



SCHOOL OF LIBERAL ARTS AND SCIENCES

STUDENT HANDBOOK

BA (Hons) in Psychology

2019-2020

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

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1. Welcome to the Programme

1.1 Message from the Dean

The importance of a Liberal Arts education has never been more in need of emphasis than nowadays, when educational institutions are called upon to ascertain society's commitment to the values of inclusion, diversity, ethical accountability and responsible citizenship. A Liberal Arts education offers a broad as well as in-depth exposure to knowledge that cultivates refined understanding, global consciousness, and ability to deploy creative synthesis which is the foundation of critical, innovative thought. Not surprisingly, research shows, a Liberal Arts degree is the ticket to employability and professional success, as Liberal Arts majors are more and more in demand in today's job market for their informed decision-making abilities, communication skills, and structured habits of mind.

Helena Maragou, PhD

Dean, School of Liberal Arts & Sciences

1.2 Message from the Department

Dear Psychology Major,

Welcome to a great Psychology Department. You have in your hands a very valuable resource, and I trust it will serve you well during the months and years ahead. This handbook has evolved over the years to its present form as a result of the issues faced by students that have come before you. It contains answers to many questions that will naturally arise as you make progress toward your goal of becoming a psychologist.

Psychology is the scientific study of mental processes. It is one of the broadest, most exciting, most relevant and rapidly changing field of study. It encompasses the perceptions, thoughts, feelings and actions of people from infancy to old age, as well as comparable phenomena in groups, organizations and societies, in animals, and in computers. Its methods range from laboratory experiments to field surveys; and its topics from 'pure' studies of brain structure and function to 'applied' analyses of conflicts, accidents, and mental disorders. You will be learning about the latest discoveries from people who are involved in making them. As the course proceeds, you will find out more about the discovery process, and take a growing part in it. Our course is designed to provide a broad and thorough grounding in the subject and its methods, from which to launch a career in any of the wide variety of specializations available in the field at graduate level or in a number of other occupations. You will spend the first two years mastering the basic 'core' areas of the subject before choosing from a more varied selection in the final year according to your interests and career plans. So, welcome to the Major of Psychology. We are delighted that you have enrolled in our undergraduate program, and we will support your efforts to achieve your degree.

Lena Pateraki, PhD

Department Head

1.3 Academic Calendar

https://www.acg.edu/wp-content/uploads/2019/08/UG_Calendar_2019_20_v5.0.pdf

Key Contacts

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- Department Head: Lena Pateraki, lpateraki@acg.edu; ext. 1460, room: 606B
- Assistant Department Head: Sissy (Chryssoula) Karakitsou, ckarakitsou@acg.edu, ext: 1415, room: 508A
- 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 Belati, tbeliati@acg.edu ext. 1500
- Psychology Society: dc.psychosoc@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

All degree seeking students entering Deree- The American College of Greece (Deree-ACG) will be required to register for both the US, NECHE accredited bachelor's degree, and the European - UK award validated by the Open University. The following may be exempted from this rule: a) Students pursuing parallel studies at the Greek University/TEI. b) Transfer students who have transferred 92 US credits or above applicable to their program c) Readmitted students who have interrupted their studies before 2010 will have the option of pursuing only a Deree US degree. Students who wish to be considered for these exemptions must petition the Committee on Academic Standards and Policies (CASP) through the Student Success Center during the first month after their initial registration at Deree.

2.1 Programme Philosophy and Mission

In congruence with the mission of the College, the mission of the Psychology Department is to provide students with a broad knowledge base of the fundamental theoretical principles and research skills in the field, to cultivate critical thinking, and prepare students to pursue successful postgraduate studies in psychology or related fields.

2.2 Programme Learning Outcomes:

The overall goals of the Psychology programme are to:

- Enhance the breadth of knowledge, of theory content, practice and research in Psychology
- Provide opportunities for students to develop analytical, critical evaluation and problem-solving skills for assessing psychological issues and evaluating research findings
- Develop skills specific to the science of psychology
- Increase professional ethical awareness
- Maintain a high-quality standard in Psychology and prepare students to pursue postgraduate studies.

What will you learn?

Upon completion of the Psychology Programme, you will be able to:

Knowledge and Understanding

- Demonstrate knowledge of the historical, cultural and philosophical contexts of the emergence and development of psychology
- Demonstrate an understanding of findings and debates related to the biological basis of behavior in humans and/or animals.

- Demonstrate detailed knowledge and critically evaluate a range of research paradigms, research methods measurement techniques and data analyses
- Apply research protocols and measurement techniques to a variety of psychology topics
- Demonstrate knowledge of basic qualitative approaches in psychological research.
- Explain and distinguish between the major theoretical approaches to the developmental aspects of psychology
- Demonstrate knowledge and understanding of the major theoretical approaches in cognitive psychology, as well as evaluate the findings and debates in the specific areas.
- Demonstrate in-depth knowledge of Personality and/or Psychopathology, and an awareness of the conditional nature of knowledge and its dependence upon a variety of contexts and frameworks.
- Demonstrate detailed knowledge and understanding of findings and debates in individual and social differences in psychology
- Gain conceptual understanding and detailed knowledge of theory and research in several specialized areas of Psychology.
- Consolidate and further their understanding of specialized/core domains in psychology, such as: (A) cognitive psychology (B) psychopathology (C) applied areas of psychology

Cognitive Skills

- Formulate, explore and evaluate research questions
- Identify and evaluate general patterns in human behavior, psychological functioning and experience

Practical and Professional Skills

- Reason statistically and demonstrate competence in a range of statistical methods and design, using software packages when appropriate
- Demonstrate competence in research skills and scientific writing by carrying out empirical studies involving a variety of methods (experiments, observation, psychometric techniques, questionnaires & interviews) and preparing scientific reports
- Design, carry out, analyze and communicate a piece of original empirical research project under appropriate supervision
- Demonstrate an understating of the ethical issues relevant to psychological research and practice.

