

Programme specification

(Notes on how to complete this template are provided in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	<ul style="list-style-type: none"> a. BA (Honours) – Philosophy b. BA – Philosophy c. Diploma in Higher Education – Philosophy d. Certificate in Higher Education
Teaching Institution	The American College of Greece
Awarding Institution	The Open University (OU)
Date of latest OU validation	May 2011
Next revalidation	February 2016
Credit points for the award	BA (Honours) – Philosophy: 360
UCAS Code	
Programme start date	Fall 2011
Underpinning QAA subject benchmark(s)	Philosophy
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	None
Duration of the programme for each mode of study (P/T, FT,DL)	FT – 3 years
Dual accreditation (if applicable)	NEASC Accredited
Date of production/revision of this specification	December 2015

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2. Programme aims and objectives

2.1 Educational aims and objectives

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

A. Knowledge and Understanding

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

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes

the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The courses listed are part of a US Bachelor's degree programme that consists of 42 modules, comprising 15 modules of General Education credits, 21 modules of Concentration, and 6 modules of Electives.

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the Philosophy programme, students will be able to:</p> <p>A1. Define, analyse and use terms and arguments corresponding to major philosophical schools or theories</p>	<p>A1.</p> <p><u>Where it is taught:</u> Students take PH 1000-Introduction to Philosophy and PH 2003 Internet and Philosophy (Level 4), where they acquire knowledge of basic philosophical terms, schools or theories, as well as the ability to define and analyze them:</p> <ul style="list-style-type: none"> ➤ PH 1000 – Introduction to Philosophy Overview of the major branches of philosophy, such as logic, metaphysics, epistemology, social and political philosophy. Systematic, rather than historical, analysis of major schools, concepts and problems of philosophy. ➤ PH 2003 – Internet and Philosophy Systematic and informative philosophical examination of the new virtual reality of cyberspace, followed by a critical evaluation of our lives within it, on issues of technology, personal identity, ethics, science and aesthetics. <p><u>Learning and Teaching Strategy:</u> In congruence with the Learning and Teaching Strategy of the College, the following tools are used in PH 1000 and PH 2003:</p> <ul style="list-style-type: none"> ➤ Class lectures, interactive learning (class discussions, group work), exercises solved in class. ➤ Exercises and primary source documents are assigned as homework ➤ Office hours: Students are encouraged to make full use of the office

3A. Knowledge and understanding

- hours of their lecturer, where they can discuss the course material.
- Use of a Blackboard site, where lecturers can post lecture notes, assignment instructions, timely announcements, and additional resources.

Assessment Methods: The assessment scheme requires students to display knowledge and understanding and staff the opportunity to identify issues in either. Students get timely feedback (within 21 days) on their formative test and midterm exam or research paper by their lecturer.

Student performance in PH 1000 is assessed as follows:

In-class, 1-hour, "diagnostic" test – formative	0	Short answers to essay questions
In-class, midterm examination (1-hour) – summative	40	Short answers to essay questions (1 out of 2)
Final examination (2-hour, comprehensive) – summative	60	Short answers to essay questions (2 out of 4)

Student performance in PH 2003 is assessed as follows:

Home assignments – formative	0	Essay-type questions
Research paper (1,800 words) - formative	40	Analysis/discussion/evaluation
Final examination (2-hour, comprehensive) - summative	60	Essay-type questions (2 out of 4)

A2. Demonstrate a competent understanding of and critically examine central theories or issues and relevant arguments in the fields of moral, social and political philosophy.

A2.

Where it is taught:

This Learning Outcome is served in terms of modules that run at two different levels, namely 5 and 6, due to the fact that the various theories or issues

3A. Knowledge and understanding	
	<p>discussed differ in complexity, as well as that there is a progression of levels in terms of students' development of understanding and assessment. Thus, students take PH 3005-Business Ethics, PH 3010-Ethics, PH 3022-Social and Political Philosophy (Level 5), and PH 4135-Philosophy of History (Level 6), where they are taught the following:</p> <ul style="list-style-type: none"> ➤ PH 3005 – Business Ethics (Optional) Introduction to major theories and basic moral problems in the domain of business. The use of reasoning in moral assessment of business practices. Application of moral theories to specific cases of corporate conduct ranging from the individual to society in general, in the local and the international market. ➤ PH 3010 – Ethics Introduction to the basic problems and theories of moral philosophy. The use of reasoning in moral assessment of actions and persons. Emphasis on the connection between theory and practice by application of theories to issues that matter. ➤ PH 3022 – Social and Political Philosophy A systematic introduction to major issues in social and political thought: the origin and nature of political authority, individual freedom and the limits of state intervention, content and ground of individual rights. Emphasis on original texts in the modern Western tradition. ➤ PH 4135 – Philosophy of History (Optional) Introduction to the philosophical foundations of the study of the historical dimension of human action. Overview of major theories and critical discussion of concepts such as time, change and continuity, determinism and chance, progress and decline, ethnocentrism and globalism. <p><u>Learning and Teaching Strategy:</u> In congruence with the Learning and Teaching Strategy of the College, the following tools are used:</p>

3A. Knowledge and understanding

- PH-3005 and PH-3010: Classes consist of lectures and interactive learning. There is also assignment of case studies which are discussed in class on the basis of pertinent ethical theories with students actively participating in the discussion. Video presentations are also used.
- PH-3022: Classes consist of lectures and interactive learning. The concepts of the course are introduced, exemplified and analyzed through class discussions. There is also an in-class analysis of primary texts written by contemporary thinkers, as well as of secondary sources assigned to students.
- PH-4135: Classes consist of lectures and interactive learning. Student presentations are used, while students are also involved with self-directed research activities.
- Office Hours: Students are encouraged to make full use of the office hours of their lecturer, where they can ask questions and go over lecture material.
- Use of a Blackboard site, where lecturers can post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment Methods: Assessment methods give students the opportunity to display detailed knowledge and understanding of theories of moral, social and political philosophy, as well as ability to evaluate their applicability. Students get timely feedback (within 21 days) by their lecturer on their formative assessment and on the midterm examination or research paper.

Student performance in PH 3005 and PH 3010 is assessed as follows:

Home assignment or In-class, 1-hour, "diagnostic" test – formative	0	Essay-type questions (1 out of 2)
---	---	-----------------------------------

3A. Knowledge and understanding			
A3. Demonstrate an understanding of central theories in the fields of logic, metaphysics, aesthetics, epistemology, and philosophy of mind, as well as the ability to use and criticise specialized philosophical terminology.	In-class midterm examination (1-hour) – summative	40	Essay-type questions (1 out of 2)
	Final examination (2-hour, comprehensive) - summative	60	Essay-type questions (2 out of 4)
	Student performance in PH 2022 is assessed as follows:		
	Home assignment or In-class, 1-hour, "diagnostic" test – formative	0	Essay-type questions (1 out of 2)
	Research paper (2,000 words) – summative	40	Analysis of sources/evaluation
	Final examination (2-hour, comprehensive) – summative	60	Essay-type questions (2 out of 4)
	Student performance in PH 4135 is assessed as follows:		
	Home assignment or In-class, 1-hour, "diagnostic" test – formative	0	Essay-type questions
	Research paper (3,000 words) – summative	50	Literature review/interpretation of texts/evaluation
	Final examination (2-hour, comprehensive) – summative	50	Essay-type questions (2 out of 4)
<p>A3.</p> <p><u>Where it is taught:</u> Similarly, this Learning Outcome is served in terms of modules that run at all three different levels, namely 4, 5 and 6, due to the fact that the central theories or issues discussed in all these fields of philosophy differ in complexity, as well as that there is a progression of levels in terms of students' development of understanding and assessment. Thus, students take PH 2014 Aesthetics (Level 4), PH 2016-Philosophy and Cinema (Level 4), PH 3011 Introduction to Logic (Level 5), PH 3118-Theory of Knowledge (Level 5), PH 4113-Philosophy of Science (Level 6), PH 4130-Philosophy of Language</p>			

3A. Knowledge and understanding	
	<p>(Level 6), and PH 4141-Philosophy of Mind (Level 6), where they are taught the following:</p> <ul style="list-style-type: none"> ➤ PH 2014 – Aesthetics The main issues in the philosophy of art and aesthetic appreciation. Overview of theories based on key concepts such as representation, form, artistic expression and creativity, aesthetic experience. Contemporary discussion of the definition and criticism of art, traditional and new arts, artistic institutions and culture politics. ➤ PH 2016 – Philosophy and Cinema Examination of how philosophy deals with film issues and the experience of films. Issues discussed range from cinema as an art form to film fiction and our emotional responses and from the paradox of horror to cinematic reality and documentaries. ➤ PH 3011 – Introduction to Logic Recognizing and reconstructing arguments, deductive and inductive argumentation, fallacies, symbolic propositional logic and first-order predicate logic. ➤ PH 3118 – Theory of Knowledge Systematic and analytic approach to the major issues in the theory of knowledge. Emphasis on the most recent discussions in contemporary epistemology, including justification, skepticism, externalism, rationality, epistemic virtues, Bayesian theories and theories of truth. ➤ PH 4113 – Philosophy of Science (Optional) A systematic introduction to twentieth-century philosophy of science focusing on issues in the methodology of the natural and social sciences: verification, falsification, confirmation, theoretical term, theories, laws, explanation, scientific change and progress, realism and antirealism.

