Deree

School of Liberal
Arts and Sciences

THE AMERICAN COLLEGE OF GREECE

Pierce
Deree
Alba

1875

STUDENT HANDBOOK

BA (Hons) History

2015-2016

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

Contents

1. Welcome to the Programme

1.1 Message from the Dean

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

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

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

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

1.2 Message from the Department Head

It has been cited many times and it is still valid: the one that does not study the past is damned to repeat it. This is true especially now in the times of crisis. Studying history means to learn and to do it better the next time.

These days need well educated people to lead the way. Fast, irrational and ideological decisions are out of date. One needs to think global. Ideologies have led the world to the abyss. Also, decisions simply dictated by financial and economic aspects do not produce solutions to complicated issues. There has to be the human aspect that counts first and foremost.

The study of history should lead to that. One does not study history simply to learn the facts. No, studying history should entail the search for understanding different cultures and mentalities. Many wars and disputes have occurred as people did not understand each other. It is a consequence of people being ignorant about the other.

So, studying history leads to a better understanding of the world and its different issues. It is also absolutely necessary to combine studying history with learning languages. A modern global citizen is, at least, bilingual. A historian needs to know, at least three languages. Learning a language is also connected with acquiring the specific knowledge and understanding of a given people.

Geography is important too. Given the climate of a specific country one can understand the habits and the everyday experience of this country's people. In a cold environment people are more inbound while in a warm environment people are more open and outspoken.

Studying history has many aspects to cover. This makes a historian attractive to many professions. A historian learns to apply research technics as well as critical thinking and analysis. These qualities are very much in demand in this world right now.

So, go and enjoy studying history at the American College of Greece – DEREE and help to improve the world later on.

Christoph Gassenschmidt, PhD

Head of the Department of History, Philosophy and the Ancient World

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

1.4 Key Contacts

- American College of Greece: +30 210 600 9800
- Department Head: Dr. Christoph Gassenschmidt, cgass@acg.edu, tel. ext. 1465, room 705
- Dean's Office: libarts@acg.edu@acg.edu ext. 1359, room 515
- Academic Advising Office: dc.adv@acg.edu ext. 1431
- Student Success Centre: ssc@acg.edu ext.1326, 1333
- Registrar's Office: registrar@acg.edu ext. 1331, 1328, 1449, 1445
- Validation Office: validation@acg.edu ext. 1428
- Student Affairs: studentaffairs@acg.edu ext. 1197, 1442
- Student Government: dc.sgorg@acg.edu ext.1373
- Library helpdesk: libraryreference@acg.edu ext. 1434, 1267
- SASS: sass@acg.edu ext.1273, 1276
- Study Abroad Office: studyabroadoffice@acg.edu ext. 1029, 1412
- Career Office: career@acg.edu ext. 1313, 1316
- Educational Psychologist: Dr. Natassa Triga, atriga@acg.edu ext. 1167
- College Nurse: Nora Beliati, tbeliati@acg.edu ext. 1500
- History Society: www.acgboard.acg.edu

1.5 Keeping in Touch

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

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

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

2. Studying on this Programme

Programme Philosophy and Mission

What best characterizes the History programme at DEREE is its challenging mixture of breadth of study (levels 4 and 5) and depth of study (levels 5 and 6). We offer a wide range of options that span two millennia and circle the globe as well as reflecting the diversity of interests of our faculty. Students can take courses on American, British and European History covering from antiquity to the present day and courses focused on areas outside the traditional geographic scope of western history such as China and the Middle East. All undergraduates are encouraged to confront developments and concepts encompassing a wide chronological and geographic focus as well as being given the opportunity of seeing things not just in their immediate context but also in the perspective of long-term change.

