Deree
School of Liberal Arts and Sciences

THE AMERICAN COLLEGE OF GREECE
Pierce
Deree
Alba
1875

STUDENT HANDBOOK

BSc (Honors) in Biomedical Sciences

2024-2025

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

Contents

1. Welcome to the Programme

1.1 Message from the Dean

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

Helena Maragou, PhD
Dean, School of Liberal Arts & Sciences

1.2 Message from the Department Chair

The Department of Science and Mathematics welcomes you to Biomedical Sciences major. The goal of this program is to provide appropriate knowledge and all the essential skills required to pursue graduate research or a career in the field of biomedical and health sciences. The main purpose of this handbook is to answer all questions you might have regarding the BSc degree in Biomedical Sciences. The handbook contains essential information about your course structure, assessments, modules, and future career prospects. Feel free to review these pages and get prepared for an exciting programme in Biomedical Sciences.

On behalf of the Department of Science and Mathematics, I welcome you to this programme and wish you an enriching academic experience and a successful future career!

Michalis Fragkos, PhD

Chair, Department of Science and Mathematics

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

1.4 Key Contacts

- American College of Greece: +30 210 600 9800
- Department Chair: mfragkos@acg.edu ext.1388
- Dean's Office: libarts@acg.edu@acg.edu ext. 1359, room 515
- Academic Advising Office: dc.adv@acg.edu ext. 1431
- Student Success Centre: ssc@acg.edu ext.1326, 1333
- Registrar's Office: registrar@acg.edu ext. 1331, 1328, 1449, 1445
- Validation Office: validation@acg.edu ext. 1428
- Student Affairs: studentaffairs@acg.edu ext. 1197, 1442
- Student Government: dc.sgorg@acg.edu ext.1373
- Library helpdesk: libraryreference@acg.edu ext. 1434, 1267
- SASS: sass@acg.edu ext.1273, 1276
- Study Abroad Office: studyabroadoffice@acg.edu ext. 1029, 1412
- Career Office: career@acg.edu ext. 1313, 1316
- Educational Psychologist: Dr. Natassa Triga, atriga@acg.edu ext. 1167
- College Nurse: Nora Beliati, tbeliati@acg.edu ext. 1500

1.5 Keeping in Touch

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

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

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

2. Studying on this Programme

In our rapidly changing world in which the disciplines of medicine, biomedical research and healthcare are of increasing relevance, a **Bachelor in Biomedical Sciences (BSc BMS**) is exceptionally important and in high demand. This wide-ranging, interdisciplinary and career-focused program, is designed to satisfy all pre-med requirements of US medical schools. The BMS program leads to an undergraduate degree that helps students acquire a strong foundation in the life sciences, especially in the biomedical and healthcare fields. The use of integrative approaches to health and wellness will guide students to understand key aspects of health care, and help them find solutions to some of the most crucial health issues of our time.

Graduates will be well prepared to pursue advanced graduate programs in medicine, dentistry, pharmacology, biotechnology, epidemiology, and other health sciences fields. Graduates can also work in the pharmaceutical industry, in biomedical research, in diagnostic services, in the design and execution of clinical trials, as well as in biomedical reporting (for more details, see Career Opportunities below).

The curriculum will include the required pre-med courses such as Biology, Organic and Biological Chemistry, Physics, Statistics and Calculus. In addition, there will be offerings in: Human Anatomy and Physiology, Cell and Molecular Biology, Human Genetics, Microbiology and Infectious Diseases, Allergy and Immunity, as well as Pathophysiology, Research Methods, Neuroscience, Pharmacology, and Bioinformatics. Another unique aspect of the curriculum is the opportunity for an internship in hospitals or in pharmaceutical companies. The culmination of the program is a capstone (thesis) project in which students will conduct independent research that may lead to a scientific publication.

The Main Advantages of the Program:

- It leads to the awarding of two degrees:
    - A Deree BSc degree, under the American College of Greece accreditation by NECHE (New England Commission of Higher Education), and
    - A UK BSc (Honors) validated by the UK Open University (OU).
- It fully prepares students to enter US medical schools and graduate programs in health related fields.
- It introduces students to medical school courses beyond the pre-med requirements.
- It prepares graduates to work in the pharmaceutical industry, in biomedical research, in diagnostic services, and in the design and execution of clinical trials.
- It offers opportunities for practical and professional experience through research and internships.
- It offers flexibility to focus on different aspects of biomedical sciences.
- It allows students to personalize their studies and follow different career pathways in combination with minors such as Healthcare Management, Environmental Studies, Communication and Information Technology.
- It offers students the unique opportunity to be mentored by high-caliber academics and professionals in the fields of biomedical and health sciences.
- It provides a student-centered learning environment that promotes the academic and personal development, broadens horizons, and builds confidence to become independent learners.
- It collaborates with the Institute of Public Health and the Center of Excellence for Sustainability (Office of Public Affairs), as well as the ACG Health and Wellness Center (Student Affairs Office).
- It exposes students to state-of-the art facilities and a unique campus environment.

2.1 Programme Philosophy and Mission

Mission

In congruence with the mission of the College, the mission of the **BMS** program is to provide students with theoretical knowledge, as well as practical and transferable skills that will allow them to succeed in biomedical and health sciences careers. The

program also aims to develop an understanding of ethical issues in the biomedical sciences, and to create informed and responsible professionals.

Aims

The program will be accessible to candidates of all educational backgrounds and will provide opportunities to select various concentrations.

