



School of Liberal
Arts and Sciences



STUDENT HANDBOOK

BA (Hons) in Psychology

2016-2017

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

Contents

1. Welcome to the Programme	3
1.1 Message from the Dean	3
1.2 Message from the Department	4
1.3 Academic Calendar	4
1.4 Key Contacts	4
1.5 Keeping in Touch	5
2. Studying on this Programme	5
2.1 Programme Philosophy and Mission	5
2.2 Programme Learning Outcomes:	6
2.3 Programme Structure	7
2.4 Description of Modules	10
2.5 Laboratory Facilities	11
2.6 Academic Staff and Contact Details	11
2.7 Library Help	17
2.8 External Examiner	19
2.9 Opportunities for Graduates	19
3. Assessment and Feedback	20
3.1 Assessment	20
3.2 Giving your Feedback about this Programme	22
3.3 What Happens with your Feedback about this Programme?	23
3.4 Getting Feedback on your Assessed Work	24
3.5 How do I Get my Results?	24
3.6 Issues with Assessment	24
3.7 Academic Misconduct and Penalties	27
3.8 Complaints Procedure	28
4. Where to Get Help	29
4.1 Downloading College Forms	29
4.2 Academic Advising	29
4.3 Student Academic Support Services	30
4.4 The ACG Counseling Center	30
4.5 Office of Student Affairs	31

4.6 Student Success Centre	31
4.7 Disability Status and Provisions.....	31
4.8 Career Services	32
4.9 Study Abroad.....	32
5. What to do if you.....	33
5.1are absent for more than one day	33
5.2are ill	33
5.3have a comment, compliment or complaint	33
5.4are considering withdrawing from the course	33
5.5need a reference letter	33
6. Other Relevant Policies.....	34
6.1 Attendance Policy	34
6.2 Student Punctuality Policy	34
6.3 Turnitin Policy and Student Guidelines	34
6.4 Transfer of credits	35
6.5 Evaluation of Transfer Credits	35
6.6 Credit by Assessment for Professional Experience	35
6.7 Student matriculation	36
List of Appendices	37
Appendix A: Sample Student Timetable	38
Appendix B: Assessment Strategy	41
Appendix C: Grading Criteria	52
Appendix D: Turnitin Guidelines.....	53
Appendix E: ACG First Aid Protocol and Medical Emergency Flow Charts.....	58
Appendix G: Teaching and Learning	64
Appendix H: GUIDELINES & INFORMATION MITIGATING/EXTENUATING CIRCUMSTANCES & ATTENDANCE	68

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

Psychology today is defined as “*the scientific study of behavior and underlying mental phenomena.*” The field of psychology encompasses a broad range of topics from personality, and human development to perception, mental disorders, and cognitive processes. Psychology seeks to explore what makes us who we are, how we perceive the world, learn, remember and why we forget, how we behave in social settings and cope with difficulties as well as how biology interacts with environment trying to explain what we do and how we think. Psychology is relevant to all because unlike other subjects, it is all about people, and the way they behave and think. Qualified Psychologists conduct research, examining systematically different phenomena and apply that knowledge to help solve human problems. They work and conduct research in diverse settings like laboratories, schools, industry, hospitals, and prisons. Studying Psychology is rewarding because students are not only exposed to a wide range of subject areas but they also develop key transferable skills including critical thinking, scientific methods, data analysis, report writing, presentation skills and teamwork. The knowledge and skills they acquire help students pursue careers in such fields as psychology, social work, health, counseling, management, human resources, public relations, and communication.

DEREE-The American College of Greece was the first institution in Greece to offer a comprehensive curriculum in psychology beyond the high school level. The College (then called Pierce College, Upper Division) awarded the first Bachelor of Arts degrees with a major in psychology in 1966. Psychology modules aim at creating an intellectually challenging climate that will enable students to move away from a mentality that emphasizes the pursuit of grades to one that concentrates on pursuing fresh insights and learning to respect a diversity of viewpoints. Major emphasis is placed upon a thorough development of the critical and analytical tools of contemporary psychology so that students will become adept in formulating meaningful questions and devising valid strategies for answering those questions. These goals are pursued in a curriculum that includes both applied and research aspects of the discipline aiming of producing well-rounded, resourceful, and well-informed graduates. The Psychology Department, staffed with a well-qualified and dedicated faculty who has earned doctoral degrees in the United States and Great Britain, continues its tradition of pursuing excellence in undergraduate education. The department is well equipped with laboratory and computer facilities for conducting research, while psychology majors have access to a library designed to take full advantage of existing information technologies.

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: Sissy (Chryssoula) Karakitsou, ckarakitsou@acg.edu, ext: 1415, room: 508A

- Assistant Department Head: Chrysanthi Nega, cnega@acg.edu; ext: 1460, room: 606B
- Dean's Office: libarts@acg.edu@acg.edu ext. 1359, room 515
- Academic Advising Office: dc.adv@acg.edu ext. 1431
- Student Success Centre: ssc@acg.edu ext.1326, 1333
- Registrar's Office: registrar@acg.edu ext. 1331, 1328, 1449, 1445
- Validation Office: validation@acg.edu ext. 1428
- Student Affairs: studentaffairs@acg.edu ext. 1197, 1442
- Student Government: dc.sgorg@acg.edu ext.1373
- Library helpdesk: libraryreference@acg.edu ext. 1434, 1267
- SASS: sass@acg.edu ext.1273, 1276
- Study Abroad Office: studyabroadoffice@acg.edu ext. 1029, 1412
- Career Office: career@acg.edu ext. 1313, 1316
- Educational Psychologist: Dr. Natassa Triga, atriga@acg.edu ext. 1167
- College Nurse: Nora Belati, tbeliati@acg.edu ext. 1500
- Psychology Society: dc.psychosoc@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

In congruence with the mission of the College, the mission of the Psychology Department is to provide students with a broad knowledge base of the fundamental theoretical principles and research skills in the field, to cultivate critical thinking, and prepare students to pursue successful postgraduate studies in psychology or related fields.

2.2 Programme Learning Outcomes:

The overall goals of the Psychology programme are to:

- Enhance the breadth of knowledge, of theory content, practice and research in Psychology
- Provide opportunities for students to develop analytical, critical evaluation and problem solving skills for assessing psychological issues and evaluating research findings
- Develop skills specific to the science of psychology
- Increase professional ethical awareness
- Maintain a high quality standard in Psychology and prepare students to pursue postgraduate studies.

What will you learn?

Upon completion of the Psychology Programme, you will be able to:

Knowledge and Understanding

- Demonstrate knowledge of the historical, cultural and philosophical contexts of the emergence and development of psychology
- Demonstrate an understanding of findings and debates related to the biological basis of behavior in humans and/or animals.
- Demonstrate detailed knowledge and critically evaluate a range of research paradigms, research methods measurement techniques and data analyses
- Apply research protocols and measurement techniques to a variety of psychology topics
- Demonstrate knowledge of basic qualitative approaches in psychological research.
- Explain and distinguish between the major theoretical approaches to the developmental aspects of psychology
- Demonstrate knowledge and understanding of the major theoretical approaches in cognitive psychology, as well as evaluate the findings and debates in the specific areas.
- Demonstrate in-depth knowledge of Personality and/or Psychopathology, and an awareness of the conditional nature of knowledge and its dependence upon a variety of contexts and frameworks.
- Demonstrate detailed knowledge and understanding of findings and debates in individual and social differences in psychology
- Gain conceptual understanding and detailed knowledge of theory and research in several specialized areas of Psychology.
- Consolidate and further their understanding of specialized/core domains in psychology, such as: (A) cognitive psychology (B) psychopathology (C) applied areas of psychology

Cognitive Skills

- Formulate, explore and evaluate research questions
- Identify and evaluate general patterns in human behavior, psychological functioning and experience

Practical and professional skills

- Reason statistically and demonstrate competence in a range of statistical methods and design, using software packages when appropriate
- Demonstrate competence in research skills and scientific writing by carrying out empirical studies involving a variety of methods (experiments, observation, psychometric techniques, questionnaires & interviews) and preparing scientific reports
- Design, carry out, analyze and communicate a piece of original empirical research project under appropriate supervision
- Demonstrate an understanding of the ethical issues relevant to psychological research and practice.

