



STUDENT HANDBOOK

BA (Hons) International Relations and European Affairs

2019-2020

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

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1. Welcome to the Programme

1.1 Message from the Dean

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

Helena Maragou, PhD

Dean, School of Liberal Arts & Sciences

1.2 Message from the Department Head

Welcome to the programme of International Relations and European Affairs (IREA), in the Department of History, Philosophy and the Ancient World. This programme offers you a solid background in developing a strong conceptual framework and sharpening of your critical skills which serves as an invaluable guide to any scientific or practical pursuit as well as it prepares you for postgraduate study. Our curriculum offers modules in the fields of International Relations and European Affairs, covering areas such, politics, history, economics, philosophy and socio-cultural studies. The IREA programme empowers students with a multi-disciplinary and interdisciplinary approach that hopes to provide them the best of a combination of humanities and social sciences.

We hope that you will take advantage of your time with us to develop as a thoughtful, inquisitive and life-long learner. Our main concern is to assist you to discover knowledge, build up a strong theoretical background and develop strong cognitive and practical skills in order to pursue your professional life and maximize your potential as a global citizen.

Ioanna Patsioti

Head, Department of History, Philosophy and the Ancient World

Deree-The American College of Greece

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

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

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

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.

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

1.4 Key Contacts

- American College of Greece: +30 210 600 9800
- Department Head: Patsioti, Ioanna, ipatsi@acg.edu, ext. 1615, room 605B
- Dean's Office: libarts@acg.edu ext. 1359, room 515
- Academic Advising Office: dc.adv@acg.edu ext. 1431
- Student Success Centre: ssc@acg.edu ext.1326, 1333
- Registrar's Office: registrar@acg.edu ext. 1331, 1328, 1449, 1445
- Validation Office: validation@acg.edu ext. 1428
- Student Affairs: studentaffairs@acg.edu ext. 1197, 1442
- Student Government: dc.sgorg@acg.edu ext.1373
- Library helpdesk: libraryreference@acg.edu ext. 1434, 1267
- SASS: sass@acg.edu ext.1273, 1276
- Study Abroad Office: studyabroadoffice@acg.edu ext. 1029, 1412
- Career Office: career@acg.edu ext. 1313, 1316
- Educational Psychologist: Dr. Natassa Triga, atriga@acg.edu ext. 1167
- College Nurse: Nora Beliati, tbeliati@acg.edu ext. 1500
- Communication Society: dc.comsoc@acg.edu
<http://www.acg.edu/avramidouk/Desktop/dc.afsoc@acg.edu>

1.5 Keeping in Touch

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

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

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

2. Studying on this Programme

2.1 Programme Philosophy and Mission

In congruence with the mission of the College, the BA (Hons) in International Relations and European Affairs programme aims to teach students the theoretical concepts and the practical tools comprising the field of International Relations, and prepare them for a deeper understanding of the modern challenges facing the international system, ranging from the shifting of the balance of power to conflict resolution.

In particular, the IREA programme at Deree – The American College of Greece aims to cover mainly two kinds of – complementary – knowledge. On the one hand, an understanding of both the interdisciplinary nature of the study of international relations and the fundamentals of European political and economic integration and its domestic and international implications. On the other hand, a systematic elaboration of major theoretical approaches in the fields of International Relations and European Studies and related disciplines; these address issues about the way key actors interact and shape international relations, the moral implications of political behaviour, contemporary European and international problems and developments, conflict resolution.

The programme also aims to prepare students for postgraduate studies as well as for success in their professional lives. The study of the theoretical foundations of international relations, as proposed by the programme, provides an invaluable guide and complement to any liberal arts, scientific and practical “knowledge”. By honing students’ capacity to develop critical skills and advance coherent argumentation, the programme encourages problem solving in all areas. By developing ~~of~~ discerning, critical, and adaptive capabilities and skills, it aims to achieve the goals of a liberal arts education and help students better assess and adapt to a changing world in an era of globalization.

