



# STUDENT HANDBOOK

**BA (Honours) in Sociology**

**2024-2025**

**School of Liberal Arts and Sciences**

Deree – The American College of Greece

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

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# 1. Welcome to the Programme

## 1. Message from the Dean

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

**Dr. Helena Maragou**

*Dean, School of Liberal Arts & Sciences*

## 2. Message from the Department Chair

*Sociology is the study of anything human, from social relations and groups to institutions and social systems. It is a vibrant and enlightening major that combines scientific rigor grounded on systematic methodologies with theoretical interpretations that provide deeper, critical understandings of social life. A sociological lens helps us to grasp our increasingly complex, diverse, and interconnected globalized world, with its universally challenging social issues (e.g. social inequalities, mass migration and refugee movements, social identities and divisions, political instability, environmental destruction, global pandemics and so on). Sociology questions lay perceptions of society, makes invisible structures visible, and provides a roadmap that can facilitate social change. If you are concerned about the state of the world and want to improve it, sociology is an excellent choice for you.*

*Our department provides a learning environment in which students develop a firm grasp of sociological theory and research and are encouraged to think critically and independently. The Sociology curriculum covers areas as diverse as globalization and migration; social inequalities and social problems; gender, family, work, and health; media and film; deviance and crime; urban sociology and sociology of architecture; consumer culture and the environment; collective action and social movements; sociology of emotions; modern Greek society and culture, quantitative and qualitative research methods; and classical and contemporary theories, among others. I invite you to read this handbook and to find out more about the Sociology programme.*

*Besides providing a rich reserve of knowledge in a variety of sociological subfields. A B.A. in Sociology equips students with a skillset uniquely suited for postgraduate studies and successful 21st-century careers. Sociology students develop a sophisticated and critical approach to current social issues and problems, extend their sociological perspective to a diversity of fields; obtain experience in doing original research; develop analytic problem-solving, social and communication skills which are highly valued across the professional spectrum.*

*On behalf of the Sociology Department faculty, I welcome you to our programme. We are committed to making your time rewarding, intellectually challenging and memorable.*

**Chryssa Zachou, PhD**

*Chair of the Department of Social Sciences*

### 1.3 Deree-The American College of Greece

The American College of Greece (ACG) is a US non-profit institution. The educational system at DERE-ACG is based upon that of American institutions of higher learning. The school provides its students with a quality education of a standard equivalent to that of the most respected colleges and universities in the United States by virtue of the College's accreditation by NECHE, the oldest accrediting body in the United States. In 2010, DERE-ACG entered into a partnership with The Open University of the U.K., the largest university in Europe, for the purpose of programme validation. All the undergraduate programs offered at DERE-ACG are validated by The Open University, UK ([www.open.ac.uk/validate](http://www.open.ac.uk/validate)). Through these accreditation and validation relationships, DERE-ACG students undertake studies leading to the award of two degrees: a US Bachelor's degree, reflecting institutional accreditation by NECHE, and a UK Honour's Bachelor's Award validated by The Open University.

#### Dual Degree

All degree-seeking students entering Deree-The American College of Greece (Deree-ACG) will be required to register for both the US, NECHE accredited bachelor's degree, and the European – UK award validated by the Open University.

The following may be exempted from this rule:

- a) students pursuing parallel studies at Greek public universities.
- b) Transfer students who have transferred 92 US credits or above applicable to their program.
- c) Readmitted students who have interrupted their studies before 2010 will have the option of pursuing only a Deree US degree.

Students who wish to be considered for these exemptions must petition the Committee on Academic Standards and Policies (CASP) through the Student Success Center during the first month after their initial registration at Deree.

### 3. Academic Calendar

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

### 4. Key Contacts

- American College of Greece: +30 210 600 9800
- Department Chair: [czachou@acg.edu](mailto:czachou@acg.edu), ext. 1032
- Dean's Office: [libarts@acg.edu](mailto:libarts@acg.edu) ext. 1359, room 515
- Academic Advising Office: [aao@acg.edu](mailto:aao@acg.edu) ext. 1431
- Student Success Centre: [ssc@acg.edu](mailto:ssc@acg.edu) ext.1326, 1333
- Registrar's Office: [registrar@acg.edu](mailto:registrar@acg.edu) ext. 1331, 1328, 1449, 1445
- Validation Office: [validation@acg.edu](mailto:validation@acg.edu) ext. 1428
- Student Affairs: [studentaffairs@acg.edu](mailto:studentaffairs@acg.edu) ext. 1197, 1442
- Student Government: [dc.sgorg@acg.edu](mailto:dc.sgorg@acg.edu) ext.1373
- Library helpdesk: [libraryreference@acg.edu](mailto:libraryreference@acg.edu) ext. 1434, 1267
- SASS: [sass@acg.edu](mailto:sass@acg.edu) ext.1273, 1276
- Study Abroad Office: [studyabroadoffice@acg.edu](mailto:studyabroadoffice@acg.edu) ext. 1029, 1412
- Career Office: [career@acg.edu](mailto:career@acg.edu) ext. 1313, 1316
- Educational Psychologist: Dr. Natassa Triga, [atriga@acg.edu](mailto:atriga@acg.edu) ext. 1167
- ACG Health and Wellness Center ext. 1500 & 1093
- Sociology Society: [dcsocsoc@acg.edu](mailto:dcsocsoc@acg.edu)

## **5. Keeping in Touch**

At ACG, academic and administrative staff 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/module notices as soon as possible. This will be via Blackboard, an email to your student email address or, if urgent, via the mobile phone number on our contact records.

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

## 2. Studying on this Programme

### 2.1. The Sociology Programme: Philosophy and Mission

The sociology programme which started in the 1960's as one of the first Bachelor's programmes offered at Deree – ACG, has a long and rich tradition since it also constituted the first sociology Bachelors programme in the country. The Sociology Department also incorporates the Anthropology modules, and Justice Studies (JS) modules. DERE-ACG was awarded NEASC (The New England Association of Schools and College) accreditation in 1981, and was reaccredited in 1986, 1996, 2006 and 2016. NEASC, currently NECHE (The New England Commission of Higher Education), is the oldest and most prestigious regional accrediting association in the US. It is recognized by the US Secretary of Education as a reliable authority on the quality of education for the institutions it accredits. It is also recognized by the Council for Higher Education Accreditation (CHEA). A five-year interim report was submitted by ACG to NECHE and was approved in May 2021.