Key/transferable skills

- Demonstrate a measure of knowledge in an array of different sciences, thus becoming broadly informed citizens and professionals
- Use computing and information processing skills: Use of the Internet and the Web, use of computer application packages, use of library data bases
- Reflect and be critical of own and/or group work and progress, evaluate strengths and weaknesses and be able to undertake self-directed and/or group study to meet desired objectives

2.3 Programme Structure

The Psychology programme is providing students with a high quality, well rounded and challenging education. It encourages analytical and critical thinking, the careful appraisal of evidence and the application of various technical skills. The programme tackles a wide range of theoretical issues and practical techniques in psychology and serves as an advantageous springboard for future postgraduate training and a wide range of employment opportunities. Students learn about a broad range of topics within the discipline of psychology, including the application of psychological knowledge in a range of professional areas. The programme provides an excellent preparation for further training in Psychology at MSc and PhD levels, and is also very well suited for those interested in pursuing careers across a broad range of sectors.

In order to gain a BA (Hons) in Psychology, you will need to obtain 360 UK credits (120 credits per level). All modules are assigned one of the three level designations (Level 4, Level 5, level 6) according to the increasing demands being placed upon students as they undertake learning at higher levels. Students must first

complete all Level 4 modules before they take Level 5 modules and must have complete half of Level 5 modules before they take Level 6 modules. Students need to work closely with their advisors before their registration in order to select the correct modules and avoid any delay in their graduation.

Please note that:

Level 4 - equivalent in standard to the first year of a full-time undergraduate degree programme

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

- Compulsory modules – must be taken
- Optional modules – select from a range of identified modules

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 utilising 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.

PSYCHOLOGY: Programme Content

Module titles – LEVEL 4

Compulsory Modules:

- PS 1000 Psychology as a Natural Science (Level 4) – 15 credits
- PS 1001 Psychology as a Social Science (Level 4) -15 credits
- PS 2010 History of Psychology (Level 4) – 15 credits
- PS 2047 Analysis of Behavioral Data (Level 4) – 20 credits
- PS 2207 Developmental Psychology: Preschool Years (Level 4) – 15 credits
- PS 2236 Human Learning & Memory (Level 4) – 15 credits
- PS 2257 Diversity Issues in Psychology (Level 4) – 15 credits
- PS 2260 Psychologist as Researchers (Level 4) – 10 credits

Module titles – LEVEL 5

Compulsory Modules:

- PS 3008 Developmental Psychology: Childhood & Adolescence (Level 5) – 15 credits
- PS 3012 Theories of Personality (Level 5) – 15 credits
- PS 3018 Research Methods in Psychology (Level 5) – 20 credits
- PS 3026 Social Psychology (Level 5) – 15 credits
- PS 3032 Testing and Assessment (Level 5) - 20 credits
- PS 3130 Biopsychology (Level 5) – 15 credits
- PS 3134 Experimental Cognitive Psychology (Level 5) – 20 credits

Module titles-Level 6**Compulsory Modules:**

- PS 4251 Abnormal (Level 6) – 15 credits
- PS 4239 Cognition (Level 6) – 15 credits
- PS 44XX Final Year Project I (Level 6) – 10 credits
- PS 4535 Final Year Project II (Level 6) – 20 credits

Optional Modules:**GROUP A: One out of the four following courses in clinical/counseling areas of psychology (Level 6) – 15 credits:**

- PS 4152 Schools of Psychotherapy
- PS 4154 Introduction to Counseling Psychology
- PS 4244 Psychology of Addiction
- PS 4343 Childhood and Adolescence Psychopathology

GROUP B: One out of the four following courses in the applied areas of psychology (Level 6) – 15 credits:

- PS 4219 Health Psychology
- PS 4221 Educational Psychology
- PS 4224 Industrial/Organizational Psychology
- PS 4249 Forensic Psychology

GROUP C: One out of the following courses in core domains (Level 6) – 15:

- PS 4213 Psychology of Language
- PS 4223 Stress and Coping
- PS 43XX Social Cognition
- PS 43XX Hot Topics in Human Neuropsychology

And ONE from any Group (A, B or C) (Level 6) – 15 credits**2.4 Description of Modules**

Over the first two years, all modules are compulsory, while at the third year students can choose from a number of optional modules. Each year students study a total of 120 credits and the modules build over the years to provide both breadth and depth of understanding. The first two year provides a thorough grounding in basic areas of psychology, laboratory work and statistics. During that year, students take two modules in general psychology, which provide foundation knowledge of the subject matter, one module delineating the evolution of psychology as a discipline and five modules in core areas.

The second year provides a consolidation of the core domains in psychology. At the second year, the programme deepens methodological knowledge and skills with three research related modules which have compulsory Lab sessions. Four additional compulsory modules provides the opportunity to explore the breadth of the content areas in psychology.

Additionally, students have the opportunity to enhance the breadth of

knowledge acquired in the classroom by taking part in the research activities within the Department, both as researchers, by taking three compulsory modules, and as participants in a variety of psychological studies being conducted by third-year students for their final year project, by postgraduate students, and by members of the academic staff of the Department.

Level 6 modules offer the opportunity to conduct an original piece of research work in the form of an empirical project, as well as to select from a wide variety of electives in pure and applied areas of psychology, allowing students to follow their own areas of interest. In addition, students are required to take two compulsory modules covering in depth core material.

For further information, please see the College Undergraduate Catalog: www.acg.edu/course-catalogs

2.5 Laboratory Facilities

Psychology students benefit from a new, state-of-the-art student computer lab in the Centre for the Arts building with 40 computer stations and new laser and ink jet printers.

The department has also laboratory facilities to support the development of research skills in psychology majors. The research laboratories include:

- The Cognitive / Social Psychology lab. This is a 20-station computer lab used mainly by students taking experimental laboratory courses. For the purpose of such courses experiments are designed and run in the areas of Cognition, Perception, and Social psychology using CogLab and E-Prime software and then data are analyzed using the Statistical Package for the Social Sciences. QDA (Qualitative Data Analysis) software products are also available to students to demonstrate the organisation and analysis of non-numerical and unstructured data.
- Learning / Physiological measures lab. In this lab experiments are conducted in Learning, Memory, Perception & Developmental phenomena. It is equipped with standard physiological apparatus, A310 Accupulser WPI, Photostimulator PS 333 Plus Grass, DAM 80 Differential Amplifier, and Polyview software, Eye-Tracking device, as well as blood pressure and heart rate measures.
- Observation Facilities. These rooms are equipped with a one-way mirror and video-recording equipment that allows the registration and frame-by-frame analysis of audio and visual input.

2.6 Academic Staff and Contact Details

The following staff members teach modules of the Psychology programme:

- **Alexandratou, Gina (Georgia), Ph.D.,** Associate Professor
Dr. Alexandratou received her Ph.D. in economic psychology from University College London, UK and her M.Ed. from the University of Manchester, UK.

Her research and academic interests are in the areas of social psychology and consumer Psychology and in particular identity related and symbolic meanings of possessions, compulsive consumption, materialism, treasured possessions, psychology of advertising as well as developmental psychology with emphasis on identity formation in adolescence. She mainly teaches modules on social and developmental psychology as well as social cognition.

E-mail: GAlexandratou@acg.edu; office #: 508; telephone extension: 1612

- **Apergi, Tinia, Psy.D.**, Assistant Professor
Dr. Apergi earned her Psy.D. in clinical psychology from Long Island University in New York, with a specialty in family violence and developmental disabilities. She also received an MS in applied psychology from the same university and an MA in general psychology from New York University. Dr. Apergi is also in private practice and contributes as a consultant in school settings. Her research interests lie in the area of domestic and relationship violence and child abuse. She mainly teaches modules relating to psychopathology and clinical psychology. Her research interests lie in the area of domestic and relationship violence and child abuse.

E-mail: tapergi@acg.edu; office #: CN-3116, Graduate School offices; telephone extension: 1505

- **Beratis, Ion, Ph.D.**, Associate Professor
Dr. Beratis obtained his Ph.D. from the Medical School of the National University of Athens, with a specialty in neuropsychology, psychophysiology and psychometrics. He also received a BA in Psychology from the same university and an MSc in the field of Neuropsychology from the University of Edinburgh, UK. Dr. Beratis has worked in a variety of clinical and research settings, such as the 1st Department of Psychiatry of the National University of Athens, the 2nd Department of Neurology of the National University of Athens, the Department of Psychiatry of the University of Patras, the Mental Health Research Institute, the Association for the Psychosocial Health of Children and Adolescents, and the Alzheimer Center of the Psychogeriatric Association "Nestor". His current research interests are in the areas of cognitive ageing and dementia, driving fitness of older individuals, environmental risk factors of schizophrenia, and psychological distress in chronic medical conditions. He mainly teaches modules that cover areas of Statistics, Psychometrics, and Research Applications on various areas of psychology.

E-mail: iberatis@acg.edu; office #: 513; telephone extension: 1613

- **Canellopoulou, Mary, Ph.D.**, Associate Professor
Dr. Canellopoulou earned her Ph.D. from Brunel University UK, in the domain of Clinical Neuropsychology. Since 1992, she has been researching memory pathology in organic brain syndromes. She has been trained in CBT and Gestalt Therapy and provides clinical services in hospital settings. She mainly

teaches modules on Health Psychology, Consciousness, Human Learning and Memory, and History of Psychology.

