



STUDENT HANDBOOK

BA (Hons) Sociology

2015-2016

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

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1. Welcome to the Programme

1.1 Message from the Dean

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

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

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

Patrick J. M. Quinn, PhD

Dean, School of Liberal Arts & Sciences

1.2 Message from the Department Head

*Sociology is the study of institutions, groups and social roles and how these connect to individual lives. It is **scientific**, in that it is grounded on systematic methodologies; it is **sophisticated** in that it challenges lay perceptions about society by developing powerful theories; it is **open** in that it fosters dialogue with other disciplines; and it is **relevant** in that it enables us to evaluate opportunities and constraints in the society in which we live.*

Living together in integrated and cohesive societies faces serious challenges at the dawn of the 21st century: a financially affluent world but marred by profound inequalities and wealth shortages; terrorism, since 9/11, has taken advantage of the achievements of technology and has unleashed unprecedented barbarity; refugees and immigrants pose new challenges for societies and raise anew the fundamental sociological question about borders and flows; human beings move willingly across societies but are also trafficked by global criminal networks; politics becomes a means of collective decision-making but is often caught in the pincers of economic interests and media simulations of reality. These are some of the challenges contemporary societies face and make sociology an essential intellectual undertaking.

But sociology is much more about a correct and sophisticated diagnosis of social problems. It does not merely offer criticism of practices and institutions that damage collective life. Rather, it provides an informed, knowledgeable mode of thinking that enables us also to understand the complexity of societies and to recover those processes and institutions that sustain social life, replenish it and make it worthy of improvement. It is thus animated by a scientific commitment to social justice, equality and respect for diversity.

By choosing to study Sociology at DERE you will be able to:

- *Gain a solid background and earn excellent skills in theoretical and applied sociology*
- *Develop a sophisticated and critical approach to current social issues and problems*
- *Extend your sociological perspective to a diversity of fields*
- *Become informed citizens and professionals*
- *Acquire an excellent and internationally recognised B.A suitable for challenging postgraduate studies abroad: an asset for many career options that you may consider.*

In turbulent times that require sober intellectual standpoints you can become a player in sociology's increasingly public voice, a voice that bridges the academic and the public, the professional and policy-making aspects of our discipline across the local, the national and the global contexts of social life.

You now join a Department with faculty members who are passionate about sociology, delighted to engage with students' needs, and committed to promoting sociology. I invite you to read this handbook and to start learning more about the details of the Sociology programme.

On behalf of the Sociology faculty I welcome you to the Sociology programme!

Spyros Gangas, PhD

Department Head, Sociology, School of Liberal Arts & Sciences

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

1.4 Key Contacts

- American College of Greece: +30 210 600 9800
- Department Head: Dr. Spyros Gangas, sgangas@acg.edu, ext. 1033, room DC 525.
- Dean's Office: libarts@acg.edu ext. 1359, room 515
- Academic Advising Office: dc.adv@acg.edu ext. 1431
- Student Success Centre: ssc@acg.edu ext. 1326, 1333
- Registrar's Office: registrar@acg.edu ext. 1331, 1328, 1449, 1445
- Validation Office: validation@acg.edu ext. 1428
- Student Affairs: studentaffairs@acg.edu ext. 1197, 1442
- Student Government: dc.sgorg@acg.edu ext. 1373
- Library helpdesk: libraryreference@acg.edu ext. 1434, 1267
- SASS: sass@acg.edu ext. 1273, 1276
- Study Abroad Office: studyabroadoffice@acg.edu ext. 1029, 1412
- Career Office: career@acg.edu ext. 1313, 1316
- Educational Psychologist: Dr. Natassa Triga, atriga@acg.edu ext. 1167
- College Nurse: Nora Belati, tbeliati@acg.edu ext. 1500
- Sociology Society: socsoc@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 The Sociology Programme: Philosophy and Mission

The sociology programme started in the 1960's as one of the first Bachelor's programmes offered at Deree – ACG. DERE-ACG was awarded NEASC accreditation in 1981, and was reaccredited in 1986, 1996 and 2006. The College's next comprehensive visit is scheduled for April 2016. A five-

year interim report was submitted and a NEASC team site visit successfully conducted in April 2011

The sociology programme at Deree-ACG seeks to prepare students to become competent professionals providing them with a solid background in sociological theory and applied sociology. The programme assumes no prior knowledge of sociology. It has a sequential structure that starts from first principles and gradually builds up student understanding of sociological concepts and analytical tools. It covers a comprehensive range of sociological fields, such as family and gender, inequality and stratification, social movements, urbanization and demography, migration, etc., equipping students who complete the programme with appropriate skills for further graduate study and professional career. In addition, the sociology programme offers an optional film and media informal component with two Level 5 and two Level 6 courses, which reflects Sociology's contribution to media and communication studies at Deree as early as 1985, as well as diverse optional modules on health, modern Greek society and culture, alienation, suffering etc. Recently the programme added optional Criminology modules at L5 and a Criminal Justice module, under Justice Studies, at L4.

The sociology programme at Deree-ACG comprises a rigorous sociological theory component, ranging from modules introducing students to key theoretical paradigms to advanced modules on the classical founders of the discipline and contemporary theories, including postmodernism and theories of globalization. As a result, students build initially this background in relation to applications in a variety of fields in society. Then they acquire at the intermediate and advanced levels rigorous theoretical training, culminating at the seminar level with applications of major theories to empirical sites of sociological research. This knowledge is distributed across (5) compulsory modules in sociology, namely:

- Introduction to Sociology – Level 4
- Sociology of Modern Life – Level 4
- Classical Sociological Theory – Level 5
- Contemporary Sociological Theory – Level 6, and
- Senior Thesis Seminar – Level 6

As a social science discipline, sociology at Deree comprises also rigorous methods training to enable the student to study real-world social action and behaviour. These skills are acquired in compulsory modules on statistics and research methods, namely:

- Analysis of Behavioral Data – Level 4
- Qualitative Research Methods in Sociology – Level 5
- Quantitative Methods in Sociology – Level 5
- Senior Thesis Seminar – Level 6

Given that sociology graduates with competence in sociological theory and research target demanding graduate programmes in the UK and the US, the Deree-ACG sociology programme balances the applied research component with theoretical applications across specialisms. Both the theory and methods components are developed throughout programme levels. The research component is further fortified, in addition to the sociology modules available, by one compulsory module in statistics at Level 4. Level 5 engages students in quantitative and qualitative methods and culminates with the Level 6 capstone seminar, where students demonstrate knowledge and transferable skills in theory and methods. The theory component begins at Level 4 and acquires a

rigorous profile at Levels 5 and 6 with classical sociology and contemporary sociological theory respectively. The theory component converges with the methods component in the capstone seminar module.

