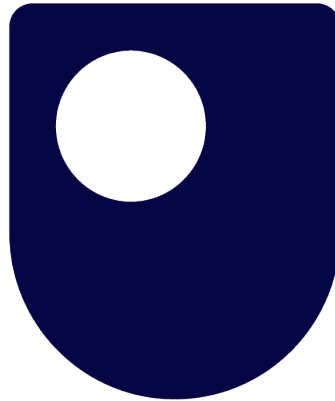




**The Open
University**



STUDENT HANDBOOK

BSc (Honors) in Nutrition and Dietetics

2026-2027

**School of Science and Technology
DEREE – The American College of Greece**

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1. Welcome to the Programme of BSc (Hons) Nutrition and Dietetics

Message from the Nutrition and Dietetics Programme

The Nutrition and Dietetics Program, Department of Science and Mathematics, welcomes you to the Nutrition and Dietetics major. The goal of this programme is to provide appropriate knowledge and all the essential skills required to pursue graduate research or a career in the field of Nutrition and Dietetics. The main purpose of this handbook is to answer all questions you might have regarding the BSc (Hons) degree in Nutrition and Dietetics. 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 Nutrition and Dietetics.

The Nutrition and Dietetics Program, welcomes and wishes you an enriching academic experience and a successful future career!

**Nutrition and Dietetics Programme
Department of Natural Sciences
School of Science and Technology
Deree – The American College of Greece**

1.2 Admissions

According to the Deree Undergraduate Catalogue 2024-2025 - US-authorized / US-accredited & Student Handbook Open University Validated Award, to qualify for admission to the academic programmes of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the programme of their choice.

Candidates are evaluated based on their academic performance, proficiency in English, and overall student profile (i.e.: letter of recommendation, personal statement, personal interview, extracurricular activities and work experience). All applicants must possess a secondary education completion Certificate such as a Greek High School Apolyterion, an International Baccalaureate Diploma, a French Baccalaureate, a German "Abitur" or an equivalent secondary education completion Certificate as defined in the NAFSA Guide to World Education Systems or must have passed at least 8 IGCSE/GCSE/GCE subjects. Applicants who have completed their secondary education in a school in Greece that does not award an Apolyterion must possess a secondary education completion Certificate from one of the Schools that are officially recognized by the Greek Ministry of Education.

Moreover, the standard minimum average grade entry requirement shown on the secondary education completion Certificate as defined above is the following: 14/20 in the Greek Apolyterion, an overall average grade of 2.5/4.0 in a US style school, 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants whose grades are between 12/20 and 13.99/20 on a Greek Apolyterion or the equivalent grades for students who hold a secondary education completion Certificate as defined above, may be admitted to the College on a provisional basis. Students admitted on a provisional basis will be required to fulfil the following conditions to be allowed to continue on their selected major after the completion of one academic year after their acceptance to Deree.

Students 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's 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 "Evidence of Proficiency in English"). 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 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.

Students have to 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.

The following is required for all freshmen applicants:

- 1. Completed application form**
- 2. Personal statement**
- 3. Letter of recommendation from an academic teacher or professor**
- 4. Official secondary school transcript(s) and diploma(s)**
- 5. Certified copy of the state identity card or a valid passport for non-Greek citizens (and residence permit, if applicable)**
- 6. Evidence of proficiency in English.**

Candidates will attend an interview with a designated College representative after all application material has been submitted to assess their profile through a discussion on their academic and non-academic achievements. The Admissions decision will be communicated to the candidate within 10 working days following the interview. For more information: [Admissions-Policy-and-Process 2024.pdf](#)

1.3 Academic Calendar, Fees & Financial Assistance

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

b. Fees:

For Greek students: [The American College of Greece | Tuition & Fees;](#)

For North American students: [The American College of Greece | North American Students;](#)

For European Union students: [The American College of Greece | European Union Students;](#)

For students from all other countries: [The American College of Greece | All Other Countries](#)

c. Financial Assistance: Since its founding in 1875, The American College of Greece (ACG) has provided assistance to students needing help in meeting their educational expenses, thereby enabling students with demonstrated ability and promise to access a quality education, regardless of their financial circumstances. The College has expanded scholarship and financial support programs to ensure the affordability of an ACG education particularly in these challenging economic times. Financing a college education can be a daunting prospect. The College is

committed to aiding students and their families in learning about the resources available through the College's financial aid programs and to assisting students and their families in finding ways to meet their educational expenses. **For the previous academic year, 99.4% of students who applied for some form of financial support, received it.** The Financial Assistance Program at ACG provides various levels of financial assistance based on need and/or academic achievement. The governing philosophy of our program is grounded in our belief that lack of funds should never prevent academically talented students from receiving a quality education. Funding for financial assistance originates from the College's own resources and from the generous contributions of donors. We invite you to explore our website for detailed descriptions of our scholarship programs and information regarding our financial aid programs.

For more information on how to apply for Financial Assistance please visit: <https://www.acg.edu/current-students/financial-assistance/undergraduate-financial-assistance/application-procedure/>

1.4 Key Contacts

- American College of Greece: +30 210 600 9800
- Dean's Office: libarts@acg.edu ext. 1359, room 515
- Academic Advising Office: dc.adv@acg.edu ext. 1431
- Student Success Centre: ssc@acg.edu ext.1326, 1333
- Registrar's Office: registrar@acg.edu ext. 1331, 1328, 1449, 1445
- Financial Assistance and Planning: financialassistance@acg.edu ext. 1304, 1305, 1306, 1327, 1727, 1728
- 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
- ACG Counseling Center: counseling@acg.edu
- Care Center: carecenter@acg.edu
- College Nurse: 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.

1.6. Orientation Day

Deree – The American College of Greece welcomes new students on Orientation Day and introduces them to the activities and services offered on campus making sure that their transition to college life is smooth and flawless. New students get a glimpse of how studying at Deree feels like with the help of the Deree Orientation Leaders and the Deree Ambassadors. Orientation Leaders provide new students with tips about academic and student life, and the Ambassadors offer a campus tour so that new students are familiar and comfortable with the campus before their classes begin. The Registrar offers a presentation on the dual award system and its academic policies during the New Student Orientation day. Students receive information on student programmes and services such as advising, financial aid, and co-curricular activities.

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 Nutrition and Dietetics (BSc (Hons) Nutrition and Dietetics)** is exceptionally important and in high demand.

The proposed **BSc (Hons) Nutrition and Dietetics** is designed to offer a great breadth and depth of knowledge to students, as it encompasses a wide range of fields in Nutrition and Dietetics, basic nutritional sciences and clinical, socio-cultural and community aspects of nutrition. The Programme is designed to offer to students a broad foundation in all key areas of Nutritional Sciences, and fully prepare them to pursue an advanced degree and/or employment.

Scientists in the field of Nutrition and Dietetics understand how food is digested, absorbed, and metabolized at different stages of life, and investigate the effects of nutrient deficiencies and excesses to prevent and treat disease. They also draw on knowledge from the fields of psychology and sociology to understand psychological, socio-cultural, economic and political factors that influence food choices and eventually health status. This field of science incorporates many diverse approaches, from the meticulous study of biochemical pathways and interactions with genetics and epigenetics, to observing population intake and its relationship to health outcomes [nutritional epidemiology], to designing and testing nutrition interventions to improve health at the individual and community level, to managing nutrition programmes and designing policies to ensure access to nutritious food.

