impact of the defense burden on the Greek balance of payments; arms race models; the arms race cost for Greece; military manpower.
Prerequisites: EC 1000 EC 1101 EC 3270 EC 3473 MA 1009 MA 1105
UK CREDITS: 15
US CR: 3/0/3

EC 4753 ECONOMETRICS – LEVEL 6
The multiple regression model. Ordinary Least Squares Estimation. Violation of assumptions: heteroskedasticity, autocorrelation, multicollinearity. Econometric applications: further diagnostics, Methods of Estimation. Time- Series analysis, Stationary variables. Volatility Models, Vector Auto Regression Forecasting.
Prerequisites: EC 1000 EC 1101 EC 4636 MA1009 MA 1105 MA 2010 MA 3111
UK CREDITS: 15
US CR: 3/1/3

EC 4975 SEMINAR IN MICROECONOMIC THEORY – LEVEL 6
Topics in advanced microeconomic theory. The analytics of uncertainty. Duality theory. Modeling of preferences and technology. Applications of microeconomics to current economic problems.
Prerequisites: EC 1000 EC 1101 EC 3270 EC 3271 EC 3473 MA 1009 EC 4636 MA 1105 MA 2010 MA 3111
UK CREDITS: 15
US CR: 3/0/3

EC 4976 SEMINAR IN MACROECONOMIC THEORY – LEVEL 6
Advanced macroeconomic theory. The New Classical Revolution and its critics. The new Keynesian economics. Neoclassical growth models and beyond. Infinite-horizon and overlapping generation models. Endogenous growth. The real business cycles controversy. Open economy macroeconomics.
Prerequisites: EC 1000 EC 1101 EC 3270 EC 3271 EC 3474 MA 1009 EC 4636 MA 1105 MA 2010 MA 2111
UK CREDITS: 15
US CR: 3/0/3

Programme Resources

Library Resources

The present situation is as follows:

John S. Bailey Library provides extensive print, electronic and audio-visual resources in support of the College's academic programs. The attractive, quiet and modern environment offers an ideal setting for students to study, conduct research, connect with peers, or read for pleasure.

Students, faculty and staff have access to a large collection of print and non-print resources including 129.000 books, 132.000 e-books, more than 12.500 academic journals and newspapers and a more than 2.200 educational films and CDs. These resources and other research tools are accessible through the library's website (library.acg.edu) on campus as well as remotely.

Students studying economics, in particular, have access to high-quality journals, statistical data and reports, industry profiles and other types information through these electronic resources:

Academic Search Premiere (EBSCO)

A multidisciplinary database with access to articles covering all academic disciplines. More than 4,700 titles are available in full text.

Business Source Complete (EBSCO)

A comprehensive business database with access to articles from journals, trade publications and magazines, as well as industry and country reports, case studies, SWOT analyses and much more.

Credo Reference

A collection of over 270 online reference books by *SAGE Publications* in the fields of business, geography, law, medicine, psychology, religion, science and the social sciences.

DSI - All That Stats

Access to an array of statistical data from OECD, the European Union, the IMF and UNIDO, as well as a variety of US and German official and central bank statistics.

EBSCO eBook Collection

A collection of over 132,000 ebooks covering all academic disciplines.

EconLit (EBSCO)

An online index to economic literature produced by the *American Economic Association*. Includes journal articles in full text, citations and abstracts of articles, chapters of books, dissertations, working papers and book reviews in all areas of economics.

The Economist

Online access to articles from *The Economist* as well as a variety of web-only content, including blogs, debates and audio/video programmes.

Financial Times

The online version of the leading financial newspaper with access to the latest business, finance, economic and political news, commentaries, data and analysis.

JSTOR

Full text archive of back issues of core scholarly journals in the arts, humanities and social sciences.

ScienceDirect

Citations and abstracts from over 3,200 journals. Full text access to 480 journals in the social and behavioural sciences from 1995 onwards.

An array of media services is also available to students and faculty. The DEREK Media Centre houses the library's audio-visual and multimedia collections and provides equipment for viewing and listening. Moreover, the Media Centre offers assistance to students and faculty in integrating the latest audio-visual technologies into their research.

For resources not readily available, the library offers document delivery services through the union catalog of serials of the *National Network of Academic and Scientific Libraries*. Pay-per-article and document delivery services are also available from OCLC, partner AMICAL libraries, *The British Library*, as well as through a variety of vendors and publishers.

The print and audio-visual collections are organized according to international cataloging rules. All library functions, including cataloging, acquisitions, circulation, reserves and the public access catalog are managed through an integrated library automation system. The web-based public access catalog is accessible to anyone through the Internet. Library holdings are also listed in OCLC's *WorldCat* database.

All library collections are enriched throughout the academic year in close collaboration with faculty in accordance with the developing needs of each academic area. Online resources are carefully evaluated by librarians, faculty and students through trial and benchmarked against other peer international and US libraries supporting similar programs.

In addition to a wide range of resources, the library offers to incoming students training sessions in information discovery and research. Students learn how to use the library website to access, select, evaluate and effectively use information resources. Moreover, in collaboration with faculty, special training sessions are organized for the needs of specific courses or disciplines. The reference desk is staffed throughout the day by specially trained personnel who can assist students and faculty in using the library and its various resources.

The library provides 28 computer workstations, viewing and listening stations, ample space for studying, individual study carrels and comfortable seating. A wireless network allows users to access all electronic resources from their laptops, tablets or hand-held devices. Printing and photocopy facilities are also available.

Multimedia resources

- Microsoft Office: 750 licences currently in operation. Licences are per machine and are renewed every 5 years.
- SPSS: 100 licences currently in operation. Licences are concurrent and are renewed annually.
- E-views: 3 licences currently in operation. Licences are per machine and are renewed annually.
- Blackboard platform: The licence is renewed annually.
- Turnitin Plagiarism Detection software: Licence is renewed annually.

Information Resources and Technology

Information technology is integral to all aspects of academic life at The American College of Greece, including teaching and learning, research and creative endeavors, outreach, administration, and student life. The systems and services impact virtually every aspect of campus life and are central to the academic enterprise as well as administrative processes. As the provider of technology and technology services at The American College of Greece,

the Information Resources Management (IRM) department is committed to technology innovation consistent with the College's strategic plan. The IRM Department consists of the following divisions:

- Administrative computing: refers to computing applications that support administrative processes that are institution-wide. Its purpose is to improve the capability to cost-effectively manage ACG's resources and serve the administrative needs of faculty, student and staff constituents.
- Academic computing: consists of information technology tools, methods and services which allow faculty to improve their teaching and provide an enhanced learning environment for students.

Academic Computing

Systems and services for which Academic Computing is responsible includes the following:

Instructional Technology

A specialized online course management system, ACGBoard, based on Blackboard CMS, is used in courses to enhance the student experience and support the instructional program. Through ACGBoard, students can access online course materials and interact with the instructor and other students in the class. ACGBoard is widely used at ACG to enhance and support classroom teaching.

The services that can be accessed through Blackboard include the following:

- Access course materials (including text, images, video, audio).
- Access quizzes and surveys.
- Set and receive assignments.
- Communicate with students through online discussions, real-time chat and an interactive whiteboard.
- Track student progress and manage grades.
- Provide feedback to students.
- Access to electronic textbooks.

Since Spring 2014, the College has initiated a pilot program to introduce electronic learning resources to a selection of 35 undergraduate courses. Students registering for these courses have received the required textbook(s) in an electronic format (e-book) along with various other electronic course materials, accessed through Blackboard. The adoption of e-books, introduced DERE students to new learning methods based on interactive, enhanced content and searchable electronic resources. Appropriate faculty and student guides on how to access and use this new service have been created.

Interactive collaboration and sharing.

The department has acquired a site license of VoiceThread, an interactive collaboration and sharing tool that is proven to enable users add images, documents and videos and to which other users can add voice, text, audio and video comments. The tool could be accessible through Blackboard and is currently being evaluated by a selected group of faculty members.

Appropriate training is provided to all students during the first semester of classes and also a thorough user manual is available. Faculty specialized training is provided to all new college faculty as part of their college induction program. Additional more focused training on specific features (e.g. Wikis) are organized throughout the semester.

Student Software

Microsoft Student Advantage

The IT department of The American College of Greece, is providing Microsoft Office 365 Pro Plus to all registered students at no cost via the Microsoft Student Advantage program. This agreement between ACG and Microsoft allows the College to provide current students with the latest version of full Office at school and at home. The license to use the software is provided and validated to all students through the college email system (@acg.edu).

Microsoft e-Academy

The College's Microsoft campus agreement requires that the e-academy Electronic License Management System (ELMS) is made available to all students of the ACG community. ELMS is a web-based management system which easily enables students to download Microsoft software and use it for educational purposes. The use of ELMS for the management and

distribution of software in the Academic Alliance Program is made available by Microsoft and e-academy (Microsoft partner) as a student benefit, free of charge. Students may use the software that is provided through ELMS for non-commercial purposes including instructional use, research and/or design, development and testing of projects for class assignments, tests or personal projects.

The Technology Enhanced Classroom initiative at ACG enables instructors and students access, tools and resources available beyond the traditional classroom. Classrooms are equipped with IT resources designed to extend and broaden the learning experience. From faculty lectures to student presentations, users are able to display multimedia and web enabled information throughout the ACG network of technology enhanced classrooms. All classrooms are equipped with a ceiling mounted video projection system specifically designed to meet the requirements of each classroom environment. A projection screen provides an ideal viewing surface for data or video, displaying clear, bright images.

Every classroom features a teaching station that is specially designed to house the room's technology. The teaching station also features a retractable keyboard and mouse tray, along with a built-in LCD monitor, which provides the ability to display the same image on both the built-in monitor and projection system, thus allowing instructors to maintain eye contact with students. A VCR/DVD/Blue Ray player that incorporates high quality video in the classroom is also provided. The system is complemented by the latest sound amplifier technology and wall mounted speakers. All classrooms are connected to ACG's high speed backbone and some of them also offer wireless connectivity. Training for maximum use of equipment in Technology Enhanced classrooms is provided by Media Center staff.

Media Centers

The Media Centers at The American College of Greece support the instruction and research needs of ACG's faculty, students, staff and alumni by providing facilities, collections and expertise for researching, viewing and producing a wide range of media. The Centers provides equipment and expertise for producing video for classroom and extracurricular projects. Digital cameras, camcorders and audio recorders are available for loan to support the academic community. Multimedia stations are available for editing audio and video, scanning and manipulating images, and creating presentations. Workshops (offered on demand during the term) provide instruction on multimedia hardware and software available in the Center. The Center's media collection comprises more than 1,000 DVDs and 1,500 videotapes, as well as audiotapes, CDs, and CD-ROMs on a wide variety of subjects.