3A. Knowledge and understanding	
	<ul style="list-style-type: none"> ➤ PH 4130 – Philosophy of Language (Optional) Introduction to the philosophy of language and contemporary analytic philosophy. Overview of major theories held by Frege, Russell, Wittgenstein, Austin, Quine, Kripke, and others. Thorough discussion of basic concepts such as meaning, reference, truth, metaphor, and translation. ➤ PH 4141 Philosophy of Mind A systematic approach to the study of mind, mental or psychological functions and the mind-body relation in view of recent scientific advances in the fields of information technology, cognitive science, and evolutionary genetics. Discussion of the philosophical implications for changing views of human nature. <p><u>Learning and Teaching Strategy:</u> In congruence with the Teaching and Learning Strategy of the College, the following tools are used:</p> <ul style="list-style-type: none"> ➤ PH 2011: Classes consist of lectures and interactive learning (exercise-solving in class, home assignments). ➤ PH 2014: Classes consist of lectures and interactive learning (class discussion of particular works of art and student presentations). ➤ PH 2016: Classes consist of lectures, class discussion, film or video screening and analysis. ➤ PH 3118, PH 4113, PH 4130, and PH 4141: Classes consist of lectures, participation in class discussions, student presentations, and self-directed research activities. ➤ Office hours: Students are encouraged to make use of the lecturer's office hours where they can ask questions and go over lecture material. ➤ Use of Blackboard site, where lecturers can post lecture notes,

3A. Knowledge and understanding

assignment instructions, timely announcements as well as additional resources.

- Use of the library facilities: Students are encouraged to make use of the library facilities for their research paper as well as for their preparation for the final exam.

Assessment Methods: Assessment methods give students the opportunity to display knowledge and understanding of major theories in Logic, Metaphysics, Aesthetics, Epistemology, and Philosophy of Mind, as well as the use of specialized philosophical terminology. Students get timely feedback (within 21 days) by their lecturer on their formative assessment, as well as on the midterm examination or research paper.

Student performance in PH 2011 is assessed as follows:

Three home assignments – formative	0	Exercises in symbolic logic/short essay-type questions combination
In-class midterm examination (1-hour) – summative	40	Exercises in symbolic logic/short essay-type questions combination
Final examination (2-hour, comprehensive) – summative	60	Exercises in symbolic logic/short essay-type questions combination

Student performance in PH 2014 is assessed as follows:

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 (1 out of 2)
Final examination (2-hour, comprehensive) – summative	60	Essay-type questions (2 out of 4)

Student performance in PH 2016 is assessed as follows:

3A. Knowledge and understanding

A4. Understand, 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.

In-class exercises (1-hour) – formative	0	Handouts of exercises
In-class midterm examination (1-hour) – summative	40	Essay-type questions (1 out of 2)
Final examination (2-hour, comprehensive) – summative	60	Essay-type questions (2 out of 4)

Student performance in PH 3118, PH 3113, PH 4130, and PH 4141 is assessed as follows:

Home assignment or In-class, 1-hour "diagnostic" test – formative	0	Essay-type questions
Research paper (3,000 words) – summative	50	Literature review/interpretation of texts/evaluation
Final examination (2-hour, comprehensive) – summative	50	Essay-type questions (2 out of 4)

A4.

Where it is taught: Again, there is a progression of levels in terms of the complexity of the issues taught and the development of students' understanding. Students start working on the primary texts and gradually develop both their understanding of the philosophical views taught and their skills of critical evaluation and interpretation of texts. To that effect, students take PH 2020-Greek Philosophy (Level 4), where they build up knowledge and understanding of ancient schools of philosophy, PH 3027-Rationalism and Empiricism (L5) and PH 4028-Kant and German Idealism (Level 6), where they develop understanding of modern philosophical schools of the 17th and the 18th centuries, PH 3009-Evolution and Revolution: Darwin, Freud, Marx, Nietzsche, PH 3023-American Philosophy, and PH 3026-Existentialism (Level 5), where

3A. Knowledge and understanding	
	<p>they develop understanding of modern philosophical schools or positions of the 19th and the early 20th centuries, and PH 4031-Phenomenology: Husserl and Heidegger and PH 4032-Postmodern Philosophy: Foucault and Derrida (both Level 6), where they develop knowledge and understanding of contemporary philosophical positions.</p> <ul style="list-style-type: none"> ➤ PH 2020 – Greek Philosophy At the birth of philosophy, the Pre-Socratic thinkers form our conception of nature, knowledge and man. Examination of their influence on science and philosophy. Comparative study of their views of Socrates and those of the Sophists. Thematic review of ancient Greek thought from Plato's early dialogues to Neoplatonism. ➤ PH 3009 – Evolution and Revolution: Darwin, Freud, Marx, Nietzsche (Optional) Four thinkers whose theories of conflict and change played a decisive role in the formation of contemporary culture, science and art. Comparative study and critical assessment of their theories and influence: Darwin's natural selection, Marx's historical materialism, Freud's theory of the unconscious, Nietzsche's will to power. ➤ PH 3023 – American Philosophy (Optional) At the end of the nineteenth century the theory of Pragmatism emerges and puts American philosophy on the map. Examination of its major representatives such as Pierce, James and Dewey. Discussion of contemporary trends in American philosophy as presented in Quine and Rorty. Understanding the factors that shape the American mind and culture. ➤ PH 3026 – Existentialism Late nineteen to twentieth-century movement with an emphasis on the concept of existence as presented in its major representatives such as Kierkegaard, Nietzsche, Heidegger, Sartre. Comparative study of literary and philosophical sources: Dostoyevski, Tolstoy, Kafka, Camus

3A. Knowledge and understanding	
	<p>and others.</p> <ul style="list-style-type: none"> ➤ PH 3027 – Rationalism and Empiricism At the birth of modern philosophy, two major schools emerge with the ambition to reform our conception of the world, knowledge and the mind. Discussion of the key thinkers involved and their influence on fields ranging from mathematics to psychology and linguistics. ➤ PH 4028 – Kant and German Idealism The later part of modern Western philosophy (eighteenth and nineteenth centuries) studied through the works of Rousseau, Kant, Fichte, Schelling, Hegel, and others. Their work extends between Enlightenment and Romanticism and its study is necessary for understanding the ideas behind the emergence of contemporary science, culture, and society. ➤ PH 4031 – Phenomenology: Husserl and Heidegger Comprehensive introduction to the basic ideas of phenomenology, the major philosophical current of continental philosophy, as presented in the writings of Husserl and Heidegger. Emphasis on their reexamination of metaphysics, experience and knowledge, and on their novel understanding of human presence in the world. ➤ PH 4032 – Postmodern Philosophy: Foucault and Derrida A thorough introduction to the thought of Michel Foucault and Jacques Derrida, arguably the most distinctive philosophical voices in the second half of the twentieth century. Discussion of their influence on contemporary philosophical discourse, literary criticism, architectural design, humanities and the arts, under the title of postmodernity. <p><u>Learning and teaching Strategy:</u> In congruence with the Teaching and Learning Strategy of the College, the following tools are used:</p>

3A. Knowledge and understanding

- PH 2020: Classes consist of lectures and interactive learning (class discussions of both primary and secondary sources, use of handouts with extracts from the primary texts)
- PH 3009, PH 3023, PH 3026, PH 3027, PH 4028, PH 4031, and PH 4032: In all these courses classes consist of lectures, class discussions with an emphasis on textual analysis of primary sources, and self-directed research activities.
- Office hours: Students are encouraged to make use of the office hours of their lecturer, where they can ask questions and go over the lecture material.
- Use of Blackboard site, where lecturers can post lecture notes, assignment instructions, timely announcements as well as additional resources.
- Use of the library: Students are advised to use the library facilities for the use of both primary and secondary sources as part of their class work or term paper, as well as for preparing for the exams.

Assessment Methods: Assessment methods give students the opportunity to display detailed knowledge and understanding, as well as ability to analyze and critically evaluate the theories of major schools of philosophical thought. Students get timely feedback (within 21 days) on their formative coursework and midterm exam by their lecturer.

Student performance in PH 2020 is assessed as follows:

Home assignment or In-class, 1-hour "diagnostic" test – formative	0	Essay-type questions
Research paper (1,800 words) – summative	40	Analysis/discussion/evaluation
Final examination (2-hour, comprehensive) - summative	60	Essay-type questions (2 out of 4)

3A. Knowledge and understanding

A5. The ability to provide an interpretation of philosophical texts, identify which are primary sources, and critically evaluate their arguments as an original thinker.

Student performance in PH 3009, PH 3023, PH 3026, PH 3027, and PH 4028, is assessed as follows:

Home assignment or In-class, 1-hour "diagnostic" test – formative	0	Essay-type questions
Research paper (2,000 words for PH 3009, PH 3023, PH 3026; 2,500 words for PH 3009) – summative	40	Literature review/analysis or interpretation of texts/evaluation
Final examination (2-hour, comprehensive)	60	Essay-type questions (2 out of 4)

Student performance in PH 4028, PH 4031 and PH 4032 is assessed as follows:

Home assignment – formative	0	Essay-type questions
Research paper (3,000 words) – summative	50	Literature review/interpretation of texts/evaluation
Final examination (2-hour, comprehensive)	50	Essay-type questions (2 out of 4)

A5.

Where it is taught: Students take PH 4121-Plato and Aristotle and one capstone course, namely PH 4350-Seminar in Selected Texts (both Level 6), where they are exposed to the interpretation of philosophical texts and advanced literature in the subject.

