BA (Honours) in English Literature with Linguistics

Student Handbook

2016-2017

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Welcome to the Programme

Message from the Dean

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

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

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

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

Welcome by the Department

The Faculty of the Department of English and Modern Languages welcomes you to your new major and promises you an exciting, rigorous, and fulfilling academic experience.

The main purpose of this handbook is to answer questions you might have about the B.A. (Honours) in English Literature with Linguistics programme. The handbook contains essential information about your course structure, assessments, modules, and much more. Take time to review these pages.

We welcome you and wish you an enriching academic experience and a successful future career!

DEREE-The American College of Greece

The American College of Greece (ACG) is a non-profit US institution. The educational system at DEREE-ACG is based upon that of American institutions of higher learning. The school provides its students with a quality education of a standard equivalent to that of the most respected colleges and universities in the United States by virtue of its accreditation by The New England Association of Schools and Colleges (NEASC), the oldest accrediting body in the United States.

In 2010, DEREE-ACG entered into a partnership with The Open University of the U.K., the largest university in Europe, for the purpose of programme validation. All twenty-eight undergraduate programmes offered at DEREE-ACG are validated by The Open University, UK (www.open.ac.uk/validate).

Through these accreditation and validation relationships, DEREE-ACG students undertake studies leading to the award of two degrees: a US Bachelor's degree, reflecting institutional accreditation by NEASC, and a UK Honours Bachelor's Award, validated by The Open University.

Mission Statement

The B.A. (Honours) in English Literature with Linguistics offers students exposure to a variety of literary texts, cultures, and ways of thinking and analyzing, as well as the opportunity to engage in language study through a variety of elective courses in theoretical and applied linguistics. Students will read a wide range of engaging works of fiction, poetry, drama, and non-fictional prose from the U.K. and the United States as well as from around the world. They will learn to interpret these works from a variety of theoretical perspectives and develop an understanding of literary history. Emphasizing academic discourse and research methods of the discipline, the programme prepares students for graduate studies. By providing training in a broad range of skills and competencies, the programme also prepares students for a variety of professions.

Educational Aims

The aims of the B.A. (Honours) in English Literature with Linguistics are to enable students to:

- Read insightfully a wide variety of literary texts in English from about 1500 to the present;
- Understand the variety of critical and theoretical approaches to the study of literature;
- Develop skills of analysis and interpretation of literary texts;
- Understand the significance of theoretical approaches to the study of language;
- Understand the functions of language and linguistic concepts;
- Recognise language "problems" and develop problem-solving strategies;
- Analyse and manipulate data from a variety of languages;
- Assess the advantages and disadvantages of different learning and teaching methods and strategies;
- Develop, to a high degree of competence, a range of communication skills (oral and written) which are at once subject-specific and transferable, and will prepare students for a wide variety of professions;
- Conduct research using both print and electronic sources; to evaluate the usefulness of these sources; and to use these sources legitimately;
- Demonstrate analytical skills together with powers of textual analysis and critical judgment.

Learning Outcomes

Upon completion of the B.A. (Honours) in English Literature with Linguistics, students will be able to demonstrate:

A. <u>Knowledge and Understanding</u>

Students acquire knowledge and understanding of:

- a substantial number of authors and texts from different periods of literary history, both English and American;
- the character and conventions of principal literary genres (poetry, drama, fiction);
- the various contexts (historical, social, cultural) within which texts are produced, used and interpreted;
- the history and developmennt of the English language;
- the various functions of language including social and cultural;
- the multi-faceted nature of the discipline, and of its complex relationship to other disciplines and forms of knowledge;
- key critical and theoretical approaches to language and literature;
- knowledge of the cultural and historical contexts which shaped the authors and texts studied.
- the theoretical and practical approaches to language learning.

B. Cognitive Skills

Students develop cognitive skills (namely reasoning, perception, and intuition). They learn to:

o read and analyse a variety of texts, including secondary sources and theoretical writings;
o provide interpretations of texts that are theoretically informed;
o synthesize knowledge and ideas from a variety of sources and evaluate them critically;
o think logically and make reasonable judgments based on and supported by evidence;
o undertake a reasoned moral assessment of actions/persons practices.

C. Practical and Professional Skills

Students acquire practical and professional skills that include the ability to:

o construct and present coherent and persuasive arguments in both oral and written forms;
o plan and write essays and research papers that make use of critical reading and bibliographic skills appropriate to the discipline;
o collect, organize and evaluate a variety of print and electronic sources for research;
o work independently, exhibiting time management and organizational skills.

D. Key/Transferable Skills

Students acquire key/transferable skills that include the ability to:

o communicate effectively and persuasively orally and in a variety of written forms using appropriate style & register;
o analyse diverse forms of discourse and texts;
o work effectively in groups or independently;
o utilize information technology skills such and the ability to access electronic data;
o demonstrate a measure of knowledge in an array of different social sciences, thus becoming better informed citizens and professionals.

Programme Description

Compulsory Modules

At level 4, students complete two compulsory modules, one English and one American, that offer an overview of early literary development; an introductory module that explores the nature of language and exposes students to current issues and trends in linguistics; one module that introduces students to the literary elements, terminology and variations in form among genres; an English grammar module that familiarizes students with terminology and grammatical concepts that detail the formal structure of the English language; a module in the history of England or America (option); and a module in sociology or psychology (option).

At level 5, students complete two compulsory modules in which they study British and American literature and culture of the last two centuries; one module, Introduction to Literary Studies that trains students in textual analysis and literary research, and introduces them to the rigors of the Literature discipline; and one module in Approaches to Language Studies, that trains students in disciplinary research methods and practices.

