BSc (Hons) in Information Technology

Student Handbook 2016-2017

Deree

School of Liberal Arts and Sciences

THE AMERICAN COLLEGE OF GREECE

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THE AMERICAN COLLEGE OF GREECE

School of Liberal Arts and Sciences

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

Greetings IT students! I would like to welcome you all to our programme and congratulate you on your choice to study IT at DEREE.

In today's world, almost everyone needs to use a computer of some sort either for work or entertainment (or both) and a lot of students choose to study computing in some form. Computing offers exciting career opportunities and those who work in computing play a very important role determining the future.

The Information Technology programme at DEREE aims at preparing students to meet the technology requirements of businesses, and all kinds of organizations. As a graduate of our programme you will be ready to assume responsibility for many different tasks such as the development of professional applications; the installation of networks; network administration and security; the design of web pages; the development of web applications; the design and production of multimedia resources and many more.

Due to the fact that Information Technology provides such an extensive range of choices, it is very difficult for anyone to become proficient at all of them. Therefore, a student who wants to become a computing professional needs some focus for his or her professional life. Our IT programme currently offers three pathways and each one provides a different focus and perspective on the discipline.

The aim of this handbook is to answer any questions you might have about the IT programme and its pathways. The handbook contains essential information about your course structure, assessments, modules, and much more. Please take time to review these pages.

The teaching staff and I will like to welcome you to our programme and wish you an enriching academic experience and a successful future career!

Do come to me if you have any queries and problems relating to curriculum.

Despina Makri
Department Head, Information Technology

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: Despina Makri, demakri@acg.edu, ext. 1144, room CN1001.
- 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
- Information Technology student Society: dc.itsoc@acg.edu

1.5. Keeping in Touch

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

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

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

2. Studying on this Programme

2.1. Information Technology Programme: Philosophy and Mission

The Information Technology (IT) programme is housed within the School of Liberal Arts and Sciences at DEREE-ACG.

In congruence with the mission of the College, the B.Sc. in Information Technology is designed to meet the growing demand for information technology skills and to provide a route for students to progress towards information technology careers. Moreover, the programme aims to expose students to a wide range of IT-related subjects while its three pathways offer students the opportunity to pursue the area of specialisation that best matches their needs and future professional aspirations.

The progamme is designed to integrate theory on different aspects of computing with practical skills on a variety of information technologies.

2.2. Programme Learning Outcomes

The primary goals of the IT programme are to:

✓ Provide students with comprehensive background knowledge in Information and Communication Technologies.

✓ Develop the students' analytical and critical skills for problem identification, analysis and solution implementation.

✓ Provide students with specialized computing knowledge and skills to implement information technologies in the areas of software development, networking or digital media.

✓ Develop students' understanding of the ethical framework that governs the use of information technologies.

✓ Providing the students with the broad range of knowledge necessary to pursue graduate studies and/or careers in information technology.

Students can choose one of the three (3) Information Technlogy pathways: *Software Development*, involving the design, development, and implementation of computer systems and software; *Network Technologies*, involving network analysis, planning, security and implementation; and *Digital Media Technologies*, involving the creation, design, and production of multimedia products and services.

The *common-core* IT modules aim at exposing students to a wide range of topics in computing and also at aspects from other disciplines adjacent to computing, as well as to expose them to cutting edge technologies and techniques to support their choice of specialisation.

Upon successful completion of the *common code modules*, students will be able to demonstrate:

• Knowledge and understanding of information technology components and their integration.

• Creative and analytical thinking skills that provide a basis for technological problem.

• The ability to communicate effectively, both orally and in writing.

• An understanding of the biological, social and cultural aspects of user behaviour.

- The ability to apply knowledge, manage projects and work effectively in diverse teams.
- An understanding of the application of new and developing technologies with sensitivity for global, societal, organizational, and personal usage issues, compliant with moral standards.

The *Software Development pathway* aims at providing an in-depth understanding of the concepts, methodologies and application of practices involved in software development.

Upon successful completion of the *software development pathway*, students will be able to:

- identify, formulate, and solve software engineering problems
- have knowledge and skills in programming, together with relevant mathematical structures and concepts
- be productive practitioners skilled in applying methodologies and practices to software components and systems manage and develop IT projects.

The *Network Technologies pathway* aims to provide an in-depth understanding and skills needed to design,manage and secure computer networks.

Upon successful completion of the *network technologies pathway*, students will be able to:

- use high-end network equipment and tools
- configure and operate the principal components of network infrastructure
- use network operating systems and apply data communication techniques in linking computer systems
- apply practical competencies in network design
- evaluate secure networked system feasibility, sustainability in concert with current and future needs.

The *Digital Media Technologies pathway* aims at providing an in-depth understanding of processes and the concepts, practices and principles involved with digital media technologies.

Upon successful completion of the *digital media technologies pathway*, students will be able to:

- have knowledge of digital media technologies including 2D and 3D graphics, video, audio and animation.
- analyse, design, develop and evaluate digital media solutions.

2.3. Information Technology Programme Structure

In order to gain a *BSc (Hons) in Information Technology*, you will need to obtain 360 UK credits (120 credits per level). The programme content outline is provided in the table that follows.

LEVEL 4 - COMPULSORY MODULES		
COMMON CORE MODULES		
PS 1001	PSYCHOLOGY AS A SOCIAL SCIENCE	(LEVEL 4) – 15 CREDITS
PS 1000	PSYCHOLOGY AS A NATURAL SCIENCE	(LEVEL 4) – 15 CREDITS
MA 1105	APPLIED CALCULUS	(LEVEL 4) – 15 CREDITS
MA 2010	STATISTICS I	(LEVEL 4) – 15 CREDITS
ITC 2188	INTRODUCTION TO PROGRAMMING	(LEVEL 4) – 15 CREDITS
ITC 2186	COMPUTER SYSTEMS ARCHITECTURE	(LEVEL 4) – 15 CREDITS
ITC 2293	OPERATING SYSTEMS CONCEPTS	(LEVEL 4) – 15 CREDITS
ITC 2276	"C" LANGUAGE PROGRAMMING	(LEVEL 4) – 15 CREDITS
LEVEL 5 - COMPULSORY MODULES		
COMMON CORE MODULES		
EN 3942	PROFESSIONAL COMMUNICATION	(LEVEL 5) – 15 CREDITS
PH 3005	BUSINESS ETHICS	(LEVEL 5) – 15 CREDITS
ITC 3234	OBJECT ORIENTED PROGRAMMING	(LEVEL 5) – 15 CREDITS
ITC 3106	MATHEMATICS FOR COMPUTING	(LEVEL 5) – 15 CREDITS
ITC 3260	FUNDAMENTALS OF RDBMS	(LEVEL 5) – 15 CREDITS
ITC 3275	INTRODUCTION TO COMPUTER NETWORKS	(LEVEL 5) – 15 CREDITS
SOFTWARE DEVELOPMENT PATHWAY		
ITC 3225	MOBILE APPLICATIONS DEVELOPMENT	(LEVEL 5) – 15 CREDITS
ITC 3413	ALGORITHMS AND COMPLEXITY	(LEVEL 5) – 15 CREDITS
NETWORK TECHNOLOGIES PATHWAY		
ITC 3319	NETWORK ADMINISTRATION	(LEVEL 5) – 15 CREDITS
ITC 3121	COMPUTER NETWORKS, MODELING AND ANALYSIS	(LEVEL 5) – 15 CREDITS
DIGITAL MEDIA TECHNOLOGIES PATHWAY		
ITC 3128	DIGITAL IMAGING	(LEVEL 5) – 10 CREDITS
ITC 3129	3D MODELLING METHODOLOGIES	(LEVEL 5) – 10 CREDITS
ITC 3120	DIGITAL VIDEO AND AUDIO TECHNOLOGIES	(LEVEL 5) – 10 CREDITS
LEVEL 6 - COMPULSORY MODULES		
COMMON CORE MODULES		
MG/CS4157	PROJECT MANAGEMENT	(LEVEL 6) – 15 CREDITS
ITC 4680	ARTIFICIAL INTELLIGENCE PRINCIPLES	(LEVEL 6) – 15 CREDITS
ITC 4314	INTERNET PROGRAMMING	(LEVEL 6) – 15 CREDITS
SOFTWARE DEVELOPMENT PATHWAY		
ITC 4416	SOFTWARE ENGINEERING	(LEVEL 6) – 15 CREDITS
ITC 4541	WEB SCIENCE	(LEVEL 6) – 15 CREDITS
ITC 4130	HUMAN COMPUTER INTERACTION	(LEVEL 6) – 15 CREDITS
ITC 4417	GAME PROGRAMMING	(LEVEL 6) – 15 CREDITS
ITC 4918	SOFTWARE DEVELOPMENT CAPSTONE PROJECT	(LEVEL 6) – 15 CREDITS

