**STUDENT HANDBOOK**


**BA (Hons) Philosophy**


**2019-2020**

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

# Contents

# 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 Welcome from the Department Head**

*Welcome to the programme of Philosophy, in the Department of History, Philosophy and the Ancient World! Philosophy offers you a solid background in developing a strong conceptual framework and sharpening your critical analysis and argumentation skills. It is also an invaluable guide to any scientific, artistic and practical pursuit, as it prepares you for postgraduate study. Our curriculum offers modules in both the history of philosophy and core philosophical issues, thus serving both the historical and the thematic component of the discipline of philosophy. This programme provides students with a rich endowment from the area of humanities and enables them to pursue any career in the future.*

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

**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 DEREE-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, DEREE-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 DEREE-ACG are validated by The Open University, UK (www.open.ac.uk/validate).

Through these accreditation and validation relationships, DEREE-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: Dr. Ioanna Patsioti, ipatsi@acg.edu, ext.1615, Rm.605B.
- Dean's Office: libarts@acg.edu@acg.edu ext. 1359, room 515
- Academic Advising Office: dc.adv@acg.edu ext. 1431
- Student Success Centre: ssc@acg.edu ext.1326, 1333
- Registrar's Office: registrar@acg.edu ext. 1331, 1328, 1449, 1445
- Validation Office: validation@acg.edu ext. 1428
- Student Affairs: studentaffairs@acg.edu ext. 1197, 1442
- Student Government: dc.sgorg@acg.edu ext.1373
- Library helpdesk: libraryreference@acg.edu ext. 1434, 1267
- SASS: sass@acg.edu ext.1273, 1276
- Study Abroad Office: studyabroadoffice@acg.edu ext. 1029, 1412
- Career Office: career@acg.edu ext. 1313, 1316
- Educational Psychologist: Dr. Natassa Triga, atriga@acg.edu ext. 1167
- College Nurse: Nora Beliati, tbeliati@acg.edu ext. 1500
- Philosophy Society: www.acgboard.acg.eduC:\Users\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

**Mission and objectives of the Philosophy Programme**

**Mission**
In accordance with the Mission of the College, the mission of the Philosophy Department is to teach students the theoretical and practical tools of philosophy and prepare them for a deeper understanding of a range of issues, both of a conceptual nature and/or practical relevance. The selection of areas of study is governed by the needs of the students' academic and professional development.

**Educational Aims and Objectives**

The primary goals of the Philosophy programme are to:
- Provide students with a competent understanding of major philosophical schools, ideas or concepts
- Develop students' analytical and critical thinking and prepare them to practice coherent argumentation
- Prepare students to identify philosophical problems, puzzles, paradoxes or issues, and learn how to formulate and elaborate solutions to these
- Prepare students for postgraduate education
- Provide students with a multidimensional and an 'examined' approach to life as citizens and professionals

**Learning Outcomes of the Philosophy Programme**

A. <u>Knowledge and Understanding</u>

Students gradually build up knowledge and understanding of:
- How to define, analyze and use terms and arguments corresponding to major philosophical schools or positions.
- How to critically examine central theories or issues and relevant arguments in the fields of moral, social and political philosophy.
- Central theories in the fields of logic, metaphysics, aesthetics, epistemology, and philosophy of mind, as well as the ability to use and criticize specialized philosophical terminology.
- How to critically evaluate and interpret the ideas and arguments of the major philosophers in the history of the subject on the basis of their own writings.
- How to interpret philosophical texts, identify which are primary sources, and critically evaluate their arguments as an original thinker.

B. Cognitive Skills

The built up of cognitive skills, namely reasoning, perception, and intuition is progressive. Students learn to:

- Construct rationally persuasive arguments for or against specific claims in a wide variety of fields, as well as identify invalid reasoning.
- Apply the methodological skills of abstraction, induction and deduction.
- Use moral theories and arguments as tools of decision-making and evaluate their impact on the domain of moral action.
- Formulate and analyze complex and controversial problems in a way appropriate to the level of study, as well as apply knowledge appropriate to the problem and the level to their solution.
- Analyze and synthesize ideas and evaluate their applicability.
- Apply advanced research skills.

C. Practical and Professional Skills

Students acquire practical and professional skills as follows:
- Think creatively, self-critically and independently.
- Present, in both oral and written forms, philosophical concepts or abstract terms in a clear and meaningful way.
- Prepare papers, reports, or proposals on the basis of research results.
- Manage a complex body of information.
- Use libraries effectively.

D. Key/Transferable Skills

Students acquire key/transferable skills as follows:

- Basic knowledge in an array of different disciplines in humanities and social sciences, thus becoming broadly informed citizens and professionals.
- Develop argumentation and debating skills.
- Ability to reflect intellectually and become an independent life-long learner.
- Ability to perform a critical evaluation of the body of knowledge acquired through the programme, by means of their own analysis.