Furthermore, DEREE history students are encouraged to adopt a variety of interdisciplinary approaches to their studies, exploring the cross-fertilization between history and other disciplines such as anthropology, sociology, economics, philosophy, archaeology, art history and music. This cross-fertilization is visible not only in the humanities and social science options at level 4 and 5 in which the students are given the opportunity to gain skills within related disciplines but also within the topic range of the history courses themselves. Courses such as intellectual history from Machiavelli to Marx, slavery, ancient religion and ancient trade, Russia and the Soviet Union and North American history have clear ties to other courses in other disciplines at the College; ties that the department is committed to expanding and exploiting.

The History degree is also highly focused in its objectives. It equips students with a broad range of historical knowledge and understanding. It teaches them to evaluate critically the significance and usefulness of primary and secondary material. It aims to instill in them the confidence to undertake self-directed learning: to define their own questions and set their own goals. Finally, it emphasizes the importance of assembling, organizing and presenting ideas clearly and coherently. Studying history will provide them with a multifaceted insight into human experience and help them to make sense of a complex, globalizing world.

A DEREE history graduate has a range of skills attractive to employers: the ability to work independently, to evaluate the significance of evidence, to discriminate, and to present arguments clearly and persuasively. Our graduates have no difficulty in securing rewarding jobs in a wide variety of occupations – in business and finance, in law and public administration, in

journalism, in tourism, in teaching at a number of levels, and in research-based careers of various kinds.

The DEREE history programme starts with the acquisition of historical knowledge and an understanding of the Ancient, the Medieval and the Modern World as expressed in the level 4 modules on Ancient Greece and Rome, the late Middle Ages and in the modules on American and British history. At level 5, the students are confronted with more specialised issues and need to employ a variety of critical skills for such courses as the Slaves and Slavery in the US or Intellectual History as well as building a more comprehensive insight into regional histories such as those of Modern Greece, China, Russia or the Middle East and more focused topics such as the Spartans and Alexander. At level 6 students consolidate their historiographical and critical skills in courses that demand the writing of a research paper.

Programme Learning Outcomes

Students majoring in History, in keeping with the QAA benchmark, are trained to:

- Acquire skills in historical research, critical thinking, written presentation of data and oral expression of historical argumentation and debates.
- Acquire factual knowledge of significant past events by examining their origins and evolution
- Develop abilities in recognizing the continuity and/or discontinuity of   past experiences to contemporary ones
- Evaluate the predicament of humanity in solving problems and setting priorities
- Appreciate the diversities and/or similarities of cultures and human achievements both synchronically and diachronically.

Programme Structure

DEREE-ACG has a strong reputation in Greece for the high standards it upholds with regard to the classroom experience in the context of a student-centered institutional focus. Although the prevalent approach to disseminating knowledge remains the delivery of class lectures, the College, albeit in a non-formalized way, has been guiding faculty toward instructional methods that are more in line with a learning-centered approach: more interactive learning, student engagement as opposed to passive student attendance etc. Teaching is informed by the latest developments in the discipline enabling academic staff to exhibit a more critical methodology when imparting knowledge to students.

The breakdown between traditional lecturing and tutorial time is not typical in the US system of higher education. Therefore, class size is kept relatively small, namely 25-30 students in level 4 modules and 20 students in level 5 and 6 modules. History classes combine traditional lecturing by the instructor with interactive learning that encourages student participation, involves in-class question-and-answer periods and group problem-solving. Depending on module level, the approach to teaching also encourages in-class discussion, independent enquiry, and development of argumentation by students. When the module material permits, teaching is supported by the use of visual aids, such as video presentations, as well as the use of electronic aids, such as internet sources. All classrooms are equipped with one computer and have an internet connection. Computer facilities are used extensively in history teaching.

Classes for each course are held for 3 hours per week for 15 weeks per semester, including a 2-hour final examination at the end of the semester. In the case of short sessions, classes are held daily for 2 hours per day for 19 working days. Final exams are 2-hour exams and take place on the 20th day. Each semester or session students spend 45 hours for attending classes (including a 2-hour final examination). In addition, students spend 105 hours per semester or session for private study outside the classroom, including studying module material, preparing assessed coursework, preparing for examinations, writing assessed essays etc. Thus, student work per semester or session for each module amounts to 150 hours (15 credits).