The programme includes two optional modules at level 4, which expose students to other social sciences, such as anthropology, economics, justice studies, political science, and psychology and thus delineate their boundaries with sociology. Levels 5 and 6 offer a wide range of optional sociology modules that enable students to acquire a deeper knowledge in sociology specialisms of their interest.

Curricular structure is regularly revised to cater for changing occupational environment for sociology professionals, reflecting more accurately global and local changes in the field of sociology, new developments in sociological theory, creation of new fields and adjustments in traditional areas of sociology. Revision is also conducted in line with interdisciplinary programmes as well as entry requirements by UK and US universities across graduate programmes. A programme overhauling took place prior to the 2011 OU Validation. In that validation the Sociology programme earned validation without conditions or recommendations.

In the words of the then Vice President of Academic Affairs Todd G. Fritch:

"This program is only the second to be recommended for validation without any conditions or program-level recommendations; truly an outstanding accomplishment, indeed!" (Memorandum to DERE faculty and students by the Office of the Vice President of Academic Affairs, March 10, 2011).

The Panel made three commendations:

- *the College's commitment in balancing scholarship, enquiry and teaching;*
- *the enthusiasm and collegiality of the programme team; and*
- *the engaged and articulate nature of students, for example as reflected in their involvement in the Sociology Society*

(The Open University Validation Report, March 9, 2011, p. 10)

For the 2015 OU Revalidation the sociology programme has introduced new modules in Justice Studies and Sociology and has revised its assessments to strengthen its approach to a fair and pedagogically sound set of different assessments.

The mission and educational aims of the Sociology programme at Deree–ACG have been the outcome of area meetings (with minutes taken and approved), with active participation, feedback, and discussion by all members of sociology staff. Both mission and educational aims were articulated in 2002 with revision in 2007.

The Department of Sociology became autonomous in its operation in 2012 (previously as Sociology Area it operated under the Department of Economics and Social Studies.) It also incorporates the Anthropology modules, and has initiated the Justice Studies modules. The Head of the Department reports to the Dean of School of Liberal Arts and Sciences on departmental issues.

Mission

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

Educational Aims

The sociology programme aims to provide students with a thorough grounding in theoretical and applied sociology. It also equips students with the appropriate tools to become successful professionals in today's turbulent social environment. Students completing the programme become able to pursue graduate studies in sociology, media studies, and, often in business-related fields like human resources management.

The overall goals of the Sociology program are to:

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

2.2 Programme Learning Outcomes

A. Knowledge and Understanding

Students gradually build up knowledge and understanding of:

- a diversity of theoretical models and their application to social institutions and processes
- relevant statistical techniques and qualitative methods and their use across sociology specialisms
- sociological issues applied across the local, the regional, the national and global context

B. Cognitive Skills

Progressive built up of cognitive skills, namely reasoning, perception, and intuition. Students learn to:

- apply abstract theoretical thinking modeled on the action-structure duality, across a range of concrete and contextual social phenomena.
- utilise quantitative and qualitative research skills
- analyze and synthesize sociological knowledge across a range of societal issues

C. Practical and Professional Skills

Students acquire practical and professional skills that include:

- The use sampling techniques to obtain data in order to conduct surveys
- The use of various qualitative techniques to conduct research according to social context
- Preparation of reports, including tables and charts, on research results
- Presentation of theoretical and statistical concepts in a clear and meaningful way for the layman but also at the required level of sophistication for the sociology scholar

D. Key/Transferable Skills

Students acquire key/transferable skills that include:

- Recognizing key sociological concepts pertinent to both everyday interaction and to academic/professional resources for informed and critical decision-making.
- Mathematical and statistical skills
- Basic knowledge in an array of different social sciences
- Ability to perform a critical evaluation of the body of knowledge acquired through the entire programme, keeping an open mind about different methodological approaches

2.3 Sociology Programme Structure

SOCIOLOGY: Programme Content
<p>Module titles – LEVEL 4</p> <p>Compulsory Modules:</p> <p>SO 1000 Introduction to Sociology (Level 4) – 15 credits</p> <p>SO 1001 Sociology of Modern Life (Level 4) -15 credits</p> <p>SO 2004 Social Inequality (Level 4) – 15 credits</p> <p>SO 2020 Family and Gender Roles (Level 4) – 15 credits</p> <p>SO 2030 Social Problems (Level 4) – 15 credits</p> <p>SO 2047 Analysis of Behavioural Data (Level 4) – 15 credits</p> <p>Optional Modules (any two):</p> <p>AN 1000 Introduction to Anthropology (Level 4) – 15 credits</p> <p>AN 1003 Cultural Anthropology (Level 4) – 15 credits</p> <p>AN 2007 Ethnicity and Identity (Level 4) – 15 credits</p> <p>EC 1000 Principles of Microeconomics (Level 4) – 15 credits</p> <p>EC 1001 Principles of Macroeconomics – 15 credits</p>

EC 2011 Economic History of Europe – 15 credits
 JS 10XX Introduction to Criminal Justice – 15 credits
 PO 1000 Political Organization – 15 credits
 PO 1001 Political Behavior – 15 credits
 PO 2008 Beyond State and Nation – 15 credits
 PS 1000 Psychology as a Natural Science – 15 credits
 PS 1001 Psychology as a Social Science – 15 credits

Module titles – LEVEL 5

Compulsory Modules:

SO 3115 Sociology of Globalization (Level 5) – 15 credits
 SO 3235 Migration in the Global Age (Level 5) – 15 credits
 SO 3260 Classical Sociological Theory (Level 5) – 15 credits
 SO 3411 Quantitative Methods in Sociology (Level 5) – 15 credits
 SO 3416 Qualitative Research Methods in Sociology (Level 5) - 15 credits

Optional Modules (any three):

SO/ES 3002 Environment and Society (Level 5) – 15 credits
 SO 3007 Health and Society (Level 5) – 15 credits
 SO 3009 Tourism, Leisure and Society (Level 5) – 15 credits
 SO 3037 Sociology of Deviance (Level 5) – 15 credits
 SO/JS 3038 Criminology (Level 5) – 15 credits
 SO/JS 30XX Corruption and Anti-Corruption (Level 5) – 15 credits
 SO 3112 Contemporary Cinema and Society (Level 5) – 15 credits
 SO 3119 Consumer Society (Level 5) – 15 credits
 SO 3125 Media and Society in the 21st Century (Level 5) – 15 credits