NETWORK TECHNOLOGIES PATHWAY		
ITC 4322	NETWORK SECURITY AND CRYPTOGRAPHY	(LEVEL 6) – 15 CREDITS
ITC 4443	VIRTUALIZATION CONCEPTS AND APPLICATIONS	(LEVEL 6) – 15 CREDITS
ITC 4426	DISTRIBUTED SYSTEMS	(LEVEL 6) – 15 CREDITS
ITC 4242	NETWORK DESIGN	(LEVEL 6) – 15 CREDITS
ITC 4827	NETWORKING CAPSTONE PROJECT	(LEVEL 6) – 15 CREDITS
DIGITAL MEDIA TECHNOLOGIES PATHWAY		
ITC 4371	INTERACTIVE MULTIMEDIA SYSTEMS	(LEVEL 6) – 15 CREDITS
ITC 4130	HUMAN COMPUTER INTERACTION	(LEVEL 6) – 15 CREDITS
ITC 4135	GAME DESIGN	(LEVEL 6) – 15 CREDITS
ITC 4417	GAME PROGRAMMING	(LEVEL 6) – 15 CREDITS
ITC 4959	DIGITAL MEDIA CAPSTONE PROJECT	(LEVEL 6) – 15 CREDITS

Please note that:

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

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

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

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

Level 4

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

Level 5

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

Level 6

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

2.4. Description of Modules

In order to address the educational aims of the IT programme, the curriculum includes modules under levels 4, 5 and 6.

At *level 4* students gain knowledge and understanding on programming, and on computer architecture concepts. The programme also includes one module in statistics, one module in applied calculus and two modules in psychology. At this level, student learning is guided by the teaching staff and provides the ground for students to blend theories in computing, psychology and mathematics with a practical solution to a problem.

At *level 5*, students develop their skills in effective communications, and also gain knowledge and understanding on business ethics. Moreover, an additional module in mathematics aims to provide students the background in the form of abstractions for many domains that they will encounter in the pathway of their choice. At this level, students learning gradually become more independent through projects aiming at developing students' analytical and computational thinking. Furthermore, students develop their knowledge and understanding in the modelling and design of computer-based systems.

At this point, students will have to choose one out of three pathways and subsequently start taking the respective pathway-specific modules.

At *level 6*, the programme focuses on pathway-specific modules with learning outcomes and teaching methods aiming to develop student's skills in managing software development projects, so that they are able to deploy appropriate theory and tools for the specification, modelling, design, implementation and evaluation of computer-based systems. At this level, students apply critical thinking and computational skills in an independent learning environment.

At this level, through the capstone project modules students integrate knowledge and apply computing-related skills in order to manage the whole process involved in the effective deployment of computers to solve practical problems. The final deliverable of the capstone project modules is a small-scale computer-based system that aims to support the goals of a business firm or organisation.

More specifically, three capstone modules have been designed to address the specialised needs of the three IT pathways: the Software Development Capstone Project, the Networking Capstone Project and the Digital Media Capstone Project.

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

You can find a Projected Timetable for all IT modules in Appendix A of this handbook.

2.5. Academic Staff

The following staff members teach modules of the Information Technology programme:

Teaching Staff	Contact Info.
Makri Despina – Professor I and IT Department Head. BSc in Business Administration with major in Computer Information Systems, DEREE College (1994); M.Sc., Total Quality Management (Software Quality) – Cranfield University UK Professor Makri has been serving in the departments of Computer Information Systems and Information Technology at DEREE College since 1994, teaching at the undergraduate level a variety of modules such as Total Quality Management, Introduction to Information Systems, Business Information Systems, e-commerce, Digital Imaging, Multimedia Lab and Game Design. She has served as the IT programme coordinator since 2010 and in 2014 she became the head of the IT department. *Research Interests:* Digital Humanities, Game Design, Multimedia Development Systems and Data Visualization.	demakri@acg.edu Tel: +30 210 6009800 ext. 1144 Office: CN1001

Hotzoglou Ilias, Ilias Hotzoglou, MSc, Professor I: BSc, DEREE - The American College of Greece (1993); MSc, University of Sheffield (1995), PhD Candidate, Lancaster University. Ilias Hotzoglou has been a member of the DEREE faculty since 1996, and has taught across the Information Technology, Computer Information Systems and Communications curriculum. From September 2010 till September 2014, he served as the Head of the CIS department as well as the advisor of the CIS Society. He is currently serving in the Department of Information Technology as a full time professor. His courses include Introduction to Computers, Business Information Systems, Graphics Software (2D and 3D), Interactive Multimedia Systems, Digital Video and Audio Technologies, Multimedia Lab, Web-Site Fundamentals, and Computer System Architecture. *Research Interests:* Technology Enhanced Learning, Interactive Multimedia and Digital Media Technologies. Professor Hotzoglou is currently pursuing a PhD degree in "E-Research and Technology Enhanced Learning" at Lancaster University Department of Educational Research.	ihotzoglou@acg.edu Tel: +30 210 6009800 ext. 1147 Office: CN1001
Kotsovoulou Maira - **Professor I.** BA in Computer Information Systems, The American College of Greece (1995), MSc in Human Computer Interaction, Heriot-Watt University (1996), MPhil in Technology Enhanced Learning, University of Lancaster (2013). Professor Kotsovoulou has been serving in the department of Computer Information Systems and Information Technology at Deree College since 1997, teaching at the undergraduate level a variety of modules such as: Introduction to Programming, Object-Oriented Programming, Fundamentals of RDBMS, Internet Programming and more. Her latest publications and research include: collaborative tagging for java learning resources, and introducing programming concepts to novice programmers with visualizations. Moreover, she is a member of Oracle's global JAVA curriculum development team and a virtual online instructor for training Greek school teachers to teach programming languages to their classes. *Research Interests:* online teaching and learning, MOOCs, collaborative learning	mkotsovoulou@acg.edu Tel: +30 210 6009800 ext. 1147 Office: CN1001
Raftopoulos Constantine, PhD – **Professor I.** Ptychion in Mathematics (BSc, UOA), National and Kapodistrian University of Athens (1994), Master of Science (MSc, UCLA) in Computer Science, University of California at Los Angeles (1996), Doctorate (PhD, NTUA) and Terminal Degree of Engineer (ED, UCLA), University of California at Los Angeles (2002). Professor Raftopoulos lectures in Network administration, Telecommunication essentials, Network Design, Virtualization, Network security and Cryptography. He also supervises the Network technologies capstone students. *Research Interests:* data mining, computer vision, machine learning, pattern recognition, computer networks.	craftopoulos@acg.edu Tel: +30 210 6009800 ext. 1502 Office: CN3115
Vagianou Evgenia – **Professor I**, B.Sc., The American College of Greece – Deree; M.Sc., University of Edinburgh. Professor Vagianou, lectures in Introduction to Information Systems, Business Information Systems, Operating Systems, Introduction to Programming, Object Oriented Programming, C Programming Language, Data Structures & Analysis of Algorithms, Principles of Artificial Intelligence. *Research Interests:* Threshold concepts in developing computer programming and object oriented modelling skills. External representations, as they relate to problem solving, learning process, and domain knowledge. Factors of the overall student experience that significantly contribute to the learning process. Teaching and learning practices and curriculum development for virtual learning environments.	jes@acg.edu Tel: +30 210 6009800 ext. 1147 Office: CN1001