It is noted that students are not permitted to register for more than 4 (four) 15-credit modules in each semester and 1 (one) module in short sessions. Students are not permitted to register for more than 120 credits per academic year.

Teaching is supported by instructor's office hours. Instructors have a contractual obligation to keep one office hour per week per module during semesters. 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. Although not formally measured, office hours generally tend to be intensively used by students.

Moreover, instructors and students make full use of the Blackboard platform, where instructors post lecture notes, instructions, timely announcements etc. Due to the fact that Blackboard containers for semester/session

modules are removed at the end of the term, historical data are not readily available.

Feedback on modules is obtained via the student evaluation form that all students attending a particular module fill in at the end of each semester. Copies of the module evaluation form are available to the panel in the work-room. Relevant data are collected and processed by the IRM. Results are given to each instructor at the beginning of the ensuing semester. They are utilized by instructors to pursue improvement in their teaching.

Finally, it is noted that although staff typically teach modules that relate directly to their specialization and/or research interests, it is DEREE-ACG policy that instructors do not "own" modules.

Academic Staff

Dr. Karim Arafat, PhD in Classical Archaeology, Oxford University
He teaches modules in Archaeology, History, Art History and Classics

Elena Athanassopoulou, MA in History, University of Warwick
She teaches modules in History and Political Science

Anna Degleri, MA, MPhil in History, University of East Anglia
She teaches modules in History

Dr. Christoph Gassenschmidt, PhD in Modern European History, Oxford University
He teaches modules in History and Political Science

Dr. Ilias Iliopoulos, PhD in History University of Munich, Germany
He teaches modules in History and Political Science

Lia Kaltsa, PhD. King's College London
She teaches modules in History and Political Science

Dr. Elizabeth Langridge, PhD in Classical Archaeology, Princeton University
She teaches modules in Archaeology, Classics and History

Dr. Haris Vlavianos, PhD in History, Oxford University
He teaches modules in History and Political Science

Description of Modules

AH 2019 PAUSANIAS AND THE ARCHAEOLOGY OF GREECE – Level 4
A detailed examination of Pausanias, the second-century AD traveler and writer, who has proved to be our most important literary source for the art and archaeology of Archaic, Classical & Roman Greece.
3/0/3

AH 3021 THE BRONZE AGE OF GREECE – Level 5
The art and archaeology of Crete, the Cycladic Islands and the mainland of Greece from 4000 to 1000 BC.
3/0/3

AH 3029 DISPLAY, DISCOURSE, AND DESIGN IN THE ANCIENT GREEK SANCTUARY – Level 5
An engagement with the physical and social make-up of the Greek sanctuary. Survey of the major Greek sanctuary sites on the mainland (Olympia, Delphi, Nemea and the Acropolis) as well as elsewhere (Hera on Samos, Hera at Paestum).
3/0/3

AH 4132 AUDIENCES FOR DISPLAY: Theory and Practice in Archaeological and Heritage Display – Level 6
An examination of the theory and practice of archaeological and heritage display. Case studies using displays available in Athens and Greece.
3/0/3

CL 2010 GREEK AND ROMAN EPIC LITERATURE IN TRANSLATION – Level 4
Survey of Greek and Roman masterpieces in the genre of epic poetry. A study of works by Homer and Hesiod (fathers of Western literature) and Virgil (who, influenced by the Greek epic poets, in turn influenced the Roman and Western literary tradition)
3/0/3

HY 1000 Survey of Western Civilization I
The development of European, Asian and African cultures from their historical origins to 1648. Emphasis on the essential elements in the growth of social institutions
3/0/3

HY 1001 Survey of Western Civilization II
The development of the modern world from 1648 to the present. Emphasis on the interaction of political, social, and intellectual institutions.
3/0/3

HY 2015 History of Rome – Level 4

Survey of Roman history from the time of the Etruscans to the coming of Constantine the Great (1000 B.C. to 337 A.D.). Political theories and practices of the Republic and the Empire; causes of the decline and fall of Rome.
3/0/3

