Deree

School of Liberal
Arts and Sciences

THE AMERICAN COLLEGE OF GREECE

Pierce
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Alba

1875

STUDENT HANDBOOK

BA (Hons) Communication

2016-2017

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

Contents

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 open one's mind to embrace the alien, the unthinkable, the impossible while at the same time offering 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, liberal arts students can make value choices from their studies; they 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 reside: here in School of the Liberal Arts and Sciences at The American College of Greece.

Patrick J. M. Quinn, PhD
Dean, School of Liberal Arts & Sciences

1.2 Message from the Department Head

Welcome to the Department of Communication, where we aspire to provide you with the space and inspiration to explore and develop your interests while preparing for a career or post-graduate study. Our curriculum offers courses in the major areas of communication: advertising, film and television, journalism and public relations. It also provides students with a foundation in theoretical and research traditions that are important in the field, and in the applied skills that are valuable to communication practitioners.

We hope that you will take advantage of your time with us to develop as an inquistive, thoughtful adult who sees engagement with ideas and examination of the practices of communicaton professionals as tools to becoming a successful practitioner or scholar yourself. We hope that the time you spend with us will be a time of reflection and of coming to know yourself, both as a person of passion and aspiration, and as a member of the society in which you live.

Daniel McCormac
Head, Department of Communication

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: McCormac, Daniel, djmccormac@acg.edu, ext. 1006, room CN 3102
- Dean's Office: libarts@acg.edu@acg.edu ext. 1359, room 515
- Academic Advising Office: dc.adv@acg.edu ext. 1431
- Student Success Centre: ssc@acg.edu ext.1326, 1333
- Registrar's Office: registrar@acg.edu ext. 1331, 1328, 1449, 1445
- Validation Office: validation@acg.edu ext. 1428
- Student Affairs: studentaffairs@acg.edu ext. 1197, 1442
- Student Government: dc.sgorg@acg.edu ext.1373
- Library helpdesk: libraryreference@acg.edu ext. 1434, 1267
- SASS: sass@acg.edu ext.1273, 1276
- Study Abroad Office: studyabroadoffice@acg.edu ext. 1029, 1412
- Career Office: career@acg.edu ext. 1313, 1316
- Educational Psychologist: Dr. Natassa Triga, atriga@acg.edu ext. 1167
- College Nurse: Nora Beliati, tbeliati@acg.edu ext. 1500
- Communication Society: dc.comsoc@acg.edu

1.5 Keeping in Touch

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

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

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

2. Studying on this Programme

2.1 Programme Philosophy and Mission

In combining academic study and practical training, the Communication programme at DEREE - ACG prepares students to embark on postgraduate work or professional careers in the field. It develops students' understanding of how professionals work in the different areas and how those areas differ and converge. It exposes them to the main the main theoretical and research currents that have shaped communication as a field of study; and also allows them to grow as thoughtful individuals who can reflect critically on the problems confronting society in a global age, and on the ways in which the media may reflect, exacerbate, or contribute to providing soutions to those problems.

Our combined approach makes the programme at DEREE - ACG unique in Greece and a valuable part of the country's educational landscape. Greek state university media studies programmes tend to be highly theoretical. While they do offer students some opportunity, for example, to produce television news stories or write for publications, these applied efforts are not informed by the media-specific, audience-sensitive communication techniques that are the hallmark of the best of the British and American media. DEREE students produce projects and write papers that reflect an informed and methodical approach to solving theoretical and applied communication problems.

2.2 Programme Learning Outcomes

The Communication programme assumes neither prior knowledge of communication subject

areas nor prior attainment of skills related to work in the media industry. Its sequential path begins by introducing students to four areas of communication – advertising, film and television, journalism and public relations – and developing key media communication skills. Students then have considerable choice in taking more advanced modules in all four areas. While the curriculum allows students to focus on areas that they have a particular interest in, it also reflects the complexity captured in the introduction to the QAA subject benchmark for Communication:

"Human social life depends upon the constant development and various
uses of modes of communication and upon shared and contested understandings
of the world, necessitating the systematic study of communication and
culture, and of their mediation through a variety of channels at the local,
regional and global levels."