Key/Transferable Skills

- Demonstrate a measure of knowledge in an array of different sciences, thus becoming broadly informed citizens and professionals
- Use computing and information processing skills: Use of the Internet and the Web, use of computer application packages, use of library data bases
- Reflect and be critical of own and/or group work and progress, evaluate strengths and weaknesses and be able to undertake self-directed and/or group study to meet desired objectives

2.3 Programme Structure

The Psychology programme is providing students with a high quality, well rounded and challenging education. It encourages analytical and critical thinking, the careful appraisal of evidence and the application of various technical skills. The programme tackles a wide range of theoretical issues and practical techniques in psychology and serves as an advantageous springboard for future postgraduate training and a wide range of employment opportunities. Students learn about a broad range of topics within the discipline of psychology, including the application of psychological knowledge in a range of professional areas. The programme provides an excellent preparation for further training in Psychology at MSc and PhD levels, and is also very well suited for those interested in pursuing careers across a broad range of sectors.

In order to gain a BA (Hons) in Psychology, you will need to obtain 360 UK credits (120 credits per level). All modules are assigned one of the three level designations (Level 4, Level 5, level 6) according to the increasing demands being placed upon students as they undertake learning at higher levels. Students must first complete six Level 4 modules before they take Level 5 modules and must have complete half of Level 5 modules before they take Level 6 modules. Students need to work closely with their advisors before their registration in order to select the correct modules and avoid any delay in their graduation.

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

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

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

Level 4

Develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialized 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; analyze 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.

<p>PSYCHOLOGY: Programme Content</p> <hr/> <p>Module titles – Level 4 Compulsory Modules: PS 1000 Psychology as a Natural Science (Level 4) – 15 credits PS 1001 Psychology as a Social Science (Level 4) -15 credits PS 2010 History of Psychology (Level 4) – 15 credits PS 2047 Analysis of Behavioral Data (Level 4) – 20 credits PS 2207 Developmental Psychology: Preschool Years (Level 4) – 15 credits PS 2236 Human Learning & Memory (Level 4) – 15 credits PS 2257 Diversity Issues in Psychology (Level 4) – 15 credits PS 2260 Psychologist as Researchers (Level 4) – 10 credits</p>

Module titles – Level 5**Compulsory Modules:**

- PS 3608 Developmental Psychology: Childhood & Adolescence (Level 5) – 15 credits
- PS 3612 Theories of Personality (Level 5) – 15 credits
- PS 3618 Research Methods in Psychology (Level 5) – 20 credits
- PS 3626 Social Psychology (Level 5) – 15 credits
- PS 3630 Biopsychology (Level 5) – 15 credits
- PS 3632 Testing and Assessment (Level 5) - 20 credits
- PS 3734 Experimental Cognitive Psychology (Level 5) – 20 credits

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

- PS 4751 Abnormal (Level 6) – 15 credits
- PS 4839 Cognition (Level 6) – 15 credits
- PS 4861 Final Year Project I (Level 6) – 10 credits
- PS 4935 Final Year Project II (Level 6) – 20 credits

Optional Modules:**Four of the following courses (Level 6) – 15 credits:**

- PS 4713 Psychology of Language
- PS 4719 Health Psychology
- PS 4723 Stress and Coping
- PS 4744 Psychology of Addiction
- PS 4752 Schools of Psychotherapy
- PS 4754 Introduction to Counseling Psychology
- PS 4821 Educational Psychology
- PS 4849 Forensic Psychology
- PS 4924 Industrial/Organizational Psychology
- PS 4943 Childhood and Adolescence Psychopathology
- PS 4963 Social Cognition
- PS 4965 Hot Topics in Human Neuropsychology

2.4 Description of Modules

Over the first two years, all modules are compulsory, while at the third year students can choose from a number of optional modules. Each year students study a total of 120 credits and the modules build over the years to provide both breadth and depth of understanding. The first two years provide a thorough grounding in basic areas of psychology, laboratory work and statistics. During the first year, students take two modules in general psychology, which provide foundation knowledge of the subject matter, one module delineating the evolution of psychology as a discipline and five modules in core areas.

The second year provides a consolidation of the core domains in psychology.

At the second year, the programme deepens methodological knowledge and skills with three research related modules which have compulsory Lab sessions. Four additional compulsory modules provides the opportunity to explore the breadth of the content areas in psychology.

During the third year, modules offer the opportunity to conduct an original piece of research work in the form of an empirical project, as well as to select from a wide variety of electives in pure and applied areas of psychology, allowing students to follow their own areas of interest. In addition, students are required to take two compulsory modules covering in depth core material.

2.5 Laboratory Facilities

Psychology Labs introduce students to a setting of scientific research. They allow students to design, conduct, and to participate in faculty research as well as to design and carry out their own studies. Psychology students can carry out cognitive, social, psycho-physiological studies as well as surveys. Students have the opportunity to design, conduct, and to participate in faculty research as well as to design and carry out their own studies.

The research laboratories include:

- The Cognitive / Social Psychology lab. This is a 20-station computer lab used mainly by students taking experimental laboratory courses. For the purpose of such modules experiments are designed and run in the areas of Cognition, Perception, and Social psychology using CogLab and E-Prime software and then data are analyzed using the Statistical Package for the Social Sciences. QDA (Qualitative Data Analysis) software products are also available to students to demonstrate the organization and analysis of non-numerical and unstructured data.
- Learning / Physiological measures lab. In this lab experiments are conducted in Learning, Memory, Perception & Developmental phenomena. It is equipped with standard physiological apparatus, A310 Accupulser WPI, Photic Stimulator PS 333 Plus Grass, DAM 80 Differential Amplifier, and Polyview software.
- Eye-Tracking device, as well as blood pressure and heart rate measures.
- Bio- signal system for the collection and analysis of neurophysiological activities ranging from heart rate and skin conductance to neural rhythms.