**The Philosophy Programme**

*An Invitation to Philosophy*
Philosophy can be many things at the same time. Consider the following list:

- As 'love of wisdom', philosophy provides a deeper understanding of any issue, ranging from everyday life to highly conceptual, universal or existential problems; this leads to a more thoughtful and comprehensive approach to ourselves, society and the world.
- As the study of the theoretical presuppositions of any branch of knowledge, it is an invaluable critical guide to any scientific, artistic and practical pursuit.
- As training in critical skills and coherent argumentation, in both analysis and synthesis, it encourages and facilitates problem solving and decision-making in all areas, ranging from personal and moral dilemmas to questions about the nature of the universe and the meaning of life.
- As training and development of our discerning, sensitive, critical, and adaptive capacities, it epitomizes the goals of a Liberal Arts education in assessing and adapting to a changing world in an era of globalization.

**The BA (Hons) in Philosophy**

**MODULE TITLES – LEVEL 4**

**Compulsory Modules:**
PH 1000 Introduction to Philosophy
PH 1001 Practical Reasoning
PH 2003 Internet and Philosophy
PH 2014 Aesthetics
PH 2016 Philosophy and Cinema
PH 2020 Greek Philosophy

**Optional Modules:**
HUMANITIES OPTION - LEVEL 4
SOCIAL SCIENCE OPTION - LEVEL 4

Students can take one of the following options in Humanities:

AR 1017 Digital Image
AT 2005 Art of Ancient Greece
CL 2010 Greek and Roman Epic Literature in Translation
HY 2071 American History II
HY 2080 Great Britain
MU 2025 Cultural Perspectives on Music
DR 1003 The Making of the Theatre

Students can take one of the following options in the Social Sciences:

AN 1000 Introduction to Anthropology
AN 2007 Ethnicity and Identity
AN 2010 Greek Folklore
EC 2011 Economic History of Europe
PO 1000 Political Organization
PO 1001 Political Behaviour
PS 1000 Psychology as a Natural Science
PS 1001 Psychology as a Social Science

SO 1000 Introduction to Sociology
SO 2004 Social Inequality

## MODULE TITLES – LEVEL 5

### Compulsory Modules:

PH 3010 Ethics
PH 3011 Introduction to Logic
PH 3022 Social and Political Philosophy
PH 3026 Existentialism
PH 3027 Rationalism and Empiricism
PH 3118 Theory of Knowledge

### Optional Modules:
Students have to take two of the following modules
PH 3005 Business Ethics
PH 3009 Evolution and Revolution
PH 3023 American Philosophy

## MODULE TITLES – LEVEL 6

### Compulsory Modules:

PH 4028 Kant and German Idealism
PH 4031 Phenomenology: Husserl and Heidegger
PH 4032 Postmodern Philosophy: Foucault and Derrida
PH 4121 Plato and Aristotle
PH 4141 Philosophy of Mind
PH 4350 Seminar in Selected Texts

### Optional Modules:
Students have to take two of the following modules
PH 4113 Philosophy of Science
PH 4130 Philosophy of Language
PH 4135 Philosophy of History

### The Philosophy Staff

Following is an alphabetical listing of the Philosophy Staff:

- **Arouh Melenia,** *Assistant Professor, (Full Time)*
  B.A., Deree-The American College of Greece, M.A., Ph.D., University of Southampton.

  Research interests:  Film Studies, Aesthetics, Philosophy of Cinema.

- **Giourgas Thomas**, *(Part-Time)*
  Ptychion, University of Athens; MSc. Public Policy, University of Edinburgh, MSc. Philosophy, University of Edinburgh, Ph.D., University of Edinburgh.

  Research interests: Ethics, Epistemology, Ancient Greek Philosophy.

- **Maniatis, Yiorgo**, *(Part Time)*

B.A., Southern Illinois University at Carbondale; M.A. The Claremont Graduate School; Ph.D., University of Athens.

Research interests: Ancient Greek Philosophy, Ethics.

- **Patsioti, Ioanna**, *Professor, (Full-time)*

Ptychion, University of Athens; M.Phil., University of London; Diploma, London School of Public Relations; Diploma, University of London; Ph.D., University of Athens.

Research interests: Ancient Greek Philosophy, Business Ethics, American Philosophy, Social and Political Philosophy, Metaphysics.

- **Petridis-Tzobanos, Raymond,** *Assistant Professor (Full-time)*

Ptychion, University of Athens; M.A., University of Essex; M.Phil., New School University; Ph.D., New School University.

Research interests: 18$^{th}$ – 20$^{th}$ Continental Philosophy (emphasis on Nietzsche, Hegel and Kondylis), Political Philosophy, Moral Inquiry, Secularism and Political Theology.

- **Pirocacos, Elly,** *Associate Professor (Teaching Tier, Full-time)*

B.A., Deree-The American College of Greece; M.A., Ph.D., University of Kent at Canterbury.

