



Frances Rich School  
of Fine and  
Performing Arts



The Open  
University

STUDENT HANDBOOK

BA (HONS) ART HISTORY

2016-17

Updated fall 2019

Frances Rich School of Fine & Performing Arts

Deree – The American College of Greece

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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.

## **1. Welcome to the Programme**

### **1.1 Message from the Dean**

In an intellectually invigorating environment, you will be exposed to different ways of thinking, and guided by a faculty of distinguished academics and professionals with international backgrounds and great commitment to their role as educators. The Frances Rich School of Fine and Performing Arts faculty bring valuable experience to the classroom and proven success in making the student educational experience unique and inspiring. In addition, the School's Annual Arts Festival creates the opportunity for students to enjoy performances and workshops conducted by Greek and foreign artists or academics. You will gain further exposure to prominent artists through several Arts at Deree events. The College's large art collection, gallery spaces, theatres and performance spaces also enhance the student academic experience.

I wish you the best in your studies at Deree.

Katerina Thomas, PhD  
Dean, Frances Rich School of Fine and Performing Arts

## **1.2 Message from the Programme Coordinator**

Art History faculty and students at Deree share a common passion: a passion for art and its history. We also share a common bias that art history is one of the most intriguing disciplines, as it intersects with many other fields in the humanities and social sciences.

The Art History programme at Deree was the first undergraduate programme in the discipline to be established in Greece in 1994. Since then we provide our graduates with a solid grounding in the discipline of art history as a historical, theoretical and critical enquiry. Our graduates have pursued postgraduate studies in the US and the UK and have found employment opportunities in art history or art related fields.

We consider Art History an enquiry in the human condition, which is constantly changing and redefining itself. As one of our graduates put it: “Art is about being Human.” We invite you to join us in this fascinating journey.

Welcome to Deree-The American College and the Art History Programme.

Angeliki Pollali, PhD  
Art History Programme Coordinator

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

### 1.4 Key Contacts

- American College of Greece: +30 210 600 9800
- Programme Coordinator: Angeliki Pollali, [apollali@acg.edu](mailto:apollali@acg.edu), ext. 1315, room 605
- Dean's Office: [fineperformingarts@acg.edu](mailto:fineperformingarts@acg.edu) ext. 1456, room 530
- Academic Advising Office: [dc.adv@acg.edu](mailto:dc.adv@acg.edu) ext. 1431
- Student Success Centre: [ssc@acg.edu](mailto:ssc@acg.edu) ext.1326, 1333
- Registrar's Office: [registrar@acg.edu](mailto:registrar@acg.edu) ext. 1331, 1328, 1449, 1445
- Validation Office: [validation@acg.edu](mailto:validation@acg.edu) ext. 1428
- Student Affairs: [studentaffairs@acg.edu](mailto:studentaffairs@acg.edu) ext. 1197, 1442
- Student Government: [dc.sgorg@acg.edu](mailto:dc.sgorg@acg.edu) ext.1373
- Library helpdesk: [libraryreference@acg.edu](mailto:libraryreference@acg.edu) ext. 1434, 1267
- SASS: [sass@acg.edu](mailto:sass@acg.edu) ext.1273, 1276
- Study Abroad Office: [studyabroadoffice@acg.edu](mailto:studyabroadoffice@acg.edu) ext. 1029, 1412
- Career Office: [career@acg.edu](mailto:career@acg.edu) ext. 1313, 1316
- Educational Psychologist: Dr. Natassa Triga, [atriga@acg.edu](mailto:atriga@acg.edu) ext. 1167
- College Nurse: Nora Belati, [tbeliati@acg.edu](mailto:tbeliati@acg.edu) ext. 1500
- Art History Society: [dc.artsoc@acg.edu](mailto:dc.artsoc@acg.edu)

### 1.5 Keeping in Touch

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

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

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

## **2. Studying on this Programme**

### **Programme Philosophy and Mission**

In congruence with the mission of the College and of the Frances Rich School of Fine and Performing Arts, the mission of the Art History programme is to enable students to become self-reflective individuals, who make knowledge seeking an integral part of their lives.

More specifically the BA (Honours) Art History Programme is designed to:

- equip students with historical, theoretical and critical knowledge and understanding of a variety of cultures/regions/periods of Western art, while exposing them to non-Western art;
- produce graduates with the skills and critical curiosity necessary not only for art related fields, but also for a wider range of employment opportunities;
- provide a preparation for further academic study in the discipline of art history and related professional fields, in particular Gallery Studies.

## Programme Structure

Year 1 – Level 4			
Fall	Credits	Spring	Credits
<b>One of the following:</b> AT 2005 Art of Ancient Greece AT 2006 Style and Ideology in Roman Art and Architecture	15	AT 2013 Modern Art	15
AT 2009 The Italian Renaissance	15	AT 2124 Writing about Art	15
<b>One of the following:</b> AR 1017 Digital Image AR 2001 Visual Literacy	15	PH 2014 Aesthetics	15
<b>One of the following:</b> EN 2220 English Literature: From Chaucer to Swift EN 2222 The Making of America HY 2034 History of Ancient Greece HY 2015 History of Rome HY 2028 The Birth of Modern Europe PH 1000 Introduction to Philosophy PH 2016 Philosophy and Cinema PH 2020 Greek Philosophy	15	<b>One of the following:</b> AN 1000 Introduction to Anthropology AN 1003 Cultural Anthropology EC 1101 Principles of Macroeconomics PS 1000 Psychology as a Natural Science PS 1001 Psychology as a Social Science SO 1000 Introduction to Sociology SO 1001 Sociology of Modern Life	15
Year 2 – Level 5			
Fall	Credits	Spring	Credits
PH 3010 Ethics	15	AT 3029 From Van Eyck to Rembrandt	15
AT 3036 Critical Approaches to Art	15	AT 3018 Art After Modernism	15
<b>One of the following:</b> AT 3007 Byzantine Art and Architecture AT 3008 Sacred and Secular in Western Medieval Art and Architecture	15	<b>One of the following:</b> AT 3019 Islamic Art and Architecture AT 3016 African Art and Performativity	15
AT 3012 Pluralism in Nineteenth Century Art	15	<b>One of the following:</b> EN 2321 English Literature: From Romanticism to Modernism EN 2323 (Re)Writing America: From Realism to Modernism HY 3002 Great Thinkers and their Ideas HY 3061 Modern Greece: A troubled History HY 3005 Intellectual History of Modern Europe PH 3026 Existentialism PH 3009 Evolution and Revolution: Darwin, Freud, Marx, Nietzsche	15
Year 3 – Level 6			
Fall	Credits	Spring	Credits
AT 4034 Topics in Medieval Art	15	AT 4037 Topics in Renaissance Art	15
AT 4037 Topics in Modern Art	15	AT 4030 Selected Topics	15
AT 4039 Curating	15	AR 4040 Issues in Contemporary Art	15
AR 4002 Art Techniques and Media	15	<b>One of the following:</b> AT 4033 Feminism and Art History AT 4041 Art and Psychoanalysis AT 4042 Art and Post-structuralism	15
<b>Total UK credits: 360</b>			

Courses are offered according to student needs.



## Academic Staff

Bahtsetzis, Sotirios, BA Technical University, Berlin; MA, Technical University, Berlin; PhD, Technical University, Berlin – Assistant Professor

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- +30 210 6009800 ext. 1315 / Room: 605
- Office hours are subject to change, and are posted each academic period on the blackboard.