- Observation Facilities. These rooms are equipped with a one-way mirror and video-recording equipment that allows the registration and frame-by-frame analysis of audio and visual input.

2.6 Academic Staff and Contact Details

The following staff members teach modules of the Psychology programme:

- **Alexandratou, Gina (Georgia), Ph.D.,** Associate Lecturer I
Dr. Alexandratou received her Ph.D. in economic psychology from University College London, UK and her M.Ed. from the University of Manchester, UK. Her research and academic interests are in the areas of social psychology and consumer Psychology and in particular identity related and symbolic meanings of possessions, compulsive consumption, materialism, treasured possessions, psychology of advertising as well as developmental psychology with emphasis on identity formation in adolescence. She mainly teaches modules on social and developmental psychology as well as social cognition.

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- **Apergi, Tinia, Psy.D.,** Associate Professor
Dr. Apergi earned her Psy.D. in clinical psychology from Long Island University in New York, with a specialty in family violence and developmental disabilities. She also received an MS in applied psychology from the same university and an MA in general psychology from New York University. Dr. Apergi is also in private practice and contributes as a consultant in school settings. Her research interests lie in the area of domestic and relationship violence and child abuse. She mainly teaches modules relating to psychopathology and clinical psychology. Her research interests lie in the area of domestic and relationship violence and child abuse.

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- **Beratis, Ion, Ph.D.,** Assistant Professor
Dr. Beratis obtained his Ph.D. from the Medical School of the National University of Athens, with a specialty in neuropsychology, psychophysiology and psychometrics. He also received a BA in Psychology from the same university and an MSc in the field of Neuropsychology from the University of Edinburgh, UK. Dr. Beratis has worked in a variety of clinical and research settings, such as the 1st Department of Psychiatry of the National University of Athens, the 2nd Department of Neurology of the National University of Athens, the Department of Psychiatry of the University of Patras, the Mental Health Research Institute, the Association for the Psychosocial Health of Children and Adolescents, and the Alzheimer Center of the Psychogeriatric Association "Nestor". His current research interests are in the areas of cognitive ageing and dementia, driving fitness of older individuals, environmental risk factors of schizophrenia, and psychological distress in chronic medical conditions. He mainly teaches modules that cover areas of

Statistics, Psychometrics, and Research Applications on various areas of psychology.

E-mail: iberatis@acg.edu; office #: 508; telephone extension: 1612

- **Canellopoulou, Mary, Ph.D.,** Assistant Professor
Dr. Canellopoulou earned her Ph.D. from Brunel University UK, in the domain of Clinical Neuropsychology. Since 1992, she has been researching memory pathology in organic brain syndromes. She has been trained in CBT and Gestalt Therapy and provides clinical services in hospital settings. She mainly teaches modules on Health Psychology, Consciousness, Human Learning and Memory, and History of Psychology.

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- **Ganetsou, Evanthia, Ph.D.,** Assistant Professor
Dr. Ganetsou has earned her PhD in Psychology of Education from the University of London, Institute of Education, with a specialty in social-psychological and cognitive contributions to children's academic performance. She also received an MSc on Child Development from the same university on children's arithmetic competencies. She has worked in several mental health settings. She consults and lectures on learning disabilities and parent-child relations in various school settings. Her research interests focus on emotional and behavioral problems in childhood and adolescence, learning disabilities, assessment of academic skills and underachievement. She mainly teaches modules on children's and adolescents' development as well as educational psychology and academic practices.

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- **Mari Janikian, Ph.D.,** Assistant Professor
Dr Mari Janikian is a graduate of The American College of Greece where she received a BA in psychology. She earned her PhD in school and counseling psychology from Northeastern University in Boston, Massachusetts. Dr Janikian completed a Post-Doctoral Fellowship in clinical psychology at Harvard Medical School with a specialty in child and adolescent psychology. She has gained clinical experience at hospitals, mental health clinics as well as schools in Boston. Additionally, she is a scientific collaborator of the Adolescent Health Unit (AHU), Second Department of Pediatrics-University of Athens Medical School. Her current research interests include assessing the characteristics and predictors of dysfunctional Internet behaviors among adolescents. Dr Janikian was one of the main researchers in the EU NET ADB research project funded by the European Commission (Safer Internet program; SI-2010-KEP-4101007). The culmination of her scientific collaborative works has been published in scientific international peer-reviewed journals and has been presented orally in both regional and international scientific conferences.

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- **Karakitsou, Sissy (Chryssoula), Ph.D.,** Assistant Professor
Dr. Sissy (Chryssoula) Karakitsou received her Ph.D. in developmental psychology and her MSc in health psychology, both from Stirling University, UK. Her research and academic interests are in the area of early childhood development and education with emphasis on socio-emotional competencies and use of non-verbal instruments in the psycho-educational assessment of young children, in the area of internet patterns of use with an emphasis on adolescent development and adjustment, and in evaluation research of special education programs aimed at inclusion and vocational rehabilitation. She has served as the Head of the psychology program from 2014-2017 and she is currently serving as Assistant Head of psychology department (Programme manager). She mainly teaches modules on developmental psychology and research methodology.