Stefanou Vassilia – **Professor I.** BSc in Business Administration with major in Computer Information Systems, Deree College (1994), MSc in Human Computer Interaction, Heriot-Watt University (1995). PhD Candidate, Lancaster University Professor Stefanou is an active member of the DEREE academic community and she has been serving in the department of Computer Information Systems at DEREE College since 1996, teaching at the undergraduate level a variety of modules such as: Introduction to Information Systems, Business Information Systems, Information Technology Management, e-commerce, Human Computer Interaction, Data Management and It for Business, 3D modelling methodologies. Professor Stefanou has participated in various research projects and she has published papers in distinguished journals. She is also currently working part-time towards a distance learning PhD in e-research and Technology Enhanced Learning at Lancaster University, U.K. *Research Interests:* Human Computer Interaction, e-learning, blended learning, and technology enhanced learning (TEL).	vstefanou@acg.edu Tel: +30 210 6009800 ext. 1147 Office: CN1001
Vogiatzis, Dimitrios – **Research Faculty**. BSc in Computer science, Dept. of Computer Science, University of Athens (1991), MSc in Knowledge Systems, University of Edinburgh (1995), PhD in Neural Networks, Dept. of Electrical and Electronic Engineering, National Technical University of Athens (2001) He has been involved over the past 15 years in research in the area of computational intelligence, neural networks, user modelling, and recommender systems resulting in 40 publications in conferences and journals. Recently he has been interested in methods for social network analysis in complex networks. He has served as visiting professor at the University of Cyprus and as research associate at NCSR "Demokritos". Currently at the rank of Research Faculty at Deree College, he is teaching at the undergraduate level a variety of courses, such as: Artificial Intelligence, Web Science, Algorithms and Complexity, Game Programming and Computer networks.	dimitrv@acg.edu Tel: +30 210 6009800 ext. 1147 Office: CN1001
Kiourktsoglou John - ***Adjunct Preceptor.*** Ptychion University of Athens, Postgraduate studies WESA Belgium, Adjunct Preceptor. Mr. Kiourktsoglou lectures in Fundamentals of Relational Database Management Systems, C language, Obj. Oriented programming using C++ . *Research Interests:* Web applications for business, system interface design for peripheral devices.	kiou@acg.edu Tel: +30 210 6009800 ext. 1147 Office: CN1001
Dritsas Alexandros – ***Part Time.*** B.Sc., The American College of Greece – Deree; M.Sc., Lancaster University - Part-time faculty. Professor Dritsas lectures in Introduction to Information Systems, Business Information Systems and Project Management. *Professional Interests:* Project management, Revenue Assurance in Telecoms industry.	adritsas@acg.edu Tel: +30 210 6009800 ext. 1147 Office: CN1001
Galanos Zeppos – ***Part Time.*** B.Sc., The American College of Greece – Deree College; M.B.I.I., Royal Melbourne Institute of Technology (RMIT), Part Time Faculty. Mr. Galanos lectures in Multimedia Production, Digital Media Management, Graphic Design and Digital Imaging. *Research Interests:* E-Collaboration Infrastructures, Real Time Collaboration Technologies, Business Social Networking, Document Management, Knowledge Management.	zgalanos@acg.edu Tel: +30 210 6009800 ext. 1147 Office: CN1001

Krinos Nikolaos– Part Time. B.Sc., The American College of Greece – Deree; M.Sc., Lancaster University – Part Time faculty. Mr. Krinos lectures in Introduction to Information Systems, Business Information Systems, and Introduction to Programming, Data Structures and Analysis of Algorithms, Distributed Systems. *Research Interests:* Android Programming, CCNA, CCNA Security, CCNP, Web Languages and Technologies (Javascript, Python, Ruby, JQuery, XML), Sports Management.	krinosnick@acg.edu Tel: +30 210 6009800 ext. 1147 Office: CN1001
Ioannis A. Vetsikas– Part Time. Diploma (5-year degree) in Electrical and Computer Engineering (NTUA Greece), MSc in Computer Science (Cornell University USA), PhD in Computer Science (Cornell University USA) Dr. Vetsikas has been a member of the DEREE faculty since 2015. He teaches courses on Artificial Intelligence and Programming. *Research Interests:* Distributed AI, Multi-agent Systems and e-Commerce. He has published papers in the top conferences on AI and multi-agent systems. He conducts research on intelligent autonomous agents and examines the properties of the resulting multi-agent systems; investigating applications of these techniques in a number of the areas, e.g. service procurement and electricity markets. He is actively involved in the trading agent community. His agents have won the International Trading Agent Competition (TAC) on several occasions. He served as general chair for TAC-10 and TAC-13 and is currently on the board of directors of the Association for Trading Agent Research.	ivetsikas@acg.edu Tel: +30 210 6009800 ext. 1147 Office: CN1001

2.6. Projected Module offerings (2016 – 2017)

Please see Appendix H for the projected module offerings for the 2016 – 2017 academic year.

2.7. Programme Resources

Library Resources

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

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

IT resources and other research tools are accessible through the library's website (library.acg.edu) on campus as well as remotely.

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

- ➢ **Business Source Premier (EBSCO***Host***)**
  Citations, abstracts and full text periodical articles from all areas of business and management including banking, finance, industry and manufacturing. More than 2,300 titles are available in full text.

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

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

- ➢ **Gale Opposing Viewpoints in Context (Gale/Cengage Learning)**
  Features viewpoint articles, topic overviews, full text magazine, academic journal and newspaper articles, primary source documents, statistics, images and podcasts, and links to websites for information on today's social issues

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

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

- ➢ **Psychology & Behavioral Sciences Collection (EBSCOHost)**
  Contains full text articles from nearly 560 journals, including nearly 550 peer-reviewed titles. Covers topics such as emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational and experimental methods.

- ➤ *PsychINFO (EBSCOHost)*
  Citations and abstracts drawn from scholarly journal articles, chapters of books and dissertations in psychology and related disciplines. Includes information on the psychological aspects of related fields such as medicine, psychiatry and physiology. Most material included is peer-reviewed.

- ➤ **SIRS Researcher (Proquest)**
  Full text articles covering social, scientific, health, historic, economic, business, political and global issues. Articles and graphics are selected from 1,800 US and international publications

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

- ➤ **Credo Reference**
  A collection of 112 electronic reference sources by SAGE Publications on the fields of business, geography, law, medicine, psychology, religion, science and the social sciences.

- ➤ **Oxford Reference Online**
  A collection of 215 general and subject specific reference titles published by Oxford University Press, covering more than 25 subjects: from art to accounting, music to marketing, and computing to communication. Contains over 16,000 illustrations and more than 775 locator, physical and political maps.

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

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

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

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

Multimedia resources

- ➤ Microsoft Office: 750 licences currently in operation. Licences are per machine and are renewed every 5 years.

- ➤ SPSS: 100 licences currently in operation. Licences are concurrent and are renewed annually.

- ➤ E-views: 3 licences currently in operation. Licences are per machine and are renewed annually.

- ➤ Blackboard platform: The licence is renewed annually.
- ➤ Turnitin Plagiarism Detection software: Licence is renewed annually.

