



SCHOOL OF LIBERAL ARTS AND SCIENCES

STUDENT HANDBOOK

BA (Hons) in Psychology

2021-2022

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

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1. Welcome to the Programme

1.1 Message from the Dean

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

Helena Maragou, PhD

Dean, School of Liberal Arts & Sciences

1.2 Message from the Department

Dear Psychology Major,

Welcome to a great Psychology Department. You have in your hands a very valuable resource, and I trust it will serve you well during the months and years ahead. This handbook has evolved over the years to its present form as a result of the issues faced by students that have come before you. It contains answers to many questions that will naturally arise as you make progress toward your goal of becoming a psychologist.

Psychology is the scientific study of mental processes. It is one of the broadest, most exciting, most relevant and rapidly changing field of study. It encompasses the perceptions, thoughts, feelings and actions of people from infancy to old age, as well as comparable phenomena in groups, organizations and societies, in animals, and in computers. Its methods range from laboratory experiments to field surveys; and its topics from 'pure' studies of brain structure and function to 'applied' analyses of conflicts, accidents, and mental disorders. You will be learning about the latest discoveries from people who are involved in making them. As the course proceeds, you will find out more about the discovery process, and take a growing part in it. Our course is designed to provide a broad and thorough grounding in the subject and its methods, from which to launch a career in any of the wide variety of specializations available in the field at graduate level or in a number of other occupations. You will spend the first two years mastering the basic 'core' areas of the subject before choosing from a more varied selection in the final year according to your interests and career plans. So, welcome to the Major of Psychology. We are delighted that you have enrolled in our undergraduate program, and we will support your efforts to achieve your degree.

Lena Pateraki, PhD

Department Head

1.3 Academic Calendar

https://www.acg.edu/wp-content/uploads/2021/02/UG_Calendar_2021_22_v2.0.pdf

Key Contacts

- American College of Greece: +30 210 600 9800
- Department Head: Lena Pateraki, lpateraki@acg.edu; ext. 1460, room: 606B
- Assistant Department Head: Eva Ganetsou, eganetsou@acg.edu; Ext. 1418, room 510
- Dean's Office: libarts@acg.edu@acg.edu ext. 1359, room 515
- Academic Advising Office: dc.adv@acg.edu ext. 1431
- Student Success Centre: ssc@acg.edu ext.1326, 1333
- Registrar's Office: registrar@acg.edu ext. 1331, 1328, 1449, 1445
- Validation Office: validation@acg.edu ext. 1428
- Student Affairs: studentaffairs@acg.edu ext. 1197, 1442
- Student Government: dc.sgorg@acg.edu ext.1373
- Library helpdesk: libraryreference@acg.edu ext. 1434, 1267
- SASS: sass@acg.edu ext.1273, 1276
- Study Abroad Office: studyabroadoffice@acg.edu ext. 1029, 1412
- Career Office: career@acg.edu ext. 1313, 1316
- Educational Psychologist: Dr. Natassa Triga, atriga@acg.edu ext. 1167
- ACG Health and Wellness center ext. 1500 & 1093
- Psychology Society: dc.psychosoc@acg.edu

1.4 Keeping in Touch

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

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

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

2. Studying on this Programme

All degree seeking students entering Deree- The American College of Greece (Deree-ACG) will be required to register for both the US, NECHE accredited bachelor's degree, and the European - UK award validated by the Open University. The following may be exempted from this rule: a) Students pursuing parallel studies at the Greek University/TEI. b) Transfer students who have transferred 92 US credits or above applicable to their program c) Readmitted students who have interrupted their studies before 2010 will have the option of pursuing only a Deree US degree. Students who wish to be considered for these exemptions must petition the Committee on Academic Standards and Policies (CASP) through the Student Success Center during the first month after their initial registration at Deree.

2.1 Programme Philosophy and Mission

In congruence with the mission of the College, the mission of the Psychology Department is to provide students with a broad knowledge base of the fundamental theoretical principles and research skills in the field, to cultivate critical thinking, and prepare students to pursue successful postgraduate studies in psychology or related fields.

2.2 Programme Learning Outcomes:

The overall goals of the Psychology programme are to:

- a) Enhance the breadth of knowledge, of theory content, of practice and research of psychology, as well as historical trends in psychology.
- b) Provide opportunities for students to develop analytical, critical evaluation and problem- solving skills for assessing psychological issues and evaluating research findings through advancing coherent documentation.
- c) Develop students' cognitive, practical and transferable skills specific to the science of psychology.
- d) Apply psychological theory, methodology and findings to develop a greater understanding of the whole person, as an individual and as a member of a large community, society, and culture.
- e) Increase professional ethical awareness and recognize the complexity of sociocultural and international diversity.
- f) Prepare students to pursue graduate studies as well as to succeed in their professional lives.