The aims of the **BMS** program are to:

- Provide a firm knowledge and understanding of biomedical and health sciences by integrating knowledge not only from general courses in biology, chemistry, physics and mathematics, but also from advanced courses in molecular and cellular biology, human anatomy and physiology, infectious diseases and immunity, pathophysiology and pharmacology.
- Enable students to realize the relationship between health and disease, between environmental burden on gene expression and human development, as well as the interrelationships of body and brain.
- Identify the relationships among incidence, diagnosis and treatment of diseases, as well as promote the maintenance and improvement of health in different populations and in a sustainable way.
- Enable students to integrate theories and methodologies from different fields in the quest for a holistic and interdisciplinary understanding of biomedical and health sciences; and to explore health and disease from a problem- and evidence-based perspective.
- Enable students to gain a foundation on research methods in biomedical and health sciences ranging from the study of gene expression to the cell, tissue and organ system functions.
- Enable students to obtain the necessary skills for practical work in a variety of laboratory settings in the biomedical and health sciences.
- Provide a student-centered learning environment that promotes the academic and personal development of the students and helps them become independent learners.
- Develop students' cognitive, practical and transferable skills necessary for postgraduate study and future careers in the biomedical and health science fields.

2.2 Programme Learning Outcomes

Upon completion of the **BMS** degree, students will have mastered skills in the following areas:

Knowledge and Understanding

Students demonstrate knowledge and understanding of:

- core concepts, principles, theories, tools and practice in biology, chemistry and physics that provide an essential foundation of knowledge in the biomedical and health sciences field.

- human physiology, as well as human genetic, metabolic and developmental processes, brain function, and the impact of environmental exposures on living functions and human health.
- appropriate methods for acquiring, analyzing and interpreting scientific data and information, as well as of the role and limitations of science.
- basic tools in mathematics, as well as of quantitative and qualitative techniques and data processing methods including use of various ICT tools to acquire, analyze and interpret information related to biomedical and health sciences.
- specializations within the biomedical sciences (such as pharmacology, pathophysiology, health management and policy, health communication).

Cognitive Skills

Students will be able to:

- Use and correctly apply knowledge and understanding of biomedical concepts, principles and theories to problem solving.
- Explain moral and ethical issues of investigations and the need for professional codes of conduct.
- Use and analyze data and information concerning biomedical and health issues and critically evaluate their reliability, validity and significance.
- Synthesize and integrate several lines of subject-specific evidence towards a given purpose.

Practical and Professional Skills

Students will be able to:

- Plan and conduct practical or practice-based tasks related to biomedical and health sciences in a safe and ethical manner, and use appropriate laboratory equipment competently and safely.
- Conduct basic or clinical research in a responsible, safe and ethical manner, considering risk assessment as well as health and safety regulations.
- Select and apply a range of methods, including ICTs, to study and address biomedical and health problems.
- Use writing and reporting skills related to biomedical scientific literature with appropriate referencing, as well as plan, conduct and present an independent project.

Key/Transferable Skills

Students will be able to:

- Locate, record, process and analyze data and information from a variety of sources, using appropriate qualitative and quantitative methods, including the use of statistics, spreadsheets and programs for presenting data visually.

- Communicate scientific information accurately and effectively in written, oral, visual and numerical formats in a style that suits the purpose and the audience, as well as produce detailed and coherent project reports.
- Collaborate as a member of a team and demonstrate that essential skill in personal and professional development.
- Engage in independent study and self-evaluation.

2.3 Programme Structure

REVISED BIOMEDICAL SCIENCES: OU PROGRAMME CONTENT		370-375 UK points
Module titles - LEVEL 4		
Compulsory Modules:		
BI 1000 LE Introduction to Biology I	4	**20**
BI 1101 LE Introduction to Biology II	4	**20**
MA 2131 Calculus I	3	**15**
CH 2121 Organic Chemistry	3	**15**
CH 2015 General Chemistry	4	**20**
PY 2225 University Physics I	4	**20**
BI 2222 Cell Biology	2	**10**
		TOTAL 120 points

Module titles – LEVEL 5		
Compulsory Modules		
CH 3232 Organic and Medicinal Chemistry	3	**15**
BI 3434 Biochemistry	3	**15**
CH 3330 Organic Chemistry Lab	2	**10**
BI 3336 Molecular Biology	4	**20**
BI 3240 Human Anatomy and Physiology	4	**20**
BMS 3220 Microbiology and Infectious Diseases	3	**15**
BI 3204 Human Genetics	3	**15**
One of the following courses …….	**3-4**	
BI 3232 Molecular and Cellular Neurobiology	3	
PY 3330 University Physics II	4	
BI 3215 Environmental Health	3	
BMS 3325 Human Nutrition	3	**15-20**
		TOTAL 125-130 points

Module titles – LEVEL 6		
Compulsory Modules:		
BMS 4645 Research Methods and ICT tools in BMS	3	**15**
BMS 4510 Allergy and Immunity	3	**15**
BMS 4540 Topics in Pathophysiology	3	**15**
BMS 4635 Pharmacology in Health and Disease	3	**15**
BMS 4750 Capstone in Biomedical Sciences	4	**20**
Optional Modules:		
3 courses out of the following:……	**9**	**45**
BMS 4055 Internship in Biomedical and Health Sciences	3	
BMS 4515 Neurodevelopment, Neurodegeneration and the Environment	3	
BMS 4330 Bioinformatics and Health Information Systems	3	
HM 4041 Health Policy and Governance	3	
		TOTAL 125 points