Information Resources and Technology

Information technology is integral to all aspects of academic life at The American College of Greece, including teaching and learning, research and creative endeavours, outreach, administration, and student life. The systems and services impact virtually every aspect of campus life and are central to the academic enterprise as well as administrative processes. As the provider of technology and technology services at The American College of Greece, the Information Resources Management (IRM) department is committed to technology innovation consistent with the College's strategic plan. The IRM Department consists of the following divisions:

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

Academic Computing

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

Instructional Technology

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

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

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

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

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

Interactive collaboration and sharing

The department has acquired a site license of VoiceThread, an interactive collaboration and sharing tool that is proven to enable users add images, documents and videos and to which other users can add voice, text, audio and video comments. The tool could be accessible through Blackboard and is currently being evaluated by a selected group of faculty members.

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

Student Software

Microsoft Student Advantage

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

Microsoft e-Academy

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

Management System (ELMS) is made available to all students of the ACG community. ELMS is a web-based management system which easily enables students to download Microsoft software and use it for educational purposes. The use of ELMS for the management and distribution of software in the Academic Alliance Program is made available by Microsoft and e-academy (Microsoft partner) as a student benefit, free of charge. Students may use the software that is provided through ELMS for non-commercial purposes including instructional use, research and/or design, development and testing of projects for class assignments, tests or personal projects.

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

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

Media Centers

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

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

2.8. Library Help

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.

2.9. 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: *Amanda J. Dewhurst, University of Bolton*

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.

2.10. Work-Related Activities

DEREE – ACG graduates have traditionally been accepted to pursue graduate programmes at US and UK universities. It is estimated that approximately half of the graduates pursue graduate studies, most of them in the UK.

Information Technology graduates may embark on careers as software developers, software engineers, Web/Internet programmers, network administrators, network designers, network security consultants, digital media developers, multimedia designers, game designers, game programmers, IT managers and many more. More specifically, they may occupy jobs in consulting firms, software houses, network development companies, newspapers, magazines (paper and

online), web developing companies and in any context local or international where there is need for IT experts.

3. Assessment and Feedback

3.1. Assessment

Assessment Strategy and Procedure

Assessment of student performance involves a reasonable mix of assessment methods and incorporate both "formative" ("diagnostic" evaluation that provides feedback in order to improve learning) along with "summative" (evaluation that tests whether students have mastered the learning outcomes of a programme) evaluation tools.

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

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

Summative assessments are normally carried out in two different stages within the term (i.e. semester/session):

1. Midterm (or 1st) assessment, which usually contributes 40 to 50% to the student's overall grade. The midterm component is a summative assessment that takes place part-way through the module and may take different forms (seen or unseen examination, and less frequently through assessed coursework such as a project or essay). Staff must be vigilant in ensuring that students are not over-assessed and that their assessment load is not unduly heavy. Instructors must provide feedback to students on midterm assessments within 21 days. Such feedback informs students to what extent they have met learning outcomes and provide guidance on how to improve their future work. Mid-term examinations are common to all levels, but they are used more frequently at L4.

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

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

Tests and examinations assess students' ability to solve problems and address issues under a time constraint, essays develop abilities in written expression and argument, while projects develop ability to study a single issue in depth. In certain modules projects give students practice in making presentations and developing powers of oral expression and argument.

The pass mark for all assessments is 40 UK points (or US letter grade of C).

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 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.

Information Technology Programme Assessment Method Mapping.

You can find the assessment Method mapping of IT courses in Appendix B.

Feedback on summative assessment

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

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 department head, meetings with the Dean, 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 Information Technology 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.   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 Monitoring Report
- 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

Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff:

Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further.
Submission that is late by 7 or more working days: submission refused, mark of 0.

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 do not submit any work at all at the regular deadline(s), are not entitled to resit the capstone assessments, and will have to retake the course.

Students, who have failed the assessment but have met the regular submission deadline(s), may be allowed to resit the components they have failed.

However, eligibility for resit depends on the amount of passing work that has been accomplished so far. Such cases are examined by the IT capstones monitoring committee composed by the three capstone module leaders, the second markers and the IT department head. The above mentioned

committee will examine all capstone failure cases every term and will decide upon the course of action that will be submitted for External Examiner approval.

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 decisions/he has the right to lodge an appeal with the Open University. The student will obtain contact details for the President and the Open University at the Student Success Center.

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

Cheating, Plagiarism and other forms of Unfair Practice

An academic offence (or breach of academic integrity) includes any action or behaviour 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 behaviour 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 misdemeanour 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 behaviour 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 behaviour violates rules on academic integrity and is given a probationary period (to be decided upon by the Committee) to show by good behaviour 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 counselling 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 inCairo, 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 fulfil 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 Catalogue.

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.

List of Appendices

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

Appendix B: IT Assessment Strategy

Appendix C: Grading Criteria

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

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

Appendix F: Turnitin Policy

Appendix G: Student Timetable (indicative)

Appendix H: Module Projected Offerings

DEREE-The American College of Greece

ASSESSMENT STRATEGY[1]

Section 1 - Background

1.1.   Introduction

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

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

- Valid
- Reliable
- Explicit
- Informative

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

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

1.2.   **Forms of Assessment**

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

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

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

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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

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

- Students must understand academic integrity and act accordingly.

Areas of Action

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

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

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

Principle 3 - Assessment must be *explicit*.

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

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

- Assessment information needs to be transparent to all stakeholders.

- Faculty and students must be "assessment literate."

Areas of Action

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

- Enhancement of timely and appropriate feedback to students.

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

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

Section 3 - Implementation Plan

Enhancement of assessment will be attained through

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

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

DEREE-The American College of Greece

TEACHING AND LEARNING

2013-2016

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

INSTITUTIONAL VISION AND VALUES

ACG Vision:

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

ACG Mission:

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

ACADEMIC VISION AND ACADEMIC PRINCIPLES

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

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

Guided by the following Principles:

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

Values:
- ✓ Integrity
- ✓ Transparency
- ✓ Accountability
- ✓ Diversity and Inclusiveness
- ✓ Respect
- ✓ Innovation

GOALS

1. **Teaching excellence informed by faculty scholarly and professional engagement**

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

   1.1. Recruit quality faculty who bring to the institution high academic achievement and/or professional expertise, through a transparent, and peer-reviewed process

   1.2. Provide an ongoing faculty induction and training program to keep faculty aware of current pedagogical practices and enhance faculty expertise in teaching and learning through the Teaching and Learning Center

   1.3. Appropriately support faculty professional development opportunities (e.g. NYU Faculty Resource Network, faculty support for travel to conferences, etc.), and create reward schemes and promotion criteria that will enable and reward highly effective teaching performance

   1.4. Embed a culture of continuous improvement through implementation of an Annual Faculty Performance Review process, which includes peer review of teaching

   1.5. Promote and support multiple forms of scholarly engagement: scholarship of discovery, scholarship of integration, scholarship of application, and scholarship of teaching

   1.6. Respect and protect academic freedom

2. **High quality academic programmes and curricula**

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

   2.1. Maintain appropriate academic standards in all programmes in relation to academic and professional requirements

   2.2. Ensure programmes are informed by the latest developments in the discipline in terms of design, curriculum delivery and assessment methods

   2.3. Offer varied assessment to enable and facilitate student learning and achievement, with timely and effective feedback offered in a manner that is supportive of student learning (assessment *for* learning and assessment *of* learning)

   2.4. Embed "high-impact educational practices" in curricula to improve and enhance student learning and experience:
      - Senior capstone courses that require students to integrate and apply what they have learned to a research paper or project
      - Undergraduate research opportunities and practices that ensure students learn about, acquire, and practice research skills throughout their programmes
      - Collaborative assignments and projects that help students to learn how to work effectively with others in groups and teams
      - Internships that provide students with direct experience in a work setting, giving them the benefit of "real world" experience
      - Global learning through study abroad opportunities, Global Course Connections, interactions with international students and a Liberal

Education programme that emphasizes inclusiveness and a global perspective

2.5. Continue to embed principles and practices of module, programme and student learning/outcomes assessment
- Collect and analyze appropriate information (e.g. module leader reports, student feedback through course evaluations, etc.) and data to ensure the continued effectiveness and enhancement of curricula and improve student learning and experience
- Close the feedback loop by making evidence-based, data-driven recommendations for key learning and teaching changes
- Continuously review and evaluate the impact of evidence-based changes in programs

2.6. Implement an outcomes-based, new Liberal Education Program that focuses on integrative learning and offers students the skills, knowledge and attributes for success and continued learning.