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

SO 4106 Urban Sociology (Level 6) – 15 credits
SO 4143 Sociology of Science and Technology (Level 6) – 15 credits
SO 4231 Religion and Society (Level 6) – 15 credits
SO 4313 Collective Behavior and Social Movements (Level 6) – 15 credits
SO 4461 Contemporary Sociological Theory (Level 6) – 15 credits
SO 4690 Senior Thesis Seminar (Level 6) – 15 credits

Optional Modules (any two):

SO 4117 Sociology of Work (Level 6) – 15 credits
SO 4126 Suffering and Evil in Society (Level 6) – 15 credits
SO 4142 Film Studies: Cinema as Medium and Institution (Level 6) – 15 credits
SO 4223 Gender, Media and Society (Level 6) – 15 credits
SO 4318 Modern Greek Society and Culture (Level 6) – 15 credits

Please note that:

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

- Compulsory modules – must be taken
- Optional modules – selected from a range of identified Social Science modules

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

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

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

- Compulsory modules – must be taken
- Optional modules – selected from a range of identified sociology 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 utilizing specialised skills across an area of study; critically evaluate new concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgment in a range of situations.

2.4 Description of Modules

In the first year, all sociology modules are compulsory but students have a range of choices for two optional modules in other Social Sciences. In the second and third years, beyond the set of compulsory modules, 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 year provides a thorough grounding in basic areas of sociology with exposure also to statistics. During that year, students take two modules in general sociology, which provide foundation knowledge of the subject matter, one module in statistics for behavioral sciences and three additional sociology modules in key areas like inequality, gender/family and social problems. The programme outcome of understanding the difference between sociology and other social sciences is met via the two optional social science modules chosen from anthropology, economics, justice studies, political science and psychology.

The second year provides a consolidation of three core domains in sociology. At the second year, the programme deepens methodological knowledge and skills with thworesearch related modules on quantitative and qualitative methods, two modules on globalization and one on classical sociological theory. Students have also the opportunity to start exploring sociology modules tailored to their interests and thus can choose from three optional modules in sociology.

Level 6 modules, in the third year of study, offer the opportunity to conduct an original piece of research work in the form of long essay through compulsory modules three key areas of the discipline, as well as to consolidate advanced theoretical knowledge of contemporary theory. Advanced students are asked to write a dissertation in the programme's capstone module. In

continuation with optional modules in year two, students can choose from two optional modules at L6.

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

2.5 Academic Staff

The following staff members teach modules of the Sociology programme:

Spyros Gangas, Ph.D, Professor I (Department Head): Spiros obtained his PhD from the University of Edinburgh in 1995 and is also a DEREI alumnus (DC 90). He is currently Head of the Department of Sociology at Deree-the American College of Greece. He has published articles in international peer-reviewed journals like *History of the Human Sciences*, *Human Studies*, *Journal of Classical Sociology*, *Social Science Information*, *Current Sociology* [in press], as well as in *Hegel-Jahrbuch*, *The Journal of the Faculty of Letters of Tokyo University* and the Greek journals *Axiologika*, *Deukalion* and *Momentum*. He is the author of the first full study of Durkheim in Greek (*Society and Morality: Values and Modernity in the Sociology and Philosophy of Émile Durkheim*, Athens: Sakis Karagiorgas Foundation, 2009). He has also contributed book chapters on value-theory and social ethics in the collective volumes: *Roots, Rites and Sites of Resistance: The Banality of Good* (Palgrave, 2010), *Perspectives on Evil: From Banality to Genocide* (Interdisciplinary Press, forthcoming 2015). He teaches modules in social theory and film studies. He has also taught at the University of Wales-College of Cardiff (UK), Panteion University (Athens, Greece) and Kobe College (Japan).

E-mail: sgangas@acg.edu; office #: 525; telephone extension: 1033.

Gregory Katsas, PhD, Professor II: BA in Behavioral Sciences, Drew University (1986) MA in Sociology, Fordham University (1988) PhD in Sociology with specialization in Social Demography, Fordham University (1992). Currently at the rank of Professor II, he has been serving in the department of Sociology at Deree College since 1993, teaching at the undergraduate level a variety of modules such as: Social Inequality, Sociology of Tourism, Environmental Sociology, Urban Sociology & Quantitative Methodology. He organizes an annual international Sociology conference in Athens and his latest publications include a study on immigrant unemployment in Greece, an edited volume on migration and work and a chapter on the globalization of food. Moreover, he is actively involved in the scholarship of teaching and learning. In addition, since 2012 he is the Director of Student Academic Support Services, which provides academic skill development for Deree students.

E-mail: grkatsas@acg.edu; office #: SASS Director Office, JSB Library (Ground Floor); telephone extension: 1276.

Georgia Lagoumitzi, MPhil. Associate Lecturer II: Georgia Lagoumitzi holds an M.Phil. in Sociology from the University of Oxford (St. Antony's College). She also received a BA in Sociology from Deree College and a second BA in Sociology from Panteion University. She is also a Ph.D.

candidate at the University of Athens, Department of Political Science and Public Administration. Her research interests expand from subjects, such as Political Sociology to contemporary Diasporas. She supervised a survey research on Quality of Life issues in the heavily industrialized areas of Pireaus under the auspices of the Nomarchy of Pireaus. She has organized various conferences in Sociology and has been a member in the Organizational Committees of numerous others. She has received various awards for her contribution as a lecturer at Deree-The American College of Greece and has recently joined the 25-year Associates at the same institution. Her current research interests are in the area of Migration and Diasporas, Social Movements and Globalization. She served as Advisor to the Sociology Society at Deree, which received the Society of the Year Award in 2015. In her capacity as advisor to the above academic society, she established links between Deree and the Korydallos Prison School, thus advancing the College policy of corporate social responsibility. She mainly teaches modules that cover the areas of Social Problems, Social Movements, Globalization, Modern Greek Society and Culture and supervises the Senior Thesis Seminar.

E-mail: lagoumitzig@acg.edu; office #: 501; telephone extension: 1032.