E-mail: mcanellopoulou@acg.edu; office #: 505; telephone extension: 1010

- **Ganetsou, Evanthia, Ph.D.,** Associate Professor
Dr. Ganetsou has earned her PhD in Psychology of Education from the University of London, Institute of Education, with a specialty in social-psychological and cognitive contributions to children's academic performance. She also received an MSc on Child Development from the same university on children's arithmetic competencies. She has worked in several mental health settings. She consults and lectures on learning disabilities and parent-child relations in various school settings. Her research interests focus on emotional and behavioral problems in childhood and adolescence, learning disabilities, assessment of academic skills and underachievement. She mainly teaches modules on children's and adolescents' development as well as educational psychology and academic practices.

E-mail: eganetsou@acg.edu; office #: 505; telephone extension: 1010

- **Karakitsou, Sissy (Chrysoula), Ph.D.,** Assistant Professor
Dr. Sissy (Chrysoula) Karakitsou received her Ph.D. in developmental psychology and her MSc in health psychology, both from Stirling University, UK. Her research and academic interests are in the area of early childhood development and education with emphasis on socio-emotional competencies and use of non-verbal instruments in the psycho-educational assessment of young children, in the area of internet patterns of use with an emphasis on adolescent development and adjustment, and in evaluation research of special education programs aimed at inclusion and vocational rehabilitation. She is currently serving as the Head of psychology department (Programme manager). She mainly teaches modules on developmental psychology and research methodology.

E-mail: ckarakitsou@acg.edu; office #: 508A; telephone extension: 1415

- **Karayianni Irene, Ph.D.,** Part-time Faculty
Irene is an Experimental Cognitive Psychologist and a member of the Society for Applied Research in Memory and Cognition. Her research on Memory awareness has been presented in international conferences and has been published in Memory & Cognition, Experimental Psychology, and Memory Journals. Irene has also extensive professional experience on Industrial Psychology, Consumer Psychology, Marketing and Business Analytics. She is a Mentor at Women On Top, a mentoring community, where she provides empowerment to mentorees so that they can manage their soft-skills, and enhance their emotional intelligence and self-motivation. Furthermore, she has worked in positions on Marketing, Market Research, Consumer Insights, and Business Analytics in sectors such as Pharmaceuticals, FMCG, Telecoms, etc. Finally, as a freelancer, she is analyzing Qualitative and Quantitative data

as well as Secondary data to guide Marketing and Human Resources decisions. Examples of projects include Customer Perceptions, Capturing Customer Needs, Employment Engagement and Culture, Impact of Marketing activities, Performance Measurement, Forecasting, Competitive intelligence, and Brand image

E-mail: ikarayianni@acg.edu; office #: 606A telephone extension: 1617

- **Kasselimis, Dimitrios, Ph.D., Part-time Faculty**
Dr. Dimitrios Kasselimis holds a Biology degree from University of Patras, a Psychology degree and a Ph.D. in Clinical Neuropsychology, both from University of Crete, Greece. His research and academic interests are in the area of developmental disorders, and cognitive deficits of neurological patients. His main focus at the time is on language and memory deficits due to stroke and neurodegenerative diseases. He has co-authored several papers and book chapters in the field of Neuropsychology. He mainly teaches introductory modules and Statistics.

E-mail: DKasselimis@acg.edu; office #: 505; telephone extension: 1010

- **Konsolaki, Eleni, Ph.D., Part-time Faculty**
Dr. Konsolaki holds an MSc in Cognitive Science from University of Athens, an MSc in Statistics from Athens University of Economics and Business, and a Ph.D in Neuroscience from Biomedical Research Foundation of the Academy of Athens. She is an Associate Research Coordinator at the University of Athens, a member of the Institute of molecular medicine and biomedical research, and project leader at the educational organization SciCo (Science Communication). She also collaborates with the Biomedical Research Foundation of the Academy of Athens and the Technological Educational Institute of Athens. Her research interests focus on the biological basis of cognitive functions and she has received awards from the University of Athens. Her work has been supported by Onassis and Propondis Foundations, and the Foundation for Education and European Culture. She is teaching modules relevant to biological basis of behavior.
- **Nega, Chrysanthi, Ph.D., Assistant Professor**
Dr. Nega has earned her Ph.D. in the area of Memory and Cognition from City University, UK. During her training she has investigated episodic memory processes and levels of consciousness in adults with Asperger's syndrome. Her current research interests focus primarily on the functioning of working memory system and its relation to facial affect recognition. She has served as the Head of the psychology program from 2010-2014 and she is currently serving as Assistant Head of the department (Assistant programme manager). She mainly teaches modules relating to experimental cognitive psychology and she supervises the majority of the final year papers of undergraduate students.

E-mail: cnega@acg.edu; office #: 606B; telephone extension: 1460

- **Paizi, Despina, Ph.D., Part-time Faculty**

Dr. Despina Paizi received her PhD in Cognitive Neuroscience from “Sapienza” University of Rome, Italy. Her research interests lie in the area of Cognitive Psychology and Psycholinguistics: the representation of language in the brain, reading processing, cognitive and linguistic development of young children, emergent literacy skills and prevention of learning difficulties, bilingualism, developmental and acquired language disorders and research applications in the assessment and intervention. She is teaching introductory modules, Human Learning and Memory, Psychology of Language as well as graduate modules.

E-mail: dpaizi@acg.edu; office #: 505; telephone extension: 1010

- **Pateraki, Lena, Ph.D., Associate Professor**

Dr. Pateraki received her Doctorate Degree from Hull University, UK, in the domain of Cognitive Psychology. As an Associate Professor in the field of Cognitive Psychology, she lectures primarily in these domains, as well as teaching modules in Biopsychology and Psychology of Language. Her main interests focus on Neurocognition and Neuropsychanalysis. Her research interests currently lie in the area of Working memory and Emotion Recognition.

E-mail: lpateraki@acg.edu; office #: 606B; telephone extension: 1460

- **Pliakou Natalia, Ph.D., Part-time Faculty**

Dr Pliakou holds an MA in Behavioral Neuroscience from Boston College, and a PsychD in Psychotherapeutic & Counselling Psychology from University of Surrey. She is an HCPC/BPS registered Counselling Psychologist, an accredited clinical supervisor and a clinical trainer for medical organizations. She has worked as a psychologist/clinical supervisor for public and private psychological services in the UK, where she also specialised on community trauma services for vulnerable populations. Her interests focus on relational dynamics in therapy, the neurobiological mechanisms of maternal behavior and father-daughter relationships. She is teaching introductory modules.

- **Syngelaki, Eva, Ph.D., Part-time Faculty**

Dr. Syngelaki holds a Ph.D. in Psychology from the University of Cardiff, UK, with a specialty on youth offending behavior. She also received an MSc in Developmental Psychopathology from the University of Reading, UK. She is trained on Cognitive Behavioral Psychotherapy, and on Psychoeducational Interventions - Behavioral Family Treatment in Psychosis at 1st Psychiatric Clinic, Aiginiteio Hospital. She has worked with children and adolescents in different settings, as well as psychotherapeutically with adults. She mainly teaches, beyond introductory modules, modules on developmental psychology, interventions in school settings, theories of personality, and

stress and coping. Her current research interests lie in the area of child and adolescent development and psychopathology, and on prevention and intervention programs in school settings.

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- **Takis, Nikos (Nikolaos), Ph. D.,** Assistant Professor
Dr. Nikos Takis received his Ph.D. and his M.Sc. in Clinical Psychology from the National University of Athens, Greece. His research interests lie mainly in the field of psychopathology and addictions. He has worked for 13 years as a psychotherapist in the Detoxification Unit of the Psychiatric Hospital of Attica. He is a certified Psychodrama trainer and practitioner, and a candidate psychoanalyst in the Greek Psychoanalytic Society. He is also trained in group and individual psychoanalytic psychotherapy. Finally, he coordinates the Counseling Center of ACG.

E-mail: ntakis@acg.edu; office #: CN-3116, Graduate School offices;
telephone extension: 1505

- **Thomadaki, Olga, Ph.D.,** Associate Professor
Dr. Olga Thomadaki earned her PhD in Counseling Psychology from City University, London, with a specialty in trauma, bereavement and Positive Psychology. She also received an MSc and a Post-MSc in Counseling Psychology from the same University. She completed her BA at Deree. She is a licensed psychologist both in United Kingdom and Greece. She has worked in various settings at the United Kingdom and Greece like the British National Health Service of UK and the National and Kapodistrian University of Athens while she is in private practice. In 2009 she joined the Psychology faculty teaching courses on both undergraduate and graduate programs. Her research interests focus on Positive Psychology, trauma, and qualitative methodologies.