The proposed **BSc (Hons) in Nutrition and Dietetics** is designed to offer to students a broad foundation in all key areas of Nutritional Sciences, and fully prepare them to pursue an advanced degree and/or employment. This programme aims to greatly contribute to **ACG 150**, a strategic plan aimed at advancing ACG's tradition of educational excellence, while simultaneously making a material contribution to the economic and social vitality of Greece. One of the top **ACG 150**

priorities is to establish innovative new educational programmes that aim to contribute to the prosperity of the Greek economy and society.

This Nutrition and Dietetics Programme proposes **three Pathways/Emphasis Areas**, which will give the opportunity to students to acquire a specialization in their final year, within the degree of Nutrition and Dietetics, through elective courses, internships and specially designed capstone projects. The Programme aims through these Pathways/Emphasis Areas:

Pathway 1: Clinical Nutrition

The first pathway of this programme deals with Clinical Nutrition, with an emphasis on:

1. Nutritional support of cancer patients that undergo chemotherapy with specialized nutritional protocols (i.e. specific Keto Diet protocols, and/or Low Carb Mediterranean Diet protocols). Also, support of ex-cancer patients that need specific guidance on what nutritional protocols to follow, in order not to relapse.
2. Nutritional support of patients that undergo Bariatric Surgery (gastric ring, sleeve gastrectomy, gastric bypass) or less invasive procedures such as gastric balloon. The presence of a Nutritional Expert as part of the medical team, is crucial for the overall adjustment of the patient after surgery and the good outcome of the surgical intervention.
3. Nutritional support of patients in In Vitro Fertilization clinics. Many infertility problems are in part related to lack of key nutrients in the body. Additionally, there is a growing need for nutritional consultation because of nutritional related problems during pregnancy, such as gestational diabetes or anaemia due to the stigma of thalassemia. Monitoring of weight gain is crucial, for both the health of the mother and the fetus.
4. Nutritional support of patients with autoimmune disorders, eating disorders, diabetes and cardiovascular diseases, through specially designed protocols;
5. Starting a private therapy practice.

Pathway 2: Dietary Supplements and Sports Nutrition

The Dietary Supplements market is growing very rapidly. Because of COVID-19 pandemic outbreak in the year 2020, the global demand for health supplements has skyrocketed. New pharmaceutical forms of dietary supplements have already been introduced in the global and in the Greek market, presenting the advantage of easier absorption and higher bioavailability. A key aim of this pathway is to promote the safe use of health supplements and advance Pharmacovigilance in the field. This pathway brings new opportunities for collaborations with pharmaceutical companies, in order to promote nationwide campaigns, to inform the general public on health issues.

This emphasis area also incorporates Exercise and Sports nutrition. Good nutrition, hydration and electrolyte balance are all very important to athletes and can enhance sporting performance. Exploring sports nutrition has to also do with issues of overuse of certain supplements and/or energy drinks, and potential dangers for major organs of athletes. Additionally, this emphasis area presents a unique opportunity to collaborate with major athletic teams in Greece and abroad. Furthermore, major teams can collaborate with ACG for nation-wide campaigns on the importance of healthy nutrition and physical activity.

Pathway 3: Food Science, Food Safety and Food Sustainability

Food safety, nutrition and food security are inextricably linked. Almost 1 in 10 people in the world fall ill after eating contaminated food [contamination through bacteria, viruses, parasites, prions and chemicals such as pesticides and heavy metals]. The promotion of “pure” organic food consumption with almost no growth hormones or antibiotics for the animal products, and with virtually no pesticides for the fruits and vegetables, is of pivotal importance in this programme, as these are heavily connected to human health. Additionally, this programme focuses on “clean” organic food, based on the **Mediterranean Diet**. Special products produced in Greece [Products of Origin] should be greatly promoted: organic olive oil, organic wine, mastiha Chiou, feta cheese, katiki Domokou [cheese from goat’s and sheep’s milk, with only 13% fat], organic Greek red saffron (krokos kozanis) are just few examples. The Nutrition and Dietetics programme works for the promotion of Greek Products of Origin, from a nutritional and scientific perspective.

Moreover, the elective courses within the Food Science Emphasis Area have been carefully designed with sustainable food production principles and management in mind, demonstrating an additional innovation that the BSc in Nutrition and Dietetics introduces to the market. This promotes environmental awareness, sustainable development and sustainability research, not only on campus, but also on a national and international level.

The Nutrition and Dietetics program leads to an undergraduate degree that helps students acquire a strong foundation in the field. The use of integrative approaches to health and wellness will guide students to understand key aspects of nutrition and health care, and help them find solutions to some of the most crucial health issues of our time.

Lastly, it should be mentioned that this wide-ranging, interdisciplinary and career-focused program, is designed to satisfy most pre-med requirements of U.S. and European medical schools.

Graduates will be well prepared to pursue advanced graduate programs not only in Nutrition and Dietetics, but also in medicine, biotechnology, epidemiology, and other health sciences fields.

Another unique aspect of the curriculum is the intense internships in the food industry, dietetic offices, community health units, hospitals and in the Dietary Supplements sector in Pharmaceutical Companies, completing more than 1,000 hours of Internship. 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 distinguishing attributes of the proposed program of **BSc (Hons) in Nutrition and Dietetics** are:

- A **rigorous and robust curriculum** that aligns with the Curricula of all major Greek, U.K. and U.S.A. Programmes.
- Leading to the awarding of two degrees:
 - A Degree BSc degree, under the American College of Greece accreditation by NECHE (New England Commission of Higher Education), and
 - A U.K. BSc (Honors) validated by the U.K. Open University (OU).
- Specially designed courses that enable students to gain a broad foundation in all key areas of Nutrition and Dietetics, while also developing a wide range of scientific skills to prepare them for further studies and/or employment.

- Focus on skills-building, such as analytical thinking, critical thinking, communication, and project management.
- Laboratory exercises specifically designed to engage students in hands-on activities within state-of-the-art laboratories. These lab activities will reinforce students' understanding of all aspects relating to Biological, Biochemical and Nutritional Sciences & Dietetics.
- Development of research skills
- Elective courses in one of the following 3 pathways/emphasis areas:
 1. Clinical Nutrition,
 2. Dietary Supplements and Sports Nutrition, and
 3. Food Science, Food Safety and Food Sustainability.
- Carefully designed capstone projects [research based or literature research based] that will further contribute to students' specialisation.
- Vigorous and intense Internships (I, II and III) at the Dietetic Department of major public or private prestigious hospitals, Private/Community/Public Health Units, Pharmaceutical Companies/Health Supplements Companies, and food industries in Greece. These Internships provide great experiential learning opportunities.
- Study abroad opportunities in highly-esteemed partner institutions across the world.
- It offers students the unique opportunity to be mentored by high-caliber academics and professionals in the fields of Nutrition and Dietetics 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:
 - A. The Institute of Public Health, and
 - B. The Institute of Hellenic Growth and Prosperity, and in particular
 - B1: The Center of Excellence for Food, Tourism, and Leisure
 - B2: The Center of Excellence in Sustainability
- 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 Nutrition and Dietetics program is to provide students with theoretical knowledge, as well as practical and transferable skills that will allow them to become fully prepared to pursue an advanced degree and/or employment. The proposed **BSc (Hons) Nutrition and Dietetics** is designed to offer a great breadth and depth of

knowledge to students, as it encompasses a wide range of fields in nutrition and dietetics, basic nutritional sciences and clinical, socio-cultural and community aspects of nutrition. The program aims to develop an understanding of ethical issues in the field, and to create informed and responsible professionals.