The Media Center has equipment and support for digitizing and editing audio, video and images. This facility is also equipped to repair, duplicate, transfer, and convert the presentation of media materials into the most popular audio and video formats. The Media Center serves several locations on all campuses, including DERE's Main Building and the Communications Building.

2.1 Library Help

Your department liaises with JS Bailey Library staff to ensure physical and electronic information resources for your subject are available. Library staff are available to support you personally and will work with you throughout your time at the College.

If you have any questions about using the Library, such as logging-in, printing or using our various databases you can get help:

- from the front desk on the ground floor of the JS Bailey Library
- online: <http://library.acg.edu/help>
- by phone: +30 210 600 9800 ext. 1434

The JS Bailey Library's website library.acg.edu provides access to thousands of resources and information about Library services. You can also access key services via your smart phone or tablet.

2.2 External Examiner

The External Examiner assures that you are assessed fairly in relation to other students on the same programme and that your award is of the same standard as similar programmes offered by other UK higher education institutions.

The External Examiner for this programme is:

J. Rivas, Bath University UK

Academic Society Advisors provide an oral summary of External Examiners' reports in the first Academic Society General Assembly meeting after each Board of Examiners. Information on the External Examiner's report could be provided by your Department Head upon request.

2.3 Work-Related Activities

While you may gather a great deal of information in your courses, there is no substitute for direct experience in a professional environment. Work-related activities allow you to get "hands-on" experience and, therefore, constitute a pertinent learning tool.

The internship option in your program provides opportunities for the development of practical skills in contexts where professional criticism is both immediate and constructive. It also furnishes you with opportunities to observe and understand connections between coursework and skills needed to perform effectively in a professional environment. Internships aid in the identification of knowledge and skills essential to doing well in a particular profession, give you the opportunity to demonstrate your professionalism and, therefore, increase the credibility of your degree.

In addition, because the internship experience requires a great deal of personal responsibility, it enhances your professional confidence and provides an important step in your personal and professional maturation process.

The industry placement is in essence your first step towards a professional career. It gives you valuable experience in preparation for employment, provide entry into a professional network and occasionally lead directly into employment opportunities. Contacts made through the internship can be invaluable sources of information for securing eventual employment.

2.4 Opportunities for Graduates

Upon graduation, students will have gained a strong understanding of the theoretical economics, applied economics and quantitative methods. They will be prepared to advance their academic studies at the graduate level, work as economists within the economics and finance departments of business organizations or become independent economic consultants

3. Assessment and Feedback

3.1 Assessment

Assessment Strategy and Procedure

Although courses may employ assessment instruments which perform only a diagnostic or formative function, credit for the completion of a course can only be obtained on the basis of one or more summative assessments. A summative assessment provides a measure of the extent to which a student has achieved the intended learning outcomes of a module. The assessment of a student's academic performance requires a judgment of the quality of his or her work. In all cases, this assessment are governed by criteria which are explicit and communicated to students. More information on the assessment strategy of the College is given in Appendix A. The general grading criteria employed by the College are set out in Appendix B.

Examination Regulations and Procedures

Examination regulations apply to in-class assessments, such as examinations, laboratory tests etc., for all students registered in DERE courses and aim at promoting academic honesty through appropriate conduct. More information on procedures for exam security and invigilation is provided in Appendix A.

Student Identity

Students must carry with them their DERE ID card in the examination room. For details on Checking of Student Presence Procedure, please visit *myACG*.

Entering and Leaving the Exam

Students who arrive late may be admitted to the exam but no additional time will be given. Students should be allowed to enter and take the exam up until a quarter of the allotted time has passed. Students should not be allowed to leave before a quarter of the allotted time has passed. Students should bring as little as possible to the examination room. Any bags, books, notes, should be placed underneath the chair. Food and drink (including coffee) are not permitted in the exam room with the exception of clear bottles of water.

Exam Conduct

Students should bring their own pens, pencils, approved calculators, and other materials needed for the examination. All exams should be written legibly in black or blue ink. Pencil may only be used for diagrams, graphs, etc. Exam answers written in pencil are not acceptable. Entry/leaving an exam should be done as quietly as possible.

Mobile Phones and Electronic Devices

Mobile phones and electronic devices must be switched off – not on “silent” – in clear view and placed underneath the chair. If students use or attempt to use their phone / electronic device during the exam it will be regarded as a disciplinary offence. Students will be held responsible if their mobile phone / electronic device rings / vibrates during the exam. Any student caught using Bluetooth or any electronic device in the exam will be asked to leave immediately and will face disciplinary action.

Student Answers/Examination Paper

All answers must be legibly written on exam paper provided by the exam proctor. Students are not permitted to write answers on the question paper. Students must clearly cross out any (rough) work that is not to be graded. If extra exam paper is needed, it will be provided by the exam proctor. The only paper that can be used is the paper provided by the College and should all be returned to the proctor at the end of the exam.

Return of Exam Papers

Students must put the exam question paper and all answer papers together and submit both to the exam proctor. Failing to do so will result in failure in the exam.

Assessment Schedule

Please note the exam/assessment periods in the academic calendar and make sure that you are available during that period.

Examination Schedule

The examination schedule is published on *myACG*. Please keep checking for updates.

Coursework

Where a module is wholly or partly assessed by coursework, the submission date and method of submission will be clearly stated on the Course Information Packet circulated to students by the instructor on the first day of classes and posted on the course Blackboard container.

When you submit an assignment it is important that you ensure the following information is on the assignment front sheet:

- ✓ Your name
- ✓ Year and semester
- ✓ Name of the instructor for whom the assignment has been done
- ✓ Name of the module for which the assignment has been done

Your responsibilities:

- ✓ Keep a record of your work
- ✓ Keep copies of all assignments
- ✓ Ensure your work is handed in within the deadlines

Each piece of assessed work will receive a mark and feedback. The method and form of feedback for each module will depend on the assessment method.

Assessment Method Mapping

COURSE	COURSE TITLE	ASSESSMENT TYPE	WEIGHT	DESCRIPTION
COMPULSORY MODULES				
EC 1000	Principles of Microeconomics	In-class, 1-hour, "diagnostic" test - formative	0	Multiple choice/ problems/ essay questions
		In-class 1-hour midterm examination - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	
EC 1101	Principles of Macroeconomics	In-class, 1-hour, "diagnostic" test - formative	0	Multiple choice/ problems/ essay questions
		In-class 1-hour midterm examination - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	
EC 2011	Economic History of Europe	"diagnostic" coursework - formative	0	Essay-type
		In-class 1-hour midterm examination - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	

		formative		
		In-class 1-hour midterm examination - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	
MA 2010	Statistics I	In-class, 1-hour, "diagnostic" test - formative	0	numerical problems
		In-class 1-hour midterm examination - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	
EC 2350	Mathematical Techniques in Economics	In-class, 1-hour, "diagnostic" test - formative	0	numerical problems
		In-class 1-hour midterm examination - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	
MA 3111	Statistics II	In-class, 1-hour, "diagnostic" test - formative	0	numerical problems
		In-class 1-hour midterm examination - summative	40	
		Final examination (2-hour,	60	

		comprehensive) - summative			
EC 3270	Managerial Economics	In-class, 1-hour, "diagnostic" test - formative	0	numerical problems/essay-type questions combination	
		In-class midterm examination (1-hour) - summative	40		
		Final examination (2-hour, comprehensive) - summative	60		
EC 3271	Macroeconomic Theory & Policy	In-class, 1-hour, "diagnostic" test - formative	0	numerical problems/essay-type questions combination	
		In-class midterm examination (1-hour) - summative	40		
		Final examination (2-hour, comprehensive) - summative	60		
EC 3473	Selected Topics in Microeconomic Theory	In-class, 1-hour, "diagnostic" test - formative	0	numerical problems/essay-type questions combination	
		In-class midterm examination (1-hour) - summative	40		
		Final examination (2-hour, comprehensive) - summative	60		
EC 3474	Advanced Macroeconomics	In-class, 1-hour, "diagnostic" test - formative	0	numerical problems/essay-type questions combination	

		In-class midterm examination (1-hour) - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	
EC 4210	History of Economic Thought	"diagnostic" coursework - formative	0	essay-type questions
		Essay (1800 - 2200 words) - summative	40	literature review/synthesis/critical evaluation
		Final examination (2-hour, comprehensive) - summative	60	essay-type questions
EC 4636	Applied Methods in Economics	Coursework - formative	0	simulations/interpretation of results
		Project	40	Estimation/ numerical problems
		Final examination (2-hour, comprehensive) - summative	60	numerical problems/essay-type questions combination
EC 4753	Econometrics	In-class, 1-hour, "diagnostic" test - formative	0	numerical problems/interpretation of results
		Research paper (1800 - 2200 words) - summative	40	data collection/methodology/interpretation
		Final examination (2-hour, comprehensive) - summative	60	numerical problems/interpretation of results
EC 4975	Seminar in	In-class, 1-hour, "diagnostic" test -	0	essay-type questions

CAPSTONE	Microeconomic Theory	formative		
		Research paper (3800 - 4200 words) - summative	50	literature review/data collection/methodology/interpretation
		Final examination (2-hour, comprehensive) - summative	50	essay-type questions
EC 4976 CAPSTONE	Seminar in Macroeconomic Theory	In-class, 1-hour, "diagnostic" test - formative	0	essay-type questions
		Research paper (3800 - 4200 words) - summative	50	literature review/data collection/methodology/interpretation
		Final examination (2-hour, comprehensive) - summative	50	essay-type questions
OPTIONAL MODULES -LEVEL 5				
		THREE OF THE FOLLOWING:		
EC 3114	Health Economics	In-class, 1-hour, "diagnostic" test - formative	0	essay-type questions
		In-class midterm examination (1-hour) - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	
EC 3226	Credit and Lending	In-class, 1-hour, "diagnostic" test - formative	0	essay-type questions
		Project (1400 -1600 words) - summative	40	case study