Finally, at level 6, students complete the following modules, each of which centers upon a specific period, author and/or movement: Shakespeare's Tragedies examines the playwright's great tragedies with emphasis on Shakespeare's language, dramatic practices and theatrical and historical milieu; English Romanticism examines works of major English Romantic poets by situating them in their historical context and by emphasizing the philosophical and theoretical concepts that inform English Romantic poetry; the Victorian Era module focuses on the interrelation between Victorian texts of different genres and the cultural context of nineteenth-century Britain; the modules on British or American Modernism engage in the study of modernist literature in its various thematic and stylistic permutations; students take, in addition, a module in Criticism that familiarizes them with modern literary and cultural theories and their applications on primary texts. Students' learning experience culminates in the capstone seminar module in which they undertake in-depth study on a specific area of linguistics, research a pre-approved topic and present and defend their findings to the class. To accomplish this, students draw upon knowledge and skills gained and practiced throughout the entire curriculum, thus demonstrating their ability to produce work worthy of the level of the award.

The core modules emphasize the close ties and synergies of language and literature within a broader framework of the humanities and the social sciences. Moreover, all core modules contribute to: breadth and depth of knowledge; a solid background in English literary history and representative works; awareness of the social functions of language and of the variety of linguistic fields of investigation; a better understanding and appreciation of the historical, aesthetic, and/or sociological contexts in which literary works and linguistic theories came into being; the development of independent thinking; awareness and adoption of ethical standards; and the enhancement of communication skills.

Optional Modules

At level 4, students complete one option in Linguistics: a module in Phonetics that lays the foundations of speech production, perception and the phonology of English; or a module in Morphology, which focuses on the internal structure of words and examines the processes of their formation. In both modules students analyse language data from a variety of languages.

At level 5, students explore a variety of linguistic fields both theoretical (syntax, semantics, pragmatics, sociolinguistics) and applied (theories of learning and teaching methodology) by completing four additional modules chosen from: two modules that offer a comprehensive and critical analysis of the theoretical foundations, principles and strategies of language learning, language teaching and linguistic communication; a module in which students explore key issues of generative grammar

and arrive at theoretical concepts through analysis of natural language data; a module that studies language as a social phenomenon, examines ways used to convey social meaning and reviews the social functions of language; and a module which focuses on lexical and sentential aspects of meaning and contextual considerations for the interpretation of utterances.

At level 6, students complete two additional modules that offer in-depth theoretical and applied study in linguistics. Depending on their interests, students choose from: a module in discourse analysis: a comprehensive review of the most recent and relevant theories and approaches to the analysis of written and oral texts, in which students acquire and use empirical tools for analyzing different types of texts;   a module in psycholinguistics: a comprehensive analysis of the mental processes involved in language acquisition and language use that examines language in relation to thought, culture and the brain; or a module in the fundamentals of teaching: broad exposure to language teaching that offers students the opportunity to both observe actual language classes (for a minimum of 12 hours) and be observed and assessed by their instructor as they teach (at least one 50-minute English language class). By practicing application of theory and methodology in a real teaching situation, students gain insight and initial exposure to the challenges and rewards of teaching.

Programme Structure

In order to gain a BA (Honors) English Literature with Linguistics, you will need to obtain 360 UK credits (120 credits per level). The content outline is provided in the table that follows. Please note that:
- Compulsory modules – must be taken
- Optional modules – select from a range of identified modules

BA (Honors) English Literature with Linguistics		
Year 1 – COMPULSORY MODULES		
****	**English Modules - LEVEL 4**	**FREQUENCY**
EN 2216	Introduction to Language	Fall + Summer I
EN 2220	English Literature: from Chaucer to Swift	Fall
EN 2113	The Structure of the English Language	Spring
EN 2222	The Making of America: American Literature to 1865	Spring
EN 2263	Introduction to Literature	Fall + Spring

Select ONE module from the following:

	Social Sciences Options - LEVEL 4	FREQUENCY
PS 1000	Psychology as a Natural Science	Fall, Spring, & Summer I
PS 1001	Psychology as a Social Science	Fall, Spring & Summer II
SO 1000	Introduction to Sociology	Fall, Spring, Summers I & II
SO 1001	Sociology of Modern Life	Fall, Spring & Summer I

Select ONE module from the following:

**	History Options - LEVEL 4	FREQUENCY
HY 2070	American History I	Spring
HY 2071	American History II	Fall
HY 2080	Great Britain	Fall

Year 1 – OPTIONAL MODULES

Select ONE module from the following:

****	Linguistics Options - LEVEL 4	FREQUENCY
EN 2102	Phonetics	2nd Summer II
EN 2103	Morphology	Fall

Year 2 –COMPULSORY MODULES

*****	English Modules - LEVEL 5	FREQUENCY
EN 3305	Introduction to Literary Studies	Fall & Spring
EN 3321	English Literature: from Romanticism to Modernism	Spring
EN 3323	(Re)Writing America: from Realism to Modernism	Fall
EN 33XX	Approaches to Language Studies	Spring

Year 2 – OPTIONAL MODULES

Select FOUR modules from the following:

*****	Linguistics Options - LEVEL 5	FREQUENCY
EN 3317	Fundamentals of Second Language Learning	Fall
EN 3406	Issues in Syntax	Spring
EN 3304	Sociolinguistics	Spring
EN 3365	Semantics and Pragmatics	Fall
EN 3362	Perspectives on Language: An Issues Approach	Summer I

Year 3 – COMPULSORY MODULES

******	English Modules - LEVEL 6	FREQUENCY
EN 4453	Shakespeare: The Great Tragedies	Fall
EN 4429	Victorian World	Fall
EN 4660	Criticism: Theory & Practice	Fall
EN 4428	English Romanticism	Spring
EN 4430 OR EN 4472 AND EN 4975	British Modernism OR American Modernism AND Selected Topics in Linguistics	2nd Spring 1st Spring Spring

Year 3 – OPTIONAL MODULES

Select TWO modules from the following:

******	Linguistics Options - LEVEL 6	FREQUENCY
EN 4539	Discourse Analysis	Summer Term
EN 4559	Psycholinguistics	Spring
EN 4637	Fundamentals of Language Teaching & Practicum	Fall

Progression from Level to Level

All modules are assigned one of the three level designations (Level 4, Level 5, level 6) according to the increasing demands being placed upon students as they undertake learning at higher levels.