- PH 4121 – Plato and Aristotle
Critical and comparative analyses of their philosophical positions about

3A. Knowledge and understanding	
	<p>issues such as the nature of reality, the sources of knowledge, the purpose of human life, the ideal polity, and the function of art. Understanding of their divergence in views, philosophical style, and methodology. A close examination of selected texts.</p>
	<p>➤ PH 4350 – Seminar in Selected Texts In depth analysis of classical philosophical texts. Systematic and critical study of their key concepts and arguments. Appreciation of the historical context and the impact on contemporary philosophical thought. Special emphasis on the development of skills required for the analysis and presentation of a philosophical position.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the Teaching and Learning Strategy of the College, the following tools are used:</p> <p>➤ PH 4121: Classes consist of lectures, class discussions with an emphasis on textual analysis, and self-directed research activities.</p> <p>➤ PH 4350: The seminar is conducted through lectures, class participation and discussions, and oral presentation of a research paper on primary or secondary sources.</p> <p>➤ Office hours: Students are encouraged to make use of the office hours of their lecturer, where they can ask questions and go over lecture material or discuss research methods for their paper.</p> <p>➤ Use of a Blackboard site, where lecturers post lectures, research paper instructions, timely announcements, as well as additional resources.</p> <p>➤ Use of the library: Students are mostly encouraged to make full use of the library resources regarding the use of both primary and secondary sources.</p> <p><u>Assessment Methods:</u> Assessment methods give students the opportunity to apply their interpretative and argumentation skills, as well as use of library sources. Students get timely feedback (within 21 days) by their lecturer on their</p>

3A. Knowledge and understanding		
	formative assessment and preliminary drafts of their research paper.	
	Student performance in PH 4121 is assessed as follows:	
	Home assignment	0
	Research paper (3,000 words each) – summative	50
	Final examination (2-hour, comprehensive) – summative	50
	Essay-type questions	Literature review/interpretation of texts/evaluation
Student performance in the capstone course (PH 4350) is assessed as follows:		
	Home assignment – formative	0
	Research paper (5,000 words) – summative	60
	Final examination (2-hour, comprehensive) – summative	40
	Essay-type questions (2 out of 4)	Literature review/methodology/interpretation of texts

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
Upon completion of the Philosophy programme, students will be able to:	B1.
B1. Construct rationally persuasive arguments for or against	<u>Where it is taught:</u> Students take PH 1001-Practical Reasoning (Level 4), where they develop

3B. Cognitive skills

specific claims in a wide variety of fields, as well as identify invalid reasoning.

argumentation skills regarding any field of human activity.

- PH 1001 – Practical Reasoning
Introduction to reasoning with an emphasis on critical thinking. Training in the application of practical decision-making in various domains, such as politics, law, management, science, media and everyday life issues.

Learning and Teaching Strategy: In congruence with the Teaching and Learning Strategy of the College, the following tools are used:

- Classes consist of lectures, class exercises and discussions, take-home exercises, and a debate.
- Office hours: students are encouraged to make full use of the office hours of their lecturer, where they can ask questions and go over lecture material.
- Use of a blackboard site, where lecturers can post lecture notes, assignment instructions, timely announcements as well as additional resources.
- Use of library facilities: students are encouraged to make use of the library facilities for their coursework as well as for their preparation for the final exam.

Assessment Methods: Assessment methods give students the opportunity to display their reasoning skills. Students get timely feedback (within 21 days) on their formative assessment and midterm exam by their lecturer.

Student performance in PH 1001 is assessed as follows:

Home assignments & participation in a debate – formative	0	Exercises/Essay-type questions combination
In-class, 1-hour midterm examination – summative	40	Exercises/Essay-type questions combination

3B. Cognitive skills			
B2. Apply the methodological skills of abstraction, induction and deduction.	Final examination (2-hour, comprehensive) – summative	60	Exercises/Essay-type questions combination
	<p>B2.</p> <p><u>Where it is taught:</u> Students take PH 2011-Introduction to Logic, PH 2028-Kant and German Idealism (both Level 5), and PH 2118-Theory of Knowledge and PH 3130-Philosophy of Language (both Level 6), where they learn methodological skills.</p> <ul style="list-style-type: none"> ➤ PH 3011 - Introduction to Logic Recognizing and reconstructing arguments, deductive and inductive argumentation, fallacies, symbolic propositional logic and first-order predicate logic. ➤ PH 4028 – Kant and German Idealism The later part of modern Western philosophy (eighteenth and nineteenth centuries) studied through the works of Rousseau, Kant, Fichte, Schelling, Hegel, and others. Their work extends between Enlightenment and Romanticism and its study is necessary for understanding the ideas behind the emergence of contemporary science, culture, and society. ➤ PH 3118 – Theory of Knowledge Systematic and analytic approach to the major issues in the theory of knowledge. Emphasis on the most recent discussions in contemporary epistemology, including justification, skepticism, externalism, rationality, epistemic virtues, Bayesian theories and theories of truth. 		

3B. Cognitive skills	
	<p>➤ PH 4130 – Philosophy of Language (Optional) Introduction to the philosophy of language and contemporary analytic philosophy. Overview of major theories held by Frege, Russell, Wittgenstein, Austin, Quine, Kripke, and others. Thorough discussion of basic concepts such as meaning, reference, truth, metaphor, and translation.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the Teaching and the Learning Strategy of the College, the following tools are used:</p> <p>➤ PH 3011: Classes consist of lectures and interactive learning (exercise-solving in class, home assignments).</p> <p>➤ PH 4028, PH 3118, and PH 4130: Classes consist of lectures, class participation and discussion, and self-directed research activities.</p> <p>➤ Office hours: students are encouraged to make full use of the office hours of their lecturer, where they can ask questions and go over lecture material.</p> <p>➤ Use of a blackboard site, where lecturers can post lecture notes, assignment instructions, timely announcements as well as additional resources.</p> <p>➤ Use of library facilities: students are encouraged to make full use of the library facilities for their home assignments or research paper as well as for their preparation for the final exam.</p> <p><u>Assessment Methods:</u> Assessment methods give students the opportunity to display the methodological skills they have developed. Students get timely feedback (within 21 days) by their lecturer on their formative assessment, as well as on the midterm exam or research paper.</p> <p>Student performance in PH 3011 is assessed as follows:</p>

3B. Cognitive skills

Three home assignments – formative	0	Exercises in symbolic logic/short essay-type questions combination
In-class midterm examination (1-hour) – summative	40	Exercises in symbolic logic/short essay-type questions combination
Final examination (2-hour, comprehensive) – summative	60	Exercises in symbolic logic/short essay-type questions combination

Student performance in PH-3118 is assessed as follows:

Home assignment or In-class, 1-hour “diagnostic” test – formative	0	Essay-type questions
Research paper (2,000 words) – summative	40	Literature review/interpretation of texts/evaluation
Final examination (2-hour, comprehensive) – summative	60	Essay-type questions (2 out of 4)

Student performance in PH 4028 and PH 4130 is assessed as follows:

Home assignment or In-class, 1-hour “diagnostic” – formative	0	Essay-type questions
Research paper (3,000 words) – summative	50	Literature review/Interpretation of texts/evaluation
Final examination (2-hour, comprehensive) – summative	50	Essay-type questions (2 out of 4)

3B. Cognitive skills	
B3. Use moral theories and arguments as tools of decision-making and evaluate their impact on the domain of moral action.	<p>B3.</p> <p><u>Where it is taught:</u> Students take PH 3005-Business Ethics and PH 3010-Ethics (both Level 5), where they develop skills of moral decision-making.</p> <ul style="list-style-type: none"> ➤ PH 3005 – Business Ethics (Optional) Introduction to major theories and basic moral problems in the domain of business. The use of reasoning in moral assessment of business practices. Application of moral theories to specific cases of corporate conduct ranging from the individual to society in general, in the local and the international context. ➤ PH 3010 – Ethics Introduction to basic problems and theories of moral philosophy. The use of reasoning in moral assessment of actions and persons. Emphasis on the connection between theory and practice by application of theories to issues that matter. <p><u>Learning and Teaching Strategy:</u> In congruence with the Teaching and Learning Strategy of the College, the following tools are used:</p> <ul style="list-style-type: none"> ➤ PH 3005 and PH 3010: Classes consist of lectures and interactive learning. There is also assignment of case studies which are discussed in class on the basis of pertinent ethical theories with students actively participating in the discussion. Video presentations are also used. ➤ Office hours: students are encouraged to make full use of the office hours of their lecturer, where they can ask questions and go over lecture material. ➤ Use of a Blackboard site, where lecturers can post lecture notes, assignment instructions, timely announcements as well as additional

3B. Cognitive skills

resources.

Assessment Methods: Assessment methods give students the opportunity to display the development of moral reasoning skills. Students get timely feedback (within 21 days) by their lecturer on their formative assessment and on the midterm examination.

Student performance in PH 3005 and PH 3010 is as follows:

Home assignment or In-class, 1-hour, "diagnostic" test – formative	0	Essay-type questions (1 out of 2)
In-class midterm examination (1-hour) – summative	40	Essay-type questions (1 out of 2)
Final examination (2-hour, comprehensive) – summative	60	Essay-type questions (2 out of 4)

B4. 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.

B4.