HY 2023 Byzantium – Level 4
Survey of Byzantine history from late Antiquity, the reign of Constantine the Great (A.D. 337) and until the fall of Constantinople under Ottoman rule (A.D. 1453). The birth of the Middle Ages Eastern Empire, its development and its influence in the Balkans, Eastern and Western Europe, as well as in the Near and Middle East and its gradual decline and final fall to Ottoman rule.
3/0/3

HY 2028 The Birth of Modern Europe – Level 4
The period from the High Middle Ages (12th century) to the Religious Wars (16th to 17th century) when the foundations of Modern Europe were laid.
3/0/3

HY 2034 History of Ancient Greece – Level 4
The history of the ancient Greek world from the rise of the polis to the coming of Rome.
3/0/3

HY 2035 Writing for History
Introduction to research methodology and the essential resources of historical scholarship. Training in critical thinking, evaluation/synthesis of sources and the creation of an argument. Particular emphasis placed on writing a short research paper and the scholarly use of primary and secondary resources.
3/0/3

HY 2070 American History I – Level 4
The origin, development and ideals of American institutions from the discovery of the New World to the close of Reconstruction.
3/0/3

HY 2071 American History II – Level 4
The significant cultural, economic, political and social forces and problems in the United States of America from the Civil War to the present.
3/0/3

HY 2080 Great Britain – Level 4
England from the Renaissance to the present. Politics, culture and interaction with Europe and the USA.
3/0/3

HY 3002 Great Thinkers and their Ideas – Level 5
A selection of great thinkers who have influenced their times and whose ideas have contributed to the legacy of Western civilization.
3/0/3

HY 30XX Modern European Antisemitism and the Holocaust
This course emphasizes the rise of Modern Antisemitism starting with the French Revolution and continuing to the climax of the Holocaust. The course is focused on Hitler's Antisemitism and the path to the Holocaust.
3/0/3

HY 3005 Intellectual History of Europe – Level 5
An examination of the historical evolution of the core ideals of the West and how they have been forged, interpreted, implemented, opposed, violated, and defended, from the Enlightenment to the present.
3/0/3

HY 3009 The Spartans – Level 5
The society, culture and history of ancient Sparta.
3/0/3

HY 3019 Cyprus and the Near East – Level 5
A critical survey of the origins of the Cyprus question largely from a United Nations perspective, in conjunction with policies in Turkey.
3/0/3

HY 3021 Alexander III, the Great – Level 5
Analysis of the times and achievements of one of the most controversial personalities of the Ancient World.
3/0/3

HY 3026 Middle East: A Crossroad – Level 5
A survey of the history of the Middle East focusing on the late Ottoman and Modern times and offering a critical analysis of the ongoing conflicts.
3/0/3

HY 3030 Survey of Chinese Civilization – Level 5
A survey of Chinese history and civilization from Antiquity to the end of the 20th century. Emphasis on the cultural and the political evolution.
3/0/3

HY 3031 Slaves and Slavery in the US – Level 5
The module describes the development of the slave trade and slavery from the early 16th century until its abolition in 1863.
3/0/3

HY 3040 History of Russia to 1900 – Level 5

A broad survey beginning with medieval Russia. Concentrates on the rise of Muscovy, Peter the Great and the developments leading to the Revolution of 1905.
3/0/3

HY 3060 Greece: The Birth of a Modern Nation – Level 5
Historical, political and cultural development in Greece from the Revolution to the age of Venizelos. The birth and building of the Modern Greek state.
3/0/3

HY 3061 Modern Greece: A Troubled History – Level 5
Developments in Greece from the Balkan Wars and the National Schism to the present. Particular attention paid to the role of Greece in the two world wars, the causes and consequences of the Civil War and the Dictatorship of 1967-1974 and the nature of the restored democracy after the fall of the junta.
3/0/3