Students must first complete all Level 4 modules before they take Level 5 modules and must have completed half of Level 5 modules before they take Level 6 modules.

Students need to work closely with their advisors before their registration in order to select the correct modules and avoid any delay in their graduation.

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

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

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

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

Teaching & Learning Methods

The programme's instructional methods are more student-centered in approach: more interactive learning and student engagement are emphasized as opposed to passive student attendance. Teaching is informed by the latest developments in the discipline enabling academic staff to exhibit a more critical methodology when imparting knowledge to students.

Teaching is supported by instructor's office hours. Students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper(s) and/or assessed coursework, and/or go over lecture material.
Moreover, instructors and students make full use of the Blackboard platform, where instructors post lecture notes, instructions, timely announcements, and other course materials.

Assessment

Assessment of student performance involves a reasonable mix of assessment methods (including seen or unseen examinations) and may incorporate both "formative" ("diagnostic" evaluation that

provides feedback in order to improve learning) along with "summative" (evaluation that tests whether students have mastered the learning outcomes of a programme) evaluation tools.

Formative assessment may vary; it may take the form of very specific in-class exercises such as quizzes (very short written exams), multiple choice, true/false questions, take-home assignments etc. Formative assessment does not contribute to the student's grade.

Summative assessment includes seen or unseen exams, course work, research papers and projects. Summative assessments do contribute to the student's grade. Timely feedback is provided to students. The precise combination of assessment tools used in each English module depends on module level and the material covered.

Turnitin Policy

DEREE-The American College of Greece has a subscription agreement with Turnitin, which is integrated into Blackboard Learn.

Students submit their assessment to Blackboard's Turnitin Assignment. Both faculty and students have access to the Originality Reports arising from each submission.

Programme Assessment Method Mapping:

Please see pages 21-24.

How We Assure the Quality of the Programme

The quality of this programme is monitored each year through evaluating:

- External examiner's reports (considering quality and standards)
- Statistical information (considering issues such as pass rates)
- Student feedback (through module evaluations, Programme Committee representation, and exit surveys)

Drawing on this and other information, the programme team undertakes annual programme monitoring.

Student feedback on modules is obtained at the end of each semester or session through the anonymous module evaluation form that all students complete for each of the modules in which they are registered. In order to make the collection of student feedback and data more efficient, the College introduced an online course evaluation system in the AY 2012-2013. The new online module evaluations are part of ACG's commitment to excellence in teaching and learning. The online module evaluation system is easy, convenient, secure, anonymous, and confidential. Results from module evaluations are utilized by instructors to pursue improvement in their teaching.

Student feedback on the programme is also obtained from meetings of the Department Head with members of the English Society. Furthermore, graduating students are expected to complete anonymously an exit survey in their final semester of study.

The Role of External Examiners

The standards of the programme are monitored by an external examiner from a UK institution. External Examiners have two primary responsibilities:

- To monitor the standard of the programme;
- To ensure that the assessment practices of the subject are equitable, appropriate, and comparable with those of other universities.

The External Examiners also attend the meetings of the Board of Examiners which take place at the College twice a year. The Board of Examiners ratifies the grades of students and recommends students for the OU validated award.

Department Head, Teaching Staff and Contact Details

DEPARTMENT HEAD
Hariclea Zengos, Ph.D., Tufts University. Professor. Modern and contemporary British and American literature; postcolonial fiction; modern and contemporary drama; research focus on gender and ethnicity. zengos@acg.edu

ASSISTANT DEPARTMENT HEAD
Melpomeni Ilkos, M.S., Queen's College-The City University of New York. Assistant Professor. Teaching English as a Second Language; Applied Linguistics. ilkosm@acg.edu

The following staff members teach modules in the **BA (Honors) English Literature with Linguistics** award:

FULL-TIME FACULTY

Helena Maragou, Ph.D., University of North Carolina, Chapel Hill. **Professor.** 19th-Century American Literature; American modernism and post-modernism; culture studies; critical theory. maragou@acg.edu

Anastasia Logotheti, Ph.D., Goldsmiths College, University of London. **Associate Professor.** 19th and 20th British literature, modernist and postmodernist fiction, Renaissance drama and Shakespeare, critical theory. logotheti@acg.edu

Adrianne Kalfopoulou, Ph.D. University of Athens. Director of the Writing Program and Associate Professor. American literature; creative writing**. akalf@acg.edu**

ASSOCIATE FACULTY

Fotini Georgousi, **Ph.D., University of Minnesota**. **Associate Faculty, Lecturer I**
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Jane Mandalios, **Ed.D., University of Exeter, Associate Faculty, Lecturer I** jmandalios@acg.edu

Dimitra Papazoglou, Ph.D., University of Athens. Associate Faculty, Lecturer I
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Dionysios Psilopoulos, **Ph.D., University of Edinburgh. Associate Faculty, Lecturer I**
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Athanasia Tsantila, **M.A., University of Reading. Associate Faculty, Lecturer II** ntsantila@acg.edu