Research interests: Applied Ethics, Pedagogy, Ancient Greek Philosophy.

- **Stamatellos, Giannis,** *(Part-time)*

Diploma, Control Data Greece; M.A., P.hD, University of Wales, Trinity Saint David.

Research interests: Ancient Greek Philosophy, Computer Ethics, Philosophy of Technology.

- **Stergiou, Chrysovalantis**, *(Adjunct Professor)*

Ptychion, University of Athens; M.A., University of Athens; Ph.D., University of Athens and National Technical University of Athens.

Research interests: Philosophy of Science, Logic.

- **Vindiadis, Elly,** (*Part-time*)

B.A., Deree-The American College of Greece; M.A., M.Phil, Ph.D, City University of New York Graduate Center.

Research interests: Philosophy of Mind, philosophy of Psychiatry, Metaphysics, Epistemology.

**Programme Resources**

**Library resources**

The John S. Bailey library provides extensive print, electronic and audio-visual collections to support you throughout your studies. All registered students have access to the library. A list of library resources and services is available on the library's website: www.acg.edu/library

Library collections include:

- 126,600 print books
- 83,500 e-books
- 19,000 e-journals with access to over 10 million articles
- 3,500 DVDs, CDs, videos, multimedia CD-ROMs

The Library Catalog (libguides.acg.edu/catalog) will give you access to print and e-books and audio-visual collections. E-journals and other electronic resources are available through LibGuides by subject (libguides.acg.edu). Most resources are also available off campus. For instructions see: libguides.acg.edu/off-campus.

Course reserves are located at the Circulation Desk. A list of reserves by course and instructor is accessible through the Library Catalog: libguides.acg.edu/catalog-reserves.

The library provides individual and group study spaces, computers with internet access and MS Office, printing and photocopy services, and wireless internet access.

If you need help conducting research or using our facilities you can reach us by email: library@acg.edu  or by phone: +30 210 600 9800 ext. 1348.

The list of main electronic databases relevant to Environmental Studies is as follows:
 ➢ **Academic Search Premier (EBSCO*Host*)**
    Citations, abstracts and full text of periodical articles covering all academic disciplines.  More than 4,600 titles in full text, of which 3,900 are peer-reviewed.
 ➢ **Britannica Academic Edition**
    The electronic version of the *Encyclopædia Britannica* and *Britannica Book of the Year* enhanced with a variety of multimedia and selected websites. Includes the *Merriam-Webster's Collegiate Dictionary & Thesaurus*.
 ➢ **Credo Reference**
    A collection of 112 electronic reference sources by SAGE Publications on the fields of business, geography, law, medicine, psychology, religion, science and the social sciences.
 ➢ **The Economist**

Authoritative insight and opinion on international news, politics, business, finance, science and technology. Includes all articles from the print edition and more.

> **Expanded Academic ASAP**
Citations, abstracts and full text of periodical articles covering all academic disciplines. More than 2,500 periodical titles are available in full text.

> **GreenFILE (EBSCO*host*)**
Citations and abstracts with some full text of more than 760 sources covering all aspects of human impact on the environment. Subjects covered include: global climate change, green building, pollution, sustainable agriculture, renewable energy and recycling.

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

> **Library, Information Science & Technology Abstracts**
Citations and abstracts with some full text of more than 675 journals, research reports and proceedings in librarianship, cataloging, bibliometrics, online information retrieval, information management and more.

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

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

> **ScienceDirect**
Citations and abstracts from over 3,200 journals. Full text access to over 400 scholarly journals in the social and behavioral sciences, including psychology, sociology, business and management, and more.

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

> **World Book Advanced**
The electronic version of the *World Book Encyclopedia* enhanced with videos and animations, sounds, pictures, maps and suggested websites.

As a member of the US National Network of Academic and Scientific Libraries the College Library offer document delivery services through a union catalog of serials from academic and special libraries in Greece. Pay-per-article and document delivery services are also available from the British Library as well as through a variety of vendors and publishers.

An array of media services is also available to all students and faculty. The Library Media Center houses the library's audio-visual and multimedia collections and provides equipment for viewing and listening. Furthermore, the Media Center offers assistance to students and faculty in using the latest audiovisual and computer technologies.

**Laboratories**

Philosophy students benefit from new, state-of-the-art student computer lab in the Centre 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.

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.

**2.1 Library Help**

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

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

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

**2.2 External Examiner**

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

The External Examiner for this programme is:

Dr. Keith Crome, Principal Lecturer in Philosophy, Manchester Metropolitan University, k.crome@mmu.ac.uk.

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

## 2.3 Career Opportunities

***What Can I Do with a BA (Honours) in Philosophy?***
Philosophy is often considered not to be related to everyday life and needs, not conducive to a career or to earning a living. This, however, is a misunderstanding. Philosophy graduates are absorbed in education, journalism and the media, translating and publishing. But these are not the only opportunities, as some of the following passages show.