Sotirios Bahtsetzis received his PhD in Art History and his MA in Science of Art and Art History from the Technical University of Berlin. He currently teaches at the Deree - American College of Greece and the Hellenic Open University. In 2003, he was research-coordinator at the Museum of Installation in London for the Thames & Hudson volume *Installation Art in the New Millennium*. He has taught at London Metropolitan University, Patras University, University of Thessaly, University of Nordwestschweiz, Basel and Columbia University New York (as a Fulbright Fellow in 2009). His research interests include history of installation art, visual studies, methodology of art history and gender studies. He contributes to catalogues and art theory journals with recent publications in E-flux Journal. He also works as a curator of contemporary art in collaboration with institutions such as the Thessaloniki Biennial, the Goethe Institute and Art Athina among others. He is a member of IKT, AICA, Association of Greek Art Historians and Ulmer Verein-Association of German Art Scientists.

Pollali, Angeliki, BA, Deree-The American College of Greece; MA, Columbia University; PhD, University of Essex – Associate Professor, Art History Programme Coordinator

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- Office hours are subject to change, and are posted each academic period on the blackboard.

Angeliki Pollali received her PhD in Art History and Theory from the University of Essex, her MA in Art History from Columbia University and her BA in History from Deree-The American College of Greece. She has published on Renaissance architectural theory and has co-edited an anthology on Francesco di Giorgio Martini (2011). She has organized sessions and given papers in the annual conferences of RSA (Renaissance Society of America), CAA (College Art Association) and EAHN (European Architectural History Network). Her research interests include architectural history and theory of the Italian Renaissance; gender studies; historiography and methodology of art history.

Thomas, Katerina, BA, Brandeis University; MA, Tufts University; PhD, Brown University – Dean of Frances Rich of Fine and Performing Arts

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Katerina Thomas received her PhD in classical archaeology from Brown University, her MA in classical archaeology from Tufts University and her BA with Honors in Mediterranean Studies and Classical Civilization from Brandeis University. Since 1988 she has been professor of archaeology and art history at Deree - The American College of Greece. She has held a number of administrative positions at Deree including Dean of Academic Affairs and Dean of Undergraduate Faculty, School of Arts and Sciences as well as Vice President and Dean of Faculty. She is currently the Dean of the new Frances Rich School of Fine and Performing Arts and faculty member of the Art History program. Dr Thomas has extensive archaeological field experience having participated in excavations at Kalavassos-Tenta and Kalavassos-Ayios in Cyprus, Lepreon and Eleusis in Greece, and La Muculufa in Sicily. From 1989-1997 she participated in Brown University archaeological projects at the site of Kasfiki in Corfu in collaboration with the Greek Archaeological Service and University of Louvain-la-Neuve. Her study of "Greek Decorative Pottery Seventh-Fifth Centuries BC" was published in KERKYRA, Artifacts from the Palaiopolis, ed. by Rolf Winkes (Brown University, 2004). Since the summer 2004 through January 2009 she collaborated with the Brown University team led by Professor Rolf Winkes in the excavation of the site of Tongobriga in Portugal.

Trahoulia, Nicolette, BA, University of California, Los Angeles; MA, Harvard University; PhD, Harvard University – Professor

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Nicolette Trahoulia has been teaching art history at Deree – The American College of Greece since 1999. She teaches a wide range of courses related to her various interests: the art of the medieval period in Byzantium and Western Europe, Islamic art, African art, and feminist art theory. Topics examined in her publications on Byzantine art include art and the ruler, the interface of the oral and the visual, and the performative in art. Recently her research has also engaged with feminist art theory in the context of contemporary Greek art. She holds a B.A. *magna cum laude* in art history from the University of California, Los Angeles and a Ph.D. in art history from Harvard University. She is a former Fulbright research scholar and a member of the Phi Beta Kappa academic honor society.

## Description of Modules

**AT 2005      ART OF ANCIENT GREECE – LEVEL 4**

The art of ancient Greece from the Geometric period through the coming of Rome. Diverse types of artistic production, including religious and secular architecture, sculpture, pottery, grave artefacts. Greek Art in its historical and social context.

UK Credits: 15

US Credits: 3/0/3

**AT 2006      STYLE AND IDEOLOGY IN ROMAN ART AND ARCHITECTURE – LEVEL 4**

The art of the Republic and the Empire to the time of Constantine the Great. The art of Etruria briefly considered.

UK Credits: 15

US Credits: 3/0/3

**AT 2009      THE ITALIAN RENAISSANCE – LEVEL 4**

Renaissance Art in Italy from the Trecento through the Cinquecento.

UK Credits: 15

US Credits: 3/0/3

**AT 2013      MODERN ART – LEVEL 4**

Artistic practices and key works of modern art relating to the period from the 1900s to the early 1960s.

UK Credits: 15

US Credits: 3/0/3

**AT 2124      WRITING ABOUT ART - LEVEL 4**

Introduction to the academic writing specific to the discipline of art history.

UK Credits: 15

US Credits: 3/0/3

**PH 2014      AESTHETICS – LEVEL 4**

The main issues in the philosophy of art and aesthetic appreciation. Overview of theories based on key concepts such as representation, form, artistic expression and creativity, aesthetic experience. Contemporary discussion of the definition and criticism of art, traditional and new arts, artistic institutions and cultural politics.

UK Credits: 15

US Credits: 3/0/3

**AR 2001      VISUAL LITERACY – LEVEL 4**

An investigation of a variety of visual structures as they appear in contemporary cultures through art, design and

media. Visual rhetoric and visual meanings are examined through texts and creative practice.

UK Credits: 15

US Credits: 3/0/3

**AR 1017      DIGITAL IMAGE – LEVEL 4**

Students will learn basic photography techniques and gain a thorough knowledge of Photoshop. Issues relating to memory, truth and the digital image, authorship and the concept of the amateur, and the unprecedented proliferation of images will be investigated. Students will learn a basic history of the recorded image, and explore current image strategies on the web and through the use of mobile phones. Concepts for image analysis and compositional meaning will be learned.

UK Credits: 15

US Credits: 3/0/3

**AT 3007      BYZANTINE ART AND ARCHITECTURE – LEVEL 5**

Art and Architecture from the fourth century to the end of the Byzantine Empire in 1453.

UK Credits: 15

US Credits: 3/0/3

**AT 3008      SACRED AND SECULAR IN WESTERN MEDIEVAL ART AND ARCHITECTURE– LEVEL 5**

The art and architecture of the medieval period in western Europe. From Hiberno-Saxon to Gothic.

UK Credits: 15

US Credits: 3/0/3

**AT 3029      FROM VAN EYCK TO REMBRANDT – LEVEL 5**

Examination of painting in the Low Countries and Germany in the period extending from c. 1400 to 1675, with emphasis on the 17<sup>th</sup> Century.

UK Credits: 15

US Credits: 3/0/3

**AT 3012      PLURALISM IN NINETEENTH CENTURY ART – LEVEL 5**

Art in Nineteenth Century Europe. Particular attention given to the socio-political context of art production and issues of gender identity.

UK Credits: 15

US Credits: 3/1.5/3

**AT 3018      ART AFTER MODERNISM – LEVEL 5**

Examination of the visual arts produced since the 1960s. Case studies of artistic practices and related art theories.