What will you learn?

Upon completion of the Psychology Programme, you will be able to:

Knowledge and Understanding

- Demonstrate knowledge of the historical, cultural and philosophical contexts of the emergence and development of the Psychology discipline.

- Demonstrate knowledge and understanding of a variety of influences on psychological functioning and how they are conceptualised across the core domains of Psychology.
- Demonstrate knowledge and understanding of basic quantitative and qualitative research methodology and some statistical concepts and techniques.
- Demonstrate knowledge and a critical understanding of a range of influences on psychological functioning and how they are conceptualised across the core domains of Biological Psychology, Cognitive Psychology, Developmental Psychology, Individual Differences and Social Psychology.
- Demonstrate knowledge and critical understanding of a range of research paradigms, methodological approaches and intermediate to advanced measurement and analytical techniques.
- Demonstrate in depth- knowledge and a critical understanding of a range of influences on psychological functioning and how they are conceptualized in Cognitive Psychology and Psychoapathology.
- Demonstrate conceptual understanding and detailed knowledge of theory and research in specialized applied areas of Psychology.
- Conceptualize a research design demonstrating advanced understanding of principles and procedures of psychological research.

Cognitive Skills

- Recognise different perspectives on psychological issues and that psychology involves a range of research methods, theories, evidence and applications.
- Identify general patterns in behaviour, psychological functioning and experience.
- Examine practical, theoretical and ethical issues of psychology as a discipline.
- Apply alternative perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications.
- Interpret and intergrade general patterns in behaviour, psychological functioning and experience.
- Employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis in Psychology.
- Apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications.
- Evaluate and integrate evidence, reason scientifically and make critical judgements about arguments in psychology.
- Evaluate the ethical implications of psychological research, demonstrate how ethical concerns for participants can be addressed and justify the need for professional code of conduct.

Practical and Professional Skills

- Reason statistically and demonstrate competence in a range of statistical methods and designs, using software packages when appropriate.
- Formulate and realize objectives to set briefs, deadlines and formats.
- Develop an increasing ability to manage and evaluate pace, depth and breadth of independent learning in relation to module content.
- Reason statistically and apply a range of statistical designs and methods using software packages where appropriate.
- Set and realize objectives with increasing independence.
- Demonstrate a growing competency in sourcing, critical evaluation, oral presentation of research materials and the writing of scientific reports.
- Conduct an extensive piece of independent empirical research using appropriate psychological tools present and evaluate research findings, employing evidence-based reasoning and examining practical, theoretical and ethical issues relevant to the research.
- Formulate and realize independently module objectives to a range of set formats, briefs and deadlines maintaining an effective time management.

Key/Transferable Skills

- Use computing and information processing skills: use of the internet and the Web, use of computer application packages, use of library data bases.
- Work individually and in groups to solve problems.
- Engage in self-reflection and self-awareness developing an understanding of current trends in conceptual, cultural and ethical issues.
- Communicate ideas and research findings both effectively and fluently by written, oral and visual.
- Work individually and in groups to solve problems, find alternative solutions and reach specific goals.
- Evaluate current trends in conceptual, cultural and ethical issues.
- Work individually and in groups to solve problems, to find alternative solutions, to reach specific goals and evaluate outcomes.
- Critically evaluate current trends in conceptual, cultural and ethical issues.

2.3 Programme Structure

The Psychology programme is providing students with a high quality, well rounded and challenging education. It encourages analytical and critical thinking, the careful appraisal of evidence and the application of various technical skills. The programme tackles a wide range of theoretical issues and practical techniques in psychology and serves as an advantageous springboard for future postgraduate training and a wide range of employment

opportunities. Students learn about a broad range of topics within the discipline of psychology, including the application of psychological knowledge in a range of professional areas. The programme provides an excellent preparation for further training in Psychology at MSc and PhD levels, and is also very well suited for those interested in pursuing careers across a broad range of sectors.

In order to gain a BA (Hons) in Psychology, you will need to obtain 360 UK credits (120 credits per level). All modules are assigned one of the three level designations (Level 4, Level 5, level 6) according to the increasing demands being placed upon students as they undertake learning at higher levels. Students must first complete six Level 4 modules before they take Level 5 modules and must have complete half of Level 5 modules before they take Level 6 modules. Students need to work closely with their advisors before their registration in order to select the correct modules and avoid any delay in their graduation.