The philosophy programme develops a variety of transferable and subject-specific skills, all of which are highly relevant to typical career choices in humanities and the social sciences. Skills acquired at DEREE make philosophy graduates render them eligible and highly competent to enter the private sector in Greece. Philosophy graduates can use their skills to seek career opportunities in the field both inside and outside Greece. They develop analytical skills and the ability to understand issues within a structural perspective. Learning the process of critical thinking and how to bring evidence to support an argument is extremely important in a fast-changing job market. Feedback from employers is informally received through faculty networking with the market, the annual "Career Week" hosted by the College, as well as the Alumni Office. It is estimated that more than half of programme graduates are absorbed by the local labour market. Philosophy graduates take up careers in the local and international business sector (e.g. Business Administrator, Management Analyst, Marketing Analyst, Customer Service Representative, Human Resources, Public Relations), in media organizations, in publishing business, and in non-governmental organizations, as well as in private education.

- ✓ The main reason to choose a degree in philosophy is love of the subject itself, but you still may be asking: What can you do with a degree in philosophy? The answer, which may surprise you, is: You can do just about anything with an undergraduate degree in philosophy!

- ✓ Recent studies show that employers in many fields are looking to hire people with abilities that the study of philosophy develops: the ability to organize ideas and issues, to assess pros and cons, to solve problems, to communicate, and to reduce complex data. Thus, as these employers recognize, individuals trained in philosophy are well prepared for many interesting careers. A person with a background in philosophy can also take

on new responsibilities and adapt to new careers more readily than those whose training has been tightly focused on more narrowly defined career goals.

**The Office of Career Services**

The College provides career support to its students and alumni through the Office of Career Services (OCS). The goal of OCS is to ensure that your academic investment in skills and knowledge is effectively integrated and reflected in your future career path. Through counseling sessions with staff, special computerized programs and an extensive library of resource materials, the office can assist you with career decision making and planning.

The office has also developed a series of events designed to bring together prospective employers, students and alumni. *Career Forum* is comprised of resume and interview workshops, while *Company Fair* and *Company Visitation Day* are primarily aimed at graduating students and alumni. Additional events targeted to all students include *employer presentations*, the *workshop program* and *targeted career days* specific to the academic area of study.

**Postgraduate Studies**

**Postgraduate Links to Other Disciplines**

Earning a Bachelor of Arts in Philosophy gives you significant qualifications without limiting you in future choices regarding Postgraduate studies at both the Masters and Doctorate level. Students with a BA (Honours) in Philosophy from DEREE-ACG have pursued graduate studies abroad (mainly in the UK and USA) in fields different to their undergraduate work, in order to expand their intellectual horizons but also to refine their vocational training.

Approximate data indicate that since 1998 more than 70% of DEREE philosophy graduates pursue graduate studies at the Masters level (more than 75% of which pursued in the UK). Nearly 15% of those MA graduates continue as Ph.D candidates in philosophy and mostly in UK universities. British universities that have accepted philosophy graduates since 1990 include London School of Economics and Political Science, the University of St. Andrews, the University of Warwick, the University of Edinburgh, the University of Reading, Brunel University, the University of Essex, and the University of Southampton. Outside the UK DEREE philosophy graduates have successfully pursued graduate studies at the Boston College (U.S.A.), the University of Wisconsin (U.S.A.), while a recent trend indicates that Dublin (Ireland)  Leuven (Belgium) and Dutch universities become a growing graduate studies target (in particular, the University of Amsterdam).