UK Credits: 15

US Credits: 3/0/3

- AT 3016      AFRICAN ART AND PERFORMATIVITY – LEVEL 5**  
 Art production of selected cultures from various geographical regions of Africa.  
 UK Credits: 15  
 US Credits: 3/1/3
- AT 3019      ISLAMIC ART AND ARCHITECTURE – LEVEL 5**  
 The art and architecture of the Islamic world, beginning in the seventh century with the early Arab Caliphates.  
 UK Credits: 15  
 US Credits: 3/0/3
- AT 3010      ETHICS – LEVEL 5**  
 Introduction to the basic problems and theories of moral philosophy.  
 The use of reasoning in moral assessment of actions and persons.  
 Emphasis on the connection between theory and practice by application of theories to issues that matter.  
 UK Credits: 15  
 US Credits: 3/0/3
- AT 4034      TOPICS IN MEDIEVAL ART – LEVEL 6**  
 In-depth critical analysis of a topic in the study of medieval art. The topic is chosen in advance.  
 UK Credits: 15  
 US Credits: 3/0/3
- AT 4037      TOPICS IN RENAISSANCE ART – LEVEL 6**  
 In-depth investigation of a topic related to the art of the Renaissance in Italy from the Trecento through the Cinquecento.  
 UK Credits: 15  
 US Credits: 3/0/3
- AT 4038      TOPICS IN MODERN ART – LEVEL 6**  
 In-depth investigation of a topic related to modern art.  
 UK Credits: 15  
 US Credits: 3/0/3
- AT 4039      CURATING – LEVEL 6**  
 Thematic investigation of the theoretical discourses and professional tasks related to contemporary curatorial theory and practice.  
 UK Credits: 15  
 US Credits: 3/0/3
- AT 4033      FEMINISM AND ART HISTORY– LEVEL 6**  
 Feminist critiques of art and the discipline of art history, as well as feminist art.  
 UK Credits: 15  
 US Credits: 3/0/3

- AT 4041      ART AND PSYCHOANALYSIS – LEVEL 6**  
Investigation of the critical approach to art and psychoanalysis. Art historical writings informed by psychoanalytic theory and related key psychoanalytic notions.  
UK Credits: 15  
US Credits: 3/0/3
- AT 4042      ART AND POSTSTRUCTURALISM – LEVEL 6**  
Investigation of selected aspects of post-structuralist theories and specific contemporary artistic practices.  
UK Credits: 15  
US Credits: 3/0/3
- AR 4002      ART TECHNIQUES AND MEDIA – LEVEL 6**  
Examination of various art making techniques and practices through studio work.  
UK Credits: 15  
US Credits: 3/0/3
- AR 4040      ISSUES IN CONTEMPORARY ART – LEVEL 6**  
Art considered for its relation to social and personal relevance. Interaction between different forms of art and their functions in society. Relational art, public practice and site-specific art work. Contemporary art explored through the works of renowned artists and major exhibitions. Theoretical and critical texts. Current trends of curating and installing art shows. Gallery and museum visits, artists' lectures and studio visits.  
UK Credits: 15  
US Credits: 3/0/3
- AT 4030      SELECTED TOPICS – LEVEL 6**  
In-depth investigation of a topic in art history related to an historical or critical/methodological aspect of the discipline. The topic of the seminar is chosen in advance and it supplements those existing in the program.  
UK Credits: 15  
US Credits: 3/0/3

**For Descriptions of Options in Humanities and Social Sciences (follow below), see:  
Undergraduate Online Catalog: <http://www.acg.edu/academics>**

**Two Options at level 4:**

**One** of the following:

EN 2220 English Literature: From Chaucer to Swift

EN 2222 The Making of America

HY 2034 History of Ancient Greece

HY 2015 History of Rome  
HY 2028 The Birth of Modern Europe  
PH 1000 Introduction to Philosophy  
PH 2016 Philosophy and Cinema  
PH 2020 Greek Philosophy

**One** of the following:

AN 1000 Introduction to Anthropology  
AN 1003 Cultural Anthropology  
EC 1101 Principles of Macroeconomics  
PS 1000 Psychology as a Natural Science  
PS 1001 Psychology as a Social Science  
SO 1000 Introduction to Sociology  
SO 1001 Sociology of Modern Life

**One Option at Level 5:**

**One** from the following:

EN 2321 English Literature: From Romanticism to Modernism  
EN 2323 (Re)Writing America: From Realism to Modernism  
HY 3002 Great Thinkers and their Ideas  
HY 3061 Modern Greece: A troubled History  
HY 3005 Intellectual History of Modern Europe  
PH 3026 Existentialism  
PH 3009 Evolution and Revolution: Darwin, Freud, Marx, Nietzsche

## **Programme Resources**

### **Library Resources**

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

Students, faculty and staff have access to a large collection of print and non-print resources including 129.000 books, 132.000 e-books, more than 12.500 academic journals and newspapers and more than 2.200 educational films and CDs. These resources and other research tools are accessible through the library website ([library.acg.edu](http://library.acg.edu)) on campus as well as remotely.

Students studying art history have access, in particular, to high-quality journals, images and other types of information through the following electronic resources:

- **Art Full Text (EBSCO)**  
An online database providing, citations, abstracts and some full-text coverage in all areas of art and art history. Includes full text from over 300 periodicals, many of which are peer-reviewed. Indexes reproductions of art works.
- **ARTstor**  
A digital library of more than 1.6 million images in the areas of art, architecture, the humanities and social sciences. Includes a set of tools to view, present and manage images.
- **JSTOR**  
A high-quality interdisciplinary archive of over 1,600 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. Includes core periodical titles on art and art history.
- **Oxford Art Online**  
Includes the full text of *The Dictionary of Art* (1996, 34 vols), a landmark reference work containing more than 45,000 entries. This content is maintained with regular updates and further enhanced by the annual addition of new articles on significant areas of the visual arts. *Oxford Art Online* includes over 6,000 images, as well as linking to *ARTstor*. Also included are: *Encyclopedia of Aesthetics* (1998), *The Oxford Companion to Western Art* (2001) and *The Concise Dictionary of Art Terms* (2001), as well as a host of teaching and research tools and resources.
- **Project MUSE**  
A full text collection of current content from nearly 150 scholarly journals in the fields of the humanities and the social sciences.
- **Academic Search Premier (EBSCO)**  
Citations, abstracts and full text of periodical articles covering all academic disciplines. More than 4,700 titles are available in full text, of which more than 4,000 are peer-reviewed.
- **Oxford Reference**  
A collection of over 200 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.
- **EBSCO ebook Collection**  
A collection of over 132.000 ebooks covering all academic disciplines.



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

For resources not readily available, the library offers document delivery services through the union catalogue of serials of the *National Network of Academic and Scientific Libraries*. Pay-per-article and document delivery services are also available from OCLC, partner AMICAL libraries, *The British Library*, as well as through a variety of vendors and publishers.

The print audio-visual and electronic collections are organized according to international cataloguing rules. All library functions, including cataloguing, acquisitions, circulation, reserves and the public access catalogue are managed through an integrated library automation system. The web-based public access catalogue 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 programmes. Art History staff is in close contact with the Librarian and Library staff to ensure continuous enhancement of academic resources relevant to the discipline.

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 devices. 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 endeavors, 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.

### **Laboratories**

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

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

## **Academic 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 accessed 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 approximately 100 undergraduate modules. Students registering for these modules 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 DERE 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.

## **Student Software**

### **Microsoft Student Advantage**

The IT 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 Centers' 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 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 DERE's Main Building and the Communications Building.

### **ACG Art Gallery**

A state of the art Gallery space is located in the basement of the John S. Bailey Library where students can assist in curating exhibitions or other projects related to the collection (for instance, art history students have been assisting the Registrar of the collection). The College has a large art collection (over 3500 works) focusing on artists connected with Greece.