Comparing and contrasting different media, students develop a nuanced understanding of the relationship between different media areas. They see areas of overlap, but also reflect on a number of issues, such as how communication techniques appropriate in one area may not be appropriate in other areas.

Upon graduation, our students understand the dynamic relationship between media practitioners and media users and the ways that communication professionals and scholars conduct research in the field. Our graduates are able to develop communication plans and have the applied skills to prepare written and multimedia messages. Graduates also have an understanding of the ethical dimensions of communication in professional contexts.

2.3 Programme Structure

Students in the Communication programme take eight modules at Level 4, eight at Level 5 and eight at Level 6 (BA Hons level). While individual students may have an area in one or two of the four areas covered by the progamme, all students will take some modules in all the areas. At Level 4 they take a number of modules that introduce them to the different communication industries and the theoretical traditions of the field as an area of study. They also take modules designed to develop their applied skills in multimedia production and writing for the media. At Levels 5 and 6 students undertake more specialized study and training in the programme's four areas. At Level 5 they also receive further education in theory, in preparation for a Level 6 module in research methods and their capstone project.

The Communication programme contains both concentration (compulsory) and optional modules. The concentration (compulsory) modules that contain theoretical or other academic elements as primary components are:

Contemporary Mass Communication (Level 4)
Fundamentals of Public Relations (Level 4)
Issues in Context (Level 4)
Introduction to Film and Television Studies (Level 4)
One social science module (Level 4)
Media Ethics (or Ethics) (Level 5)
Communication in Advertising (Level 5)

Communication Theories (Level 5)
Communication Research Methods (Level 6)
Communication Seminar (Level 6)

Because a major goal of the programme is to prepare students to make our graduates attractive to employers or capable of working on a freelance basis, the concentration of compulsory modules also contains the following practical modules, which provide the foundation on which students develop their digital communication and writing skills later:

Multmedia Lab (Level 4), and
Writing for Mass Communication (Level 4).
 Introduction to Computer Information Systems (Level 4)

The optional modules, five at Level 5 and six at Level 6, are in the four areas: advertising, films and television, journalism and public relations:

Advertising

L5 – CN 3334 Client Services in Advertising

L5 – CN 3609 Copywriting & Creative Evaluation

L6 – CN 4500 Creative Execution in Advertising

L6 – CN 4513 Brand Building in Advertising

Film

L5 – CN 3525 Film Analysis

L5 – CN 3622 Television Product

L6 – CN 4535 Editing Theory & Practice

L6 – CN 4745 Advanced Media Production

L6 – CN 4537 Screenwriting

L6 – CN 4639 Making the Short Documentary

Journalism

L5 – CN 3311 Fund. of Print Journalism

L5 – CN 3416 Radio News Writing

L6 – CN 4707 Television News Writing

L6 - CN 4533 Advanced Print Journalism

L6 - CN 4504 News Culture

Public Relations

L5- CN 3428 Public Relations Techniques

L5- CN 3523 PR & Special Events Planning

L6- CN 4526 PR in Non Profit Organizations

L6- CN 4736 International PR

<u>Inter- Area</u>

L6-CN 4438 Leadership Communication

L6- CN 4543 Computer Mediated Communication

Students must complete all eight level 4 modules before moving on to Level 5, and must complete four Level 5 modules before moving on to Level 6. Students must also complete any prerequisites listed for a module before taking it.