Peter Zervos, **Ph.D., Indiana University Bloomington**. **Associate Faculty, Lecturer I**
pzervos@acg.edu

PART-TIME FACULTY

Anastasia Georgountzou, **Ph.D., University College London** angeorg@lesxi.uoa.gr

Marina Kolokonte, Ph.D., University Newcastle, UK mkolokonte@acg.edu

Career/Post-Graduate Opportunities

Concentrating in linguistics will qualify you to teach English to non-native English speakers as you will obtain the necessary theoretical background and receive some teacher training. In fact, many Deree graduates teach English in various private language institutes and in Greek private of primary and secondary schools. In addition, most of them offer private lessons to young and adult learners. Furthermore, because of their effective communication skills, it is not surprising that a number of graduates have successful careers in the media, public relations, banking, business and industry while others, who have conducted postgraduate studies in translation or in speech science, have secured jobs as translators and qualified speech therapists respectively.

Graduates in English Literature with Linguistics have been accepted by the University College London (Department of Phonetics and Linguistics), University of Edinburgh (Department of Speech Science and Technology), University of Essex (Computational and Applied linguistics), University of Lancaster (Theoretical Linguistics) and University of Reading (Applied Linguistics). Many of our graduates have received scholarships and teaching assistantships.

English Society

All English majors are members of the English Society. Elected every academic year by English majors, the English Society's five-member governing body (President, two Vice Presidents – one representing Literature majors and the other representing Linguistic majors, Treasurer, and Secretary), in close cooperation with the Society's advisors, organizes educational and cultural events related to literature and language such as lectures, workshops, seminars, and excursions.

The governing body also has the responsibility of representing the educational interests and concerns of English majors to the English Department faculty and to the College administration. If you are interested in becoming an active member of the English Society, please contact the governing body at dc.engsoc@acg.edu

Academic Integrity

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. For further information see College Undergraduate Catalog and Student Handbook: http://www.acg.edu/programs

Library

The John S. Bailey library provides extensive print, electronic and audio-visual collections in support of both undergraduate and graduate programmes. The ACG electronic library is accessible through the College's web site (see Quick Links), includes full text as well as indexing and abstracting databases, financial and statistical data, business reports, company and industry profiles, market analyses, balance sheets, along with electronic encyclopedias and dictionaries. Through these online services users have access to thousands of full-text electronic journals and e-books providing full support to all academic programmes offered at ACG.

As a member of the US National Network of Academic and Scientific Libraries the College Library offer document delivery services through a union catalog of serials from academic and special libraries in Greece. Pay-per-article and document delivery services are also available from the British Library as well as through a variety of vendors and publishers.

An array of media services is also available to all students and faculty. The Library Media Center houses the library's audio-visual and multimedia collections and provides equipment for viewing and listening. Furthermore, the Media Center offers assistance to students and faculty in using the latest audiovisual and computer technologies.

Students studying English have access to a print collection of more than 11,000 books and more than 1,500 journals in full text and in electronic, print and microfilm formats.

The following research databases provide access to high-quality journals, anthologies, dictionaries, encyclopedias, reviews, and more:

➢ **Academic Search Premier (EBSCO*Host*)**
Citations, abstracts and full text of periodical articles covering all academic disciplines. More than 4,600 titles are available in full text of which 3,900 are peer-reviewed.

- **The Chronicle of Higher Education**
  The top source of news, information, and advice for people in academe. The Chronicle's website features the complete contents of the latest issue; daily news and advice columns; thousands of current job listings; articles published since September 1989; discussion forums; and career-building tools. Includes access to **THE CHRONICLE OF PHILANTHROPY**.

- **Columbia Granger's World of Poetry**
  Contains more than 190,000 poems in full text and indexes over 500,000 poems included in more than 4,000 printed anthologies, collected and selected works. Includes commentaries, quotations, biographies and bibliographies.

- **Education Full Text**
  Citations and abstracts with some full text of English-language periodical articles, chapters of books and yearbooks.

- **Encyclopedia Britannica Online**
  Electronic version of the Encyclopedia Britannica, and Britannica Book of the Year enhanced with a variety of multimedia and selected websites. Includes the Merriam-Webster's Collegiate Dictionary and Thesaurus.

- **ERIC** (Education Resources Information Center)
  Provides citations and abstracts of education related literature. Includes journal articles, books, conference proceedings and reports.

- **Expanded Academic ASAP (Gale/Cengage Learning)**
  Citations, abstracts and full text of periodical articles covering all academic disciplines. More than 2,000 periodical titles are available in full text.

- **JSTOR**
  A high-quality interdisciplinary archive of over 1,000 leading academic journals across the humanities, social sciences, and sciences, as well as select monographs and other materials. The entire collection is full-text searchable, includes high-quality images, and is interlinked by millions of citations and references.

- **MLA International Bibliography**
  A bibliography of journal articles, books and dissertations. It contains citations from over 4,400 journals and series and 1,000 book publishers.

- **Project Muse**
  A full text collection of current content from over 300 scholarly journals in the fields of the humanities and the social sciences.

➢ **The New York Times**
The full text access to the New York Times – Late Edition (East Coast), the New York Times Book Review, and the New York Times Magazine

➢ **Oxford English Dictionary**
The Oxford English Dictionary provides the ultimate guide to the meaning, history, and pronunciation of over half a million words, both present and past.

Most of the above resources are also available remotely, so that students and staff may access them while being off campus.

All library collections are enriched through close evaluation and monitoring in collaboration with faculty throughout the academic year. Online resources are carefully evaluated by librarians, faculty and students through trial and are benchmarked against other peer international and US libraries supporting similar programmes.

