



## **STUDENT HANDBOOK**

# **Environmental Studies**

**BSc (Hons)**

**2016-2017**

**School of Liberal Arts and Sciences  
DEREE – The American College of Greece**

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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**

*We live in an era of rapid change, with global environmental challenges posing increasing pressure on contemporary societies. Sustainability is the only option for the survival of the human species. Major environmental concerns such as climate change, water and air pollution, biodiversity loss and ecosystem decline, soil degradation, overuse of non-renewable resources and waste management require our urgent attention, if we want to make the transition to a more sustainable future. The need to expand academic curricula towards environmental studies and environmental sciences becomes increasingly important.*

*In 2010, DERE- The American College of Greece became the first private higher education institution that introduced an Environmental Studies BSc in Greece. This programme aims to provide you with knowledge and understanding of the root causes and multiple dimensions of environmental problems (ecological, social, economic and political), and to develop your ability to evaluate and effectively address them in an increasingly complex world.*

*If you wonder why you should study Environmental Studies at DERE, please consider the following strengths of our programme:*

- The programme lays emphasis on the interdisciplinary/multidisciplinary approach needed in studying and addressing environmental issues, from both a natural science and a social science perspective.*
- The diversity of modules offered provides an excellent background that opens a wide range of possibilities for graduate studies and different career opportunities.*
- The programme benefits from a strong connection with the Centre of Excellence for Sustainability (CES) and the sustainability initiatives at ACG. You will have a chance to conduct research projects related to campus sustainability issues and to be involved in projects that raise awareness of environmental and sustainability issues within the ACG community.*
- You will be offered internship opportunities through which you will gain valuable practical and professional experience.*
- The programme is supported by an enthusiastic, but also active and well qualified teaching team, having diverse educational backgrounds and combining academic and other professional experience, within and outside ACG.*

*If you are passionate about the natural environment and feel the need to contribute to a more sustainable future, Environmental Studies is a very good choice for you.*

*After all, Planet Earth is our only home and we need to preserve it for the generations to come.*

*On behalf of the Environmental Studies teaching team, I welcome you to this programme and wish you an enriching academic experience and a successful future green career!*

**Anastasia Misseyni, PhD**

Department Head, Science and Mathematics

### 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. Anastasia Misseyanni, [amisseyanni@acg.edu](mailto:amisseyanni@acg.edu), ext. 1387, room DC 611 (science lab)
- Dean's Office: [libarts@acg.edu](mailto:libarts@acg.edu) ext. 1359, room 515
- Academic Advising Office: [dc.adv@acg.edu](mailto:dc.adv@acg.edu) ext. 1431
- Student Success Centre: [ssc@acg.edu](mailto:ssc@acg.edu) ext.1326, 1333
- Registrar's Office: [registrar@acg.edu](mailto:registrar@acg.edu) ext. 1331, 1328, 1449, 1445
- Validation Office: [validation@acg.edu](mailto:validation@acg.edu) ext. 1428
- Student Affairs: [studentaffairs@acg.edu](mailto:studentaffairs@acg.edu) ext. 1197, 1442
- Student Government: [dc.sgorg@acg.edu](mailto:dc.sgorg@acg.edu) ext.1373
- Library helpdesk: [libraryreference@acg.edu](mailto:libraryreference@acg.edu) ext. 1434, 1267
- SASS: [sass@acg.edu](mailto:sass@acg.edu) ext.1273, 1276
- Study Abroad Office: [studyabroadoffice@acg.edu](mailto:studyabroadoffice@acg.edu) ext. 1029, 1412
- Career Office: [career@acg.edu](mailto:career@acg.edu) ext. 1313, 1316
- Educational Psychologist: Dr. Natassa Triga, [atriga@acg.edu](mailto:atriga@acg.edu) ext. 1167
- College Nurse: Nora Belati, [tbeliati@acg.edu](mailto:tbeliati@acg.edu) ext. 1500
- Environmental Studies Society: [dc.environmentalstudiessoc@acg.edu](mailto:dc.environmentalstudiessoc@acg.edu)  
<C:\Users\avramidouk\Desktop\dc.afsoc@acg.edu>

### 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

### 2.1. Programme Philosophy and Mission

Human activities have disturbed the balance of nature and environmental problems have now been recognized as a major concern of contemporary societies. Sustainability – including environmental, social and economic dimensions – should become a priority of our times. The need to develop scientists and professionals capable of understanding and tackling contemporary environmental challenges is becoming more urgent in today's globalized world. It is this need that inspired the development of the DERE Environmental Studies programme.

The programme was introduced in fall 2010 as one of the first BSc degrees offered by the School of Liberal Arts and Sciences. It is the first Environmental Studies degree offered by a private higher education institution in Greece and the only one in the Athens metropolitan area. In March 2011, following the approval of DERE-ACG as an Associated Institution of the Open University (OU), the Environmental Studies (ES) programme was approved for OU validation subject to no conditions.

The Environmental Studies programme has a core of compulsory modules related to diverse aspects of the environment that all students are required to take, so that they have a common experience. This group of modules will provide a good foundation upon which the student's selected programme will be built, with the addition of the optional modules that s/he will choose. Level 4 modules of the environmental studies programme provide students with an understanding of the structure and functioning of natural systems and of their role in supporting life and human activities. They include a foundation of knowledge in environmental science (two modules), principles of biology and ecology (two modules), principles of chemistry and environmental geology.

At level 5, students examine the social, economic and political dimensions of environmental issues and acquire important practical skills. The eight modules of this level examine the relationship between society and environment, economy and the environment, policy and the environment, human health and the environment. Students acquire knowledge of principles of environmental management that is an essential component of problem solving. At this level, students are introduced to research methods used in environmental analysis (through the module *Integrated Methods in Environmental Analysis I*). This module focuses on natural science methods, while a second module with emphasis on social science methods will follow at level 6. Students develop their quantitative competence further through a compulsory module in statistics. They also acquire the ability to interpret and use geospatial data about environmental issues through a compulsory module in Geographic Information Systems.

Level 6 includes two compulsory modules with a strong empirical component, namely *Integrated Methods in Environmental Analysis II* and *Environmental Studies Capstone*. As mentioned above, the first module exposes students to research methodology from social sciences and prepares students for their capstone project. Through the second module, they apply previous knowledge to research an environmental issue/topic of local or national relevance from multiple



perspectives. Both modules help students develop practical skills needed to become successful researchers in the field of environmental studies.

At level 6, students take a compulsory module on environmental justice that examines the relationship between environment and social inequalities. They also have the opportunity to select five optional modules on more specialized topics in the areas of water resource management, air quality and global atmospheric changes, Mediterranean biodiversity and conservation, sustainable food production, waste management, energy and environment, E.U. policy and legislation, sustainable cities, education for the environment and sustainability and sustainable tourism management. Depending on the modules that they will choose, they will be prepared for following a more natural science- or more management-oriented career.

The programme received very positive feedback from both the Validation Panel and the External Examiner. The Validation panel made the following commendations:

- *“the programme is well considered and the inclusion of cross-disciplinary elements/modules provides a good breadth of science underpinning and draws on strengths of the College;*
- *the clarity and accessibility of the submission documentation;*
- *the Institutional commitment to sustainability, and the alignment of the programme with the Institutional ethos.*
- *the enthusiasm and collegiality of the programme team;*
- *the Environment Club; and*
- *the engaged and articulate nature of the students.”*

(The Open University Validation Report, March 15, 2011, p. 10)

The External Examiner for the programme wrote:

*“With regards to knowledge and skill development, the first year science topics provide excellent building blocks for subsequent years. The subject areas offered by the university provide students with an excellent grounding both in the hard and social sciences.”* (EE report, 20<sup>th</sup> August 2015)

*“Second year modules had a nice selection of subject areas/case studies incorporated within the teaching and learning. These were often current and / or relevant and therefore more likely to engage the students. There were a good range of appropriate types of student assessment. Beginning to see final year modules come through and these are relevant and current subject areas.”* (EE report, 27<sup>th</sup> March 2015)

The mission and educational aims of the Environmental Studies programme at DERE—ACG have been the outcome of area meetings (with minutes taken and approved), with active participation, feedback, and discussion by all members of the teaching staff. Both mission and educational aims were articulated in 2010, when the program was first proposed and introduced.