## 3. Assessment and Feedback

### 3.1 Assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Module Assessment Mapping**

| | PHILOSOPHY MODULE ASSESSMENT | | | |
|---|---|---|---|---|
| **Course** | **Course Title** | **Assessment Type** | **Weighting** | |
| | | | | |
| **COMPULSORY MODULES** | | | | |
| **PH 1000** | Introduction to Philosophy | In-class, 1-hour, "diagnostic" test -**formative** | 0 | Short es |
| | | in-class,midterm examination (1-hour)-**summ.** | 40 | Short es |
| | | Final examination (2-hour, compr.) -**summative** | 60 | Short es |
| | | | | |
| **PH 1001** | Practical Reasoning | Home assignments&partic.in debate- **formative** | 0 | Exercis |
| | | In-class, midterm examination(1-hour)-**sum.** | 40 | Exercis |
| | | Final examination (2-hour, compr.) -**summative** | 60 | Exercis |
| | | | | |
| **PH 2003** | Internet and Philosophy | Home assignments - **formative** | 0 | Essay-t |
| | | Research paper (1800 words)-**summative** | 40 | Analysi |
| | | Final examination (2-hour, compr.) -**summative** | 60 | Essay-t |
| | | | | |
| **PH 2014** | Aesthetics | Home assignment or In-class (1-h) test **formative** | 0 | Essay-t |
| | | In-class midterm examination (1-hour)-**sum.** | 40 | Essay-t |
| | | Final examination (2-hour, compr.)-**summative** | 60 | Essay-t |
| | | | | |
| **PH 2016** | Philosophy and Cinema | In-class exercises - **formative** | 0 | Handou |
| | | In-class midterm examination (1-hour)-**summ.** | 40 | Essay-t |
| | | Final examination(2-hour,compr.)-**summative** | 60 | Essay-t |
| | | | | |
| **PH 2020** | Greek Philosophy | In-class,1-hour "diagnostic" test- **formative** | 0 | Essay-t |
| | | In-class,midterm examination(1-hour)-**summ.** | 40 | Essay-t |
| | | Final examination(2-hour,compr.)-**summative** | 60 | Essay-t |
| | | | | |
| **PH 3010** | Ethics | Home assignment or In-class test - **formative** | 0 | Essay-t |
| | | In-class,midterm examination(1-hour)-**summ.** | 40 | Essay-t |
| | | Final examination(2-hour,compr.)-**summative** | 60 | Essay-t |
| | | | | |
| **PH 3011** | Introduction to Logic | Three home assignments - **formative** | 0 | Exercis |
| | | In-class,midterm examination(1-hour)-**summ.** | 40 | Short es |
| | | Final examination(2-hour,compr.)-**summative** | 60 | Short es |
| | | | | |
| **PH 3022** | Social and Political Philosophy | Home assignment or In-class test - **formative** | 0 | Essay-t |
| | | Research paper (2,000 words)-**summative** | 40 | Analysi |
| | | Final examination(2-hour,compr.)-**summative** | 60 | Essay-t |
| | | | | |

| | | | | |
|---|---|---|---|---|
| **PH 3026** | Existentialism | Home assignment or In-class test-**formative** | 0 | essay-t |
| | | Research paper (2,000 words)-**summative** | 40 | Literatu |
| | | Final examination(2-hour,compr.)-**summative** | 60 | Essay-t |
| | | | | |
| **PH 3027** | Rationalism and Empiricism | Home assignment - **formative** | 0 | Essay-t |
| | | Research paper (2,500 words)-**summative** | 40 | Literatu |
| | | Final examination(2-hour,compr.)-**summative** | 60 | Essay-t |
| | | | | |
| **PH 4028** | Kant and German Idealism | Home assignment - **formative** | 0 | Essay-t |
| | | Midterm examination (1-hour)-**summative** | 40 | Literatu |
| | | Research paper (3,000 words)-**summative** | 60 | Essay-t |
| | | | | |
| **PH 4031** | Phenomenology: | Home assignment - **formative** | 0 | Essay-t |
| | Husserl & Heidegger | Midterm examination (1-hour)-**summative** | 40 | Literatu |
| | | Research paper (3,000 words)-**summative** | 60 | Essay-t |
| | | | | |
| **PH 4032** | Postmodern Philosophy: | Home assignment - **formative** | 0 | Essay-t |
| | Foucault & Derrida | Midterm examination (1-hour)-**summative** | 40 | Literatu |
| | | Research paper (3,000 words)-**summative** | 60 | Essay-t |
| | | | | |
| **PH 3118** | Theory of Knowledge | Home assignment - **formative** | 0 | Essay-t |
| | | Midterm examination (1 hour)-**summative** | 40 | Literatu |
| | | Research paper (3,000 words)-**summative** | 60 | Essay-t |
| | | | | |
| **PH 4121** | Plato and Aristotle | Home assignment or In-class test- **formative** | 0 | Essay-t |
| | | Midterm examination (1 hour)-**sum.** | 40 | Literatu |
| | | Research paper (3,000 words)-**summative** | 60 | Essay-t |
| | | | | |
| **PH 4141** | Philosophy of Mind | Home assignments - **formative** | 0 | Essay-t |
| | | Midterm examination (1-hour) - **summative** | 40 | Literatu |
| | | Research paper (3,000 words.)-**summative** | 60 | Essay-t |
| | | | | |
| **PH 4350** | Seminar in Selected Texts | Home assignments - **formative** | 0 | Essay-t |
| | | Dissertation (5,000 words) - **summative** | 100 | Literatu |
| | | | | |
| **OPTIONAL MODULES - LEVEL 4** | | | | |
| **ONE HUMANITIES OPTION AND ONE SOCIAL SCIENCES OPTION FROM THE FOl** | | | | |
| **HUMANITIES OPTIONS** | | | | |
| **AR 1017** | Digital Image | In-class "diagnostic" project-**formative** | 0 | Submis |
| | | In-class midterm project-**summative** | 40 | Submis |
| | | Final project - **summative** | 60 | Submis |
| | | | | |
| **AT 2005** | Art of Ancient Greece | Essay - **formative** | 0 | Formal |