2.4 Academic Staff

Melenia Arouh, PhD, received her doctorate in film and philosophy from the University of Southampton. Her publication and research interests are in the areas of aesthetics, television cultures, the philosophical study of cinema, and art criticism. She has worked as a free-lance journalist for a number of magazines and newspapers, including *Eleftherotypia*.
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Elias Christodoulakis, PhD, received his doctorate in Communication from the University of Iowa. He has published several publications in the form of books and academic and professional journals in the areas of marketing, public relations and communication. He has also worked as a marketing and communication consultant for numerous companies and NGOs.
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Nikos Falagas, MA, received his master's degree in media, communication and public relations from the University of Leicester. An experienced broadcaster, he has worked on a number of live and recorded sports productions. He has also worked as a materials coordinator at Filmnet, and coordinated a team of 40 people recording and logging sports venues during the Athens Olympics.
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Ilias Hotzoglou, MSc, received his master's degree from the University of Sheffield and is the head of the Department of Information Systems and has completed an MPhil as he works towards his PhD. His research interests include technology-enhanced learning, interactive media, and digital media technologies.
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Argyo Kefala, PhD, holds a PhD from New York University and is the coordinator of the MA in Communication programme at DEREE College. Her areas of interest and expertise include

strategic planning and political communication, communication theory, mass media and culture, public affairs, and communication in the non-profit sector. She taught for a decade at New York University, Temple University, and Marymount Manhattan College, and worked as a journalist while in the US. In Greece, she has served as communication advisor in the Office of the Prime Minister and the Office of the Minister of Education. She has also worked for the Center for Political Research and Communication and Research Academic Computer Technology Institute. She has published numerous articles, a novel and a collection of short stories.
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Margarita Kondopoulou, MA, received her master's degree in mass communication from the University of Leicester. She has worked as a research associate at the Universities of Leicester and Konstanz and as a radio and print journalist. She teaches journalism, News Culture, and Media Ethics.
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Simon Leader, PhD, received his doctorate from the University of Leicester. His dissertation topic was *The Holocaust and the British Regional Press 1939-1945.* He teaches Communication Theories, Communication Research Methods, and the Communication Seminar.
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Anastasia Lyra, MA, received her master's degree from the University of Maryland and has over two decades of professional experience as a public relations practitioner. She has worked for a number of multinational companies and a government agency, and her expertise is in developing and implementing internal and external communication strategies.
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Despina Makri, MSc, received her master's degree from Cranfield University, and is the Information Technology programme coordinator. Her research interests include multimedia development systems, digital media technologies, and digital humanities.
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Daniel McCormac, MA, received his master's degree in journalism and media management from the University of Missouri. He has 20 years of experience in print and broadcast journalism as a reporter, writer, editor, and television news anchor. He has also worked as a public relations media officer and communication consultant.
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Georgia Miliopoulou, PhD, received her doctorate in brand communication from the Panteion University in Athens. Her publication and research interests are in the areas of creativity, digital content and communication strategy. She has worked for over two decades as an executive or a specialized consultant for some of the largest agencies in Greece.
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Evie Mpras, MFA, Evdoxia Mpras, MFA, received her master's of fine arts in filmmaking from the San Francisco Art Institute. She is a documentary filmmaker with ten years of experience as a

scriptwriter, producer, and director. She has also worked as a journalist and editor for several publications such as Athens News, Odyssey Magazine, and GreekTV.
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Eva Papadaki, MSc, holds a master's degree in public relations. Her professional experience is in the field of digital communication and public relations. She works in digital content marketing at iProspect Greece.
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2.5 The Comunication Society

All Communication majors are members of the Communication Society. Each year the Communicaton students elect five people to the governing body. The society has an academic advisor from the department, with whom the society plans and executes academic events such as the hosting of guest speakers. If you are interested in joining the governing body or simply working closely with it, contact the department head.

2.6 Description of Modules

For a detailed description of the Communication modules go to
 the college catalog

2.7 Programme Resources

Library Help

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

If you have any questions about using the Library, such as logging-in, printing or using our various databases you can get help:
• from the front desk on the ground floor of the JS Bailey Library
• online: http://library.acg.edu/help
• by phone: +30 210 600 9800 ext. 1434

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

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.

Premiere editing suite: installed on lab computers for teaching and student use.

External Examiner

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

The Chief External Examiner for this programme is:
Professor Anna Gough-Yates, PhD, London School of Film, Media and Design, University of West London

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.