2.4 Academic Staff

Full-time faculty

Adamopoulou Maria, PhD, Assistant Professor, Microbiology and Molecular Biology
Chatzistefani Nefeli, PhD, Assistant Teaching Professor, Mathematics
Choleza Maria, PhD, Assistant Teaching Professor, Cell Biology
De Brown Harry, PhD, Assistant Teaching Professor, Physics and Mathematics
Drossopoulou Garyfallia, PhD, Associate faculty, Human Anatomy and Physiology
Fragkos Michalis, PhD, Assistant Professor, Molecular Biology and Genetics
Kythreoti Georgia, PhD, Assistant Professor, Chemical Biology
Lentis Dorothea, PhD, Assistant Professor, Biology and Nutrition
Papadopoulou Paraskevi, PhD, Professor, Cell Biology and Biophysics
Polissidis Alexia, PhD, Assistant Professor, Pharmacology and Neurobiology
Valahas Michael, PhD, Assistant Teaching Professor, Biochemistry

Part-time faculty

Kokkinopoulos Ioannis, PhD, Part-time faculty, Genetics
Melachroinou Katerina, PhD, Part-time faculty, Biology and Biochemistry
Tsata Vasiliki, PhD, Part-time faculty, Biology and Neurobiology
Tsiliki Georgia, PhD, Part-time faculty, Statistics
Tsotsou Georgia, PhD, Part-time faculty, Chemistry
Sagnou Marina, PhD, Part-time faculty, Chemistry
Soulis George, MD, PhD, Part-time faculty, Pathophysiology
Verykokakis Michalis, PhD, Part-time faculty, Immunology
Xilouri Maria, PhD, Part-time faculty, Neurobiology

Guest lecturers

Bakirtzi Kyriaki, PhD, Scientific Director, ELPEN Research Center
Kyrousi Christina, PhD, Assistant Professor, University of Athens Medical School, Greece
Theocharides Theocharis, MD, PhD, Professor of Immunology, Tufts University, USA
Vassilopoulos George, PhD, General Director, Galenica, Greece
Vlachou Stella, PhD, Associate Professor, Dublin City University, Ireland

2.5 The BMS Society

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

2.6 Description of Modules

For a detailed description of the BMS modules go to the college catalog

2.7 Programme Resources

Library resources

Library resources have been expanded considerably since validation. The present situation is as follows:

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

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

Students studying Biomedical Studies, in particular, have access to a print collection of 786 books in the area of Biomedical Studies and to hundreds of academic journals in full text in and electronic, print and microfilm formats. The following research databases are among the many that students and faculty members have access to through the library:

- ***SienceDirect***
  Citations and abstracts from over 3,200 journals. Full text access to over 480 scholarly journals in the social and behavioral sciences, including psychology, sociology, business and management, and more
- ***Academic Search Premier (EBSCO)***
  A multidisciplinary database with access to articles covering all academic disciplines. More than 4.700 titles are available in full text of which more than 4.000 are peer-reviewed.
- ***Credo Reference***
  A collection of over 270 online reference books by *SAGE Publications* in various fields of study.
- ***DSI - All That Stats***
  Access to an array of statistical data from OECD, the European Union, the IMF and UNIDO, as well as a variety of US and German official and central bank statistics.
- ***SocIndex with Full Text (EBSCOhost)***
  Citations, abstracts and full text periodical articles, monographs and conference papers on sociology, its sub-disciplines and related areas of study. Includes full text for more than 800 journals, 800 monographs and 16,000 conference papers.
- ***EBSCO ebook Collection***
  A collection of over 132.000 ebooks covering all academic disciplines.
- ***GreenFILE (EBSCO)***

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

- ***JSTOR***
  A high-quality interdisciplinary archive of leading scholarly journals across the humanities, social and natural sciences. Includes core periodical titles on art and art history.
- ***Opposing Viewpoints in Context***
  Features viewpoint articles, topic overviews, full text magazine, academic journal and newspaper articles, primary source documents, statistics, images and podcasts, and links to websites for information on today's social issues.
- ***Oxford Reference***
  A collection of over 200 general and subject-specific reference titles published by *Oxford University Press*, covering more than 25 subjects.
- ***Passport (Euromonitor)***
  Integrated access to market size data for more than 300 consumer products; demographic, economic and lifestyle statistics; industry, company, country and consumer lifestyle reports, as well as comments from expert analysts. Covers more than 200 countries.
- ***SIRS Issues Researcher***
  Full text articles covering social, scientific, health, historic, economic, business, political and global issues. Articles and graphics are selected from 1,800 US and international publications.

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

The print and audio-visual collections are organized according to international cataloguing rules. All library functions, including cataloguing, acquisitions, circulation, reserves and the public access catalogue are managed through an integrated library automation system. The web-based public access catalogue is accessible to anyone through the Internet. Library holdings are also listed in OCLC's *WorldCat* database.

All library collections are enriched throughout the academic year in close collaboration with faculty in accordance with the developing needs of each academic area. Online resources are carefully evaluated by librarians, faculty and students through trial and benchmarked against other peer international and US libraries supporting similar programs.

In addition to a wide range of resources, the library offers to incoming students training sessions in information discovery and research. Students learn how to use the library website to access, select, evaluate and effectively use information resources. Moreover, in collaboration with faculty, special training sessions are organized for the needs of specific courses or disciplines. The

reference desk is staffed throughout the day by specially trained personnel who can assist students and faculty in using the library and its various resources.