AH 4132 AUDIENCES FOR DISPLAY: Theory and Practice in Archaeological and Heritage Display
An examination of the theory and practice of archaeological and heritage display. Case studies using displays available in Athens and Greece.
3/0/3

PO 40XX Terrorism and Political Violence
This course is designed to introduce the primary ideas and problems associated with the study of terrorism and political violence. Students will gain a deeper understanding of the causes of various forms of violence and hatred, how they spread, and how we may combat them with social, political and economic policies.
3/0/3

HY 4032 Trade in the Ancient Mediterranean – Level 5
The mechanics and theory of trade in the ancient Mediterranean.
3/0/3

HY 4041 Russia and the USSR – Level 6
The transformation of Russia from an early 20th century Tsarist autocracy to the USSR and the consolidation of the Soviet state. The background of the 1917 Revolution; the Revolution; the political, economic, social and cultural developments that brought about the Soviet regime and its collapse.
3/0/3

HY 4050 The Age of Enlightenment – Level 6
Political, social and economic problems on the European continent from the time of Louis XIV to the end of the Napoleonic era. The causes, events and results of the French Revolution.

3/0/3

HY 4051 Revolution and Nationalism in Europe – Level 6
Political, military, economic, social and intellectual developments in Europe from 1815 to 1914.
3/0/3

HY 4052 Total War in Europe – Level 6
Political, economic, social and intellectual developments in Europe including the background, origins and the beginnings of the world wars.
3/0/3

HY 4053 Contemporary History: from World War II to Vietnam and the Fall of Communism
World War II and its aftermath as a background for the study of current political, economic, cultural and social developments in the world.
3/0/3

HY 4072 America in World Affairs – Level 6
The role of the US in world affairs since the Spanish-American war. Interaction between domestic politics and other forces that influence the conduct of American foreign policy.
3/0/3

HY 4074 Democracy and Imperialism – Level 6
Comparative, diachronic study of democracies and imperialism. Origins and definitions of democracies and imperialism. Athenian, Roman, Ottoman, Russian, Great Britain and American political systems considered.
3/0/3

HY 4391 Historiography – Level 6
A survey of historical writing, theories and varieties of history in the Western world from antiquity to post-modernity.
Prerequisites: 45 credits in history (one Level 4 and two level 5)
3/0/3

HY 4493 Selected Topics – Level 6
Guided research in selected areas of history related to the interest of the student. Consent of the instructor required.
Prerequisites: one level 4, two level 5 and one level 6 history modules.
3/0/3

Programme Resources

Library resources

The DEREE library system includes two distinct libraries that share resources both electronically and through inter-library loan of materials. The main library in Aghia Paraskevi and the satellite library near the center of Athens provide extensive print, electronic and audio-visual collections in support of undergraduate and graduate programmes.

Both libraries offer an attractive, quiet, modern environment where students and faculty members can study, conduct research, explore electronic resources, or just read for pleasure. In total, the two libraries have a seating capacity of 420 and have 34 computer workstations with access to the online catalogue, academic research databases and the Internet. A wireless network is available at both libraries for users with their own laptops or netbooks. Printing and photocopying services are also available.

The DEREE libraries offer patrons access to an array of print and non-print resources, including 128,000 books, 18,400 electronic journals, 321 print and microfilm journals, 18 newspapers, more than 1,500 educational DVDs and videos, and 780 music CDs. Document delivery and pay-per-article services are also available through the union catalogue of serials in academic and special libraries around Greece, the British Library, and through a variety of vendors and publishers.

Students studying History, in particular, have access to a print collection of more than 100,000 books and hundreds of academic journals in full text in and electronic, print and microfilm formats. The following research databases are among the many that students and faculty members have access to through the library:

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

Biography in Context (Gale/Cengage Learning)
Full-text access to biographies from a variety of publications along with selected articles, images and links to websites.

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

Financial Times
Unlimited access to the online version of one of the world's leading newspapers.

JSTOR
Full-text collection of back issues of core scholarly journals in the arts, humanities and social sciences. It includes 99 economics journals in full-text.