### **2.1 Library Help**

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

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

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

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

### **2.2 External Examiner**

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

The External Examiner for this programme is:

Amy Bryzgel, Lecturer in Art History, University of Aberdeen.

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 Programme Coordinator upon request.

## **2.3 Opportunities for Graduates**

The Art History programme/major is designed to provide you with a background for graduate work in the fields of art history and gallery studies. Career prospects include teaching (at all levels), museum or gallery work, work in auction houses and alternatives (following specialized training) such as conservation, archival studies, library sciences with a specialty in art history, arts administration, art law, art advising, art appraisal, art management, art investment, journalism, advertising, publishing and editing, antiquarian book trade and heritage management. Some of the professions that our graduates have followed include teaching, gallery work, art dealing and jewelry design.

In addition, the critical and analytical skills that art history students acquire as undergraduates as part of their liberal arts education, qualify them to work in fields not strictly related to art and art history.

## **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, assessments are governed by criteria which are explicit and communicated to students. More information on the assessment strategy of the College is given in Appendix A. The general grading criteria employed by the College are set out in Appendix B.

#### **Examination Regulations and Procedures**

Examination regulations apply to in-class assessments, such as examinations, laboratory tests etc., for all students registered in DEREЕ 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 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 with the exception of clear bottles of water.

**Exam Conduct**

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

**Mobile Phones and Electronic Devices**

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

**Student Answers/Examination Paper**

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

**Return of Exam Papers**

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

**Assessment Schedule**

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

**Examination Schedule**

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

**Coursework**

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

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

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

Your responsibilities:

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

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



## Assessment Method Mapping

Module Rubric	Module title	Required/ Optional	UK credits	In-class Midterm Examination	In-class Final Examination	Coursework	Presentation (if applicable)	Other Summative Assessment (if applicable)	Formative Assessments
LEVEL 4									
AT 2005	Art of Ancient Greece	O	15	Midterm in-class examination (50 minutes) 40%	Final in-class examination (1 hour and 50 minutes) 60%				Quiz - Short Answers
AT 2006	Style and Ideology in Roman Art and Architecture	O	15		Final Examination (1 hour and 50 minutes, comprehensive) 60%	1 <sup>st</sup> Assessment Essay (1000-1500 words) 40%			Essay
AT 2009	The Italian Renaissance	R	15			1 <sup>st</sup> Assessment Formal Analysis Essay (800-1000 words) 40%		2 <sup>nd</sup> Assessment Essay (1200-1500 words) 60%	Essay Drafts
AT 2013	Modern Art	R	15			1 <sup>st</sup> Assessment Formal Analysis Essay (800-1000 words) 40%		2 <sup>nd</sup> Assessment Essay (1200-1500 words) 60%	Essay Drafts
AT 2124	Writing about Art	R	15			1 <sup>st</sup> Assessment Annotated Bibliography 40%		2 <sup>nd</sup> Assessment Guided Research Paper (1500-1800 words) 60%	Drafts of Summative Assessments  Oral Presentation of Guided Research Paper
PH 2014	Aesthetics	R	15	Midterm in-class examination (50 minutes) 40%	Final in-class Examination (1 hour and 50 minutes) 60%				Home assignment or In-class, 1-hour, diagnostic test
AR 1017	Digital Image	O	15			1 <sup>st</sup> Assessment Submission of project and presentation 40%		2 <sup>nd</sup> Assessment Submission and presentation of final project and portfolio 60%	Submission of project

AR 2001	Visual Literacy	O	15			1 <sup>st</sup> Assessment Submission of project 40%		2nd Assessment Submission of project 60%	Presentation
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Module Rubric	Module title	Required/Optional	UK credits	In-class Midterm Examination	In-class Final Examination	Coursework	Presentation (if applicable)	Other Summative Assessment (if applicable)	Formative Assessments
LEVEL 5									
AT 3007	Byzantine Art and Architecture	O	15		Final Examination (comprehensive, take home) 50%	1 <sup>st</sup> Assessment Essay (1500-2000 words) 50%			Essay
AT 3008	Sacred and Secular in Western Medieval Art and Architecture	O	15		Final Examination in class, comprehensive (1 hour and 50 minutes) 50%	Essay (1500-2000 words) 50%			Essay
AT 3029	From Van Eyck to Rembrandt	R	15			1 <sup>st</sup> Assessment Annotated Bibliography 30%		2 <sup>nd</sup> Assessment Guided Research Paper (2000-2500 words) 70%	Draft of Guided Paper Student Presentation: In-class presentation of an assigned text
AT 3012	Pluralism in Nineteenth Century Art	R	15			1 <sup>st</sup> Assessment Annotated Bibliography 30%		2 <sup>nd</sup> Assessment Guided Research Paper (2000-2500 words) 70%	Draft of Guided Paper Student Presentation: In-class presentation of an assigned text
AT 3018	Art After Modernism	R	15			1 <sup>st</sup> Assessment Annotated Bibliography 30%		2 <sup>nd</sup> Assessment Guided Research Paper (2000-2500 words) 70%	Draft of Guided Paper Student Presentation: In-class presentation of an assigned text
AT 3109	Islamic Art and Architecture	O	15		Final Examination in class, comprehensive (1 hour and 50 minutes) 50%	1 <sup>st</sup> Assessment Essay (1500-2000 words) 50%			Essay
AT 3016	African Art and Performativity	O	15	Midterm Exam (take home) 50%	Final Examination (comprehensive, take home)				Essay
AT 3036	Critical Approaches to Art History	R	15			1 <sup>st</sup> Assessment Essay (1000-1500 words) 40%		2 <sup>nd</sup> Assessment Essay (1500-2000 words) 60%	Drafts of Summative Essays

PH 3010	Ethics	R	15	Midterm in-class examination (50 minutes) 40%	Final in-class Examination (1 hour and 50 minutes) 60%				Home assignment or In-class,1-hour, diagnostic test
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Module Rubric	Module title	Required/ Optional	UK credits	In-class Midterm Examination	In-class Final Examination	Coursework	Presentation (if applicable)	Other Summative Assessment (if applicable)	Formative Assessments
<b>LEVEL 6</b>									
AT 4034	Topics in Medieval Art	R	15			1 <sup>st</sup> Assessment Annotated Bibliography 20%		2 <sup>nd</sup> Assessment Research Paper (3000-3500 words)	Outline of paper; In class presentation of paper topic; Weekly in-class group presentation of the readings
AT 4037	Topics in Renaissance Art	R	15			1 <sup>st</sup> Assessment Annotated Bibliography 20%		2 <sup>nd</sup> Assessment Research Paper (3000-3500 words)	Draft of Research Paper; Oral Presentation
AT 4038	Topics in Modern Art	R	15			1 <sup>st</sup> Assessment Annotated Bibliography 20%		2 <sup>nd</sup> Assessment Research Paper (3000-3500 words)	Draft of Research Paper; Oral Presentation
AT 4030	Selected Topics	R	15			1 <sup>st</sup> Assessment Annotated Bibliography 20%	2 <sup>nd</sup> Assessment Oral Presentation 10%	3 <sup>rd</sup> Assessment Research Paper (4000-4500 words)	Research Paper draft; Oral Presentation of topic and methodology of research project
AT 4039	Curating	R	15			1 <sup>st</sup> Assessment Essay (1500-2000 words) 50%		2 <sup>nd</sup> Assessment Essay (1500-2000 words) 50%	Essay drafts; In class student presentations of assigned readings
AT 4033	Feminism and Art History	O	15			1 <sup>st</sup> Assessment Essay (1500-2000 words) 50%		2 <sup>nd</sup> Assessment Essay (1500-2000 words) 50%	Weekly in-class group presentation of the readings
AT 4041	Art and Psychoanalysis	O	15			1 <sup>st</sup> Assessment Essay (1500-2000 words) 50%		2 <sup>nd</sup> Assessment Essay (1500-2000 words) 50%	Essay drafts; In class student presentations of assigned readings
AT 4042	Art and Post-structuralism	O	15			1 <sup>st</sup> Assessment		2 <sup>nd</sup> Assessment Essay (1500-2000 words)	Essay drafts;