Aims

Upon completion of the program, graduates of the BSc in Nutrition and Dietetics will be able to:

1. Demonstrate an in-depth knowledge of human nutritional requirements from the molecular to the population level and construct special nutritional plans to meet human needs at all stages of life.
2. Demonstrate knowledge of relationships between diet, nutrition, human body composition (underweight and obesity) and chronic diseases including cancer, cardiovascular disease, diabetes and eating disorders.
3. Demonstrate in-depth knowledge of the nature, content and particularities of the Nutrition Care Process and in particular: patients' nutritional support, training and consultation, regarding dietary behaviour and necessary amendments. Contribute to the recovery of patients through continuous nutritional support and dietetic therapy.
4. Demonstrate knowledge of implementing nutrition prophylaxis at an individual, community and population level, to prevent diseases like obesity, diabetes, cardiovascular diseases, and some types of cancer. Educate and counsel on the value of Nutrition in the promotion of health and on how to change eating habits.
5. Critically evaluate the use of Health Supplements: Understand in which cases they are needed, how they can support and promote human health, and how patients using them should be monitored. Understand the dangers from overuse and reaching toxic levels.
6. Understand the complex relationships between food and exercise, nutritional needs of people who regularly exercise, athletes and elite athletes.
7. Have an in-depth knowledge and understanding of the food chain as well as of issues of food supply, food safety and food sustainability.
8. Demonstrate knowledge of research methodology and principles of research protocol design in the subject of Nutrition and Dietetics.

2.2 Programme Learning Outcomes

The BSc (Hons) in Nutrition and Dietetics offers a dual U.S.A. Liberal Education and a U.K. (BSc Hons) degree. Upon completion of the **BSc (Hons) Nutrition and Dietetics** degree, students will have mastered skills in the following areas, based on Level 4, 5 and 6 of the U.K. degree:

LOs of Level 4:

A. Knowledge and understanding:

- A1. core concepts, principles, theories and practice in biology, biological chemistry and organic chemistry, that provide an essential foundation of knowledge in the nutrition and dietetics field.

A2. organization and structure of the cell, genetics, enzymatic function and cell metabolism, basic aspects in molecular and cellular biology, as well as major organ systems' structure and function.

A3. the major nutritional elements in food, the recommended dietary intakes, and their functions in the human body, and the link between food consumption and the health of individuals.

A4. nutritional assessment and monitoring of individuals and populations, through the use of nutritional reference standards and guidance systems, along with biochemical and clinical methods and interpretation of results.

A5. the daily activities of a Food Service Manager in different settings, and the basic principles of food preparation and food preservation based on Hazard Analysis and Critical Control Points (HACCP).

A6. appropriate methods for acquiring, analysing and interpreting scientific data and information.

A7. major theories, concepts and studies related to the fields of human development, personality, intelligence, abnormal behavior, treatment and stress and health.

A8. The basic principles of the Nutrition Care Process (NCP), along with communication facilitators and barriers during an interview.

B. Cognitive skills

B1. Use and correctly apply knowledge and understanding of biological, chemical, nutritional and dietetics concepts, principles and theories to problem solving.

B2. Assess the nutritional value of dietary intake and foods through dietary analysis and interpretation of food labels compared with appropriate Dietary Reference Intakes.

B3. Use, analyze and critically evaluate the reliability, validity and significance of scientific data and information.

B4. Identify the stages of psychological research, distinguish between various methods, and describe the ethical principles used when conducting research in psychology.

C. Practical and professional skills

C1. Plan and conduct practical or practice-based tasks related to biological and chemical sciences in a safe and ethical manner, and use appropriate laboratory equipment competently and safely.

C2. Apply the components of Nutrition Care Process (NCP) in nutritional assessment and counseling.

C3. Apply the procedures and techniques needed to analyze, plan and implement menus that offer nutritious, appealing food combinations.

C4. Evaluate the role of dietitians and nutrition education tools in promoting healthy eating habits.

C5. Use writing and reporting skills related to scientific literature with appropriate referencing, as well as plan, conduct and present an independent project.

D. Key/transferable skills

D1. 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.

D2. 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.

D3. Demonstrate effective interpersonal communication strategies and interviewing skills.

LOs of Level 5:

A. Knowledge and understanding of

A1. the main function of human organ systems and the anatomical structure of the principal organs, along with their role in the maintenance of homeostasis.

A2. biological chemistry and how it applies to the organization and regulation of metabolic pathways, enzymatic mechanisms, enzyme kinetics and gene expression.

A3. physical and chemical properties of the most important food components, and how these properties can affect the processing, storage and overall quality of foods, along with the senses of taste and smell.

A4. the important microorganisms in foods and the factors affecting their growth and control, along with the causes of food-borne microbial diseases.

A5. the processes of digestion, absorption, bioavailability, and metabolism of macronutrients and micronutrients, along with the connection between their intake and metabolism with the body physiology.

A6. a variety of nutrition-related diseases and conditions.

A7. the changes that occur in a person at different stages of life and the different nutritional intake needs at each stage of life.

A8. the basic principles of medical nutrition therapy.

B. Cognitive skills

- B1. Apply methods of scientific enquiry by demonstrating problem solving and critical thinking skills towards diagnostic or epidemiological evaluation of case studies.
- B2. Critically analyse the nature of disease, its impact and means to combat it.
- B3. Examine the processes by which macronutrient and micronutrient consumption influence health and disease.
- B4. Apply concepts of nutrition assessment associated with nutrition-related diseases and conditions.
- B5. Use, analyze and critically evaluate the reliability, validity and significance of scientific data and information.
- B6. Evaluate lifestyle factors when considering nutritional needs of individuals across the life cycle.

C. Practical and professional skills

- C1. Utilise knowledge of metabolic pathways and key metabolites to identify their role as key clinical and diagnostic markers.
- C2. Compare the beneficial and harmful roles and applications of food microbiology as well as the interplay between the social, environmental and economic considerations of infectious disease.
- C3. Critically evaluate patient data/information, to decide upon appropriate therapeutic strategies and make appropriate recommendations for the management of selected diseases.
- C4. Manage professional and ethical challenges in accordance with current codes of practice.
- C5. Use writing and reporting skills related to Nutrition and Dietetics scientific literature with appropriate referencing, as well as plan, conduct and present an independent project.
- C6. Identify strategies and programs to support healthful dietary intake at various life stages and suggest a counseling strategy.
- C7. Apply Nutrition and Dietetics professional code of ethics in a workplace environment.

C8. Critically evaluate the interrelationships of functions and operations connected with the work placement and demonstrate understanding of ethical and managerial challenges.

D. Key/transferable skills

Upon completion of the Level 5 courses, students will be able to:

D1. Design an independent experiment while examining a research problem, and communicate the results of the experiment in the form of a comprehensive journal article.

D2. Demonstrate laboratory practical and teamwork skills.

D3. Demonstrate skills required to work as a member of an inter-professional healthcare team.

D4. 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.

LOs of Level 6:

A. Knowledge and understanding

A1. Mechanisms and life implications associated with a range of diseases.

A2. Basic concepts of exercise physiology and biochemistry.