The sociology programme at Deree-ACG seeks to prepare students to become competent professionals providing them with a solid background in sociological theory and applied sociology. The programme assumes no prior knowledge of sociology. It has a sequential structure that starts from first principles and gradually builds up student understanding of sociological concepts and analytical tools. It covers a comprehensive range of sociological fields, such as family and gender, inequality and stratification, social movements, urbanization, migration, etc., equipping students who complete the programme with appropriate skills for further graduate study and professional career. In addition, the sociology programme offers an optional film and media informal component with two Level 5 and two Level 6 courses, which reflects Sociology's contribution to media and communication studies at Deree as early as 1985, as well as diverse optional modules on health, modern Greek society and culture, alienation, suffering etc. More recently the programme added optional Criminology modules at L5 and Criminal Justice modules, under Justice Studies, at L4.

The sociology programme comprises a rigorous sociological theory component, ranging from modules introducing students to key theoretical paradigms to advanced modules on the classical founders of the discipline and contemporary theories, including postmodernism and theories of globalization. As a result, students build initially this background in relation to applications in a variety of fields in society. Then they acquire at the intermediate and advanced levels rigorous theoretical training, culminating at the senior year thesis with applications of major theories to empirical sites of sociological research. This knowledge is distributed across (5) compulsory modules in sociology, namely:

- Introduction to Sociology – Level 4
- Sociology of Modern Life – Level 4
- Classical Sociological Theory – Level 5
- Contemporary Sociological Theory – Level 6, and
- Senior Thesis Seminar – Level 6

As a social science discipline, sociology at Deree comprises also rigorous methods training to enable the student to study real-world social action and behaviour. These skills are acquired in compulsory modules on statistics and research methods, namely:

- Introduction to Statistical Thinking – Level 4
- The Craft of Sociology: Research Practice and Writing- Level 4
- Qualitative Research Methods in Sociology– Level 5

- Quantitative Methods in Sociology – Level 5
- Senior Year Thesis – Level 6

Given that sociology graduates with competence in sociological theory and research target demanding graduate programmes in the UK, other European countries and the US, the Deree-ACG sociology programme balances the applied research component with theoretical applications across specialisms. Both the theory and methods components are developed throughout programme levels. The research component is further fortified, in addition to the sociology modules available, by one compulsory module in statistics at Level 4. Level 5 engages students in quantitative and qualitative methods and culminates with the Level 6 Senior Year Thesis, where students demonstrate knowledge and transferable skills in theory and methods. The theory component begins at Level 4 and acquires a rigorous profile at Levels 5 and 6 with classical sociology and contemporary sociological theory respectively. The theory component converges with the methods component in the capstone Senior Year Thesis module.

The programme includes two optional modules at level 4, which expose students to other social sciences, such as anthropology, economics, justice studies, political science, and psychology and thus delineate their boundaries with sociology. Levels 5 and 6 offer a wide range of optional sociology modules that enable students to acquire a deeper knowledge in sociology specialisms of their interest.

Curricular structure is regularly revised to cater for changing occupational environment for sociology professionals, reflecting more accurately global and local changes in the field of sociology, new developments in sociological theory, creation of new fields and adjustments in traditional areas of sociology. Revision is also conducted in line with interdisciplinary programmes as well as entry requirements by UK and US universities across graduate programmes. A programme overhauling took place prior to the 2011 OU Validation. In that validation the Sociology programme earned validation without conditions or recommendations.

In the words of the then Vice President of Academic Affairs Todd G. Fritch:

*“This program is only the second to be recommended for validation without any conditions or program-level recommendations; truly an outstanding accomplishment, indeed!”* (Memorandum to DEREI faculty and students by the Office of the Vice President of Academic Affairs, March 10, 2011).

The Panel made three commendations:

- *the College’s commitment in balancing scholarship, enquiry and teaching;*
- *the enthusiasm and collegiality of the programme team; and*
- *the engaged and articulate nature of students, for example as reflected in their involvement in the Sociology Society*

(The Open University Validation Report, March 9, 2011, p. 10)

For the 2021 OU Revalidation the sociology programme introduced new modules, updated the existing ones and has revised its assessments to strengthen its approach to a fair and pedagogically sound set of different assessments. Sociology is, by definition, a dynamic and critical discipline that encourages the ever-alert, critical and reflective study of the transformation and change of the social world. Sociologists need to constantly turn their gaze to contemporary changes in the social



world and to keep up with the latest developments in their discipline. In underlying the significance of such enrichment and diversity in the subjects of contemporary sociology, the programme has incorporated several new modules. Among them are two container courses (one at L5 and one at L6) which will focus on a different selected topic every time they will be offered. The container courses aim to introduce students to various contemporary sociological subjects and advanced theory and research topics which were not covered, or were not covered in depth in the previous programme and will help to keep the Sociology curriculum updated and relevant.

The mission and educational aims of the Sociology programme have been the outcome of area meetings, with active participation, feedback, and discussion by all members of sociology staff.

## **2.2. Sociology Programme Mission**

In congruence with the mission of the College and the School of Liberal Arts and Sciences, the Sociology Department provides an academic and professional environment that enables students to learn the social science discipline of Sociology in its theoretical and applied components and to develop the skills they need to succeed as graduate students in sociology and other related fields or as professionals.

### **2.3 Educational Aims**

The Sociology programme aims to develop for its students a firm foundation on sociology's theory and evidence-based conceptual tools and methods. It also provides students with a diverse range of fields to which sociology contributes as a rigorous discipline. Simultaneously, it sensitizes them to ethical and epistemological issues and controversies, which define sociology's status as a social science discipline and mark its diverse responses to social change. Upon completion of the program students can pursue graduate studies in sociology and related fields in social sciences and media studies, as well as professional work in a variety of organizations.