The Environmental Studies programme belongs to the Department of Science and Mathematics. The Department also incorporates the areas of Natural Sciences and Mathematics. The Head of the Department reports to the Dean of the School of Liberal Arts and Sciences on departmental issues.

## **Mission**

In congruence with the mission of the College, the mission of the Environmental Studies program is to provide students with the theoretical knowledge and skills needed to enter the professional world and pursue careers related to environmental issues, become environmentally informed and socially responsible citizens, and undertake postgraduate studies in environmental fields.

## **Educational Aims**

The Environmental Studies Program aims to make students capable of understanding the complex nature of environmental issues and their root causes (related with human activity), and of analyzing environmental problems, with an effective problem solving approach.

More specifically, the educational aims of the Environmental Studies program are to:

- Provide students with an understanding of the structure and functioning of natural systems and of their role in supporting life and human activities;
- Provide students with an understanding of the close interconnections between human societies and natural systems, of the anthropogenic causes of environmental problems and of the social, economic, political and health implications of human interactions with the environment;
- Provide students the necessary background for fully understanding the principles and dimensions of sustainability and the ability to apply them in addressing environmental issues in an integrated manner;
- Provide students with an understanding of the complex nature of environmental issues and of the need for an interdisciplinary approach in studying and addressing them, drawing from both the natural and the social sciences;
- Develop students' cognitive, practical and transferable skills that will enable them to effectively and responsibly address environmental challenges in an increasingly complex world and to succeed as professionals;
- Develop students' cognitive, practical and transferable skills necessary for postgraduate study.

## **2.2. Programme Learning Outcomes**

Upon completion of the Environmental Studies programme, students will be able to demonstrate knowledge and understanding of:

- Core concepts, principles and tools in natural sciences, of the structure and functioning of natural systems and of their role in supporting life and human activities.
- The role of social sciences in analysing and addressing environmental problems and of the social, economic, political, health and ecological implications of human interactions with the environment.
- Human responses to environmental problems such as the development of environmental policy and law and environmental management.
- The concepts and dimensions of sustainability and sustainable development and of their applications in addressing environmental issues in an integrated manner.
- Basic tools in mathematics and statistics, as well as of quantitative techniques and data processing methods including Geographic Information Systems (GIS) techniques.
- Tools, techniques and research methods used to study and address environmental issues at an advanced level.

- More specialized fields of environmental studies.

Environmental Studies students will also be able to demonstrate cognitive skills, namely reasoning, perception and intuition, by acquiring the ability to:

- Recognize the moral and ethical issues of investigations, appreciate the need for professional codes of conduct and undertake a reasoned moral assessment of actions/persons/business practices.
- Collect and analyse data and information on environmental issues using a range of techniques appropriate to the subject.
- Critically evaluate the reliability, validity and significance of data and information collected and the evidence provided to support conclusions.
- Categorize ideas, data and information, reformat and transform them towards a given purpose and design solutions.
- Identify key elements of environmental problems and apply appropriate knowledge and skills to their solution.

Students will also gain practical and professional skills, as they will acquire the ability to:

- Describe and record materials in the field and laboratory and to interpret practical results in a logical manner.
- Use appropriate laboratory and field equipment competently and safely.
- Select and apply a range of methods to study and solve environmental problems.
- Plan, conduct and present an independent project effectively and appropriately with reliance on guidance, to relate investigations to prior work and to reference appropriately.

Finally, Environmental Studies students will acquire key/transferable skills, such as to:

- Manage, select and process information from a variety of sources to support findings and hypotheses, develop a critical approach to academic literature and other sources of information and develop the ability to perform independent research in different environmental studies fields.
- Develop the ability to:
  - Communicate effectively to a variety of audiences in written, graphical and verbal forms, to engage in debate in a professional manner and
  - Produce detailed and coherent project reports.
- Interact effectively within a team/learning group, giving and receiving information and ideas and modifying responses when appropriate.
- Develop the ability to acquire, process, interpret and present data using appropriate qualitative and quantitative techniques.
- Develop the ability for independent study and self-evaluation.

### **2.3. Programme Structure**

In order to gain a BSc (Hons) in Environmental Studies, you will need to obtain 360 UK credits (120 credits per level). The programme content outline is provided in the table that follows (p. 11).

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- Level 5: equivalent in standard to the second year of a full-time undergraduate degree programme
- Level 6: equivalent in standard to the third year of a full-time undergraduate degree programme

Learning accredited at each level will reflect the student's ability to:

Level 4: Develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; operate in a range of varied and specific contexts taking responsibility for the nature and quality of outputs.

Level 5: Generate ideas through the analysis of concepts at an abstract level with a command of specialized skills and the formulation of responses to well defined and abstract problems; analyse and evaluate information; exercise significant judgment across a broad range of functions; accept responsibility for determining and achieving personal and/or group outcomes.

Level 6: Critically review, consolidate and extend a systematic and coherent body of knowledge utilizing specialised skills across an area of study; critically evaluate new concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgment in a range of situations.

Please see the College Undergraduate Catalog: [www.acg.edu/course-catalogs](http://www.acg.edu/course-catalogs)

## 2.4. Description of Modules

In the first year (level 4), students take two compulsory modules in environmental science, one compulsory module in