2.7. Seek professional accreditation for business and other programs where appropriate

2.8. Focus on continuous improvement of teaching practices and the curriculum in order to continue to serve the needs of students and the society.

3. **Enhancement of Learning through Technology**
We will enhance and facilitate student learning through effective use of a range of appropriate learning technologies.

3.1. Integrate technology into curricula in ways that are appropriate to programmes and students

3.2. Continue to support faculty in their efforts to foster the development of information and digital literacies in teaching and learning

3.3. Provide training for faculty in online course delivery and instruction

3.4. Increase information literacy development across curricula

3.5. Use technology whenever possible to connect the classroom to the world (e.g. Global Liberal Arts Alliance's Global Course Connections)

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

4.1. Provide and promote curricular and co-curricular activities that develop students' personal and professional skills

4.2. Implement use of the Co-Curricular Transcript to provide a comprehensive record of student participation and achievements outside the classroom as well as to promote student reflection on personal, educational and career development

4.3. Increase internship opportunities

4.4. Increase student participation in outbound study abroad program

5. Celebrate achievement and success

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

5.1.   Organize an annual Student Research and Creative Arts Symposium
5.2.   Organize an annual Faculty Authors Reception
5.3.   Provide continued support for the Faculty Research Seminars
5.4.   Enhance the Student Awards celebration by focusing on curricular and co-curricular excellence.

PROCEDURES FOR EXAM SECURITY AND INVIGILATION

These regulations apply to in-class assessments (examinations, laboratory tests etc.) for all students registered in DEREE courses and aim at promoting academic honesty through appropriate conduct.

I. Procedures for exams and minimum invigilator/student ratios

- The final examinations schedule is published by the Registrar's office. All instructors must abide by this schedule. No special arrangements will be made for individual students unless a decision is made by CASP concerning serious mitigating circumstances.
- All instructors are responsible for invigilating their own assessments. In cases where classrooms are deemed to be too small, the instructor will submit a request for an alternative arrangement to the Registrar's office. Multi section course examinations take place in one space and are invigilated by all instructors involved in teaching the course. All spaces will be selected appropriately to accommodate students with disabilities.
- Special arrangements concerning the assessment for students with disabilities are made formally through the Committee on Disability and Learning Differences.
- The College aims to maintain a low student/instructor ratio. The maximum class size is 35, thus making invigilation by the instructor possible.
- *Student conduct in the exam is at the discretion of the exam proctor and is not negotiable.* The instructor has the right to ask students to take specific seats.
- *Professors/proctors must make sure that they distribute the correct examination, and students must make sure that they are taking the exam they have missed.* ??
- Punctuality is very important. *Students should aim to minimize any disturbance caused to other students in the exam. Students who arrive late or leave early must bear in mind that their conduct may disturb others and should do so as quietly as possible.*
- *Students who arrive late may be admitted to the exam but no additional time will be given. Students should be allowed to enter and take the exam up until a quarter of the allotted time has passed. Students should not be allowed to leave before a quarter of the allotted time has passed.*

- Students who arrive late (after 15 minutes) at an exam receive an FA grade for the assessment and the course. They have the right to petition CASP for a resit. This decision will be ratified by the BoE.
- *Students should bring as little as possible to the examination room. Any bags, books, notes, should be placed underneath the chair. Food and drink (including coffee) are not permitted in the exam room with the exception of clear bottles of water.*
- Instructors may not bring food or beverages in class during an exam except for a small bottle of water.
- Instructors inform students in advance (through the course outline, Blackboard or in-class announcements) of any particular items/materials they will need during the exam. No additional materials will be allowed in class.
- Use of mobile phones is strictly forbidden for students. *Mobile phones and electronic devices must be switched off – not on "silent" – in clear view and placed underneath the chair. If students use or attempt to use their phone/electronic device during the exam it will be automatically regarded as a disciplinary offence. Students will be held responsible if their mobile phone/electronic device rings/vibrates during the exam. Any student caught using Bluetooth or any electronic device in the exam will be asked to leave immediately and will face disciplinary action.*
- The Student Handbook outlines rules concerning the use of phones and calculators in class:

II. Use of Communication Devices and Calculator

a. The Use of Cell Phones in Classes

The use of cell phones and/or similar communication devices in class is disruptive. Therefore, students are not permitted to use such devices in lectures, recitation or laboratory sessions, unless specifically authorized on the course syllabus. Students are required to turn such devices off, or put them in a silent mode, while in class. Similarly, to enhance fairness in examinations, students are required to turn off and put away and out of sight cell phones and/or other communication devices during quizzes and examinations.

b. The Use of Calculators during Examinations

Instructors must clearly define, in the course outline, what types of calculators are permitted in quizzes, midterm and final examinations. In general, a calculator for examination purposes excludes any device that can:

- *communicate with other devices*
- *accept external/removable memory*
- *store text*
- *produce graphics*
- *solve matrix equations*
- *be programmable*

- *Students must not use such devices in quizzes, midterm or final examinations, unless clearly stated otherwise in the course outline.*
- Normally students will need a pen and pencil for the examination. *Students should bring their own pens, pencils, approved calculators, and other materials needed for the course. Students should not expect exam proctors to supply such materials*
- *All exams should be written legibly in black or blue ink. Pencil may only be used for diagrams, graphs, etc. Exam answers written in pencil are not acceptable.*
- *All answers must be legibly written on exam paper provided by the exam proctor.*
- *Students are not permitted to write their answers on the question part of paper. Students must clearly cross out any (rough) work that is not to be graded. If extra exam paper is needed, it will be provided by the exam proctor.*
- *The only paper that can be used is the paper provided by the College and should all be returned to the proctor at the end of the exam.*
- Students are not allowed to use dictionaries during an examination.
- Students are not allowed to leave the room during an examination. In case of emergencies the person will be accompanied by a staff member of the College and will not carry any books, notes or bags with him/her.
- *Students must put the exam question paper and all answer papers together and submit both to the exam proctor. It is not the proctor's responsibility to do this. Failing to do so will result in failure in the exam.*
- *Students leaving the examination room must sign their full names next to their printed names on the class list as they are submitting their examination paper. This class list must be kept in the professor's course folder but in the case of a validated course it must not be placed in the module box.*
- Instructors may use a mobile phone only for emergencies that relate to the examination.
- When needed, instructors should converse with other invigilators or with students discreetly.

- In case of sudden student illness during an examination the College nurse will be called.
- The invigilator will not be reading, correcting papers, etc., during an examination.

III. Procedures for invigilators to ensure security of assessments

The instructor of the course is responsible for ensuring security of exams and papers.

- Assessments topics are kept in a password secure computer in the instructor's office. Hard copies are kept in a locked cabinet in the instructor's office.
- Files with assessment topics sent via e-mail (e.g. to External Examiners) are password – protected.
- Photocopies are made only in the College's Xerox room. Two staff members designated by the Human Resources office only handle the photocopying of exam papers and the distribution of exam booklets. Exam papers can be stored in securely locked cabinets in this office until they are picked up by instructors. Each instructor signs the office's log when picking up exams.
- The College stores all student assessments in a secure storage space for a period of   10 years following the initial student registration with the Open University.