The primary goals of the Sociology program are to:

- Provide students with a solid background in theoretical and applied sociology.
- Develop students' analytical and critical reasoning about theoretical paradigms in sociology, their conceptual complexity and their empirical resourcefulness in explaining an ever-changing social reality.
- Provide students with adequate qualitative and quantitative skills foundational for applied sociology.
- Foster an interdisciplinary Liberal Arts approach between sociology and other related social science disciplines.
- Prepare students for successful postgraduate education.

### **2.4. Programme Learning Outcomes**

- Demonstrate knowledge and understanding of a diversity of key concepts and theoretical models; learn to apply them across a range of concrete social issues/ problems/phenomena at a local, regional, national and global level being also able to recognize the potentially contested perception and application of sociological knowledge for researchers and publics alike.
- Recognize key sociological concepts pertinent to both everyday interaction and to academic/ professional resources for informed and critical decision-making.
- Demonstrate competence in conducting research according to discipline-specific ethical standards; utilize different types of qualitative and quantitative data and develop the ability to interpret and reflexively analyse them.

- Demonstrate a measure of knowledge in an array of different social sciences, exploring interdisciplinary linkages and shifting disciplinary boundaries, and thus become better informed citizens and professionals, capable also of recognizing forms of abuse and prejudice.
- Analyse, synthesize and critically evaluate sociological knowledge across a range of societal issues
- Develop the ability to perform a critical evaluation of the body of knowledge acquired through the entire programme, keeping an open mind about different methodological approaches
- Effectively communicate theoretical concepts and research results in a meaningful way, suitable for lay audiences but also at a required level of sophistication for the sociology scholar

By the end of the program, sociology students are expected to develop a range of discipline-specific and other skills.

A. *Knowledge and Understanding*

1. Demonstrate knowledge of:
  1. core theoretical models of sociology
  2. principal social institutions and processes initiated by modernity
2. Understand key areas of sociology like social inequality, gender and social problems and how they apply to other sociology specialisms.
3. Understand globalization and its relation to social change, power, identity and difference, across national, regional and local contexts
4. Become aware of the diversity of theoretical approaches in sociology (from its classical foundations to contemporary paradigms), their claims for explanatory adequacy and how rival sociological theories compare and complement each other
5. Understand and make use of the range of qualitative and quantitative research strategies in sociological methodology and identify the ethical aspects of social research.
6. Become aware of the social foundations of sociological knowledge and the status of sociology as a social science discipline. Enhance reflexive knowledge on the construction of sociological categories and research methods.

B. *Cognitive Skills*

1. Apply theoretical tools pertinent to the action-structure dualism in sociological theory.
2. Utilise quantitative skills in sociological research, and recognize the ethical implications of research practice
3. Utilise qualitative skills in sociological research, and recognize the ethical implications of research practice
4. Analyze and synthesize, with minimum guidance, issues relating to a variety of fields in sociology and thus become able to reflexively question taken for granted assumptions and bodies of knowledge

C. *Practical and Professional Skills*

1. Use sampling techniques to obtain data in order to conduct surveys
2. Prepare reports, including tables and charts, on research results
3. Use various qualitative techniques to conduct research according to context and situation.
4. Write theory and empirical oriented papers suitable for graduate work conveying concepts and methods to lay audiences with clarity and scholarly use of sophisticated sociological terminology, appropriate bibliographical support and evidence

D. *Key/Transferable Skills*

- D1. Recognize and apply key sociological concepts and sophisticated theoretical reasoning across a range of social issues and problems, being also able to recognize the potentially contested perception and application of sociological knowledge, for researchers and publics alike.
- D2. Develop information-retrieval and processing skills in relation to different types of sources or data (bibliographical, primary or secondary)
- D3. Use mathematical, statistical skills in order to:
  - measure and interpret social data

- interpret graphs and charts
- use distribution functions and hypothesis testing
- conduct independent research

D4. Demonstrate a measure of knowledge in an array of different social sciences, exploring inter-disciplinary linkages, thus becoming better informed citizens and professionals, capable also of recognizing forms of abuse and prejudice.

D5. Perform a critical evaluation of the body of knowledge acquired through the program, using their own words to describe, examine and explain sociological theory and sociological research findings to diverse audiences.

## 2.5. Programme Award Bands

Classification of bachelor degrees is based on the average mark across all modules within Level 6 and half of the modules in Level 5 (ratio 2:1).

Honours degrees are classified as:

First class	Aggregate mark of 70% or above
Upper Second class	Aggregate mark between 60% and 69%
Lower Second class	Aggregate mark between 50% and 59%
Third class	Aggregate mark between 40% and 49%

More information is available in the College catalog (pg. 49)

## 2.6. Programme Structure

The suggested programme is designed according to the QAA Sociology Subject Benchmark Statement. With the exception of two modules at level 4, all other modules carry 15 UK credits.