Please note that:

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

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

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

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

Learning accredited at each level will reflect the student's ability to:

Level 4

Develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialized skills; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; operate in a range of varied and specific contexts taking responsibility for the nature and quality of outputs.

Level 5

Generate ideas through the analysis of concepts at an abstract level with a command of specialized skills and the formulation of responses to well defined and abstract problems; analyze and evaluate information; exercise significant judgment across a broad range of functions; accept responsibility for determining and achieving personal and/or group outcomes.

Level 6

Critically review, consolidate and extend a systematic and coherent body of knowledge utilizing specialized skills across an area of study; critically evaluate new concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgment in a range of situations.

PSYCHOLOGY: Programme Content

Module titles – Level 4

Compulsory Modules:

- PS 1000 Psychology as a Natural Science (Level 4) – 15 credits
- PS 1001 Psychology as a Social Science (Level 4) -15 credits
- PS 2010 History and Systems of Psychology (Level 4) – 15 credits
- PS 2207 Infancy and Preschool Years (Level 4) – 15 credits
- PS 2236 Human Learning & Memory (Level 4) – 15 credits
- PS 2257 Psychology of Diversity and Social Issues (Level 4) – 15 credits
- PS 2260 Introduction to Statistical Thinking (Level 4) – 10 credits
- PS 2347 Analysis of Quantitative Data (Level 4) – 20 credits

Module titles – Level 5

Compulsory Modules:

- PS 3532 Testing and Assessment (Level 5) - 20 credits
- PS 3612 Personality Psychology and Individual Differences (Level 5) – 15 credits
- PS 3618 Nonexperimental Research in Psychology (Level 5) – 20 credits
- PS 3626 Social Psychology: Theories and Applications (Level 5) – 15 credits
- PS 3630 Biological Psychology (Level 5) – 15 credits
- PS 3734 Experimental Cognitive Psychology (Level 5) – 20 credits

Optional Modules:

One of the two following courses (Level 5) – 15 credits

- PS 3608 Childhood & Adolescent Development (Level 5) – 15 credits
- PS 3609 Adulthood and Aging (Level 5) – 15 credits

Module titles-Level 6**Compulsory Modules:**

PS 4751 Adult Psychopathology (Level 6) – 15 credits

PS 4839 Advanced Topics in Cognitive Psychology (Level 6) – 15 credits

PS 4861 Final Year Project I (Level 6) – 10 credits

PS 4935 Final Year Project II (Level 6) – 20 credits

Optional Modules:**Four of the following courses (Level 6) – 15 credits:**

PS 4719 Health and Lifelong Adaptation

PS 4721 Educational Psychology

PS 4723 Stress and Wellbeing

PS 4743 Child and Adolescent Psychopathology

PS 4744 Addictive Behavior and Mental Health

PS 4749 Forensic Psychology

PS 4752 Counseling and Psychotherapy

PS 4763 Social Cognition

PS 4924 Industrial/Organizational Psychology

PS 4965 Topics in Neuropsychology

PS 40XX Internship in Psychology

PS 47XX Trauma and Resilience

PS 49XX Social Neuroscience

2.4 Description of Modules

Over the first two years, the majority of modules are compulsory, while at the third year 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 two years provide a thorough grounding in basic areas of psychology, laboratory work and statistics. During the first year, students take two modules in general psychology, which provide foundation knowledge of the subject matter, one module delineating the evolution of psychology as a discipline and five modules in core areas.

The second year provides a consolidation of the core domains in psychology. At the second year, the programme deepens methodological knowledge and skills with three research related modules which have compulsory Lab sessions. Three additional compulsory modules provides the opportunity to explore the breadth of the content areas in psychology. One optional module in the area of developmental psychology gives students the opportunity to acquire knowledge of either child/adolescent development or adult development and aging.

During the third year, modules offer the opportunity to conduct an original piece of research work in the form of an empirical project, as well as to select from a wide variety of electives in pure and applied areas of psychology, allowing students to follow their own areas of interest. In addition, students are required to take two compulsory modules covering in depth core material.

2.5 Laboratory Facilities

Psychology Labs introduce students to a setting of scientific research. They allow students to design, conduct, and to participate in faculty research as well as to design and carry out their own studies. Psychology students can carry out cognitive, social, psycho-physiological studies as well as surveys. Students have the opportunity to design, conduct, and to participate in faculty research as well as to design and carry out their own studies.