A3. Advanced topics in Nutrition and Dietetics, such as Public Health Nutrition, Nutrition and Lifestyle Medicine, Nutrition for Elite Athletes, Food Supplements in Health and Disease, Food Technology and Safety, Food Biotechnology and Sustainability [depending on the Emphasis Area/Pathway].

A4. the specific pharmacology of the major classes of drugs, the risks and benefits, in relation to the organ systems they affect, and the diseases for which they are used therapeutically.

A5. populations at the greatest risk for nutrition-related diseases, considering cultural, environmental, socioeconomic, and nutritional determinants.

B. Cognitive skills

B1. Use and correctly apply knowledge and understanding of Nutritional and Dietetics concepts, principles and theories to problem solving.

B2. Use, analyze and critically evaluate the reliability, validity and significance of scientific data and information.

B3. Explain moral and ethical issues and understand the need for professional codes of conduct.

B4. Synthesize and integrate several lines of subject-specific evidence towards a given purpose.

B5. Demonstrate a critical and analytical approach to specific case histories of human disease.

B6. Explain the mechanisms and life implications associated with a range of diseases in relation to various drug treatments and the consequences (risk/benefit ratio) of selected disease states.

C. Practical and professional skills

C1. Plan and conduct research related to the science of Nutrition and Dietetics in a responsible, safe and ethical manner.

C2. Select and apply a range of methods, including ICTs, to study and address Nutrition and Dietetics problems.

C3. Use writing and reporting skills related to Nutrition and Dietetics scientific literature with appropriate referencing, as well as plan, conduct and present an independent project.

C4. Integrate key theory and concepts in the field of Nutrition and Dietetics with professional practice through a work-based learning internship experience.

C5. Apply Nutrition and Dietetics professional code of ethics in a workplace environment.

D. Key/transferable skills

D1. Locate, record, process and analyse data and information from a variety of sources, using appropriate qualitative and quantitative methods, including the use of statistics, and programs for presenting data visually.

D2. 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.

D3. Collaborate as a member of a team and demonstrate that essential skill in personal and professional development.

D4. Engage in independent study and self-evaluation.

2.3 Programme Structure

U.K. Structure:

	BSc (Hons) Nutrition and Dietetics – U.K. Program	UK CREDITS		
	LEVEL 4	Level 4	Level 5	Level 6
	CH 2121 Organic Chemistry	15		
	NU 1010 Introduction to Nutrition and Dietetics	15		
	NU 2022 Nutritional Assessment and Counseling	20		
	NU 2020 Food Service Management	10		
	BI 1000 Introduction to Biology I	20		
	PS 1001 Psychology as a Social Science	15		
	MA 2025 Applied Statistics for Sciences	15		
	BI 2223 Cell Biology and Genetics	15		
	LEVEL 5			
	NU 3838 Internship in Nutrition and Dietetics I		0	
	NU 3232 Food Science		15	
	BI 3434 Biochemistry		15	
	BI 3443 Biochemistry Lab		5	
	BMS 3220 Microbiology and Infectious Diseases		15	
	NU 3234 Food Microbiology Lab		5	
	NU 3535 Macro & Micro-Nutrient Metabolism in Health and Disease		15	
	NU 3233 Clinical Nutrition and Dietetics I		15	
	NU 3737 Clinical Nutrition and Dietetics II		15	
	BI 3240 Human Anatomy and Physiology		20	
	NU 3131 Nutrition During the Life Cycle		15	
	LEVEL 6			
	NU 4950 Internship in Nutrition and Dietetics II			0

	BMS 4435 Pharmacology in Health and Disease			15
	BMS 4440 Topics in Pathophysiology			15
	NU 4747 Nutrition and Exercise			15
	NU 4952 Research Methods in Nutritional Epidemiology and Dietetics			15
	NU 4949 Capstone in Nutrition and Dietetics			20
	NU 4141 Public Health Nutrition			15
	NU 4951 Internship in Nutrition and Dietetics III			10
	One of the following L6 [depending on the Pathway]:			15
	NU 4242 Nutrition and Lifestyle Medicine or NU 4344 Food Supplements in Health and Disease			
	NU 4344 Food Supplements in Health and Disease or NU 4848 Nutrition for Elite Athletes			
	NU 4445 Food Technology and Safety or NU 4343 Food Biotechnology and Sustainability			
	Total per Level	125	135	120
			<i>Grand total:</i>	380

BSc Nutrition and Dietetics

Liberal Education Program

Credits

44

Core Courses:

WP 1010	Fundamentals of Argumentation.	3
WP 1111	Argument through Research	3
PH 1004	Character Education	3
HC 2300	Professional Communication	3

Computer Literacy requirement: 3

CS 1070 Introduction to Information Systems OR

ITC 1070 Information Technology Fundamentals OR equivalent computer literacy course*

LE designated course in Natural Science with a lab: 4

BI 1000 Introduction to Biology I

LE designated course in STEM: 3

MA 2025 Applied Statistics for Sciences

LE designated course in Aesthetic Expression: 3

LE designated courses in Human Experience in Context: 6

PH 3010 LE Ethics

One additional course (except Philosophy courses)

LE designated courses in Society and Community: 6

PS 1001 Psychology as a Social Science

SO 1001 Sociology of Modern Life [Strongly Recommended]

LE designated course in Environment and Sustainability: 4

BI 1101 Introduction to Biology II

LE designated course in The Business world: 3

**May be fulfilled through appropriate academic evaluation*

Concentration	Credits
	73

Required Courses:

CH 2015 General Chemistry* 4

* Chemistry Waiver Exam (**CWE**) for **CH 1002** Principles of Chemistry.
Students who fail the exam **MUST** register for **CH 1002**; the course will be allocated to their **Electives** upon completion.

CH 2121 Organic Chemistry 3

NU 1010 Introduction to Nutrition and Dietetics 3

BI 2223 Cell Biology and Genetics. 3

NU 2020 Food Service Management 2

NU 2022 Nutritional Assessment and Counseling 4

NU 3232 Food Science 3

BI 3240 Human Anatomy and Physiology 4

BI 3434 Biochemistry 3

BI 3443 Biochemistry Lab 1

BMS 3220 Microbiology and Infectious Diseases 3

NU 3234 Food Microbiology Lab 1

BMS 4435 Pharmacology in Health and Disease 3

BMS 4440 Topics in Pathophysiology 3

NU 3535 Macro & Micro-Nutrient Metabolism in Health and Disease 3

NU 3131 Nutrition During the Life Cycle 3

NU 3233 Clinical Nutrition and Dietetics I 3

NU 3737 Clinical Nutrition and Dietetics II	3
NU 4747 Nutrition and Exercise	3
NU 4952 Research Methods in Nutritional Epidemiology and Dietetics . . .	3
NU 4949 Capstone in Nutrition and Dietetics	4
NU 3838 Internship in Nutrition and Dietetics I	0
NU 4950 Internship in Nutrition and Dietetics II	0
NU 4951 Internship in Nutrition and Dietetics III	2
NU 4141 Public Health Nutrition	3
<i>Two of the following courses</i>	6

Group 1:

NU 4242 Nutrition and Lifestyle Medicine (3)

NU 4344 Food Supplements in Health and Disease (3)

Group 2:

NU 4344 Food Supplements in Health and Disease (3)

NU 4848 Nutrition for Elite Athletes (3)

Group 3:

NU 4445 Food Technology and Safety (3)

NU 4343 Food Biotechnology and Sustainability (3)