1.1. Aim and Objectives

The primary goals of the IREA programme are to:

- Provide students with a competent understanding of major theoretical approaches in the domain of International Relations and European Affairs and the related fields.
- Develop students’ analytical and critical thinking and prepare them to practice coherent argumentation.
- Provide students with knowledge and understanding of the origins, evolution and contemporary dynamics of the international political system, including its regional dimensions.
- Prepare students to identify key issues and problems in International Relations and

European Affairs and learn how to formulate and elaborate ways of addressing them.

- Provide students with a comprehensive understanding of the rationale and dynamics behind the interconnected social, political and economic transformations that re-define the world as we knew it.
- Prepare students for postgraduate education.
- Provide students with a multidimensional and an 'examined' approach to international relations as global citizens and professionals.

2.2 Programme Learning Outcomes

A. Demonstrate an understanding of political, economic, social, cultural and security implications of multiple actors co-existing in the contemporary European and international environment:

1. Demonstrate an understanding of the origins, evolution and contemporary dynamics of the European and international system, including the nature of cooperation and conflict and the challenges facing the international system today.
2. Identify the key actors in International Relations – i.e., states, NGOs, intergovernmental organizations, transnational corporations, global civil society and individuals – and understand how these actors interact and shape international relations.
3. Evaluate the multi-dimensional consequences of globalization and regional integration/ disintegration as applied to issues of economic and business development, social justice, economic convergence, income and wealth distribution and disparities, cooperation and conflict, nationalism, and conflict resolution.
4. Demonstrate knowledge of the multi-disciplinary nature of international relations by establishing connections with the disciplines that have shaped and continue to influence international relations: politics, economics, society, culture, and history, among others.

B. Examine the moral implications of political behavior and critically evaluate the different moral perspectives in the domain of international relations.

C. Explain the fundamentals of European political and economic integration and its historical and international implications:

1. Demonstrate knowledge of European Union treaties, institutions and policies.
2. Evaluate the implications for the world political, economic and security order in the context of current developments in European economic and political integration.
3. Critically evaluate how contemporary European history, politics, economy, society and culture have transformed and continue to shape modern Europe.
4. Analyze specific European topics at an in-depth level using major theories, concepts, and ideas from the core European Studies disciplines (history, political science, and theories of integration).

D. Demonstrate effective written and oral communication skills in multicultural settings

1. Formulate and communicate arguments clearly, both in writing and orally
- E. Apply quantitative and/or qualitative research methods to investigate an issue or problem in the fields of International Relations and European Affairs.
1. Prepare papers, reports or proposals on the basis of research results
 2. Manage a complex body of information
 3. Use libraries effectively
- F. Synthesize and evaluate various theoretical approaches in the discipline
1. Critically analyze contemporary international issues and phenomena.
 2. Defend and substantiate one's inferences and conclusions using various theoretical approaches.
 3. Analyze in depth European and international problems and developments as well as synthesize different theoretical perspectives on them.
 4. Compare and contrast major theoretical and conceptual frameworks in the field of International Relations & European Studies.
 5. Reflect on knowledge and theory and become an independent lifelong learner.

2.3 Programme Structure

MODULE TITLES – LEVEL 4

Compulsory Modules:

EC 1000 Principles of Microeconomics
 EC 1101 Principles of Macroeconomics
 HY 2028 The Birth of Modern Europe
 IB 2006 International Business
 IR 2010 Introduction to International Relations
 IR 2015 Modern European History and Politics
 PO 2001 Political Behaviour
 PO 2004 Diplomacy

MODULE TITLES – LEVEL 5

Compulsory Modules:

IR 3220 Research Methods in International Relations
 IB 3008 Business in the European Union
 IR 3225 Foreign Policy
 PH 3010 Ethics
 PH 3022 Social and Political Philosophy
 PO 3031 International Relations

Optional Modules:

Students have to take two of the following modules

AN 3020 Intercultural Communications
EC 3232 The European Union
HY 3026 Middle East: A Crossroads
IB 3199 Contemporary Issues in International Business
IR 3017 Global Markets and Politics
SO 3015 Sociology of Globalization
SO 3025 Migration in the Global Age

MODULE TITLES – LEVEL 6

Compulsory Modules:

IR 4255 Geopolitics
IR 4365 European Foreign, Security and Defence Policies
IR 4130 Media and International Relations
IR 4135 International Law
PO 4025 Terrorism and Political Violence
IR 4145 Senior Thesis in International Relations and European Affairs

Optional Modules:

Students have to take two of the following modules

MG 4023 Business Negotiations
HY 4072 American in World Affairs
IB 4118 EU Economic and Funding Policies
IR 4250 Asia in World Affairs
IR 4140 Greece and the World
SO 4213 Collective Behaviour and Social Movements
IB 4140 Topics in EU Business

2.4 Academic Staff

Athanasopoulou, Elena, MA, received her Masters degree from the University of Warwick. Her research interests are: Neo Hellenic nationalism, authoritarian politics, populism and their Byzantine origins/Nationalism & European Integration/Nationalism & Globalization.

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Doulos, Demetrios, PhD, received his doctorate degree from the Wayne State University, in Detroit, Michigan, USA. His research interests are: International Economics, Money and Banking, Microeconomics, Macroeconomics.

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Giannopoulou-Merika, Anna, PhD, received her doctorate degree from the University of Salford, Manchester, U.K. Her research areas are: Econometrics, Mathematical Economics, Modeling Financial decisions, Microeconomics, Macroeconomics
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Klidas, Antonis, PhD, received his PhD from Tilburg University, The Netherlands. His research interests are: International Business, Employee Empowerment in Hotel industry.
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Koutroumpa, Fotini, LLM, received her LL.M in Environmental Law, from the City University, UK. She's a practicing lawyer and her research interests are: energy and environmental law, commercial and corporate law, international law.
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Ors, Romain Ilay, PhD, received her MPhil and her doctorate degrees from the Harvard University, U.S.A. Her research interests: social anthropology, Middle Eastern Studies, political science and international relations.
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Patsioti, Ioanna, MPhil, PhD, received her MPhil degree from the University College London, and her doctorate degree from the Philosophy School, University of Athens. Her research interests are: Greek Philosophy (emphasis on the Aristotelian studies), Ethics, Business Ethics, Social and Political Philosophy, American Pragmatism.
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Skoulas, Manos, PhD, received his doctorate degree from the Panteion University. Media and International Relations, Crisis and Risk Communication and Planning, Media relations.
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Vlavianos, Haris, MPhil, DPhil, received his MPhil and DPhil degrees from the University of Oxford (Trinity College). His research interests are: Politics, Modern Greek History and Culture, Greek Poetry.
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2.5 The IREA Society

All IREA majors are members of the IREA Society. Each year the IREA students elect five people to the governing body. The society has an academic advisor from the department, with whom the society plans and executes academic events such as the hosting of guest speakers. If you are interested in joining the governing body or simply working closely with it, contact the department head.

2.6 Description of Modules

For a detailed description of the IREA modules go to [the college catalog](#)

2.7 Programme Resources

Library Help

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

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

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

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

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.

Premiere editing suite: installed on lab computers for teaching and student use.

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 Chief External Examiner for this programme is:
Not assigned as yet

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

Work-Related Activities

While you may gather a great deal of information in your courses, there is no substitute for direct experience in a professional environment. Work-related activities allow you to get "hands-on" experience and, therefore, constitute a pertinent learning tool.

The internship option in your program provides opportunities for the development of practical skills in contexts where professional criticism is both immediate and constructive. It also furnishes you with opportunities to observe and understand connections between coursework and skills needed to perform effectively in a professional environment. Internships aid in the identification of knowledge and skills essential to doing well in a particular profession, give you the opportunity to demonstrate your professionalism and, therefore, increase the credibility of your degree.