The library staff offers incoming students training sessions on the use of the library, the online catalog and the online resources. Students tour the library and learn how to use the library website to access, select, evaluate and use information resources. In collaboration with faculty, special sessions are organized for the needs of specific courses or disciplines. The reference desk is staffed by especially trained personnel who can assist students and faculty in information discovery and research.

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

Multimedia resources

The English programme benefits from the use of the following software that have been purchased by ACG and have been installed in College PCs:

➢ **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. In the academic year 2011-12, ACG is updating the Blackboard platform used from the "basic" to the "enterprise" edition.
➢ **Turnitin:** Licence is renewed annually.

Laboratories

Students benefit from new, state-of-the-art student computer laboratory in the Center for the Arts building, which replaced an older facility, doubling the number of students that can be served at any given time. The computer lab was designed by VOA architects in Chicago and was built by Technical Services and the Information Resources Management (IRM) departments of Deree-ACG.

Featuring 36 Dell personal computers and 4 Apple Macintosh computers, the lab has a number of new features to improve both the student learning experience and the aesthetics of the facility. The laboratory is equipped with flat screen monitors positioned throughout the room, displaying information from the instructor's computer. To reduce clutter and manage cords, the room has a raised floor to contain wiring. All 40 computer stations are fitted with ergonomic chairs and attractive, spacious work areas. In addition, new laser and ink jet printers are conveniently located in the room.

Academic Advising

A key benefit of your DEREE education is personal academic advising from a professional advisor and faculty member. Your academic advisor will assist you in planning and implementing academic programmes, decision-making, exploration, implementation, and evaluation of academic, personal, and career-related matters.

Each semester you will meet with your advisor to review your academic progress and select appropriate courses for the coming semester and/or session.

How Does Academic Advising Work?

New Students

New students meet with an advisor in the Academic Advising Office as soon as they are officially admitted. The advisor will work with the new student to select the first semester of courses. Once the courses are selected, students can officially register for classes. Students who know what programme/major they will pursue are urged to also see the Department Head/Coordinator of the particular programme in order to plan their schedules efficiently.

Continuing Students

Continuing students with fewer than 50 credits are required to visit their academic advisor prior to registration and whenever they are in need of assistance or advice. Once students earn 51 or more credit hours, they will be assigned to a faculty advisor in their chosen academic department.

Continuing students in good standing can register online using DEREE's online registration system. Students on warning and probation need to register in person with their academic advisor.

All students are assigned to an advisor as follows:

Cumulative Credits Earned	Advised By:
0 to 50 credits	Academic Advisor
51 credits to graduation	Faculty Advisor/Academic Department Head

Student Academic Support Services (SASS)

Student Academic Support Services (SASS) provides free academic support for all DEREE students.

- Assist students with any academic task in all disciplines;
- Offer strategies that help students become insightful readers, effective critical thinkers, and independent learners;
- Enhance academic skills through workshops on study methods.

To make an appointment, drop by, call or email SAS:

JSB Library main level, Rooms 231 - 234

Tel: 210 600-9800, Ext: 1273

Email: sass@acg.edu

 Useful Information & Links

Please see the Undergraduate Catalog and Student Handbook http://www.acg.edu/programs
for:

- **Academic Policies** – For the complete set of academic Regulations for Validated Awards of the Open University
- **Mitigating Circumstances** – For specific instructions regarding cases of mitigating circumstances (see the section "Mitigating Circumstances")
- **Resits & retakes** - For policies governing resits and retakes (see the section "Action in the Event of Failure")
- **The Student Academic Support Services (SASS)** – The services provided to students by the SASS as well as a general overview of all academic and non-academic student services are described in the section "Student Services"

Counseling Center - offers a broad range of psychological services available to currently enrolled DEREE students.
 http://www.acg.edu/current-students/student-services/acg-counseling-center

Key Contacts

- The American College of Greece: +30 210 600 9800 http://www.acg.edu
- 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
- 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
- English Society: dc.engsoc@acg.edu
- BlackBoard // http://www.acgboard.acg.edu/
- MyACG // http://www.campusweb.acg.edu/ICS/
- Student Success Center // Email: ssc@acg.edu