The library provides 28 computer workstations, viewing and listening stations, ample space for studying, individual study carrels and comfortable seating. A wireless network allows users to access all electronic resources from their laptops, tablets or hand-held devises. Printing and photocopy facilities are also available.

Multimedia resources

- ➢ Microsoft Office: 750 licences currently in operation. Licences are per machine and are renewed every 5 years.
- ➢ SPSS: 100 licences currently in operation. Licences are concurrent and are renewed annually.
- ➢ ESRI ARCMAP 10.2 Desktop with 31 licenses
- ➢ E-views: 3 licences currently in operation. Licences are per machine and are renewed annually.
- ➢ Blackboard platform: The licence is renewed annually.
- ➢ Turnitin Plagiarism Detection software: Licence is renewed annually.

Information Resources and Technology

Information technology is integral to all aspects of academic life at The American College of Greece, including teaching and learning, research and creative endeavors, outreach, administration, and student life. The systems and services impact virtually every aspect of campus life and are central to the academic enterprise as well as administrative processes. As the provider of technology and technology services at The American College of Greece, the Information Resources Management (IRM) department is committed to technology innovation consistent with the College's strategic plan. The IRM Department consists of the following divisions:

- Administrative computing: refers to computing applications that support administrative processes that are institution-wide. Its purpose is to improve the capability to cost-effectively manage ACG's resources and serve the administrative needs of faculty, student and staff constituents.
- Academic computing: consists of information technology tools, methods and services which allow faculty to improve their teaching and provide an enhanced learning environment for students.

Academic Computing

Systems and services for which Academic Computing is responsible includes the following:

- ➢ **Instructional Technology**

A specialized online course management system, ACGBoard, based on Blackboard CMS, is used in courses to enhance the student experience and support the instructional program.

Through ACGBoard, students can access online course materials and interact with the instructor and other students in the class. ACGBoard is widely used at ACG to enhance and support classroom teaching.

The services that can be accessed through Blackboard include the following:

- Access course materials (including text, images, video, audio).
- Access quizzes and surveys.
- Set and receive assignments.
- Communicate with students through online discussions, real-time chat and an interactive whiteboard.
- Track student progress and manage grades.
- Provide feedback to students.
- Access to electronic textbooks.

Since Spring 2014, the College has initiated a pilot program to introduce electronic learning resources to a selection of 35 undergraduate courses. Students registering for these courses have received the required textbook(s) in an electronic format (e-book) along with various other electronic course materials, accessed through Blackboard. The adoption of e-books, introduced DEREE students to new learning methods based on interactive, enhanced content and searchable electronic resources. Appropriate faculty and student guides on how to access and use this new service have been created.

➢ **Interactive collaboration and sharing.**

The department has acquired a site license of VoiceThread, an interactive collaboration and sharing tool that is proven to enable users add images, documents and videos and to which other users can add voice, text, audio and video comments. The tool could be accessible through Blackboard and is currently being evaluated by a selected group of faculty members.

Appropriate training is provided to all students during the first semester of classes and also a thorough user manual is available. Faculty specialized training is provided to all new college faculty as part of their college induction program. Additional more focused training on specific features (e.g. Wikis) are organized throughout the semester.

Student Software

➢ **Microsoft Student Advantage**

The IT department of The American College of Greece, is providing Microsoft Office 365 Pro Plus to all registered students at no cost via the Microsoft Student Advantage program. This agreement between ACG and Microsoft allows the College to provide current students with the latest version

of full Office at school and at home. The license to use the software is provided and validated to all students through the college email system (@acg.edu).

- **Microsoft e-Academy**

The College's Microsoft campus agreement requires that the e-academy Electronic License Management System (ELMS) is made available to all students of the ACG community. ELMS is a web-based management system which easily enables students to download Microsoft software and use it for educational purposes. The use of ELMS for the management and distribution of software in the Academic Alliance Program is made available by Microsoft and e-academy (Microsoft partner) as a student benefit, free of charge. Students may use the software that is provided through ELMS for non-commercial purposes including instructional use, research and/or design, development and testing of projects for class assignments, tests or personal projects.

The Technology Enhanced Classroom initiative at ACG enables instructors and students access, tools and resources available beyond the traditional classroom. Classrooms are equipped with IT resources designed to extend and broaden the learning experience. From faculty lectures to student presentations, users are able to display multimedia and web enabled information throughout the ACG network of technology enhanced classrooms. All classrooms are equipped with a ceiling mounted video projection system specifically designed to meet the requirements of each classroom environment. A projection screen provides an ideal viewing surface for data or video, displaying clear, bright images.

Every classroom features a teaching station that is specially designed to house the room's technology. The teaching station also features a retractable keyboard and mouse tray, along with a built-in LCD monitor, which provides the ability to display the same image on both the built-in monitor and projection system, thus allowing instructors to maintain eye contact with students. A VCR/DVD/Blue Ray player that incorporates high quality video in the classroom is also provided. The system is complemented by the latest sound amplifier technology and wall mounted speakers. All classrooms are connected to ACG's high speed backbone and some of them also offer wireless connectivity. Training for maximum use of equipment in Technology Enhanced classrooms is provided by Media Centre staff.

Media Centres

The Media Centres at The American College of Greece support the instruction and research needs of ACG's faculty, students, staff and alumni by providing facilities, collections and expertise for researching, viewing and producing a wide range of media. The Centres provide equipment and expertise for producing video for classroom and extracurricular projects. Digital cameras, camcorders and audio recorders are available for loan to support the academic community. Multimedia stations are available for editing audio and video, scanning and manipulating images, and creating presentations. Workshops (offered on demand during the term) provide instruction on multimedia hardware and software available in the Centre. The Centre’s media collection

comprises more than 1,000 DVDs and 1,500 videotapes, as well as audiotapes, CDs, and CD-ROMs on a wide variety of subjects.