Evangelia Andreadou-Samara: BA in *Social Sciences– Sociology Branch*, Manchester Metropolitan University (1982), MSc in *Sociological and Anthropological Sciences*, University of Salford (1984). As a classroom teacher at Deree since 1984, Prof. Lia Samara taught, apart from Introduction to Sociology and Sociology of Modern Life, modules on Health and Society, on Family and Gender Roles, on Social Problems and on Sexual Issues and Controversies. She was, also, a lecturer of Public Relations, Human Relations in Labor, Sociology and Business Psychology at TEI of Athens and Piraeus from 1985 to 1996 and a PhD candidate at the Medical School of University of Ioannina. Since 2001 she serves as a full-time faculty member in the Department of Sociology at Deree and her main research interests include studies on Family, Gender Roles and Health related Social Issues. She was involved in research on the relationship between Mental Illness and Socioeconomic status and presented it at the Faculty Research Seminar Series. Her very latest interest has been research on Social and Cultural aspects of Food and Eating and soon she is going to offer a course on this topic. She is also the advisor of the Health and Social Awareness Club of Deree since 2013, which was nominated for the Award for Outstanding Leadership and Contribution to Student Life in 2015. As the advisor of the club she guides students in organizing various activities/events of social nature in an effort to advance their social responsibility.

E-mail: liasam@acg.edu; office #: 501; telephone extension: 1032.

Anastasia Sotiropoulou, J.S.D., Part-time Instructor: Anastasia Sotiropoulou was awarded her LL.B. in 2005 and her LL.M. in Criminal Law and Procedure in 2007 from the Law Faculty of the National Kapodistrian University of Athens. From 2008 to 2009, she conducted research on the topic of private sector corruption within the Visiting Researcher Graduate Program at Harvard Law School. In 2010 and 2012, she was awarded her LL.M. and J.S.D. respectively from Yale Law School. Her dissertation thesis focused in the area of corruption and anti-corruption. As a lawyer, she is admitted to practice in New York and in Athens. She has worked both in the public and private sector and currently operates her own law practice. She has engaged in research projects for the World Bank and has worked as a consultant at the Financial Market Integrity Unit. Academically, she has co-authored World Bank STAR's "Public Wrongs, Private Actions" and has contributed several papers to law journals and edited collections in the areas of corruption,

terrorism, defendant's rights and hate crimes. At the ACG, she currently teaches Criminology, Criminal Justice and Sociology of Deviance.

E-mail: asotiropoulou@acg.edu; office #: 501; telephone extension: 1032.

Chryssa Zachou, PhD, Professor I: Chryssa Zachou holds a PhD in sociology from the University of Essex, an M.Sc from the London School of Economics and Political Science and BAs from The American College of Greece, and Panteion University. She joined DERE faculty in 1988, and she has developed and taught modules on gender and media, religion and society, qualitative research methods, consumer society and migration among others. She has also taught at the University of Piraeus and the University of Athens (graduate programme), and is currently a Visiting Lecturer at the Hellenic Open University. She has conducted research on a variety of issues that reflect her broad scholarly interests and has participated (as the scientific coordinator and senior researcher) in research programs of the Center for the Study Gender Equality (KETHI) and the National Research Center of Greece (EKKE). She has published journal articles and book chapters both in Greek and in English. One of her recent works has been included in the collective volume *Contours of Citizenship: Women in A Global –Local World* (Ashgate), while another (translated into Chinese) in the edited volume *Gender Equality and Social Transformation in a Global Context* (Social Sciences Academic Press-China). She is also the co-editor of the special issue *The Qualitative Researcher in the Field of the Greek Review of Social Research* (forthcoming). As a member of the International Sociological Association (ISA), she has presented papers and organized sessions in its Conferences and has been active in four of its Research Committees. Also, as an elected member of the RC 32 Women in Society Executive Board, she has been appointed as Regional Representative for Europe (2014-2018). Chryssa is also a founding and elected member of Executive Board of the Greek Sociological Society and a member of the *Greek Sociological Review's* editorial board.

E-mail: czachou@acg.edu; office #: 501; telephone extension: 1032.

The module SO 2047 Analysis of Behavioral Data is taught by Psychology staff:

Beratis, Ion, PhD., 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: 1415

Anthropology modules are taught by:

Dimitris Antoniou, PhD, Part-Time Instructor (Visiting Professor):

Dimitris Antoniou joined DERE in 2014 as a Visiting Professor. He was awarded a PhD from the Department of Oriental Studies, University of Oxford (St. Anthony's College) in 2011. He also holds an MA from the same university. Dimitris has taught at the University of Oxford and at the Centre of Hellenic Studies of Harvard University during the Nafplion Summer Program 2007-2009. He was also a National Bank of Greece Postdoctoral Research Fellow at the Hellenic Observatory of the European Institute at LSE in 2014. The previous year he held the Hannah Seeger Davies Postdoctoral Fellowship in Hellenic Studies at Princeton University. Currently he is Visiting Assistant Professor at Columbia University (Department of Classics). He is currently conducting research on the Greek junta and visits Athens every summer, where he teaches modules in cultural anthropology at DERE. Dimitris publishes articles and book chapters in international outlets. He is currently working on a book to be published by Penn State University Press.

E-mail: dantoniou@acg.edu; office #: 525; telephone extension: 1033.

Simeon Magliveras, PhD, Professor I:

Simeon Magliveras holds a PhD in Social Anthropology from Durham University, UK. He holds also an MPhil from the University of Thessaloniki and an MA from the University of Nebraska. During his MA studies and as a Champ Fellow (award), Simeon spent the summer of 1993 in Albania doing fieldwork as the first Western anthropologist since 1929. His work focuses on ethnicity, its local and national perception with emphasis on the Greek Arvanite villages. In 2011 he taught for a year at the Nanyang Technical University in Singapore as a Research Fellow. Simeon is active in research and has published in various outlets. He is currently a Visiting Professor at the King Fahd University of Petroleum and Minerals in Saudi Arabia. His recent research project is on Filipino guest workers in Greece and in Saudi Arabia.

E-mail: ssmagli@acg.edu; office #: 525; telephone extension: 1033.

2.6 Programme Resources:

Library Resources

Library resources have been expanded considerably since validation. The present situation is as follows:

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

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

Students studying sociology, in particular, have access to a print collection of more than 17,000 books and more than 600 journals in full text and in electronic, print and microfilm formats in Sociology and related Social Sciences. The following research databases in sociology provide access to high-quality journals, statistical data and reports, industry profiles and more:

➤ **Academic Search Premier (EBSCOHost)**

Citations, abstracts and full text of periodical articles covering all academic disciplines. More than 4,600 titles are available in full text of which 3,900 are peer-reviewed.

➤ **Business Source Premier (EBSCOHost)**

Citations, abstracts and full text periodical articles from all areas of business and management including banking, finance, industry and manufacturing. More than 2,300 titles are available in full text.