| | | | | |
|---|---|---|---|---|
| | | Midterm examination (50-min.)-**summative** | 40 | Image b |
| | | Final examination (1-hour&50min.,compr.)-**sum.** | 60 | Image b |
| | | | | |
| **CL 2010** | Greek and Roman Literature | Class discussions/Oral&written quizzes-**form.** | 0 | Essay-t |
| | in Translation | In-class midterm examination-**summative** | 40 | Essay-t |
| | | Final examination (2-hour,compr.)-**summative** | 60 | Essay-t |
| | | | | |
| **HY 2071** | American History II | In-class, 1-hour "diagnostic" test-**formative** | 0 | Essay-t |
| | | In-class midterm examination-**summative** | 40 | Essay-t |
| | | Final examination (2-hour,non-compr.)-**summ.** | 60 | Essay-t |
| | | | | |
| **HY 2080** | Great Britain | In-class, 1-hour "diagnostic" test-**formative** | 0 | Essay-t |
| | | In-class midterm examination (1-hour)-**summ.** | 40 | Essay-t |
| | | Final examination (2-hour,non-compr.)-**summ.** | 60 | Essay-t |
| | | | | |
| **MU 2025** | Music and Culture | Home assignments, midterm exam.-**formative** | 0 | Short a |
| | | Written assignment (1,500 words)-**summative** | 40 | Descrip |
| | | Final examination (2-hour,compr.)-**summative** | 60 | Essay-t |
| | | | | |
| **DR 1003** | The Making of Theatre | In-class performances or quizzes-**formative** | 0 | Video p |
| | | In-class midterm examination (1-hour.)-**summ.** | 40 | 15 shor |
| | | In-class oral presentation - **summative** | 10 | Directin |
| | | Final examination (2-hour,compr.)-**summative** | 50 | 30 shor |
| **SOCIAL SCIENCES OPTIONS** | | | | |
| **AN 1000** | Introduction to Anthropology | On-line, unit "diagnostic" test-**formative** | 0 | quanti |
| | | Portfolio - **summative** | 10 | Investig |
| | | In-class midterm examination-**summative** | 30 | proble |
| | | Final examination (2-hour,compr.)-**summative** | 60 | proble |
| | | | | |
| **AN 2007** | Ethnicity and Identity | On-line, unit "diagnostic" test - **formative** | 0 | quantita |
| | | Term paper - **summative** | 20 | Researc |
| | | In-class midterm examination-**summative** | 30 | problem |
| | | Final examination (2-hour,compr.)-**summative** | 60 | problem |
| | | | | |
| **AN 2010** | Greek Folklore | | | |
| | | In-class, midterm examination(1-hour)-**summ.** | 50 | Essay t |
| | | Final examination (2-hour,compr.)-**summative** | 50 | Essay t |
| | | | | |
| **EC 2011** | Economic History of Europe | Two take-home assignments-**formative** | 0 | Five sh |
| | | Midterm examination - **summative** | 40 | Essay-t |
| | | Final examination (2-hour, compr.)-**summative** | 60 | Essay-t |
| | | | | |
| **PO 1000** | Political Organization | In-class, 1-hour "diagnostic" test-**formative** | 0 | Essay-t |
| | | In-class midterm examination (1-hour)-**summ.** | 40 | Essay-t |