Where it is taught:

Students take PH 2003-Internet and Philosophy (Level 4), PH 3022-Social and Political Philosophy, PH 3026-Existentialism (both Level 5), and PH 4032-Postmodern Philosophy: Foucault and Derrida, PH 4113-Philosophy of Science, PH 4135-Philosophy of History, and PH 4141-Philosophy of Mind (all Level 6), where they are taught the following:

- PH 2003 - Internet and Philosophy
Systematic and informative philosophical examination of the new virtual reality of cyberspace, followed by a critical evaluation of our lives within it, on issues of technology, personal identity, ethics, science and aesthetics.

3B. Cognitive skills	
	<ul style="list-style-type: none"> ➤ PH 3022 – Social and Political Philosophy A systematic introduction to major issues in social and political thought: the origin and nature of political authority, individual freedom and the limits of state intervention, content and ground of individual rights. Emphasis on original texts in the modern Western tradition. ➤ PH 3026 – Existentialism Late nineteenth to twentieth-century movement with an emphasis on the concept of existence as presented in its major representatives such as Kierkegaard, Nietzsche, Heidegger, Sartre. Comparative study of literary and philosophical sources: Dostoyevski, Tolstoy, Kafka, Camus and others. ➤ PH 4032 – Postmodern Philosophy: Foucault and Derrida A thorough introduction to the thought of Michel Foucault and Jacques Derrida, arguably the most distinctive philosophical voices in the second half of the twentieth century. Discussion of their influence on contemporary philosophical discourse, literary criticism, architectural design, humanities and the arts, under the title of postmodernity. ➤ PH 4113 - Philosophy of Science (Optional) A systematic introduction to twentieth-century philosophy of science focusing on issues in the methodology of the natural and social sciences: verification, falsification, confirmation, theoretical term, theories, laws, explanation, scientific change and progress, realism and antirealism. ➤ PH 4135 – Philosophy of History (Optional) Introduction to the philosophical foundations of the study of the historical dimension of human action. Overview of major theories and critical discussion of concepts such as time, change and continuity, determinism and chance, progress and decline, ethnocentrism and globalism.

3B. Cognitive skills

- PH 4141 – Philosophy of Mind
A systematic approach to the study of mind, mental or psychological functions and the mind-body relation in view of recent scientific advances in the fields of information technology, cognitive science, and evolutionary genetics. Discussion of the philosophical implications for changing views of human nature.

Learning and Teaching Strategy: In congruence with the Teaching and the Learning Strategy of the College, the following tools are used:

- PH 2003, PH 2022, PH 2026, PH 2032, PH 3113, PH 3135, and PH 3141: Classes consist of lectures and interactive learning (class participation and discussion of primary and secondary sources), and self-directed research activities.
- Office hours: Students are encouraged to make use of the lecturer's office hours where they can ask questions and go over lecture material.
- Use of a Blackboard site, where lecturers can post notes, assignment instructions, timely announcements, as well as additional resources.
- Use of library facilities: students are encouraged to make use of the library facilities for their term paper as well as for their preparation for the final exam.

Assessment Methods: Assessment methods give students the opportunity to display good analytical skills where the formulation and discussion of complex problems is concerned. Students get timely feedback (within 21 days) by their lecturer on their formative assessment, as well as on their research paper.

Student performance in PH 2003 is assessed as follows:

Home assignments – formative	0	Essay-type questions
--	---	----------------------

3B. Cognitive skills			
B5. Analyze and synthesize ideas and evaluate their applicability.	Research paper (1,800 words) – summative	40	Analysis/discussion/evaluation
	Final examination (2-hour, comprehensive) – summative	60	Essay-type questions (2 out of 4)
	Student performance in PH 3022 and PH 3026 is assessed as follows:		
	Home assignment or In-class, 1-hour "diagnostic" test – formative	0	Essay-type questions
	Research paper (2,000 words) – summative	40	Literature review or analysis of sources/evaluation
	Final examination (2-hour, comprehensive) – summative	60	Essay-type questions (2 out of 4)
	Student performance in PH 4032, PH 4113, PH 4135, and PH 4141 is assessed as follows:		
	Home assignment or In-class, 1-hour "diagnostic" test – formative	0	Essay-type questions
	Research paper (3,000 words) – summative	50	Literature review/interpretation of texts/evaluation
	Final examination (2-hour, comprehensive) – summative	50	Essay-type questions (2 out of 4)
<p>B5.</p> <p>Where it is taught: Students take PH 4031-Phenomenology: Husserl and Heidegger, PH 4032-Postmodern Philosophy: Foucault and Derrida, and PH 4121-Plato and Aristotle (all Level 6), where they develop the skills of analysis and synthesis.</p>			

3B. Cognitive skills	
	<ul style="list-style-type: none"> ➤ PH 4031 – Phenomenology: Husserl and Heidegger Comprehensive introduction to the basic ideas of phenomenology, the major philosophical current of continental philosophy, as presented in the writings of Husserl and Heidegger. Emphasis on their reexamination of metaphysics, experience and knowledge, and on their novel understanding of human presence in the world. ➤ PH 4032 – Postmodern Philosophy: Foucault and Derrida A thorough introduction to the philosophical core of the thought of Michel Foucault and Jacques Derrida, arguably the most distinctive philosophical voices in the second half of the twentieth century. Discussion of their influence on contemporary philosophical discourse, literary criticism, architectural design, humanities and the arts, under the title of postmodernity. ➤ PH 4121 – Plato and Aristotle Critical and comparative analyses of their philosophical positions about issues such as the nature of reality, the sources of knowledge, and the purpose of human life, the ideal polity, and the function of art. Understanding of their divergence in views, philosophical style and methodology. A close examination of selected texts. <p><u>Learning and Teaching Strategy:</u> In congruence with the Teaching and Learning Strategy of the College, the following tools are used:</p> <ul style="list-style-type: none"> ➤ PH 4031, PH 4032, and PH 4121: Classes consist of lectures, class discussions, analysis of primary and secondary sources, and self-directed research activities. ➤ Office hours: Students are encouraged to make full use of the office hours of their lecturer, where they can ask questions and go over lecture material. ➤ Use of a Blackboard site, where lecturers can post lecture notes,

3B. Cognitive skills											
B6. Apply advanced research skills	assignment instructions, timely announcements, as well as additional resources.										
	➤ Use of library facilities: Students are encouraged to make use of the library facilities for their research paper as well as for their preparation for the final exam.										
	<u>Assessment Methods:</u> Assessment methods give students the opportunity to display good analytic and synthetic skills as well as evaluate their applicability. Students get timely feedback (within 21 days) on their formative assessment and preliminary drafts of their research paper.										
	Student performance in PH 4031, PH 4032, and PH 4121 is assessed as follows:										
	<table><tr><td>Home assignment or In-class, 1-hour “diagnostic” test – formative</td><td>0</td><td>Essay-type questions</td></tr><tr><td>Research paper (3,000 words) – summative</td><td>50</td><td>Literature review/interpretation of texts/Evaluation</td></tr><tr><td>Final examination (2-hour, comprehensive) – summative</td><td>50</td><td>Essay-type questions (2 out of 4)</td></tr></table>	Home assignment or In-class, 1-hour “diagnostic” test – formative	0	Essay-type questions	Research paper (3,000 words) – summative	50	Literature review/interpretation of texts/Evaluation	Final examination (2-hour, comprehensive) – summative	50	Essay-type questions (2 out of 4)	
Home assignment or In-class, 1-hour “diagnostic” test – formative	0	Essay-type questions									
Research paper (3,000 words) – summative	50	Literature review/interpretation of texts/Evaluation									
Final examination (2-hour, comprehensive) – summative	50	Essay-type questions (2 out of 4)									
	B6.										
	<u>Where it is taught:</u> In order to build up advanced research skills gradually, students are required to take some L5 or L6 modules, namely PH 3022 Social and Political Philosophy, PH 3026 Existentialism, PH 3027 Rationalism and Empiricism, and PH 4028 Kant and German Idealism, and further enhance these skills with two Level 6 modules, namely PH 3121-Plato and Aristotle, and the capstone course PH 4350-Seminar in Selected Texts.										

3B. Cognitive skills	
	<ul style="list-style-type: none"> ➤ PH 3022 – Social and Political Philosophy A systematic introduction to major issues in social and political thought: the origin and nature of political authority, individual freedom and the limits of state intervention, content and ground of individual rights. Emphasis on original texts in the modern Western tradition. ➤ PH 3026 - Existentialism Late nineteenth to twentieth-century movement with an emphasis on the concept of existence as presented in its major representatives such as Kierkegaard, Nietzsche, Heidegger, Sartre. Comparative study of literary and philosophical sources: Dostoyevski, Tolstoy, Kafka, Camus and others. ➤ PH 3027 – Rationalism and Empiricism At the birth of modern philosophy, two major schools emerge with the ambition to reform our conception of the world, knowledge and the mind. Discussion of the key thinkers involved and their influence on fields ranging from mathematics to psychology and linguistics. ➤ PH 3028 – Kant and German Idealism The later part of modern Western philosophy (eighteenth and nineteenth centuries) studied through the works of Rousseau, Kant, Fichte, Schelling, Hegel, and others. Their work extends between Enlightenment and Romanticism and its study is necessary for understanding the ideas behind the emergence of contemporary science, culture, and society. ➤ PH 4121 – Plato and Aristotle Critical and comparative analyses of their philosophical positions about issues such as the nature of reality, the sources of knowledge, the purpose of human life, the ideal polity, and the function of art. Understanding of their divergence in views, philosophical style, and methodology. A close examination of selected texts.