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- **Karayianni Irene, Ph.D.**, Associate Lecturer I
Irene is an Experimental Cognitive Psychologist and a member of the Society for Applied Research in Memory and Cognition. Her research on Memory awareness has been presented in international conferences and has been published in Memory & Cognition, Experimental Psychology, and Memory Journals. Irene has also extensive professional experience on Industrial Psychology, Consumer Psychology, Marketing and Business Analytics. She is a Mentor at Women On Top, a mentoring community, where she provides empowerment to mentorees so that they can manage their soft-skills, and enhance their emotional intelligence and self-motivation. Furthermore, she has worked in positions on Marketing, Market Research, Consumer Insights, and Business Analytics in sectors such as Pharmaceuticals, FMCG, Telecoms, etc. Finally, as a freelancer, she is analyzing Qualitative and Quantitative data as well as Secondary data to guide Marketing and Human Resources decisions. Examples of projects include Customer Perceptions, Capturing Customer Needs, Employment Engagement and Culture, Impact of Marketing activities, etc
E-mail: ikarayianni@acg.edu; office #: 510 telephone extension: 1617
- **Kasselimis, Dimitrios, Ph.D.**, Part-time Faculty
Dr. Dimitrios Kasselimis holds a Biology degree from University of Patras, a Psychology degree and a Ph.D. in Clinical Neuropsychology, both from University of Crete, Greece. His research and academic interests are in the area of developmental disorders, and cognitive deficits of neurological patients. His main focus at the time is on language and memory deficits due to stroke and neurodegenerative diseases. He has co-authored several papers and book chapters in the field of Neuropsychology. He mainly teaches introductory modules and Statistics.
E-mail: DKasselimis@acg.edu ; office #: 505; telephone extension: 1010
- **Konsolaki, Eleni, Ph.D.**, Part-time Faculty
Dr. Konsolaki holds an MSc in Cognitive Science from University of Athens, an MSc in Statistics from Athens University of Economics and Business, and a Ph.D in Neuroscience from Biomedical Research Foundation of the Academy of Athens. She is an Associate Research Coordinator at the University of Athens, a member of the Institute of molecular medicine and biomedical research, and project leader at the educational organization SciCo (Science Communication). She also collaborates with the Biomedical Research Foundation of the Academy of Athens and the Technological Educational Institute of Athens. Her research interests focus on the biological basis of cognitive functions and she has received awards from the University of Athens. Her work has been supported by Onassis and Propondis Foundations, and the Foundation for Education and European Culture. She is teaching modules relevant to biological basis of behavior.

E-mail: ekonsolaki@acg.edu office #: 508; telephone extension: 1612

- **Martinos, Marina**, Ph.D., Adjunct Faculty
Dr. Martinos earned her Ph.D. in the area of developmental neuropsychology from UCL university in 2011. During her training she investigated memory and intelligence outcomes in children with epilepsy. She followed her studies with a Postdoc in the effects of congenital heart disease on brain function in the preschool years. Her current research interests focus primarily on the effects of disruptive events in the neonatal and early childhood periods on the hippocampus and other brain regions. She uses a variety of neuroimaging tools to quantify these effects. She teaches modules relating to Biopsychology and Psychology as a Natural science.

E-mail: mmartinos@acg.edu office #: 510; telephone extension: 1617

- **Nega, Chrysanthi**, Ph.D., Associate Professor
Dr. Nega has earned her Ph.D. in the area of Memory and Cognition from City University, UK. During her training she has investigated episodic memory processes and levels of consciousness in adults with Asperger's syndrome. Her current research interests focus primarily on the functioning of working memory system and its relation to facial affect recognition. She has served as the Head of the psychology program from 2010-2014. She mainly teaches modules relating to experimental cognitive psychology and she supervises the majority of the final year papers of undergraduate students.

E-mail: cnega@acg.edu; office #: 606B; telephone extension: 1460

- **Paizi, Despina**, Ph.D., Adjunct Faculty
Dr. Despina Paizi received her PhD in Cognitive Neuroscience from "Sapienza" University of Rome, Italy. Her research interests lie in the area of Cognitive Psychology and Psycholinguistics: the representation of language in the brain, reading processing, cognitive and linguistic development of young children, emergent literacy skills and prevention of learning difficulties, bilingualism, developmental and acquired language disorders and research applications in the assessment and intervention. She is teaching introductory modules, Human Learning and Memory, Psychology of Language as well as graduate modules.

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- **Papazoglou, Ioulia**, Ph.D., Part-time faculty
Dr. Ioulia Papazoglou joined the department of Psychology in 2014. She has taught courses in the undergraduate program. Dr. Papazoglou holds a certificate in Visual Communication & Advertising from VAKALO, a B.A. in Psychology from Deree, M.Sc. (Health Psychology), and Ph.D. (Developmental Psychology) from the University of Surrey. Also, during her postgraduate studies she completed a postgraduate certificate in Systemic Practice from

the University of Luton. She is a licenced psychologist both in the U.K (Counselling Psychologist via grandparenting with HCPC) and Greece. Her main research interest is on children's drawings. Within this context, she has investigated children's graphic strategies in depicting a contrast in human figure drawing (i.e., contrast between health and illness). Since 2011, her readings, private practice, and supervision has been shaped by the psychoanalytic theory.

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- **Pateraki, Lena**, Ph.D., Assistant Professor/Department Head
Dr. Pateraki received her Doctorate Degree from Hull University, UK, in the domain of Cognitive Psychology. As an Assistant Professor in the field of Cognitive Psychology, she lectures primarily in these domains, as well as teaching modules in Biopsychology and Psychology of Language. Her main interests focus on Neurocognition and Neuropsychanalysis. Her research interests currently lie in the area of Working memory, Emotion Recognition and Moral judgement. She is currently serving as Department Head.