		UK Credit Hours
<b>Level 4</b>		<b>120</b>
L4	SO 1000 INTRODUCTION TO SOCIOLOGY	15
L4	SO 1001 SOCIOLOGY OF MODERN LIFE	15
L4	SO 2004 SOCIAL INEQUALITY	15
L4	SO 2020 FAMILY AND GENDER ROLES	15
L4	SO 2030 SOCIAL PROBLEMS	15
L4	PS/SO2260 INTRODUCTION TO STATISTICAL THINKING	10
L4	SO 2441 THE CRAFT OF SOCIOLOGY: RESEARCH PRACTICE AND WRITING	5
L4	<b>Two</b> of the following optional LE Social Science modules:	
L4	AN1000 INTRODUCTION TO ANTHROPOLOGY	15
L4	AN1003 CULTURAL ANTHROPOLOGY	15
L4	AN2025 STUDYING EVERYDAY LIFE: ETHNOGRAPHIC PERSPECTIVES AND CROSS-CULTURAL EXPLORATIONS	15
L4	CIN2227 MODERN GREEK CINEMA	15
L4	JS1001 INTRODUCTION TO CRIMINAL JUSTICE	15
L4	JS2010 LAW AND SOCIETY	15
L4	PO1015 INTRODUCTION TO POLITICAL SCIENCE AND GLOBAL AFFAIRS	15
L4	PO2000 POLITICAL ORGANIZATION	15
L4	PO2001 POLITICAL BEHAVIOUR	15
L4	PS1000 PSYCHOLOGY AS A NATURAL SCIENCE	15
L4	PS1001 PSYCHOLOGY AS A SOCIAL SCIENCE	15
<b>Level 5</b>		<b>120</b>
L5	SO 3015 SOCIOLOGY OF GLOBALIZATION	15
L5	SO 3035 MIGRATION IN THE GLOBAL AGE	15
L5	SO 3260 CLASSICAL SOCIOLOGICAL THEORY	15
L5	SO 3411 QUANTITATIVE METHODS IN SOCIOLOGY	15
L5	SO 3516 QUALITATIVE RESEARCH METHODS IN SOCIOLOGY	15
L5	<i>Three (3) additional Level 5 modules from one of the following:</i>	
L5	SO/ES 3002 ENVIRONMENT AND SOCIETY	15
L5	SO3007 HEALTH AND SOCIETY	15
L5	SO3009 TOURISM AND LEISURE IN MODERN SOCIETY	15
L5	SO3025 MEDIA AND SOCIETY IN THE 21 <sup>st</sup> CENTURY	15
L5	SO3037 SOCIOLOGY OF DEVIANCE	15
L5	SO/JS 3038 CRIMINOLOGY	15
L5	SO 3046 SOCIOLOGY OF EMOTIONS	15
L5	SO/CIN 3112 CONTEMPORARY CINEMA AND SOCIETY	15

L5	SO3119 CONSUMER SOCIETY	15
L5	SO 3127 SOCIOLOGY OF ARCHITECTURE	15
L5	SO 3148 SELECTED TOPICS IN CONTEMPORARY SOCIOLOGY	15
<b>Level 6</b>		<b>120</b>
L6	SO 4106 URBAN SOCIOLOGY	15
L6	SO 4143 SOCIOLOGY OF SCIENCE AND TECHNOLOGY	15
L6	SO 4213 COLLECTIVE ACTION AND SOCIAL MOVEMENTS	15
L6	SO 4231 RELIGION AND SOCIETY	15
L6	SO 4461 CONTEMPORARY SOCIOLOGICAL THEORY	15
L6	SO 4790 SENIOR YEAR THESIS	
	<i>Two (2) additional Level 6 modules from one of the sets below:</i>	
L6	SO/CIN 4050 WORLD CINEMA POWER AND IDENTITY	15
L6	SO 4117 SOCIOLOGY OF WORK	15
L6	SO 4126 SUFFERING AND EVIL IN SOCIETY	15
L6	SO 4223 GENDER, MEDIA AND SOCIETY	15
L6	SO 4318 MODERN GREEK SOCIETY AND CULTURE	15
L6	SO 4355 ADVANCED STUDIES IN SOCIOLOGICAL THEORY AND RESEARCH	15

Please note that:

Level 4 - equivalent in standard to the first year of a full-time undergraduate degree programme

- Compulsory modules – must be taken
- Optional modules – selected from a range of identified Social Science modules

Level 5 - equivalent in standard to the second year of a full-time undergraduate degree programme

- Compulsory modules – must be taken
- Optional modules – selected from a range of identified sociology modules

Level 6 - equivalent in standard to the third year of a full-time undergraduate degree programme

- Compulsory modules – must be taken
- Optional modules – selected from a range of identified sociology modules

## 2.7. Description of Modules

In the first year, all sociology modules are compulsory but students have a range of choices for two optional modules in other Social Sciences. In the second and third years, beyond the set of compulsory modules, students can choose from a number of optional modules. Each year students study a total of 120 credits and the modules build over the years to provide both breadth and depth of understanding. The first year provides a thorough grounding in basic areas of sociology with

exposure also to statistics. During that year, students take two modules in general sociology, which provide foundation knowledge of the subject matter, one module in statistics for behavioral science, one module that introduces them to sociological research practice and writing and three additional sociology modules in key areas like inequality, gender/family and social problems. The programme outcome of understanding the difference between sociology and other social sciences is met via the two optional social science modules chosen from anthropology, justice studies, political science and psychology.

The second year provides a consolidation of three core domains in sociology. At the second year, the programme deepens methodological knowledge and skills with two research related modules on quantitative and qualitative methods, two modules on globalization and one on classical sociological theory. Students have also the opportunity to start exploring sociology modules tailored to their interests and thus can choose from three optional modules in sociology.

Level 6 modules, in the third year of study, offer the opportunity to conduct an original piece of research work in the form of long essay through compulsory modules in three key areas of the discipline, as well as to consolidate advanced theoretical knowledge of contemporary theory. Advanced students are asked to write a dissertation in the programme's capstone module. In continuation with optional modules in year two, students can choose from two optional modules at L6.

For a detailed description of the Sociology Programme modules visit the [online college catalog](#).

The following table presents student progression and OU requirements completion in three (3) years with enrollment to eight (8) modules per year.