➤ **Communication and Mass Media Complete (EBSCOHost)**

Covers communication, mass media and other closely related fields of study. Includes full text of over 380 journal titles, as well as indexing and abstracts of more than 690 titles. In addition, it features over 5,000 Author Profiles, providing biographical data and bibliographic information.

➤ **Expanded Academic ASAP (Gale/Cengage Learning)**

Citations, abstracts and full text of periodical articles covering all academic disciplines. More than 2,000 periodical titles are available in full text.

➤ **Gale Opposing Viewpoints in Context (Gale/Cengage Learning)**

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

➤ **JSTOR**

A high-quality interdisciplinary archive of over 1,000 leading academic journals across the humanities, social and natural sciences, as well as select monographs and other materials. The entire collection is full text searchable, includes high-quality images and is interlinked by millions of citations and references. Full text collection of back issues of core scholarly journals in the arts, humanities and social sciences. It includes, amongst others, premier sociology journals, including The American Journal of Sociology, The British Journal of Sociology, Contemporary Sociology, Social Forces, Sociological Forum and Sociological Theory.

- Project Muse
A full text collection of current content from over 300 scholarly journals in the fields of the humanities and the social sciences.
- Psychology & Behavioral Sciences Collection (EBSCOHost)
Contains full text articles from nearly 560 journals, including nearly 550 peer-reviewed titles. Covers topics such as emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational and experimental methods.
- *PsychINFO (EBSCOHost)*
Citations and abstracts drawn from scholarly journal articles, chapters of books and dissertations in psychology and related disciplines. Includes information on the psychological aspects of related fields such as medicine, psychiatry and physiology. Most material included is peer-reviewed
- SIRS Researcher (Proquest)
Full text articles covering social, scientific, health, historic, economic, business, political and global issues. Articles and graphics are selected from 1,800 US and international publications

The Library has recently subscribed to two collections of reference e-books, which also includes some sociology titles:

- Credo Reference
A collection of 112 electronic reference sources by SAGE Publications on the fields of business, geography, law, medicine, psychology, religion, science and the social sciences.
- Oxford Reference Online
A collection of 215 general and subject specific reference titles published by Oxford University Press, covering more than 25 subjects: from art to accounting, music to marketing, and computing to communication. Contains over 16,000 illustrations and more than 775 locator, physical and political maps.

Two databases which contain sociology abstracts and can be accessed by Sociology staff and students are:

- Social Services Abstracts (CSA Illumina)
Citations and abstracts of journal articles, dissertations and book reviews focused on social work, human services, social welfare and social policy.

- Sociological Abstracts (CSA Illumina)

Citations and abstracts of journal articles, as well as books, chapters of books, conference papers, dissertations and book reviews in sociology and related disciplines in the social and behavioral sciences.

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

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

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

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

Multimedia resources

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

Information Resources and Technology

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

consistent with the College's strategic plan. The IRM Department consists of the following divisions:

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

Academic Computing

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

Instructional Technology

A specialized online course management system, ACGBoard, based on Blackboard CMS, is used in courses to enhance the student experience and support the instructional program.

Through ACGBoard, students can access online course materials and interact with the instructor and other students in the class. ACGBoard is widely used at ACG to enhance and support classroom teaching.

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

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

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

Interactive collaboration and sharing.

The department has acquired a site license of VoiceThread, an interactive collaboration and sharing tool that is proven to enable users add images, documents and videos and to which other

users can add voice, text, audio and video comments. The tool could be accessible through Blackboard and is currently being evaluated by a selected group of faculty members.

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

Student Software:

Microsoft Student Advantage

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

Microsoft e-Academy

The College's Microsoft campus agreement requires that the e-academy Electronic License

Management System (ELMS) is made available to all students of the ACG community. ELMS is a web-based management system which easily enables students to download Microsoft software and use it for educational purposes. The use of ELMS for the management and

distribution of software in the Academic Alliance Program is made available by Microsoft and

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

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

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

offer wireless connectivity. Training for maximum use of equipment in Technology Enhanced classrooms is provided by Media Center staff.

Media Centers

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

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

2.7Library Help

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

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

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

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

2.8External 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:

Sara Arber, Professor of Sociology, University of Surrey

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

2.9 Work-Related Activities

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

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

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

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

Career options can be pursued in:

- Higher Education: As successful postgraduates Sociology graduates can pursue career paths in academia abroad. Since the 1990s DERE Sociology graduates have taught, or are currently teaching, at the University of Edinburgh, the University of Wales (College of Cardiff), the University of Essex, Queen's College (University of London) and LSE among others;
- Other career paths, primarily abroad, include: employment in local, national and international organizations (i.e. business, human resources, health professions, social policy, social work, law and criminology), media outlets, NGOs and private education among others.

2.10. Opportunities for Graduates

Since its early beginnings in the 1960s but primarily during the last 20 years up until recently, the Department of Sociology has established a proud record of outstanding Sociology graduates

pursuing, and successfully completing, postgraduate studies (M.A, M.Phil and Ph.D.) at top universities primarily in the UK, but also in the rest of Europe and in the U.S. Institutions at which our graduates have successfully continued their postgraduate academic tracks, include:

(UK): University of Cambridge • University of Oxford • University of Edinburgh • London School of Economics • University of Warwick • University of Glasgow • University of Sussex • University of Essex • University of Lancaster • University of Manchester • Goldsmiths College (University of London) • Brunel University • City University • University of Kent.

(Rest of Europe): Université de Paris V • Université de Paris VIII • Université de Nancy I • University of Freiburg • University of Amsterdam • University of Groningen.

(US): Harvard University • Boston University • New York University • Yale University • Syracuse University • University of Massachusetts • Johns Hopkins University • Northern Illinois University.

Interdisciplinary linkages pursued with communication, law (and criminology), psychology, social policy, and social work among others, have enabled our graduates to become more resourceful, innovative and flexible in their career options.

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.