The Media Centre has equipment and support for digitizing and editing audio, video and images. This facility is also equipped to repair, duplicate, transfer, and convert the presentation of media materials into the most popular audio and video formats. The Media Center serves several locations on all campuses, including DEREE's Main Building and the Communications Building.

Laboratory Facilities

Biomedical Sciences students benefit from a state-of-the-art student computer lab in the Centre for the Arts building.

Students also benefit from three science labs that are equipped with the materials, equipment and instruments needed to perform with safety the lab activities for the natural science and BMS modules. More specifically:

- The chemistry/ environmental science lab supports the needs of the chemistry and environmental science modules and some lab activities of CMB.
- The biology lab supports the needs of all biology modules with a lab component (introductory biology, human biology, environmental ecology and introduction to molecular biology). It will also support the needs of human anatomy and physiology.
- The physics/earth science lab supports the needs of physics for the BMS and engineering programmes including the earth sciences modules.

Library Help

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

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

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

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

External Examiner

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

The Chief External Examiner for this programme is: Dr Lee Machado

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

Work-Related Activities

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

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

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

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

2.8 Opportunities for Graduates

Graduates in **BMS** need to develop good interpersonal skills, in addition to ensuring valuable transferable skills that include the ability to make informed judgements, work in teams, manage time, solve problems, improve critical thinking, but also invest on analytical, numerical and communication skills together with proficiency in ICTs.

Career Opportunities

Graduates in **BMS** are well placed to enter a variety of jobs in both the scientific and health science sectors. Potential employers include biomedical academic institutions and hospitals, the pharmaceutical industry, as well as healthcare related positions

Career Opportunities
Analysis and diagnostics
Biomedical research and investigation
Biomedical reporting
Design and execution of clinical trials
Cosmetic industry
Dentistry
Diagnostic services
Environmental health
Health advising
Health policy
Health and healthcare related professions
Health and safety
Health bioinformatics/ health informatics
Health education
Health prevention and promotion specialist
Lab technician
Leadership, managerial or professional roles
Medical assistants
Medical sales representatives
Medical tourism
Medicine
Postgraduate research training
Public & private research
Science communication
Science teaching
Veterinary Medicine

Places of Work

In addition to the career opportunities listed above, graduates could work in many other different settings.

Where to Work
Clinics
Schools
Health charities & foundations
Hospitals
International health organizations
Laboratories
Medical offices
Pharmaceutical industry
Private sector
Public sector
Scientific magazines, journals
Universities

3. Assessment and Feedback

3.1 Assessment

Assessment Strategy and Procedure

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

Examination Regulations and Procedures

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

Student Identity

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

Entering and Leaving the Exam

Students who arrive late may be admitted to the exam but no additional time will be given. Students should be allowed to enter and take the exam up until a quarter of the allotted time has passed. Students should not be allowed to leave before a quarter of the allotted time has passed.

Students should bring as little as possible to the examination room. Any bags, books, notes, should be placed underneath the chair. Food and drink (including coffee) are not permitted in the exam room with the exception of clear bottles of water.

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

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

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

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

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

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

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

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

✓ Name of the module for which the assignment has been done

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

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

Assessment Method Mapping

3.1 Assessment

COURSE	LEVEL	COURSE TITLE	ASSESSMENT TYPE	WEIGHT	DESCRIPTION
COMPULSORY MODULES - LEVEL 4					
BI 1000	L4	Introduction to Biology I	Multiple "diagnostic on-line" tests Multiple choice, short answers essay questions- **formative**	0	Multiple "diagnostic on-line" tests, multiple choice, short answers, essay questions
			First Assessment a) In-class lab midterm (1/2-hour), 10% b) In-class midterm examination (2-hour) 30% – **summative**	40	**Lab Midterm:** (Microscopy slide identification, diagram labelling, organ identification, problem solving, short answers, classification of organisms, chemical reactions of processes etc.) **Midterm:** (Multiple choice, short answers, matching, essay questions combination, problem solving)

			Second Assessment Portfolio	10	Questions aiming to prepare students for exams
			Final Assessment a) In-class lab final (1/2-hour), 10% b) Final examination (2-hour, comprehensive) 40% - **summative**	50	**Lab Final: (**Anatomy exam based on human models and fetal pigs) **Final:** (Multiple choice, short answers, matching, essay questions combination, problem solving)
BI 1101	L4	Introduction to Biology II	Multiple "diagnostic on-line" tests Multiple choice, short answers essay questions-**formative**	0	Multiple "diagnostic on-line" tests, multiple choice, short answers, essay questions
			First Assessment a) In-class lab midterm (1/2-hour), 10% b) In-class midterm examination (2-hour) 30% – **summative**	40	**Lab Midterm:** (Microscopy slide identification, diagram labelling, organ identification, problem solving, short answers, classification of organisms, chemical reactions of processes etc.) **Midterm:** (Multiple choice, short answers, matching, essay questions combination, problem solving)