		Final examination (2-hour, comprehensive) - summative	60	essay-type questions
EC 3240	Money and Banking	In-class, 1-hour, "diagnostic" test - formative	0	numerical problems/essay-type questions combination
		In-class midterm examination (1-hour) - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	
EC 3220	Economic Development	In-class, 1-hour, "diagnostic" test - formative	0	essay-type questions
		Essay (1600 - 1800 words) - summative	40	literature review/synthesis/critical evaluation
		Final examination (2-hour, comprehensive) - summative	60	essay-type questions
EC 3221	Economic Development of Modern Greece	In-class, 1-hour, "diagnostic" test - formative	0	essay-type questions
		In-class midterm examination (1-hour) - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	
EC 3225	Real Estate	In-class, 1-hour, "diagnostic" test -	0	essay-type questions

	Economics	formative		
		In-class midterm examination (1-hour) - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	
EC 3227	Maritime Economics	In-class, 1-hour, "diagnostic" test - formative	0	essay-type questions
		In-class midterm examination (1-hour) - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	
EC 3345	Monetary Theory & Policy	In-class, 1-hour, "diagnostic" test - formative	0	essay-type questions
		Essay (1600 - 1800 words) - summative	40	literature review/synthesis/critical evaluation
		Final examination (2-hour, comprehensive) - summative	60	essay-type questions
EC 3324	Insurance	In-class, 1-hour, "diagnostic" test - formative	0	essay-type questions
		In-class midterm examination (1-hour) - summative	40	
		Final examination (2-hour,	60	

		comprehensive) - summative		
EC 3332	The European Union	In-class, 1-hour, "diagnostic" test - formative	0	essay-type questions
		In-class midterm examination (1-hour) - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	
EC 3334	Environmental & Resource Economics	In-class, 1-hour, "diagnostic" test - formative	0	essay-type questions
		In-class midterm examination (1-hour) - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	
EC 3342	Public Finance	In-class, 1-hour, "diagnostic" test - formative	0	essay-type questions
		Essay (1800 -1600 words) - summative	40	literature review/synthesis/critical evaluation
		Final examination (2-hour, comprehensive) - summative	60	essay-type questions
EC 3362	Labour Economics	In-class, 1-hour, "diagnostic" test - formative	0	essay-type questions

		Essay (1600 -1800 words) - summative	40	literature review/synthesis/critical evaluation
		Final examination (2-hour, comprehensive) - summative	60	essay-type questions
OPTIONAL MODULES - LEVEL 6				
		THREE OF THE FOLLOWING:		
EC 4435	Insurance Issues and Reporting	In-class, 1-hour, "diagnostic" test - formative	0	essay-type questions
		In-class midterm examination (1-hour) - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	
EC 4443	Investment & Portfolio Theory	Exercises and portfolio - formative	0	handouts of exercises/portfolio construction
		Project	40	Portfolio construction
		Final examination (2-hour, comprehensive) - summative	60	numerical problems/essay-type questions combination
EC 3638	Actuarial Science	In-class, 1-hour, "diagnostic" test - formative	0	numerical problems/essay-type questions combination
		In-class midterm examination (1-hour) - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	

EC 3737	Insurance Industry Dynamics	In-class, 1-hour, "diagnostic" test - formative	0	numerical problems/essay-type questions combination
		In-class midterm examination (1-hour) - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	
EC 4231	International Trade	In-class, 1-hour, "diagnostic" test - formative	0	essay-type questions
		In-class midterm examination (1-hour) - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	
EC 4363	History of Economic Thought II	"diagnostic" coursework - formative	0	essay-type questions
		Essay (1800 - 2200 words) - summative	40	literature review/synthesis/critical evaluation
		Final examination (2-hour, comprehensive) - summative	60	essay-type questions
EC 4365	International Monetary Economics	In-class, 1-hour, "diagnostic" test - formative	0	essay-type questions

		In-class midterm examination (1-hour) - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	
EC 4564	Financial Economics: The Analytics of Risk Management	In-class, 1-hour, "diagnostic" test - formative	0	numerical problems/essay-type questions combination
		In-class midterm examination (1-hour) - summative	40	
		Final examination (2-hour, comprehensive) - summative	60	
EC 4667	Economics of Defence	In-class, 1-hour, "diagnostic" test - formative	0	essay-type questions
		Research paper (1800 2200 words) - summative	40	literature review/synthesis/critical evaluation
		Final examination (2-hour, comprehensive) - summative	60	essay-type questions

3.2 Giving your Feedback about this Programme

We are keen to work with you to enhance your programme. Opportunities for you to feedback to us formally include student participation in the Programme Committee, the Academic Society, Student Course Evaluation, Senior Exit Surveys, meetings with the Dean, meetings with the Provost, and other student surveys. Informal feedback is also welcome at any time either via your instructor or your department head.

School of Liberal Arts and Sciences Programme Committee

The School of Liberal Arts and Sciences Programme Committee is responsible for the routine monitoring of programmes, including the consideration of student feedback, performance data and external examiners' reports. Proposals approved by the Committee are forwarded to the DERE Curriculum Committee and Academic Council. The Programme Committee is chaired by the Academic Dean of the School. Committee membership includes all Department Heads and Programme Coordinators, as well as the president of each student academic society. This ensures that the student community has a voice in decisions about curriculum, teaching and learning, and the development of the School of Liberal Arts and Sciences.

Departmental Academic Society

The School of Liberal Arts and Sciences **Economics** Department has a student society, which organizes field trips, on-campus lectures, and informational meetings about the programme. The faculty advisor to the Society supervises the organization of student elections to the society's governing board according to the society's constitution, and the board of students implements all planned activities. The societies also maintain a Blackboard site for all students majoring in the programme where academic information can be posted.

Student Course Evaluation

Student evaluations of courses and instructors are administered by the Office of the Registrar at the end of each academic term. The online course evaluation system is easy, convenient, secure, anonymous, and confidential. The course evaluation system is administered by the Registrar's Office. Information about the course evaluation system is available through the college website or by emailing registrar@acg.edu.

Senior Exit Survey

Student feedback comprises an integral part in the continuous development and success of School of Liberal Arts and Sciences programmes. In that spirit, we ask prospective graduates a Senior Exit Survey. The survey includes questions on student satisfaction with the education provided by the School of Liberal Arts and Sciences and with their overall College experience at DERE. The aim is to identify areas of good practice as well as areas that need improvement. Based on the data collected through the Senior Exit Survey, a report is developed by an interdisciplinary School of Liberal Arts and Sciences faculty committee. All data collected in this survey are held anonymously and securely. Responses cannot be traced back and all results are presented in an aggregated form. When you reach the final semester of study, you receive the relevant link in your student email address.

3.3 What Happens with your Feedback about this Programme?

Your feedback helps us to continually enhance this programme. You can find out what actions have been taken in response to your feedback through your academic

society, student government, department head or instructor. Updates on action taken are also provided through blackboard and *myACG*. Student feedback is used in a variety of ways, including:

- Improvement of methods of Teaching and Learning
- Module Leader Reports
- Annual Performance Evaluation of academic staff

3.4 Getting Feedback on your Assessed Work

According to The College has committed to a two week turnaround for feedback. Each module handbook will provide you with specific guidelines on the turnaround for feedback.

3.5 How do I Get my Results?

Results from module assessments and decisions on progression to the next level or awards (if you are in the final level) are available from *myACG*. Results normally appear within ten working days after the end of the examination period. Marks on individual assessments are not finalized until the Board of Examiners' meeting (the meeting where your end of year outcome will be decided). If you are unsure about when you might receive your results or have queries relating to your results, you may contact your module instructor via email.

3.6 Issues with Assessment

If you are experiencing problems which are adversely affecting your ability to study (called 'mitigating circumstances'), then you can apply providing some form of evidence of your circumstances to verify your request.

Examples of acceptable extenuating circumstances include:

- Bereavement
- Illness
- Hospitalization
- Transport cancellation, where this may be evidenced
- Court attendance
- Serious family illness where the impact on the students' ability to undertake assessment may be demonstrated
- Accident

The following are not acceptable extenuating circumstances:

- Holidays
- Weddings
- Family celebrations
- Printing problems
- Computer failure, corrupt USB sticks
- Financial problems
- Work related problems
- Accommodation issues
- Mis-reading assessment arrangements

Late Submission

You must submit work by the deadlines set in the course outline. Work submitted after but within seven days of the deadline will receive a maximum grade of C. You will fail the assessment if work is submitted later than seven days after the deadline.

Resits

In the case of an initial failure of one or more assessments in a course, you have the right to be reassessed in (i.e. resit) the element that you have failed. This reassessment will normally be scheduled prior to the commencement of the following semester. Only one resit per each assessment element is allowed in each module. The maximum grade you can obtain for the reassessed component of the course is a pass (Grade C – 40%). If you fail the resit, you will not receive the credit for that course.

Resits in Capstone Courses

Students who fail a coursework assessment (project/paper) with a weight of 60% or above in a capstone course may request to resit the failed assessment in the resit period following the one designated for the course.

Such requests from students must include the instructor's verification that it is impossible for the student to successfully complete the assignment by the scheduled course resit period.

Such an extension for the completion of specified coursework in capstone courses can only be given upon the recommendation of the student's instructor and the approval of the relevant Department Head and CASP.

Academic Appeals

Students registered in a validated program, may appeal against a decision of the Board of Examiners. Students' rights of appeal are limited to two grounds:

- either that the candidate's performance in an assessment was adversely affected by illness or factors which s/he was unable, or for valid reasons unwilling, to divulge before the Board of Examiners reached its decision
- or that there has been a material administrative error, an assessment was not conducted in accordance with the current regulations for the program or special arrangements formally agreed, or that some other material irregularity relevant to the assessment has occurred.

Disagreement with the academic judgment of a Board of Examiners in assessing the merits of an individual element of assessment does not constitute grounds for an academic appeal. Responsibility for the submission of documentary evidence in support of the appeal rests with the student.

Appeals must be submitted in writing to the Registrar no later than 14 days following the publication of Examination Board results. All appeals must be submitted in writing to the Registrar by the end of the second week of the following session/semester.

On receipt of the appeal, the Registrar informs the department head/area coordinator and Academic Council (through the Chief Academic Officer) and submits to them all relevant evidence and correspondence.

The Academic Dean will undertake an initial assessment of the validity of the appeal and advise the student accordingly. In the light of this advice, the student should decide whether s/he wishes to proceed with the appeal. Alternatively, the student may decide to withdraw his or her appeal and/or lodge a complaint in accordance with the College's complaints procedure. The subcommittee of the Academic Council will hear the appeal. The appellant may be called to appear before the subcommittee. The subcommittee may also require the Chair of the Board of Examiners to appear

separately before it. The appellant and the Chair of the Board will not be present when the subcommittee considers the evidence and formulates its decision. The subcommittee must inform the student and the Board of Examiners of its decision within seven days of the hearing. The student has the right to subsequently appeal to the President in writing against the decision of the subcommittee. If the appellant wishes to contest the President's decision s/he has the right to lodge an appeal with the Open University. The student will obtain contact details for the President and the Open University at the Student Success Center.