Sociology Programme Assessment Method Mapping:

Module	Formative (0%)	Assessment 1	Weight	Final Assessment	Weight
L4	L4	L4	L4	L4	L4
SO1000 Introduction to Sociology	Self-test; discussion sessions	Mid-term Exam (short essays)	40%	Final Exam (short essays)	60%
SO1001 Sociology of Modern Life	Self-test; discussion sessions	Mid-term Exam (short essays)	40%	Final Exam (short essays)	60%
SO2004 Social Inequality	Take-home examination	Mid-term Exam (essays)	40%	Final Exam (short essays)	60%
SO 2020 Family and Gender Roles	In class discussion sessions	Mid-term Exam (essays)	40%	Final Exam (essays)	60%
SO 2030 Social Problems	In class exercises	Mid-term Exam (essays)	40%	Final Exam (essays)	60%
SO 2047 Analysis of Behavioral Data	Lab assignments: analysis/interpretation of data	Mid-term Exam (Multiple-choice; short answer questions)	40%	Final Exam (Multiple-choice; short answer questions)	60%
AN 1000 Introduction to Anthropology	In class exercises	Mid-term Exam (short essays)	40%	Final Exam (short essays)	60%
AN 1003 Cultural Anthropology	In class exercises	Mid-term Exam (short essays)	40%	Final Exam (short essays)	60%
AN 2007 Ethnicity and Identity	In class exercises	Mid-term Exam (short essays)	40%	Final Exam (short essays)	60%
EC 1000 Principles of Microeconomics	Multiple choice/problems/	Mid-term Exam (Multiple choice/	40%	Final Exam (Multiple choice/problems/e	60%

	essay question practice sets	problems/essay questions combination)		essay questions combination)	
EC 1001 Principles of Macroeconomics	Multiple choice/problems/essay question practice sets	Mid-term Exam (Multiple choice/problems/essay questions combination)	40%	Final Exam (Multiple choice/problems/essay questions combination)	60%
EC 2011 Economic History of Europe	Diagnostic assignments	Mid-term Exam (essays)	40%	Final Exam (essays)	60%
JS 10XX Introduction to Criminal Justice	In-class practical exercises (case-studies)	Mid-term Exam (short essays)	40%	Final Exam (short essays)	60%
PO 1000 Political Organization	In-class diagnostic test	Mid-term Exam (essays)	40%	Final Exam (essays)	60%
PO 1001 Political Behavior	In-class diagnostic test	Mid-term Exam (essays)	40%	Final Exam (essays)	60%
PO 2008 Beyond State and Nation	In-class diagnostic test	Case-study assignment	40%	Final Exam (essays)	60%
PS 1000 Psychology as a Natural Science	In-class diagnostic test	Mid-term Exam (Multiple-choice; short answer questions)	40%	Final Exam (Multiple-choice; short answer questions)	60%
PS 1001 Psychology as a Social Science	In-class diagnostic test	Mid-term Exam (Multiple-choice; short answer questions)	40%	Final Exam (Multiple-choice; short answer questions)	60%
L5	L5	L5	L5	L5	L5
SO 3115 Sociology of Globalization	Three writing assignments	Mid-term Exam (essays)	40%	Final Exam (essays)	60%
SO 3235 Migration in the Global Age	Take-home assignment	Project [interview-based] (2,500 words)	50%	Final 'seen' Exam (essays)	50%
SO 3260 Classical Sociological Theory	Interpretive homework on selected texts	Mid-term Exam (essays)	50%	Essay (2,500 words)	50%
SO 3411 Quantitative Methods in Sociology	Two take-home assignments	Article Review (1,000 words)	20%	Research Proposal (3,000 words)	80%
SO 3416 Qualitative Research Methods in Sociology	Take-home assignments and In-class exercises	-	-	Research Portfolio (4,000 words) [Research Proposal and Reflective Diary)	100%
SO/ES 3002 Environment and Society	Diagnostic take-home examination	Project (2,500 words) [Analysis, Applications]	40%	Final Examination (essays)	60%
SO 3007 Health and Society	Take-home assignments / Discussion sessions	Mid-term Exam (essays)	40%	Final Examination (essays)	60%
SO 3009 Tourism, Leisure and Society	Diagnostic take-home	Project (2,500 words)	40%	Final Examination (essays)	60%

	examination	[Analysis, Applications]			
SO 3037 Sociology of Deviance	Discussion points [research skills based]	Essay (2,500 words)	50%	Final Examination (essays)	50%
SO/JS 3038 Criminology	Discussion points based on three take-home assignments	Mid-term Exam (essays)	40%	Final Examination (essays)	60%
SO/JS 30XX Corruption and Anti-Corruption	Case-studies practical exercises	Take-home Reflective Essay (1,000 words)	40%	Essay (2,500 words)	60%
SO 3112 Contemporary Cinema and Society	Weekly discussions based on film screenings / Interpretive exercises	Mid-term Exam (essays)	40%	Final Examination (essays)	60%
SO 3119 Consumer Society	Mock exam / In class exercises	Essay (2,500 words)	50%	Final 'seen' examination	50%
SO 3125 Media and Society in the 21 st Century	Mock exam / critical in-class exercises	Portfolio (two 1200-word essays)	50%	Final 'seen' examination	50%
L6	L6	L6	L6	L6	L6
SO 4106 Urban Sociology	In-class exercises / urban walk	City Report (1,000 words)	30%	Project (3, 500 words) [applications relevant to the city report]	70%
SO 4143 Sociology of Science and Technology	Two take-home assignments [theory and case-study application]	Mid-term Examination (essays)	40%	Essay (3,500 words)	60%
SO 4231 Religion and Society	Mock exam / In-class exercises	Mid-term Examination (essays)	40%	Project (3,500 words) [Interview-based; theory and applications]	60%
SO 4313 Collective Behavior and Social Movements	In-class student presentations based on readings	Mid-term Examination (essays)	40%	Essay (3,500 words)	60%
SO 4461 Contemporary Sociological Theory	Interpretive in-class exercises on selected texts	Mid-term Examination (essays)	40%	Essay (3,500 words)	60%
SO 4690 Senior Thesis Seminar	Five assignments: Research question, literature review, research design, data analysis,	Dissertation (7,000 words)	90%	Oral Presentation (on the findings)	10%

	writing strategies				
SO 4117 Sociology of Work	Take-home examination	Mid-term examination (essays)	40%	Project (3,500 words) (applications-based)	60%
SO 4126 Suffering and Evil in Society	In-class and take-home Interpretive exercises with a visual component	Essay (4,000 words)	70%	Oral Presentation (with a strong visual component)	30%
SO 4142 Film Studies: Cinema as Medium and Institution	In-class and take-home Interpretive exercises with a visual component	Essay (4,000 words)	70%	Oral Presentation (with a strong visual component)	30%
SO 4223 Gender, Media and Society	One take-home assignment / In-class exercises	Mid-term examination (essays)	40%	Project (3,500 words) (applications / case-studies-based)	60%
SO 4318 Modern Greek Society and Culture	Take-home examination	Mid-term examination (essays)	40%	Essay (3,500 words)	60%

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

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

Summative assessment includes seen or unseen exams, oral presentations, assignments, essays and projects. Summative assessments do contribute to the student’s grade. Each summative assessment tests different learning outcomes of the module. Timely feedback is provided to students.