IV. Arrangements to ensure student identification

- *Checking student presence in examinations is very important for both professors and examinees. Both proctors and students are required to follow the procedure below:*
  Students must carry with them their DEREE ID card in the examination room. Course professors/proctors may need to check the identity of a student taking an exam and the student is required to show his/her DEREE ID card.
- A student may use another proper identification in case (s)he has forgotten the student ID. In case the student fails to provide appropriate evidence the instructor will contact the Registrar's office for verification.
- For single section courses, the instructor will also read out loud the names of all registered students before the exam begins. *Before the exam, the course professor must print from myACG an updated class list of his/her students.*
- *If a proctor other than the course professor is proctoring an exam, the course professor must print from myACG an updated class list of his/her students and give it to the proctor along with the examination material (if any) before the exam.*

- Impersonation of another person at an examination constitutes a severe bridge of academic integrity. All individuals involved will be referred to COSC.
- *Checking of Student Presence Procedure is published in myACG.*

V. Procedures to be followed in case of alleged misconduct

- *Students who have attended the course should already be familiar with the structure and expectations of the exam. Students must read the instructions on the question paper and follow them carefully. Asking proctors for advice in answering exam questions is not permitted because it gives a student an unfair advantage over his/her peers.*
- *Once the exam has begun, examination conditions apply –*
  communicating with another student during the exam is not permitted. Failure to observe this requirement will be treated as a disciplinary offence.
- *Cheating or attempting to cheat in the exam by using notes, cards, or any other form of inappropriate content will result in disciplinary action.*
- Upon breach of these rules the instructor will sign the student's exam with date and time. The student (s) will be allowed to complete the assessment but the case will be subsequently referred to COSC. The instructor must file this report within two days and inform the student of this intent. A temporary F grade will be entered into the system until the COSC procedure is completed.
- Students may not photograph assessment materials and must not take with them any materials that the instructor is supposed to collect upon the completion of the examination.
- Making noise or having disruptive behavior during an examination is strictly forbidden. Students must comply with the invigilator's instructions otherwise the Dean of Students will be notified.
- Any unapproved items (communication devices, dictionaries etc.) will be removed by the invigilator. The invigilator does not have the right to physically search the student for crib notes etc. Grounds for accusing students of gaining improper advantage during an examination must be clearly established.

IT Assessment Plan

Module	Level	Summative				Formative 0%
		Assessment 1		Assessment 2		
ITC2188	L4	Midterm Examination: short programming problems, answers to short essay questions	40%	Coursework: Programming problems	60%	Take-home programming problems Online quizzes
ITC2186		Coursework: the design and implementation of a digital circuit.	40%	Final Examination (2-hour, comprehensive): combination of short essay questions and mathematical problems	60%	In class 1-hour "diagnostic" test: combination of short essay questions and mathematical problems
ITC2293		Coursework: case problems	40%	Final Examination (2-hour comprehensive): combination of short essay questions and case problems	60%	In-class, 1-hour, "diagnostic" test: short answers to essay questions
ITC2276		Coursework (programming problems)	40%	Final Examination (2-hour comprehensive) Combination of short answers and programming problems	60%	Take home assignments and/or in class quizzes In-class, 1-hour, "diagnostic" test (programming problems)

IT Assessment Plan

Module	Level	Summative				Formative 0%
		Assessment 1		**Assessment 2**		
ITC3234	L5	Midterm examination (short programming problems, short essay questions)	40%	Programming Project	60%	Short programming exercises Online Quizzes
ITC3106		In-class midterm examination (1-hour)	40%	Final Examination (2-hour, comprehensive)	60%	In-class, "diagnostic" test (1-hour)
ITC3260		Project: queries, conceptual design, connections.	40%	Final exam: short answers and database design exercises	60%	Take-home "diagnostic" test: short essay questions Coursework: programming problems
ITC3375		Project: A study that may include any of the following: protocol evaluation, network design, literature review	40%	Final exam: Answers to short essay questions including problem solving cases	60%	Coursework : programming problems
ITC3225		Midterm Examination (short programming problems, short answers to essay questions)	20%	Programming Project	80%	Take-home programming problems
ITC3413		Project: Problem solving, writing programs	40%	Final Examination	60%	Coursework : programming problems
ITC3419		Project (evaluation of a network, or design and set-up of a network solution)	50%	Final Examination (2 hour comprehensive) short essay questions including problem solving	50%	In-class, 1-hour, "diagnostic" test In class case problems / exercises
ITC3121		Project: the design and implementation of a small-scale telecommunications system.	50%	Final Examination (2-hour comprehensive): combination of short essay questions and case problems	50%	In-class, 1-hour, "diagnostic" test: short essay questions Coursework: case problems
ITC3128		Project: (preparation of an image editing composition)	50%	Final Examination (2-hour comprehensive): combination of short essay questions and case problems	50%	In-class, 1-hour, "diagnostic" test (short answers to essay questions) Coursework: practical exercises / creation of a digital image composition/ case problems
ITC3129		Midterm Examination: combination of short essay questions and case problems	40%	Project: Model creation/ development of a 3D scene/animation	60%	In-class, 1-hour, "diagnostic" test: short essays Coursework: practical exercises / creation of 3D scenes/ case problems
ITC3120		Project: requirements analysis/video and audio clip editing / processing /documentation	50%	Final Examination (2-hour comprehensive): combination of short essay questions and case problems	50%	In class "diagnostic" test: short answers to essay questions. Coursework: creation and editing of video and audio clips / case problems

IT Assessment Plan

Module	Level	Summative					Formative 0%
		Assessment 1		Assessment 2			
ITC4680	L6	Mid-term Examination: Quantitative and/or qualitative solutions in mathematical format and/or short essay format or in another format as deemed appropriate.	40%	Project: Programming and/or tool usage to address one or more problems in artificial intelligence.	60%		In class, problem solving
ITC4130		Midterm examination (1-hour): short essay questions	40%	Research Project	60%		Case studies and in-class groupwork activities
ITC4314		Midterm Examination: combination of short essay questions and case problems	30%	Project (Rich internet application development)	70%		Short programming exercises Online Quizzes
ITC4416		Midterm Examination: combination of short answers to essay questions and case problems	30%	Project (System modeling)	70%		Coursework: case problems studied in class
ITC4417		Project: Design and develop a complete but simple game or independent gaming components in a programming platform			100%		In class analysis, synthesis and implementation exercises
ITC4541		Midterm Examination (Problem solving or short essay questions)	40%	Project (Programming or user of tools to model or analyse a social network)	60%		Laboratory exercises & in class quizzes
ITC4371		Midterm Examination: combination of short essay questions and case problems.	50%	Project: Multimedia Application Development (functional requirements/ analysis /design/prototype application development/ documentation)	50%		Coursework: practical exercises using multimedia authoring tools/ case problems
ITC4135		Research Project; case study: data collection, synthesis, critical evaluation,	50%	Final Examination (2-hour comprehensive): answers to short essay questions	50%		In-class, 1-hour, "diagnostic" test
ITC4322		Project: literature review/data collection/ methodology/implementation (code, script or simulation)	50%	Final Examination (2-hour comprehensive): combination of short essay questions and case problems.	50%		In-class, 1-hour, "diagnostic" test: short answers to essay questions Coursework: case problems
ITC4242		Project: Problem review / data collection / methodology / implementation / Simulation / Codes and Scripts.			100%		In-class, 1-hour, "diagnostic" test: short answers to essay questions Coursework: case problems
ITC4543		Project: Literature Review / Benchmarking / Report / Lab Implementation / Codes and Scripts.			100%		In-class, 1-hour, "diagnostic" test (Short essay-questions) Coursework (Practical Training)

IT Assessment Plan

Module	Level	Summative				Formative 0%
		Assessment 1		**Assessment 2**		
ITC4526		Midterm Examination: combination of short essay questions and case problems	40%	Research Project: literature review/data collection/ methodology/interpretation	60%	In-class, 1-hour, "diagnostic" test: short essay questions Coursework: case problems
ITC4918		Software Development Research Project (Individual project involving literature review/ analysis / design / development / testing / documentation)			100%	N/A
CS4959		Digital Media Research Project (Individual project involving literature review, analysis, design, development, testing and documentation)			100%	N/A
CS4927		Software Development Research Project (Individual project involving literature review/ analysis / design / development / testing / documentation)			100%	N/A

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

ACG Health and Wellness Center

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*.