3B. Cognitive skills	
	<p>➤ PH 4350: Seminar in Selected Texts In depth analysis of classical philosophical texts. Systematic and critical study of their key concepts and arguments. Appreciation of the historical context and the impact on contemporary philosophical thought. Special emphasis on the development of skills required for the analysis and presentation of a philosophical position.</p> <p><u>Learning and Teaching Strategy:</u> In congruence with the Teaching and Learning Strategy of the College, the following tools are used:</p> <ul style="list-style-type: none"> ➤ PH 3022, PH 3026, PH 3027 and PH 4028: Classes consist of lectures and interactive learning (class participation and discussion of primary and secondary sources), and self-directed research activities. ➤ PH 4121: Classes consist of lectures, class discussions with an emphasis on textual analysis, and self-directed research activities. ➤ PH 4350: The seminar is conducted through lectures, class participation and discussions, and oral presentation of a research paper on primary or secondary sources. ➤ Office hours: Students are encouraged to make use of the office hours of their lecturer, where they can ask questions and go over lecture material or discuss research methods for their paper. ➤ Use of a Blackboard site, where lecturers post lectures, research paper instructions, timely announcements, as well as additional resources. ➤ Use of the library: Students are mostly encouraged to make full use of the library resources regarding the use of both primary and secondary sources. <p><u>Assessment Methods:</u> Assessment methods give students the opportunity to apply their advanced research skills. Students get timely feedback (within 21 days) by their lecturer on their formative assessment and preliminary drafts of their research paper.</p>

3B. Cognitive skills

Student performance in PH 3022 and PH 3026 is assessed as follows:

Home assignment or In-class test - formative	0	Essay-type questions
Research paper (2,000 words) - summative	40	Literature review or analysis of sources/evaluation
Final examination (2-hour, comprehensive)- summative	60	Essay-type questions (2 out of 4)

Student performance in PH 3027 is assessed as follows:

Home assignment – formative	0	Essay-type questions
Research paper (2,000 words for PH 3027) - summative	40	Literature review/interpretation of texts/evaluation
Final examination (2-hour, comprehensive) - summative	60	Essay-type questions (2 out of 4)

Student performance in 4028 and PH 3121 is assessed as follows:

Home assignment – formative	0	Essay-type questions
Research paper(3,000 words) – summative	50	Literature review/interpretation of texts/evaluation
Final examination (2-hour, comprehensive) - summative	50	Essay-type questions (2 out of 4)

Student performance in the capstone course (PH 4350) is assessed as follows:

Home assignment – formative	0	Essay-type questions
Research paper (5,000 words) – summative	60	Literature review/methodology/interpretation of texts

3B. Cognitive skills			
	Final examination (2-hour, comprehensive)	40	Essay-type questions (2 out of 4)

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>Upon completion of the Philosophy programme, students will be able to:</p> <p>C1. Think creatively, self-critically and independently.</p>	<p>C1.</p> <p><u>Where it is taught:</u> Students take PH 2016-Philosophy and Cinema (Level 4), where they are taught the following:</p> <ul style="list-style-type: none"> ➤ PH 2016 – Philosophy and Cinema Examination of how philosophy deals with film issues and the experience of films. Issues discussed range from cinema as an art form to film fiction and our emotional responses and from the paradox of horror to cinematic reality and documentaries. <p><u>Learning and Teaching Strategy:</u> In congruence with the Teaching and the Learning Strategy of the College, the following tools are used:</p> <ul style="list-style-type: none"> ➤ PH 2016: Classes consist of lectures, class discussion, film or video screening and analysis. ➤ Office hours: Students are encouraged to make use of the lecturer's

3C. Practical and professional skills

C2.Present, in both oral and written forms, philosophical concepts or abstract terms in a clear and meaningful way

- office hours where they can ask questions and go over lecture material.
- Use of a Blackboard site, where lecturers can post lecture notes, assignment instructions, timely announcements as well as additional resources.
- Use of library facilities: Students are encouraged to make use of the library facilities for their term paper as well as for their preparation for the final exam.

Assessment Methods: Assessment methods give students the opportunity to display creative and independent thinking. Students get timely feedback (within 21 days) by their lecturer on their formative assessment and their midterm examination.

Student performance in PH 2016 is assessed as follows:

In-class exercises – formative	0	Essay-type questions
In-class, midterm examination (1-hour) – summative	40	Essay-type questions (1 out of 2)
Final examination (2-hour, comprehensive) – formative	60	Essay-type questions (2 out of 4)

C2.

Where it is taught:

Students take PH 1001-Practical Reasoning (Level 4), and PH 3011-Introduction to Logic (Level 5), where they are learn to present concepts or ideas in a meaningful way.

- PH 1001 – Practical Reasoning
Introduction to reasoning with an emphasis on critical thinking. Training in the application of practical decision-making in various domains, such

3C. Practical and professional skills

as politics, law, management, science, media and everyday life issues.

- PH 3011 – Introduction to Logic
Recognizing and reconstructing arguments, deductive and inductive argumentation, fallacies, symbolic propositional logic and first-order predicate logic.

Learning and Teaching Strategy: In congruence with the Teaching and the Learning Strategy of the College, the following tools are used:

- PH 1001: Classes consist of lectures, class exercises and discussions, take-home exercises, and a debate.
- PH 3011: Classes consist of lectures and interactive learning (exercise-solving in class, home assignments).
- Office hours: Students are encouraged to make full use of the office hours of their lecturer, where they can ask questions and go over lecture material.
- Use of Blackboard site, where lecturers can post lecture notes, assignment instructions, timely announcements as well as additional resources.

Assessment Methods: Assessment methods give students the opportunity to display their presentation skills orally or in writing. Students get timely feedback (within 21 days) by their lecturer on their formative assessment and their midterm examination.

Student performance in PH 1001 is assessed as follows:

Home assignments & participation in a debate – formative	0	Exercises/Essay-type questions combination
--	---	--

3C. Practical and professional skills			
<p>C3. Prepare papers, reports or proposals on the basis of research results</p> <p>C4. Manage a complex body of information</p> <p>C5. Use libraries effectively</p>	In-class, midterm examination (1-hour) – summative	40	Exercises/Essay-type questions combination
	Final examination (2-hour, comprehensive) – summative	60	Exercise/Essay-type questions combination
	Student performance in PH 3011 is assessed as follows:		
	Three home assignments – formative	0	Exercises in symbolic logic/short essay-type questions combination
	In-class, midterm examination (1-hour) – summative	40	Exercises in symbolic logic/short essay-type questions combination
	Final examination (2-hour, comprehensive) – summative	60	Exercises in symbolic logic/short essay-type questions combination
	C3, C4, C5.		
	Where they are taught:		
	Students take the capstone course PH 4350-Seminar in Selected Texts (Level 6), where they are taught to prepare a paper on the basis of research results, manage a complex body of information, and use libraries effectively.		
	<p>➤ PH 4350 – Seminar in Selected Texts</p> <p>In depth analysis of a classical philosophical text. Systematic and critical study of their key concepts and arguments. Appreciation of the historical context and the impact on contemporary philosophical thought. Special emphasis on the development of skills required for the</p>		

3C. Practical and professional skills

analysis and presentation of a philosophical tradition.

Learning and Teaching Strategy: In congruence with the Teaching and Learning Strategy of the College, the following tools are used:

- PH 4350: The seminar is conducted through lectures, class participation and discussions, and oral presentation of a research paper on primary or secondary sources.
- Office hours: Students are encouraged to make full use of the office hours of their lecturer, where they can ask questions and go over lecture material.
- Use of a Blackboard site, where lecturers can post lectures notes, assignment instructions, timely announcements, as well as additional resources.
- Use of library facilities: Students are encouraged to make use of the library facilities for their research paper.

Assessment Methods: Assessment methods give students the opportunity to display their skills in preparing an advanced research paper, managing a complex body of information, and using libraries effectively. Students get timely feedback (within 21 days) by their lecturer on their formative assessment and preliminary drafts of their research paper.

Student performance in PH 4350 is assessed as follows:

Home assignment – formative	0	Essay-type questions
Research paper (5,000 words) – summative	60	Literature review/methodology/interpretation of texts
Final examination (2-hour, comprehensive) – summative	40	Essay-type questions (4 out of 6)