Work-Related Activities

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

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

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

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

2. 8 Opportunities for Graduates

Communication graduates work in numerous branches of the communication field. Some work for large companies; others start their own companies or work freelance. We have graduates who become advertising and public relations account managers, journalist with traditional and online media, and film directors and producers. Many of our graduates go on to complete master's degrees, often in the UK, but also in the US, Holland and other countries.

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 DEREE 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 DEREE ID card in the examination room.   For details on Checking of Student Presence Procedure, please visit *myACG*.

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

Exam Conduct
Students should bring their own pens, pencils, approved calculators, and other materials needed for the examination. All exams should be written legibly in black or blue ink. Pencil

may only be used for diagrams, graphs, etc. Exam answers written in pencil are not acceptable. Entry/leaving an exam should be done as quietly as possible.

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

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

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

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

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

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

When you submit an assignment it is important that you ensure the following information is on the assignment front sheet:
- ✓ Your name
- ✓ Year and semester
- ✓ Name of the instructor for whom the assignment has been done
- ✓ Name of the module for which the assignment has been done

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

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

Assessment Method Mapping

COURSE	LEVEL	COURSE TITLE	ASSESSMENT TYPE	WEIGHTING	DETAILS
CN 2301	4	**Contemporary Mass**	In-class midterm exam	40	Research paper
		Communication	Final examination	60	Essay questions
CN2202	4	**Writing for Mass Communication**	Feature Story	60	Students write 800 to 100-word story with quotes from 3 people they have interviewed and credibility material
			Midterm examination	40	Essays and writing problems
CN 2203	4	**Fundamentals of Public Relations**	In-class midterm exam	40	Essay questions or problems
			Final examination	60	Essay questions or problems
CN 3521	5	**Communication Theories**	Assignment	40	A 2,000 word essay
			Final Exam	60	Essay questions
CN 3311	5	**Fundamentals of Print Journalism**	final form articles/portfolio	50	students write complete articles
			Final examination	50	Essay questions

Code	Credits	Course	Assessment	Weight	Description
CN 3412	5	**Media Ethics**	Individual case study essay	40	Application of multiple theories to a case study
			Final examination	60	Essay questions
CN 2305	4	**Multimedia Lab**	Midterm project	50	Tool applications
			Final project	50	Tool applications
CN 4504	6	**News Culture**	1 research essay (3000 words)	40	Topic selected from a list of 5 set by the instructor
			Final examination	60	Essay questions (5 out of 10)
CN 3609	5	**Copywriting and Creative**			
		Evaluation	Final Project	60	Campaign consisting of various ad scripts
			Final examination	40	Essay questions
CN 3410	5	**Communication in Advertising**	Portfolio composed of various media types	60	Strategy and execution of media
			Final examination	40	Essay questions
CN 3525	5	**Film Analysis**	Film analysis essay	50	2500-3000 words
			Final Examination	50	Essay questions

CN 4438	5	**Leadership Communication**	Term paper	40	Analysis/evaluation of the communication style/strategy of a selected leader
			Final examination	60	Essay questions (choice: 3 out of 5), problem/case (mandatory)
CN 4707	6	**TV News Writing**	Package story	50	Voiced and fully edited project, 2-4 minutes long
			Final Examination	50	Essay questions and writing problems
CN 2408	4	**Issues in Context**	Mid-term exam	40	Short research paper
			Final Examination	60	Essay questions
CN 3416	5	**Radio News Writing**	Field report	70	Edited field report (2.5 to 4 minutes)
			Final examination	30	Short-answer questions/editing or writing exercises
CN 3622	5	**Television Producing**	Program proposal	30	Preparatory proposal
			Production schedule	70	Fully developed schedule with video
CN 2227	5	**Introduction to Film and Television Studies**	Midterm Examination	40	Essay questions
			Final Examination	60	Essay questions
CN 3334	5	**Client Services in Advertisng**	Individual Assignment	20	Students write a creative brief based on a specific advertising case study
			Final Project	40	Students present a case study analysis