ΑΜΕΡΙΚΑΝΙΚΟ ΚΟΛΛΕΓΙΟ ΕΛΛΑΔΟΣ

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6 Gravias Street · 153 42 Aghia Paraskevi · Athens, Greece · Tel.: +30 210 600 9800 · Fax: +30 210 600 7237 · www.acg.edu

ACG Health and Wellness Center

PIERCE Students

For a **minor illness/injury** the nurse may contact the parents directly to get their permission to give medication and inform them of any issue of which they feel the parent should be aware. For students who would benefit from further care at home, the nurse notifies the appropriate PIERCE Gymnasium/Lyceum Administration (SEE TABLE A). The

Gymnasium/Lyceum Office contacts the parent/guardian to determine whether the parent would like the student to go home or stay at school. If the student goes home the nurse provides the student an excuse slip.

In the case of a **more serious illness/injury** that requires referral to a clinical setting, the nurse communicates with the Gymnasium/Lyceum office. The Gymnasium/Lyceum Office contacts the parent/guardian to arrange for transportation and to determine which hospital the parent/guardian would like to go to. If the parent/guardian is unable to provide transportation from the school to the hospital, the Gymnasium/Lyceum Office secretary arranges for a taxi or ambulance *at the request* of the parent/guardian. The College is not responsible for providing transportation to the hospital. In case the parent/guardian is unreachable by telephone or in the case of an emergency, an employee will *escort* the student to the hospital by ambulance or taxi. The parent/guardian should then meet the student at the hospital.

If the student's parent/guardian requests a private hospital, the Gymnasium/Lyceum Office provides the student information on the *Student Hospital Referral Slip* (Date, Time, Name, Last Name, and Father's Name & Hospital to which they are being sent) to the Business Affairs Office. The Business Affairs Office contacts the hospital's accounting office to arrange insurance coverage. (SEE TABLE A)

In the case of an individual who presents with symptoms resembling **an infectious illness** that corresponds with a public health notice from KEELPNO and may require community awareness and protection or referral to a clinical setting, according to the *Infectious Disease Risk Assessment and Protocol,* the nurse contacts C. Drakonakis (CD) who will contact the Gymnasium/Lyceum Office. Gymnasium/Lyceum Office informs the parent/guardian and asks appropriate questions designated on *Infectious Disease Risk Assessment and Protocol*. Gymnasium/Lyceum Office calls CD back with information. If necessary CD contacts KEELPNO for directions. CD communicates directions from KEELPNO to Gymnasium/Lyceum Office who will then transfer directions to the parents.

DEREE Undergraduate and Graduate Students – For an accident/illness that requires referral to a clinical setting - the nurse offers the choice of going to a public or private hospital or other clinical setting. If the student prefers a private hospital, the Business Affairs Office contacts the hospital's accounting office to arrange for insurance coverage for accidents only (illness is covered only for certain international students). The nurse asks the student to contact a parent/guardian or friend to arrange for transportation. To avoid liability in case of an accident during transportation of an injured student to the hospital, the College is not responsible for providing transportation or nor it is required to provide someone to accompany DEREE students home or to the hospital. In the case of an emergency, an ambulance is requested. The nurse notifies the appropriate DEREE Administration (SEE TABLE A)

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

ALBA Students (on the Aghia Paraskevi Campus) – For an accident/illness that requires referral to a clinical setting - The nurse asks the individual to contact a parent/guardian or friend to arrange for transportation. The College is not responsible for providing transportation or someone to accompany the individual home or to the hospital. In the case of an emergency, an ambulance is requested. The nurse notifies the appropriate College Administration (SEE TABLE A)

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

ACG Employees (on the Aghia Paraskevi Campus) – In the case that an employee is referred to the hospital, the nurse notifies the Human Resources Department (HR) of the appropriate school. HR after receiving the patient information (Name, Last Name and nature of illness or accident) coordinates together with the patient and/or his/her family the appropriate medical care. If referral to a hospital is necessary, HR contacts the Business Affairs Office to arrange for insurance coverage with the hospital's accounting office. (SEE TABLE A)

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ACG Health and Wellness Center

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

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

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

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

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

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

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

The policy will be evaluated and updated as necessary.

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MEDICAL EMERGENCY WHEN NURSE IS ON DUTY

LIFE THREATENING INJURY

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

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

If NO breathing and NO response

If breathing but NO response

If responsive

② **CALL AMBULANCE 166**

③ **CALL NURSE**

② **CALL NURSE**

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

③ Reassure victim and stay with victim until help arrives.

SERIOUS INJURY

The person:

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

① **CALL NURSE**

② Reassure victim and stay with victim until help arrives.

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

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

MEDICAL EMERGENCY
WHEN NURSE IS NOT 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/or NO response

If responsive or breathing but not responsive

2 Call Ambulance 166

3 If trained, administer CPR if necessary until ambulance arrives.

4 Call appropriate administrators and stay with victim until help arrives.

5 Submit Accident Report to wellnesscenter@acg.edu

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, a severe headache, or slurred speech**
- **Appears to have been poisoned**
- **Has an injury to the head, neck, or back**
- **Has possible broken bones**

Call appropriate administrators to arrange for transportation. **1**

IF ACADEMY or ACG FITNESS MEMBER
Contact parent to arrange for transportation.
Notify
Mr. Priskomatis, 210 600-9800 ext. 1351 or 6973020300

IF PIERCE STUDENT
Contact **Lykeiarchis Mr. Vakerlis, 210 600-9800 ext. 1203 or 6945542682**
or **Gymnasiarchis Ms. Kakatsou 210 600-9800 ext. 1117 or 6982199658**
who will contact parent and arrange for transportation to hospital.

IF DEREE STUDENT
Help student to contact family or friend to arrange for transportation.
If **Study Abroad or International** student, call **Mr. Daskalakis, 210 600-9800 ext. 1408 or 6957835087**.
Notify **Ms. Drakonakis, 210 600-9800 ext. 1197 or 6936963437**

IF ACG EMPLOYEE
Contact HR before determining further care.
Ms. Lazana, 210 600-9800 ext. 1128 or 6937458116

IF VISITOR
Contact family to arrange for transportation.
Notify **Mr. Orontis, 210 600-9800 ext. 1421 or 6936955554**

If unable to reach administrator, call Gate ext. 1100 for assistance in finding a taxi

Fax signed copy to Business Office at **1280** or **210 600-9819** **2**

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.

Institutional Guidelines for Creating Turnitin Assignments

General Guidelines:

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

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

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

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

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

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

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

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

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

Enter special instructions:
These are optional. Whatever you enter will appear right below and assignment title.

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

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

Generate Originality Reports for student submissions:
From the drop down menu select: immediately (can overwrite reports until due date)

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

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

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

1. ***Exclude bibliographic materials from Similarity Index for all papers in this assignment?***
   Set this to Yes. This will exclude materials in the bibliography, works cited or references of the student paper.
   In order for this to work correctly, make sure that students label their references using one of the following headings: Bibliography OR Works Cited OR Reference List

2. ***Exclude quoted materials from Similarity Index for all papers in this assignment?***
   Set this to no. This will allow you to determine if the student is over quoting which although not a plagiarism issue, it allows instructors to identify poor writing/research skills.

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

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

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

Submit papers to:
Always select "standard paper repository". The benefit of submitting papers to the student repository is that student papers submitted you the assignment will be checked against those of other students within your current and previous classes as we as other courses at ACG-DEREE.

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

- ☑ Student paper repository

- ☑ Current and archived Internet

- ☑ Periodicals, journals, & publications

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

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

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

Recommended Guidelines for Student Use of Turnitin

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

- Students are not allowed to submit the work of others.