The Registrar's Office will keep records of outcomes for all appeals cases. The Academic Council will receive annual summary reports regarding all appeals received by the College.

Cheating, Plagiarism and other forms of Unfair Practice

An academic offence (or breach of academic integrity) includes any action or behavior likely to confer an unfair advantage, whether by advantaging the alleged offender or by disadvantaging another or others. Examples of such misconduct are plagiarism, collusion, cheating, impersonation, supplying false documentation, use of inadmissible material and disruptive behavior in class or during examinations. Responsibility for reviewing breaches of academic integrity is held by the Committee on Standing and Conduct.

3.7 Academic Misconduct and Penalties

Charges against a student for violating academic integrity may originate from any source: a faculty member, an administrator, a staff member, a fellow student, or from the community at large. The charges are to be submitted in writing to the chair of the Committee on Standing and Conduct. If a member of the Committee originates the charge, then that member will be recused from the decision-making process, and any other process related to the case, other than those related to the role of complainant/witness. On receipt of the allegation of a breach of academic integrity, the Chair must inform the Chair of the Board of Examiners that is responsible for the assessment. The Board should then suspend its decisions on the candidate's grade(s) until the facts have been established (see Appendix D – Regulatory Framework).

Once the Committee on Standing and Conduct has considered the allegation and reached a conclusion on whether an offence has occurred, it should issue a report with a recommendation regarding the outcome for the student to the Chair of the relevant Board of Examiners. If it has been established that an offence has occurred, the Board will judge the significance of the misdemeanor and exercise its discretion as appropriate to the case. If it is established that a student has attempted to gain an unfair advantage, the examiners shall be given the authority to rule that the student has failed part or all of the assessments, and the authority to determine whether or not the student should be permitted to be reassessed.

Independently of the assessment decisions made by the Board of Examiners on offences pertaining to validated courses/programs, the Committee on Standing and Conduct is empowered to consider a wider range of sanctions that might be applied when a student is found guilty of a breach of academic integrity.

The following list of sanctions is indicative and can be imposed by majority vote of the Committee:

Admonishment Letter (or Letter of Warning): The student is advised in writing that her/his behavior violates rules of academic integrity and that a recurrence will lead to more serious sanctions. The Committee will deliberate on whether the letter should or should not appear in the student's file permanently or for a lesser period of time.

First Offence File: The student's name and a description of the offense is filed in a shared electronic folder, accessible by the Chief Academic Officer, the academic Deans, the Dean of Students and department heads.
Second offences automatically result in a hearing.

Disciplinary Probation: The student is advised in writing that his/her behavior violates rules on academic integrity and is given a probationary period (to be decided upon by the Committee) to show by good behavior that a more stringent penalty should not be imposed. During the period of the probation, the student is required to terminate association with all extra-curricular activities and resign from any student office.

Suspension: The student's relationship with the College will be discontinued until the end of the semester or term. The student will forfeit any fees involved with the College.

Dismissal: The student's relationship with the College will be terminated indefinitely. The right to apply for readmission shall be denied.

Before announcing judgment/sanctions, the Chair of the Committee on Standing and Conduct consults with the Chair of the Academic Council, who has the right to recommend other sanctions. If the Chair of the Academic Council is in agreement with the Committee's recommendations, the Chair of the Committee will inform the student and the plaintiff (in writing and within three days of the hearing) of the final judgment and the actions to be taken. If the Chair of the Academic Council proposes other or additional sanctions, the chair of the Committee must communicate these recommendations to the Committee within three days and re-deliberate. Majority vote once again determines final sanctions. Communications procedures as outlined above apply. A final written report to the Academic Council on a case-by-case basis, is prepared within 14 days, and includes the complaint, the Committee's judgment and sanctions.

Within three *working* days of receipt of the decision, either party (plaintiff or student) has the right to make a formal written appeal against the decision of the Committee. The appeal is addressed first to the Committee on Standing and Conduct. If the Committee does not deem any change to the decision is warranted subsequent to consideration of the appeal, the appeal may then be brought to the Academic Council, and subsequently to the President whose decision is final. The student may appeal against the decision of the Board of Examiners in accordance with the regulations for academic appeals (Section 9, Appendix D – Regulatory Framework).

3.8 Complaints Procedure

Complaints are specific concerns about the provision of a course / module or a program of study or related academic or non-academic service. When appropriate, a complaint is first resolved through informal discussion with the party / office directly

involved. If not resolved at that level, a formal complaint is submitted by the student to the Registrar's Office within 14 days from the day the outcome of this discussion is made known to the student. Upon receipt of the complaint, the Registrar forwards the complaint with all relevant documentation to a panel consisting of the Chief Academic Officer, the Academic Deans and the Dean of Students.

Depending on the nature of the complaint, the academic Dean or Dean of Students will undertake an initial assessment of the validity of the complaint and advise the student accordingly. In the light of this advice, the student should decide whether s/he wishes to proceed with the complaint.

In the event that the student decides to proceed with the complaint, a subcommittee of the Academic Council will be convened no later than three weeks after receiving the student's decision. The membership of the subcommittee shall not include any member of faculty or the administration who has been involved in the complaint or who is a member of the relevant Board of Examiners.

The subcommittee of the Academic Council will hear the complaint. The appellant may be called to appear before the subcommittee. The subcommittee may also require the relevant member of faculty and/or Administration to appear separately before it. The appellant and any member of staff against whom the complaint has been made will not be present when the subcommittee considers the evidence and formulates its decision. The subcommittee must inform the student and the Chair of the Board of Examiners (if the complaint concerns a validated course/program) of its decision within seven days of the hearing. The student has the right to subsequently appeal to the President against the decision of subcommittee. If the appellant wishes to contest the President's decision s/he has the right to lodge a complaint with the Open University. The student will obtain contact details for the President and the Open University at the Student Success Center.

The Registrar's Office will keep records of outcomes for all complaints cases. The Academic Council will receive annual summary reports regarding all complaints received by the College.

4. Where to Get Help

4.1 Downloading College Forms

All standard student forms are available online on www.acg.edu as well as on *myACG* → *Student Resources* → *Forms*

4.2 Academic Advising

The Academic Advising Office aids students in choosing and completing their academic programs. The advising staff provides academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. Once students have declared their major they participate in an advising program that uses academic staff as advisors to handle the responsibility of advising on academic and career-related matters.

International students have an additional non-academic international student advisor who assists them in their efforts to adjust to the new culture and supports them in obtaining any student visas and residence permits required by Greek law.

4.3 Student Academic Support Services

The Student Academic Support Services (SASS) is open daily and offers academic assistance to all DERE-ACG students through individual learning facilitation sessions and/or workshops. SASS learning facilitators are peers who assist students in improving and strengthening academic study skills.

4.4 Office of Student Affairs

The Office of Student Affairs is dedicated to promoting student development and continually improving the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values, such as presentations, lectures, excursions, debates, theatrical plays, blood drives, happenings and events. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. All the student groups have an advisor, or coach, who is knowledgeable in the subject area, monitors their activity, attends their general assemblies and supports the group during the year.

4.5 Student Success Centre

The Student Success Centre supports students by offering comprehensive, integrated services in the areas of academic advising, OU validation issues, student records, registration, and payments in a one-stop area. The Student Success Centre aims to create the optimum conditions so that students can follow the path to academic success. Students may visit the Student Success Centre to pay a bill, request a certificate, obtain a form, arrange to bring a visitor on campus, obtain their transcript, see an academic advisor, ask about OU validation, change a course, and obtain or replace their student ID. The SSC web page has been set up to reflect the one-stop concept of the Centre and includes information from different departments. It may be accessed from the "Quick Links" on the ACG homepage (www.acg.edu) and it allows students to print forms or view the academic calendar, academic policies, final exams schedule, course schedule, graduation instructions, major requirements, frequently asked questions (FAQs), the e-mail directory, and financial aid and international student information.

4.6 Disability Status and Provisions

Students are responsible for alerting the Educational Psychologist to a known or suspected disability and/or learning difference, and for providing relevant documentary evidence if available. The Educational Psychologist suggests actions to be taken to accommodate such cases, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee on Disability and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with disabilities and learning differences may be eligible for special accommodations,

such as extra time for examination completion, and receive support and educational counseling from the Educational Psychologist on campus.

4.7 Career Services

The Office of Career Services offers centralized, comprehensive and coordinated career development, through appointments, sessions and workshops, building relationships and longstanding collaborations between students/alumni and potential employers. In the past three years the Office has expanded the quality of the services offered by acquiring a Career Services Manager tool, Goingglobal, as well as the handling of the international internship positions and the work study positions, transforming it thus into a hub for career-related issues. The Office moved dynamically to the era of social media utilizing Facebook and LinkedIn. The variety of programs and services offered to students and alumni include: counselling sessions about career advising and graduate studies advising; an online test which identifies strengths and personality preferences aiming to assist the students in their selection of a major; Goingglobal, a tool offering job openings abroad; skills workshops about job search and job interview techniques; Career networking events; JobBank offering part-time and full-time positions; Career Days where the students have the opportunity to have a short interview with a company representative; International Internship program.

4.8 Study Abroad

The Study Abroad Programme not only brings US and international students to Athens, it also sends DERE students to several partner universities in the US and other countries. The International Internship and Study Abroad Program combines and provides a first-of-its-kind career and academic program in Greece and is open to all undergraduate students. Students have the opportunity to intern with a leading multinational company abroad and follow this up with a semester of study with an international partner university. The College is proud to be partnering with a select number of institutions that span the globe such as Northern Arizona University, Mercy College, Texas A&M, Kingsville, University of Utah, the American University in Cairo, and Richmond – The American International University in London, to name a few.

5. What to do if you.....

5.1are absent for more than one day

You must notify your instructor(s) if you are absent for more than one day. If you are going to apply for Mitigating Circumstances you will need to provide written evidence of the reason for your absence (see section 3.6).

5.2are ill

If you are absent through illness on the day of an examination or assignment deadline and you intend to apply for mitigation, you must also provide us with details and any available evidence as soon as possible. Contact the Student Success Centre to get a copy of the appropriate Mitigating Circumstances form.