Electives

Credits

4

Total: 121

- **For a student to graduate with a BSc in Nutrition and Dietetics they will need to complete all 121 U.S. credits and all 3 terms of Internship [Internship I, II and III].**

2.4 Academic Staff

Dr. Adamopoulou Maria	Microbiologist/Molecular Biologist Ph.D. in Molecular Virology and cancer Associate Professor	FT
Dr. Fragkos Michalis	Molecular Biologist/ Biomedical Scientist Ph.D. in Molecular Biology and Biomedicine Associate Professor	FT
Dr. Kythreoti Georgia	Chemist/Medicinal Chemist Ph.D. in Molecular Biology Associate Professor	FT
Dr. Lentis Dorothea	Biologist/Health Researcher PhD in Health Research (Clinical) Expert in Health / Dietary Supplements Assistant Professor	FT
Dr. Polissidis Alexia	Pharmacologist Ph.D. in Psychopharmacology Associate Professor	FT
Dr. Glykeria Psarra	Nutritionist / Dietician Ph.D. in Nutrition and Dietetics	PT
Dr. Valahas Michael	Biochemist / Molecular Virologist Ph.D. in Molecular Virology Assistant Professor	FT
Dr. Dimitrakopoulou Vasiliki	Statistician Ph.D. in Statistics Assistant Professor	FT

Dr. Choleza Maria	Cell Biologist Ph.D. in Cell Biology Assistant Professor	FT
Dr. Melachroinou Katerina	Biologist Ph.D. in Biological Sciences	PT
Dr. Garyfalia Drossopoulou	Cell Biologist Ph.D. in Anatomy and Developmental Biology Adjunct Professor	PT
Dr. Karakitsou Chrysoula	Psychologist Ph.D. in Developmental Psychology Assistant Professor	FT

2.5 The Nutrition and Dietetics Society

All students that are Nutrition and Dietetics majors become members of the Nutrition and Dietetics Society. Each year the Nutrition and Dietetics students need to 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 Nutrition and Dietetics modules go to [the college catalog](#)

2.7 Programme Resources

Library resources

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

Students, faculty and staff have access to a large collection of print and non-print resources including 129.000 books, 132.000 e-books, more than 12.500 academic journals and newspapers and 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 Nutrition and Dietetics, in particular, have access 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:

- **ScienceDirect**

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 devices. Printing and photocopy facilities are also available.

Library Help

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

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

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

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

Multimedia resources

- Microsoft Office: 750 licences currently in operation. Licences are per machine and are renewed every 5 years.

- SPSS: 100 licences currently in operation. Licences are concurrent and are renewed annually.
- 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 DERE students to new learning methods based on interactive, enhanced content and searchable electronic resources. Appropriate faculty and student guides on how to access and use this new service have been created.

➤ **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 DERE's Main Building and the Communications Building.

Laboratory Facilities

Students benefit from a state-of-the-art student computer lab in the Centre for the Arts building. Students also benefit from four science labs that are equipped with the materials, equipment and instruments needed to perform with safety the lab activities for the natural sciences, biology and chemistry modules. Nutrition and Dietetics students also use five specialized labs for the lab activities of special Nutrition and Dietetics courses.

- **The Chemistry & Molecular Biology Lab**

This lab is equipped with all the necessary equipment to support the needs of the Chemistry courses, and lab activities of the Molecular Biology course. It includes fume hoods, chemical cabinets, vacuum and gas installation to accommodate the needs for chemistry courses, as well as analytical balances, a rotary evaporator, melting point apparatus, and other apparatus like bomb calorimeters. The Molecular Biology course involves the use of a Biosafety cabinet Class II, a PCR

thermocycler, microplate spectrophotometer, refrigerated centrifuge, shaking incubator, tissue homogenizer, electrophoresis systems (horizontal and vertical), gel imaging system and an autoclave. A -80°C freezer and liquid nitrogen tanks are available for storage of cells, proteins and RNAs.

- **The Biology Lab**

The Biology lab supports the needs of all introductory Biology modules, as well as Human Anatomy and Physiology. It is equipped with an Anatomy Table, light and stereo microscopes, rich collection of slides, plastomounts and models, dissection tools, gas and vacuum installation, fume hoods, a cell-culture room with a Biosafety Cabinet Class II, germicidal UV light, a CO₂ incubator and an inverted fluorescence microscope. The lab includes an isolated area dedicated to research and capstone projects.

- **The Physical Sciences Lab**

This Lab supports the needs of physics, environmental and earth sciences modules. The lab is equipped with a fume hood, a chemical cabinet, HPLC facility PC stations and instrumentation needed for various experiments on mechanics, waves, acoustics, thermodynamics, electromagnetism and optics. The lab includes an isolated area dedicated to research and capstone projects.

- **The STEM lab**

This lab is equipped with a chemical hood, slides, plastomounts and chemical cabinet. It also includes 14 PC stations. It serves the needs of introductory biology and chemistry courses, as well as bioinformatics and mathematics.

Additionally, the Nutrition and Dietetics students use the following specialized labs:

- **The Home Economy Lab**
- **The Nutritional Assessment Lab**
- **The Food Science Lab**
- **The Food Microbiology Lab**
- **The Biochemistry Lab**

These Laboratories are equipped with state-of-the-art devices/equipment/tests for the Lab activities of the respective courses.

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 U.K. higher education institutions.

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 three internships in your program provide 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 placements are in essence your first steps towards a professional career. They give 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.

Internships I, II and III for the degree of BSc (Hons) Nutrition and Dietetics are conducted on all 3 settings:

- Internships I: Food industry (e.g. food production, catering, food retailing settings)
- Internship II: Private Practice Offices [Dietary/Dietitian's office]; Health Units in the Community [public or private]; and in the Dietary Supplements Sector
- Internship III: Clinical (i.e. Dietetic Department of major public or private Hospitals)

Each Internship results in 360 hours of training, with a total of 1,080 hours for all three Internships.

2.8 Opportunities for Graduates

Graduates in **Nutrition and Dietetics** 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

In the national level the **nutrition-related workplace** has demonstrated a stable increase: Nutrition and Dietetics University graduates exhibit an employment rate of **84.4%**, which is **13.4% higher** than the average university's graduates, and the same as in the European Union (85%). The **market demand** for qualified nutritionists appears to be open and intense, as the Nutrition Industry is **booming**.

The possible career roles and destinations of graduates are virtually endless with consultancy either free-lance or within an industrial, educational or clinical setting being one of the major paths. Professional activity prospects of the graduates include occupation in a variety of settings, such as healthcare services (e.g. hospitals, clinics, health care centres), community services (e.g. kindergartens, nursing homes, rehabilitation centres, camping), sports units (e.g. gyms, sports clubs, sports federations), food services (e.g. food industries, catering units), educational institutions, research institutes, and/or as free-lance dietitians/nutritionists.