**INDICATIVE PROGRESSION TABLE**

Y E A R	FALL SEMESTER					SPRING SEMESTER				
	MODU LE RUBRIC	MODULE TITLE	C R E D I T S	LE V EL	COMPUSO RY/ OPTIONAL	R U B R I C	MODULE TITLE	C R E D I T S	LE V EL	COMPUSO RY/ OPTIONAL
1	SO 1000	Introduction to Sociology	15	4	compulsory	SO 1001	Sociology of Modern Life	1 5	4	compulsory
	SO	Social	15	4	compulsory	SO	Social	1	4	compulsory
	SO 2020	Family and Gender Roles	15	4	compulsory	SO 2260	Introduction to Statistical Thinking	1 0	4	compulsory
						SO244 1	The Craft of Sociology	5	4	compulsory
	*	Social Science Option	15	4	compulsory	*	Social Science	1 5	4	compulsory
	<b>TOTAL</b>		<b>60</b>			<b>TOTAL</b>	<b>6</b>			
2	SO 3015	Sociology of Globalization	15	5	compulsory	SO 3035	Migration in the Global	1 5	5	compulsory
	SO 3260	Classical Sociological Theory	15	5	compulsory	SO 3411	Quantitative Research Methods in Sociology	1 5	5	compulsory
	SO 3516	Qualitative Methods in Sociology	15	5	compulsory	**	Sociology Option	1 5	5	compulsory
	**	Sociology Option	15	5	compulsory	**	Sociology Option	1 5	5	compulsory
	<b>TOTAL</b>		<b>60</b>			<b>TOTAL</b>	<b>6</b>			
	SO 4106	Urban Sociology	15	6	compulsory	SO 4231	Religion and Society	1 5	6	compulsory
	SO 4313	Collective Action and Social	15	6	compulsory	SO 4143	Sociology of Science and Technology	1 5	6	compulsory

3	SO 4461	Contemporary Sociological Theory	15	6	compulsory	SO 4690	Senior Thesis Seminar	1 5	6	compulsory
	***	Sociology Option	15	6	compulsory	***	Sociology Option	1 5	6	compulsory
		<b>TOTAL</b>	<b>60</b>				<b>TOTAL</b>	<b>6</b>		



## 2.8. Academic Staff

Below are listed staff members, who teach modules of the Information Technology programme:

### Teaching Staff

***Chryssa Zachou, PhD, Associate Professor of Sociology & Chair of the Department of Social Sciences***

*BA, Deree – The American College of Greece; Ptychion Panteion University (Sociology); M.Sc, London School of Economics and Political Science (Sociology); Ph.D, University of Essex*

Chryssa Zachou is Chair of the new Department of Social Sciences and has previously served as Head of the Sociology Department from 2017 to 2024. She has developed and taught modules on qualitative research methods, migration, gender and media, religion, and consumer society among others. She has also taught at the University of Piraeus and the National Kapodistrian University of Athens graduate and undergraduate programmes and was a Visiting Lecturer at the Hellenic Open University. She has conducted research on a variety of issues that reflect her broad scholarly interests and has participated as the scientific coordinator and senior researcher in research programs of the Center for the Study Gender Equality (KETHI) and the National Research Center of Greece (EKKE). She has published books, journal articles and book chapters in edited volumes in Greek and in English. Her most recent publications include the *Research Trajectories in Collective Memory*, co-authored with M. Thanopoulou and I. Tsiganou (National Center of Social Research and Papazissis 2023) and *The Qualitative Researcher in the Field: Reflexive Retrospections*, co-edited with M. Thanopoulou (Papazissis in 2021). Dr Zachou is an active member of the International Sociological Association since 2006 and has repeatedly presented papers in international conferences including the World Congress of Sociology and other major conferences organized by the International Sociological Association, the British Sociological Association, and the European Sociological Association. She is also one of the founding members of the Hellenic Sociological Society in whose Executive Board has been elected to serve several times. She is also the editor of the journal *Greek Sociological Review*.

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**Spyros Gangas, Ph.D., Professor**

**Sociology**

*BA, Deree – The American College of Greece; PhD, The University of Edinburgh*

Dr. Gangas joined the Deree Sociology Department in 1999 and served as Head of the Department for two consecutive terms until 2017. He has also taught at the University of Wales (College of Cardiff), at Panteion University (Athens) and at Kobe College in Japan. His research focuses on classical and contemporary sociological theory, capability approach, value-theory, and film studies. He is the author of *Sociological Theory and the Capability Approach* (Routledge, 2019) and co-author (with Georgia Lagoumitzi) of *Sociology in Greece: Its History and Development* (Palgrave Macmillan, 2022). His work has also appeared in: *Current Sociology, History of the Human Sciences, Human Studies, Journal of Classical Sociology, Social Science Information, Hegel-Jahrbuch, The Journal of the Faculty of Letters of Tokyo University* and in the Greek journals *Axiologika, Deukalion* and *Momentum*. He also writes film commentaries for the Greek journal *To Dendro*. He is the author of a book on Durkheim in Greek, has co-edited a volume of translated essays by Georg Simmel in Greek, and has contributed book chapters to edited volumes with Greek and UK publishers. He has also presented papers at conferences organized by the International Sociological Association, the European Sociological Association and the Hellenic Sociological Society.

**Giannakopoulou, Georgia, Ph. D Assistant Professor & Director of the International Honors Programme**

**Sociology and International Honors Program**

*BA, Sociology, Deree – The American College of Greece; MPhil, Sociology, University of Glasgow; PhD Sociology University of Glasgow; Post-Doctorate Research, Panteion University of Social and Political Sciences.*

Dr. Giannakopoulou joined the International Honors Program in 2015 and the Sociology Department in 2019. Her teaching includes introductory sociology, sociology of architecture, courses on urban imaginaries/representations, political satire, and research. Dr. Giannakopoulou specializes in classical and critical social and sociological theory. She has translated works by Pyotr Kropotkin and Noam Chomsky and has published a number of articles in international and Greek academic journals. She holds the David Frisby Athens archive and is the editor of three books on David Frisby's social theory. Her latest publications include *The Building of Modern Antiquity: Hymns and Laments for Athens* (forthcoming) and *The Detective of Modernity – Essays on the Work of David Frisby* (co-ed with Professor Graeme Gilloch), both published by Routledge/Taylor & Francis. Her research focuses on the critiques of modern historiographies with emphasis on Athens and the sociological study of architecture. She has served as the ACG Liaison with the Global Liberal Arts Alliance and as the Honors Thesis Coordinator. She was currently appointed as the Director of the ACG International Honors Program.

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**Gregory Katsas, PhD- Associate Professor of Sociology & Director of Student Academic Support Services**

*BS in Behavioral Sciences, Drew University; MS & PhD, Fordham University*

Dr Gregory Katsas received his PhD degree in 1992 from Fordham University in social demography and minority integration. He has been a member of the Sociology Department since 1993. He has also taught in the United States and the Hellenic School of Military Medicine. His academic interests include migration studies, social inequality, heritage tourism and issues related to teaching and learning. He is the Director of Student Academic Support Services, which provides academic skill development for DERE students and, in addition, he serves as advisor to the “Art Through the Lens” club. In his leisure time, he enjoys photography.