5.3have a comment, compliment or complaint

We are committed to providing a quality, student-centered experience for all our students. We welcome comments and compliments from students, and find them valuable for on-going

improvements. Comments and compliments about your course can be raised with your instructor(s) and/or Department Head. If you have a specific complaint about an act or omission of the College you may be able to make a formal complaint in writing under the Complaints Procedure (see section 3.8).

5.4are considering withdrawing from the course

You must consult with your advisor if you wish to defer your studies, withdraw from a course, or to transfer registration from one course or award (major) to another. Applications for deferral, withdrawal or transfer should then be lodged with the Registrar's Office. Applications are subsequently considered by the Committee of Academic Standards and Policies (CASP). CASP decisions are governed by the following regulations:

- Students are permitted to change a course within the first two days of teaching.
- Beyond this period, students may withdraw from a course within the first two weeks of teaching whilst retaining the right to re-enroll in the said course in the future.
- Changes after this deadline will only be considered in exceptional circumstances. Students shall not be permitted to withdraw and then subsequently re-enroll in a course after the submission or completion of the first summative assessment.

5.5need a reference letter

If you need a reference letter from one or more of your instructors, fill in the Reference Request Form from *myACG* (→ *Student Resources* → *Forms*), stating the reason why you need the reference, as well as the number of hard and/or electronic copies requested.

6. Other Relevant Policies

6.1 Attendance Policy

All students are required to attend 80% of instructional class time. Some programmes may impose a stricter attendance requirement.

Absence from a class does not exempt a student from completing the work for that class. Students who have exceeded the allowed threshold of absences will be referred by the instructor to the Registrar's Office. The Registrar will in turn inform the Committee on Academic Standards and Policies which, in the light of any evidence of extenuating circumstances supplied by the student, will decide whether the student must withdraw from the course (and receive an F grade).

6.2 Student Punctuality Policy

It is the responsibility of students to be in class on time, and the responsibility of instructors to begin their class on time and end it on time. Students are considered absent and will be recorded as such, if they arrive to class 10 minutes (or more) later than the scheduled class starting time.

Individual instructors reserve the right to have a more stringent policy, provided that this policy is listed in the Course Information Packet.

6.3 Turnitin Policy and Student Guidelines

The College is using Turnitin software to assist in the detection of plagiarism. If a case of cheating is proven, disciplinary procedures will be followed, as described in sections 3.6 and 3.7. More information about the College's Turnitin Policy can be found in Appendix F.

Guidelines for Student Use of Turnitin:

- Students are only permitted to submit their own work and only for assignments created by DEREЕ faculty for DEREЕ courses.
- Students are not allowed to submit the work of others.
- Students are not allowed to have their own work submitted by others.
- Students are responsible for submitting assignments to Turnitin on time.
- Work submitted to Turnitin remains in a large database of papers against which future papers are scanned.

6.4 Transfer of credits

Students who transfer must be in Good Academic Standing at their previous institution. Students who wish to transfer from US institutions must have a cumulative index (CI) or overall Grade Point Average (GPA) of 2.75 or above. Transfer students must contact the Academic Advising Office and the Validation Office after they are admitted to the College.

6.5 Evaluation of Transfer Credits

The transfer credit process begins immediately after the student's first registration and only after the student has submitted both the official transcript(s) and the course syllabi or descriptions of substantial length from official publications of the institution. Course syllabi may be required for a better evaluation of the student's completed prior academic work. All submitted documents not in English or Greek must be accompanied by certified English or Greek translations and must be submitted to the Validation Office before the end of the student's first semester. The assessment process of the student's prior academic work will be completed no later than two months (excluding vacation period) after the student has submitted a complete folder of the required documents as stated above.

Students cannot be granted credit (or be exempted from) courses at Level 6 and/or for more than 4 courses (i.e. 12 US credits or 60 UK credits) at Level 5. All transfer credit requests are handled by the Validation Office.

6.6 Credit by Assessment for Professional Experience

Credit by assessment may be earned for experiential learning (professional experience) by experienced professionals* who wish to begin or complete their studies. Such credit may fulfill up to 36 US credits required for a degree.

No credit by assessment can be awarded for Level six (6) courses, except for validated internship courses.

No credit by assessment can be awarded for more than four (4) Level 5 courses.

The method of assessment, the number of credits to be earned as well as the course(s) for which experiential credit will be given will be decided by the relevant

academic department(s) depending on the disciplines for which credit has been requested. The academic department of the student's declared major will report the results of the assessment to the relevant School Dean for approval. The Office of the Dean will send the final approved evaluation to the Registrar's Office.

*Students must submit an application in order to take advantage of the Credit by Assessment program. The application includes an updated resume and a statement that describes knowledge and skills gained through experience-based learning and how they relate directly to course(s) for which credit requested. Students may also submit certificates of training, work samples, and other documents appropriate as evidence of equivalent to college learning.

Once the application is approved a fee of 90 Euros per credit hour to be assessed will be charged to the student.

6.7 Student matriculation

For the US NEASC accredited degree students have the right to complete their studies in accordance with the educational programs and requirements in effect at the time they were first admitted to the College. The maximum period of matriculation for a US NEASC accredited degree is 10 years.

If the degree requirements should change during the student's period of studies at the College, the student may choose to complete those degree requirements in effect upon entry or any other set of requirements introduced subsequently and prior to graduation; all the specified requirements for the particular degree chosen must be met.

Students must observe all current prerequisites for courses. Students may stay informed about current prerequisites/co-requisites of courses by consulting annually the latest on line College Catalog.

Re-admitted students are required to follow the program requirements in effect of their re-admission.

6.8 Safety, Health and Wellbeing

The College committed to providing a vibrant and sustainable working environment that values wellbeing and diversity. This commitment exists alongside our wider legal and moral obligations to provide a safe and healthy working environment for our staff, students and members of the public who may be affected by our activities.

Disabled Students

You are expected to declare any disability that would affect your safety in the event of a fire or earthquake, e.g. hearing impairment or the use of a wheelchair. Disabled students must declare their disability, to the College, for it to be taken into consideration.

Accident and Incident and Reporting

All accidents and incidents and dangerous occurrences, must be reported to, and recorded by College staff. In case of accident or medical emergency, you need to contact the College nurse. ACG First Aid Protocol and Medical Emergency Flow Charts are given in Appendix E and are also available on Blackboard.

Smoking

No smoking is permitted in any of ACG buildings; if you do smoke outside our buildings please make sure that you stand at least five meters from building entrances and boundaries.

List of Appendices

Appendix A: Teaching and Learning Strategy, Assessment Strategy, Procedures for Exam Security and Invigilation

Appendix B: Programme Specification

Appendix C: Grading Criteria

Appendix D: Undergraduate Online Catalog (including Regulations for Validated Awards of the Open University) <http://www.acg.edu/academics>

Appendix E: ACG First Aid Protocol and Medical Emergency Flow Charts

Appendix F: Turnitin Policy

List of Appendices

Appendix A: Teaching and Learning Strategy, Assessment Strategy, Procedures for Exam Security and Invigilation

TEACHING AND LEARNING

2013-2016

The Teaching and Learning Strategy (TLS) supports DERE-ACG's institutional mission and strategic plan, vision and values. The TLS identifies the goals and strategies that will drive our continuous efforts for enhancement of our academic mission.

INSTITUTIONAL VISION AND VALUES

ACG Vision:

- To establish The American College of Greece as the premier, private, comprehensive, educational institution in (southeastern) Europe.

ACG Mission:

- To add distinctive value to the lives of our students as well as Greece, American education, Hellenic heritage, and the global community through transformative teaching, scholarship and service.

ACADEMIC VISION AND ACADEMIC PRINCIPLES

Vision: To earn an academic reputation in Greece and internationally as an institution that embodies leadership, excellence and innovation.

Mission: To offer a transformative, integrative, student-centered and globally relevant educational experience following best practices in an environment conducive to reflection and good citizenship.

Guided by the following Principles:

- ✓ The ACG Mission
- ✓ Quality, Best Practices and Continuous Improvement
- ✓ Making a difference in our students' lives and in our society
- ✓ Commitment to social responsibility, cultural awareness and our heritage

Values:

- ✓ Integrity
- ✓ Transparency
- ✓ Accountability
- ✓ Diversity and Inclusiveness
- ✓ Respect
- ✓ Innovation

GOALS

1. **Teaching excellence informed by faculty scholarly and professional engagement**

We value and will seek to reward well qualified, engaged and highly motivated faculty who are committed to teaching excellence, research and scholarly engagement, and

student-centered learning. Faculty will draw on scholarship, research and other professional development activities to facilitate student learning.

- 1.1. Recruit quality faculty who bring to the institution high academic achievement and/or professional expertise, through a transparent, and peer-reviewed process
- 1.2. Provide an ongoing faculty induction and training program to keep faculty aware of current pedagogical practices and enhance faculty expertise in teaching and learning through the Teaching and Learning Center
- 1.3. Appropriately support faculty professional development opportunities (e.g. NYU Faculty Resource Network, faculty support for travel to conferences, etc.), and create reward schemes and promotion criteria that will enable and reward highly effective teaching performance
- 1.4. Embed a culture of continuous improvement through implementation of an Annual Faculty Performance Review process, which includes peer review of teaching
- 1.5. Promote and support multiple forms of scholarly engagement: scholarship of discovery, scholarship of integration, scholarship of application, and scholarship of teaching
- 1.6. Respect and protect academic freedom

2. High quality academic programmes and curricula

We aim to offer the highest quality curricula that are informed by US and UK best practices as well as modes of assessment that are designed to ensure critical thinking, intellectual and professional development.

- 2.1. Maintain appropriate academic standards in all programmes in relation to academic and professional requirements
- 2.2. Ensure programmes are informed by the latest developments in the discipline in terms of design, curriculum delivery and assessment methods
- 2.3. Offer varied assessment to enable and facilitate student learning and achievement, with timely and effective feedback offered in a manner that is supportive of student learning (assessment *for* learning and assessment *of* learning)
- 2.4. Embed “high-impact educational practices” in curricula to improve and enhance student learning and experience:
 - Senior capstone courses that require students to integrate and apply what they have learned to a research paper or project
 - Undergraduate research opportunities and practices that ensure students learn about, acquire, and practice research skills throughout their programmes
 - Collaborative assignments and projects that help students to learn how to work effectively with others in groups and teams
 - Internships that provide students with direct experience in a work setting, giving them the benefit of “real world” experience
 - Global learning through study abroad opportunities, Global Course Connections, interactions with international students and a Liberal Education programme that emphasizes inclusiveness and a global perspective
- 2.5. Continue to embed principles and practices of module, programme and student learning/outcomes assessment
 - Collect and analyze appropriate information (e.g. module leader reports, student feedback through course evaluations, etc.) and data

- to ensure the continued effectiveness and enhancement of curricula and improve student learning and experience
 - Close the feedback loop by making evidence-based, data-driven recommendations for key learning and teaching changes
 - Continuously review and evaluate the impact of evidence-based changes in programs
- 2.6. Implement an outcomes-based, new Liberal Education Program that focuses on integrative learning and offers students the skills, knowledge and attributes for success and continued learning.
- 2.7. Seek professional accreditation for business and other programs where appropriate
- 2.8. Focus on continuous improvement of teaching practices and the curriculum in order to continue to serve the needs of students and the society.