E-mail: thomadakio@acg.edu; office #: CN-3116, Graduate School offices;
telephone extension: 1505

- **Tsiamis, Nassos, M.A.,** Adjunct Faculty
Mr. Tsiamis earned his M.A. in Educational Psychology from McGill University. His research interests are in the areas of gifted children, psychoeducational assessment, instructional design, learning difficulties, and inclusive education. He had made publications on School Psychology topics, is the author of a book on giftedness and the coordinator of training programs on giftedness for teachers and parents while he is regularly presenting his work at local and international conferences. From 1988 he is working as School Psychologist at private schools in the Athens area. He mainly teaches introductory modules.

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- **Ventouratos-Fotinatos, Ritsa S., Ph.D., Professor II**

Dr. Ritsa Fotinatos-Ventouratos obtained her Ph.D. from UMIST (University of Manchester Institute of Science & Technology), UK. She has been a member of Deree Faculty since 1996 and as a Full Time Professor in the field of Organisational and Social Psychology, she lectures primarily in these domains as well as teaching modules in Stress and Coping, and Diversity and Social Interaction. Her research interests lie in the areas of Stress in the Workplace in relation to Mental Capital and Wellbeing, paying attention to Gender and Social Class Differences, whilst investigating the social impact on the changing and diverse nature of the world of work. Her work has been frequently presented at international conferences and congresses and her recent and internationally published book entitled “The Economic Crisis and Occupational Stress” was co-authored with Professor Sir Cary L. Cooper, CBE. In addition, to being Head of the Psychology Undergraduate Programme during the academic years 2006-2009, she serves as a Committee Member of the British Psychological Society (BPS), where she researches on innovative teaching methods, with an insight to promoting Psychology internationally.

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- **Vousoura, Eleni, Ph.D, Associate Professor**

Dr. Vousoura received her M.Phil. and Ph.D. in clinical psychology from Columbia University in New York, U.S. She also obtained her M.A. in Psychology in Education with an emphasis in Personality and Psychopathology from Teachers College in New York. She specializes in women’s reproductive health issues, with an emphasis on perinatal mood disorders, parent-child attachment, and child adjustment. Her research and scholarly interests lie in developing culturally-sensitive assessment tools and interventions for common mental health disorders among at risk, underserved populations globally. She currently teaches modules on testing and assessment, psychotherapy, and personality theories. She is also a clinical research associate at the Women’s Mental Health Clinic of Eginition Hospital at the University of Athens, Medical School. She is a member of the American Psychological Association and a Founding Member of the Hellenic Association for Women’s Mental Health.

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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 provides access to thousands of resources and information about Library services. You can also access key services via your smart phone or tablet.

John S. Bailey Library provides high-quality print, electronic and audio-visual collections to support you throughout your studies. These collections include:
129.000 print books, 7.858 in Psychology
132.000 e-books
12.500 academic journals with access to over 10 million articles. Academic journals in Psychology are 465.
3.500 DVDs, CDs, videos and multimedia CD-ROMs

To access print books, e-books and audio visual materials use the [Library Catalog](#). Electronic journals and other electronic resources are available through the library website under [Databases](#). Most electronic resources are also accessible [off campus](#).

Course reserves are located at the Circulation Desk. A list of items on reserve by course and instructor is accessible through [Course Reserves](#) on the library website.

To [borrow](#) library material you need to present your student ID card. You may view or renew borrowed items online by logging on to your [Library Account](#).

The library provides 28 computer workstations with MS Office and other software, printing and photocopy services, and wireless internet access. There is ample space for individual and group studying, study carrels and comfortable seating.

Please contribute to the maintenance of a welcoming and conducive environment for research, teaching and learning by adhering to the [Library Code of Conduct](#).

If you need help conducting research or have any questions about using our facilities you can reach us:

by email: library@acg.edu

by phone: +30 210 600 9800 ext. 1348

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 is Dr. Mandy Robbins, Department of Psychology, Glyndwr University

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 Opportunities for Graduates

Graduate Studies

If you wish to pursue graduate studies in psychology in the United Kingdom, the following pamphlets published by the British Psychological Society (BPS), available on reserve at the Deree College library, should be helpful:

Psychologists and students wishing to come to the UK

Career Choices in Psychology

General information about the society

Graduate membership of the society

Regulations for the society's postgraduate qualifications BPS

Health professions council-professions

You can also find useful and continuously updated information at the Society's website <http://www.bps.org.uk>

Please note that in order to be accepted to a program of studies approved by the BPS you should obtain the Graduate Basis for Chartership (GBC) from the BPS.

DEREE graduates are eligible for Graduate Membership in the Society with the GBC if they meet the following requirements:

- A Second Upper class degree (2.1)
- Psychology courses comprise at least fifty percent of the studies undertaken to complete the qualification
- All relevant documents are authenticated

If you wish to pursue graduate studies in psychology in the United States, the following pamphlets published by the American Psychological Association, available on reserve at the John S. Bailey Library, should be helpful:

Careers in Psychology

American schools of professional Psychology

Psychology: Scientific Problem Solvers—Careers for the 21st Century

Graduate Studies in Psychology

Additionally, you can consult the APA's *Monitor on Psychology*, a magazine published 11 times a year and available at the John S. Bailey Library. You can also find useful and continually updated information at the association's website <http://www.apa.org>.

Career Opportunities

The study of psychology at the undergraduate level constitutes a fine preparation for many professions, such as teaching (especially preschool children), human resources management, public relations, career consultancy, communications management, the media, market research, advertising, and journalism. Additionally, job opportunities for psychologists can be found in business, in non-profit organizations, in research and in computer firms where they can work as consultants.

Undergraduates today recognize the need to be flexible in their goals and therefore prepare themselves to work in multidisciplinary settings. Psychology courses contribute to these goals by enabling them to develop good research and writing skills, to become good problem solvers, and to achieve a high-level ability to analyze, synthesize, and evaluate information.

It has been our experience that students who are considering pursuing a career in psychology, or in a psychology-related field necessitating graduate study, profit most by spending the first year after graduation in gaining work experience, attending professional seminars and conferences, assisting in research and exploring the needs of the market. In this way, after their grounding in solid academic knowledge, they can better proceed to make mature decisions about their future.

Many of our graduates have continued their studies at prestigious graduate schools in the United States and Europe, while others have gone directly into the job market.

3. Assessment and Feedback

3.1 Assessment

Assessment Strategy and Procedure

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

Examination Regulations and Procedures

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

Student Identity

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

Entering and Leaving the Exam

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

Exam Conduct

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

Mobile Phones and Electronic Devices

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

Student Answers/Examination Paper

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

Return of Exam Papers

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

Assessment Schedule

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

Examination Schedule

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

Coursework

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

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

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

Your responsibilities:

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

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

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 Psychology Department has a student society, with the express purpose of helping Psychology majors pursue their educational, intellectual and career interest. Psychology Society organizes field trips, on-campus lectures, and informational meetings about the programme. All Psychology majors automatically become members of the Psychology Society and are urged to actively participate in the Society's activities. The faculty advisor to the Society provides guidance and supervises the organization of student elections to the society's governing board according to the society's constitution. The board of students implements all planned activities. The societies also maintain a Blackboard site for all students majoring in the programme where academic information can be posted.

Student Course Evaluation

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

Senior Exit Survey

Student feedback comprises an integral part in the continuous development and success of School of Liberal Arts and Sciences programmes. In that spirit, we ask prospective graduates a Senior Exit Survey. The survey includes questions on student satisfaction with the education provided by the Psychology Department 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. A 10% reduction for each working day of late submission will be implemented if (a) the earned grade is above 40 and the work is submitted within 6 working days of the deadline. You will fail the assessment if work is submitted late by 7 or more working days after the deadline.

Resits

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

Resits in Capstone Courses

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

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

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

Academic Appeals

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

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

regulations for the program or special arrangements formally agreed, or that some other material irregularity relevant to the assessment has occurred.

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

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

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

The Academic Dean will undertake an initial assessment of the validity of the appeal and advise the student accordingly. In the light of this advice, the student should decide whether s/he wishes to proceed with the appeal. Alternatively, the student may decide to withdraw his or her appeal and/or lodge a complaint in accordance with the College's complaints procedure. The subcommittee of the Academic Council will hear the appeal. The appellant may be called to appear before the subcommittee. The subcommittee may also require the Chair of the Board of Examiners to appear separately before it. The appellant and the Chair of the Board will not be present when the subcommittee considers the evidence and formulates its decision. The subcommittee must inform the student and the Board of Examiners of its decision within seven days of the hearing. The student has the right to subsequently appeal to the President in writing against the decision of the subcommittee. If the appellant wishes to contest the President's decision s/he has the right to lodge an appeal with the Open University. The student will obtain contact details for the President and the Open University at the Student Success Center.