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

1. Midterm (or 1st) assessment, which usually contributes 40 to 50% to the student’s overall grade. The midterm component is a summative assessment that takes place part-way through the module and may take different forms (seen or unseen examination, and less frequently through assessed coursework such as a project or essay). Staff must be vigilant in ensuring that students are not over-assessed and that their assessment load is not unduly heavy. Instructors must provide feedback to students on midterm assessments within 21 days. Such feedback informs students to what extent they have met learning outcomes and provide

guidance on how to improve their future work. Mid-term examinations are common to all levels, but they are used more frequently at L4.

2. Final assessment (in class examination, project or essay), which, if exam, takes place following the last day of classes of the semester/session and contributes 50% to 60% of the module grade. Essays and projects have a submission deadline close to the last week of classes.

Generally most L5 and all L6 modules include as part of 1st assessment, Final assessment or both, some *coursework*: Coursework varies from critical reviews, essays, projects, reports and oral presentations. At Level 5 and 6 coursework and its contribution to the overall grade varies from 40% to 100%. Coursework increases qualitatively and quantitatively students' engagement with the material and challenges students to apply abstract concepts and theories to personal experiences and real life settings or explain everyday issues adopting a theoretical perspective. Marking schemes for each type of coursework are provided to students either on hard copies or electronic form at Blackboard containers of modules within the first days of classes.

Feedback on summative assessment

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

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

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

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

Sociology staff use assessment rubrics and assessment forms to disseminate criteria of assessment to students, to secure fairness in grading and to facilitate second and external marking. Samples of assessment rubrics and feedback sheets, although these may vary according to Level and module (e.g. Quantitative or Qualitative Methods, Seminar etc), are available upon request.

3.2 Giving your Feedback about this Programme

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

School of Liberal Arts and Sciences Programme Committee

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

Departmental Academic Society

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

The Sociology Society became the recipient of the School of Liberal Arts and Sciences Society of the Year Award for 2014-15.

Student Course Evaluation

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

Senior Exit Survey

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

3.3 What Happens with your Feedback about this Programme?

Your feedback helps us to continually enhance this programme. You can find out what actions have been taken in response to your feedback through your academic society, student government, department head or instructor. Updates on action taken are also provided through blackboard and *myACG*.

Student feedback is used in a variety of ways, including:

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

3.4 Getting Feedback on your Assessed Work

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

3.5 How do I get my Results?

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

3.6 Issues with Assessment

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

Examples of acceptable extenuating circumstances include:

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

The following are not acceptable extenuating circumstances:

- Holidays
- Weddings
- Family celebrations
- Printing problems

- Computer failure, corrupt USB sticks
- Financial problems
- Work related problems
- Accommodation issues
- Mis-reading assessment arrangements

Late Submission

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

Resits

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

Resits in Capstone Courses

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

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

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

Academic Appeals

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

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

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

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

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

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

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

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

Cheating, Plagiarism and other forms of Unfair Practice

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

3.7 Academic Misconduct and Penalties

Charges against a student for violating academic integrity may originate from any source: a faculty member, an administrator, a staff member, a fellow student, or from the community at large. The charges are to be submitted in writing to the chair of the Committee on Standing and Conduct. If a member of the Committee originates the charge, then that member will be recused from the decision-making process, and any other process related to the case, other than those related to the role of complainant/witness. On receipt of the allegation of a breach of academic

integrity, the Chair must inform the Chair of the Board of Examiners that is responsible for the assessment. The Board should then suspend its decisions on the candidate's grade(s) until the facts have been established (see Appendix D- Regulatory Framework).

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

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

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

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

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

Second offences automatically result in a hearing.

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

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

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

Before announcing judgment/sanctions, the Chair of the Committee on Standing and Conduct consults with the Chair of the Academic Council, who has the right to recommend other sanctions. If the Chair of the Academic Council is in agreement with the Committee's recommendations, the Chair of the Committee will inform the student and the plaintiff (in writing and within three days of the hearing) of the final judgment and the actions to be taken. If the Chair of the Academic

Council proposes other or additional sanctions, the chair of the Committee must communicate these recommendations to the Committee within three days and re-deliberate. Majority vote once again determines final sanctions. Communications procedures as outlined above apply. A final written report to the Academic Council on a case-by-case basis, is prepared within 14 days, and includes the complaint, the Committee's judgment and sanctions.

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

3.8 Complaints Procedure

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

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

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

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

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

4. Where to Get Help

4.1 Downloading College Forms

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

4.2 Academic Advising

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

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

4.3 Student Academic Support Services

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

4.4 Office of Student Affairs

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

4.5 Student Success Centre

The Student Success Centre supports students by offering comprehensive, integrated services in the areas of academic advising, OU validation issues, student records, registration, and payments in a one-stop area. The Student Success Centre aims to create the optimum conditions so that

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

4.6 Disability Status and Provisions

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

4.7 Career Services

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

4.8 Study Abroad

The Study Abroad Programme not only brings US and international students to Athens, it also sends DERE students to several partner universities in the US and other countries. The International Internship and Study Abroad Program combines and provides a first-of-its-kind career and academic program in Greece and is open to all undergraduate students. Students have the opportunity to intern with a leading multinational company abroad and follow this up with a

semester of study with an international partner university. The College is proud to be partnering with a select number of institutions that span the globe such as Northern Arizona University, Mercy College, Texas A&M, Kingsville, University of Utah, the American University in Cairo, and Richmond – The American International University in London, to name a few.

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

5.1are absent for more than one day

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

5.2are ill

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

5.3have a comment, compliment or complaint

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

5.4are considering withdrawing from the course

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

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

5.5need a reference letter

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

6. Other Relevant Policies

6.1 Attendance Policy

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

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

6.2 Student Punctuality Policy

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

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

6.3 Turnitin Policy and Student Guidelines

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

Guidelines for Student Use of Turnitin:

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

6.4 Transfer of credits

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

6.5 Evaluation of Transfer Credits

The transfer credit process begins immediately after the student's first registration and only after the student has submitted both the official transcript(s) and the course syllabi or descriptions of substantial length from official publications of the institution. Course syllabi may be required for a

better evaluation of the student's completed prior academic work. All submitted documents not in English or Greek must be accompanied by certified English or Greek translations and must be submitted to the Validation Office before the end of the student's first semester. The assessment process of the student's prior academic work will be completed no later than two months (excluding vacation period) after the student has submitted a complete folder of the required documents as stated above.