3C. Practical and professional skills	

3D. Key/transferable skills																																						
Learning outcomes:	Learning and teaching strategy/ assessment methods																																					
D1. Demonstrate a measure of knowledge in an array of different disciplines in humanities and the social sciences, thus becoming broadly informed citizens and professionals	<div>D1.</div> <div><u>Where it is taught:</u> Students are required to take two, level 4 modules of their choice: one in humanities other than philosophy, namely Visual Arts, Art History, Classical Literature, History, Music, and Theatre Arts, and one in social sciences, namely anthropology, economics, political science, psychology, or sociology, as illustrated in the following tables:</div> <table><tr><th>**</th><th>HUMANITIES OPTIONS - LEVEL 4</th><th>FREQUENCY</th></tr><tr><td></td><td>VISUAL ARTS</td><td></td></tr><tr><td>AR 1017</td><td>Digital Image</td><td>Fall or Spring</td></tr><tr><td></td><td>ART HISTORY</td><td></td></tr><tr><td>AT 2005</td><td>Art of Ancient Greece</td><td>Fall</td></tr><tr><td></td><td>CLASSICAL LITERATURE</td><td></td></tr><tr><td>CL 2010</td><td>Greek and Roman Literature in Translation</td><td>Fall and Spring</td></tr><tr><td></td><td>HISTORY</td><td></td></tr><tr><td>HY 2071</td><td>American History II</td><td>Fall</td></tr><tr><td>HY 2080</td><td>Great Britain</td><td>Fall</td></tr><tr><td></td><td>MUSIC</td><td></td></tr><tr><td>MU 2025</td><td>Cultural Perspectives on Music</td><td>Spring</td></tr></table>		**	HUMANITIES OPTIONS - LEVEL 4	FREQUENCY		VISUAL ARTS		AR 1017	Digital Image	Fall or Spring		ART HISTORY		AT 2005	Art of Ancient Greece	Fall		CLASSICAL LITERATURE		CL 2010	Greek and Roman Literature in Translation	Fall and Spring		HISTORY		HY 2071	American History II	Fall	HY 2080	Great Britain	Fall		MUSIC		MU 2025	Cultural Perspectives on Music	Spring
**	HUMANITIES OPTIONS - LEVEL 4	FREQUENCY																																				
	VISUAL ARTS																																					
AR 1017	Digital Image	Fall or Spring																																				
	ART HISTORY																																					
AT 2005	Art of Ancient Greece	Fall																																				
	CLASSICAL LITERATURE																																					
CL 2010	Greek and Roman Literature in Translation	Fall and Spring																																				
	HISTORY																																					
HY 2071	American History II	Fall																																				
HY 2080	Great Britain	Fall																																				
	MUSIC																																					
MU 2025	Cultural Perspectives on Music	Spring																																				

3D. Key/transferable skills

	THEATRE ARTS	
DR 1003	The Making of the Theatre	Fall and Spring

**	SOCIAL SCIENCE OPTIONS - LEVEL 4	FREQUENCY
	ANTHROPOLOGY	
AN 1000	Introduction to Anthropology	Fall and Spring
AN 2007	Ethnicity and Identity	Fall and Spring
AN 2010	Greek Folklore	Fall
	ECONOMICS	
EC 2011	Economic History of Europe	Fall or Spring
	POLITICAL SCIENCE	
PO 1000	Political Organization	Fall and Spring
PO 1001	Political Behaviour	Fall and Spring
	PSYCHOLOGY	
PS 1000	Psychology as a Natural Science	Fall and Spring
PS 1001	Psychology as a Social Science	Fall and Spring
	SOCIOLOGY	
SO 1000	Introduction to Sociology	Fall and Spring
SO 2004	Social Inequality	Fall

Learning and Teaching Strategy: Learning and teaching tools vary depending on the discipline selected, but in congruence with the Learning and Teaching strategy of the College, the following tools are generally used:

- Classes consist of lectures and class discussions.
- Office Hours: Students are encouraged to make full use of the office hours of their lecturer, where they can ask questions and go over lecture material.
- Use of a Blackboard site, where lecturers post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment Methods: Assessment methods vary depending on the nature of the course, but generally give students the opportunity to display knowledge and

3D. Key/transferable skills

understanding of concepts, notions, and theories. Students get timely feedback on their assessed coursework and exams by their lecturer. Student performance is typically assessed as follows:

In-class, 1-hour, "diagnostic" test - formative	0	short answers to essay questions
In-class 1-hour midterm examination - summative	40	short answers to essay question
Final examination (2-hour) – summative	60	short answers to essay questions

D2.

Where it is taught:

Students take PH 1001, PH 3005 and PH 3010, where they develop and sharpen their argumentation skills.

- PH 1001:
Introduction to reasoning with an emphasis on critical thinking. Training in the application of practical decision-making in various domains, such as politics, law, management, science, media and everyday life issues.
- PH 3005:
Introduction to major theories and basic moral problems in the domain of business. The use of reasoning in moral assessment of business practices. Application of moral theories to specific cases of corporate conduct ranging from the individual to society in general, in the local and the international context.
- PH 3010:
Introduction to basic problems and theories of moral philosophy. The use of reasoning in moral assessment of actions and persons. Emphasis on the connection between theory and practice by application of theories to issues that matter.

D2. Develop argumentation and debating skills

3D. Key/transferable skills	
D3. Reflect intellectually and become an independent life-long learner	<p><u>Learning and Teaching Strategy and Assessment Methods as outlined above in LOs A1, B1, B3, and C2.</u></p> <p>D3.</p> <p><u>Where it is taught:</u> Practically, this Learning Outcome is served by all modules of Level 6. It is however more specifically addressed in the following:</p> <ul style="list-style-type: none"> ➤ PH 4031 – Phenomenology: Husserl and Heidegger Comprehensive introduction to the basic ideas of phenomenology, the major philosophical current of continental philosophy, as presented in the writings of Husserl and Heidegger. Emphasis on their re-examination of metaphysics, experience and knowledge, and on their novel understanding of human presence in the world. ➤ PH 4032 – Postmodern Philosophy: Foucault and Derrida A thorough introduction to the thought of Michel Foucault and Jacques Derrida, arguably the most distinctive philosophical voices in the second half of the twentieth century. Discussion of their influence on contemporary philosophical discourse, literary criticism, architectural design, humanities and the arts, under the title of postmodernity. <p><u>Learning and Teaching Strategy:</u> In congruence with the Teaching and Learning Strategy of the College, the following tools are used:</p> <ul style="list-style-type: none"> ➤ PH 2031 and PH 2032: Classes consist of lectures, class discussions

3D. Key/transferable skills

(students engaging effectively in debate on the implications of the views discussed on philosophy, humanities, arts and social life in general), analysis of primary and secondary sources, and self-directed research activities

- Office hours : Students are encouraged to make full use of the office hours of their lecturer, where they can ask questions and go over lecture material.
- Use of a Blackboard site, where lecturers can post lecture notes, assignment instructions, timely announcements, as well as additional resources.
- Use of library facilities : Students are encouraged to make use of the library facilities for their research paper as well as for their preparation for the final exam.

Assessment Methods : Assessment methods give students the opportunity to reflect intellectually and display independent thinking, as well as evaluate the applicability of ideas. Students get timely feedback (within 21 days) on the formative assessment and preliminary drafts of their research paper.

Student performance in PH 4031 and PH 4032 is assessed as follows :

Home assignment – formative	0	Essay-type questions
Research paper (3,000 words) - summative	50	Literature review/interpretation of texts/evaluation
Final examination (2-hour, comprehensive) – summative	50	Essay-type questions (4 out of 6)

D4.

Where it is taught:

Students take the capstone course (PH 4350) in philosophy, where they are taught the following:

D4. Perform a critical evaluation of the body of knowledge acquired through the programme, by means of their own analysis

3D. Key/transferable skills

- PH 4350 – Seminar in Selected Texts
In depth analysis of classical philosophical texts. Systematic and critical study of their key concepts and arguments. Appreciation of the historical context and the impact on contemporary philosophical thought. Special emphasis on the development of skills required for the analysis and presentation of a philosophical tradition.

Learning and Teaching Strategy: In congruence with the Teaching and Learning Strategy of the College, the following tools are used:

- PH 4350: The seminar is conducted through lectures, class participation and discussions, and oral presentation of a research paper on primary or secondary sources.
- Office hours: Students are encouraged to make use of the office hours of their lecturer, where they can ask questions and go over lecture material or discuss research methods for their paper.
- Use of a Blackboard site, where lecturers can post lectures, research paper instructions, timely announcements, as well as additional resources.
- Use of the library: Students are mostly encouraged to make full use of the library resources regarding the use of both primary and secondary sources.

Assessment Methods: Assessment methods give students the opportunity to apply their interpretive and argumentation skills, as well as use of library sources. Students get timely feedback (within 21 days) by their lecturer on their formative assessment and preliminary drafts of their research paper.

Student performance in the capstone course (PH 4350) is assessed as follows:

Home assignment - formative	0	Essay-type questions
Research paper (5,000 words) – summative	60	Literature review/methodology/interpretation of texts
Final examination (2-hour,	40	Essay-type questions (4 out of 6)

3D. Key/transferable skills			
		comprehensive) – summative	

4. Programme Structure

Programme Structure - LEVEL 4			
Compulsory modules	Credit points	Optional modules	Credit points
PH 1000 Introduction to Philosophy	15	HUMANITIES OPTION* - LEVEL 4	60
PH 1001 Practical Reasoning	15	SOCIAL SCIENCE OPTION* - LEVEL 4	
PH 2003 Internet and Philosophy	15		
PH 2014 Aesthetics	15		
PH 2016 Philosophy and Cinema	15		
PH 2020 Greek Philosophy	15		
		SUBTOTAL	
SUBTOTAL	90		
TOTAL	120		

[Please insert here information on any exit awards available at this point (name of award/ a minimum no. credit points)]

Programme Structure - LEVEL 5			
Compulsory modules	Credit points	Optional modules	Credit points
PH 3010 Ethics	15	PHILOSOPHY OPTION* - LEVEL 5	60
PH 3011 Introduction to Logic	15	PHILOSOPHY OPTION* - LEVEL 5	
PH 3022 Social and Political Philosophy	15		
PH 3026 Existentialism	15		
PH 3027 Rationalism and Empiricism	15		
PH 3118 Theory of Knowledge	15		
SUBTOTAL	90	SUBTOTAL	
TOTAL	120		

[Please here insert information on any exit awards available at this point (name of award/ a minimum no. credit points)]

Programme Structure - LEVEL 3			
Compulsory modules	Credit points	Optional modules	Credit points
PH 4028 Kant and German Idealism	15	PHILOSOPHY OPTION* - LEVEL 6	60
PH 4032 Postmodern Philosophy: Foucault and Derrida	15	PHILOSOPHY OPTION* - LEVEL 6	
PH 4031 Phenomenology: Husserl and Heidegger	15		
PH 4121 Plato and Aristotle	15		
PH 4141 Philosophy of Mind	15		
PH 4350 Seminar in Selected Texts	15		
SUBTOTAL	90	SUBTOTAL	
TOTAL	120		

[Please insert here information of exit award(s) available at this point (name of award/ a minimum no. credit points)]

5. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

N/A

6. Support for students and their learning

Academic Advising

Responsible for coordinating all aspects of the undergraduate advising process, 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.