3. Enhancement of Learning through Technology

We will enhance and facilitate student learning through effective use of a range of appropriate learning technologies.

- 3.1. Integrate technology into curricula in ways that are appropriate to programmes and students
- 3.2. Continue to support faculty in their efforts to foster the development of information and digital literacies in teaching and learning
- 3.3. Provide training for faculty in online course delivery and instruction
- 3.4. Increase information literacy development across curricula
- 3.5. Use technology whenever possible to connect the classroom to the world (e.g. Global Liberal Arts Alliance's Global Course Connections)

4. Inspiring and empowering student learning opportunities for personal development

We aim to enrich programmes of study and enhance student learning through a range of curricular and co-curricular activities that prepare our students to succeed in their professional and personal lives.

- 4.1. Provide and promote curricular and co-curricular activities that develop students' personal and professional skills
- 4.2. Implement use of the Co-Curricular Transcript to provide a comprehensive record of student participation and achievements outside the classroom as well as to promote student reflection on personal, educational and career development
- 4.3. Increase internship opportunities
- 4.4. Increase student participation in outbound study abroad program

5. Celebrate achievement and success

We aim to promote excellence and celebrate faculty and student success and achievement.

- 5.1. Organize an annual Student Research and Creative Arts Symposium
- 5.2. Organize an annual Faculty Authors Reception
- 5.3. Provide continued support for the Faculty Research Seminars
- 5.4. Enhance the Student Awards celebration by focusing on curricular and co-curricular excellence.

DEREE-The American College of Greece ASSESSMENT STRATEGY¹

Section 1 - Background

1.1. Introduction

The Assessment Strategy sets out DERE-ACG's vision for the enhancement of assessment, and the principles upon which this should be undertaken. It has been developed in order to ensure that academic standards are upheld according to the College's mission and strategic plan as well as with its Teaching and Learning Strategy. In the context of our effort to provide a learner-centered experience for our students, the Assessment Strategy aims at ensuring fair and consistent evaluation of students across all programmes, providing a direction for future changes to teaching approaches and academic programmes, and addressing relevant challenges. As such, the Strategy's main aims are to uphold standards and to support enhancement of student learning.

The Assessment Strategy is based on three principles that underpin practice at DERE-ACG, namely that assessment will be:

- Valid
- Reliable
- Explicit
- Informative

The Assessment Strategy provides guidance and direction in relation to these principles as well as identifies areas for enhancement.

Learning processes increasingly address development of critical thinking and the ability to synthesize information, as opposed to sheer memorization. Therefore, faculty members are urged to treat assessment not only as a tool for testing student learning, but also as a means for student motivation and assurance that the learning outcomes of each course are achieved.

1.2. Forms of Assessment

The Quality Assurance Agency (QAA) defines assessment as "any processes that appraise an individual's knowledge, understanding, abilities or skills."² The American Association for Higher Education defines assessment in more detail as:

... an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education.³

Assessment becomes progressively more demanding as students progress through Levels 4, 5, and 6. However, it always involves a reasonable amount of assessed coursework and assignments, incorporating both "formative" (evaluation that provides feedback in order to improve learning) and "summative" (evaluation that tests whether students have mastered the learning outcomes) evaluation tools. The definitions of formative and summative assessment followed are those of the QAA:⁴

¹ Updated 2014; source www.cf.ac.uk

² *Understanding assessment: its role in safeguarding academic standards and quality in higher education*, second edition, <http://www.qaa.ac.uk/en/Publications/Documents/understanding-assessment.pdf>; and UK Quality Code for Higher Education, *Chapter B6: Assessment of students and the recognition of prior learning*, <http://www.qaa.ac.uk/en/Publications/Documents/quality-code-B6.pdf>

³ Angelo, Thomas A (1995) Reassessing (and Defining) Assessment, *AAHE Bulletin* 48(2), p 7.

⁴ *Understanding assessment: its role in safeguarding academic standards and quality in higher education*, second edition, <http://www.qaa.ac.uk/en/Publications/Documents/understanding-assessment.pdf>

Formative assessment has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment.

Summative assessment is used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme.

Of importance in the assessment process, whether formative or summative, is feedback to the learner regarding his/her learning and to the instructor about the effectiveness of teaching methods and curricular content. Feedback provides the learner and teacher with information on the difference between the intended learning outcome and his/her achievement, and provides guidance that enables both the learner and teacher to identify the actions needed to manage this difference.

Section 2 - The Strategy

The Assessment Strategy aims at offering direction and assistance to faculty members in their effort to evaluate fairly and effectively student performance. Faculty must regard assessment as a key aspect of programme design, one that is intended to develop learning as much as judge and measure it.

Principle 1 – Assessment will be valid.

Assessment is understood to be valid when it is testing precisely what the examiners want to test, bearing in mind the learning outcomes for the module.⁵

- Assessment tasks must be aligned with learning outcomes, and teaching and learning activities (that is, course content and reading assignments) of each course.
- Individual assessment tasks must allow learners equal opportunity to demonstrate achievement of specific learning outcomes.
- Assessment tasks must provide the opportunity for feedback to the student. Feedback should be seen as an active dialogue between instructor and student.
- The number and type of assessments must be appropriate to the learning outcomes of the course.

Areas of Action

- Enhancement of alignment between teaching, learning and assessment so that the relationship between learning outcomes and assessment tasks is made explicit.
- Enhancement of supportive, constructive and timely feedback (in both summative and formative assessments) as an essential part of student learning. Teacher feedback must be developmental, that is, it must identify how students can build on their positive achievements as well as provide guidance as to how to improve.
- Dissemination and sharing of good practice in relation to assessment and feedback through programme teams and the Teaching and Learning Center.
- Enhancement of provision for alternative methods of assessment for students with learning and other disabilities.

Principle 2 - Assessment must be *reliable*.

Reliability in this context essentially means that, as far as possible, markers acting independently of each other but using the same assessment criteria would reach the same judgment on a piece of work.⁶

⁵ *Understanding assessment: its role in safeguarding academic standards and quality in higher education*, second edition, <http://www.qaa.ac.uk/en/Publications/Documents/understanding-assessment.pdf>

⁶ *Understanding assessment: its role in safeguarding academic standards and quality in higher education*, second edition, <http://www.qaa.ac.uk/en/Publications/Documents/understanding-assessment.pdf>

- Assessment processes and procedures must be consistent across all programmes.
- Appropriate procedures must be in place to ensure reliability of marking.
- Assessment rubrics must be clear and precise so that different markers can interpret and use them the same way.
- Assessment methods must minimize or discourage opportunities for plagiarism or rote learning.
- All precautions must be taken to ensure academic integrity such as preventing plagiarism and cheating.
- Students must understand academic integrity and act accordingly.

Areas of Action

- Faculty will create assessments that avoid questions that encourage students to regurgitate material rather than to critically analyze or apply material learned.
- Students will be provided with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice.
- Staff and students will engage in dialogue to promote a shared understanding of assessment.

Principle 3 - Assessment must be *explicit*.

Assessment tasks, processes and procedures are clearly understood by relevant stakeholders.

- An appropriate quality and quantity of information on assessment must be provided to relevant stakeholders
- Assessment information needs to be transparent to all stakeholders.
- Faculty and students must be “assessment literate.”

Areas of Action

- Use of Blackboard and electronic information systems (e.g. MyACG portal) to support assessment and provide assessment-related information to students
- Enhancement of timely and appropriate feedback to students.
- Enhancement of students’ use of feedback to improve learning.
- Enhance assessment-related information provided to students in student handbooks and course outlines.

Section 3 - Implementation Plan

Enhancement of assessment will be attained through

Implementation Plan	Unit(s) Involved	Timeframe
Provide faculty with development in assessment literacy, making them aware of new ideas and techniques, as well as provide development in relation to the best ways to operate/deliver existing assessment methods.	Teaching and Learning Center	AY 2014-2015 and beyond
Engage staff in the review and enhancement of programmes and their constituent modules	Department heads, Programme Coordinators Programme teams	Initial programme validations

and assessments as part of preparation for programme revalidation, with an aim to achieving a more appropriate balance and variety of assessment tasks, and appropriate timing of these tasks to provide students with an opportunity to act on instructor feedback.	School Deans Programme Committee	scheduled for AY 2014-2015, through to spring 2016
Provide faculty with development that raises their awareness about the importance of designing assessments that minimize or discourage opportunities for plagiarism or rote learning	Department heads Programme Coordinators Teaching and Learning Center	AY 2014-2015 and beyond
Enhance supportive, constructive and timely feedback (in both summative and formative assessments) as an essential part of student learning; disseminate good practice; develop an understanding of assessment for learning approach.	Department heads Programme Coordinators Academic staff Teaching and Learning Center	
Ensure evidence of second marking	Department heads Programme Coordinators Academic staff	AY 2014-2015 and beyond
Enhancement of provision of alternative assessments for students with disability.	Committee on Disability and Learning Differences Educational Psychologist	AY 2014-2015 and beyond
Help students understand the process of assessment and the expected standards, and develop their assessment literacy	Department heads Programme Coordinators Academic Staff Teaching and Learning Center	AY 2014-2015 and beyond
Supporting academic integrity and cultivating a culture of integrity	Department heads Programme Coordinators Academic Staff Teaching and Learning Center COSC Student Association	

PROCEDURES FOR EXAM SECURITY AND INVIGILATION

These regulations apply to in-class assessments (examinations, laboratory tests etc.) for all students registered in DERE courses and aim at promoting academic honesty through appropriate conduct.