<p><b>Module titles - LEVEL 4</b></p> <p><b>Compulsory Modules:</b></p> <p>ES 1000 ENVIRONMENTAL SCIENCE: ECOSYSTEMS AND BIODIVERSITY (LEVEL 4) – 20 CREDITS</p> <p>ES 1010 ENVIRONMENTAL SCIENCE: ENERGY RESOURCES AND POLLUTION (LEVEL 4) – 20 CREDITS</p> <p>CH 1002 PRINCIPLES OF CHEMISTRY (LEVEL 4) – 20 CREDITS</p> <p>GG 1000 ENVIRONMENTAL GEOLOGY (LEVEL 4) – 20 CREDITS</p> <p><b>Optional Modules:</b></p> <p><b>One of the following:</b></p> <p>BI 1000 INTRODUCTION TO BIOLOGY I (LEVEL 4) – 20 CREDITS</p> <p>BI 10XX HUMAN BIOLOGY: BODY ANATOMY AND CURRENT ISSUES (LEVEL 4) – 20 CREDITS</p> <p><b>One of the following:</b></p> <p>BI 1101 INTRODUCTION TO BIOLOGY II (LEVEL 4) – 20 CREDITS</p> <p>BI 1007 ENVIRONMENTAL ECOLOGY (LEVEL 4) – 20 CREDITS</p>
<p><b>Module titles – LEVEL 5:</b></p> <p><b>Compulsory Modules:</b></p> <p>ES 3139 THE ECONOMY AND THE ENVIRONMENT (LEVEL 5) – 15 CREDITS</p> <p>ES 3216 ENVIRONMENTAL POLICY AND LEGISLATION (LEVEL 5) – 15 CREDITS</p> <p>ES 3220 PRINCIPLES OF ENVIRONMENTAL MANAGEMENT (LEVEL 5) – 15 CREDITS</p> <p>ES 32XX INTEGRATED METHODS IN ENVIRONMENTAL ANALYSIS I (LEVEL 5) – 15 CREDITS</p> <p>SO/ES 3002 ENVIRONMENT AND SOCIETY (LEVEL 5) – 15 CREDITS</p> <p>GG 3115 GEOGRAPHIC INFORMATION SYSTEMS (LEVEL 5) – 15 CREDITS</p> <p>MA 3111 STATISTICS II (LEVEL 5) – 15 CREDITS</p> <p><b>Optional Modules:</b></p> <p><b>One of the following:</b></p> <p>BI 3215 ENVIRONMENTAL HEALTH (LEVEL 5) – 15 CREDITS</p> <p>ES/CH 32XX ENVIRONMENTAL CHEMISTRY (LEVEL 5) – 15 CREDITS</p>
<p><b>Module titles – LEVEL 6:</b></p> <p><b>Compulsory Modules:</b></p> <p>ES 4017 ENVIRONMENTAL JUSTICE (LEVEL 6) – 15 CREDITS</p> <p>ES 43XX INTEGRATED METHODS IN ENVIRONMENTAL ANALYSIS II (LEVEL 6) – 15 CREDITS</p> <p>ES 4430 ENVIRONMENTAL STUDIES CAPSTONE (LEVEL 6) – 15 CREDITS</p> <p><b>Optional Modules:</b></p> <p><b>Five out of the following:</b></p> <p>ES 4115 ENERGY AND ENVIRONMENT (LEVEL 6) – 15 CREDITS</p> <p>ES 4124 AIR QUALITY AND GLOBAL ATMOSPHERIC CHANGES (LEVEL 6) – 15 CREDITS</p> <p>ES 4125 SUSTAINABLE FOOD PRODUCTION: SOIL AND ENVIRONMENT (LEVEL 6) – 15 CREDITS</p> <p>ES 4126 CONSERVATION OF WILDLIFE AND MEDITERRANEAN ECOSYSTEMS (LEVEL 6) – 15 CREDITS</p> <p>ES 4135 SUSTAINABLE USE OF RESOURCES AND WASTE MANAGEMENT (LEVEL 6) – 15 CREDITS</p> <p>ES 4223 WATER RESOURCES: THREATS AND SUSTAINABLE MANAGEMENT (LEVEL 6) – 15 CREDITS</p> <p>ES 4229 SUSTAINABLE CITIES (LEVEL 6) – 15 CREDITS</p> <p>ES 42XX EDUCATION FOR THE ENVIRONMENT AND SUSTAINABILITY (LEVEL 6) – 15 CREDITS</p> <p>ES 4327 ENVIRONMENTAL MANAGEMENT SYSTEMS (LEVEL 6) – 15 CREDITS</p> <p>ES 4328 ENVIRONMENTAL POLICIES IN THE EUROPEAN UNION (LEVEL 6) – 15 CREDITS</p> <p>HT 4021 SUSTAINABLE MANAGEMENT IN TOURISM AND HOSPITALITY (LEVEL 6) – 15 CREDITS</p>

chemistry, one compulsory module in geology and two optional modules in biology. This year provides the foundation of knowledge in natural sciences that will help students understand how natural systems work and how humans interact with them. It also develops students' practical skills in basic methods used in natural sciences through the lab component of these modules.

The second year (level 5) provides students with knowledge and understanding of the role of social sciences in understanding the environment, with one compulsory module on environmental sociology and one on environmental economics. Two additional compulsory modules teach principles of environmental management and environmental policy and

legislation. Students gain practical skills through a module in statistics, a module on methods of environmental analysis (natural science methods) and a module on Geographic Information Systems (all compulsory). They can also choose between a module on environmental health and a module on environmental chemistry.

Having built a good foundation on the understanding of the natural environment and the social, economic and political dimensions of environmental issues, in their third year of study students gain further exposure to methodology through a level 6 module covering social science methods and gain the opportunity to conduct an original piece of research through their capstone project, a dissertation that involves literature review, data collection, critical evaluation, analysis and synthesis on a topic of their interest. At this level, they also take a compulsory module on environmental justice and select five optional modules on more specialized environmental studies topics, depending on the areas of their interest.

For short module descriptions, please see the College Undergraduate Catalog: [www.acg.edu/course-catalogs](http://www.acg.edu/course-catalogs)

## **2.5. Academic Staff**

### **Teaching Staff Profiles and Contact Details**

The following staff members teach modules of the Environmental Studies programme:

- **Apostolaki, Stella, Ph.D.** Instructor

Dr. Apostolaki holds a BSc degree in Environmental Science, an MSc degree in Urban Water and Environmental Management and a PhD on sustainable environmental practices from the University of Abertay Dundee, U.K. Dr. Apostolaki is specializing on water management and sustainable urban stormwater management systems. She has obtained a multidisciplinary PhD that encompasses the disciplines of environmental science, engineering, biodiversity, ecosystem and landscape enhancement under the prism of social change and within the sustainability framework. She has a high-standard research profile on environmental and sustainability issues, and has participated in more than 15 EU-funded research projects. She has wide experience in conducting research, managing research programmes, and preparing research proposals aiming at attracting EU and national funding. She teaches modules in environmental science, conservation and water resources for the Environmental Studies programme.

E-mail: [sapostolaki@acg.edu](mailto:sapostolaki@acg.edu) ; office #: 611; telephone extension: 1464

- **Georgas, Dimitris, M.Sc.** Associate Lecturer II

Mr. Georgas holds a Geology degree from the University of Thessaloniki, an MSc in Oceanography from the University of Southampton and a European Masters degree in Environmental Management (E.A.E.M.E). He joined DEREEDowntown campus in 1993, teaching environmental science and oceanography classes. He has long professional experience as environmental consultant in public infrastructure projects design. He also has research experience as consultant in the UN Environmental Programme (UNEP) for Mediterranean Action Plan on impacts of climatic changes. He runs a small consulting firm performing environmental impact assessment and geo-environmental studies, specialized in coastal zone management. He is also a producer of organic food products. He supervises the

earth science lab and the ACG meteo station. He teaches environmental geology and an optional module on sustainable food production for the Environmental Studies programme.  
E-mail: [dgeo@acg.edu](mailto:dgeo@acg.edu) ; office #: 710; telephone extension: 1381

- **Karapanagiotis, Nicolas, Ph.D.** Associate Lecturer I

Dr. Nicolas Karapanagiotis holds a Biology degree from University of Athens, a MSc in Environmental Pollution Science from Brunel University, UK and a PhD in Civil Engineering from Imperial College, UK. In addition to his position as adjunct professor at DERE, Dr. Karapanagiotis works at the Centre for Renewable Energy Sources (CRES), where he has been involved in several European and national projects concerning energy policy and environment legislative and administrative issues, environmental impacts of energy technologies, environmental management systems, technology transfer, promotional and market strategies for energy technologies and energy policy development projects with Mediterranean, Eastern European and developing countries, as well as international co-operation projects. Dr. Karapanagiotis teaches modules on introductory environmental science, environmental policy issues, energy issues and methodology in environmental analysis.  
E-mail: [nkaras@acg.edu](mailto:nkaras@acg.edu); office #: 611; telephone extension: 1464

- **Marouli, Christina, Ph.D.** Assistant Professor

Dr. Marouli holds a BA in Biochemistry from Brandeis University, a MA in Urban and Environmental Policy from Tufts University and a PhD in Sociology from the University of California at Santa Cruz. Dr. Marouli has extensive professional experience as monitoring expert for environmental projects funded by the European Commission in Greece and Cyprus (LIFE programs). She has also conducted research on environmental and occupational health and on environmental education issues and has taught at other higher education institutions in Greece. She has also worked with NGOs, either as expert or director. She has been involved in the establishment of the Centre of Excellence for Sustainability at ACG and serves as its director. She contributed to the development of the Environmental Studies programme. She teaches modules mainly on environmental management, environmental justice, sustainable cities and research methods in environmental analysis.  
E-mail: [cmarouli@acg.edu](mailto:cmarouli@acg.edu); office #: Sustainability Centre; telephone extension: 1219