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

Students and staff can access all the College databases on campus and most of them from off-campus locations as well.

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

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 Web site to access, select, evaluate and use information resources. In collaboration with faculty members, special sessions are organized to meet the needs of specific courses or disciplines. The reference desk is staffed by trained personnel who can assist students and faculty members 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 members in integrating the latest audiovisual and computer technologies into their research and teaching.

Multimedia resources

The History programme benefits from the use of the following software that has been purchased by ACG and installed on 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.
➢ **Reuters (Thompson):** 2 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.
- **Premiere:** The department has access to computers containing the Adobe video editing software.
- **Turnitin:** Licence is renewed annually.

The department also has access to a number of hand-held cameras and tripods for use by faculty members and students.

Laboratories

History students benefit from new, state-of-the-art student computer lab 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 built by Technical Services and the Information Resources Management (IRM) departments of DEREE - ACG.

Featuring 36 Dell personal computers and four Apple Macintosh computers, the lab has a number of new features that improve both the student learning experience and the aesthetics of the facility. The laboratory is equipped with flat screen monitors positioned throughout the room, which can display 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.

2.1 Library Help

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

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

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

2.2 External Examiner

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

The External Examiner for this programme is:
Dr. Erini Karamouzi, PhD in International History, London School of Economics
She is an expert on the history of the Balkans and the European Union

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

2.3 Opportunities for Graduates

DEREE-ACG has a strong reputation in Greece for the high standards it upholds with regard to the classroom experience in the context of a student-centered institutional focus. Although the prevalent approach to disseminating knowledge remains the delivery of class lectures, the College, albeit in a non-formalized way, has been guiding faculty toward instructional methods that are more in line with a learning-centered approach: more interactive learning, student engagement as opposed to passive student attendance etc. Teaching is informed by the latest developments in the discipline enabling academic staff to exhibit a more critical methodology when imparting knowledge to students.
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on the 20th day. Each semester or session students spend 45 hours for attending classes (including a 2-hour final examination). In addition, students spend 105 hours per semester or session for private study outside the classroom, including studying module material, preparing assessed coursework, preparing for examinations, writing assessed essays etc. Thus, student work per semester or session for each module amounts to 150 hours (15 credits).

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Finally, it is noted that although staff typically teach modules that relate directly to their specialization and/or research interests, it is DEREE-ACG policy that instructors do not "own" modules.

3. Assessment and Feedback

3.1 Assessment

Assessment Strategy and Procedure

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

Examination Regulations and Procedures

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

Student Identity

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

Entering and Leaving the Exam

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

Exam Conduct

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

Mobile Phones and Electronic Devices

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

Student Answers/Examination Paper

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

Return of Exam Papers

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

Assessment Schedule

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

Examination Schedule

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

Coursework

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

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

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

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

Assessment Method Mapping (attached)

3.2 Giving your Feedback about this Programme

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

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

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

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

Senior Exit Survey
Student feedback comprises an integral part in the continuous development and success of School of Liberal Arts and Sciences programmes. In that spirit, we ask prospective graduates a Senior Exit Survey. The survey includes questions on student satisfaction with the education provided by the School of Liberal Arts and Sciences and with their overall College experience at DEREE. The aim is to identify areas of good practice as well as areas that need improvement. Based on the data collected through the Senior Exit Survey, a

report is developed by an interdisciplinary School of Liberal Arts and Sciences faculty committee. All data collected in this survey are held anonymously and securely. Responses cannot be traced back and all results are presented in an aggregated form. When you reach the final semester of study, you receive the relevant link in your student email address.