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

Cheating, Plagiarism and other forms of Unfair Practice

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

3.7 Academic Misconduct and Penalties

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

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

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

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

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

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

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

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

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

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

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

3.8 Complaints Procedure

Complaints are specific concerns about the provision of a course / module or a program of study or related academic or non-academic service. When appropriate, a complaint is first resolved through informal discussion with the party / office directly involved. If not resolved at that level, a formal complaint is submitted by the student to the Registrar's Office within 14 days from the day the outcome of this discussion is made known to the student. Upon receipt of the complaint, the Registrar forwards the complaint with all

relevant documentation to a panel consisting of the Chief Academic Officer, the Academic Deans and the Dean of Students.

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

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

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

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

4. Where to Get Help

4.1 Downloading College Forms

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

4.2 Academic Advising

The Academic Advising Office aids students in choosing and completing their academic programs. The advising staff provides academic advice and information to undergraduate students, advising all first-year students, some

second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. Once students have declared their major they participate in an advising program that uses academic staff as advisors to handle the responsibility of advising on academic and career-related matters.

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

4.3 Student Academic Support Services

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

4.4 The ACG Counseling Center

The Counseling Center of The American College of Greece offers a broad range of psychological services available to currently enrolled DERE students. Our services are designed to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transitions of university life as well as help faculty and staff function more effectively in their work with students.

Description of Services

The services rendered include assessment of various psychological and interpersonal difficulties and interventions in order to help students deal with those difficulties. Services are provided by graduate psychology students in practicum, under the supervision of clinical psychology faculty.

Problems/Difficulties typically presented by students include, but are not limited to, the following:

- emotional problems such as depression, anxiety and intense fears
- social problems, such as difficulties with peer interactions, aggression and social withdrawal
- problems within the family of students, such as lack of effective communication
- psychophysiological problems, such as migraines, headaches or psychosomatic symptoms
- educational problems, such as learning difficulties
- self-control problems such as eating disorders and smoking.

Location: The Counseling Center is located at the ground floor (level 0) of the Communication Building. You can visit us during the operation hours, or call us at 210 600 9800, ext. 1080, 1081 and request for an appointment. You can also contact us via e-mail, at Counseling@acg.edu

Operating hours Monday-Friday: 10.00-17.00

Director of the Counseling Center: Nikos Takis, Ph.D. Clinical Psychologist
Individual and Group Psychotherapist

4.5 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.

4.6 Student Success Centre

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

4.7 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.

4.8 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.

4.9 Study Abroad

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

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

5.1are absent for more than one day

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

5.2are ill

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

5.3have a comment, compliment or complaint

We are committed to providing a quality, student-centered experience for all our students. We welcome comments and compliments from students, and find them valuable for on-going improvements. Comments and compliments about your course can be raised with your instructor(s) and/or Department Head. If you have a specific complaint about an act or omission of the College you may be able to make a formal complaint in writing under the Complaints Procedure (see section 3.8).

5.4are considering withdrawing from the course

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

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

5.5need a reference letter

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

6. Other Relevant Policies

6.1 Attendance Policy

All students are required to attend 80% of instructional class time. Some modules, especially those with Laboratory component may impose a stricter attendance requirement. Specific policies are included in the relevant course outlined and are provided in the first day of classes.

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

6.2 Student Punctuality Policy

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

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

6.3 Turnitin Policy and Student Guidelines

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

Guidelines for Student Use of Turnitin:

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

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.

NOTE: Undergraduate Online Catalog at (including Regulations for Validated Awards of the Open University) <http://www.acg.edu/academics> and http://www.acg.edu/sites/default/files/pdfs/DEREE_OU_ST_HBK_2014-15_v4.pdf

List of Appendices

Appendix A: Sample Student Timetable

Appendix B: Assessment Strategy

Appendix C: Grading Criteria

Appendix D: Turnitin Guidelines

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

Appendix F: Teaching and Learning

Appendix A: Sample Student Timetable

	FALL SEMESTER					SPRING SEMESTER				
YEAR	MODULE RUBRIC	MODULE TITLE	CREDITS	LEVEL	COMPULSORY/OPTIONAL	RUBRIC	MODULE TITLE	CREDITS	LEVEL	COMPULSORY/OPTIONAL
1	PS 1001	Psychology as a Social Science	15	4	compulsory	PS 2210	History of Psychology	15	4	compulsory
	PS 1001	Psychology as a Natural Science	15	4	compulsory	PS 2207	Developmental Ps: Preschool Years	15	4	compulsory
	PS 2047	Analysis of Behavioral Data	20	4	compulsory	PS 2260	Psychologists as Researchers	10	4	compulsory
	PS 2257	Diversity and Social Interaction	15	4	compulsory	PS 2236	Human Learning & Memory	15	4	compulsory
		TOTAL	65				TOTAL	55		
2	PS 3130	Biopsychology	15	5	compulsory	PS 3012	Theories of Personality	15	5	compulsory
	PS 3018	Research Methods in Psychology	20	5	compulsory	PS 3032	Testing & Assessment	20	5	compulsory
	PS 3008	Developmental: Ch/hood & Adolesc.	15	5	compulsory	PS 3134	Experimental Cognitive Psychology	20	5	compulsory
	PS 3026	Social Psychology	15	5	compulsory					
		TOTAL	65				TOTAL	55		
3	PS 44XX	Final Year Project I	15	6	compulsory	PS 4535	Final year Project II	15	6	compulsory
	PS 4251	Abnormal Psychology	15	6	compulsory	PS 4239	Cognition	15	6	compulsory
	**	Psychology Option	15	6	optional	*	Psychology Option	15	6	optional
	***	Psychology Option	15	6	optional	*/**/***	Psychology Option	15	6	optional
		TOTAL	60				TOTAL	60		

***	PSYCHOLOGY OPTIONS - LEVEL 6	FREQUENCY
PS 4219	Health Psychology	Spring
PS 4221	Educational Psychology	Fall
PS 4224	Industrial/Organizational Psychology	Fall
PS 4249	Forensic Psychology	Spring

****	PSYCHOLOGY OPTIONS - LEVEL 6	FREQUENCY
PS 4152	Schools of Psychotherapy	Spring
PS 4154	Introduction to Counseling	Fall
PS 4244	Psychology of Addiction	Fall
PS 4343	Childhood & Adolescence Ps/p	Spring

*****	PSYCHOLOGY OPTIONS -	FREQUENCY
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	LEVEL 6	
PS 4213	Psychology of Language	Summer Term
PS 43XX	Social Cognition	Fall
PS 43XX	Hot topics in Neuropsychology	Spring

Projected Timetable for modules

RUBRIC	MODULE TITLE	Frequency of offering the module in academic year 2012-13
PS 1000	Psychology as a Natural Science	Fall/Spring/SummerI/SummerII
PS 1001	Psychology as a Social Science	Fall/Spring/SummerI/SummerII
PS 2147	Analysis of Behavioral Data	Fall/Spring/Summer Term*
PS 2207	Developmental Ps: The Preschool Years	Fall/Spring/Summer Term*
PS 2210	History of Psychology	Fall/Spring/SummerI/SummerII*
PS 2236	Human Learning & Memory	Spring/SummerII
PS 2257	Diversity & Social Interaction	Fall/Spring/SummerI*
PS 22XX	Psychologists as Researchers	Fall/Spring
PS 3008	Developmental Ps: Childhood & Adolescence	Fall/Spring
PS 3012	Theories of Personality	Fall/Spring/Summer Term*
PS 3018	Research Methods in Psychology	Fall/Spring
PS 3026	Social Psychology	Fall/Spring
PS 3032	Testing & Assessment	Fall/Spring
PS 3130	Biopsychology	Fall/Spring
PS 3134	Experimental Cognitive Psychology	Fall/Spring
PS 4152	Schools of Psychotherapy	Spring
PS 4154	Introduction to Counselling Psychology	Fall
PS 4213	Psychology of Language	Summer Term
PS 4219	Health Psychology	Spring
PS 4221	Educational Psychology	Fall
PS 4524	Industrial/Organizational Psychology	Fall
PS 4239	Cognition	Spring/Fall
PS 4244	Psychology of Addiction	Fall
PS 4249	Forensic Psychology	Spring
PS 4343	Childhood and Adolescence Psychopathology	Spring
PS 43XX	Social Cognition	Fall
PS 43XX	Hot Topics in Human Neuropsychology	Spring
PS 4251	Abnormal Psychology	Fall/Spring
PS 44XX	Final Year Project I	Fall/Spring
PS 4535	Final Year Project II	Fall/Spring

* Sessions with an asterisk indicate that the specific course will be offered only if the need arises.