The research laboratories include:

- The Cognitive / Social Psychology labs. Two laboratories with a total of 34-station computers are available used mainly by students taking experimental laboratory courses. For the purpose of such modules, experiments are designed and run in the areas of Cognition, Perception, and Social psychology using CogLab, PsychStudio, LimeSurvey and E-Prime software and then data are analyzed using the Statistical Package for the Social Sciences. QDA (Qualitative Data Analysis) software products are also available to students to demonstrate the organization and analysis of non-numerical and unstructured data.
- Learning / Physiological measures lab. In this lab experiments are conducted in Learning, Memory, Perception & Developmental phenomena. It is equipped with standard physiological apparatus, A310 Accupulser WPI, Photoc Stimulator PS 333 Plus Grass, DAM 80 Differential Amplifier, and Polyview software.
- Eye-Tracking device, as well as blood pressure and heart rate measures.
- Bio- signal system for the collection and analysis of neurophysiological activities ranging from heart rate and skin conductance to neural rhythms.
- Observation Facilities. These rooms are equipped with a one-way mirror and video-recording equipment that allows the registration and frame-by-frame analysis of audio and visual input.

2.6 Academic Staff and Contact Details

The following staff members teach modules of the Psychology programme:

- **Alexandratou, Gina (Georgia), Ph.D.**, Associate Lecturer I
 Dr Alexandratou has a BSc in Psychology (University of Athens, Greece), a M.Ed. in Educational Psychology (University of Manchester, U.K.) and a Ph.D. in Economic Psychology (University College London, U.K.). Dr Alexandratou has been a member of the DEREЕ faculty since 2015. She mainly teaches, beyond introductory modules, modules on Social and Developmental psychology as well as Social Cognition. She has been working in the area of private and public higher education for twenty years and has served as head of psychology programs. Her research and academic interests are in the areas of social psychology and consumer psychology and in particular identity related and symbolic meanings of possessions, compulsive consumption, materialism, treasured possessions, psychology of advertising as well as developmental psychology with emphasis on identity formation in adolescence.
 E-mail: GAlexandratou@acg.edu; office #: 509; telephone extension: 1416
- **Apergi, Tinia, Psy.D.**, Associate Professor
 Dr. Fotini-Sonia Apergi is an alumna of the Deree College Psychology department, earned an MA in General Psychology from New York University, and an MS in Applied Psychology from Long Island university. She completed her Psy.D. in Clinical Psychology from Long Island University, C.W.Post in New York, with a focus on family violence and developmental disabilities. In addition to teaching courses in her specialty, she coordinates the practicum training at the department of psychology. Dr Apergi works as a private practitioner with children, adolescents and adults, contributes as a consultant in school settings and presents workshops related to issues of counseling in various settings. Her work focuses primarily on the treatment of children and adolescents who suffered abuse and neglect and their families, in collaboration with various clinical and forensic settings and child protective services. Her research interests lie in the area of child abuse and neglect, domestic and relationship violence.
 E-mail: tapergi@acg.edu; office #: 505; telephone extension: 1010
- **Beratis, Ion, Ph.D.**, Assistant Professor
 Dr. Ion N Beratis is an Assistant Professor of Psychology at the American College of Greece. He currently teaches the courses “Analysis of Behavioral Data” and “Testing and Assessment”. His studies include a Psychology Degree from the Department of Psychology of the National and Kapodistrian University of Athens (Excellent), a Master of Science in the field of Neuropsychology from the University of Edinburgh (Excellent) and a PhD degree from the 1st Department of Psychiatry of the Medical School of the National and Kapodistrian University of Athens (Excellent). Also, he has completed his clinical training in cognitive psychotherapy by the Hellenic Association of Cognitive Psychotherapies. Apart from his studies in the field of Psychology and Neuropsychology, in 2001 he graduated from the Department of Electrical and Computer Engineering of the School of Engineering of the National University of Patras. He has conducted research in the Department of Psychology of the American College of Greece, the

Departments of Psychiatry and Neurology of the National and Kapodistrian University of Athens, the Department of Psychiatry of the University of Patras, the University Mental Health Research Institute of Athens and the Department of Neuroscience of the University of Edinburgh. His research work has been published in international peer reviewed journals and has been presented in Greek and International Scientific Congresses. In addition, Dr Beratis has received several scientific awards and is serving as reviewer for peer-reviewed international journals in the field of Neuropsychology. During the previous years he was actively involved as a research associate in various research projects that covered the following indicative areas: (a) role of cognitive and physical training on the cognitive functioning of older individuals, (b) driving profile of patients with cognitive disorders, and (c) neurological, neuropsychological and behavioural profile of patients with Parkinson disease carrying genetic forms of the disorder.