- **Markogiannakis, George, M.S.** Instructor

Mr. George Markogiannakis is a Mechanical Engineer, MSc, with specialisation on energy conservation in buildings. For more than 20 years he has worked in the fields of energy policy and planning on international, national and regional level, building simulations, energy studies, energy audits, feasibility and research studies, ESCO projects, etc. His professional record includes participation in technical committees and technical and academic assistance. He is also ISO 50001 (Energy Management) consultant and Energy Auditor. Throughout his professional carrier he has been involved in many projects concerning optimization of energy use, energy management, and implementation of new energy technologies in the building and the industrial sectors, on the promotion of sustainable development and on promoting sustainable energy investments. He has extensive experience in energy audits. He is project manager and he has participated in several EU, national and private funded projects. Additionally, he has participated as a technical expert in energy policy and planning support projects on regional, national and international level. He is the author of many studies in the

fields of Rational Use of Energy (RUE), Energy Savings, Renewable Energy Sources (RES), Energy Policy, etc. He has extensive experience in the training of professionals, undergraduate and postgraduate students and he has participated and organised many conferences, seminars and workshops. Dr. Markogiannakis teaches the Energy and Environment module for the Environmental Studies programme.

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- **Misseyanni, Anastasia, Ph.D.** Associate Professor

Dr. Misseyanni holds a Chemistry degree from the University of Athens and graduate degrees in Biochemistry: a D.E.A. from the University of Paris 7 and a PhD from the University of Marburg. She has conducted research in the fields of protein-DNA interactions and hormone-regulated gene expression. Her current research interests cover a broad spectrum, from molecular biology of genetic diseases to issues of Mediterranean biodiversity, green roofs and sustainability initiatives in higher education. She has also been active in the scholarship of teaching. She joined DERE-ACG in 1991. In her long career in teaching, she has developed and taught a large number of undergraduate natural science and environmental studies modules. She has contributed to efforts of ACG to become an environmentally sustainable institution as advisor to the DERE Environmental club and the DERE Environmental Studies Society and as chair of the *ad hoc* Green Campus Committee. She coordinated the development of the Environmental Studies programme and has served as programme coordinator in the period 2010-2014. Since fall 2014, she serves as Head of the Department of Science and Mathematics. She teaches chemistry, environmental science, ecology, water resources and methodology for the environmental studies programme.

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- **Papadopoulou, Paraskevi, Ph.D.** Professor

Dr. Papadopoulou holds Biology degrees from the University of California, Los Angeles and from the University of Athens and a PhD in Biophysics and Cell Biology from the University of Athens. Her research interests are focused in the fields of Structural Biology/Molecular Biophysics and Computational Biology/Bioinformatics, on structural and self-assembly studies of fibrous proteins, which form extracellular, proteinaceous structures of physiological importance like lepidopteran, dipteran and fish chorions. Model structures of chorion proteins and their interactions have been proposed. Her current engagement includes the development of genetic testing protocols for genetic diseases such as Tuberous Sclerosis and of Neurofibromatosis type 1. She contributed to the development of the Biology Minor and the Environmental Studies program at DERE. She has been the Head of the Department of Science, Technology and Mathematics at DERE from fall 2008 until summer 2014 and has served in various appointed or elected College Committees. She currently serves as Assistant Head of the Department of Science and Mathematics. She has a long career in the teaching of Introductory Biology for mainly Psychology majors as well as of Cellular and Molecular Neurobiology, Human Genetics and Introduction to Molecular Biology courses for Biology Minors at DERE. She teaches Introduction to Biology and Human Biology together with part of the Integrated Methods of Environmental Analysis course of the Environmental Studies program.

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- **Valahas, Michael, Ph.D.** Adjunct Professor

Dr. Valahas holds a BSc in Biochemistry and a PhD in Molecular Virology from the University of St. Andrews, Scotland. He has pursued research, as a Maitland-Ramsay scholar, in the areas of immunology and molecular virology. Dr. Valahas has been teaching natural science modules at DERE since 2007. He teaches modules in introductory biology and chemistry for the Environmental Studies programme.

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- **Vassilakos, Demetris, Ph.D.** Instructor

Dr. Vassilakos is a molecular biologist with a specialisation on molecular immunology and genetics. He holds a BSc degree in Marine Biology and Zoology (University of Bangor, Wales, UK). His dissertation was on the loggerhead sea turtle *Caretta caretta* population genetics in Crete, Greece. He continued his postgraduate studies in Molecular Genetics (University of Leicester, UK) and his thesis was on the virulent factors that cause coral bleaching in the Mediterranean coral *Oculina patagonica*. His PhD (University of Durham, UK) was in immunogenetics; the topic of his thesis was on the evolution of the Major Histocompatibility Complex genes in marine mammals, focusing on cetaceans. He was awarded a career development fellowship by the Medical Research Council in the UK and his postdoctoral fellowship was in molecular immunology and transgenics (National Institute for Medical Research, London, UK) where he studied the haematopoiesis of the immune system. After his postdoc, he worked as a senior scientist in MabCure Inc. (Hasselt, Belgium), an American company specializing in monoclonal antibodies development in oncology and as a trainee clinical scientist in immunology for the National Health System (St Georges Hospital London, UK). His current position is as a Staff Scientist C in charge of the transgenics unit at BSRC Alexander Fleming in Vari, Greece. His research interests lie in molecular immunology, molecular genetics, conservation and transgenics. Dr. Vassilakos teaches Introduction to Biology at DERE.

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- **Vitoraki, Maria, M.Sc.** Adjunct Preceptor

Ms. Maria Vitoraki holds a Chemical Engineering degree from the University of Thessaloniki and a MSc in Environmental Engineering from the University of Portsmouth. She has conducted research on stabilization/solidification of hazardous waste and participated in projects on home composting of organic household waste and management of hazardous household waste in Greece. She has been involved in projects on solid waste management in cooperation with several municipalities and in a project on addressing water pollution and soil contamination from hazardous industrial wastes in the area of Asopos (Viotia, Greece). She has collaborated with environmental NGOs. In November 2012 she became co-founder, member of trustees and General Secretary of the "Citizens' Inspectorate for Sustainable Development", an NGO that supports and promotes citizen involvement in regional and local planning for environmental sustainability. She teaches environmental science, earth science and an optional module on solid waste management.

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- **Voutsinas, Gerasimos, Ph.D.** Adjunct Professor

Dr. Voutsinas holds a Biology degree from the University of Thessaloniki and a PhD from the University of Patras. In addition to his position as adjunct professor at DERE where he teaches

introduction to molecular biology, he is a Principal Investigator at the National Center for Scientific Research (NSRF) "Demokritos". He is the Head of the Lab of Environmental Mutagenesis and Carcinogenesis, Institute of Biosciences and Applications, NSRF "Demokritos" and Head of the Genetic Services Lab "Molecular Diagnosis of Genetic Diseases" of the NSRF "Demokritos". His current research interests are identification and validation of drug targets for cancer therapy, development and evaluation of biomarkers for diagnosis, prognosis and treatment response in human disease and development of genetic testing protocols for molecular diagnosis of human genetic diseases. Dr. Voutsinas teaches the Environmental Health module of the Environmental Studies Program.

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The programme is also supported by teaching staff from other areas of our department and from other departments:

- Dr. Maria-Teresa Gastardo, Dr. Dionysis Karavellas, Dr. Dimitris Natsis and Dr. Sotiris Panagopoulos (Department of Science and Mathematics/Mathematics area) teach the statistics module of the programme
- Dr. Odysseas Katsaitis (Economics Department) teaches a module on environmental economics.
- Dr. Gregory Katsas (Sociology Department) teaches a module on environment and society.
- Mr. Kostas Leftheriotis (Computer Information Systems Department) teaches a module on geographic information systems.
- Dr. George Papageorgiou (International Business and Hospitality Management Department) teaches an optional module on Sustainable Management in Tourism and Hospitality.