Places of Work

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

Where to Work
Clinics
Schools
Community Health Units
Hospitals
International health organizations
Pharmaceutical industry/Dietary Supplements Sector
Medical offices
In-vitro Fertilization Clinics
Private sector

Public sector
Bariatric Surgery Teams
Slimming Centers
Universities
Private Practice

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 is 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 DERE 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

					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
NU 2020	L4	Food Service Management	Essay questions/problems (in-class or as homework assignments)	0	Essay questions/problems (in-class or as homework assignments)
			In-class or online quizzes formative	0	In-class or online quizzes
			First Assessment Food Safety Certificate Completion summative	10%	Online Proctored Exam
			Second Assessment a) New Recipe Proposal (15%) b) Practicum Activities Report (35%) - summative	50%	a) New Recipe Proposal (15%) b) Practicum Activities Report (35%)
			Final Assessment In-class (2-hour) Final Examination - summative	40%	Final Examination: multiple choice and short answer questions)

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 2223	L4	Cell Biology and Genetics	Multiple "diagnostic on-line" tests -formative	0	Multiple choice, short answers, essay questions
			First assessment: In-class midterm examination (1 hour) -summative	40%	Multiple choice, short answers questions, problem solving
			Final assessment: In-class final examination (2-hour, comprehensive) -summative	60%	Multiple choice, essay questions, short answer questions, problem solving
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 exercises aiming to prepare students for their first and second assessments in terms of content, context and time management
BI 3443	L5	Biochemistry Lab	Essay questions/problems (in-class or as homework assignments) ----- In-class or online quizzes	0 0	Essay questions/problems (in-class or as homework assignments) In-class or online quizzes

			-formative		
			First Assessment Laboratory Portfolio - summative	50%	Worksheets, short answers, investigations
			Final Assessment Formal Laboratory Report summative	50%	Students will write a formal scientific laboratory report for a biochemical problem. The report should follow the format and style of an article in a peer- reviewed Biochemical Journal (2,000 – 2,300 words).
NU 3232	L5	Food Science	Multiple homework quizzes and worksheets -formative	0	Multiple homework quizzes and worksheets
			First Assessment: In-class Midterm Examination -summative	30%	Multiple choice/short answers/matching /short essay questions, exercises
			Second Assessment: Laboratory reporting -summative	25%	Laboratory reporting
			Final assessment: In-class final examination (2hour) -summative	45%	Multiple choice/short answers/matching /short essay questions, exercises

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

			-formative		
			First Assessment: In-class midterm examination -summative	50%	Multiple choice and short answer questions
			Final Assessment: In-class final examination (2-hour)	50%	Multiple choice and short answer questions
NU 3233	L5	Clinical Nutrition and Dietetics I	Case studies/diets in class and as homework assignments ----- In-class or online quizzes formative	0 0	Case studies/diets in class and as homework assignments In-class or online quizzes
			First Assessment In-class midterm examination -summative	30%	Multiple choice and short answer questions
			Second Assessment Objective Structured Clinical Examination (OSCE) with three different stations/clinical case studies - summative	30%	Objective Structured Clinical Examination (OSCE) with three different stations/clinical case studies
			Final assessment In-class final examination	40%	Multiple choice questions, short answer

			- summative		questions and one case study
NU 3737	L5	Clinical Nutrition and Dietetics II	Case studies/diets in class and as homework assignments ----- In-class or online quizzes formative	0 0	Case studies/diets in class and as homework assignments In-class or online quizzes
			First Assessment In-class midterm examination - summative	30%	Multiple choice and short answer questions
			Second Assessment Objective Structured Clinical Examination (OSCE) with three different stations/clinical case studies - summative	30%	Objective Structured Clinical Examination (OSCE) with three different stations/clinical case studies
			Final Assessment In-class Final Examination - summative	40%	Multiple choice questions, short answer questions and one case study

NU 3131	L5	Nutrition During the Life Cycle	Essay questions/problems (in-class or as homework assignments)	0	Essay questions/problems (in-class or as homework assignments)
			In-class or online quizzes -formative	0	In-class or online quizzes
			First Assessment Case studies -summative	30%	Written reports
			Second Assessment Health Nutrition project -summative	30%	Creation of a nutrition information resource (e.g. infographic, flyer, pamphlet, poster, podcast or video) to communicate food and nutrition recommendations for a specific life cycle stage.
			Final Assessment In-class final examination (2-hour) -summative	40%	Essay and short answer questions
NU 3838	L5	Internship in Nutrition and Dietetics I	Activities Report – Individual	0	Includes daily journal and brief weekly report
			One video every week -formative	0	Students will need to upload on Blackboard one video every week, to indicate their progress and the activities they covered
			First Assessment	50%	a. Students will record all the information

			Portfolio of evidence of Internship I (40%) & Oral Presentation (10%) -summative		required to demonstrate the completion of the activities and assignments needed to demonstrate the achievement of Internship I learning outcomes (40%) b. Students will give an Oral Presentation based on their Portfolio (10%)
			Final Assessment Personal Development Planning Report (PDP) -summative	50%	PDP Report (2,500-3,000 words) Grading of the PDP report takes the Internship Provider evaluation into account
COMPULSORY MODULES - LEVEL 6					
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% - summative.	50%	Final Exam/Case study analysis
NU 4952	L6	Research Methods in Nutritional Epidemiology and Dietetics	Selected practical exercises and short practice projects - formative	0	Selected practical exercises and short practice projects relating to analysis and presentation of data

			First Assessment Project on a specific topic, related to [or forming the basis of] the capstone proposal -summative	40%	Project on a specific topic, related to [or forming the basis of] the capstone proposal, leading to: a. a poster (20%) b. an oral presentation (20%)
			Second Assessment Student's capstone proposal, based on literature review, with annotated bibliography -summative	30%	Written report of 2,000 - 3,000 words
			Final Assessment In-class final examination (2-hour) -summative	30%	Multiple choice, short answer and/or short essay questions
NU 4949	L6	Capstone in Nutrition and Dietetics	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
			First Assessment Research project: Oral Defense 15% - summative	15%	Research project: Oral defense 15%

			Final Assessment Research project: (6,500 - 7,000 words) - Project paper -summative	85%	Research project: (6,500 - 7,000 words) - Project paper
NU 4141	L6	Public Health Nutrition	Essay questions/problems -formative In-class or online quizzes -formative	0 0	Essay questions/problems (in-class or as homework assignments) In-class or online quizzes
			First Assessment Written assignment (2,000 – 2,500 words) & Presentation -summative	50%	a.Design and plan a nutrition intervention project around the recommendations of at least one current health and nutrition policy. (40%) b. Oral presentation of the written assignment (10%)
			Second Assessment In-class final examination (2-hour) -summative	50%	Essay and short answer questions

NU 4747	L6	Nutrition and Exercise	Essay questions/problems (in-class or as homework assignments) -formative	0	Essay questions/problems (in-class or as homework assignments)
			In-class or online quizzes -formative	0	In-class or online quizzes
			First Assessment In-class midterm examination -summative	25%	Multiple choice and short answer questions
			Second Assessment Group Projects: a. Nutritional Ergogenic Review & Presentation b. Interviewing an athlete & Presentation -summative	40%	a. Nutritional Ergogenic Review & Presentation (15%) b. Interviewing an athlete & Presentation (25%)
			Final assessment In-class final examination (2-hour) -summative	35%	Essay and short answer questions
NU 4950	L6	Internship in Nutrition and Dietetics II	Activities Report – Individual	0	Includes daily journal and brief weekly report
			One video every week -formative	0	Students will need to upload on Blackboard one video every week, to indicate their

					progress and the activities they covered
			First Assessment Portfolio of evidence of Internship I (40%) & Oral Presentation (10%) -summative	50%	a. Students will record all the information required to demonstrate the completion of the activities and assignments needed to demonstrate the achievement of Internship I learning outcomes (40%) b. Students will give an Oral Presentation based on their Portfolio (10%)
			Final Assessment Personal Development Planning Report (PDP) -summative	50%	PDP Report (2,500-3,000 words) Grading of the PDP report takes the Internship Provider evaluation into account
NU 4951	L6	Internship in Nutrition and Dietetics III	Activities Report – Individual One video every week -formative	0 0	Includes daily journal and brief weekly report Students will need to upload on Blackboard one video every week, to indicate their progress and the activities they covered
			First Assessment Portfolio of evidence of Internship I (40%) & Oral Presentation (10%)	50%	a. Students will record all the information required to demonstrate the completion of the activities and assignments needed to demonstrate the achievement of Internship I learning outcomes (40%)