| Code | Module | Assessment | Weight | Type |
|------|--------|-----------|--------|------|
| | | Final examination (2-hour,compr.)-**summative** | 60 | Essay-t |
| | | | | |
| **PO 1001** | Political Behaviour | In-class, 1-hour "diagnostic" test-**formative** | 0 | essay-t |
| | | In-class midterm examination(1-hour)-**summ.** | 40 | essay-t |
| | | Final examination (2-hour,compr.)-**summative** | 60 | essay-t |
| | | | | |
| **PS 1000** | Psychology as a Natural Science | In-class, 1-hour "diagnostic" test-**formative** | 0 | Multiple |
| | | In-class midterm examination(1-hour)-**summ.** | 40 | Multiple |
| | | Final examination (2-hour) - **summative** | 60 | Multiple |
| | | | | |
| **PS1001** | Psychology as a Social Science | In-class, 1-hour "diagnostic" test-**formative** | 0 | Multiple |
| | | In-class midterm examination (1-hour)-**summ.** | 40 | Multiple |
| | | Final examination (2-hour) - **summative** | 60 | Multiple |
| | | | | |
| **SO 1000** | Introduction to Sociology | In-class, 1-hour "diagnostic" test-**formative** | 0 | essay-t |
| | | In-class midterm examination (1-hour)-**summ.** | 40 | essay-t |
| | | Final examination (2-hour,compr.)-**summative** | 60 | essay-t |
| | | | | |
| **SO 2004** | Social Inequality | In-class, 1-hour "diagnostic" test-**formative** | 0 | Essay-t |
| | | In-class midterm examination (1-hour)-**summ.** | 40 | Essay-t |
| | | Final examination (2-hour,compr.)-**summative** | 60 | Essay-t |
| **OPTIONAL MODULES - LEVEL 5** | | | |
| | **TWO OF THE FOLLOWING:** | | | |
| **PH 3005** | Business Ethics | Home assignment or In-class test - **formative** | 0 | Case st |
| | | In-class,midterm examination(1-hour)-**summ.** | 40 | Short es |
| | | Final examination(2-hour,compr.)-**summative** | 60 | Short es |
| | | | | |
| **PH 3009** | Evolution and Revolution | Home assignments - **formative** | 0 | Essay-t |
| | | Research paper (2,500 words) - **summative** | 40 | Literatu |
| | | Final examination(2-hour,compr.)-**summative** | 60 | Essay-t |
| | | | | |
| **PH 3023** | American Philosophy | In-class,1-hour "diagnostic" test-**formative** | 0 | Essay-t |
| | | Research paper (2,000 words)-**summative** | 40 | Literatu |
| | | Final examination(2-hour,compr.)-**summative** | 60 | Essay-t |
| | **OPTIONAL MODULES - LEVEL 6** | | | |
| | **TWO OF THE FOLLOWING:** | | | |
| **PH 4113** | Philosophy of Science | Home assignments - **formative** | 0 | Essay-t |
| | | Midterm examination (1-hour)-**summative** | 40 | Literatu |
| | | Research paper (3,000 words)-**summative** | 60 | Essay-t |
| | | | | |
| **PH 4130** | Philosophy of Language | Home assignments - **formative** | 0 | Essay-t |
| | | Midterm examination (1-hour) - **summative** | 40 | Literatu |
| | | Research paper (3, 000 words.)-**summative** | 60 | Essay-t |
| | | | | |

| PH 4135 | Philosophy of History | Home assignment or In-class test-**formative** | 0 | Essay-t |
|---|---|---|---|---|
| | | Midterm examination (1-hour) - **summative** | 40 | Literatu |
| | | Research paper (3,000 words)-**summative** | 60 | Essay-t |

Teaching and Learning Methods

The Philosophy program encompasses the following forms of teaching and learning. Not all of the following will be used in any one module.

- lectures
- in class discussions
- in class presentations individually, or in groups
- formative exams and assignments
- prescribed reading, suggested further reading
- individual research in the library and via online resources
- written coursework
- research papers
- Consultation with instructors during office hours (to discuss lecture material, research in progress, to provide feedback and advice on work already completed and assessed)
- Use of Blackboard for all courses

Teaching is supported by faculty office hours. Instructors keep one office hour per module each week during semesters. Students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their exam paper(s) or other assessed coursework, or go over lecture material.

**Student Assessment**

Assessment of student performance involves a mix of assessment methods. This includes seen or unseen examinations and will generate both "formative" (i.e. "diagnostic" evaluation that provides feedback in order to improve learning) along with "summative" (evaluation that tests whether students have mastered the learning outcomes of a programme) evaluation tools.

Formative assessment may vary; it may take the form of very specific in-class exercises such as tests (short written exams), exercises, take-home assignments etc. Formative assessment does not contribute to the student's grade.

Summative assessment includes seen or unseen exams, course work, research papers and projects. Each summative assessment tests different learning outcomes of the module. Summative assessments do contribute to the student's grade. But, except for final assessments, in-course assessment does also serve a normative

purpose. Timely feedback is provided to students (see below) and such timeliness is very important in this process.

Summative assessment of student performance at DEREE is normally carried out in two stages:

1. Midterm examination, which contributes 40 to 50% to the student's overall grade. The midterm component is a summative assessment that takes place part-way through the module and may take different forms (seen or unseen examination, assessed coursework, or essay). Staff must be vigilant in ensuring that students are not over-assessed and that their assessment load is not unduly bunched at particular points in time. Lecturers must provide feedback to students on midterm assessments within 21 days. Such feedback informs students to what extent they have met learning outcomes and provide guidance on how to improve their future work.

2. Final assessment (examination), which takes place following the last day of classes of the semester/session and contributes 50% to 60% of the module grade. Lecturers have the option of making the final assessment comprehensive in terms of the material, although the final assessment should not be comprehensive with regard to learning outcomes.

### 3.2 Giving your Feedback about this Programme

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

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

**Departmental Academic Society**

The School of Liberal Arts and Sciences Philosophy 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.

All students of the Philosophy Programme are automatically members of the Philosophy Society. This is an academic, student run group, headed by a four-member governing body. The governing body (president, vice president, secretary and treasurer) is elected by the Philosophy students organizes various events of academic and general interest. It should be noted that the Philosophy Society has received two Awards for its co-curricular activities in the academic years 2004-2005 and 2005-2006. A very important contribution of the Society to the academic life at the College is the *Philosophy Society Seminar*, in which students present past papers and a fruitful discussion with fellow students and colleagues follows. Since the Spring Semester of 2007, the Philosophy Society has also been inviting former DEREE professors of Philosophy who now work in the public university in order to present papers from their ongoing research and explain to students the way philosophy has helped them develop their outlook in life and the applicability of philosophical method in general. And since last year, it has established a critical film analysis seminar, as well as seminars of an interdisciplinary nature in collaboration with other student societies in the School of Arts and Sciences.