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

6.6 Credit by Assessment for Professional Experience

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

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

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

The method of assessment, the number of credits to be earned as well as the course(s) for which experiential credit will be given will be decided by the relevant academic department(s) depending on the disciplines for which credit has been requested. The academic department of the student's declared major will report the results of the assessment to the relevant School Dean for approval. The Office of the Dean will send the final approved evaluation to the Registrar's Office.

Currently, the Sociology Programme does not accommodate credit by assessment for professional experience as part of its OU-validated programme.

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

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

6.7 Student matriculation

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

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

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

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

6.8 Safety, Health and Wellbeing

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

Disabled Students

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

Accident and Incident and Reporting

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

Smoking

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

List of Appendices

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

Appendix B: Programme Specification

Appendix C: Grading Criteria

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

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

Appendix F: Turnitin Policy

Appendix G: Student Timetable (indicative)

Appendix A:



DEREE-The American College of Greece

TEACHING AND LEARNING

2013-2016

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

INSTITUTIONAL VISION AND VALUES

ACG Vision:

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

ACG Mission:

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

ACADEMIC VISION AND ACADEMIC PRINCIPLES

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

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

Guided by the following Principles:

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

Values:

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

- ✓ Respect
- ✓ Innovation

GOALS

1. Teaching excellence informed by faculty scholarly and professional engagement

We value and will seek to reward well qualified, engaged and highly motivated faculty who are committed to teaching excellence, research and scholarly engagement, and student-centered learning. Faculty will draw on scholarship, research and other professional development activities to facilitate student learning.

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

2. High quality academic programmes and curricula

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

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

- 2.5. Continue to embed principles and practices of module, programme and student learning/outcomes assessment
 - Collect and analyze appropriate information (e.g. module leader reports, student feedback through course evaluations, etc.) and data to ensure the continued effectiveness and enhancement of curricula and improve student learning and experience
 - Close the feedback loop by making evidence-based, data-driven recommendations for key learning and teaching changes
 - Continuously review and evaluate the impact of evidence-based changes in programs
- 2.6. Implement an outcomes-based, new Liberal Education Program that focuses on integrative learning and offers students the skills, knowledge and attributes for success and continued learning.
- 2.7. Seek professional accreditation for business and other programs where appropriate
- 2.8. Focus on continuous improvement of teaching practices and the curriculum in order to continue to serve the needs of students and the society.

3. Enhancement of Learning through Technology

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

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

4. Inspiring and empowering student learning opportunities for personal development

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

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

5. Celebrate achievement and success

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

- 5.1. Organize an annual Student Research and Creative Arts Symposium
- 5.2. Organize an annual Faculty Authors Reception
- 5.3. Provide continued support for the Faculty Research Seminars

- 5.4. Enhance the Student Awards celebration by focusing on curricular and co-curricular excellence.

Appendix B:



DEREE-The American College of Greece ASSESSMENT STRATEGY¹

Section 1 - Background

1.1. Introduction

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

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

- Valid
- Reliable
- Explicit
- Informative

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

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

1.2. Forms of Assessment

- 1.3. 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:

¹ Updated 2014; source www.cf.ac.uk

² *Understanding assessment: its role in safeguarding academic standards and quality in higher education*, second edition, <http://www.qaa.ac.uk/en/Publications/Documents/understanding-assessment.pdf>; and UK Quality Code for

... 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 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.

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>

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>

- Individual assessment tasks must allow learners equal opportunity to demonstrate achievement of specific learning outcomes.
- Assessment tasks must provide the opportunity for feedback to the student. Feedback should be seen as an active dialogue between instructor and student.
- The number and type of assessments must be appropriate to the learning outcomes of the course.

Areas of Action

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

Principle 2 - Assessment must be *reliable*.

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

- 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

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>

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

Principle 3 - Assessment must be *explicit*.

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

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

Areas of Action

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

Section 3 - Implementation Plan

Enhancement of assessment will be attained through

Implementation Plan	Unit(s) Involved	Timeframe
Provide faculty with development in assessment literacy, making them aware of new ideas and techniques, as well as provide development in relation to the best ways to operate/deliver existing assessment methods.	Teaching and Learning Center	AY 2014-2015 and beyond
Engage staff in the review and enhancement of programmes and their constituent modules and assessments as part of preparation for programme revalidation, with an aim to achieving a more appropriate balance and variety of assessment tasks, and appropriate timing of these tasks to provide students with an opportunity to act on instructor feedback.	Department heads, Programme Coordinators Programme teams School Deans Programme Committee	Initial programme validations scheduled for AY 2014-2015, through to spring 2016
Provide faculty with development that raises their awareness about the importance of designing assessments that minimize or discourage opportunities for plagiarism or rote learning	Department heads Programme Coordinators Teaching and Learning Center	AY 2014-2015 and beyond
Enhance supportive, constructive and timely feedback (in both summative and formative assessments) as an essential part of student learning; disseminate good practice; develop an understanding of assessment for learning approach.	Department heads Programme Coordinators Academic staff Teaching and Learning Center	

Ensure evidence of second marking	Department heads Programme Coordinators Academic staff	AY 2014-2015 and beyond
Enhancement of provision of alternative assessments for students with disability.	Committee on Disability and Learning Differences Educational Psychologist	AY 2014-2015 and beyond
Help students understand the process of assessment and the expected standards, and develop their assessment literacy	Department heads Programme Coordinators Academic Staff Teaching and Learning Center	AY 2014-2015 and beyond
Supporting academic integrity and cultivating a culture of integrity	Department heads Programme Coordinators Academic Staff Teaching and Learning Center COSC Student Association	



PROCEDURES FOR EXAM SECURITY AND INVIGILATION

These regulations apply to in-class assessments (examinations, laboratory tests etc.) for all students registered in DEREЕ 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

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 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.

Recommended Guidelines for Student Use of Turnitin

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

Appendix E:

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

OFFICES WHERE STUDENTS AND EMPLOYEES MAY INITIALLY SEEK HELP:

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

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

ALBA: Human Resources

ACG Health & Wellness Center

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

STATEMENT

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

RATIONALE

The formulation of this policy enables our school to effectively:

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

PROTOCOL FOR AN ACCIDENT/ILLNESS OCCURING 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*.

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

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

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

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

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

REVIEW AND EVALUATION

The success of this policy is measured from set criteria:

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

The policy will be evaluated and updated as necessary.