I. Procedures for exams and minimum invigilator/student ratios

- The final examinations schedule is published by the Registrar's office. All instructors must abide by this schedule. No special arrangements will be made for individual students unless a decision is made by CASP concerning serious mitigating circumstances.
- All instructors are responsible for invigilating their own assessments. In cases where classrooms are deemed to be too small, the instructor will submit a request for an alternative arrangement to the Registrar's office. Multi section course examinations take place in one space and are invigilated by all instructors involved in teaching the course. All spaces will be selected appropriately to accommodate students with disabilities.
- Special arrangements concerning the assessment for students with disabilities are made formally through the Committee on Disability and Learning Differences.
- The College aims to maintain a low student/instructor ratio. The maximum class size is 35, thus making invigilation by the instructor possible.
- *Student conduct in the exam is at the discretion of the exam proctor and is not negotiable.* The instructor has the right to ask students to take specific seats.
- *Professors/proctors must make sure that they distribute the correct examination, and students must make sure that they are taking the exam they have missed. ??*
- Punctuality is very important. *Students should aim to minimize any disturbance caused to other students in the exam. Students who arrive late or leave early must bear in mind that their conduct may disturb others and should do so as quietly as possible.*
- *Students who arrive late may be admitted to the exam but no additional time will be given. Students should be allowed to enter and take the exam up until a quarter of the allotted time has passed. Students should not be allowed to leave before a quarter of the allotted time has passed.*
- Students who arrive late (after 15 minutes) at an exam receive an FA grade for the assessment and the course. They have the right to petition CASP for a resit. This decision will be ratified by the BoE.
- *Students should bring as little as possible to the examination room. Any bags, books, notes, should be placed underneath the chair. Food and drink (including coffee) are not permitted in the exam room with the exception of clear bottles of water.*
- Instructors may not bring food or beverages in class during an exam except for a small bottle of water.
- Instructors inform students in advance (through the course outline, Blackboard or in-class announcements) of any particular items/materials they will need during the exam. No additional materials will be allowed in class.
- Use of mobile phones is strictly forbidden for students. *Mobile phones and electronic devices must be switched off – not on "silent" – in clear view and placed underneath the chair. If students use or attempt to use their phone/electronic device during the exam it will be automatically regarded as a disciplinary offence. Students will be held responsible if their mobile phone/electronic device rings/vibrates during the exam. Any student caught using Bluetooth or any electronic device in the exam will be asked to leave immediately and will face disciplinary action.*
- The Student Handbook outlines rules concerning the use of phones and calculators in class:

II. Use of Communication Devices and Calculator

a. The Use of Cell Phones in Classes

The use of cell phones and/or similar communication devices in class is disruptive. Therefore, students are not permitted to use such devices in lectures, recitation or laboratory sessions, unless specifically authorized on the course syllabus. Students are required to turn such devices off, or put them in a silent mode, while in class. Similarly, to enhance fairness in examinations, students are required to turn off and put away and out of sight cell phones and/or other communication devices during quizzes and examinations.

b. The Use of Calculators during Examinations

Instructors must clearly define, in the course outline, what types of calculators are permitted in quizzes, midterm and final examinations. In general, a calculator for examination purposes excludes any device that can:

- communicate with other devices*
- accept external/removable memory*
- store text*
- produce graphics*
- solve matrix equations*
- be programmable*

- Students must not use such devices in quizzes, midterm or final examinations, unless clearly stated otherwise in the course outline.*
- Normally students will need a pen and pencil for the examination. Students should bring their own pens, pencils, approved calculators, and other materials needed for the course. Students should not expect exam proctors to supply such materials*
- All exams should be written legibly in black or blue ink. Pencil may only be used for diagrams, graphs, etc. Exam answers written in pencil are not acceptable.*
- All answers must be legibly written on exam paper provided by the exam proctor.*
- Students are not permitted to write their answers on the question part of paper. Students must clearly cross out any (rough) work that is not to be graded. If extra exam paper is needed, it will be provided by the exam proctor.*
- The only paper that can be used is the paper provided by the College and should all be returned to the proctor at the end of the exam.*
- Students are not allowed to use dictionaries during an examination.*
- Students are not allowed to leave the room during an examination. In case of emergencies the person will be accompanied by a staff member of the College and will not carry any books, notes or bags with him/her.*
- Students must put the exam question paper and all answer papers together and submit both to the exam proctor. It is not the proctor's responsibility to do this. Failing to do so will result in failure in the exam.*
- Students leaving the examination room must sign their full names next to their printed names on the class list as they are submitting their examination paper. This class list must be kept in the professor's course folder but in the case of a validated course it must not be placed in the module box.*
- Instructors may use a mobile phone only for emergencies that relate to the examination.*
- When needed, instructors should converse with other invigilators or with students discreetly.*
- In case of sudden student illness during an examination the College nurse will be called.*
- The invigilator will not be reading, correcting papers, etc., during an examination.*

III. Procedures for invigilators to ensure security of assessments

The instructor of the course is responsible for ensuring security of exams and papers.

- Assessments topics are kept in a password secure computer in the instructor's office. Hard copies are kept in a locked cabinet in the instructor's office.
- Files with assessment topics sent via e-mail (e.g. to External Examiners) are password – protected.
- Photocopies are made only in the College's Xerox room. Two staff members designated by the Human Resources office only handle the photocopying of exam papers and the distribution of exam booklets. Exam papers can be stored in securely locked cabinets in this office until they are picked up by instructors. Each instructor signs the office's log when picking up exams.
- The College stores all student assessments in a secure storage space for a period of 10 years following the initial student registration with the Open University.

IV. Arrangements to ensure student identification

- *Checking student presence in examinations is very important for both professors and examinees. Both proctors and students are required to follow the procedure below: Students must carry with them their DEREED ID card in the examination room. Course professors/proctors may need to check the identity of a student taking an exam and the student is required to show his/her DEREED ID card.*

- A student may use another proper identification in case (s)he has forgotten the student ID. In case the student fails to provide appropriate evidence the instructor will contact the Registrar's office for verification.
- For single section courses, the instructor will also read out loud the names of all registered students before the exam begins. *Before the exam, the course professor must print from myACG an updated class list of his/her students.*
- *If a proctor other than the course professor is proctoring an exam, the course professor must print from myACG an updated class list of his/her students and give it to the proctor along with the examination material (if any) before the exam.*
- Impersonation of another person at an examination constitutes a severe breach of academic integrity. All individuals involved will be referred to COSC.
- *Checking of Student Presence Procedure is published in myACG.*

V. Procedures to be followed in case of alleged misconduct

- *Students who have attended the course should already be familiar with the structure and expectations of the exam. Students must read the instructions on the question paper and follow them carefully. Asking proctors for advice in answering exam questions is not permitted because it gives a student an unfair advantage over his/her peers.*
- *Once the exam has begun, examination conditions apply – communicating with another student during the exam is not permitted. Failure to observe this requirement will be treated as a disciplinary offence.*
 - *Cheating or attempting to cheat in the exam by using notes, cards, or any other form of inappropriate content will result in disciplinary action.*
 - Upon breach of these rules the instructor will sign the student's exam with date and time. The student (s) will be allowed to complete the assessment but the case will be subsequently referred to COSC. The instructor must file this report within two days and inform the student of this intent. A temporary F grade will be entered into the system until the COSC procedure is completed.
 - Students may not photograph assessment materials and must not take with them any materials that the instructor is supposed to collect upon the completion of the examination.
 - Making noise or having disruptive behavior during an examination is strictly forbidden. Students must comply with the invigilator's instructions otherwise the Dean of Students will be notified.
 - Any unapproved items (communication devices, dictionaries etc.) will be removed by the invigilator. The invigilator does not have the right to physically search the student for crib notes etc. Grounds for accusing students of gaining improper advantage during an examination must be clearly established.

Appendix B: Programme Specification [as appropriate]

Appendix C: Grading Criteria

Appendix D:

Undergraduate Online Catalog (including Regulations for Validated Awards of the Open University)

<http://www.acg.edu/academics>

<u>Grade Descriptors</u> These descriptors outline the typical characteristics of the standard of work associated with each grade. They should be used for guidance only.	COURSE	
	LETTER GRADE	POINT GRADE
Excellent: Superior performance; a high level of critical analysis and evaluation; incisive and original; exceptionally well researched; high quality presentation; exceptional clarity of ideas; excellent coherence and logic. Trivial or very minor errors.	A	4
Very Good: Very good performance; a very good level of critical analysis and evaluation; significant originality; well researched; clarity of ideas, thoughtful and effective presentation; very coherent and logical; minor errors only.	A-	3.7
	B+	3.5
Good: A good performance; a good level of critical analysis and evaluation; some evidence of originality; reasonably well researched; ideas generally clear and coherent; some but not significant weaknesses.	B	3.0
Satisfactory: Satisfactory performance – at least passable; acceptable level of critical analysis and evaluation; little evidence of originality; adequately researched; ideas fairly clear and coherent though some significant weaknesses.	C+	2.5
	C	2.0
Fail: Clearly below the pass standard; lacking substance, knowledge and understanding; ideas confused and incoherent; fundamental weaknesses in most areas. Fails to meet the Learning Outcomes.	F	0

UK Points	US Letter Grade
70-100	A
65-69	A-
60-64	B+
50-59	B
45-49	C+
40-44	C
0-39	F

Appendix E: ACG First Aid Protocol and Medical Emergency Flow Charts

The American College of Greece



ACG Health and Wellness Center

FIRST AID, REFERRAL AND TRANSPORTATION PROTOCOL FOR ILL AND/OR INJURED ACG STUDENTS AND PERSONNEL

COLLEGES WHERE STUDENTS AND EMPLOYEES MAY INITIALLY SEEK HELP:

PIERCE: Gymnasium and Gymnasium Administration, Athletic Department, Counseling Center

DEREE: Office of Operations, Student Success Center, Study Abroad Office, Athletic Department, Office of Student Affairs, Counseling and Educational Services, Library

ALBA: Human Resources

ACG Health & Wellness Center

Also attached: Accident Report Form, Medical Emergency Chart, Contact Information, PIERCE Student Hospital Referral Slip

STATEMENT

The ACG Health & Wellness Center strives to provide a safe, healthy and supportive environment for all students, faculty and staff. The Health & Wellness Center staff will make every reasonable effort to provide a framework of procedures whereby all injuries and illness occurring on campus are requiring first aid are dealt with in a competent and safe manner. This policy re-enforces the elements of the College mission which advocates providing a safe and secure learning and working environment for each student and employee while ensuring a duty of care at all times when the school is in operation.