ASSESSMENT MARRING			
REQUIRED L4 MODULES			
Module	**Formative (0%)**	**Assessment 1**	**Assessment 2**
EN 2216 Introduction to Language	All work in preparation for the summative exams - **Formative**	In-class midterm exam **Summative (30%)** Short essay questions; transcription; recognition of concepts; definition of terms and/or problem solving	a) Short Written Essay- **Summative (20%)** A 1000-1500 word essay on a preassigned topic b) 10-minute Oral Component **Summative (10%)** Discuss orally the findings of the short essay, illustrating insight and understanding of the issue
		Assessment 3 Comprehensive 2 hour Final Exam – **Summative (40%)** Essay questions; definition of terms; recognition of concepts and/or problem solving	
EN 2113 The Structure of the English Language	All work in preparation for the two (2) summative exams- **Formative**	In-class midterm exam **Summative (40%)** Definition of terms; problem solving; short question(s) and answer(s) and/or fill in the gap	Comprehensive 2 hour Final Exam **Summative (60%)** Problem solving; short question(s) and answer(s;) fill in the gap; and/or text editing
EN 2220 English Literature: From Chaucer to Swift	All work in preparation for critical responses & exams - **Formative**	Portfolio of critical responses **Summative (50%)** Two essays, 2000-2500 words in total; choice of topics offered	Comprehensive 2-hour Final Exam **Summative (50%)** Two essays (1000-1200 words in total); choice of texts and topics offered
EN 2222 The Making of America: American Literature To 1865	All work in preparation for critical responses & exams - **Formative**	Portfolio of critical responses **Summative (50%)** Two essays of 1000-1200 words each, for a total of 2000-2400 words; choice of topics.	Comprehensive 2 hour Final Exam **Summative (50%)** Two essays (1000-1200 words in total); choice of texts and topics offered
EN 22XX Introduction to Literature	All work in preparation for critical responses & exams - **Formative**	Portfolio of critical responses **Summative (50%)** Critical analysis of texts; 2000-2500 words; choice of topics offered	Comprehensive 2 hour Final Exam **Summative (40%)** Critical analysis of texts; choice of texts and topics offered
		Assessment 3 10-minute Oral Presentation **– Summative (10%)** Discussion of aspects of literary texts using PowerPoint slides and an outline	
SELECT ONE OF THE TWO L4 OPTIONS			
EN 2102 Phonetics	All work in preparation for critical responses & exams **Formative**	Midterm Exam **Summative (40%)** transcriptions; recognition of concepts; definition of terms and/or problem solving	Comprehensive 2 hour Final Exam **Summative (50%)** transcriptions ;essay questions; definitions of terms and/or problem solving exercises
		Assessment 3: Oral Component - **Summative (10%)** In-class 15 minute oral presentation of solution to an approved topic on the phonetics and phonemics of English or of another language	
EN 2103 Morphology	All work in preparation for exams – **Formative**	Midterm Exam **Summative (40%)** definition of terms; problem solving; data analysis; short question(s) and answer(s;) and/or fill in the gap	Comprehensive 2 hour Final Exam **Summative (60%)** problem solving; data analysis; short question(s) and answer(s;) and/or fill in the gap
SELECT ONE SOCIAL SCIENCE OPTION			
PS 1000 Psychology as a Natural Science **OR** **PS 1001 Psychology As A Social Science**	In-class, 1-hour, "diagnostic" test - **Formative**	In-class 1-hour midterm exam **Summative (40%)** Multiple choices & short answer questions	In-class final exam (2-hours) **Summative (60%)** Multiple choices & short answer questions

SO 1000 Introduction to Sociology OR **SO 1001 Sociology of Modern Life**	**Formative**	In-class midterm exam (1-hour) **Summative (40%)** Essay questions	Final exam (2-hour, comprehensive) **Summative (60%)** Essay questions
SELECT ONE HISTORY OPTION			
HY 2070 American History OR **HY 2071 American History II** OR **HY 2080 Great Britain**	In-class test - **Formative**	In-class midterm exam (1-hour) **Summative (40%)** Essay questions	Final exam (2-hour, non-comprehensive) **Summative (60%)** Essay questions
REQUIRED L5 MODULES			
EN 3305 Introduction to Literary Studies	Essay drafts and all preparatory work for exam and essay - **Formative**	Research Essay **Summative (50%)** 2500-3000 word analysis of author(s) and work(s)	Comprehensive 2-hour Final exam **Summative (40%)** Two parts: one essay (close reading of a literary text) and one explication of a critical approach (as apparent in a passage from a scholarly essay); 1200-1600 words in total; choice of topics offered.
		Assessment 3 Oral Presentation (12 minutes) – **Summative 10%** Discussion of an aspect of the topic of the Research Essay using PowerPoint slides and an outline.	
EN 3321 English Literature: From Romanticism to Modernism	Essay drafts and all preparatory work for exam and essay - **Formative**	Critical Essay (2500-3000 words) **Summative (50%)** Critical analysis of author(s) and work(s).	Comprehensive 2-hour Final exam **Summative (50%)** Two essays; 1200-1600 words in total; choice of topic offered
EN 3323 American Literature: From Realism to Modernism	Essay drafts and all preparatory work for exam and essay - **Formative**	Critical Essay (2500-3000 words) **Summative (50%)** Critical analysis of author(s) and work(s).	Comprehensive 2-hour Final exam **Summative (50%)** Two essays; 1200-1600 words in total; choice of topic offered
EN 33XX Approaches to Language Studies	Essay drafts, research activities, and all preparatory work for summative assessments - **Formative**	Portfolio **Summative (40%)** two essays (800-1000 words each) examining a topic relating to the course theme and critically evaluating 3-4 sources provided by instructor	Oral Presentation (15 minutes) **Summative (20%)** students present an evaluation of 4 sources they have accessed which deal with a topic relating to the course theme
		Assessment 3: Written Report - **Summative (40%)** (1200-1500 words) of the topic chosen for the oral presentation	
SELECT FOUR L5 OPTIONS			
EN 3317 Fundamentals of Second Language Learning	All preparatory work for exam and essay - **Formative**	Essay (2000 - 2500 words) **Summative (50%)** A unified and coherent essay (drawing on 8-12 sources) on an issue discussed in class OR response(s) to (an) assigned article(s)	Comprehensive 2-hour Final exam **Summative (50%)** Essay questions; definition of terms and/or applications of concepts studied
EN 3304 Sociolinguistics	All preparatory work for exam and essay - **Formative**	Essay (2000 - 2500 words) **Summative (50%)** A unified and coherent essay (drawing on 8-12 sources) on an issue discussed in class OR response(s) to (an) assigned article(s)	Comprehensive 2-hour Final exam **Summative (50%)** Essay questions; definition of terms and/or applications of concepts studied