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**Mavrommatis, Michael, PhD – Assistant Professor in Sociology**

***Sociology and International Honors Program***

*BA Sociology, Deree – The American College of Greece; MA Sociology and Health Studies, University of Essex; MA Refugee Care, University of Essex; PhD Sociology University of Essex*

Dr. Mavrommatis obtained his PhD in Sociology from the University of Essex in 2007. He has also been awarded the status of Fellow of the Higher Education Academy (FHEA). His academic and research interests include narrative medicine, health policy, refugee care, media and social representations, and mental illness. He has held a number of academic positions in the UK, including Lecturer in Sociology, University of Suffolk (2012-2021) and Teaching Fellow, University of Essex (2010, 2012-2016). In the context of his work in the UK, he designed and delivered a wide variety of courses in the areas of Medical Sociology, Mental Illness and Psychiatry, Criminology, Media studies, Social Anthropology, and Politics. He has been a member of the Sociology Department since 2022 and assumed the role of Honors Thesis Coordinator in the International Honors Program in 2024.

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**Georgia Lagoumitzi, MPhil. - Lecturer**

**Sociology**

*BA, Sociology, Deree College – The American College of Greece; BA, Sociology, Panteion University; M.Phil., Sociology, University of Oxford (St. Antony's College)*

Georgia Lagoumitzi has been a member of the Deree Department of Sociology since 1988. Her current teaching interests involve courses such as the Sociology of Globalization, Collective Behavior and Social Movements, Modern Greek Society and Culture while she also supervises the Senior Year Theses. Her research interests include modern Greek diasporas with an emphasis on Pontic Greeks, collective memory and trauma, and Mannheim's theory of generations. She is co-author (with Spyros Gangas) of *Sociology in Greece: Its History and Development* (Palgrave Macmillan, 2022) and author of chapters in the books *Agency and Immigration Policy* (S. Magliveras, ed., 2020). *Defining and Re-Defining Diaspora: From Theory to Reality* (ed. M. David & J. Muñoz-Basols, 2011), *Max Weber: Interpretative Texts* (N. Tatsis ed., Odysseas 1998-in Greek). She has presented papers at Conferences organized by the Hellenic Sociological Society, the European Sociological Association and the Migration Conference.

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**Evangelia Andreadou-Samara, MSc – Lecturer**

**Sociology**

*BA, Social Sciences – Sociology, Manchester Metropolitan University; MS, Sociological and Anthropological Sciences, University of Salford*

Prof. Lia Samara joined Deree in 1984 and taught, apart from Introduction to Sociology and Sociology of Modern Life, modules on Health and Society, on Family and Gender Roles, on Social Problems and on Sexual Issues and Controversies. She was, also, a lecturer of Public Relations, Human Relations at Work, Sociology and Business Psychology at TEI of Athens and Piraeus from 1985 to 1996. Since 2001 she serves as a full-time faculty member in the Department of Sociology at Deree and her main research interests include studies on Family, Gender Roles and Health related Social Issues. She was involved in research on the relationship between mental illness and socioeconomic status and presented it at the Faculty Research Seminar Series. She served as the advisor of the Health and Social Awareness Club of Deree from 2013 -2020. The club was nominated for the Award for Outstanding Leadership and Contribution to Student Life in 2015. As the advisor of the club, she guided students in organizing various activities/events of social nature in an effort to advance their social responsibility.

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**Aristeidis Panagiotou, PhD – Part-time Faculty**

**Sociology**

*BA, Sociology Deree – The American College of Greece; MSc, Sociology, University of Oxford; PhD, Sociology, University of Essex*

Dr. Panagiotou has been a member of the Department of Sociology since 2020. He is currently teaching courses in the areas of Sociology and Anthropology. He has also taught at the University of Essex and the Hellenic American Educational Foundation (HAEF). He is the author of *Structure, Agency, Biotechnology: The Case of the Rothamsted GM wheat trials* (Anthem Press, 2017 – reprinted in paperback form in 2019). Furthermore, he has worked as a researcher for the Hellenic Federation of Enterprises (SEV), where he co-authored the report 'The Future of Work: Tendencies, Challenges and Prospects for the Enterprises' that was submitted to the International Labor Organization (ILO). He has also presented papers at conferences organized by the British Sociological Association, the European Sociological Association, the International Sociological Association, the Society for the Social Studies of Science, as well as the Strong Structuration Theory Workshop, where he presented the keynote speech. His principal areas of research include the relationship between sociological theory and methodological bracketing, the quality of knowledge claims in scientific debates, and theorizing human/non-human relations.

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**Chara Chioni-Chotouman, PhD- Part-Time Faculty**

**Crime, Law and Justice and Sociology**

*LLB National and Kapodistrian University of Athens, LLM and PhD in Criminal Law and Criminal Procedural Law, National and Kapodistrian University of Athens, Postdoctoral Researcher, Aristotle University of Thessaloniki*

Chara Chioni-Chotouman holds a PhD in Criminal Law and Criminal Procedure. During her doctoral studies at the Faculty of Law at the National and Kapodistrian University of Athens, she was a scholarship recipient from the State Scholarships Foundation (IKY). She is currently a Postdoctoral Researcher at the Faculty of Law at the Aristotle University of Thessaloniki focusing on drug trafficking. She has published two monographs titled *Victim's Rights in Criminal Proceedings* and *The offense of Rape*. She has also published various articles in both English and Greek, participated in educational programs, and delivered lectures in Greece and abroad.

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**2.9. Programme Resources**

**Library Resources and Services**

**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](http://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.

### Library resources

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

**John S. Bailey Library** provides extensive print, electronic and audio-visual resources in support of the College's academic 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 118,000 books, 420,000 e-books, more than 38,000 academic journals, 225 newspapers titles 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](http://library.acg.edu)) on campus as well as remotely.