			-summative		b. Students will give an Oral Presentation based on their Portfolio (10%)
			Final Assessment Personal Development Planning Report (PDP) -summative	50%	PDP Report (2,500-3,000 words) Grading of the PDP report takes the Internship Provider evaluation into account
OPTIONAL MODULES -LEVEL 6 (One of the following, depending on the Pathway)					
NU 4242	L6	Nutrition and Lifestyle Medicine	Essay questions/problems (in-class or as homework assignments) -formative One video every three days -formative	0 0	Essay questions/problems (in-class or as homework assignments) Students will need to upload on Blackboard one video every three days, for 2 weeks, to indicate their progress for their personal goals project
			First Assessment Case studies (written reports) -summative	20%	Case studies (written reports)
			Second Assessment a. Personal goals project (25%)	50%	a. Students set a SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) lifestyle goal for 2 weeks and rate their stage of change. Students follow their progress by using the appropriate tools. At the end of the two weeks, students write a report of the project,

			b. Written assignment (2,000 – 2,500 words) (25%) -summative		where they need to evaluate their behaviour change and their personal goals and challenges. (25%) b.Students will critically review the literature for a given topic in nutrition and Lifestyle Medicine and propose an intervention plan using the concept of Lifestyle Medicine.
			Final Assessment In-class final examination (1.5-hour) -summative	30%	Essay and short answer questions
NU 4344	L6	Food Supplements in Health and Disease	Essay questions/problems (in-class or as homework assignments) -formative In-class or online quizzes -formative	0 0	Essay questions/problems (in-class or as homework assignments) In-class or online quizzes
			First Assessment Written assignment (2,000 – 2,500 words) & Presentation Written assignment (25%) Oral presentation (10%) -summative	35%	Written assignment (2,000 – 2,500 words) & Presentation: a. Students will critically review the literature for a given topic in the role of food supplements in health and disease (25%) b. Oral presentation of the review (10%)

			Second Assessment Informative Video -summative	25%	Students will create a short video to inform a general audience about a clinically proven supplement selected. The commercial will explain the scientific/molecular actions of the food supplement
			Final Assessment In-class final examination (2-hour) -summative	40%	Short answer and essay questions
NU 4848	L6	Nutrition for Elite Athletes	Essay questions/problems (in-class or as homework assignments) -formative	0	Essay questions/problems (in-class or as homework assignments)
			In-class or online quizzes -formative	0	In-class or online quizzes
			First Assessment Written assignment (2,500 – 2,500 words) & Presentation -summative	40%	a. Students will propose a nutritional intervention for elite athletes after critically reviewing the literature (30%) b. Oral presentation of the intervention and review (10%)
			Final Assessment	60%	Essay and case study questions

			In-class final examination (2-hour) -summative		
NU 4445	L6	Food Technology and Safety	Essay questions/problems (in-class or as homework assignments) -formative In-class or online quizzes -formative	0 0	Essay questions/problems (in-class or as homework assignments) In-class or online quizzes
			First Assessment Written assignment (2,000 – 2,500 words) & Presentation -summative	40%	a. Students will propose the design of a new food product, taking into consideration sustainability and safety rules. For this reason, students will have to critically review the literature, along with consumer needs and trends. (30%) b. Oral presentation of the new food product proposal (10%)
			Final Assessment In-class final examination (2-hour) (short answer and essay questions) -summative	60%	Short answer and essay questions
NU 4343	L6	Food Biotechnology and Sustainability	Essay questions/problems (in-class or as	0	Essay questions/problems (in-

			homework assignments) -formative In-class or online quizzes -formative	0	class or as homework assignments) In-class or online quizzes
			First Assessment Written assignment (2,000 – 2,500 words) & Presentation -summative	40%	a. Students will critically review the literature for a given topic on food biotechnology and sustainability (30%) b. Oral presentation of the review (10%)
			In-class final examination (2-hour) -summative	60%	Short answer and essay questions

3.2 Giving your Feedback on this Programme

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

School of Science and Technology Programme Committee

The School of Science and Technology 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 Science and Technology.

Departmental Academic Society

The Nutrition and Dietetics program 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 Nutrition and Dietetics 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 Science and Technology, Department of Natural 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 Science and Technology 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 Science and Technology 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

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 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 agrees 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

Student Academic Support Services (SASS) is a service available to all ACG students, offering a vital program designed to enhance the educational experience. Through one-to-one and group workshop sessions, SASS learning facilitators support the development of academic and study skills at the undergraduate and graduate level across all schools. SASS learning facilitators recognize that individual qualities and efforts vary; therefore, they adopt a learner-centered approach in order to promote individual development and to respond to the needs of each student. SASS facilitators practice a non-instructional philosophy in which students' academic work reflects their own ideas, critical skills, and abilities.

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 – The ACG Care Center

Students are responsible for alerting the ACG Care Center to a known or suspected disability and/or learning difference, and for providing relevant documentary evidence if available. The ACG Care Center 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 Care Center on campus.

At the ACG Care Center, the mission is to ensure that every student has the opportunity to thrive through personalized support and accommodations. If a student needs academic accommodations, they need to reach the Care Center within the first two weeks of classes to schedule a meeting. During this meeting, they review the respective documentation, discuss the exam accommodations best suited to the student's needs, and complete the necessary forms.

4.7 The ACG Counseling Center

The Counseling Center of The American College of Greece offers a broad range of psychological services available to currently enrolled Deree students. Services are designed to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transitions of university life as well as help faculty and staff function more effectively in their work with students.

The services rendered include assessment of various psychological and interpersonal difficulties and interventions in order to help students deal with those difficulties. Services are provided by graduate psychology students in practicum, under the supervision of clinical psychology faculty. Problems typically presented by students include, but are not limited to, the following: emotional problems such as depression, anxiety and intense fears; social problems, such as difficulties with peer interactions, aggression and social withdrawal; problems within the family of students, such as lack of effective communication; psychophysiological problems, such as migraines, headaches or psychosomatic symptoms; educational problems, such as learning difficulties; self-control problems such as eating disorders and smoking. The ACG Counseling Center is in close collaboration with the ACG Care Center.

4.8 Career Services

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

4.9 Study Abroad

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

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

5.1are absent for more than one day

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

5.2are ill

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

5.3have a comment, compliment or complaint

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

5.4are considering withdrawing from the course

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

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

5.5need a reference letter

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

6. Other Relevant Policies

6.1 Attendance Policy

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

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

6.2 Student Punctuality Policy

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

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

6.3 Turnitin Policy and Student Guidelines

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

Guidelines for Student Use of Turnitin:

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

6.4 Transfer of credits

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

6.5 Evaluation of Transfer Credits

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

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

6.6 Credit by Assessment for Professional Experience

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

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

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

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

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

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

6.7 Student Matriculation

For the U.S. 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.