E-mail: lpateraki@acg.edu; office #: 606B; telephone extension: 1460

- **Syngelaki, Eva**, Ph.D., Adjunct Faculty
Dr. Syngelaki holds a Ph.D. in Psychology from the University of Cardiff, UK, with a specialty on youth offending behavior. She also received an MSc in Developmental Psychopathology from the University of Reading, UK. She is trained on Cognitive Behavioral Psychotherapy, and on Psychoeducational Interventions - Behavioral Family Treatment in Psychosis at 1st Psychiatric Clinic, Aiginiteio Hospital. She has worked with children and adolescents in different settings, as well as psychotherapeutically with adults. She mainly teaches, beyond introductory modules, modules on developmental psychology, interventions in school settings, theories of personality, and stress and coping. Her current research interests lie in the area of child and adolescent development and psychopathology, and on prevention and intervention programs in school settings.

E-mail: esyngelaki@acg.edu ; office #: 510; telephone extension: 1418

- **Spentza, Ioanna**, MSc, Part-time Faculty
She obtained a Bachelor's Degree (BA) in Psychology from the American College of Greece. Following, she attended University College London (UCL) and completed a Master of Science (MSc) in Research Methods in Psychology and Statistics, with a master thesis focusing on problem solving, semantic search and cognitive maps. After the completion of her MSc she started working in the American College of Greece as a Lab Instructor in the Psychology department, where she is currently involved in Statistics and

Experimental Psychology courses as well Final Year Project supervision. Additionally, she is currently teaching a course in the field of psychometrics, Testing and Assessment. Simultaneously, she is pursuing her PhD degree in the University of Sheffield with topic: “Executive functioning and the exploration of factors that affect everyday problem solving in elderly”.

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- **Takis, Nikos (Nikolaos), Ph. D., Assistant Professor**

Dr. Nikos Takis received his Ph.D. and his M.Sc. in Clinical Psychology from the National University of Athens, Greece. His research interests lie mainly in the field of psychopathology and addictions. He has worked for 13 years as a psychotherapist in the Detoxification Unit of the Psychiatric Hospital of Attica. He is a certified Psychodrama trainer and practitioner, and a candidate psychoanalyst in the Greek Psychoanalytic Society. He is also trained in group and individual psychoanalytic psychotherapy. Finally, he coordinates the Counseling Center of ACG.

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- **Thomadaki, Olga, Ph.D., Assistant Professor**

Dr. Olga Thomadaki earned her PhD in Counseling Psychology from City University, London, with a specialty in trauma, bereavement and Positive Psychology. She also received an MSc and a Post-MSc in Counseling Psychology from the same University. She completed her BA at Deree. She is a licensed psychologist both in United Kingdom and Greece. She has worked in various settings at the United Kingdom and Greece like the British National Health Service of UK and the National and Kapodistrian University of Athens while she is in private practice. In 2009 she joined the Psychology faculty teaching courses on both undergraduate and graduate programs. Her research interests focus on Positive Psychology, trauma, and qualitative methodologies.

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- **Tsiamis, Nassos, M.A., Adjunct Faculty**

Mr. Tsiamis earned his M.A. in Educational Psychology from McGill University. His research interests are in the areas of gifted children, psychoeducational assessment, instructional design, learning difficulties, and inclusive education. He had made publications on School Psychology topics, is the author of a book on giftedness and the coordinator of training programs on giftedness for teachers and parents while he is regularly presenting his work at local and international conferences. From 1988 he is

working as School Psychologist at private schools in the Athens area. He mainly teaches introductory modules.

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- **Ventouratos-Fotinos, Ritsa S., Ph.D., Professor**
Dr. Ritsa Fotinos-Ventouratos obtained her Ph.D. from UMIST (University of Manchester Institute of Science & Technology), UK. She has been a member of Deree Faculty since 1996 and as a Full Time Professor in the field of Organisational and Social Psychology, she lectures primarily in these domains as well as teaching modules in Stress and Coping, and Diversity and Social Interaction. Her research interests lie in the areas of Stress in the Workplace in relation to Mental Capital and Wellbeing, paying attention to Gender and Social Class Differences, whilst investigating the social impact on the changing and diverse nature of the world of work. Her work has been frequently presented at international conferences and congresses and her recent and internationally published book entitled “The Economic Crisis and Occupational Stress” was co-authored with Professor Sir Cary L. Cooper, CBE. In addition, to being Head of the Psychology Undergraduate Programme during the academic years 2006-2009, she serves as a Committee Member of the British Psychological Society (BPS), where she researches on innovative teaching methods, with an insight to promoting Psychology internationally.

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- **Vousoura, Eleni, Ph.D, Associate Lecturer I**
Dr. Vousoura received her M.Phil. and Ph.D. in clinical psychology from Columbia University in New York, U.S. She also obtained her M.A. in Psychology in Education with an emphasis in Personality and Psychopathology from Teachers College in New York. She specializes in women’s reproductive health issues, with an emphasis on perinatal mood disorders, parent-child attachment, and child adjustment. Her research and scholarly interests lie in developing culturally sensitive assessment tools and interventions for common mental health disorders among at risk, underserved populations globally. She currently teaches modules on testing and assessment, psychotherapy, and personality theories. She is also a clinical research associate at the Women’s Mental Health Clinic of Eginition Hospital at the University of Athens, Medical School. She is a member of the American Psychological Association and a Founding Member of the Hellenic Association for Women’s Mental Health.

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2.7 Library Help

Your department liaises with JS Bailey Library staff to ensure physical and electronic information resources for your subject are available. Library staff

are available to support you personally and will work with you throughout your time at the College.

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

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

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

John S. Bailey Library provides high-quality print, electronic and audio-visual collections to support you throughout your studies. These collections include:

- 129.000 print books, 7.858 in Psychology
- 132.000 e-books
- 12.500 academic journals with access to over 10 million articles. Academic journals on Psychology are 465.
- 3.500 DVDs, CDs, videos and multimedia CD-ROMs

To access print books, e-books and audio visual materials use the [Library Catalog](#). Electronic journals and other electronic resources are available through the library website under [Databases](#). Most electronic resources are also accessible [off campus](#).