Useful Information & Links

- The American College of Greece // <http://www.acg.edu>
- BlackBoard // <http://www.acgboard.acg.edu/>
- MyACG // <http://www.campusweb.acg.edu/ICS/>
- Student Success Center // Email: ssc@acg.edu

Required and Optional Modules Description

Please see the College's online

catalog: http://www.acg.edu/sites/default/files/pdfs/DEREE_OU_ST_HBK_2012-13.pdf

Student's guide to studying on a programme validated by the Open University

http://www.acg.edu/sites/default/files/images/ouvs_student_guide_2012-ebook.pdf

Open University Links

The Open University - OpenLearn <http://www.open.edu/openlearn/>

The Open University - Learning Space <http://openlearn.open.ac.uk/>

The Open University on iTunes <http://www.open.edu/itunes/>

Learn with the Open University <http://www.youtube.com/user/OUlearn>

Appendix B: Assessment Strategy¹



Section 1 - Background

1.1. Introduction

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

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

- Valid
- Reliable
- Explicit
- Informative

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

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

1.2. Forms of Assessment

¹ Updated 2014; source www.cf.ac.uk

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

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

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

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

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

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

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

learning outcome and his/her achievement, and provides guidance that enables both the learner and teacher to identify the actions needed to manage this difference.

Section 2 - The Strategy

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

Principle 1 – Assessment will be valid.

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

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

Areas of Action

- Enhancement of alignment between teaching, learning and assessment so that the relationship between learning outcomes and assessment tasks is made explicit.
- Enhancement of supportive, constructive and timely feedback (in both summative and formative assessments) as an essential part of student learning. Teacher feedback must be developmental, that is, it must identify how students can build on their positive achievements as well as provide guidance as to how to improve.

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

- Dissemination and sharing of good practice in relation to assessment and feedback through programme teams and the Teaching and Learning Center.
- Enhancement of provision for alternative methods of assessment for students with learning and other disabilities.

Principle 2 - Assessment must be *reliable*.

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

- 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.

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

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	Department heads, Programme Coordinators Programme teams School Deans Programme Committee	Initial programme validations scheduled for AY 2014-2015, through to spring 2016

tasks, and appropriate timing of these tasks to provide students with an opportunity to act on instructor feedback.		
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
Excellent: Superior performance; a high level of critical analysis and evaluation; incisive and original; exceptionally well researched; high quality presentation; exceptional clarity of ideas; excellent coherence and logic. Trivial or very minor errors	A	4
Very Good: Very good performance; a very good level of critical analysis and evaluation; significant originality; well researched; clarity of ideas, thoughtful and effective presentation; very coherent and logical; minor errors only.	A	3.7
	B+	3.5
Good: A good performance; a good level of critical analysis and evaluation; some evidence of originality; reasonably well researched; ideas generally clear and coherent; some but not significant weaknesses.	B	3.0
Satisfactory: Satisfactory performance -- at least passable; acceptable level of critical analysis and evaluation; little evidence of originality; adequately researched; ideas fairly clear and coherent though some significant weaknesses.	C+	2.5
	C	2.0
Fail: Clearly below the pass standard; lacking substance, knowledge and understanding; ideas confused and incoherent; fundamental weaknesses in most areas. Fails to meet the Learning Outcomes.	F	0

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

Appendix D: Turnitin Guidelines



Section 1 – Turnitin Policy Statement

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

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

1. The College uses Turnitin for the following purposes:
 - As a formative educational tool that assists instructors in teaching students the skills of academic writing and appropriate referencing;
 - As tool that facilitates the monitoring and detection of potentially plagiarized material in work submitted for assessment;
 - As an aid to students that helps them enhance their knowledge and understanding of plagiarism as well as a tool to help them identify and avoid possible plagiarism.
2. Turnitin is available to all instructors in all their courses via Blackboard Learn (Turnitin Assignment). The College recognizes that certain methods of assessment in some courses are not suitable for electronic submission. Where appropriate, all courses must make use of Turnitin.
3. Students are informed of the use of Turnitin via Blackboard Learn in their course outlines.
4. Students are given the opportunity to submit a draft copy of their assignment prior to the submission of the final draft for marking. This is a formative exercise that helps students to self-assess and reflect on their academic writing skills and use of academic conventions, such as referencing and citing the work of others.
5. Students submit their assessment to Blackboard's Turnitin Assignment. Both faculty and students have access to the Originality Reports arising from each submission. Should students fail to submit their assessment to Turnitin, the instructor may submit it in order to produce an Originality Report.
6. The Turnitin Originality Report should not be the sole reason for suspecting that a piece of work is plagiarized; it can only inform decisions about the academic

integrity of assignments. Also, an Originality Report may not be advanced as the sole defense against an accusation of plagiarism.

7. Turnitin does not identify all published materials (for example, it cannot search work plagiarized by translation). Non-electronic sources such as books may have been used or the student may have obtained a piece of work through a ghostwriter or paper mill. If the latter is suspected, an oral defense of the work should be conducted.
8. Given the above (paragraph 7), it is important that other electronic and non-electronic monitoring methods continue to be used, as appropriate.
9. The Originality Report should be interpreted on the basis of an informed academic judgment. Instructors must review and evaluate each Originality Report carefully, providing even greater scrutiny when the percentage of highlighted areas of concern in terms of originality and potential plagiarism is 24% or over, excluding the References or Works Cited page.
10. When overall professional and academic judgment based on
 - a reading of the Originality Report produced by Turnitin;
 - a close review of the sources highlighted by Turnitin;
 - a consideration of the nature of the assignment; and
 - the student's level of performance in the course

suggests that there is evidence that a student has plagiarized, then this information should be acted on in accordance with DERE-ACG formal academic regulations regarding plagiarism.

Section 2 – Institutional Guidelines for Creating Turnitin Assignments

General Guidelines:

- We recommend using Turnitin through Blackboard Learn only. This avoids additional logins for yourself and your students. Note that when you create a Turnitin assignment on Blackboard you can only make changes to it through Blackboard Learn.
- Always inform students that their work will be submitted to Turnitin.
- Students should print and submit the Turnitin Submission Receipt along with their paper. They should not submit a copy of the originality report, as it is not final. Originality reports for submission to the exam boards along with the paper should be printed after the due date of the assignment.
- Always remind students that when they re-submit a paper, Turnitin takes at least 24 hours to generate a new report.

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

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

Assignment Title:

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

Point value:

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

File type:

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

Assignment Dates:

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

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

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

Enter special instructions:

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

Allow submissions after due date:

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

Generate Originality Reports for submissions?

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

Generate Originality Reports for student submissions:

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

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

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

Excluding materials from the Similarity Index

The following three settings control whether material is excluded from the similarity index. When these are set, they cannot be changed once students begin to submit papers. However, you can turn them off and on when viewing individual originality reports:

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

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

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

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

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

3. Exclude small matches?

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

Allow students to see Originality Reports?

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

Reveal grades to students only on post date?

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

Submit papers to:

Always select “standard paper repository”. The benefit of submitting papers to the student repository is that student papers submitted you the assignment will be checked against

those of other students within your current and previous classes as well as other courses at ACG-DEREE.

Search options:

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

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

GradeMark

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

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

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

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

Section 3 – Recommended Guidelines for Student Use of Turnitin

- Students are only permitted to submit their own work and only for assignments created by DEGREE faculty for DEGREE 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: ACG First Aid Protocol and Medical Emergency Flow Charts



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 and Office of Human Resources for PIERCE and DEREEN employees at hr1@acg.edu, or ALBA Human Resources for ALBA employees and students at hr@alba.edu.gr within 24 hours.

In the case of an individual who presents with symptoms resembling **an infectious illness** that corresponds with a public health notice from 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*.

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.

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*.