Student success is measured through academic performance and other methods of instructor evaluation. At-risk populations are rigorously supervised by the Academic Advising Office.

Student Orientation

Organized and coordinated by the Office of Student Affairs, the New Student Orientation Program introduces incoming students to the campus, the academic system (dual OU/DEREE degrees), College rules and regulations, and academic and social life. Students receive information on student programs and services such as advising, financial aid, and co-curricular programming. Various sources of information are employed to help the student make a smooth transition to the College environment. Among these are orientation folders containing material on available services, information sessions with administrators and student Orientation Leaders, activity fair, and stands that promote student organizations. A parent orientation session is held as part of the orientation program. The Validation Office and the Registrar offer presentations on the OU award and its academic policies at Student Orientation.

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.

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.

The **Student Association** maintains bridges of communication between the students and the administration. Members of the Student Association participate in academic committees where they contribute their input.

The **Student Success Center** 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 Center aims to create the optimum conditions so that students can follow the path to academic success. The SSC web page has been set up to reflect the one-stop concept of the Center 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.

Disability Status and Provisions

Students are responsible for alerting the Educational Psychologist to a special need, and for providing relevant documentary evidence. The Educational Psychologist suggests actions to be taken to accommodate a student with special needs, 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 of Disabilities 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 learning difficulties may be eligible for special accommodations, such as extra time for examination completion, and receive support and counseling from the Educational Psychologist on campus.

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: counseling 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.

7. Criteria for admission

Admission requirements are not major specific. The College has a general admissions policy based on the American system of higher education. Admissions criteria are specified in the College catalogue (pp.30-31) and are in accordance to the QAA Quality Code Part B: Assuring and enhancing academic quality Chapter B2: Recruitment, Selection and Admission to higher

education.

Upon admission, students intending to follow a Degree in Art History (AT) register for a BSc in Combined Studies and may transfer to AT up until completion of Level 4.

In relation to the recruitment strategy, the Admissions Office organizes 5 promotional “Discover DEREE Day” recruitment events per academic year, where members of the faculty provide brochures and information about the programme. During that event, faculty and the admissions team are also provided with the opportunity to communicate the aim and educational objectives of Art History majoring students. The Admissions Office also produces print / marketing material for specific programmes with the direct aim to promote them to target audiences through all types and methods of Above the Line and Below the Line Advertising. More specifically, the Admissions Office promotes the programme by:

- ✓ Participating in Education Fairs and third party events with an Admissions Booth including brochures/banners.
- ✓ Coordinating school visits and presentations on the specific programme to all target audiences (school pupils, parents, teachers, principals, career advisers, other public university students with the intention to study in parallel with our Education Institution).
- ✓ Organizing focused events across the country to attract candidates from other provinces into the main city campus to study.
- ✓ Running direct mailing campaigns (via post and electronic) including Degree Course information.
- ✓ Conducting one-on-one info sessions with pupils and parents.

The Admissions Process

To qualify for admission to the academic programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the program of their choice. To this end, applicants must meet the following requirements:

The **standard minimum entry requirement** for the major’s programme is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 24 and above in the International Baccalaureate or the equivalent of any other educational grading system.

Applicants whose grades are between 11/20 and 13.99/20 or its equivalent, may be admitted to the College on a provisional basis.

Students admitted on a provisional basis will be required to fulfill the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to DEREE:

- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.
- The number of courses students will be allowed to register for will be determined by their English language placement (see section “English Language Requirements”). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP 1010. Students with provisional status who are placed in EAP 999, EAP 1000, EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.
- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students’ performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section “Academic Probation”).

The following is required for all freshmen applicants:

1. A completed application form.

2. A letter of recommendation from an academic teacher or professor.
3. An official secondary school transcript and an official copy of a secondary diploma, both legally certified.
4. A certified copy of their identity card for Greek citizens or a valid passport for non-Greek citizens.
5. An interview with an admissions counselor.
6. Evidence of proficiency in English.

Evidence of Proficiency in English

All applicants must demonstrate proficiency in the English language either by taking the College's English Placement Test (EPT) or by submitting any evidence derived from one of the following tests:

Pearson test of Academic English (PTE Academic): 58 or greater
 Michigan State University Certificate of Language Proficiency (MSU-CELP)
 Michigan Proficiency Certificate
 Cambridge Proficiency Certificate
 Cambridge Advanced English (CAE) with Grade A only
 International Baccalaureate Certificate*
 International Baccalaureate Diploma
 IELTS: (academic) 6.5 or above
 SAT: 450 or above
 ACT: 18 or above
 TOEFL (paper based): 567 or above
 TOEFL (computer based): 227 or above
 TOEFL (internet based): 87 or above
 GCE higher level English: Grade C or greater
 Oxford Online Placement Test: 99 or above

* With grade 4 and above in the English higher-level subject or at least an average of 12 in the higher level subjects.

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College's Institution Code Number is 0925. TOEFL scores are valid for 2 years.

Students may also qualify to take WP 1010 by submitting evidence of fluency based on graduation from an English speaking secondary school or program.

The above listed grades qualify the student for placement directly into WP 1010. Applicants who do not qualify for WP 1010 but who otherwise show academic promise may be admitted conditionally and placed in the English for Academic Purposes Program (see section "English Language Requirements").

8. Language of study

The language of instruction is English.

9. Information about assessment regulations

The assessment methods for each module are included in the module syllabus and are made known to the student through:

- a) the course information packet which is given to all students on the first day of classes and
- b) postings on Blackboard.

The programme uses a variety of summative assessments which directly connect to the Learning Outcomes and measure the mastery of students' knowledge and understanding, cognitive, creative as well as technical and practical skills. Mark schemes are used for each type of summative assessment; they comprise a number of criteria for testing the degree to which the students have achieved these outcomes. There are usually two summative assessments per module, each contributing a percentage toward the overall grade in the module. A sample of the assessments is second marked and this sample is reviewed by the External Examiner. Grades are ratified by the Board of Examiners. Several modules also include formative assessments which do not contribute to the mark of the module but provide valuable opportunities for learning and offering feedback to students.

Summative assessments include:

- In-class examinations
- Essays
- Formal analysis essays
- Annotated bibliography
- Guided research papers
- Independent research papers
- Oral presentation

Formative assessments include:

- In class student presentations of assigned readings and/or research projects
- In class discussion of assigned readings
- In class exam tests
- Research Paper and Essay drafts
- Oral presentation
- Study visits

ASSESSMENT, PROGRESSION AND AWARD OF CREDIT

10.0 The forms of assessment and its weighting and timing, and the ways in which the learning outcomes are to be demonstrated through assessment, are set out in the module and programme specifications approved by The Open University at the point of validation.

10.1 Each programme handbook contains comprehensive details of the assessment scheme as approved by The Open University in the validation process.

11.0 Minimum requirements for pass

11.1 To obtain an Open University award students are required to complete all parts of the programme's approved assessment and comply with all regulations relating to their programme of study.

11.2 The minimum aggregate pass marks for The Open University validated awards are:

40% for undergraduate programmes

50% for postgraduate programmes.

These minima apply to assessments, modules, stages and qualifications.

12.0 Identification of requirements from professional, statutory and regulatory bodies

12.1 Additional academic regulations required by any professional, statutory or recognised regulatory body will be set out in the relevant programme specification and approved by The Open University in the validation process.

13.0 Submission of assessed work

13.1 Work submitted for a summative assessment component cannot be amended after submission, or re-submitted.

13.2 Student requests for extensions to assessment deadlines will not be approved unless made in accordance with published partner institution guidelines as approved by The Open University.

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

Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further.

Submission that is late by 7 or more working days: submission refused, mark of 0.

A working day is defined by the partner and submission after the deadline will be assumed to be the next working day.

14.0 Assessment scores

14.1 All undergraduate assessment will be marked on a percentage scale of 0-100.

% Scale Score Performance Standard

70+ Excellent pass

60-69 Very Good pass

50-59 Good Pass

40-49 Pass

0-39 Fail

14.2 All postgraduate assessment will be marked on a percentage scale of 0-100.

Taught postgraduate awards may include merit and/or distinction classification (see paragraph 18.1).

14.3 The final grade for an individual assessment component will be determined after completion of a quality assurance process (e.g. moderation, remarking) as detailed in the partner institution's OU approved policy for moderation.

14.4 Where the result of the assessment calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70%; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

14.5

% Scale Score Performance Standard

70+ Distinction

60-69 Merit

50-59 Pass

0-49 Fail

Please refer to Appendix 8.

15.0 Determining module outcomes

15.1 The overall module mark or grade shall be determined as set out in the assessment strategy detailed in the module specification and published in the Programme Handbook.

15.2 A student who passes a module shall be awarded the credit for that module. The amount of credit for each module shall be set out in the programme specification and published in the Programme Handbook.