			Final examination	40	Essay questions
CN 3537	6	**Screenwriting**	Portfolio	30	Preparatory work
			Original short screenplay	70	15-20 pages
CN 3639	6	**Making the Short Documentary**	Mid-term Examination	30	Essay questions
			Final Documentary	70	Short film
CN 3500	6	**Creative Execution in Advertising**	Portfolio composed of various campaigns	60	Campaign development – strategy and execution with storyboards
			Final Examination	40	Essay questions
CN 3423	5	**Public Relations and Special**	Individual Project	40	Proposal for the organization of an event
		Events Planning	Final examination	60	Choose 4 out of 6 problems/essay questions
CN 3526	6	**Public Relations in Non-Profit**	Individual Project	60	Design a communication campaign plan
		Organizations	Midterm examination	40	Problems/essay questions combination
CN 3428	5	**Public Relations Techniques**	Project: Media kit production	40	Writing tasks consistent with current public relations practices
			Final examination	60	Case study /application and comprehension essay questions

CN 4735	6	Editing, Theory and Practice	Midterm examination	40	Essay questions
			Final video project	60	Students display editing skills in software project
CN 4632	6	Communication Research Methods	Assignment	60	Research proposal
			Final examination	40	short or long answer questions
CN 4736	6	International Public Relations	Individual project	40	International public relations proposal
			Midterm examination	60	problems/essay questions combination (choice: 4 out of 6)
CN 4513	6	Brand Building in Advertising	Project portfolio	60	Brand repositioning
			Final examination	40	Essay questions
CN 4533	6	Advanced Print Journalism	Feature story	60	1200 words minimum
			Two news stories or briefs	10	150 words minimum each
			Final examination	30	Essay questions/editing exercises
CN 4745	6	Advanced Media Production	Midterm examination	30	Essay questions
			Final video project	70	Students complete a short narrative film
CN 4940	6	Communication Seminar	Mid-term examination	20	Essay questions

			Final paper	80	Paper or project with literature review included in word count
CN 4543	6	**Computer Mediated**	Internet entrepeneurship project	50	Marketing blog development
		Communication	Final examination	50	Essay questions

3.2 Giving your Feedback on 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 DEREE 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 Communication 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 Communication Society fosters a climate of intellectual collaboration between students and faculty members, and provides opportunities for students to explore various career options. We achieve these aims by working with advisors in order to organize events such as conferences and trips with an explicit educational purpose and by actively supporting initiatives undertaken by the Communication department.

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 DEREE. 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 on 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 that there has been a material administrative error, an assessment was not conducted in accordance with the current regulations for the program or special arrangements formally agreed, or that some other material irregularity relevant to the assessment has occurred.

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

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

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

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

student has the right to subsequently appeal to the President in writing against the decision of the subcommittee. If the appellant wishes to contest the President's decision s/he has the right to lodge an appeal with the Open University. The student will obtain contact details for the President and the Open University at the Student Success Center.

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

Cheating, Plagiarism and other forms of Unfair Practice

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

3.7 Academic Misconduct and Penalties

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

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

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

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

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

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

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

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

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

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

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

3.8 Complaints Procedure

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

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

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

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

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

4. Where to Get Help

4.1 Downloading College Forms

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

4.2 Academic Advising

The Academic Advising Office aids students in choosing and completing their academic programs. The advising staff provides academic advice and information to undergraduate

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

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

4.3 Student Academic Support Services

The Student Academic Support Services (SASS) is open daily and offers academic assistance to all DEREE-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 DEREE students to several partner universities in the US and other countries. The International Internship and Study Abroad Program combines and provides a first-of-its-kind career and academic program in Greece and is open to all undergraduate students. Students have the opportunity to intern with a leading multinational company abroad and follow this up with a semester of study with an international partner university. The College is proud to be partnering with a select number of institutions that span the globe such as Northern Arizona University, Mercy College, Texas A&M, Kingsville, University of Utah, the American University in Cairo, and Richmond – The American International University in London, to name a few.