## 2.6. Programme Resources

### Library resources

Library resources have been expanded considerably since validation. 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](http://library.acg.edu)) on campus as well as remotely.

Students studying Environmental Studies, in particular, have access to a print collection of 786 books in the area of Environmental Studies and to hundreds of academic journals in full text in and electronic, print and microfilm formats. The following research databases are among the many that students and faculty members have access to through the library:

➤ **Academic Search Premier (EBSCO)**

A multidisciplinary database with access to articles covering all academic disciplines. More than 4.700 titles are available in full text of which more than 4.000 are peer-reviewed.

➤ **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 various fields of study.

➤ **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.

➤ **GreenFILE (EBSCO)**

Citations and abstracts with some full text of more than 760 sources covering all aspects of human impact on the environment. Subjects covered include: global climate change, green building, pollution, sustainable agriculture, renewable energy and recycling.

➤ **JSTOR**

A high-quality interdisciplinary archive of leading scholarly journals across the humanities, social and natural sciences. Includes core periodical titles on art and art history.

➤ **Opposing Viewpoints in Context**

Features viewpoint articles, topic overviews, full text magazine, academic journal and newspaper articles, primary source documents, statistics, images and podcasts, and links to websites for information on today's social issues.

➤ **Oxford Reference**

A collection of over 200 general and subject-specific reference titles published by *Oxford University Press*, covering more than 25 subjects.

➤ **Passport (Euromonitor)**

Integrated access to market size data for more than 300 consumer products; demographic, economic and lifestyle statistics; industry, company, country and consumer lifestyle reports, as well as comments from expert analysts. Covers more than 200 countries.

➤ **ScienceDirect**

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

➤ **SIRS Issues Researcher**

Full text articles covering social, scientific, health, historic, economic, business, political and global issues. Articles and graphics are selected from 1,800 US and international publications.

For resources not readily available, the library offers document delivery services through the union catalogue 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 cataloguing rules. All library functions, including cataloguing, acquisitions, circulation, reserves and the public access catalogue are managed through an integrated library automation system. The web-based public access catalogue 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.
- ESRI ARCMAP 10.2 Desktop with 31 licenses
- 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 Centre staff.

### **Media Centres**

The Media Centres 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 Centres provide 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 Centre. The Centre'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 Centre 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.

### **Laboratory Facilities**

Environmental Studies students benefit from a state-of-the-art student computer lab in the Centre for the Arts building.

They also benefit from three science labs that are equipped with the materials, equipment and instruments needed to perform with safety the lab activities for the natural science modules. More specifically:

- The environmental science lab supports the needs of the environmental science and chemistry modules
- The biology lab supports the needs of all biology modules with a lab component (introductory biology, human biology, environmental ecology and introduction to molecular biology)
- The physics/earth science lab supports the needs of the geology module and soil analysis

Students of the Environmental Studies programme also benefit from the natural environment at the Aghia Paraskevi campus. The ecosystem of the campus, including a forested area located at the western slopes of Mt. Hymettus offers an ideal setting for field work and investigations. Campus operations such as use of water, energy and waste management are other areas that can provide ground for research. Within the framework of different course modules, students will have the opportunity to study the ecosystem through observation and measurements and are expected to engage in research projects involving campus wildlife and campus operations. In addition, a number of fieldtrip activities are usually offered by several modules.

## **2.7 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](http://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.

## **2.8 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 currently is:

Dr. Veronical Edmonds-Brown, Senior Lecturer, University of Hertfordshire, 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.

## **2.9 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.

In the course of their studies, Environmental Studies students have had the opportunity to gain work experience through the College-wide International Internship and Study Abroad program (two students were accepted for a Libra Group internship); three students had a chance to work in a private consulting firm on sustainability issues. One student has collaborated with an NGO on her capstone project. More collaborations with NGOs and industry are being explored that will broaden the opportunities of students to engage in work-related activities in areas of their interest. Many Environmental Studies students have also gained experience by working as student assistants in the DERE science labs and for the Centre of Excellence for Sustainability.

## **2.10 Opportunities for Graduates**

Environmental Studies graduates may embark on careers in

- environmental consulting (e.g. in private consulting firms, green enterprises, in the environmental quality assurance department of companies, as environmental auditors)
- environmental education (e.g. in NGOs, national parks and protected areas, educational institutions)
- environmental communication (e.g. in media, NGOs, protected and restored areas, thematic tourism, educational institutions)



- environmental planning and environmental management (e.g. in private companies such as corporations, banks, NGOs, management boards for protected areas, colleges and universities)
- environmental science as researchers or academics (after doing post-graduate studies)

As the DEREЕ Environmental Studies programme is relatively new and the first OU students are expected to graduate this academic year, data from jobs and careers of graduates are not available yet.

In addition to the central support offered by the Career Services of DEREЕ, ES students' employability skills and connection with programme-specific employers are enhanced through projects within the framework of several courses, including the capstone course, through internships developed from efforts of the Center of Excellence for Sustainability (CES) and ES teaching staff to connect with potential employers (SMEs, NGOs) and through Green Career sessions and other events organized by the CES and the ES programme team. A collaboration with the Careers Office has been initiated to make some of these opportunities more official.

### **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 B. The general grading criteria employed by the College are set out in Appendix C.

##### **Examination Regulations and Procedures**

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

##### **Student Identity**

Students must carry with them their DEREЕ 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

The assessment methods for the different modules of the Environmental Studies programme can be seen in the table below.

COURSE	COURSE TITLE	ASSESSMENT TYPE	WEIGHT (percent)	DESCRIPTION
<b>COMPULSORY MODULES - LEVEL 4</b>				
ES 1000	Environmental Science: Ecosystems and Biodiversity	<b>Formative:</b> Essay questions - In-class or online quizzes	0	Multiple choice/short answers/essay questions (combination )
		<b>Assessment 1:</b> Midterm examination (2-hour)	30	Multiple choice/short answers/essay questions (combination )
		<b>Assessment 2:</b> Lab reports	25	Reports on the lab and/or field activities
		<b>Final Assessment:</b> Final examination (2-hour)	45	Multiple choice/short answers/essay questions (combination )
ES 1010	Environmental Science: Energy Resources and Pollution	<b>Formative:</b> Essay questions - In-class or online quizzes	0	Multiple choice/short answers/essay questions (combination )
		<b>Assessment 1:</b> Midterm examination (2-hour)	30	Multiple choice/short answers/essay questions (combination )
		<b>Assessment 2:</b> Lab reports	35	Reports on the lab and/or field activities
		<b>Final Assessment:</b> Final examination (2-hour)	45	Multiple choice/short answers/essay questions (combination )
CH 1002	Principles of Chemistry	<b>Formative:</b> Essay questions - In-class or online quizzes	0	Multiple choice/short answers/essay questions (combination )
		<b>Assessment 1:</b> Midterm examination (2-hour)	30	Multiple choice/short answers/essay questions (combination )
		<b>Assessment 2:</b> Lab reports	25	Reports on the lab and/or field activities
		<b>Final Assessment:</b> Final examination (2-hour)	45	Multiple choice/short answers/essay questions (combination )
GG 1000	Environmental Geology	<b>Formative:</b> Essay questions - In-class or online quizzes	0	Multiple choice/short answers/essay questions (combination )
		<b>Assessment 1:</b> Midterm examination (2-hour)	30	Multiple choice/short answers/essay questions (combination )
		<b>Assessment 2:</b> Lab reports	30	Reports on the lab and/or field activities
		<b>Final Assessment:</b> Final examination (2-hour)	40	Multiple choice/short answers/essay questions (combination )
<b>OPTIONAL MODULES -LEVEL 4</b>				
<b>ONE OF THE FOLLOWING:</b>				
BI 1000	Introduction to Biology I	<b>Formative:</b> Essay questions - In-class or online quizzes	0	Multiple choice/short answers/essay questions