In addition, because the internship experience requires a great deal of personal responsibility, it enhances your professional confidence and provides an important step in your personal and professional maturation process.

The industry placement is in essence your first step towards a professional career. It gives you valuable experience in preparation for employment, provide entry into a professional network and occasionally lead directly into employment opportunities. Contacts made through the internship can be invaluable sources of information for securing eventual employment.

2.8 Opportunities for Graduates

Having successfully fulfilled the requirements of the programme the graduates:

- Will be prepared to undertake graduate studies in a variety of fields including: International Political Economy, International Relations, Politics and International Studies.
- Will be able to continue education in view of pursuing their careers in diplomacy, research institutes, think tanks, NGOs, international organizations, and diverse industries,

including: consultancies, analysis, banking sector, insurance industry, journalism and MNEs.

- Will be able to pursue a law degree in the United States.
- Will be prepared to follow careers in domestic and international politics.
- Will possess an educational background that is particularly relevant in departments dealing with strategic planning, risk analysis.

3. Assessment and Feedback

3.1 Assessment

Assessment Strategy and Procedure

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

Examination Regulations and Procedures

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

Student Identity

Students must carry with them their DEREED 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

COURSE	COURSE TITLE	ASSESSMENT TYPE	WEIGHT	DESCRIPTION
COMPULSORY MODULES - LEVEL 4				
EC 1000	Principles of Microeconomics	In-class, 1-hour, "diagnostic" test - formative	0	problems/essay questions combination
		In-class midterm examination (1-hour) – summative	40	problems/essay questions combination
		Final examination (2-hour, comprehensive) - summative	60	problems/essay questions combination
EC 1101	Principles of Macroeconomics	In-class, 1-hour, "diagnostic" test - formative	0	problems/essay questions combination
		In-class 1-hour midterm examination - summative	40	problems/essay questions combination
		Final examination (2-hour, comprehensive) - summative	60	problems/essay questions combination
HY 2028	The Birth of Modern Europe	Take home essay assignment - formative	0	Take home essay assignment – source based
		Mid-term examination: (1-hour),essay - summative	40	type questions with choice involved
		Final examination: (2-hour),essay - summative	60	type questions with choice involved
IB 2006	International Business	In-class, 1-hour, "diagnostic" test - formative	0	essay-type questions
		In-class 1-hour midterm examination - summative	40	essay-type questions
		Final examination (2-hour, comprehensive) - summative	60	essay-type questions
IR 2010	Introduction to International Relations	Essay type in class/take home assignment - formative	0	essay-type questions
		Portfolio of assessments on a case study: Annotated Bibliography, Visual Summary (Poster), Case study - summative	10 10 40	essay-type (1500-1800 words)
		Final examination (2-hour, comprehensive) - summative	40	essay-type questions
IR 2015	Modern European History and Politics	Essay type in class/take home assignment - formative	0	essay-type questions
		Portfolio of assessments on a case study: Annotated Bibliography, Visual Summary (Poster), Term paper- summative	10 10 40	essay-type (1500-1800 words)
		Final examination (2-hour, comprehensive) - summative	40	essay-type questions
PO 2001	Political Behavior	Take home essay assignment - formative	0	Take home essay assignment – source based
		Mid-term examination: (1-hour),essay - summative	40	Essay-type questions
		Final Examination (2-hour, comprehensive) - summative	60	Essay-type questions
PO 2004	Diplomacy	In-class, 1-hour, "diagnostic" test - formative	0	Source based questions
		In-class mid-term examination; 1 hour - formative	40	Essay questions
		Final Examination; 2 hours - formative	60	Essay questions
COMPULSORY MODULES - LEVEL 5				
IR 3220	Research Methods in International Relations	Research Project Proposal (2 stages) - formative	0	Case studies, tests, assignment preparation
		In-class 1-hour midterm examination - summative	40	Essay-type questions
		2nd Assessment - summative	60	Written project (2,500-3,000 words)
IB 3008	Business in the EU	Coursework "diagnostic" - formative	0	Essay-type questions