			Second Assessment a) In-class lab midterm (1/2-hour), 10% b) Final examination (2-hour, comprehensive) 50% - **summative**	60	**Lab Final:** (Microscopy slide identification, diagram labelling, organ identification, problem solving, short answers, classification of organisms, chemical reactions of processes etc.) **Final:** (Multiple choice, short answers, matching, essay questions combination, problem solving)
MA 2131	L4	Calculus I	In-class, 1-hour, "diagnostic" test - **formative**	0	In-class examination
			First Assessment Midterm examination: (1-hour) - **summative**	40	problems, essays
			Second Assessment Math Portfolio Assessment **-summative**	10	The math portfolio assessment is available through digital assessment tools accompanying the course textbook and aims to demonstrate the level of understanding of the course's learning outcomes
			Third Assessment Final examination (2-hour comprehensive) - **summative**	50	problems, essays
CH 2015	L4	General Chemistry	Homework - **formative**	0	The formative Homework aims to prepare students for the final examination

			First Assessment Midterm and Portfolio- **summative**	30	Midterm Examination (25%) (Multiple choice and /or short answers/ essay questions) and a portfolio component (5%)
			Second Assessment Lab Report - **summative**	25	Lab Reports
			Third Assessment Final examination (2-hour, comprehensive) - **summative**	45	Multiple choice, problems, short answers, essay questions
PY 2225	L4	University Physics I	In-class, 1-hour, "diagnostic" test - **formative**	0	Multiple choice, problems, essays, combination
			First Assessment a) Laboratory Report 10 % b) Midterm examination (1-hour) 30% - **summative**	40	1 full lab report and Multiple choice, problem solving, short answers, matching, essay questions, combination
			Second Assessment a) Laboratory Report 10% b) Final examination (2-hour, comprehensive) 50%, - **summative**	60	1 full lab report and Multiple choice, problem solving, short answers, matching, essay questions, combination
CH 2121	L4	Organic Chemistry	**First assessment:** 2-hr Midterm examination	40	Multiple choice/short answers/matching /short essay questions, exercises
			Portfolio	10	(Exercises, problems aiming to prepare students for their first and second assessments)

			Second assessment: Final examination (2-hour)	50	Multiple choice/short answers/matching /short essay questions, exercises
BI 2222	L4	Cell biology	**First assessment:** In-class midterm examination (1 hour)	40	Multiple choice, short answers, matching, essay questions, combination, problem solving
			Second assessment: Portfolio	10	Take home assignments and/or in class quizzes
			Final assessment: In-class final examination (2-hour, comprehensive)	50	Multiple choice, short answer, essay questions
MA2025	L4	Applied Statistics for Sciences	**First assessment:** Midterm examination	30	Written assessment, 1 hour
			Second assessment: Portfolio of projects	20	Individual work
			Final assessment: Final examination	50	Written assessment, 2 hours
COMPULSORY MODULES - LEVEL 5					
BI 3434	L5	Biochemistry	In-class 1-hour, or online quizzes "diagnostic" test - **formative'**	0	Essay questions, problems (in-class or as homework assignments) In-class or online quizzes
			First Assessment a) midterm exam (20%) b) presentation and written summary, OR a reflection on a scientific article or report (20%) - **summative**	40	It Includes two components: a) short in-class midterm exam b) in-class student presentation of a specific topic, followed by a written summary, **or** a structured reflection on a scientific article or report

			Second Assessment Final Examination; 2 hours - **summative**	50	Essay questions
			Third assessment Portfolio	10	Essays and exrecises aiming to prepare students for their first and second assessments in terms of content, context and time management
CH 3330	L5	Organic and Biological Chemistry/ Lab	Multiple homework quizzes and worksheets - **formative**	0	Multiple homework quizzes and worksheets
			First Assessment Laboratory Portfolio **- summative**	60	Worksheets, short answers, investigations
			Second Assessment Group project - **summative**	40	Design and execution of a group project that addresses a particular theme in organic chemistry methodology and submission of a research paper
BI 3336	L5	Molecular Biology	**First assessment:** In-class midterm examination	30	Multiple choice, short answers, matching, essay questions, combination, problem solving
			Second assessment: a) Lab report, 1500-2000 words (10%), b) In-class lab quiz (10%)	20	a) Lab report, 1500-2000 words (10%), b) In-class lab quiz (10%)
			Final assessment: In-class final examination (2hour)	50	Essay questions, short answers, problem solving, multiple choice, matching questions

CH 3232	L5	Organic and Medicinal Chemistry	**First assessment:** Midterm examination (2 hour)	40	Multiple choice/short answers/matching /short essay questions, exercises
			Second assessment: Portfolio	10	Exercises, problems aiming to prepare students for their first and second assessments
			Final assessment: Final examination (2-hour)	50	Multiple choice/short answers/matching /short essay questions, exercises
BI 3204	L5	Human Genetics	Multiple choice/ short answers/ diagnostic on-line tests/essay questions - formative	0	Multiple choice, problems, essay questions, combination
			First Assessment In-class midterm examination (1-hour)	30	Multiple choice, short answers, matching , essay questions, combination, problem solving)
			Second Assessment Flipped Classroom or oral presentation	20	Flipped Classroom: Chapter presentation Oral presentation: paper or topic
			Third assessment In-class final examination 2-hr	50	Multiple choice, short answers, problems, essay questions aiming to prepare students for their first and second assessments in terms of content, context and time management