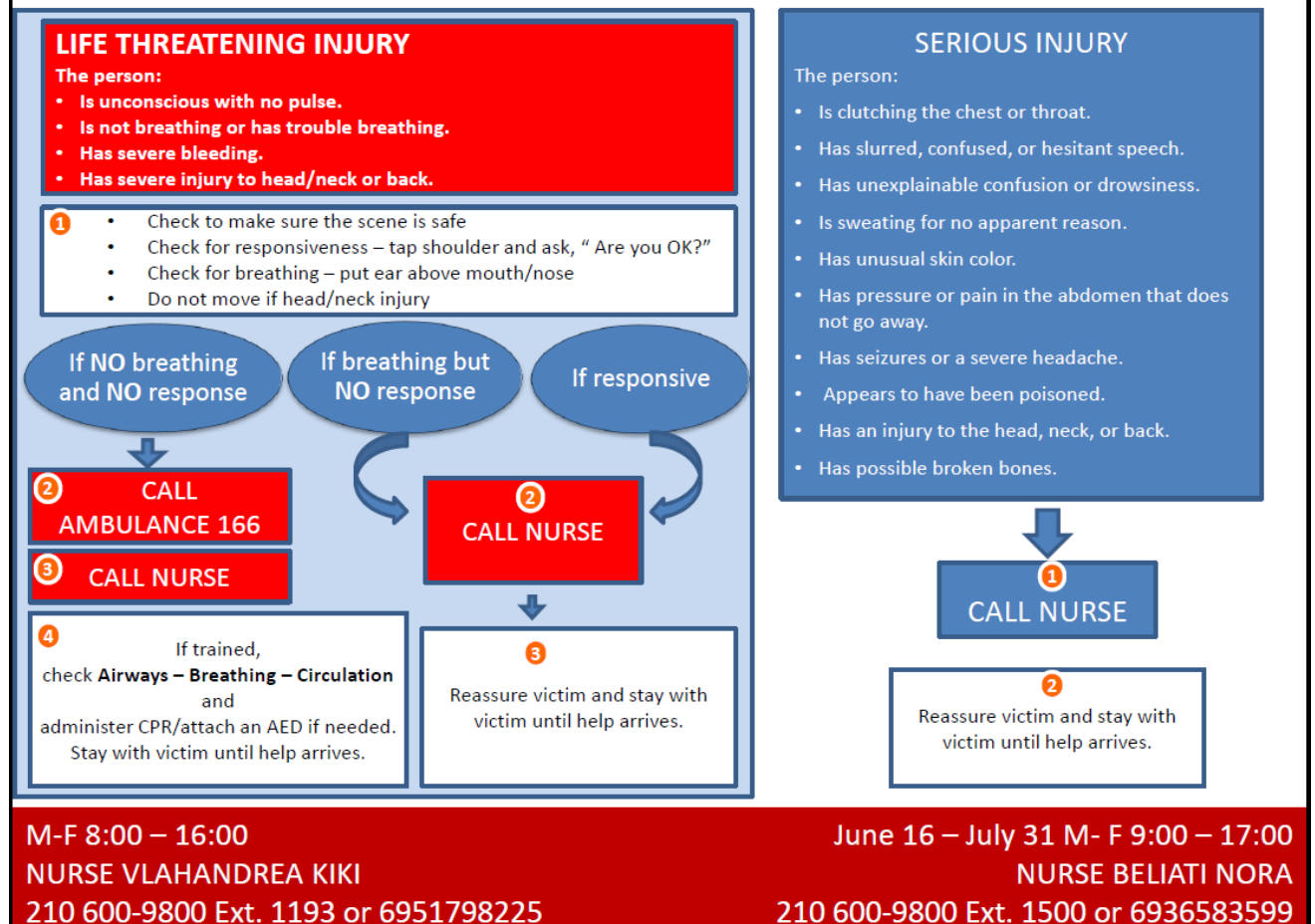
Visitors, Sports Academies, ACG Fitness Members – For an accident/illness that requires referral to a clinical setting, the nurse asks the individual to contact a parent/guardian or family member/friend to arrange for transportation. The College is not responsible for providing transportation or someone 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)

REVIEW AND EVALUATION

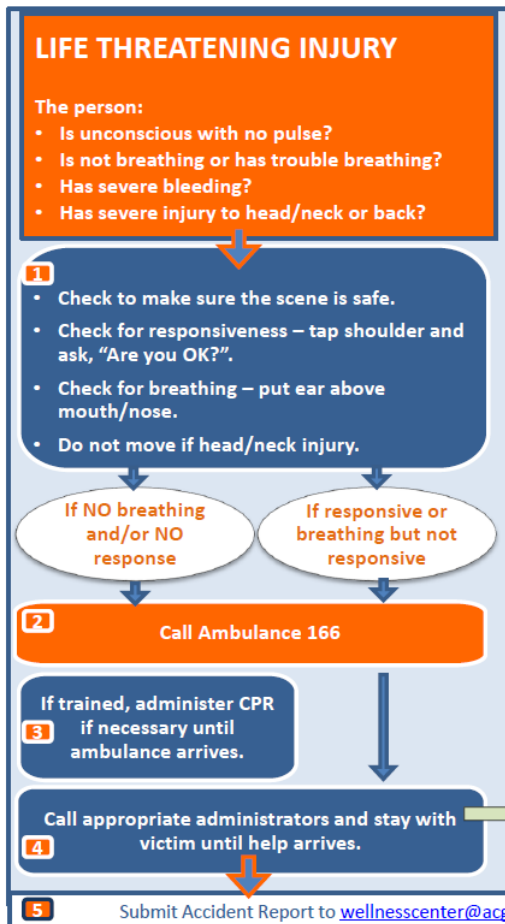
The success of this policy is measured from set criteria:

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

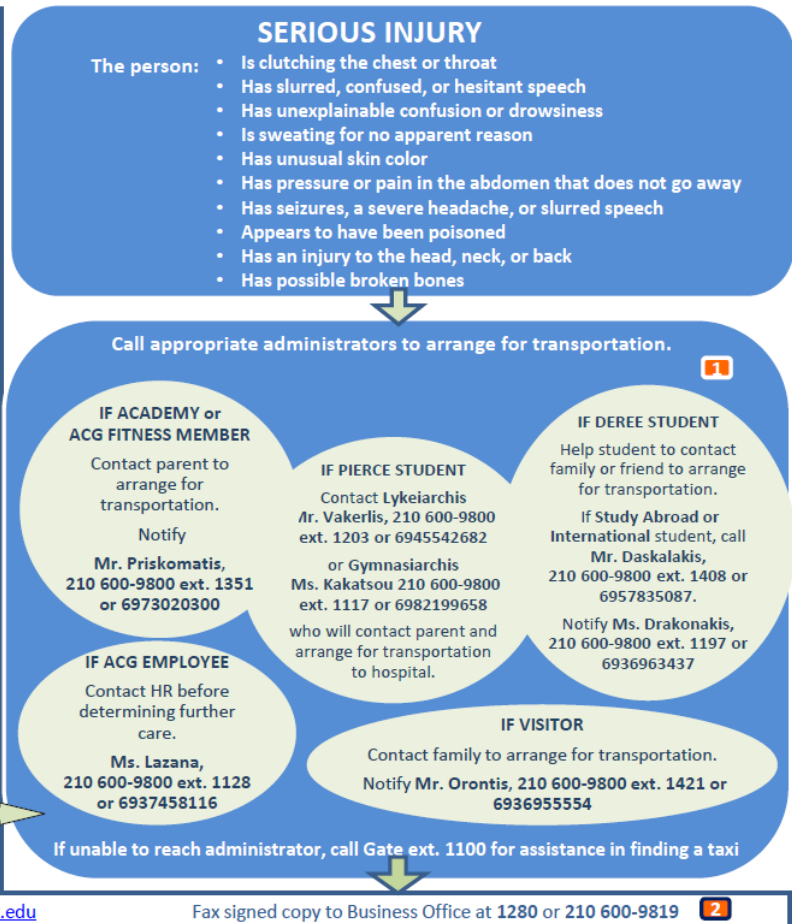
MEDICAL EMERGENCY WHEN NURSE IS ON DUTY



MEDICAL EMERGENCY



WHEN NURSE IS **NOT** ON DUTY



Appendix G: Teaching and Learning



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.

Appendix H: GUIDELINES & INFORMATION MITIGATING/EXTENUATING CIRCUMSTANCES & ATTENDANCE



FOR STUDENTS SUBMITTING PETITIONS TO THE COMMITTEE ON ACADEMIC STANDARDS AND POLICIES (CASP)

1. What is mitigating/extenuating circumstances

Students may suffer from a chronic disease or from a sudden illness or other serious unforeseen event (health or family) which prevent them from sitting an examination or submitting/completing an assessment by the set deadline or completing an assessment. For more details regarding the academic policy on mitigating/extenuating circumstances students may consult the Regulatory Framework, section 7.7, Appendix I of the DERE- The American College of Greece Undergraduate Catalog & Student Handbook.