**Student Course Evaluation**

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

**Senior Exit Survey**

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

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

## 3.3 What Happens with your Feedback about this Programme?

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

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

## 3.4 Getting Feedback on your Assessed Work

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

## 3.5 How do I Get my Results?

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

## 3.6 Issues with Assessment

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

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

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

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

**Late Submission**

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

**Resits**

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

**Resits in Capstone Courses**

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

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

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

**Academic Appeals**

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

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

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

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

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

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

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

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

**3.7 Academic Misconduct and Penalties**

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

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

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

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

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

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

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

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

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

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

Within three *working* days of receipt of the decision, either party (plaintiff or student) has the right to make a formal written appeal against the decision of the Committee. The appeal is addressed first to the Committee on Standing and Conduct. If the Committee does not deem any change to the decision is

warranted subsequent to consideration of the appeal, the appeal may then be brought to the Academic Council, and subsequently to the President whose decision is final. The student may appeal against the decision of the Board of Examiners in accordance with the regulations for academic appeals (Section 9, Appendix D – Regulatory Framework).

## 3.8 Complaints Procedure

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

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

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

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

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

## 4. Where to Get Help

### 4.1 Downloading College Forms

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

### 4.2 Academic Advising

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

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

### 4.3 Student Academic Support Services

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

### 4.4 Office of Student Affairs

The Office of Student Affairs is dedicated to promoting student development and continually improving the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values, such as presentations, lectures, excursions, debates, theatrical plays, blood drives, happenings and events. The students are encouraged to explore personal and professional goals by participating in clubs, societies,

organizations and athletic teams. All the student groups have an advisor, or coach, who is knowledgeable in the subject area, monitors their activity, attends their general assemblies and supports the group during the year.

## 4.5 Student Success Centre

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

## 4.6 Disability Status and Provisions

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

## 4.7 Career Services

The Office of Career Services offers centralized, comprehensive and coordinated career development, through appointments, sessions and workshops, building relationships and longstanding collaborations between students/alumni and potential employers. In the past three years the Office has expanded the quality of the services offered by acquiring a Career

Services Manager tool, Goinglobal, as well as the handling of the international internship positions and the work study positions, transforming it thus into a hub for career-related issues. The Office moved dynamically to the era of social media utilizing Facebook and Linkedin. The variety of programs and services offered to students and alumni include: counselling sessions about career advising and graduate studies advising; an online test which identifies strengths and personality preferences aiming to assist the students in their selection of a major; Goinglobal, a tool offering job openings abroad; skills workshops about job search and job interview techniques; Career networking events; JobBank offering part-time and full-time positions; Career Days where the students have the opportunity to have a short interview with a company representative; International Internship program.

**4.8 Study Abroad**

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

# 5. What to do if you…..

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

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

### 5.3 …..have a comment, compliment or complaint
We are committed to providing a quality, student-centered experience for all our students. We welcome comments and compliments from students, and find

them valuable for on-going improvements. Comments and compliments about your course can be raised with your instructor(s) and/or Department Head. If you have a specific complaint about an act or omission of the College you may be able to make a formal complaint in writing under the Complaints Procedure (see section 3.8).

### 5.4 …..are considering withdrawing from the course

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

- Students are permitted to change a course within the first two days of teaching.

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

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

### 5.5 ….need a reference letter

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

## 6. Other Relevant Policies

### 6.1 Attendance Policy

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

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

supplied by the student, will decide whether the student must withdraw from the course (and receive an F grade).

## 6.2 Student Punctuality Policy

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

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

## 6.3 Turnitin Policy and Student Guidelines

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

Guidelines for Student Use of Turnitin:

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

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

## 6.5 Evaluation of Transfer Credits
The transfer credit process begins immediately after the student's first registration and only after the student has submitted both the official transcript(s) and the course syllabi or descriptions of substantial length from official publications of the institution. Course syllabi may be required for a better evaluation of the student's completed prior academic work. All submitted documents not in English or Greek must be accompanied by

certified English or Greek translations and must be submitted to the Validation Office before the end of the student's first semester. The assessment process of the student's prior academic work will be completed no later than two months (excluding vacation period) after the student has submitted a complete folder of the required documents as stated above.

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


## 6.6 Credit by Assessment for Professional Experience

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

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

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

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

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

## 6.7 Student matriculation

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

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

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

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

**6.8 Safety, Health and Wellbeing**

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

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

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

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

## List of Appendices

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

**Appendix B**: Programme Specification