EN 3406 **Issues in Syntax**	Homework assignments; problem-solving questions; article summaries **Formative**	Portfolio **Summative 45%** 3 assignments (problem solving, reflective essays, critical responses)	2-hour exam **Summative 45%** A closed-book examination with question and answers justifying analyses and relating data to theory introduced and discussed in class.
		Assessment 3 10-minute Oral Component **– Summative (10%)** Discuss orally an article(s)	
EN 3365 **Semantics and Pragmatics**	All preparatory work for exam and essay - **Formative**	Essay (2000 - 2500 words) **Summative (50%)** A unified and coherent essay (drawing on 8-12 sources) on an issue discussed in class OR response(s) to (an) assigned article(s)	Comprehensive 2-hour Final exam **Summative (50%)** Essay questions; short responses and/or problem solving on issues discussed in class
EN 3362 **Perspectives on Language: An Issues Approach**	All preparatory work for exam and essay - **Formative**	Essay (2000 - 2500 words) **Summative (50%)** A unified and coherent essay (drawing on 8-12 sources) on an issue discussed in class OR response(s) to (an) assigned article(s)	Comprehensive 2-hour Final exam **Summative (50%)** Essay questions; definition of terms and/or applications of concepts studied
REQUIRED L6 MODULES			
EN 4453 **Shakespeare: The Great Tragedies**	Essay drafts and all preparatory work for exam and research project – **Formative**	Two-part Examination **Summative (30%)** Part I (1-hour; in-class): explication of excerpts from two works; Part II (1000-1500 words): take-home Essay; choice of topics offered	Research Project (3000-3500 words) **Summative (70%)** Analysis of author(s) and work(s) developed through close reading and 6-8 critical sources; choice of topics
EN 4430 **British Modernism** OR EN 4472 **American Modernism**	Essay drafts and all preparatory work for exam and research project – **Formative**	Two-part Examination **Summative (30%)** Part I (1-hour; in-class): explication of two works; Part II (1000-1500 words): take-home Essay; choice of topics offered	Research Project (3000-3500 words) **Summative (70%)** Analysis of author(s) and work(s) developed through close reading and 6-8 critical sources; choice of topics
EN 4429 **Victorian World**	Essay drafts and all preparatory work for exam and research project – **Formative**	Two-part Examination **Summative (30%)** Part I (1-hour; in-class): explication of two works; Part II (1000-1500 words): take-home Essay; choice of topics offered	Research Project (3000-3500 words) **Summative (70%)** Analysis of author(s) and work(s) developed through close reading and 6-8 critical sources; choice of topics
EN 4428 **English Romanticism**	Essay drafts and all preparatory work for exam and research project – **Formative**	Two-part Examination **Summative (30%)** Part I (1-hour; in-class): Explication of excerpts from two works; Part II (1000-1500 words): take-home Essay; choice of topics offered	Research Project (3000-3500 words) **Summative (70%)** Analysis of author(s) and work(s) developed through close reading and 6-8 critical sources; choice of topics
EN 4660 **Criticism: Theory & Practice**	Essay drafts and all preparatory work for exam and other assignments - **Formative**	Critical Theory portfolio (3,000-3,500 word in total) **Summative (60%)** Essay responses to critical and/or theoretical texts which relate to the theories covered	Comprehensive 2-hour Final exam **Summative (40%)** Analysis of texts and theories (one explication examination and the Critical Theory responses

EN 4975 **Selected Topics in Linguistics**	Short Writing Assignments - **Formative**	Written Research Project **Summative (65%)** (3500-4500 words) A project on a pre-approved topic; use of primary sources and 15+ secondary sources; assessed though the written evidence and an oral defense	Annotated Bibliography **Summative (20%)** Annotated Bibliography of 15+ proposed sources, including a description of and reflection on the research process
		Assessment 3: 20-minute Oral Presentation **Summative (15%)** Oral presentation explaining and justifying the methodology chosen for the research project	
SELECT TWO L6 OPTIONS			
EN 4539 **Discourse Analysis**	In-class and out-of-class assignments: data collection and analysis; problem-solving strategies; article reviews **Formative**	Oral Presentation **Summative (10%)** 10-minute oral presentation of the extended essay	Extended Essay OR Project **Summative (40%)** 10 to12-page paper (minimum 12 sources) on pre-approved topic; may require collection and analysis of data; use of secondary sources
		Assessment 3: Comprehensive 2 hour Final Exam – **Summative (50%)** A comprehensive examination testing knowledge and understanding of issues discussed in class	
EN 4559 **Psycholinguistics**	In-class and out-of-class assignments: data collection and analysis; problem-solving strategies; discussion of field-related articles; Research paper rough drafts, **Formative**	Portfolio – **Summative (10%)** Annotated Bibliography of 12+ proposed sources including a full description and reflection of the research paper process	Extended Research Project **Summative (40%)** A written, 2000-3000 research project with a minimum of 12 sources on a pre-approved topic relating to psycholinguistics
		Assessment 3: Comprehensive 2-hour Final exam –**Summative (50%)** A comprehensive examination testing all aspects of the module content, through essay-type and problem solving questions	
EN 4637 **Fundamentals of Language Teaching and Practicum**	All preparatory work for exam and practicum - **Formative**	Portfolio of short writing assignments **Summative (50%)** Submission of 6 assignments that address issues raised in class	Teaching Practicum **Summative (10%)** Student Practice: Observation of a language class for at least 9-10 weeks (2 hours per week) and teaching of one 40-50 minute class period.
		Assessment 3: Comprehensive 2 hour Final Exam – **Summative (40%)** A closed-book comprehensive exam testing knowledge and understanding of issues discussed in class	