		In-class 1-hour midterm examination - summative	40	Essay-type questions
		Final examination (2-hour, comprehensive) - summative	60	Essay-type questions
IR 3225	Foreign Policy	In-class, 1-hour, "diagnostic" test - formative	0	Source-based questions
		Term project with individual presentation- summative	40 10	Written project (2,000-2,300 words)
		Final examination (2-hour, comprehensive) - summative	50	Essay-type questions
PH 3010	Ethics	Home assignment or In-class, 1-hour "diagnostic" test – formative	0	Essay-type questions
		In-class midterm examination (1-hour) – summative	40	Essay-type questions
		Final examination (2-hour, comprehensive) – summative	60	Essay-type questions
PH 3022	Social and Political Philosophy	Class presentation (individual or group) or home assignment - formative	0	Discussion of cases or written assignment
		Term project - summative	40	Written project (2,000 words)
		Final Examination (2-hour, comprehensive) - summative	60	Essay-type questions
PO 3031	International Relations	An annotated bibliography in preparation for the research paper - formative	0	Presentation of sources and cases
		Term project - summative	40	Written project (2,000-2,300 words)
		Final Examination (2-hour, comprehensive) - summative	60	Essay-type questions
OPTIONAL MODULES - LEVEL 5 (Two of the following seven)				
AN 3020	Intercultural Communications	Project proposal - formative	0	Methodology, theory
		Midterm Examination (1-hour) - summative	25	Multiple choice; true false;
		In-class presentation	25	24-40 minutes
		Term project - summative	50	written project
EC 3232	The European Union	Diagnostic test - formative	0	problems/essay-type questions combination
		In-class midterm examination (1 hour) - summative	40	problems/essay-type questions combination
		Final examination (2-hour, comprehensive) - summative	60	problems/essay-type questions combination
HY 3026	Middle East: A Crossroads	Take home essay assignment - formative	0	Essay-type source based
		Term project - summative	40	Written project (2,000-3,000 words)
		Final Examination (2-hour, comprehensive) - summative	60	Essay-type questions
IB 3199	Contemporary Issues in International Business	"Diagnostic" coursework - formative	0	Essay-type questions
		Term project - summative	40	Written project (1,500-2,000 words)
		Final Examination (2-hour, comprehensive) - summative	60	Essay-type questions
IR 3017	Global Markets and Politics	Case discussion - formative	0	Essay-type questions
		Term project - summative	40	Written project (2,000-3,000 words)
		Final Examination (2-hour, comprehensive) - summative	60	Essay-type questions
SO 3015	Sociology of Globalization	Three writing assignments - formative	0	Essay-type questions
		Midterm examination - summative	40	Essay-type questions
		Final Examination (2 hours) - summative	60	Essay-type questions
SO 3025	Migration in the Global Age	Onetake home assignment "diagnostic" - formative	0	Essay-type questions