5. What to do if you…..

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

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

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

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

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

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

6. Other Relevant Policies

6.1 Attendance Policy

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

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

6.2 Student Punctuality Policy

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

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

6.3 Turnitin Policy and Student Guidelines

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

Guidelines for Student Use of Turnitin:

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

6.4 Transfer of credits

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

6.5 Evaluation of Transfer Credits

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

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

6.6 Credit by Assessment for Professional Experience

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

No credit by assessment can be awarded for Level six (6) courses, except for validated internship courses.
No credit by assessment can be awarded for more than four (4) Level 5 courses.

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

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

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

6.7 Student Matriculation

For the US NEASC accredited degree students have the right to complete their studies in accordance with the educational programs and requirements in effect at the time they

were first admitted to the College. The maximum period of matriculation for a US NEASC accredited degree is 10 years.

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

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

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

6.8 Safety, Health and Wellbeing

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

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

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

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

List of Appendices

Appendix A: Teaching and Learning Strategy
Appendix B: Assessment Strategy, Procedures for Exam Security and Invigilation
Appendix C: Grading Criteria
Appendix F: Turnitin Policy
Appendix E: ACG First Aid Protocol and Medical Emergency Flow Charts

Appendix A:

DEREE-The American College of Greece

TEACHING AND LEARNING

2013-2016

The Teaching and Learning Strategy (TLS) supports DEREE-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 STRATEGY[1]

Section 1 - Background

1.1. Introduction

The Assessment Strategy sets out DEREE-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 DEREE-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:

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[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

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[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 DEREE 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 DEREE 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 DEREE 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 bridge 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:

Grade Descriptors	COURSE	
These descriptors outline the typical characteristics of the standard of work associated with each grade. They should be used for guidance only.	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 B+	3.7 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+ C	2.5 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 DEREE-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. TheTurnitin 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 DEREE-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 DEREE faculty for DEREE 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.

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

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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 DEREE nurse: 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 DEREE 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 DEREE students home or to the hospital. In the case of an emergency, an ambulance is requested. The nurse notifies the appropriate DEREE 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 DEREE Administration. The same procedures are followed for PIERCE and DEREE students as listed above.

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

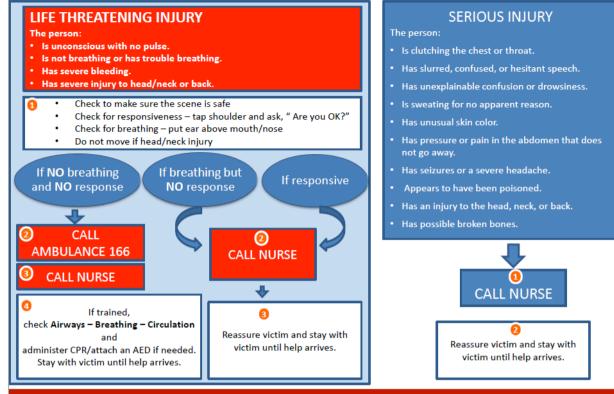**For poisoning** –The nurse contacts the poisoning helpline at 210-7793777.

REVIEW AND EVALUATION
The success of this policy is measured from set criteria:
   . Maintaining a relatively accident free college environment
   . Positive feedback from staff, and students
   . Submitting annual accident/illness reports

The policy will be evaluated and updated as necessary.

MEDICAL EMERGENCY WHEN NURSE IS ON DUTY

LIFE THREATENING INJURY

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

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

If NO breathing and NO response

If breathing but NO response

If responsive

2 CALL AMBULANCE 166

3 CALL NURSE

2 CALL NURSE

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

3 Reassure victim and stay with victim until help arrives.

SERIOUS INJURY

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

1 CALL NURSE

2 Reassure victim and stay with victim until help arrives.

M-F 8:00 – 16:00
NURSE VLAHANDREA KIKI
210 600-9800 Ext. 1193 or 6951798225

June 16 – July 31 M- F 9:00 – 17:00
NURSE BELIATI NORA
210 600-9800 Ext. 1500 or 6936583599