						Essay (1500-2000 words) 50%		50%	In class student presentations of assigned readings
AR 4002	Art Techniques and Media	R	15			1 <sup>st</sup> Assessment Submission of project and presentation 40%		Submission and presentation of final project and portfolio 60%	Submission of project
AR 4040	Issues in Contemporary Art	R	15			1 <sup>st</sup> Assessment Submission of project and presentation 40%		Submission and presentation of final project and portfolio 60%	Submission of project

### **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 Programme Coordinator.

#### **Frances Rich School of Fine and Performing Arts Programme Committee**

The Frances Rich School of Fine and Performing Arts 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 Frances Rich School of Fine and Performing Arts.

#### **Art History Academic Society**

The Frances Rich School of Fine and Performing Arts **Art History** Programme has a student society, which organizes field trips, on-campus lectures, events related to topics of relevance to art history students, such as the Art History Week and informational meetings about the programme. The Art History Society has also the opportunity to participate in the organization of events in the context of the Arts Festival organized annually by the Frances Rich School of Fine and Performing Arts. 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](mailto:registrar@acg.edu).

#### **Senior Exit Survey**

Student feedback comprises an integral part in the continuous development and success of the programmes of the Frances Rich School of Fine and Performing Arts. In that spirit, we ask prospective graduates a Senior Exit Survey. The survey includes questions on student satisfaction with the

education provided by the Art History Programme and with their overall College experience at Deree. The aim is to identify areas of good practice as well as areas that need improvement. Student feedback is shared among AT staff and taken into consideration for implementing changes in the programme.

### **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, Programme Coordinator or instructor. Updates on action taken are also provided through blackboard and *myACG*. Student feedback is used in a variety of ways, including:

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

### **3.4 Getting Feedback on your Assessed Work**

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

### **3.5 How do I Get my Results?**

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

### **3.6 Issues with Assessment**

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

Examples of acceptable extenuating circumstances include:

- Bereavement
- Illness
- Hospitalization
- Transport cancellation, where this may be evidenced



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

The following are not acceptable extenuating circumstances:

- Holidays
- Weddings
- Family celebrations
- Printing problems
- Computer failure, corrupt USB sticks
- Financial problems
- Work related problems
- Accommodation issues
- Mis-reading assessment arrangements

### **Late Submission**

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

### **Resits**

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

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

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

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

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

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

### **Cheating, Plagiarism and other forms of Unfair Practice**

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

### 3.7 Academic Misconduct and Penalties

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

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

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

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

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

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

**Disciplinary Probation:** The student is advised in writing that his/her behavior violates rules on academic integrity and is given a probationary period (to be decided upon by the Committee) to show by good behavior that a more

stringent penalty should not be imposed. During the period of the probation, the student is required to terminate association with all extra-curricular activities and resign from any student office.

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

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

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

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

### **3.8 Complaints Procedure**

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

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

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

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

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

## **4. Where to Get Help**

### **4.1 Downloading College Forms**

All standard student forms are available online on [www.acg.edu](http://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 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](http://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 The ACG Counseling Center**

The Counseling Center of The American College of Greece offers a broad range of psychological services available to currently enrolled DEREЕ 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 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.

#### **ACG Educational Psychologist**

Deree's Educational Psychologist is concerned with helping undergraduate and graduate students who are experiencing difficulties within Deree's educational setting with the aim of enhancing their learning. The Educational Psychologist assesses learning needs by providing individual formal assessment, develops and supports therapeutic programmes and interventions and also makes formal recommendations on actions to be taken.

#### **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.

### **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 Programme Coordinator. 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 DERE faculty for DERE 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 NECHE 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 NECHE accredited degree is 10 years.

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

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

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

## **6.8 Safety, Health and Wellbeing**

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

### **Disabled Students**

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

### **Accident and Incident and Reporting**

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

### **Smoking**

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

## List of Appendices

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

### TEACHING AND LEARNING STRATEGY

This document was prepared in response of the OUVS panel's recommendation submitted to Deree-ACG following the Facilitation Visit in January 2010. The Panel recommended that Deree-ACG should progress to an Institutional Approval visit and made twelve recommendations for its preparation, one of them being to "develop a Teaching and Learning strategy document framing undergraduate education in the College."

#### Mission of the College

International in origin and outlook, Deree College offers a distinctive academic ethos rooted in American higher education best practices and integrating American, Greek and European cultures. The College is committed to extending educational opportunities to qualified students of diverse backgrounds and to active, mutually supportive interaction with its alumni. Deree faculty, dedicated to teaching, scholarship and service, cultivate a rich intellectual campus environment, serve numerous external constituencies and contribute to their professional disciplines. Through undergraduate and graduate curricula in the liberal arts and sciences, business and selected professions, as well as through its co-curricular programs, the College enables students:

- to define and pursue their educational and professional goals,
- to develop as critical and creative thinkers and socially aware individuals, and
- to prepare for lives of reflection as well as responsible civic engagement in a complex, global world.

In congruence with the mission of the College, the Teaching and Learning Strategy aims to:

Provide students with a high quality learning experience by the use of appropriate teaching methods and learning technologies, supported by well qualified and motivated faculty;

Develop students' knowledge through an up-to-date curriculum that is informed by engagement with employers and the international higher education community and supported by current research and scholarship, including that of College faculty. Promote faculty development to support the acquisition of pedagogic skills;

Enable students to become lifelong learners and continue to grow and develop as conscientious global citizens;

Develop students' learning through a student-centered approach which takes into account the needs of individual learners and the College's ethos. Provide strong support for students' learning;

#### METHODS

Provide students with a high quality learning experience by the use of appropriate teaching methods and learning technologies, supported by well qualified and motivated faculty.

1. 1. Use learning technologies in order to support student learning and provide a learning environment where professors can integrate learning technologies in their teaching.

Both students and instructors use Blackboard. The College offers Blackboard training to all professors.

In addition to Blackboard, student learning is supported by well-equipped computer, psychology, and natural science laboratories.

Students acquire important 'transferable' skills through their engagement with learning technologies. Required General Education courses, such as Introduction to Information Systems and Professional Communication introduce students to useful programs.

Students learn how to retrieve, evaluate and integrate information. They acquire information literacy skills through Composition II, Presentation Skills and Professional Communication courses, which are part of General Education requirements.

Students also acquire information literacy skills through a variety of major specific courses.

Various databases enhance student educational experience in class.

Most classrooms are "smart rooms" equipped with Internet access, LCD projectors and DVD players.

1. 2.Promote interactive learning in the classroom.

Continuing our efforts to encourage and reinforce interactive learning in the classroom, we have planned a number of workshops for this academic year, some through our collaboration with the Global Liberal Arts Alliance. Interactive learning in the classroom has been emphasized in various meetings and retreats with faculty as well as in meetings with department heads /area

coordinators. Exploration of innovative pedagogical methods will take place in the future also through the new Teaching and Learning Center.