		<b>Assessment 1:</b> Midterm examination (lab component: 1/2-hour, lecture material: 2 hours)	40	lab exam (10%) and in-class midterm exam (30%): Multiple choice/short answers/essay questions
		<b>Final Assessment:</b> Final examination ((lab component: 1/2-hour, lecture material: 2 hours)	60	lab exam (10%) and in-class final exam (40%): Multiple choice/short answers/essay questions
BI 10XX	Human Biology: Body Anatomy and Current Issues	<b>Formative:</b> Essay questions - In-class or online quizzes	0	Multiple choice/short answers/essay questions
		<b>Assessment 1:</b> Midterm examination (lab component: 1/2-hour, lecture material: 2 hours)	40	lab exam (10%) and in-class midterm exam (30%): Multiple choice/short answers/essay questions
		<b>Final Assessment:</b> Final examination ((lab component: 1/2-hour, lecture material: 2 hours)	60	lab exam (10%) and in-class final exam (40%): Multiple choice/short answers/essay questions
<b>ONE OF THE FOLLOWING:</b>				
BI 1007	Environmental Ecology	<b>Formative:</b> Essay questions - In-class or online quizzes	0	Multiple choice/short answers/essay questions (combination )
		<b>Assessment 1:</b> midterm examination (2-hour)	30	Multiple choice/short answers/essay questions (combination )
		<b>Assessment 2:</b> Lab reports	25	Reports on the lab and/or field activities
		<b>Final Assessment:</b> Final examination (2-hour)	45	Multiple choice/short answers/essay questions (combination )
BI 1101	Introduction to Biology II	<b>Formative:</b> Essay questions - In-class or online quizzes	0	Multiple choice/short answers/essay questions
		<b>Assessment 1:</b> Midterm examination (lab component: 1/2-hour, lecture material: 2 hours)	40	lab exam (10%) and in-class midterm exam (30%): Multiple choice/short answers/essay questions
		<b>Final Assessment:</b> Final examination ((lab component: 1/2-hour, lecture material: 2 hours)	60	lab exam (10%) and in-class final exam (40%): Multiple choice/short answers/essay questions
<b>COMPULSORY MODULES - LEVEL 5</b>				
ES 3139	The Economy and the Environment	<b>Formative:</b> in-class, 1-hour "diagnostic" test	0	Essay questions
		<b>Assessment 1:</b> Project (2,000-2,500 words)	40	Literature review/synthesis/critical evaluation
		<b>Final Assessment:</b> Final Examination (2-hour).	60	Essay questions
ES 3216	Environmental Policy and Legislation	<b>Formative:</b> Homework assignments	0	Critical response to selected questions during the semester – sample test
		<b>Assessment 1:</b> Project (2,000-2,500 words)	50	Research on a selected topic
		<b>Final Assessment:</b> Final Examination (2-hour).	50	Essay questions
ES 3220	Principles of Environmental Management	<b>Formative:</b> Homework assignments	0	Critical response to selected questions during the semester – sample test
		<b>Assessment 1:</b> Project (2,000-2,500 words)	50	Research on a selected topic
		<b>Final Assessment:</b> Final Examination (2-hour).	50	Essay questions
ES 32XX	Integrated Methods in Environmental Analysis I	<b>Formative:</b> Homework assignments	0	Critical response to selected questions during the semester – sample test
		<b>Assessment 1:</b> Project (1,500-1,800 words)	35	Research on a selected topic
		<b>Assessment 2:</b> Portfolio of lab reports	25	Reports and exercises on lab/field activities
		<b>Final Assessment:</b> Final Examination (2-hour).	40	Essay questions

GG 3115	Geographic Information Systems	<b>Formative:</b> homework assignment	0	Take-home "diagnostic" case study
		<b>Final Assessment:</b> Project: (1,500-1,800 words report)	100	report describing the work done with references and a map output
MA 3111	Statistics II	<b>Formative:</b> Examination	0	Problems / essay questions (combination)
		<b>Assessment 1:</b> Midterm examination	40	Problems / essay questions (combination)
		<b>Final Assessment:</b> Final Examination (2-hour)	60	Problems / essay questions (combination)
SO/ES 3002	Environment and Society	<b>Formative:</b> Diagnostic take-home examination	0	Essay questions
		<b>Assessment 1:</b> Project (2,500 words)	40	Project based on analyzing connections between social changes and environment in a specific area.
		<b>Final Assessment:</b> Final Examination (2-hour).	60	Essay questions
<b>OPTIONAL MODULES - LEVEL 5</b>				
<b>ONE OF THE FOLLOWING:</b>				
BI 3215	Environmental Health	<b>Formative:</b> Homework assignments	0	Essay questions
		<b>Assessment 1:</b> Midterm Examination	40	Essay questions
		<b>Final Assessment:</b> Final examination (2-hour)	60	Essay questions
ES/CH 32XX	Environmental Chemistry	<b>Formative:</b> Homework assignments	0	Essay questions
		<b>Assessment 1:</b> Project (2,000-2,500 words)	40	Research on a selected topic
		<b>Final Assessment:</b> Final Examination (2-hour).	60	Essay questions
<b>COMPULSORY MODULES - LEVEL 6</b>				
ES 4017	Environmental Justice	<b>Formative:</b> Homework assignments	0	Critical response to selected questions during the semester and/or engagement with on-line tools
		<b>Assessment 1:</b> Project (3,000-3,500 words)	50	Research on a selected topic
		<b>Final assessment:</b> Take-home essay questions	50	Critical response to selected essay questions
ES 43XX	Integrated Methods in Environmental Analysis II	<b>Formative:</b> Homework assignments	0	Critical response to selected questions during the semester and/or engagement with on-line tools
		<b>Assessment 1:</b> Student's capstone proposal (2,000 to 3,000 words)	40	Students will prepare their capstone proposal, including topic, questions, methodology and method, time plan.
		<b>Assessment 2:</b> Practical exercises	30	Selected practical exercises
		<b>Final Assessment:</b> Take-home essay questions	30	Critical response to 2 selected essay questions
ES 4430	Environmental Studies Capstone	<b>Formative:</b> assessment of different stages of research project	0	Regular meetings with instructor at different stages of research in which students receive feedback on their work
		<b>Final Assessment:</b> Research paper (6,500-7000 words)	100	Research on a selected topic (literature review/data collection/evaluation/analysis/synthesis)
<b>OPTIONAL MODULES - LEVEL 6</b>				
<b>FIVE OF THE FOLLOWING:</b>				
ES 4115	Energy and Environment	<b>Formative:</b> Homework assignments	0	Critical response to selected questions during the semester – sample test
		<b>Assessment 1:</b> Project (3,000-3,500 words)	50	Research on a selected topic