		Past exam questions or mock exam- formative	0	Essay-type questions
		Project - summative	50	interview-based (2,500 words)
		Final Examination (2-hour, comprehensive) - summative	50	Essay-type questions
COMPULSORY MODULES - LEVEL 6				
IR 4255	Geopolitics	"Diagnostic" coursework - formative	0	Essay-type questions
		Written examination (1-hour) - summative	40	Essay-type questions
		Research Paper - summative	60	Written project (3,000-3,300 words)
IR 4365	European Foreign, Security and Defence Policy	"Diagnostic" coursework - formative	0	Essay-type questions
		Written examination (1-hour) - summative	40	Essay-type questions
		Group research project with presentation:Methodology/data collection/interpretation (group report, individual performance during presentation) - summative	30 30	Written project (3,000-3,300 words)
IR 4130	Media and International Relations	Home assignment or In-class, 1-hour, "diagnostic" test - formative	0	Essay-type questions
		Written examination (1-hour) - summative	40	Essay-type questions
		Presentation of the research topic - summative	15	Presentation (10 minutes)
		Research paper with individual presentation - summative	45	Written project (3,000-3,300 words)
IR 4135	International Law	Two in-class quizzes - formative	0	Essay-type questions
		Midterm Examination (1 hour) - summative	40	Essay-type questions
		Research paper - summative	60	Written project (3,000-3,300 words)
PO 4025	Terrorism and Political Violence	An annotated bibliography in preparation for the research paper - formative	0	Source-based
		Term project - summative	40	Written project (3,000-4,000 words)
		Final examination (2-hour comprehensive) - summative	60	Essay-type questions
IR 4145	Senior Thesis in International Relations and European Affairs	Essay type assignments / In-class presentations	0	Essay type assignments / In-class presentations
		Dissertation - summative	85	Research paper (5,000-5,500 words) Literature Review/Methodology/Interpretation of issues/Critical evaluation of positions (Topic to be chosen by students in consultation with the academic staff)
		Presentation of the paper - summative	15	Presentation (15 minutes)
OPTIONAL MODULES -LEVEL 6 (Two of the following seven)				
MG 4023	Business Negotiations	Case studies, simulation exercises and article reviews - formative	0	Case studies, simulation exercises and article reviews
		Term project - summative	40	Written project (1,800-2,200 words)
		Final examination (2-hour, comprehensive) - summative	60	Essay-type questions
HY 4072	America in World Affairs	An annotated bibliography in preparation for the research paper - formative	0	Source-based
		Term project - summative	60	Written project (3,000-4,000 words)
		Final Examination (2-hour, comprehensive) - Summative	40	Essay-type questions

IB 4118	EU Economic and Funding Issues	Case study analysis and discussion - formative	0	Case study analysis and discussion
		Term project - summative	50	Written project (2,300-2,700 words)
		Final examination (2-hour comprehensive) - summative	50	Essay-type questions
IR 4250	Asia in World Affairs	"Diagnostic" coursework - formative	0	Essay-type questions
		Written examination (1-hour) - summative	40	Essay-type questions
		Term project - summative	60	Written project (3,000-3,300 words)
IR 4140	Greece and the World	In-class, 1-hour, "diagnostic" test - formative	0	Source-based questions
		Annotated bibliography for the term project - formative	0	Source-based
		Midterm Examination (1-hour) - summative	40	Essay-type questions
		Research project with individual presentation - summative	45 15	Written project (3,000-3,300 words)
SO 4213	Collective Behaviour and Social Movements	Essay-type assignments/In-class presentations - formative	0	Essay-type assignments/In-class presentations
		Midterm examination- summative	40	Essay-type questions
		Term project - summative	60	Written paper (3,500 words)
IB 4140	Topics in IB Business	Case analysis and in-class discussion - formative	0	Case study analysis and discussion
		Term project - summative	50	Written project (2,300-2,700 words)
		Final examination (2-hour comprehensive) - summative	50	Essay-type questions

3.2 Giving your Feedback on This Programme

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

School of Liberal Arts and Sciences Programme Committee

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

Departmental Academic Society

The School of Liberal Arts and Sciences International Relations and European Affairs Department has a student society, which organizes field trips, on-campus lectures, and

informational meetings about the programme. The faculty advisor to the Society supervises the organization of student elections to the society's governing board according to the society's constitution, and the board of students implements all planned activities. The societies also maintain a Blackboard site for all students majoring in the programme where academic information can be posted.

The IREA Society fosters a climate of intellectual collaboration between students and faculty members, and provides opportunities for students to explore various career options. We achieve these aims by working with advisors in order to organize events such as conferences and trips with an explicit educational purpose and by actively supporting initiatives undertaken by the department.