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

- **Communications of the ACM:** articles; conference proceedings; provided by the worldwide computing industry standards organization.
- **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.
- **Annual Reviews:** Access to the Annual Reviews' "Social Sciences Collection", which includes full text access of current issues (with a short backfile) of eight journals in the social sciences.
- **Credo Reference:** a collection of over 270 online reference books by SAGE Publications in various fields of study (business, geography, law, medicine, psychology, religion, science and the social sciences).
- **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 Handbooks Online:** A collection of 880 handbooks in a variety of academic fields including psychology, business and management, political science, economics and finance, philosophy, literature, classical studies, and history all published by Oxford University Press.
- **Oxford Reference:** A collection of over 200 general and subject-specific reference titles published by Oxford University Press, covering more than 25 subjects. from art to accounting, music to marketing, and computing to communication. Contains over 16,000 illustrations and more than 775 locator, physical and political maps.
- **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.
- **Project Muse:** A full text collection of current content from over 160 scholarly journals in the fields of the humanities and the social sciences.
- **Sage Premier:** An electronic collection of more than 1000 peer-reviewed journals including high-impact research titles published on behalf of over 500 scholarly and professional society. Covers a wide range of academic disciplines including business; humanities; social sciences; science, technology, medicine; and more.
- **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.
- **Statista:** Access to over 1 million statistics gathered by market researchers, trade organizations, scientific publications, and government sources. Statista consolidates statistical data on over 80,000 topics from more than 22,500 sources. Content can be downloaded in image, PowerPoint or Excel format.

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 programmes.

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 modules 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 30 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.

### **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.
- STATA: 25 licenses. Licenses are concurrent and are renewed annually.
- NVIVO: 20 licenses. Licenses are per machine and are renewed annually.
- E-views: 3 licences currently in operation. Licences are per machine and are renewed annually.
- Blackboard platform: The licence is renewed annually.
- Turnitin Plagiarism Detection software: Licence is renewed annually.

### **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 endeavours, 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, include the following:

- **Instructional Technology**

A specialized online content management system, Blackboard Learn, is used in modules to enhance the student experience and support the instructional program.

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

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

- Access module 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 introduced electronic learning resources to undergraduate modules. Students registering for these modules have received the required textbook(s) in an electronic format (e-book) along with various other electronic module 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**

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 IRM department of The American College of Greece, is providing Microsoft Office 365 Pro Plus to all registered students at no cost via the Microsoft Student Advantage program. This agreement between ACG and Microsoft allows the College to provide current students with the latest version of full Office at school and at home. The license to use the software is provided and validated to all students through the college email system (@acg.edu).

- **Microsoft e-Academy**

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

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

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

## **Media Centres**

The Media Centres at The American College of Greece support the instruction and research needs of ACG's faculty, students, staff and alumni by providing facilities, collections and expertise for researching, viewing and producing a wide range of media. The Centres provide equipment and expertise for producing video for classroom and extracurricular projects. Digital cameras, camcorders and audio recorders are available for loan to support the academic community. Multimedia stations are available for editing audio and video, scanning and manipulating images, and creating presentations. Workshops (offered on demand during the term) provide instruction on multimedia hardware and software available in the Centre. The Centre's media collection comprises more than 1,000 DVDs and 1,500 videotapes, as well as audiotapes, CDs, and CD-ROMs on a wide variety of subjects.

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

DEREE's Main Building and the Communications Building.

### **2.10. External Examiner**

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

The Chief External Examiner for this programme is:

Dr Gabe Mythen  
Professor of Criminology

Department of Sociology, Social Policy and Criminology-University of Liverpool

Academic Society Advisors provide an oral summary of External Examiners' reports in the first Academic Society General Assembly meeting after each Board of Examiners. The External Examiner's report is uploaded on the Society's Blackboard for student reference.

### **2.11. Work-Related Activities**

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

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

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

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

Career options can be pursued in:

- Higher Education: As successful postgraduates Sociology graduates can pursue career paths in academia abroad. Since the 1990s DERE Sociology graduates have taught, or are currently teaching, at the University of Edinburgh, the University of Wales (College of Cardiff), the University of Essex, Queen's College (University of London) and the LSE among others
- Other career paths, primarily abroad, include: employment in local, national and international organizations (i.e. business, human resources, health professions, social policy, social work, law and criminology), media outlets, NGOs and private education among others.

### **2.12. Opportunities for Graduates**

Since its early beginnings in the 1960s but primarily during the last 20 years up until recently, the Department of Sociology has established a proud record of outstanding Sociology graduates pursuing, and successfully completing, postgraduate studies (M.A, M.Phil and Ph.D.) at top

universities primarily in the UK, but also in the rest of Europe and in the U.S. Institutions at which our graduates have successfully continued their postgraduate academic tracks, include:

*(UK): University of Cambridge • University of Oxford • London School of Economics • University of Warwick • University of Edinburgh • University of Glasgow • University of Sussex • University of Essex • University of Lancaster • University of Manchester • Goldsmiths College (University of London) • Brunel University • City University • University of Kent.*

*(Rest of Europe): Université de Paris V • Université de Paris VIII • Université de Nancy I • University of Freiburg • University of Amsterdam • University of Groningen • Maastricht University • Utrecht university*

*(US): Harvard University • Yale University • Boston University • New York University • Syracuse University • University of Massachusetts • Johns Hopkins University • Northern Illinois University.*

## **3. Assessment and Feedback**

### **3.1. Assessment**

#### **Assessment Strategy and Procedure**

Although modules may employ assessment instruments which perform only a diagnostic or formative function, credit for the completion of a module 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, assessments are governed by criteria, which are explicitly communicated to students. More information on the assessment strategy and the general grading criteria of the College can be found in the College Catalog - Student Resources section.

#### **Examination Regulations and Procedures**

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

#### **Student Identity**

Students must carry with them their DEREЕ ID card in the examination room. For details on Checking of Student Presence Procedure, please visit online [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 posted on the module's Blackboard container:

- 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.