		<b>Final Assessment:</b> Final Examination (2-hour)	50	Essay questions
ES 4124	Air Quality and Global Atmospheric Changes	<b>Formative:</b> Homework assignments	0	Critical response to selected questions during the semester – sample test
		<b>Assessment 1:</b> Project (3,000-3,500 words)	40	Research on a selected topic
		<b>Final Assessment:</b> Final Examination (2-hour)	60	Essay questions
ES 4125	Sustainable Food Production: Soil and Environment	<b>Formative:</b> Homework assignments	0	Critical response to selected questions during the semester – sample test
		<b>Assessment 1:</b> Project (3,000-3,500 words)	50	Research on a selected topic/ field work and data collection
		<b>Final Assessment:</b> Final Examination (2-hour)	50	Essay questions
ES 4126	Conservation of Wildlife and Mediterranean Ecosystems	<b>Formative:</b> Homework assignments	0	Critical response to selected questions during the semester – sample test
		<b>Assessment 1:</b> Project (3,000-3,500 words)	40	Research on a selected topic
		<b>Final Assessment:</b> Final Examination (2-hour)	60	Essay questions
ES 4135	Sustainable Use of Resources and Waste Management	<b>Formative:</b> Homework assignments	0	Critical response to selected questions during the semester – sample test
		<b>Assessment 1:</b> Project (3,000-3,500 words)	40	Research on a selected topic
		<b>Final Assessment:</b> Final Examination (2-hour)	60	Essay questions
ES 4223	Water Resources: Threats and Sustainable Management	<b>Formative:</b> Homework assignments	0	Critical response to selected questions during the semester – sample test
		<b>Assessment 1:</b> Project (3,000-3,500 words)	40	Research on a selected topic
		<b>Final Assessment:</b> Final Examination (2-hour)	60	Essay questions
ES 4229	Sustainable Cities	<b>Formative:</b> Homework assignments	0	Critical response to selected questions during the semester and/or engagement with on-line tools
		<b>Assessment 1:</b> Project (3,000-3,500 words)	50	Research on a selected topic
		<b>Final assessment:</b> take-home essay questions	50	Critical response to selected essay questions
ES 42XX	Education for the Environment and Sustainability	<b>Formative:</b> Coursework	0	Participation in selected educational activities during the semester and/or engagement with on-line tools
		<b>Assessment 1:</b> Take-home essay questions	35	Selected essay questions (3)
		<b>Assessment 2:</b> Peer review	15	Peer review of a colleague's lesson plan
		<b>Final Assessment:</b> Lesson plan	50	Preparation and presentation or implementation of a lesson plan
ES 4327	Environmental Management Systems	<b>Formative:</b> Homework assignments	0	Critical response to selected questions during the semester and/or engagement with online tools
		<b>Assessment 1:</b> Project (3,000-3,500 words)	50	Research on a selected topic

		<b>Final Assessment:</b> Critical response to selected essay questions (take home)	50	Essay questions
ES 4328	Environmental Policies in the European Union	<b>Formative:</b> Homework assignments	0	Critical response to selected questions during the semester – sample test
		<b>Assessment 1:</b> Project (3,000-3,500 words)	50	Research on a selected topic
		<b>Final Assessment:</b> Final Examination (2-hour)	50	Essay questions
HT 4021	Sustainable Management in Tourism and Hospitality	<b>Formative:</b> Coursework	0	Discussion of case studies, articles and other sources
		<b>Assessment 1:</b> Group presentation	30	Approximately 10-15 minutes per group
		<b>Final Assessment:</b> Student project (3,000–3,500 words)	70	Individual written project

Table 1: Environmental Studies Programme: Assessment Method Mapping

Assessment of student performance involves a reasonable mix of assessment methods (including seen or unseen in class examination and coursework) and may incorporate both “formative” (“diagnostic” evaluation that provides feedback in order to improve learning) along with “summative” (evaluation that tests whether students have mastered the learning outcomes of a program) evaluation tools.

Formative assessment may take the form of very specific in-class exercises such as quizzes (very short written exams), interpretive and practical exercises, multiple choice, on-line exams with teacher feedback, take-home assignments, among others. Formative assessment does not contribute to the student’s grade.

Summative assessment includes seen or unseen exams, individual project work, research papers, lab reports and essays; some assessments include an oral presentation of student work. Summative assessments do contribute to the student’s grade. Each summative assessment tests different learning outcomes of the module. Timely feedback is provided to students.

Summative assessment of student performance in the Environmental Studies Programme is normally carried out in two different stages within the term (i.e. semester/session):

1. **Midterm (or 1<sup>st</sup>) assessment**, which usually contributes 30 to 50% to the student’s overall grade. The midterm component is a summative assessment that takes place part-way through the module and may take different forms (seen or unseen examination, in some cases combined with a lab exam, or assessed coursework such as a project or essay).
2. Some modules involving practical work include a **second assessment** that usually consists of lab/field reports and/or other practical exercises; this assessment usually contributes to 25% of the module grade. Lab reports are a common form of assessment at level 4 introductory science modules. A portfolio of practical work is also used as an assessment in the Integrated Methods of Environmental Analysis modules. Students receive feedback for each component of the work in the course of the semester but the submission deadline for the entire portfolio is close to the last week of classes.
3. **Final assessment** (in class examination, portfolio or project), which, if exam, takes place following the last day of classes of the semester/session and contributes in most cases

40% to 60% of the module grade, with the exception of the GIS and the capstone modules in which the final assessment (project) represents 100% of the grade and has a submission deadline close to the last week of classes.

Generally most modules include as part of one or more assessments, coursework. At level 4, coursework includes mainly lab reports that help students develop practical skills. At level 5 and 6, coursework includes student projects that are usually based on research on selected topics relevant to class material (literature review or primary data collection through observations, measurements, interviews, surveys) and may include paper preparation (through which they develop skills for critical evaluation, analysis and synthesis), oral presentation of student work and/or poster. Critical essays, role playing, case study analysis and production of audiovisual material are other options that will be introduced in some modules at level 5 and 6. These alternative assessment methods, though not appearing in the module specifications (assessment is described as “student project”), are explicitly described in the module information package. Generally, a higher diversity of assessment types is used at level 6, at which students must develop and demonstrate a very good level of critical thinking, analytical and synthetic skills. At Level 5 and 6, coursework and its contribution to the overall grade varies from 40% to 100%.

Coursework increases qualitatively and quantitatively students' engagement with the material and challenges students to apply theoretical concepts to real life settings, to critically analyse case studies and to synthesize knowledge gained into new ideas. Marking schemes for each type of coursework are provided to students in electronic form at Blackboard containers of modules within the first days of classes.

#### Feedback on summative assessment

Formal feedback accompanied by grades is provided in writing to students, immediately following the completion of second marking. Such feedback informs students about the extent to which they have met learning outcomes, identifies areas of strengths and weaknesses, and provides guidance for improvement.

All proposals for summative assessments, particularly in modules with many iterations, are approved by an *ad hoc* Subsidiary Examination Committee working within the Department. Following approval, all assessment keys are sent to the EE prior to the start of the next Semester or Session.

Examinations and assignments assess students' ability to solve conceptual, terminological, interpretive and, where needed, numerical problems under a set time constraint. Essays develop abilities in written expression and argument, while projects develop ability to study a single issue in depth. In certain modules essays and projects give students practice in making presentations and developing powers of oral expression and argument.

The precise combination of assessment tools used in each Environmental Studies module depends on module level and the material covered (please see Module Assessment spreadsheet in this folder for a detailed presentation of assessment methods by module).



Environmental Studies staff use assessment rubrics and assessment forms to disseminate criteria of assessment to students, to secure fairness in grading and to facilitate second and external marking. Samples of assessment rubrics and feedback sheets, although these may vary according to Level and module are available upon request.

### **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 Environmental Studies programme (Department of Science and Mathematics) 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.

More specifically, the Environmental Studies Society was established in spring 2012 and aims at promoting awareness of environmental issues at DERE-ACG through organization of academic events and activities such as lectures, panel discussions, film screenings and field trips. It also aims to help students gain practical skills and experience in environmental studies fields and solve problems they are confronted with in the course of their studies. It collaborates with the Centre of Excellence for Sustainability and other College entities to support efforts that aim at promoting sustainability at ACG. The Environmental Studies Society received the Society of the Year Award for the academic year 2013-14.