### 1.3. Collect student and other feedback for courses and faculty.

At the end of each semester, students anonymously complete an evaluation form in every class. These forms are processed by the Registrar's office, which then distributes individual results to faculty members. These results are placed in each faculty member's folder. Evaluation results are reviewed by the academic Deans and the VP for Academic Affairs. Student feedback is also taken into consideration by the Ranking and Evaluation Committee in its review of faculty applications for promotion.

One important addition in view of OUVS approval is the development of Program Committees and of student participation in the work of these bodies. The Program Committees are where faculty and students will consider and act upon the feedback provided by students.

Periodic class visits may be paid and relevant feedback provided to the faculty member by the VPs, the academic Deans or faculty members.

Upon validation, second marking will be carried out on a sample of assessed coursework. This will further ensure fairness in conducting student performance evaluation.

At the end of each academic year faculty members and instructors submit a Faculty Activity Report (FAR) to their respective academic Dean. In the FAR faculty summarize their teaching and professional activities for the academic year as well as define their goals and aspirations for the next academic year. The FAR also includes a self-evaluation section.

All programs conduct a written senior exit survey. We are in the process of determining how senior exit surveys could be electronically submitted and how feedback could be provided to students. We expect to have this system in place by the end of 2010-2011 academic year.

### 1.4. Ensure student involvement in academic processes and issues

The presidents of academic societies will participate in the newly formed Program Committees.

The Academic Unit collaborates with the Student Government in organizing events that relate to issues of academic integrity. Moreover, student representation is mandatory on various academic committees.

2.- Develop students' knowledge through an up-to-date curriculum that is informed by engagement with employers and the international higher

education community, and supported by current research and scholarship, including that of the College faculty. Promote faculty development to support the acquisition of pedagogic skills.

2.1. Develop a critical understanding of the major field of study through a progressive build-up of relevant knowledge. A capstone experience course in every major should engage students in research. Some of these projects could lead to publications or conference participation.

All courses have been assigned levels; many also have prerequisites. In order to make informed choices, students are given appropriate guidance in order to achieve their own aims and meet the requirements of the program.

Courses fulfill specific learning outcomes with reference to knowledge, cognitive, practical and transferable skills that promote a better understanding of the studied material.

All students are taught research methods both through the Writing Program (part of the General Education Core) but also through courses in level 6.

All majors in both Schools have a capstone course. Capstone courses help students integrate the learning outcomes of their major. They require submission of papers or projects and may involve students in other learning activities.

2.2. Ensure that all curricula are up to date through a regular cycle of curriculum revision and renewal.

This is done through constant monitoring, through the Outcomes Assessment process at the departmental level, but also through a soon-to-be introduced three-year academic program review cycle overseen by the Curriculum Committee.

The learning outcomes of each program are evaluated against its goals through the Outcomes Assessment process. Upon OUVS validation, the Examination Board will evaluate student learning outcomes while the Program Committees will discuss student performance based on Exam Boards reports and use of indirect methods to monitor the performance of groups or cohorts.

Programme committees will have responsibility for the routine monitoring of programs, including the consideration of student feedback, performance data and external examiners' reports.

Occasional input concerning the success of our graduates either in being accepted by graduate programs abroad or achieving distinguished careers is provided through alumni feedback (Alumni surveys or Alumni Office).



We objectively benchmark best practice, with U.S. colleges and universities, but also with European counterparts. Our NECHE accreditation and the continuous process of self-evaluation it involves, ensures that all programs are up to date. In view of OUVS validation, the College will benchmark its provision and practices with other UK institutions and with the QAA Academic Infrastructure.

The Honors program (planned launch fall 2010) will have a required undergraduate research/thesis component. Research methods skills will be acquired through the General Education Core and Level 6 courses.

2.3. Prepare students for specific professions and/or successful postgraduate study.

Programs are developed based on market research to identify demand, as well as extensive benchmarking with US and European institutions.

Programs increasingly address the importance of the general transferable (and work-relevant) skills that students acquire in the course of their studies.

Our NECHE accreditation ensures that our graduates are accepted for postgraduate study abroad.

Where relevant, programs offer a balance between theoretical and applied approaches.

2.4. Enable students to understand the role of a liberal arts education in the 21st century.

The General Education core exposes students to a variety of fields in the humanities, including courses in ethics, the social sciences, and the natural sciences. Students also take courses of their choice (electives) or can even follow a minor through the general electives. Thus students have the opportunity to acquire a broader education in the Liberal Arts if they so wish. The College's academic system aims at providing students with a well-rounded education and cultivating their critical thinking and communication skills which will help them succeed in any career path. The General Education core is currently being revised to better convey to students the relevance of this core to their education and specific discipline, as well as to their professional growth.

2.5. Keep abreast with current developments in all disciplines; promote faculty research as well as 'pedagogical' research and development of faculty skills in teaching and assessment (see Faculty Development Plan and Pedagogy and Research Strategy).

Faculty research and professional engagement enhance teaching and, in turn, the student learning experience. Furthermore, such engagement aims at imparting deep knowledge and awareness of the fast changing and evolving disciplines.

Faculty development ensures that new pedagogical methods are explored through workshops and provision of funding for participation in such workshops abroad. Recently we have started exploring possibilities for faculty exchange with US institutions (see Pedagogy and Research Strategy.)

The College's faculty development plan includes support for pursuing of a terminal – Ph.D. or similar- degree (that will eventually enable us to pursue AACSB accreditation for the Business School), funding for conference participation or attendance, course reduction for research and sabbatical leaves. Faculty Research Seminars take place on campus every month, while a faculty research exhibition is organized annually. Workshops, lectures and conferences regularly take place on campus.

The Library's electronic and print resources also support this goal. Opportunities for faculty to participate in existing and future EU-funded and other international research collaborations are being explored.

An Undergraduate Faculty Research Initiative will be a component of the Honors program. Both faculty and students will be involved in research with regard to the completion of the Honors thesis.

3.-. Enable students to become lifelong learners and continue to grow and develop as conscientious global citizens.

3.1. Provide students with broad education which will help them grow intellectually and develop as lifelong learners

This is achieved through the General Education core curriculum (currently under revision) and the free elective courses in each academic program.

Furthermore, this goal is achieved through upper level assessed coursework which involves the undertaking of research as well as the presentation of papers through advanced seminars in the major.

3.2- Develop analytical thinking skills.

Such skills are developed through the General Education core requirements, which promote an interdisciplinary approach, but also across the curriculum through interactive teaching styles that encourage student discussion and participation.

Analytical skills are also developed through various methods across the curriculum (e.g., research projects, cases and other assignments which partially fulfill course assessment requirements), all supported by appropriate software.

The new Honors program at Deree, which will be launched next fall, will also support this goal.

### 3.3. Enable students to make meaningful decisions on moral dilemmas.

DEREE students are required to take one course in ethics, though many other courses also raise awareness of ethical dilemmas. Students are provided with information concerning ethical behavior especially in an academic context in both the Catalog and Student Guide and Academic Calendar issued by the Registrar's Office. This information is constantly related to students by professors in class both orally and through course materials.

The College cultivates a culture of academic integrity, not only through information included in the above mentioned documents, but also through the use of Turnitin, as well as panel discussions and debates on campus in which students and faculty participate.

Students receive an education on Ethics through campus lectures and conferences.

### 3.4. Prepare students as conscientious global citizens and assist them in gaining respect for diversity and different perspectives.

The General Education core exposes students to the study of global issues (social, political, economic, and cultural) as do courses within their major or general elective courses.