- Students are not allowed to have their own work submitted by others.

- Students are responsible for submitting assignments to Turnitin on time.

- Work submitted to Turnitin remains in a large database of papers against which future papers are scanned.

Student Timetables

TERM			MODULE		CR	LV
Year 1	**1**	ITC2188	INTRODUCTION TO PROGRAMMING		15	4
		PS1001	PSYCHOLOGY AS A SOCIAL SCIENCE		15	4
		MA1105	APPLIED CALCULUS		15	4
		ITC2186	COMPUTER SYSTEMS ARCHITECTURE		15	4
	2	PS1000	PSYCHOLOGY AS A NATURAL SCIENCE		15	4
		MA2010	STATISTICS I		15	4
		ITC2293	OPERATING SYSTEMS CONCEPTS		15	4
		ITC2276	"C" LANGUAGE PROGRAMMING		15	4
Year 2	**1**	EN3942	PROFESSIONAL COMMUNICATIONS		15	5
		ITC3234	OBJECT ORIENTED PROGRAMMING		15	5
		ITC3106	MATHEMATICS FOR COMPUTING		15	5
		ITC3225	MOBILE APPLICATIONS DEVELOPMENT		15	5
	2	PH3005	BUSINESS ETHICS		15	5
		ITC3260	FUNDAMENTALS OF RDBMS		15	5
		ITC3275	INTRODUCTION TO COMPUTER NETWORKS		15	5
		ITC3413	ALGORITHMS AND COMPLEXITY		15	5
Year 3	**1**	CS4157	PROJECT MANAGEMENT		15	6
		ITC4130	HUMAN COMPUTER INTERACTION		15	6
		ITC4416	SOFTWARE ENGINEERING		15	6
		ITC4314	INTERNET PROGRAMMING		15	6
	2	ITC4680	ARTIFICIAL INTELLIGENCE PRINCIPLES		15	6
		ITC4417	GAME PROGRAMMING		15	6
		ITC4541	WEB SCIENCE		15	6
		ITC4918	SOFTWARE DEVELOPMENT CAPSTONE PROJECT		15	6

SOFTWARE DEVELOPMENT

NETWORK TECHNOLOGIES				
TERM		**MODULE**	**CR**	**LV**
Year 1	**1**	ITC2188 INTRODUCTION TO PROGRAMMING	15	4
		PS1001 PSYCHOLOGY AS A SOCIAL SCIENCE	15	4
		MA1105 APPLIED CALCULUS	15	4
		ITC2186 COMPUTER SYSTEMS ARCHITECTURE	15	4
	2	PS1000 PSYCHOLOGY AS A NATURAL SCIENCE	15	4
		MA2010 STATISTICS I	15	4
		ITC2293 OPERATING SYSTEMS CONCEPTS	15	4
		ITC2276 "C" LANGUAGE PROGRAMMING	15	4
Year 2	**1**	EN3942 PROFESSIONAL COMMUNICATIONS	15	5
		ITC3234 OBJECT ORIENTED PROGRAMMING	15	5
		ITC3106 MATHEMATICS FOR COMPUTING	15	5
		ITC3275 INTRODUCTION TO COMPUTER NETWORKS	15	5
	2	PH3005 BUSINESS ETHICS	15	5
		ITC3260 FUNDAMENTALS OF RDBMS	15	5
		ITC3319 NETWORK ADMINISTRATION	15	5
		ITC3121 COMPUTER NETWORKS, MODELLING & ANALYSIS	15	5
Year 3	**1**	CS4157 PROJECT MANAGEMENT	15	6
		ITC4443 VIRTUALIZATION CONCEPTS AND APPLICATIONS	15	6
		ITC4242 NETWORK DESIGN	15	6
		ITC4314 INTERNET PROGRAMMING	15	6
	2	ITC4322 NETWORK SECURITY AND CRYPTOGRAPHY	15	6
		ITC4426 DISTRIBUTED SYSTEMS	15	6
		ITC4680 ARTIFICIAL INTELLIGENCE PRINCIPLES	15	6
		ITC4827 NETWORKING CAPSTONE PROJECT	15	6

DIGITAL MEDIA TECHNOLOGIES

TERM			MODULE	CR	LV
Year 1	1	ITC2188	INTRODUCTION TO PROGRAMMING	15	4
		PS1001	PSYCHOLOGY AS A SOCIAL SCIENCE	15	4
		MA1105	APPLIED CALCULUS	15	4
		ITC2186	COMPUTER SYSTEMS ARCHITECTURE	15	4
	2	PS1000	PSYCHOLOGY AS A NATURAL SCIENCE	15	4
		MA2010	STATISTICS I	15	4
		ITC2293	OPERATING SYSTEMS CONCEPTS	15	4
		ITC2276	"C" LANGUAGE PROGRAMMING	15	4
Year 2	1	EN3942	PROFESSIONAL COMMUNICATIONS	15	5
		ITC3234	OBJECT ORIENTED PROGRAMMING	15	5
		ITC3106	MATHEMATICS FOR COMPUTING	15	5
		ITC3275	INTRODUCTION TO COMPUTER NETWORKS	15	5
		ITC3128	DIGITAL IMAGING	10	5
	2	PH3005	BUSINESS ETHICS	15	5
		ITC3260	FUNDAMENTALS OF RDBMS	15	5
		ITC3129	3D MODELLING METHODOLOGIES	10	5
		ITC3120	DIGITAL VIDEO AND AUDIO TECHNOLOGIES	10	5
Year 3	1	CS4157	PROJECT MANAGEMENT	15	6
		ITC4314	INTERNET PROGRAMMING	15	6
		ITC4371	INTERACTIVE MULTIMEDIA SYSTEMS	15	6
		ITC4130	HUMAN COMPUTER INTERACTION	15	6
	2	ITC4680	ARTIFICIAL INTELLIGENCE PRINCIPLES	15	6
		ITC4135	GAME DESIGN	15	6
		ITC4417	GAME PROGRAMMING	15	6
		ITC4959	DIGITAL MEDIA CAPSTONE PROJECT	15	6

Information Technology Module
Projected offerings (2016 - 2017)

Module	Frequency of offering the module
ITC 2186 Computer System Architecture	Fall, / Spring / Summer I
ITC 2188 Introduction to Programming	Fall, / Spring
ITC 2276 C Language Programming	Fall, / Spring / Summer II
ITC 2293 Operating Systems Concepts	Fall / Spring / Summer II
ITC 3106 Mathematics for Computing	Fall / Spring / Summer I
ITC 3234 Object Oriented Programming	Fall, / Spring
ITC 3260 Fundamentals of RDBMS	Fall, / Spring
ITC 3275 Introduction to Computer Networks	Fall, / Spring
ITC 3413 Algorithms and Complexity	Spring
ITC 3225 Mobile Applications Development	Fall
ITC 3128 Digital Imaging	Fall
ITC 3129 3D Modeling Methodologies	Spring
ITC 3120 Digital Video and Audio Technologies	Fall
ITC 3319 Network Administration	Spring
ITC 3121 Computer Networks, Modeling and Analysis	Spring
ITC 4680 Artificial Intelligence Principles	Fall / Summer Term
ITC 4314 Internet Programming	Fall / Spring
ITC 4416 Software Engineering	Fall
ITC 4417 Game Programming	Spring
ITC 4130 Human Computer Interaction	Fall
ITC 4541 Web Science	Spring
ITC 4918 Software Development Capstone Project	Fall / Spring
ITC 4371 Interactive Multimedia Systems	Fall
ITC 4135 Game Design	Spring
ITC 4959 Digital Media Capstone Project	Fall / Spring
ITC 4322 Network Security and Cryptography	Spring
ITC 4443 Virtualization Concepts and applications	Fall
ITC 4426 Distributed Systems	Spring
ITC 4242 Network Design	Fall
ITC 4827 Networking Capstone Project	Fall / Spring