Course reserves are located at the Circulation Desk. A list of items on reserve by course and instructor is accessible through [Course Reserves](#) on the library website.

To [borrow](#) library material you need to present your student ID card. You may view or renew borrowed items online by logging on to your [Library Account](#).

The library provides 28 computer workstations with MS Office and other software, printing and photocopy services, and wireless internet access. There is ample space for individual and group studying, study carrels and comfortable seating.

Please contribute to the maintenance of a welcoming and conducive environment for research, teaching and learning by adhering to the [Library Code of Conduct](#).

If you need help conducting research or have any questions about using our facilities you can reach us:

by email: library@acg.edu

by phone: +30 210 600 9800 ext. 1348

2.8 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 Examiners for this programme are: Dr. Stefanie Schmeer of Psychology, University of Hertfordshire and Prof. Nigel Holt, Psychology department, Aberystwyth University.

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

2.9 Opportunities for Graduates

Graduate Studies

If you wish to pursue graduate studies in psychology in the United Kingdom, the following pamphlets published by the British Psychological Society (BPS), available on reserve at the Deree College library, should be helpful:

- *Psychologists and students wishing to come to the UK*
- *Career Choices in Psychology*
- *General information about the society*
- *Graduate membership of the society*
- *Regulations for the society's postgraduate qualifications BPS*
- *Health professions council-professions*

You can also find useful and continuously updated information at the Society's website <http://www.bps.org.uk>

Please note that in order to be accepted to a program of studies approved by the BPS you should obtain the Graduate Basis for Chartership (GBC) from the BPS.

DEREE graduates are eligible for Graduate Membership in the Society with the GBC if they meet the following requirements:

- A Second Upper class degree (2.1)
- Psychology courses comprise at least fifty percent of the studies undertaken to complete the qualification
- All relevant documents are authenticated

If you wish to pursue graduate studies in psychology in the United States, the following pamphlets published by the American Psychological Association, available on reserve at the John S. Bailey Library, should be helpful:

- *Careers in Psychology*
- *American schools of professional Psychology*
- *Psychology: Scientific Problem Solvers—Careers for the 21st Century*
- *Graduate Studies in Psychology*

Additionally, you can consult the APA's *Monitor on Psychology*, a magazine published 11 times a year and available at the John S. Bailey Library. You can also find useful and continually updated information at the association's website <http://www.apa.org>.

Career Opportunities

The study of psychology at the undergraduate level constitutes a fine preparation for many professions, such as teaching (especially preschool children), human resources management, public relations, career consultancy, communications management, the media, market research, advertising, and journalism. Additionally, job opportunities for psychologists can be found in business, in non-profit organizations, in research and in computer firms where they can work as consultants.

Undergraduates today recognize the need to be flexible in their goals and therefore prepare themselves to work in multidisciplinary settings. Psychology courses contribute to these goals by enabling them to develop good research and writing skills, to become good problem solvers, and to achieve a high-level ability to analyze, synthesize, and evaluate information.

It has been our experience that students who are considering pursuing a career in psychology, or in a psychology-related field necessitating graduate study, profit most by spending the first year after graduation in gaining work experience, attending professional seminars and conferences, assisting in research and exploring the needs of the market. In this way, after their grounding in solid academic knowledge, they can better proceed to make mature decisions about their future.

Many of our graduates have continued their studies at prestigious graduate schools in the United States and Europe, while others have gone directly into the job market.

3. Assessment and Feedback

3.1 Assessment

Assessment Strategy and Procedure

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

Examination Regulations and Procedures

Examination regulations apply to in-class assessments, such as examinations, laboratory tests etc., for all students registered in DEREЕ courses and aim at promoting academic honesty through appropriate conduct. More information on procedures for exam security and invigilation is provided in [Student Resources](#).

Student Identity

Students must carry with them their DEREЕ 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 except for clear bottles of water.

Exam Conduct

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

Mobile Phones and Electronic Devices

Mobile phones and electronic devices must be switched off – not on “silent” – in clear view and placed underneath the chair. If students use or attempt to use their phone / electronic device during the exam it will be regarded as a

disciplinary offence. Students will be held responsible if their mobile phone / electronic device rings / vibrates during the exam. Any student caught using Bluetooth or any electronic device in the exam will be asked to leave immediately and will face disciplinary action.

Student Answers/Examination Paper

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

Return of Exam Papers

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

Assessment Schedule

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

Examination Schedule

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

Coursework

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

When you submit an assignment, it is important that you ensure the following information is on the assignment front sheet:

- ✓ Your name
- ✓ Year and semester
- ✓ Name of the instructor for whom the assignment has been done
- ✓ Name of the module for which the assignment has been done

Your responsibilities:

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

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

3.2 Giving your Feedback about this Programme

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

School of Liberal Arts and Sciences Programme Committee

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

Departmental Academic Society

The Psychology Department has a student society, with the express purpose of helping Psychology majors pursue their educational, intellectual and career interest. Psychology Society organizes field trips, on-campus lectures, and informational meetings about the programme. All Psychology majors automatically become members of the Psychology Society and are urged to actively participate in the Society's activities. The faculty advisor to the Society provides guidance and supervises the organization of student elections to the society's governing board according to the society's constitution. 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 Psychology Department and with their overall College experience at DERE. The aim is to identify areas of good practice as well as areas that need improvement. Based on the data collected through the Senior Exit Survey, a report is developed by an interdisciplinary School of Liberal Arts and Sciences faculty committee. All data collected in this survey are held anonymously and securely. Responses cannot be traced back and all results are presented in an aggregated form. When you reach the final semester of study, you receive the relevant link in your student email address.