Many courses in programs incorporate global citizenship, multiculturalism, and diversity into their content.

The recently established Green Campus Committee along with the Committee on Disability and Learning Differences raise awareness on campus about environmental and disability issues respectively. Our soon-to-be revised General Education core will further emphasize this particular goal.

Opportunities for study abroad and other kinds of international collaborations are being explored by the College and will also become a component of the Honor's program to be launched in the fall 2010. There is intense activity around the study abroad program, which has increased the number of international students on campus, and enriched the educational experience of students. The varied backgrounds and experiences of our faculty clearly contribute to this goal.

### 3.5. Enable students to engage in internships.

The College wishes to pursue internships, but faces challenges pertaining to Greek legal labor issues. In Greece students cannot work as interns or volunteers - only as paid employees. The College is currently investigating ways of resolving this issue.

The Tuition Voucher program piloted in the MS in Applied Psychology program may provide a potential solution to the legal challenges the College faces with internships.

Currently only the International Tourism and Hospitality Management program has a practicum requirement which involves employment in hotels or other companies. An internship protocol has been developed with objectives, guidelines and requirements.

For many years the U.S. Embassy in Athens has accepted Deree students as interns. Also, Art History students have been able to work as volunteers in private museums and galleries as well as the foreign schools of archaeology in Athens. In addition, many co-curricular activities on campus enable students to be involved with the wider community.

4.-Develop students' learning through a student-centered approach which takes into account the needs of individual learners and the College's ethos. Provide strong support for students' learning;

4.1. Adopt approaches to teaching that enable students to progress through structured learning opportunities.

Understanding how students learn is central to the academic strategy of the College. Faculty, departments and the College as a whole, seek to understand how students learn best through active participation, and how the content of courses can become more relevant to their lives. In this context, faculty participation in relevant workshops and conferences is encouraged to enhance this understanding. The College plans to establish a Teaching and Learning Center in the academic year 2010-2011 (see Pedagogy and Research Strategy.)

The College's educational system provides interdisciplinary foundations, sound direction to students, and a curriculum and teaching approach tailored to student needs.

Depending on course content and level, learning activities include class lectures, interactive learning such as class discussions and group work, video presentations, and practical problem solving in class.

The College helps students to realize their individual potential and discover their particular aptitudes. The creation of the General Studies Program gives students without prior satisfactory attainment levels the opportunity to realize their untapped potential. The General Studies Program provides routes into study for these students by offering an educational experience characterized by individual attention, progressive pedagogies, and a curriculum that taps into particular interests and aptitudes. In particular, the Freshman Seminars, required in the General Studies Program, help students explore their learning potential in higher education.

Individual attention to students characterizes the entire academic system of Deree. Furthermore, the American educational system exposes students to a variety of disciplines before they must choose a major to pursue.

#### 4.2. Provide guidance and support for students from admission through graduation.

Deree offers extensive support to students from initial entry onto the program of study. This includes an orientation program, an effective advising system throughout the period of study, individualized assistance through the Peer Tutoring Center, the Writing Centers as well as counseling services to students. Effective academic advising goes beyond mere course scheduling: it includes planning, decision-making, implementation, and evaluation of academic and career-related matters. The College assigns all entering freshmen a first-year advisor from the Office of Academic Advising. Thereafter, the advising program is faculty-based and fosters personal contact between students and faculty. Department Heads, Assistant Department Heads and Area Coordinators act as educational consultants. The College also provides assistance to students with learning differences.

Students are encouraged to make full use of instructors' office hours, where they can ask questions, review lecture material, and receive additional guidance and feedback on assessed essays/projects.

The Student Success Center provides students with high quality integrated services in academic advising, student affairs, student records, registration and payments in a one-stop area.

The College has an active and effective Career Services Office that works closely with students and employers. It organizes events, workshops, disseminates information, facilitates student placement (especially through Career Week, which brings 100-200 employers to the College each year to interview students for available jobs) and provides training to students on job search matters such as CVs or interview preparation.

#### 4.3. Provide academic and study skills support that will enable students to succeed both in their studies and future lives.

Through General Education early on in their studies, students partly acquire foundation skills, but also knowledge, cognitive skills, state of mind, life habits that are developed primarily through a set of required courses and which prepare students for success in their major course of study, and their personal and professional lives after the college experience. General Education courses provide the core of what it means to be an educated person; moreover, such broad exposure to the disciplines gears students towards lifelong learning, exposes them to the mainstreams of thought and interpretation and promotes their understanding of the interrelationships among the various fields of study. While not directly relating to the students' vocational preparation, these courses help them build a strong set of educational skills and acquire knowledge necessary for a successful personal, professional and civic life.

Students develop their oral and written communication skills through required courses in composition and speech (Presentation Skills or Professional Communication), as well as through upper level course term papers, projects and oral presentations.

The skills needed to work both independently and in teams are developed through assessed research, projects and oral presentations. The latter can either be individual or group projects.

Business Week is organized annually by the Business School majors. They select and invite distinguished professionals to deliver lectures on campus and engage in dialogue with students and faculty.

The Writing Centers offer workshops on study skills such as reading strategies, note-taking, etc.

Deree-ACG provides outstanding learning resources to its students. The College places special importance on students' acquiring and applying skills in the use of the Library (and electronic resources). At the heart of the academic community, the library system offers exceptional support for all programs. The Aghia Paraskevi and the Downtown libraries are linked through a wide area computer network that provides over 40 electronic journal collections, business statistics databases and electronic reference sources giving access to over 15,000 periodical titles and reports. Students can access most of these electronic sources off-campus. Through the intra-library loan service, students can request books and copies of periodical articles from either library. Students may also request articles from other libraries in Greece through the Network of Greek Academic and Technological Libraries.

The College ensures that students receive prompt and meaningful feedback concerning their academic progress.

## **Deree-The American College of Greece**

### **ASSESSMENT STRATEGY<sup>1</sup>**

#### **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 DERE-ACG, namely that assessment will be:

- Valid
- Reliable
- Explicit
- Informative

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

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

##### **1.2. Forms of Assessment**

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

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

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<sup>1</sup> Updated 2014; source [www.cf.ac.uk](http://www.cf.ac.uk)

<sup>2</sup> *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>

shared academic culture dedicated to assuring and improving the quality of higher education.<sup>3</sup>

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:<sup>4</sup>

**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.<sup>5</sup>**

- 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.

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<sup>3</sup> Angelo, Thomas A (1995) Reassessing (and Defining) Assessment, *AAHE Bulletin* 48(2), p 7.

<sup>4</sup> *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>

<sup>5</sup> *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 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.<sup>6</sup>**

- Assessment processes and procedures must be consistent across all programmes.
- Appropriate procedures must be in place to ensure reliability of marking.
- Assessment rubrics must be clear and precise so that different markers can interpret and use them the same way.
- Assessment methods must minimize or discourage opportunities for plagiarism or rote learning.
- All precautions must be taken to ensure academic integrity such as preventing plagiarism and cheating.
- Students must understand academic integrity and act accordingly.

#### **Areas of Action**

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

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<sup>6</sup> *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>

- 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

<b>Implementation Plan</b>	<b>Unit(s) Involved</b>	<b>Timeframe</b>
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	Department heads, Programme Coordinators Programme teams School Deans Programme Committee	Initial programme validations scheduled for AY 2014-2015, through to spring 2016

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

## **PROCEDURES FOR EXAM SECURITY AND INVIGILATION**

**These regulations apply to in-class assessments (examinations, laboratory tests etc.) for all students registered in DERE 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 breach of academic integrity. All individuals involved will be referred to COSC.
- *Checking of Student Presence Procedure is published in myACG.*

#### **V. Procedures to be followed in case of alleged misconduct**

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

- Any unapproved items (communication devices, dictionaries etc.) will be removed by the invigilator. The invigilator does not have the right to physically search the student for crib notes etc. Grounds for accusing students of gaining improper advantage during an examination must be clearly established.