BI 3240	L5	Human Anatomy and Physiology	Multiple "diagnostic on-line" tests Multiple choice, short answers essay questions - **formative**	0	Multiple "diagnostic on-line" tests Multiple choice, short answers essay questions
			First Assessment In-class midterm examination (1-hour) **-summative**	30	Multiple choice, short answers, matching, essay questions combination, problem solving
			Second Assessment Lab report **-summative**	20	1000-1500 words
			Third Assessment In-class final examination (2-hour, comprehensive) -**summative**	50	Essay questions, multiple choice, short answers, problem solving
BMS 3220	L5	Microbiology and Infectious Diseases	The formative assessment aims to prepare students for the examination- **formative**	0	Source-based questions
			First Assessment Case Study **– summative**	40	Written project (2,000-2,300 words) (Students will be given in random an actual case study and will be required to identify the pathogen/disease/ syndrome and file a 2000 word report on it)
			Second Assessment Portfolio	10	Essays, exercises, problems, aiming to prepare students for their first and second assessments in terms of content, context and time management

			Third assessment Final examination (2-hour, comprehensive) – **summative**	50	Short and Long Essay questions
OPTIONAL MODULES - LEVEL 5 (One of the following four)					
BI 3232	L5	Molecular and Cellular Neurobiology	Home assignment or In-class, 1-hour "diagnostic" test – **formative**	0	Short answers, matching , essay questions combination, problem solving
			First Assessment In-class midterm examination (1-hour) – **summative**	40	Short answers, matching , essay questions combination, problem solving
			Second Assessment Portfolio	10	Essay questions aiming to prepare students for their first and second assessments in terms of content, context and time management
			Third assessment Final examination (2-hour, comprehensive) – **summative**	50	Short answers, matching , essay questions combination, problem solving
PY 3330	L5	University Physics II	**First assessment:** a) Laboratory report-1 full lab report 10% b) In-class midterm examination (1-hour), 30%	40	a) Laboratory report-1 full lab report 10% b) Multiple choice, problem solving, short and long questions
			Final assessment: a) Laboratory report-1 full lab report 10% b) In-class final examination (2-hour, comprehensive), 50%	60	a) Laboratory report-1 full lab report b) Multiple choice, problem solving, short and long questions

BI 3215	L5	Environmental Health	Homework - **formative**	0	Essays (as homework assignments)
			First Assessment Term project - **summative**	40	Written project (2,000-2,500 words)
			Second Assessment Final Examination (2-hour, comprehensive) **- summative**	50	Essays
			Third assessment Portfolio	10	Essay questions aiming to prepare students for their first and second assessments in terms of content, context and time management
BMS 3325	L5	Human Nutrition	Essay questions/ problems (in-class or as homework assignments) In-class or online quizzes - **formative**	0	Essays, problems (in-class or as homework assignments)
			First Assessment a) Written report and oral presentation (30%) b) Critical reflection on a scientific article or report (20%) - **summative**	50	It includes the following components: 1) Student project on a specific nutrition topic leading to a written report (1,500 words) and oral presentation 2) Critical reflection on a scientific article or report
			Second Assessment Final examination (2-hour, comprehensive) - **summative**	50	Multiple choice, essays, combination
COMPULSORY MODULES - LEVEL 6					

BMS 4645	L6	Research Methods and ICT tools in Biomedical Sciences	Selected practical exercises and short practice projects 0 essay questions - **formative**	0	problems, essays, combination
			First Assessment Project on a specific topic/ paper leading to an oral presentation	20	It includes the following components: a) Review of a scientific article or report (20%) b) Student project on a specific topic leading to a written report and oral presentation (50%)
			Second Assessment Student's capstone proposal	30	written report of 2,000 - 3,000 words
			Final Assessment Final examination 2-hr	50	MC, short answer and/or short essay questions
BMS 4760	L6	Molecular and Microbiological Techniques	**First assessment:** a) Lab report and/ or portfolio (25%) b) Lab quiz (25%) examining the first 6 experiments.	50	a) Lab report and/or portfolio (25%) b) Lab quiz (25%) examining the first 6 experiments.
			Final assessment: a) Lab report and/ or portfolio (25%) b) Lab quiz (25%) examining the last 6 experiments.	50	a) Lab report and/or portfolio (25%) b) Lab quiz (25%) examining the last 6 experiments.

BMS 4510	L6	Allergy and Immunity	Multiple "diagnostic on-line" tests Multiple choice/ short answers/ essays - **formative**	0	Multiple "diagnostic on-line" tests Multiple choice, short answers, essays
			First Assessment In-class midterm examination (2-hour) 40% **– summative**	40	Multiple choice, problems, essays, combination
			Second Assessment Portfolio	10	Essay questions aiming to prepare students for their first and second assessments in terms of content, context and time management
			Third assessment Final examination, Case Study (2-hour), comprehensive 60% **- summative.**	50	Final Exam/Case study Analysis
BMS 4540	L6	Topics in Pathophysiology	Multiple "diagnostic on-line" tests Multiple choice/ short answers/ essays - **formative**	0	Multiple "diagnostic on-line" tests Multiple choice/short answers/essays
			First Assessment In-class midterm examination (2-hour) 40% **– summative**	40	Multiple choice, problems, essays, combination
			Second Assessment Portfolio	10	Essay questions aiming to prepare students for their first and second assessments in terms of content, context and time management

			Third assessment Final examination/ Case Study (2-hour), comprehensive 60% - **summative.**	50	Final Exam/Case study analysis
BMS 4635	L6	Pharmacology in Health and Disease	Multiple "diagnostic on-line" tests Multiple choice/ short answers/ essays - **formative**	0	Multiple "diagnostic on-line" tests Multiple choice/short answers/essays
			First Assessment In-class midterm examination (2-hour) 40% **– summative**	40	Multiple choice, problems, essays, combination
			Second Assessment Portfolio	10	Essay questions aiming to prepare students for their first and second assessments in terms of content, context and time management
			Third assessment Final examination/ Case Study (2-hour), comprehensive 60% -	50	Final Exam/Case study analysis
BMS 4750	L6	Capstone in Biomedical Sciences	Regular meetings with instructor at different stages of research in which a student will receive feedback on his/her work. - **formative**	0	Discussion with supervisor