3.3 What Happens with your Feedback about this Programme?

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

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

3.4 Getting Feedback on your Assessed Work

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
- Misreading assessment arrangements

Late Submission

You must submit work by the deadlines set in the course outline. A 10% reduction for each working day of late submission will be implemented if (a) the earned grade is above 40 and the work is submitted within 6 working days of the deadline. You will fail the assessment if work is submitted late by 7 or more working days after the deadline.

Resits

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

Resits in Capstone Courses

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

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

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

Academic Appeals

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

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

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

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

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

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

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

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

Cheating, Plagiarism and other forms of Unfair Practice

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

3.7 Academic Misconduct and Penalties

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

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

Independently of the assessment decisions made by the Board of Examiners on offences pertaining to validated courses/programs, the Committee on Standing and Conduct is empowered to consider a wider range of sanctions

that might be applied when a student is found guilty of a breach of academic integrity.

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

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

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

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

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

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

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

Within three *working* days of receipt of the decision, either party (plaintiff or student) has the right to make a formal written appeal against the decision of

the Committee. The appeal is addressed first to the Committee on Standing and Conduct. If the Committee does not deem any change to the decision is warranted subsequent to consideration of the appeal, the appeal may then be brought to the Academic Council, and subsequently to the President whose decision is final. The student may appeal against the decision of the Board of Examiners in accordance with the regulations for academic appeals (Section 9, Appendix D - Regulatory Framework).

3.8 Complaints Procedure

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

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

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

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

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

4. Where to Get Help

4.1 Downloading College Forms

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

4.2 Academic Advising

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

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

4.3 Student Academic Support Services

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

4.4 The ACG Counseling Center

The Counseling Center of The American College of Greece offers a broad range of psychological services available to currently enrolled DERE students. Our services are designed to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transitions of university life as well as help faculty and staff function more effectively in their work with students.

Description of Services

The services rendered include assessment of various psychological and interpersonal difficulties and interventions in order to help students deal with

those difficulties. Services are provided by graduate psychology students in practicum, under the supervision of clinical psychology faculty.

Problems/Difficulties typically presented by students include, but are not limited to, the following:

- Emotional problems such as depression, anxiety and intense fears
- Social problems, such as difficulties with peer interactions, aggression and social withdrawal
- Problems within the family of students, such as lack of effective communication
- Psychophysiological problems, such as migraines, headaches or psychosomatic symptoms
- Educational problems, such as learning difficulties
- Self-control problems such as eating disorders and smoking.

Location: The Counseling Center is located at the ground floor (level 0) of the Communication Building. You can visit us during the operation hours, or call us at 210 600 9800, ext. 1080, 1081 and request for an appointment. You can also contact us via e-mail, at Counseling@acg.edu

Operating hours Monday-Friday: 10.00-17.00

Director of the Counseling Center: Nikos Takis, Ph.D. Clinical Psychologist
Individual and Group Psychotherapist

4.5 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.

4.6 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.

4.7 Disability Status and Provisions

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

4.8 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.

4.9 Study Abroad

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

What to do if you.....

5.1are absent for more than one day

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

5.2are ill

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

5.3have a comment, compliment or complaint

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

5.4are considering withdrawing from the course

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

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

5.5need a reference letter

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

5.6.....an issue arises between a student and a professor

- First and most importantly talk to the professor. Make an appointment during office hours and have a serious talk. Listen to what the professor has to say from her/his perspective and try to work out a resolution. Most problems between students and professors can be worked out at this level.
- In case you feel the conflict cannot be worked out or is too serious to bring directly to the professor, make an appointment and talk with the department Head.

6. Other Relevant Policies

6.1 Attendance Policy

All students are required to attend 80% of instructional class time. Some modules, especially those with Laboratory component may impose a stricter attendance requirement. Specific policies are included in the relevant course outlined and are provided in the first day of classes.

The number of permitted student absences in courses are three (3) in classes that meet once a week or during accelerated terms; six (6) for Tuesday-Thursday/Monday-Wednesday classes; and nine (9) for Monday-Wednesday-Friday classes. Academic Departments may decide on a stricter policy. The final course grade of those students who are absent beyond the allowed number of absences will be lowered by 10 UK points for OU validated courses

or one letter grade for non-validated courses, per week of absences beyond the limit. For this purpose, even one excessive absence counts as a week of excessive absences. The F grade remains for those students who receive an F in the course. Students are not allowed to resit assessments in courses where they have exceeded the allowed number of absences. Cases of mitigating/extenuating circumstances for excessive absences will be considered by CASP only if the student presents official and original documentation regarding admission to a hospital, or evidence of a very serious family emergency or other serious matter.

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 [Student Resources](#).

Guidelines for Student Use of Turnitin:

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

6.4 Transfer of credits

Students who transfer must be in Good Academic Standing at their previous institution. Students who wish to transfer from US institutions must have a cumulative index (CI) or overall Grade Point Average (GPA) of 2.75 or above.

Transfer students must contact the Academic Advising Office and the Validation Office after they are admitted to the College.

6.5 Evaluation of Transfer Credits

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

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

6.6 Credit by Assessment for Professional Experience

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

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

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

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

* 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 online College Catalog.

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

6.8 Safety, Health and Wellbeing

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

Disabled Students

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

Accident and Incident and Reporting

All accidents and incidents and dangerous occurrences must be reported to, and recorded by College staff. In case of accident or medical emergency, you

need to contact the College nurse. ACG First Aid Protocol and Medical Emergency Flow Charts are given in [Student Resources](#).

Smoking

No smoking is permitted in any of ACG buildings; ACG is a smoke free campus.