Student Course Evaluation

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

Senior Exit Survey

Student feedback comprises an integral part in the continuous development and success of School of Liberal Arts and Sciences programmes. In that spirit, we ask prospective graduates a Senior Exit Survey. The survey includes questions on student satisfaction with the education provided by the School of Liberal Arts and Sciences and with their overall College experience at Deree. The aim is to identify areas of good practice as well as areas that need improvement. Based on the data collected through the Senior Exit Survey, a report is developed by an interdisciplinary School of Liberal Arts and Sciences faculty committee. All data collected in this survey are held anonymously and securely. Responses cannot be traced back and all results are presented in an aggregated form. When you reach the final semester of study, you receive the relevant link in your student email address.

3.3 What Happens with your Feedback on This Programme?

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

Student feedback is used in a variety of ways, including:

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

3.4 Getting Feedback on your Assessed Work

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

3.5 How do I Get my Results?

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

3.6 Issues with Assessment

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

Examples of acceptable extenuating circumstances include:

- Bereavement
- Illness
- Hospitalization
- Transport cancellation, where this may be evidenced
- Court attendance
- Serious family illness where the impact on the students' ability to undertake assessment may be demonstrated
- Accident

The following are not acceptable extenuating circumstances:

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

Late Submission

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

Resits

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

Resits in Capstone Courses

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

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

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

Academic Appeals

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

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

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

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

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

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

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

Cheating, Plagiarism and other forms of Unfair Practice

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

3.7 Academic Misconduct and Penalties

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

Once the Committee on Standing and Conduct has considered the allegation and reached a conclusion on whether an offence has occurred, it should issue a report with a

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

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

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

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

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

Second offences automatically result in a hearing.

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

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

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

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

the Academic Council on a case-by-case basis, is prepared within 14 days, and includes the complaint, the Committee's judgment and sanctions.

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

3.8 Complaints Procedure

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

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

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

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

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

4. Where to Get Help

4.1 Downloading College Forms

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

4.2 Academic Advising

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

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

4.3 Student Academic Support Services

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

4.4 Office of Student Affairs

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

4.5 Student Success Centre

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

4.6 Disability Status and Provisions

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

4.7 Career Services

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

4.8 Study Abroad

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

5. What to do if you.....

5.1are absent for more than one day

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

5.2are ill

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

5.3have a comment, compliment or complaint

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

5.4are considering withdrawing from the course

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

- Students are permitted to change a course within the first two days of teaching.
- Beyond this period, students may withdraw from a course within the first two weeks of teaching whilst retaining the right to re-enroll in the said course in the future.

- Changes after this deadline will only be considered in exceptional circumstances. Students shall not be permitted to withdraw and then subsequently re-enroll in a course after the submission or completion of the first summative assessment.

5.5need a reference letter

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

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 [Student Resources](#).

Guidelines for Student Use of Turnitin:

- Students are only permitted to submit their own work and only for assignments created by DEREЕ faculty for DEREЕ courses.
- Students are not allowed to submit the work of others.

- Students are not allowed to have their own work submitted by others.
- Students are responsible for submitting assignments to Turnitin on time.
- Work submitted to Turnitin remains in a large database of papers against which future papers are scanned.

6.4 Transfer of credits

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

6.5 Evaluation of Transfer Credits

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

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

6.6 Credit by Assessment for Professional Experience

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

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

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

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

*Students must submit an application in order to take advantage of the Credit by Assessment program. The application includes an updated resume and a statement that

describes knowledge and skills gained through experience-based learning and how they relate directly to course(s) for which credit requested. Students may also submit certificates of training, work samples, and other documents appropriate as evidence of equivalent to college learning.

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

6.7 Student Matriculation

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

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

Students must observe all current prerequisites for courses. Students may stay informed about current prerequisites/co-requisites of courses by consulting annually the latest 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 [Student Resources](#).

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

Appendix B: Programme Specification