3.3 What Happens with your Feedback about this Programme?

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

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

3.4 Getting Feedback on your Assessed Work

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

3.5 How do I Get my Results?

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

3.6 Issues with Assessment

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

Examples of acceptable extenuating circumstances include:
- Bereavement
- Illness
- Hospitalization
- Transport cancellation, where this may be evidenced

- Court attendance
- Serious family illness where the impact on the students' ability to undertake assessment may be demonstrated
- Accident

The following are not acceptable extenuating circumstances:
- Holidays
- Weddings
- Family celebrations
- Printing problems
- Computer failure, corrupt USB sticks
- Financial problems
- Work related problems
- Accommodation issues
- Mis-reading assessment arrangements

Late Submission

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

Resits

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

Resits in Capstone Courses

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

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

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

Academic Appeals

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

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

Disagreement with the academic judgment of a Board of Examiners in assessing the merits of an individual element of assessment does not constitute grounds for an academic appeal. Responsibility for the submission of documentary evidence in support of the appeal rests with the student.
Appeals must be submitted in writing to the Registrar no later than 14 days following the publication of Examination Board results. All appeals must be submitted in writing to the Registrar by the end of the second week of the following session/semester.

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

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

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

Cheating, Plagiarism and other forms of Unfair Practice

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

3.7 Academic Misconduct and Penalties

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

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

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

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

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

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

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

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

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

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

Within three *working* days of receipt of the decision, either party (plaintiff or student) has the right to make a formal written appeal against the decision of the Committee. The appeal is addressed first to the Committee on Standing and Conduct. If the Committee does not deem any change to the decision is warranted subsequent to consideration of the appeal, the appeal may then be brought to the Academic Council, and subsequently to the President whose decision is final. The student may appeal against the decision of the

Board of Examiners in accordance with the regulations for academic appeals (Section 9, Appendix D‑Regulatory Framework).

3.8 Complaints Procedure

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

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

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

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

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

4. Where to Get Help

4.1 Downloading College Forms

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

4.2 Academic Advising

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

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

4.3 Student Academic Support Services

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

4.4 Office of Student Affairs

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

4.5 Student Success Centre

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

4.6 Disability Status and Provisions

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

4.7 Career Services

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

abroad; skills workshops about job search and job interview techniques; Career networking events; JobBank offering part-time and full-time positions; Career Days where the students have the opportunity to have a short interview with a company representative; International Internship program.

4.8 Study Abroad

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

5. What to do if you…..

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

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

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

5.4 …..are considering withdrawing from the course
You must consult with your advisor if you wish to defer your studies, withdraw from a course, or to transfer registration from one course or award

(major) to another. Applications for deferral, withdrawal or transfer should then be lodged with the Registrar's Office. Applications are subsequently considered by the Committee of Academic Standards and Policies (CASP). CASP decisions are governed by the following regulations:

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

5.5 ….need a reference letter

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

6. Other Relevant Policies

6.1 Attendance Policy

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

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

6.2 Student Punctuality Policy

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

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

6.3 Turnitin Policy and Student Guidelines

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

Guidelines for Student Use of Turnitin:

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

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

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

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

6.6 Credit by Assessment for Professional Experience

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

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

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

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

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

6.7 Student matriculation

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

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

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

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

6.8 Safety, Health and Wellbeing

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

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

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

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

List of Appendices

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

Appendix A: Teaching and Learning Strategy

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

Values:
ü   Integrity
ü   Transparency
ü   Accountability
ü   Diversity and Inclusiveness
ü   Respect
ü   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: Assessment Strategy, Procedures for Exam Security and Invigilation

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

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[1] Updated 2014; source *www.cf.ac.uk*
[2] *Understanding assessment: its role in safeguarding academic standards and quality in higher education*, second edition, http://www.qaa.ac.uk/en/Publications/Documents/understanding-assessment.pdf; and UK Quality Code for 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

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

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

Formative assessment has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment.

Summative assessment is used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme.

Of importance in the assessment process, whether formative or summative, is feedback to the learner regarding his/her learning and to the instructor about the effectiveness of teaching methods and curricular content. Feedback provides the learner and teacher with information on the difference between the intended learning outcome and his/her achievement, and provides guidance that enables both the learner and teacher to identify the actions needed to manage this difference.