List of Appendices

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

Appendix B: Sample Student Timetable

Appendix B: Sample Student Timetable

		FALL SEMESTER				SPRING SEMESTER				
YEAR	MODULE RUBRIC	MODULE TITLE	CREDITS	LEVEL	COMPULSORY/OPTIONAL	RUBRIC	MODULE TITLE	CREDITS	LEVEL	COMPULSORY/OPTIONAL
1	PS 1001	Psychology as a Social Science	15	4	compulsory	PS 2210	History of Psychology	15	4	compulsory
	PS 1001	Psychology as a Natural Science	15	4	compulsory	PS 2207	Developmental Ps: Preschool Years	15	4	compulsory
	PS 2047	Analysis of Behavioral Data	20	4	compulsory	PS 2260	Psychologists as Researchers	10	4	compulsory
	PS 2257	Diversity and Social Interaction	15	4	compulsory	PS 2236	Human Learning & Memory	15	4	compulsory
		TOTAL	65				TOTAL	55		
2	PS 3630	Biopsychology	15	5	compulsory	PS 3612	Theories of Personality	15	5	compulsory
	PS 3618	Research Methods in Psychology	20	5	compulsory	PS 3632	Testing & Assessment	20	5	compulsory
	PS 3608	Developmental: Ch/hood & Adolescent.	15	5	compulsory	PS 3734	Experimental Cognitive Psychology	20	5	compulsory
	PS 3626	Social Psychology	15	5	compulsory					
		TOTAL	65				TOTAL	55		
3	PS 4861	Final Year Project I	15	6	compulsory	PS 4935	Final year Project II	15	6	compulsory
	PS 4751	Abnormal Psychology	15	6	compulsory	PS 4839	Cognition	15	6	compulsory
	*	Psychology Option	15	6	optional	*	Psychology Option	15	6	optional
	*	Psychology Option	15	6	optional	*	Psychology Option	15	6	optional
		TOTAL	60				TOTAL	60		

***	PSYCHOLOGY OPTIONS - LEVEL 6	FREQUENCY
PS 4719	Health Psychology	Spring
PS 4821	Educational Psychology	Fall
PS 4924	Industrial/Organizational Psychology	Fall
PS 4849	Forensic Psychology	Spring

****	PSYCHOLOGY OPTIONS - LEVEL 6	FREQUENCY
PS 4752	Schools of Psychotherapy	Spring
PS 4754	Introduction to Counseling	Fall
PS 4744	Psychology of Addiction	Fall/Spring
PS 4943	Childhood & Adolescence Psychopathology	Spring

*****	PSYCHOLOGY OPTIONS - LEVEL 6	FREQUENCY
PS 4713	Psychology of Language	Summer I
PS 4723	Stress & Coping	Spring/Summer I
PS 4963	Social Cognition	Fall
PS 4965	Hot topics in Neuropsychology	Fall/Spring

Projected Timetable for modules

RUBRIC	MODULE TITLE	Frequency of offering the module in academic year
PS 1000	Psychology as a Natural Science	Fall/Spring/SummerI/SummerII
PS 1001	Psychology as a Social Science	Fall/Spring/SummerI/SummerII
PS 2147	Analysis of Behavioral Data	Fall/Spring
PS 2207	Developmental Ps: The Preschool Years	Fall/Spring
PS 2210	History of Psychology	Fall/Spring/Summer I
PS 2236	Human Learning & Memory	Fall/Spring/Summer I
PS 2257	Diversity & Social Interaction	Fall/Spring/Summer I*
PS 2260	Psychologists as Researchers	Fall/Spring
PS 3608	Developmental Ps: Childhood & Adolescence	Fall/Spring/Summer I
PS 3612	Theories of Personality	Fall/Spring/Summer Term*
PS 3618	Research Methods in Psychology	Fall/Spring
PS 3626	Social Psychology	Fall/Spring
PS 3632	Testing & Assessment	Fall/Spring
PS 3630	Biopsychology	Fall/Spring/Summer I
PS 3734	Experimental Cognitive Psychology	Fall/Spring
PS 4752	Schools of Psychotherapy	Spring
PS 4754	Introduction to Counselling Psychology	Spring
PS 4713	Psychology of Language	Summer I
PS 4723	Stress & Copping	Spring/Summer I
PS 4719	Health Psychology	Spring
PS 4821	Educational Psychology	Fall
PS 4924	Industrial/Organizational Psychology	Fall
PS 4839	Cognition	Fall/Spring
PS 4744	Psychology of Addiction	Fall/Spring
PS 4849	Forensic Psychology	Spring
PS 4943	Childhood and Adolescence Psychopathology	Spring
PS 4963	Social Cognition	Fall
PS 4965	Hot Topics in Human Neuropsychology	Fall/Spring
PS 4751	Abnormal Psychology	Fall/Spring
PS 4861	Final Year Project I	Fall/Spring
PS 4935	Final Year Project II	Fall/Spring

* Sessions with an asterisk indicate that the specific course will be offered only if the need arises.

Useful Information & Links

- The American College of Greece // <http://www.acg.edu>
- BlackBoard // <http://www.acgboard.acg.edu/>
- MyACG // <http://www.campusweb.acg.edu/ICS/>
- Student Success Center // Email: ssc@acg.edu

Required and Optional Modules Description

Please see the College's online

catalog: http://www.acg.edu/sites/default/files/pdfs/DEREE_OU_ST_HBK_2012-13.pdf

Student's guide to studying on a programme validated by the Open University

http://www.acg.edu/sites/default/files/images/ouvs_student_guide_2012-ebook.pdf

Open University Links

The Open University – Open Learn <http://www.open.edu/openlearn/>

The Open University - Learning Space <http://openlearn.open.ac.uk/>

The Open University on iTunes <http://www.open.edu/itunes/>

Learn with the Open University <http://www.youtube.com/user/OUlearn>