INDICATIVE STUDENT TIMETABLE FALL SEMESTER

YEAR	MODULE RUBRIC	MODULE TITLE	CREDITS	LEVEL	COMPULSORY/ OPTIONAL
1	EN 2216	Introduction to Language	15	4	COMPULSORY
	EN 2220	English Literature: from Chaucer to Swift	15	4	COMPULSORY
	****	English (Linguistics) Option	15	4	COMPULSORY
	EN 2263	Introduction to Literature	15	4	COMPULSORY
		TOTAL	60		
2	EN 3305	Introduction to Literary Studies	15	5	COMPULSORY
	EN 3323	(Re)Writing America: from Realism to Modernism	15	5	COMPULSORY
	*****	English (Linguistics) Option	15	5	OPTIONAL
	*****	English (Linguistics) Option	15	5	OPTIONAL
		TOTAL	60		
3	EN 4453	Shakespeare: The Great Tragedies	15	6	COMPULSORY
	*****	English (Linguistics) Option	15	6	OPTIONAL
	EN 4660	Criticism: Theory & Practice	15	6	COMPULSORY
	EN 4429	Victorian World	15	6	COMPULSORY
		TOTAL	60		

INDICATIVE STUDENT TIMETABLE SPRING SEMESTER

YEAR	RUBRIC	MODULE TITLE	CREDITS	LEVEL	COMPULSORY/ OPTIONAL
1	EN 2113	The Structure of the English Language	15	4	COMPULSORY
	EN 2222	The Making of America:American Literature to 1865	15	4	COMPULSORY
	**	History Option	15	4	COMPULSORY
	**	Social Science	15	4	COMPULSORY
		TOTAL	60		
2	EN 3321	English Literature.: from Romanticism to Modernism	15	5	COMPULSORY
	EN 33XX	Approaches to Laguage Study	15	5	COMPULSORY
	*****	English (Linguistics) Option	15	5	OPTIONAL
	*****	English (Linguistics) Option	15	5	OPTIONAL
		TOTAL	60		
3	EN 4428	English Romanticism	15	6	COMPULSORY
	EN 4430 OR EN 4472	British Modernism OR American Modernism	15	6	COMPULSORY
	*****	English (Linguistics) Option	15	6	OPTIONAL
	EN 4975	Selected Topics in Linguistics	15	6	COMPULSORY
		TOTAL	60		

OPTIONS

	OPTIONS - LEVEL 4	FREQUENCY	
****	**ENGLISH (Linguistics)**		
EN 2102	Phonetics	2nd Summer II	
EN 2103	Morphology	Fall	
**	**HISTORY**		
HY 2070	American History I	Fall	
HY 2071	American History II	Spring	
HY 2080	Great Britain	Spring	
*	**SOCIAL SCIENCE OPTION**		
SO 1000	Introduction to Sociology	Fall and Spring	
SO 1101	Sociology of Modern Life	Fall and Spring	
PS 1000	Psychology as a Natural Science	Fall and Spring	
PS 1001	Psychology as a Social Science	Fall and Spring	
*****	**ENGLISH (LINGUISTICS) OPTIONS - LEVEL 5**	**FREQUENCY**	
EN 3317	Fundamentals of Second Language Learning	Fall	
EN 3406	Issues in Syntax	Spring	
EN 3304	Sociolinguistics	Spring	
EN 3365	Semantics and Pragmatics	Fall	
EN 3362	Prespectives on Language: An Issues Approach	Summer I	

*****	ENGLISH (LINGUISTICS) OPTIONS - LEVEL 6	FREQUENCY	
EN 4539	Discourse Analysis	Summer Term	
EN 4559	Psycholinguistics	Spring	
EN 4637	Fundamentals of Language Teaching & Practicum	Fall	

List of Appendices

Appendix A: Teaching and Learning Strategy

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

Appendix C: Grading Criteria

Appendix D: Turnitin Policy

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

Appendix A:

 DEREE-The American College of Greece

TEACHING AND LEARNING

2013-2016

The Teaching and Learning Strategy (TLS) supports 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

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[1] Updated 2014; source *www.cf.ac.uk*

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:

> . . . 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.

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

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

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

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

- Assessment tasks must be aligned with learning outcomes, and teaching and learning activities (that is, course content and reading assignments) of each course.

- Individual assessment tasks must allow learners equal opportunity to demonstrate achievement of specific learning outcomes.

- Assessment tasks must provide the opportunity for feedback to the student. Feedback should be seen as an active dialogue between instructor and student.

- The number and type of assessments must be appropriate to the learning outcomes of the course.

Areas of Action

- Enhancement of alignment between teaching, learning and assessment so that the relationship between learning outcomes and assessment tasks is made explicit.

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

- Dissemination and sharing of good practice in relation to assessment and feedback through programme teams and the Teaching and Learning Center.

- Enhancement of provision for alternative methods of assessment for students with learning and other disabilities.

Principle 2 - Assessment must be *reliable.*

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

- 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.

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

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

- Assessment methods must minimize or discourage opportunities for plagiarism or rote learning.

- All precautions must be taken to ensure academic integrity such as preventing plagiarism and cheating.

- Students must understand academic integrity and act accordingly.

Areas of Action

- Faculty will create assessments that avoid questions that encourage students to regurgitate material rather than to critically analyze or apply material learned.

- Students will be provided with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice.

- Staff and students will engage in dialogue to promote a shared understanding of assessment.

Principle 3 - Assessment must be *explicit*.

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

- An appropriate quality and quantity of information on assessment must be provided to relevant stakeholders

- Assessment information needs to be transparent to all stakeholders.

- Faculty and students must be "assessment literate."

Areas of Action

- Use of Blackboard and electronic information systems (e.g. MyACG portal) to support assessment and provide assessment-related information to students

- Enhancement of timely and appropriate feedback to students.

- Enhancement of students' use of feedback to improve learning.

- Enhance assessment-related information provided to students in student handbooks and course outlines.

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	

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.

Appendix E:

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

OFFICES WHERE STUDENTS AND EMPLOYEES MAY INITIALLY SEEK HELP:

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

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

ALBA: Human Resources

ACG Health & Wellness Center

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

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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