Generally, examples of mitigating/extenuating circumstances may include:

- i) Significant physical illness
- ii) Significant psychological issues
- iii) Severe personal difficulties
- iv) Serious illness or death of a very close relative (mother, father, sister, brother, son, daughter, grandparents)
- v) Sudden and significant deterioration of a serious chronic medical condition
- vi) Personal serious injury
- vii) Required attendance at an educational examination that cannot be rescheduled or attendance at court

The following DO NOT constitute mitigating/extenuating circumstance

- i) Minor illnesses (e.g. colds and their respiratory or other effects, gastroenteritis) that can be treated with common medication
- ii) Work pressure or obligations of any nature
- iii) Failure to read properly the announced time table of examinations or deadlines for the submission of assessment
- iv) Failure to save work properly in physical or electronic form or failure of the device used
- v) Religious festivals
- vi) Any event which may have been anticipated (e.g. tickets issued for travel before the announcement of final and/or ratified grades which may require participation in resits, a doctor's appointment which could be changed)

2. Evidence of Mitigating/Extenuating Circumstances & Deadlines

Submitting evidence to accompany a petition does not mean that the student's request will be automatically accepted. In any case, the Committee on Academic Standards and Policies (CASP) will take into consideration all submitted evidence as well as other academic information or documents in the student's folder in order to make a final judgment on the student's petition.

Students are advised to inform by e-mail and as soon as possible their professors if they are going to be absent from an examination or unable to meet a deadline.

Students must meet the deadlines for petitioning to CASP. Generally, students must submit a completed Mitigating/Extenuating Circumstances form/petition to the Student Success Center along with the appropriate documentation no later than seven (7) days after the missed examination or deadline. Certain earlier deadlines are stated below. No student request will be considered if the Mitigating/Extenuating Circumstances form or other form (e.g. Standard Petition) is submitted to the Student Success Center after the deadline.

All supporting evidence must be originals. If you sent it by e-mail, you must scan originals and then submit the original documents as soon as possible and definitely before CASP meets (see below) in order to consider your request.

You must fill in the Mitigating/Extenuating Circumstances form or any other form accurately including correct course numbers and be absolutely clear regarding your request. Also, the Instructors of your courses need to sign the form next to their courses. If you do not provide essential information or your request is not clear, you endanger a delay in receiving an answer by CASP or even a rejection of your petition. All documents submitted to CASP and eventually placed in a student's folder are confidential.

Examples of evidence of mitigating/extenuating circumstances required by CASP:

Significant physical illness or Sudden and significant deterioration of a serious chronic medical condition or Personal serious injury	Doctor's Stamped Certificate and/or Hospital Letter-Headed and Stamped Document(s); The doctor's specialty must be absolutely relevant to the student's illness (e.g. a Pulmonologist for chronic/serious respiratory infections, a Gastroenterologist for chronic/serious disorders of the gastrointestinal tract etc). No Certificates from General Practitioners (Γενικός/Ειδικευμένος Παθολόγος, Γενική Ιατρική, Ιατρός Πόνου κλπ) are accepted as enough evidence of a serious illness.
Significant psychological issues	Report from a Psychiatrist, Psychologist <u>and</u> a separate report from the College Educational Psychologist. Students are advised to meet with the College Educational Psychologist as soon as they begin seeing a specialist or when they feel they need some relevant advice. All documents are treated as confidential.
Severe personal difficulties	Report from the College Educational Psychologist based on personal scientific/medical examination/judgment and/or on documentation from medical specialists
Serious illness or death of a very close relative (mother,	Hospital Certificate/Report regarding the hospitalization of the very close relative. Death

father, sister, brother, son, daughter, grandparents)	certificate or other official evidence.
Required attendance at educational examination that cannot be rescheduled or attendance at court	Official stamped and signed certificate by an Educational Institute official (e.g. a Greek university system Registrar's Office-Γραμματεία or the court of law.)

The above examples are indicative. CASP may ask for specific or additional documents before making a judgment over a student's petition.

3. False Claims or False Documentation

Students must not try to submit a false claim or false documentation because this will be considered as an attempt to gain unfair advantage. If students break this rule, they will face the consequences according to standing regulations. Any decision of CASP made on the grounds of a false claim or false documentation is void.

4. Who, How, and When to Inform about Mitigating Circumstances

a) Circumstances known to students in advance of taking an examination or submitting an assessment

- i) Before the day of an examination or an assessment is due, you must complete a Mitigating/Extenuating Circumstances form in person at the Student Success Center and attach to it the supporting evidence. Also, the Instructors of your courses need to sign the form next to their courses. The Student Success Center (SSC) will receive and date-stamp all documents. If you cannot come to DERE in person, you should contact the SSC for alternative methods of submitting your petition and documents.

b) Circumstances of an unexpected nature on the day of the examination but before the beginning of the examination or on the day an assessment is due.

- i) You must inform your professor by e-mail as soon as possible.
- ii) No later than seven (7) days after the missed examination or deadline students must submit a completed Mitigating/Extenuating Circumstances form/petition to the Student Success Center along with the appropriate documentation. Also, the Instructors of your courses need to sign the form next to their courses. The Student Success Center (SSC) will receive and date-stamp all documents. If you cannot come to DERE in person, you should contact the SSC for alternative methods of submitting your petition and documents.

c) Circumstances of an unexpected nature during an examination.

- i) During an examination the student who needs to leave the room due to a sudden deterioration of his/her health must inform the proctor and explain the reason. All examination papers (even with partially completed answers or just blank) must be delivered to the proctor. The student must seek for the medical advice from the College Doctor or Nurse (ask for help at the SSC) immediately after s/he leaves the examination room. The College Doctor's or Nurse's note is not enough evidence as supporting evidence for a Mitigating/Extenuating Circumstances petition.
- ii) No later than seven (7) days after the missed examination or deadline you must submit a completed Mitigating/Extenuating Circumstances form/petition to the Student Success Center along with the appropriate documentation. Also, the

Instructors of your courses need to sign the form next to their courses. The Student Success Center (SSC) will receive and date-stamp all documents. If you cannot come to DEREE in person, you should contact the SSC for alternative methods of submitting your petition and documents.

5. Absences/Attendance

Policy (Regulatory Framework, 7.1.1 and 7.1.2)

All students are required to attend 80% of instructional class time. Some programs may impose a stricter attendance requirement subject to this requirement being approved by the relevant validation panel(s).

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).

Rationale for the Attendance Policy

Classes are an essential part of the teaching and learning experience. Therefore, regular attendance is mandatory and active participation in classes (lectures, labs, and workshops) is important.

Procedures

- Instructors will announce to their classes the course attendance policy at the beginning of each term.
- All instructors must record student absences during every class.
- When a student has exceeded the maximum allowed absences in a class, the instructor is required to report the absent student to the Registrar's Office by e-mail and send a copy of the Excessive Absences Notification form to the student's acgmail account.
- **Excessive absences** are defined as follows:
 - a) For semesters, ten (10) absences in a Monday-Wednesday-Friday class or seven (7) absences in a Tuesday-Thursday or a Monday-Wednesday class or absences exceeding the program specific requirements
 - b) For all sessions, absences corresponding to seven (7) instruction hours or absences exceeding the program specific requirements.

In cases of mitigating/ extenuating circumstances (Regulatory Framework, 7.7) students are required to submit to the Student Success Center for the Committee on Academic Standards and Policies a Mitigating/Extenuating Circumstances Petition with all the required supporting evidence and instructors' signatures, within seven (7) working days from the date their instructors sent them the copy of the Excessive Absences Notification form.

In any case, the final decision on whether a student will receive an 'F' grade in the course is made by the Committee on Academic Standards and Policies based on submitted evidence.

The Registrar's office will inform both the instructors and their students who received an 'F' grade due to absences.

Students who received an 'F' grade in a course due to absences are immediately required to stop attending classes, and are not allowed to sit in any exam or submit any kind of work for the specific course further on.

Clarifications

Students who re-take a course must adhere to the College's attendance policy fully.

Students who, for whatever reasons, have exceeded the maximum allowed number of absences, as previously defined, and have not sat an assessment or have not submitted work by the set deadline, and have not submitted a Mitigating/Extenuating Circumstances Petition within the deadline, will automatically fail the course (F grade in the course).

The Committee on Academic Standards and Policies will review the cases of those students who have already sat or submitted an assessment and have been reported by their instructors for violating the Attendance Policy.

6. The Committee on Academic Standards and Policies (CASP)

CASP is an academic committee chaired by the Provost or a designee (an academic Dean) and is composed of elected faculty members on a rotational basis from all three Schools of DERE as well as of key academic administrators. The Committee on Academic Standards and Policies (CASP) or its sub-Committee meets often during the semesters and sessions in order to provide immediate responses to student petitions. CASP judges student cases on the basis of the documents submitted and with the use of other academic information or documents in their folders. All discussions during the meetings as well as decisions of CASP are confidential.

7. Appeals to the decisions of CASP

Appeals to the decisions of CASP will be accepted only if the student submits new evidence along with a new petition.

Voted by CASP on 1 & 6 November 2013.