Contact information: [dc.environmentalstudiessoc@acg.edu](mailto:dc.environmentalstudiessoc@acg.edu)

#### **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](mailto: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**

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 Undergraduate Online Catalog <http://www.acg.edu/academics>).

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, Undergraduate Online Catalog <http://www.acg.edu/academics>).

### **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](http://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](http://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, Goinglobal, 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; Goinglobal, 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.....**

### **5.1 .....are 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).

### **5.2 .....are 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.

### **5.3 .....have 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).

#### **5.4 .....are 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.

#### **5.5 ....need 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 D.

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,

**Appendix B:** Assessment Strategy, Procedures for Exam Security and Invigilation

**Appendix C:** Grading Criteria

**Appendix D:** Turnitin Policy

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

## Appendix A:



**DEREE-The American College of Greece**

### **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 STRATEGY<sup>1</sup>**

**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."<sup>2</sup> The American Association for Higher Education defines assessment in more detail as:

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<sup>1</sup> Updated 2014; source [www.cf.ac.uk](http://www.cf.ac.uk)

<sup>2</sup> *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

. . . 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.<sup>3</sup>

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:<sup>4</sup>

**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.

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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>

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

<sup>4</sup> *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>

## **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.<sup>5</sup>**

- 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.<sup>6</sup>**

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<sup>5</sup> *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>

<sup>6</sup> *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 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.	Department heads, Programme Coordinators Programme teams School Deans Programme Committee	Initial programme validations 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 DERE 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 DERE 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 C: Grading Criteria

### Grading

Grades are reported at the end of each semester and session. The following scale of letter grades and quality point (numerical) equivalents is used toward the US bachelor's degree:

<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
<b>Excellent:</b> 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
<b>Very Good:</b> 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
<b>Good:</b> 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
<b>Satisfactory:</b> 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
<b>Fail:</b> 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 D:

### 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 coursesuggests 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.

#### **Recommended Guidelines for Student Use of Turnitin**

- Students are only permitted to submit their own work and only for assignments created by DERE faculty for DERE 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.

## Appendix E:

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

OFFICES WHERE STUDENTS AND EMPLOYEES MAY INITIALLY SEEK HELP:

PIERCE: Lyceum 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 and 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/parents/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 6936330266

**Monday – Friday between 13:00-21:00** Call DEREENurse: ext. 1500 or 6936583599

**Monday – Friday after 21:00, on weekends and in case the nurse is not available:** Call the gate (ext. 1100) or EKAB (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 9819. The same form should then be emailed to [wellnesscenter@acg.edu](mailto:wellnesscenter@acg.edu) and Office of Human Resources for PIERCE and DEREEN employees at [hr1@acg.edu](mailto:hr1@acg.edu), or ALBA Human Resources for ALBA employees and students at [hr@alba.edu.gr](mailto: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 KEELPNO and may require community awareness and protection or referral to a clinical setting, consult the *Infectious Disease Risk Assessment and Protocol*.

#### PIERCE Students

For a **minor illness/injury** the nurse may contact the parents directly to get their permission to give medication and inform them of any issue of which they feel the parent should be aware. For students who would benefit from further care at home, the nurse notifies the appropriate PIERCE Gymnasium/Lyceum Administration (SEE TABLE A). The

Gymnasium/Lyceum Office contacts the parent/guardian to determine whether the parent would like the student to go home or stay at school. If the student goes home the nurse provides the student an excuse slip.

In the case of a **more serious illness/injury** that requires referral to a clinical setting, the nurse communicates with the Gymnasium/Lyceum office. The Gymnasium/Lyceum Office contacts the parent/guardian to arrange for transportation and to determine which hospital the parent/guardian would like to go to. If the parent/guardian is unable to provide transportation from the school to the hospital, the Gymnasium/Lyceum Office secretary arranges for a taxi or ambulance *at the request* of the parent/guardian. The College is not responsible for providing transportation to the hospital. In case the parent/guardian is unreachable by telephone or in the case of an emergency, an employee will *escort* the student to the hospital by ambulance or taxi. The parent/guardian should then meet the student at the hospital.

If the student's parent/guardian requests a private hospital, the Gymnasium/Lyceum Office provides the student information on the *Student Hospital Referral Slip* (Date, Time, Name, Last Name, and Father's Name & Hospital to which they are being sent) to the Business Affairs Office. The Business Affairs Office contacts the hospital's accounting office to arrange insurance coverage. (SEE TABLE A)

In the case of an individual who presents with symptoms resembling **an infectious illness** that corresponds with a public health notice from KEELPNO and may require community awareness and protection or referral to a clinical setting, according to the *Infectious Disease Risk Assessment and Protocol*, the nurse contacts C. Drakonakis (CD) who will contact the Gymnasium/Lyceum Office. Gymnasium/Lyceum Office informs the parent/guardian and asks appropriate questions designated on *Infectious Disease Risk Assessment and Protocol*. Gymnasium/Lyceum Office calls CD back with information. If necessary CD contacts KEELPNO for directions. CD communicates directions from KEELPNO to Gymnasium/Lyceum Office who will then transfer directions to the parents.

**DEREE Undergraduate and Graduate Students** – For an accident/illness that requires referral to a clinical setting - the nurse offers the choice of going to a public or private hospital or other clinical setting. If the student prefers a private hospital, the Business Affairs Office contacts the hospital's accounting office to arrange for insurance coverage for accidents only (illness is covered only for certain international students). The nurse asks the student to contact a parent/guardian or friend to arrange for transportation. To avoid liability in case of an accident during transportation of an injured student to the hospital, the College is not responsible for providing transportation or nor it is required to provide someone to accompany DERE students home or to the hospital. In the case of an emergency, an ambulance is requested. The nurse notifies the appropriate DERE Administration (SEE TABLE A)

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

**ALBA Students (on the Aghia Paraskevi Campus)** – For an accident/illness that requires referral to a clinical setting - The nurse asks the individual to contact a parent/guardian or friend to arrange for transportation. The College is not responsible for providing transportation or someone to accompany the individual home or to the hospital. In the case of an emergency, an ambulance is requested. The nurse notifies the appropriate College Administration (SEE TABLE A)

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

**ACG Employees (on the Aghia Paraskevi Campus)** – In the case that an employee is referred to the hospital, the nurse notifies the Human Resources Department (HR) of the appropriate school. HR after receiving the patient information (Name, Last Name and nature of illness or accident) coordinates together with the patient and/or his/her family the appropriate medical care. If referral to a hospital is necessary, HR contacts the Business Affairs Office to arrange for insurance coverage with the hospital's accounting office. (SEE TABLE A)

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

**Visitors, Sports Academies, ACG Fitness Members** – For an accident/illness that requires referral to a clinical setting, the nurse asks the individual to contact a parent/guardian or family member/friend to arrange for transportation. The College is not responsible for providing transportation or someone to accompany the individual home or to the hospital. In the case of an emergency, an ambulance is requested. The nurse notifies the appropriate College Administration (SEE TABLE A)



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

**Student Excursions** – Chaperones report the accident/illness to PIERCE or DERE Administration. The same procedures are followed for PIERCE and DERE students as listed above.

**For fractures** – As a general practice, the College refers students and employees to KAT Hospital if older than 14 years of age, or if under 14 years of age, to Paidon (Παίδων) or Mitera (Μητέρα), unless otherwise requested by parent or employee.

**For poisoning** –The nurse contacts the poisoning helpline at 210-7793777.

## **REVIEW AND EVALUATION**

The success of this policy is measured from set criteria:

- . Maintaining a relatively accident free college environment
- . Positive feedback from staff, and students
- . Submitting annual accident/illness reports

The policy will be evaluated and updated as necessary.



## MEDICAL EMERGENCY WHEN NURSE IS ON DUTY