7. Internships I, II and III

- **Dietetic Internships:**

Nutrition and Dietetics students must complete **1,000 hours** across three summer terms:

- **Internship I:** Food industry [during Summer Term after Year 2]
- **Internship II:** Dietetic Offices, Community Health Units, Dietary Supplements sector [during Summer Term after Year 3]
- **Internship III:** Hospitals [during Summer Term after Year 4]
- **Quality Standards:** ACG partners with highly reputable organizations that offer supervised, hands-on training, mentorship, and ethical practice. Supervisors provide valuable feedback and foster professional development.
- **Foreign Students:** Non-EU students can participate by obtaining an AMKA (Greek Social Security Number) and registering with Ergani, per Greek law (ΦΕΚ Α' 118/07.07.2025).
- **Placement Process:**
 - Students submit an Internship Placement Application annually and may request individual matching if needed.
 - Students rank top three preferences; allocation uses an anonymized system if demand exceeds availability.
 - ACG ensures placement for all students, though timing may vary.
- **Declining Internship Placements:** Students are expected to accept all Internship Placements. Declines due to personal changes may lead to alternative Internship placement if available.
- **Notification:** Allocations are communicated at least two months before start; providers contact students 6 weeks prior. Students must follow up if no contact from the Internship Provider occurs.
- **Extended Weeks & Absences:** Extensions allowed for incomplete internships or illness, are capped at **500 hours per internship** and **1,500 hours total**. Priority will be given given to students with extenuating circumstances.
- **Exam Failure:** Students failing pre-placement assessments lose their spot and re-enter allocation after passing.
- **Absence from Internship I, II or III:** Any absence from Internship I, II or III placement may impact on a student's ability to fulfil the required 360 hours for each Internship, leading towards the completion of a total of 1000 hours.
- **Non-sickness Absence:** Requires a petition to CASP for justification.
- **Sickness or Justified Absence:**
 - **Up to 2 days:** No action if progress unaffected; otherwise, time must be made up.
 - **More than 2 days:** Additional days must be made up; prolonged absence is handled with the Supervisor/ Practice Dietitian at the Provider's Setting; the ACG Internship Mentor; the ACG Internships Coordinator.

- **Health Requirements:**
 - Students must be **fit to practice** and complete an Occupational Health Declaration Form before and during internships if health changes.
 - Any health or personal issues affecting internship must be declared promptly; medical documentation may be required.
- **Personal Circumstances:** Notify your ACG Internships Coordinator and/or ACG Program Coordinator of changes that impact Internship placement allocation or completion.
- **Placement Changes:** ACG Internships Coordinator arranges new placements if cancellations occur; affected students get priority.
- **Approval:** All placements must be approved by ACG and follow official monitoring guidelines.
- **Finance on Placement:** Costs related to internships (travel, accommodation) are not covered by either the Internship Providers or Deree – The American College of Greece.
- **Accommodation:** Internship Providers are not required to provide or arrange accommodation. They may offer guidance on local resources if students are unfamiliar with the area.
- **Standards of Conduct, Performance, and Ethics:** Students receive training on the Standards of Conduct, Performance and Ethics, set by HCPC, before Internship I, II and III. Additional annual meetings explain the Fitness to Practice Procedure, before each Summer Term.
- **Fitness to practice:** acting safely, ethically, and respectfully.
- **Fitness to Practice: Evaluation Points:**
 - **Before Internship I:** Interview with the Head of the Department, Program Coordinator and Internships Coordinator. The student will need to: a. Update the “Disclosing Unspent Criminal Conviction” form; b. Assess the Risk for Declaration, and complete and sign the “Declaring Occupational Health Conditions for ACG Dietetic Interns” form.
 - **Before Internship II and III:** Interview with the Program Coordinator and Internships Coordinator. The student will need to: a. Update the “Disclosing Unspent Criminal Conviction” form; b. Assess the Risk for Declaration, and complete and sign the “Declaring Occupational Health Conditions for ACG Dietetic Interns” form.
- **Allegations against an intern during internships:** are rare but will be investigated by ACG’s Practice Committee. The Committee will review each case separately and will judge based on all evidence collected.
- If a student is not able to complete **all** three internships [Internship I, II, and III], he/she will not be awarded a BSc (Hons) in Nutrition and Dietetics. However, the student may obtain a BSc (Ord) in Nutrition Science.
- If the student does not complete Internship III specifically, they will be required to fulfill the 2 credits for Internship III by taking an additional elective course.

8. Accreditation

The new BSc (Hons) in Nutrition and Dietetics, validated by Open University, will fall under the current provisions for accreditation, through the process of **Recognition of Professional**

Equivalence of Academic Title, as laid down in current legislation set out by the Ministry of Education. The competent authority for issuing the relevant decisions is the Independent Department for the Implementation of European Legislation (A.T.E.E.N.) of the Ministry of Education and Religious Affairs.

Students will be able upon graduation to:

- A.** Submit their application to **ATEEN** [Independent Department for the Implementation of European Legislation], which operates at the Ministry of Education, for **Recognition of Professional Equivalence of Academic Title**.
- B.** Become members of one of the two associations for Nutritionists and Dieticians in Greece, [Hellenic Association of Dietitians Nutritionists, in Athens or Union of Dietitians Nutritionists of Greece, in Thessaloniki] and then become members of the newly established legal entity [under public law]: “Association of Dietitians and Nutritionists of Greece”.
- C.** Become fully able to practice their profession.

9. Maximum Duration of Studies

Students are expected to complete their studies in a maximum of **7 years**. This derives from the number of years expected to complete the BSc in Nutrition and Dietetics ($n = 4$ years) being doubled, minus 1 [$2n-1 = 7$].

For students that exceed the 7 years, their case will need to be examined separately. Each case should be considered carefully, taking into consideration Extenuating Circumstances. In case of a necessary extension, the student may be required to take a number of training seminars in order to align with the most current guidelines in the field of Nutrition and Dietetics.

List of Appendices and Policies

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

Appendix B: Programme Specification

ACG Policies:

- ACG Equality, Diversity and Inclusion Policy & Non-Discrimination, Harassment and Sexual Misconduct Policy: [EDI-ND-HSM-Policy-2025_final.pdf](#)
- Student Code of Conduct: [Aug28_2025_ACG-Student-Code-of-Conduct.pdf](#)
- FCPA (Anti-Bribery and Anti-Corruption) Policy: [FCPA-Anti-Bribery-and-Anti-Corruption-Policy.pdf](#)

- Personal Data Protection Policy: [The American College of Greece | Personal Data Protection Policy](#)
- Energy Policy: [ACG_energy_policy.pdf](#)
- Computers Ethics Policy: [Computer Ethics Policy-3](#)
- Email Policy: [Email_Policy.pdf](#)
- Acceptable Use of IT Resources Policy: [acceptableuseoftechnologicalresources.pdf](#)
- Password Policy: [PasswordPolicy.pdf](#)
- Campus Access Policy: [Microsoft Word - Security Document- ACG Campus Access Policy 2017\[45028\]\[2\].doc](#)
- Residences Rules and Regulations: [Residences-Rules-and-Regulations.pdf](#)
- Safeguarding Policy: [Safeguarding-Policy_2025.pdf](#)
- Regulations for validated awards of The Open University for institutions offering Dual Awards: [Regulations for validated awards of The Open University for institutions offering Dual Awards](#)