## **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 Chair.

### **School of Liberal Arts and Sciences Programme Committee**

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

### **Departmental Academic Society**

The Sociology Department facilitates 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.

Academic Societies offer students the opportunity to engage and collaborate with faculty in an academic discipline, attend lectures and seminars and participate in a wide range of activities that provide deeper engagement in a particular subject area. Consisting of members elected annually, the Governing Body of the Sociology Society represents Sociology students for academic matters and the organization of extra-curricular

events such as conferences, panel discussions and guest lectures, field trips, etc. They communicate with the faculty and administration. We would like to encourage all new and existing Sociology students to get involved with the Society so as to make the most of the academic and extra-curricular opportunities offered by the programme.

The Sociology Society became the recipient of the School of Liberal Arts and Sciences Society of the Year Award several times within the last years (2014-15, 2017-2018, 2020-2021).

The Sociology Society maintains a Blackboard site for all students majoring in the programme where academic information can be posted and a Facebook group: <https://www.facebook.com/DereeSociologySociety>

### **Student Course (Module) Evaluation**

Student evaluations of modules 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](mailto:registrar@acg.edu).

### **Senior Exit Survey**

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

### **3.3. What Happens with your Feedback on this Programme?**

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

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

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

### **3.4. Getting Feedback on your Assessed Work**

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

### **3.5. How do I Get my Results?**

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

### **3.6. Issues with Assessment**

If you are experiencing problems that 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 module 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 module, 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 module is a pass (Grade C – 40%). If you fail the resit, you will not receive the credit for that module.

#### **Resits for Capstone Modules**

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

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 module resit period.

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

## Academic Appeals

Students registered in a validated programme, 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 programme 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 Chair/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 behaviour 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 behaviour 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 modules/programmes, 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 Chairs.

Second offences automatically result in a hearing.

### **Disciplinary Probation**

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

### **Suspension**

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

### **Dismissal**

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

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

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

### **3.8. Complaints Procedure**

Complaints are specific concerns about the provision of a module or a programme 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 modules/programmes) 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 complaint 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](http://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 programmes. The advising staff provides academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. Once students have declared their major they participate in an advising program that uses academic staff as advisors to handle the responsibility of advising on academic and career-related matters.

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

### **4.3. Student Academic Support Services**

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

### **4.4. Office of Student Affairs**

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

### **4.5. Student Success Centre**

The Student Success Centre supports students by offering comprehensive, integrated services in the areas of academic advising, OU validation issues, student records, registration, and payments in a one-stop area. The Student Success Centre aims to create the optimum conditions so that students can follow the path to academic success. Students may visit the Student Success Centre to pay a bill, request a certificate, obtain a form, arrange to bring a visitor on campus, obtain their transcript, see an academic advisor, ask about OU validation, change a module, 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](http://www.acg.edu)) and it allows students to print forms or view the academic calendar, academic policies, final exams schedule, course (module) schedule, graduation instructions, major requirements, frequently asked questions (FAQs), the e-mail directory, and financial aid and international student information.

### **4.6. Disability Status and Provisions**

Students are responsible for alerting the Educational Psychologist to a known or suspected disability and/or learning difference, and for providing relevant documentary evidence if available. The Educational Psychologist suggests actions to be taken to accommodate such cases, having ensured that there has been

full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee on Disability and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with disabilities and learning differences may be eligible for special accommodations, such as extra time for examination completion, and receive support and educational counseling from the Educational Psychologist on campus.

#### **4.7. Career Services**

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

#### **4.8. Study Abroad**

The Study Abroad Program 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 combine and provide a first-of-its-kind career and academic programme in Greece and are open to all undergraduate students. Students have the opportunity to intern with a leading multinational company abroad and follow this up with a semester of study with an international partner university. The College is proud to be partnering with a select number of institutions that span the globe such as Northern Arizona University, Mercy College, Texas A&M, Kingsville, University of Utah, the American University in Cairo, and Richmond – The American International University in London, to name a few.

## **5. What to do if you**

### **5.1. ....are absent for more than one day**

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 ongoing improvements. Comments and compliments about your module can be raised with your instructor(s) and/or Department Chair. 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).

### **5.2. ....are ill**

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

### **5.3. ....have a comment, compliment or complaint**

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

### **5.4. ....are considering withdrawing from the module**

You must consult with your advisor if you wish to defer your studies, withdraw from a module, or transfer registration from one module 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 module within the first two days of teaching.
- Beyond this period, students may withdraw from a module within the first two weeks of teaching whilst retaining the right to re-enroll in the said module 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 module after the submission or completion of the first summative assessment.

### **5.5. ....need a reference letter**

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

## **6. Other Relevant Policies**

### **6.1. Attendance Policy**

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

Absence from a class does not exempt a student from completing the work for that class. Students who have exceeded the allowed threshold of absences will be referred by the instructor to the Registrar's Office. The Registrar will in turn inform the Committee on Academic Standards and Policies which, in the light of any evidence of extenuating circumstances supplied by the student, will decide whether the student must withdraw from the module (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 (Module) 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 6.3 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 modules.
- 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 module syllabi or descriptions of substantial length from official publications of the institution. Module 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) modules at Level 6 and/or for more than 4 modules (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<sup>1</sup> 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) modules, except for validated internship modules.

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

The method of assessment, the number of credits to be earned as well as, the module(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.

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

## 6.7. Student matriculation

For the US-NECHE accredited degree students have the right to complete their studies in accordance with the educational programmes and requirements in effect at the time they were first admitted to the College. The maximum period of matriculation for a US-NECHE 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 modules. Students may stay informed about current prerequisites/co-requisites of modules by consulting annually the latest online College Catalog.

Re-admitted students are required to follow the programme 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:** smoking is not permitted in any are of the ACG premises.

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<sup>1</sup> 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.

### **Additional documentation**

- The **Undergraduate Online Catalog** (including Regulations for Validated Awards of the Open University) <https://www.acg.edu/undergraduate/undergraduate-programs/school-of-liberal-arts-sciences/>
- **The Sociology Programme Specification and Programme Description** documents are accessible via BlackBoard.