Section 2 - The Strategy
The Assessment Strategy aims at offering direction and assistance to faculty members in their effort to evaluate fairly and effectively student performance. Faculty must regard assessment as a key aspect of programme design, one that is intended to develop learning as much as judge and measure it.
Principle 1 – Assessment will be valid.
Assessment is understood to be valid when it is testing precisely what the examiners want to test, bearing in mind the learning outcomes for the module.[5]

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[3] Angelo, Thomas A (1995) Reassessing (and Defining) Assessment, *AAHE Bulletin* 48(2), p 7.
[4] *Understanding assessment: its role in safeguarding academic standards and quality in higher education*, second edition, http://www.qaa.ac.uk/en/Publications/Documents/understanding-assessment.pdf

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

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

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

Areas of Action

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

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

- Students will be provided with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice.
- Staff and students will engage in dialogue to promote a shared understanding of assessment.

Principle 3 - Assessment must be *explicit*.
Assessment tasks, processes and procedures are clearly understood by relevant stakeholders.
- An appropriate quality and quantity of information on assessment must be provided to relevant stakeholders
- Assessment information needs to be transparent to all stakeholders.
- Faculty and students must be "assessment literate."

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

Section 3 - Implementation Plan
Enhancement of assessment will be attained through

Implementation Plan	Unit(s) Involved	Timeframe
Provide faculty with development in assessment literacy, making them aware of new ideas and techniques, as well as provide development in relation to the best ways to operate/deliver existing assessment methods.	Teaching and Learning Center	AY 2014-2015 and beyond
Engage staff in the review and enhancement of programmes and their constituent modules and assessments as part of preparation for programme revalidation, with an aim to achieving a more appropriate balance and variety of assessment tasks, and appropriate timing of these tasks to provide students with an opportunity to act on	Department heads, Programme Coordinators Programme teams School Deans Programme Committee	Initial programme validations scheduled for AY 2014-2015, through to spring 2016

instructor feedback.		
Provide faculty with development that raises their awareness about the importance of designing assessments that minimize or discourage opportunities for plagiarism or rote learning	Department heads Programme Coordinators Teaching and Learning Center	AY 2014-2015 and beyond
Enhance supportive, constructive and timely feedback (in both summative and formative assessments) as an essential part of student learning; disseminate good practice; develop an understanding of assessment for learning approach.	Department heads Programme Coordinators Academic staff Teaching and Learning Center	
Ensure evidence of second marking	Department heads Programme Coordinators Academic staff	AY 2014-2015 and beyond
Enhancement of provision of alternative assessments for students with disability.	Committee on Disability and Learning Differences Educational Psychologist	AY 2014-2015 and beyond
Help students understand the process of assessment and the expected standards, and develop their assessment literacy	Department heads Programme Coordinators Academic Staff Teaching and Learning Center	AY 2014-2015 and beyond
Supporting academic integrity and cultivating a culture of integrity	Department heads Programme Coordinators Academic Staff Teaching and Learning Center COSC Student Association	

Appendix C: Grading Criteria

Grading

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

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

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.

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

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

OFFICES WHERE STUDENTS AND EMPLOYEES MAY INITIALLY SEEK HELP:

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

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

ALBA: Human Resources

ACG Health & Wellness Center

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

STATEMENT

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

RATIONALE

The formulation of this policy enables our school to effectively:

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

PROTOCOL FOR AN ACCIDENT/ILLNESS OCCURING AT THE AGHIA PARASKEVI CAMPUS AND EXCURSIONS
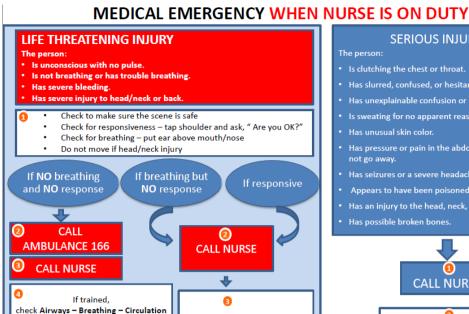
Students, Faculty and Staff call for help:

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*.

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

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

2 CALL NURSE

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