15.3 In order to pass a module a student must achieve the requirement of the module as set out in the module specification and published in the Programme Handbook.

15.4 Where a student is registered only for a module (rather than a qualification) the resit provisions set out in 17.4 (e) will apply.

16.0 Provision for viva voce examination

16.1 Exceptionally, viva voce examinations may be required by a Board of Examiners (with the approval of external examiners):

(a) to confirm the progression/result status of a student;

(b) to determine the result status of unusual or borderline cases;

(c) when there is conflicting evidence from the various assessment

components;

(d) as an alternative or additional assessment in cases where poor performance in assessment is the result of exceptional circumstances verified through due processes.

17.0 Determining progression and qualification outcomes

17.1 Module prerequisites and co-requisites

17.1.1 The paths through which students are required to progress through the programme, and the elements identified as compulsory or optional, are set out in the programme specification and approved in the validation process.

17.1.2 Pathways through any programmes offered by partner institutions may require students to complete prerequisite or co-requisite modules.

Stage requirements

17.2.1 Each of the stages of an undergraduate programme is expected to consist of a total of 120 credits.

17.2.2 In cases where Programmes are not divided into stages (for example, most postgraduate programmes and undergraduate programmes of 120 credits or less) the provisions below apply to the whole programme.

17.2.3 In order to complete and pass a stage of a programme, a student must acquire the total credit set out in the programme specification at the approved qualification level for the award, or have been exempted through advanced standing, or through the implementation of the processes covering extenuating circumstances (see Section F).

17.2.4 The credit value of each module contributing to a stage determines its weighting in the aggregation of credit for a stage.

17.2.5 Where a student fails a module, the following may apply in the first instance:

(i) Resit (see 17.3 below) – a second attempt at an assessment component following a failure at first attempt.

(ii) Compensation (see 17.4 below) – the award of credit by the Board of Examiners for a failed module(s) on account of good performance in other modules at the same credit level where the learning outcomes have been met.

17.3 Resit provision

17.3.1 Resit provision is subject to all the following conditions:

(a) The maximum number of retakes allowed in a programme leading to an Open University award is 10.

(b) A student who does not complete the resit by the date specified shall not progress on the programme, except in cases where the process for allowing extenuating circumstances has been followed.

(c) Resits can only take place after the meeting of the Board of Examiners or following agreement by the Chair and the External Examiner of the Board.

(d) A student who successfully completes any required resits within a module shall be awarded the credit for the module and the result capped at the minimum pass mark for the module.

17.4 Compensation

17.4.1 Unless otherwise stated in the approved programme specification, compensation will be applied when the following conditions are met:

(a) No more than 20 credits, or one sixth of the total credits, whichever is greater, can be compensated in any one stage of an undergraduate or postgraduate programme.

(b) Compensation is not permitted for modules within awards of less than 120 credits in total.

(c) It can be demonstrated that the learning outcomes of the qualification level have been satisfied. The process for evaluating cases will be identified in the programme specification.

(d) A minimum mark of no more than 5 percentage points below the module pass mark has been achieved in the module to be compensated.

(e) Taking the module mark to be compensated into account, an aggregate mark of 40% has been achieved for the qualification level of the undergraduate programme

- (except in the case of MEng Level 7 where an aggregate mark of 50% has been achieved).
- (f) In the case of postgraduate programmes, taking the module mark to be compensated into account, an aggregate mark of 50% has been achieved.
- (g) No compensation shall be permitted for any core project/dissertation module, as defined in the programme specification.
- (h) A student who receives a compensated pass in a module shall be awarded the credit for the module. The original component mark(s) (i.e. below the pass mark) shall be retained in the record of marks and used in the calculation of the aggregate mark for the stage or qualification.

17.5 Options for the repeat of study

17.5.1 If, having exhausted all permitted resit and compensation opportunities, a student is still unable to pass, the Board of Examiners may, at its discretion, permit one of the following repeat options:

(a) Partial repeat as fully registered student:

(i) The student is not permitted to progress to the next stage of the programme but must repeat the failed modules and/or components in full during the following academic year,

(ii) The student has full access to all facilities and support for the modules and/or components being repeated,

(iii) The marks that can be achieved for the modules and/or components being repeated will be capped at the module and/or component pass marks,

(iv) The student retains the marks for the modules and/or components already passed,

(v) No further resit opportunities are permitted.

(b) Partial repeat for assessment only:

(i) As in paragraph 17.5.1(a) except that access to facilities and support will be limited to certain learning resources for the module(s) and/or component(s) being repeated. Participation will only be allowed for relevant revision sessions and assessments.

(c) Full repeat:

(i) This is only permitted where the student has extenuating circumstances;

(ii) The student does not progress to the next stage of the programme but instead repeats all the modules in the current stage during the following academic year,

(iii) The student has full access to all facilities and support,

(iv) The marks that can be achieved are not capped, and the student is normally entitled to the resit opportunities available. However, a student is not able to carry forward any credit from previous attempts at the stage.

17.5.2 Where resit, compensation and repeat opportunities have been exhausted, a Board of Examiners may recommend a student for an exit award as defined in Section 20 below.

17.5.3 Exam Boards will look at individual cases where stages have not been completed and advise on progression.

More information on Assessment, Progression and Awards is provided under section D in the Regulatory Framework (APPENDIX).

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Programmes use the following direct and indirect methods for evaluating and improving the quality of teaching:

- On line Course Evaluation for each module (through *CourseEval*). This is submitted anonymously by students in all modules. The completed evaluation forms are processed by the Registrar's office. Following submission of grades, results are sent electronically to the Provost, the Deans, the Department Heads/Programme Coordinators and the course instructor. They are also available to the President and the VP of Human Resources. Results are taken into consideration both in terms of improving teaching but also evaluating faculty.
- Senior Exit Survey: completed by all graduating students.
- Module Leader Reports where feedback from the course evaluations is also considered.
- At the end of each academic year faculty members and instructors submit a Faculty Activity Report (FAR) to their respective academic Dean. In the FAR faculty summarize their teaching and professional activities for the academic year as well as define their goals and aspirations for the next academic year. The FAR also includes a self-evaluation section.
- Feedback from meetings between External Examiners and students.
- Programme meetings with the student Academic Society.
- Representation of Academic Societies through their presidents in the Programme Committees. Student concerns are discussed and feedback is communicated back to the students by the relevant Society presidents.
- Student advising.
- Students may always express concerns to the Department Heads/Programme Coordinators, Deans, the Provost or the President either individually or through the Student Association.

The College places high value on effective pedagogical practices in the classroom by:

- Providing its faculty with the resources to improve the quality of instruction such as computers, smart classrooms, and electronic and print library resources, and training in new instructional technologies such as Blackboard.
- Supporting workshops, seminars, guest speakers, and retreats on best practices in teaching.
- Supporting faculty in the organization and hosting of international conferences at ACG
- Supporting faculty on visiting teaching fellowships.

The College is an institutional member of the **Faculty Resource Network (FRN)** at New York University. Established in 1984, the Network is an award-winning, nationally recognized faculty development initiative involving over 16,000 faculty members who teach more than 200,000 undergraduate students at a broad cross section of colleges and universities across the United States.

DEREE-ACG is also a member of the **Global Liberal Arts Alliance (GLAA)**, an international, multilateral partnership of American style liberal arts institutions with the goal of supporting excellence in liberal arts education on a transnational basis.

The Great Lakes Colleges Association, based in Ann Arbor, Michigan, coordinates the activities and projects of the Alliance and was instrumental in its formation. There are presently 27 institutions representing 15 nations in the Alliance membership.

GLAA's purpose is to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences.

DEREE-ACG's **Teaching and Learning Center (TLC)** focuses on academic staff development. The goals of the TLC are to promote best practice (both US and UK) in pedagogy by

• Offering programs which engage faculty in continuous improvement of Teaching.

- Supporting faculty in professional development in teaching.
- Promoting the value of teaching inside and outside the University

Community.

- Encouraging faculty to explore new teaching methods and technologies.

Throughout the academic year the TLC organizes frequent training sessions on pedagogy and encourages faculty to explore developments in teaching technologies and adopt learner-centered practices. Through a dedicated Blackboard container full of material related to classroom needs, which is made available to all DEREI instructors, TLC facilitates faculty efforts to keep up with best practices in pedagogy.

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4
4	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				✓																
	ONE COURSE UNIT IN HUMANITIES																	✓			
	ONE COURSE UNIT IN SOCIAL SCIENCES																	✓			

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4
5	PH 3010 ETHICS		✓						✓										✓		
	PH 3011 INTRODUCTION TO LOGIC			✓				✓						✓							
	PH 3022 SOCIAL AND POLITICAL PHILOSOPHY		✓							✓		✓									
	PH 3026 EXISTENTIALISM				✓					✓		✓									
	PH 3027 RATIONALISM AND EMPIRICISM				✓							✓									
	PH 3005 BUSINESS ETHICS		✓		✓				✓										✓		
	PH 3009 EVOLUTION AND REVOLUTION				✓																
	PH 3023 AMERICAN PHILOSOPHY				✓																
	PH 3118 THEORY OF KNOWLEDGE			✓				✓													

Level	Study module/unit	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4
6	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					✓						✓				✓	✓	✓			✓
	PH 4113 PHILOSOPHY OF SCIENCE			✓						✓											
	PH 4130 PHILOSOPHY OF LANGUAGE			✓				✓													
	PH 4135 PHILOSOPHY OF HISTORY		✓							✓											

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be aligned with the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.