RATIONALE

The formulation of this policy enables our school to effectively:

- Provide for the needs of students and employees who have sustained an injury or are suffering from illness
- Ensure that adequate resources and arrangements are in place to deal with injuries/accidents/illness that require referral to a clinical setting
- Ensure lines of communication with family/parent/guardians are in place, if required
- Activate a known plan of action with which all staff is familiar

PROTOCOL FOR AN ACCIDENT/ILLNESS OCCURRING AT THE AGHIA PARASKEVI CAMPUS AND EXCURSIONS

Students, Faculty and Staff call for help:

Monday – Friday between 8:00-16:00 Call PIERCE nurse: ext. 1193 or 6936430266

Monday – Friday between 17:00-21:00 Call DEREE nurse: ext. 1500 or 6936383599

Monday – Friday after 21:00, on weekends and in case the nurse is not available: Call the gate (ext. 1100) or ECAE (166) to arrange for transportation. In case of a life-threatening emergency, call appropriate administrative personnel to report incident. (Refer to TABLE A).

Keep a record of the incident by filling out the *Accident Report Form* and faxing it to the Business Affairs Office at 210 600 5819. The same form should then be emailed to wellnesscenter@acg.edu and Office of Human Resources for PIERCE and DEREE employees at hr@acg.edu or ALBA Human Resources for ALBA employees and students at hr@alba.edu.gr within 24 hours.

In the case of an individual who presents with symptoms resembling **an infectious illness** that corresponds with a public health notice from KEE-PNO and may require community awareness and protection or referral to a clinical setting, consult the *Infectious Disease Risk Assessment and Protocol*.

ΑΝΤΙ-ΚΑΝΙΣΤΟΚΑΛΗΤΟΙ ΑΝΑΛΟΓ

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MEDICAL EMERGENCY WHEN NURSE IS ON DUTY

LIFE THREATENING INJURY

The person:

- Is unconscious with no pulse.
- Is not breathing or has trouble breathing.
- Has severe bleeding.
- Has severe injury to head/neck or back.

1. Check to make sure the scene is safe
2. Check for responsiveness – tap shoulder and ask, “Are you OK?”
3. Check for breathing – put ear above mouth/nose
4. Do not move if head/neck injury

If NO breathing
and NO response

2 CALL
AMBULANCE 166

3 CALL NURSE

4 If trained,
check Airways – Breathing – Circulation
and
administer CPR/attach an AED if needed.
Stay with victim until help arrives.

If breathing but
NO response

2 CALL NURSE

3 Reassure victim and stay with
victim until help arrives.

If responsive

SERIOUS INJURY

The person:

- Is clutching the chest or throat.
- Has slurred, confused, or hesitant speech.
- Has unexplainable confusion or drowsiness.
- Is sweating for no apparent reason.
- Has unusual skin color.
- Has pressure or pain in the abdomen that does not go away.
- Has seizures or a severe headache.
- Appears to have been poisoned.
- Has an injury to the head, neck, or back.
- Has possible broken bones.

1 CALL NURSE

2 Reassure victim and stay with
victim until help arrives.

M-F 8:00 – 16:00

NURSE VLAHANDREA KIKI

210 600-9800 Ext. 1193 or 6951798225

June 16 – July 31 M- F 9:00 – 17:00

NURSE BELIATI NORA

210 600-9800 Ext. 1500 or 6936583599

Appendix F: Turnitin Policy

Turnitin Policy Statement

DEREE-The American College of Greece has a subscription agreement with Turnitin, which is integrated into Blackboard Learn. Turnitin is an online service that facilitates the checking of student work against Turnitin's database of resources including web-based resources, e-books, articles and previously submitted student work. The service works by creating an Originality Report for each submitted assignment, which highlights areas of concern in terms of originality and potential plagiarism.

This policy statement sets out how the service is used in connection with student work at DERE-ACG. It should be read in conjunction with policies on Academic Rights and Academic Integrity in the *Undergraduate Catalog and Student Handbook*.

1. The College uses Turnitin for the following purposes:
 - As a formative educational tool that assists instructors in teaching students the skills of academic writing and appropriate referencing;
 - As tool that facilitates the monitoring and detection of potentially plagiarized material in work submitted for assessment;
 - As an aid to students that helps them enhance their knowledge and understanding of plagiarism as well as a tool to help them identify and avoid possible plagiarism.
2. Turnitin is available to all instructors in all their courses via Blackboard Learn (Turnitin Assignment). The College recognizes that certain methods of assessment in some courses are not suitable for electronic submission. Where appropriate, all courses must make use of Turnitin.
3. Students are informed of the use of Turnitin via Blackboard Learn in their course outlines.
4. Students are given the opportunity to submit a draft copy of their assignment prior to the submission of the final draft for marking. This is a formative exercise that helps students to self-assess and reflect on their academic writing skills and use of academic conventions, such as referencing and citing the work of others.
5. Students submit their assessment to Blackboard's Turnitin Assignment. Both faculty and students have access to the Originality Reports arising from each submission. Should students fail to submit their assessment to Turnitin, the instructor may submit it in order to produce an Originality Report.
6. The Turnitin Originality Report should not be the sole reason for suspecting that a piece of work is plagiarized; it can only inform decisions about the academic integrity of assignments. Also, an Originality Report may not be advanced as the sole defense against an accusation of plagiarism.
7. Turnitin does not identify all published materials (for example, it cannot search work plagiarized by translation). Non-electronic sources such as books may have been used or the student may have obtained a piece of work through a ghostwriter or paper mill. If the latter is suspected, an oral defense of the work should be conducted.
8. Given the above (paragraph 7), it is important that other electronic and non-electronic monitoring methods continue to be used, as appropriate.

9. The Originality Report should be interpreted on the basis of an informed academic judgment. Instructors must review and evaluate each Originality Report carefully, providing even greater scrutiny when the percentage of highlighted areas of concern in terms of originality and potential plagiarism is 24% or over, excluding the References or Works Cited page.

10. When overall professional and academic judgment based on

- a reading of the Originality Report produced by Turnitin;
- a close review of the sources highlighted by Turnitin;
- a consideration of the nature of the assignment; and
- the student's level of performance in the course suggests that there is evidence that a student has plagiarized, then this information should be acted on in accordance with DERE-ACG formal academic regulations regarding plagiarism.

Institutional Guidelines for Creating Turnitin Assignments

General Guidelines:

We recommend using Turnitin through Blackboard Learn only. This avoids additional logins for yourself and your students. Note that when you create a Turnitin assignment on Blackboard you can only make changes to it through Blackboard Learn.

Always inform students that their work will be submitted to Turnitin.

Students should print and submit the Turnitin Submission Receipt along with their paper.

They should not submit a copy of the originality report, as it is not final. Originality reports for submission to the exam boards along with the paper should be printed after the due date of the assignment.

Always remind students that when they re-submit a paper, Turnitin takes at least 24 hours to generate a new report.

Guidelines for Setting up a Turnitin Assignment and Defining Optional Settings:

When creating a Turnitin assignment always check that all the assignment details and Optional Settings have been set up correctly.

Assignment Title:

It is recommended that you give the same title as the title of the actual assignment.

Point value:

This is an optional setting but it will carry over the Grade Center.

File type:

Select Allow only file types that Turnitin can check for originality. This ensures that only files that can be checked for originality will be accepted in this assignment.

Assignment Dates:

Start Date is the date and time your students will be allowed to submit papers to the assignment.

Due Date is the date and time the assignment is due. Students will not be able to submit papers past this date.

The Post Date is the date that grades for this assignment will be posted on the Blackboard Grade Center. The Post Date must come after the Due Date otherwise the assignment will not be created.

Enter special instructions:

These are optional. Whatever you enter will appear right below and assignment title.

Allow submissions after due date:

Set this to Yes. According to paragraph 13.3 of the Open University Regulations for Validated Awards students are allowed to submit coursework up to 6 days after the due date for a reduced grade.

Generate Originality Reports for submissions?

Always set this to Yes so that Turnitin will generate an Originality report for all submissions to this assignment.

Generate Originality Reports for student submissions:

From the drop down menu select: immediately (can overwrite reports until due date)

This allows students to submit drafts of their papers prior to submitting the final copy which is in accordance to ACG's Turnitin Policy Statement which states: Students are given the opportunity to submit a draft copy of their assignment prior to the submission of the final draft for marking.

It is very important to note that when students re-submit a paper, Turnitin takes at least 24 hours to generate a new report. You must always point this out to your students so that they can plan accordingly.

Excluding materials from the Similarity Index

The following three settings control whether material is excluded from the similarity index.

When these are set, they cannot be changed once students begin to submit papers.

However, you can turn them off and on when viewing individual originality reports:

Exclude bibliographic materials from Similarity Index for all papers in this assignment?

Set this to Yes. This will exclude materials in the bibliography, works cited or references of the student paper.

In order for this to work correctly, make sure that students label their references using one of the following headings: Bibliography OR Works Cited OR Reference List

Exclude quoted materials from Similarity Index for all papers in this assignment?

Set this to no. This will allow you to determine if the student is over quoting which although not a plagiarism issue, it allows instructors to identify poor writing/research skills.

Exclude small matches?

Set this to No. Excluding small matches by percentage of text may have unpredictable results so it is not recommended.

Allow students to see Originality Reports?

Set this to Yes. As stated on the ACG Turnitin Policy Statement "both faculty and students have access to the Originality Reports arising from each submission." Allowing students to see the Originality Reports helps them to reflect on their writing/research skills.

Reveal grades to students only on post date?

If you use Blackboard to communicate grades to students (i.e. for formative assignments or non-validated courses) set this to "No," so that the Blackboard GradeBook Column will be revealed to the student as soon as you grade the paper. If this is set to "yes" the GradeBook Column will be revealed on the post date.

Submit papers to:

Always select "standard paper repository". The benefit of submitting papers to the student repository is that student papers submitted you the assignment will be checked against those of other students within your current and previous classes as we as other courses at ACG-DEREE.

Search options:

Always check all three options so that that papers submitted to your assignment will be checked against all three Turnitin repositories of papers

- ☒ Student paper repository
- ☒ Current and archived Internet
- ☒ Periodicals, journals, & publications

GradeMark

This section relates to GradeMark, the grading tool on Turnitin, which we do not license. You can ignore this section.

Would you like to save these options as your defaults for future assignments?

Click on the check box if you wish to save these options as your default options for future assignments. Note that this will be in effect only for future assignment for the specific course.

Note: Deviations from these guidelines must be approved by the respective Department Head and Dean.