			Research project - **summative**	100%	Research project (6,500 - 7,000 words) a) Project paper 85% b) Oral defense 15% -
OPTIONAL MODULES -LEVEL 6 (Three of the following four)					
BMS 4055	L6	Internship in Biomedical and Health Sciences	Activities Report – Individual (includes daily journal and brief weekly report) - **formative**	0	Essays, examples of reflective papers
			First Assessment Reflective Paper - **summative**	60	Reflective Paper (2,500-3,000 words). A reflection on the internship experience and time management (individual), including an oral presentation to faculty and fellow students. Oral presentation counts 10% of the 1 st assessment grade
			Second Assessment Oral Presentation- Personal Development Planning Report (PDP) - **summative**	40	Oral Presentation (30%) Personal Development Planning Report (10%) (2Personal Development Planning Report (PDP) (2,500-3,000 words) Grading of the PDP report takes the Internship Provider evaluation into account.
BMS 4515	L6	Neurodevelopment, neurodegeneration and the environment	Multiple "diagnostic on-line" tests Multiple choice/ short answers/ essays - **formative**	0	Multiple "diagnostic on-line" tests Multiple choice, short answers, essays

			First Assessment In-class midterm examination (2-hour) 40% **– summative**	40	Multiple choice, problems, essays, combination
			Second Assessment Portfolio	10	Essay questions aiming to prepare students for their first and second assessments in terms of content, context and time management
			Third assessment Final examination/ Case Study (2-hour), comprehensive 60% -	50	Final Exam, Case study Analysis
BMS 4430	L6	Bioinformatics and Health Information Systems	Multiple on-line tests and short practice projects/ essay questions- **formative**	0	on-line tests and short practice projects, essay questions
			First Assessment Midterm exam (2 hour)	50	It includes the following components: a) Questions regarding basic bioinformatics knowledge b) Questions on a scientific article or report
			Second Assessment Student project on a specific topic leading to a written report	50	3.000 – 4.000 words, 30%) and oral presentation (20%)
HM 4041	L6	Health Policy and Governance	"Diagnostic" coursework - **formative**	0	Essays

			First Assessment Written examination (1-hour) - **summative**	40	Essays
			Second Assessment Research Paper - **summative**	60	Written project (3,000-3,300 words)

3.2 Giving your Feedback on this Programme

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

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

Departmental Academic Society
The School of Liberal Arts and Sciences Science and Mathematics Department-BMS programme has a student society, which organizes field trips, on-campus lectures, and informational meetings about the programme. The faculty advisor to the Society supervises the organization of student elections to the society's governing board according to the society's constitution, and the board of students implements all planned activities. The societies also maintain a Blackboard site for all students majoring in the programme where academic information can be posted.

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

Student Course Evaluation

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

Senior Exit Survey

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

3.3 What Happens with your Feedback on this Programme?

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

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

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

3.4 Getting Feedback on your Assessed Work

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

3.5 How do I Get my Results?

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

3.6 Issues with Assessment

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

Examples of acceptable extenuating circumstances include:

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

The following are not acceptable extenuating circumstances:

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

Late Submission

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

Resits

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

Resits in Capstone Courses

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

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

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

Academic Appeals

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

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

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

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

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

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

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

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

3.7 Academic Misconduct and Penalties

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

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

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

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

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

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

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

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

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

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

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

3.8 Complaints Procedure

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

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

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

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

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

4. Where to Get Help

4.1 Downloading College Forms

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

4.2 Academic Advising

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

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

4.3 Student Academic Support Services

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

4.4 Office of Student Affairs

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

4.5 Student Success Centre

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

4.6 Disability Status and Provisions

Students are responsible for alerting the Educational Psychologist to a known or suspected disability and/or learning difference, and for providing relevant documentary evidence if available. The Educational Psychologist suggests actions to be taken to accommodate such cases, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee on Disability and Learning Differences. This action must be

endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with disabilities and learning differences may be eligible for special accommodations, such as extra time for examination completion, and receive support and educational counseling from the Educational Psychologist on campus.

4.7 Career Services

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

4.8 Study Abroad

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

5. What to do if you…..

5.1 …..are absent for more than one day

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

5.2 …..are ill

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

5.3 …..have a comment, compliment or complaint

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

5.4 …..are considering withdrawing from the course

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

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

5.5 ….need a reference letter

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

6. Other Relevant Policies

6.1 Attendance Policy

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

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

6.2 Student Punctuality Policy

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

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

6.3 Turnitin Policy and Student Guidelines

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

Guidelines for Student Use of Turnitin:

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

6.4 Transfer of credits

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

6.5 Evaluation of Transfer Credits

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

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

6.6 Credit by Assessment for Professional Experience

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

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

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

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

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

6.7 Student Matriculation

For the US NEASC accredited degree students have the right to complete their studies in accordance with the educational programs and requirements in effect at the time they were first

admitted to the College. The maximum period of matriculation for a US NEASC accredited degree is 10 years.

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

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

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

6.8 Safety, Health and Wellbeing

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

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

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

Smoking
No smoking is permitted in any of ACG buildings; As of Fall 2019 Deree is a smoke free campus.

List of Appendices

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

Appendix B: Programme Specification