## **Appendix B: Programme Specification**



## Appendix C: Grading Criteria

Grade Descriptors  These descriptors outline the typical characteristics of the standard of work associated with each grade. They should be used for guidance only.	COURSE	
	LETTER GRADE	POINT GRADE
<b>Excellent:</b>  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
<b>Very Good:</b>  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-	3.7
	B+	3.5
<b>Good:</b>  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
<b>Satisfactory:</b>  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+	2.5
	C	2.0
<b>Fail:</b>  Clearly below the pass standard; lacking substance, knowledge and understanding; ideas confused and incoherent; fundamental weaknesses in most areas. Fails to meet the Learning Outcomes.	F	0

UK Points	US Letter Grade
70-100	A
65-69	A-
60-64	B+
50-59	B
45-49	C+
40-44	C
0-39	F

**Appendix D:** Undergraduate Online Catalog (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

### The American College of Greece



#### ACG Health and Wellness Center

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

COLLEGES WHERE STUDENTS AND EMPLOYEES MAY INITIALLY SEEK HELP:

PIERCE: Gymnasium 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/parent/guardians are in place, if required
- Activate a known plan of action with which all staff is familiar

#### PROTOCOL FOR AN ACCIDENT/ILLNESS OCCURRING 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 6936830266

**Monday – Friday between 13:00-21:00** Call DEREE nurse: ext. 1500 or 6936831599

**Monday – Friday after 21:00, on weekends and in case the nurse is not available:** Call the gate (ext. 1100) or E/CAB (166) to arrange for transportation. In case of a life threatening emergency, Call appropriate administrative personnel to report incident. (Refer to TABLE A).

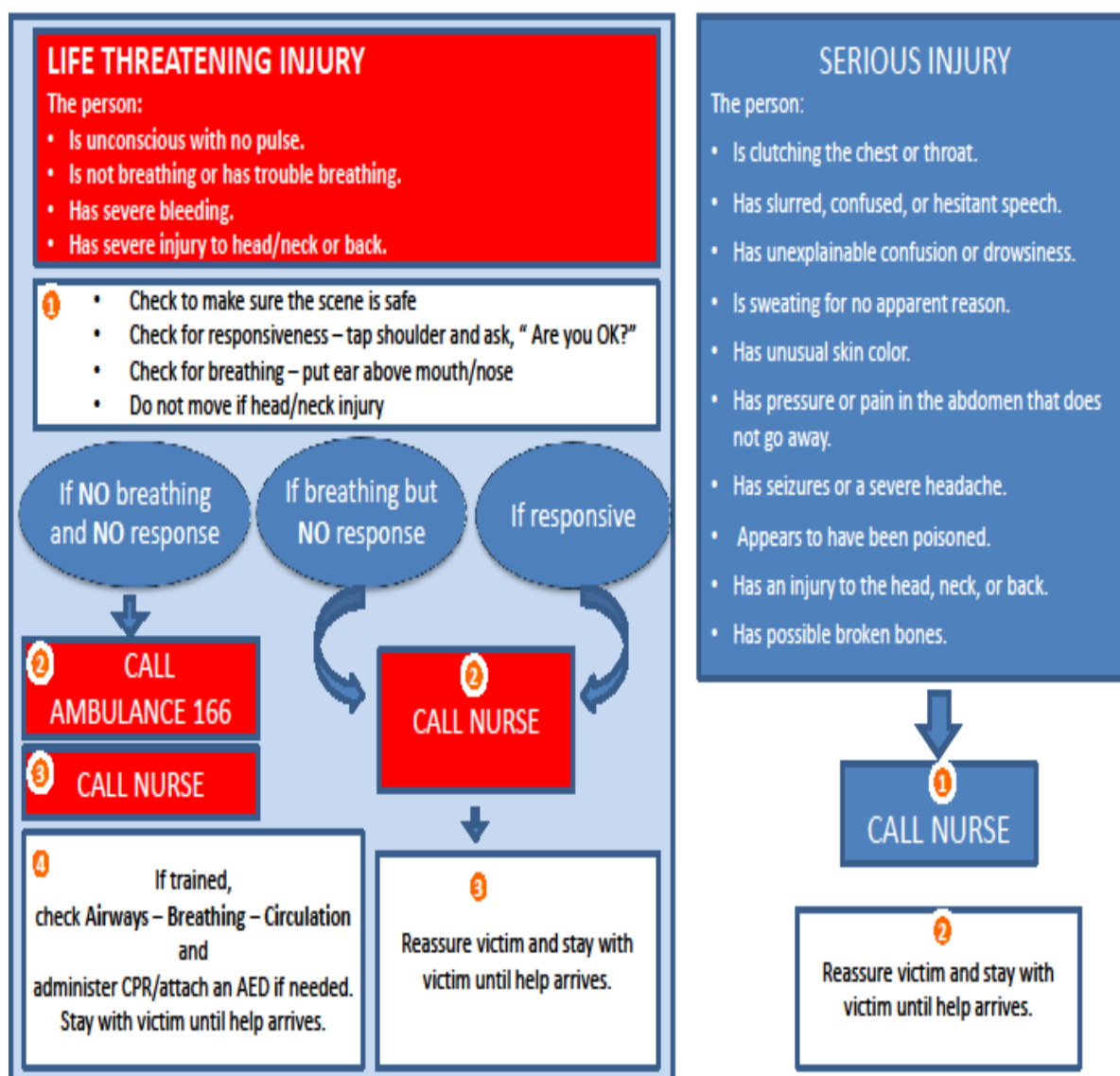
Keep a record of the incident by filling out the *Accident Report Form* and faxing it to the Business Affairs Office at 210 600 5819. The same form should then be emailed to [wellnesscenter@acg.edu](mailto:wellnesscenter@acg.edu) and Office of Human Resources for PIERCE and DEREE employees at [hr@acg.edu](mailto:hr@acg.edu), or ALBA Human Resources for ALBA employees and students at [hr@alba.edu.gr](mailto: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 KEE-PCO and may require community awareness and protection or referral to a clinical setting, consult the *Infectious Disease Risk Assessment and Protocol*.

ΑΝΤΙ-ΡΑΝΙΣΤΗΡΕΣ ΑΠΟΤΟΞΙΝΩΣΗ

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6 Grevias Street, 15342 Agia Paraskevi, Athens, Greece - Tel: +30 (210) 600 5800 - Fax: +30 (210) 600 1737 - [www.acg.edu](http://www.acg.edu)

## MEDICAL EMERGENCY **WHEN NURSE IS ON DUTY**



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

## **Appendix F: Turnitin Policy**

### **Turnitin Policy Statement**

Deree-The American College of Greece has a subscription agreement with Turnitin, which is integrated into Blackboard Learn. Turnitin is an online service that facilitates the checking of student work against Turnitin's database of resources including web-based resources, e-books, articles and previously submitted student work. The service works by creating an Originality Report for each submitted assignment, which highlights areas of concern in terms of originality and potential plagiarism.

This policy statement sets out how the service is used in connection with student work at DERE-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. The Turnitin 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 DERE-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 checked 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:

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

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.

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 well 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.