E-mail: iberatis@acg.edu; office #: 508; telephone extension: 1612

- **Canellopoulou, Mary, Ph.D.**, Assistant Professor
Mary Canellopoulou (Pierce' 85, Deree' 90) is a member of the Department of Psychology since 1998. She has taught a wide range of courses including History and Perspectives in Psychology, Learning and Memory and Health Psychology. She also offers STEM courses at the International Honors Program in the areas of human consciousness and the eating disorders. She earned her doctorate degree from Brunel University, London, in the domain of clinical & cognitive neuropsychology. She has received clinical training in neuropsychological screening at the Centre of Health, Sickness and Disablement, Middlesex, UK and at St. Thomas Hospital, London. She is actively involved in research on memory pathology in organic brain syndromes. Her research findings have been presented in various congresses as well as in a range of journals such as "Neuropsychologia" and "Annals of Psychiatry". Dr. Canellopoulou is a qualified CBT and Gestalt psychotherapist. Also, she has clinical training in hospice care & health psychological services for chronic patients as well as in CBT family-based psychoeducation at the National & Kapodistrian University of Athens. She is a certified BPS Master Practitioner in Eating Disorders and a trained DBT skills educator at the Linehan Institute, University of Washington at Seattle. Her current research interests focus on the study of executive functions and forms of encephalopathy in neurological patients as well as on family dynamics in anorexia nervosa.
E-mail: mcanellopoulou@acg.edu; office #: 505; telephone extension: 1010
- **Ganetsou, Evanthia, Ph.D.**, Assistant Professor, Assistant Department Head
B.A. The American College of Greece, M.Sc. University of London, Ph.D. University of London
Dr. Ganetsou has been a member of the Psychology Department since 2000. She has taught courses in the areas of developmental and educational psychology. Her research interests include cognitive and socioemotional factors affecting childhood and adolescent development, parental contributions to children's moral development,

intervention programs for children with learning disabilities, as well as current pedagogical practices related to academic motivation.

Dr. Ganetsou currently serves as Assistant Head of the department as well as psychology advisor. She is a member of the British Psychological Society, with the status of Chartered Psychologist, holding a Practising Certificate. She has trained in special education, including specific learning disabilities (The Association for the Psychosocial Health of Children and Adolescents - EPSYPE).

E-mail: eganetsou@acg.edu; office #: 510; telephone extension: 1418

- **Giannoulis, Katingo, Ph.D.**, Part-time Faculty

Dr Hadjipateras Giannoulis holds a BA (Hons) in Psychology, a Masters (MSc) in Clinical Psychology from the University of Surrey and a Ph.D in Psychology from the Royal Holloway and Bedford New Colleges, University of London. She has over 30 years' experience working as a clinical psychologist in hospitals and mental health centres in London and Athens. She has been an instructor at the American College of Greece (Deree) since 2011, at both the undergraduate and post-graduate Schools.

In her research and clinical endeavours, she has specialised in working with children, youngsters and adults with neurodevelopmental disorders (eg autism), as well as in family counselling and support. From 1995-2008, she worked as a clinical psychologist in specialist autism multi-disciplinary centres in hospitals of the NHS in London (Guy's & Maudsley). While, maintaining her private practice in London, from 2011 onwards she has also established a private practice in Athens. In addition, she provides consultation and training services to educational establishments and schools as well as supervision services to psychologists and mental health practitioners.

E-mail: kgiannoulis@acg.edu ; graduate office telephone extension: 1515

- **Janicic, Adriana; PsyD**; Part-time Faculty

BA, Reading University; MA, Columbia University; PsyD, Pepperdine University
Dr. Adriana Janicic earned her PsyD in clinical psychology from Pepperdine University, California, with an emphasis on psychodynamic and multicultural orientations, as well as a research focus on trauma and training mental health professionals. Dr. Janicic has worked in numerous settings in the US, including community mental health centers, hospital, neuropsychological testing center, and university counselling center. Her work across these settings involved a particular commitment to serving the diverse undocumented population and sexually exploited minors/individuals. Dr. Janicic joined the Psychology Department faculty in 2020. She is a licensed clinical psychologist in both California and Greece, and is a certified yoga instructor. Dr. Janicic is currently also in private practice, administers psychoeducational testing at a school setting, and provides consultation, psychological services, and trauma-informed yoga for humanitarian organizations- serving both trauma survivors and the humanitarian aid worker community. Her research interests include trauma, global mental health, women's health, supervision, and training.

E-mail: AJanicic@acg.edu ; office #:510 telephone extension: 1418

- **Karakitsou, Sissy (Chryssoula), Ph.D.**, Assistant Professor
 Sissy (Chryssoula) Karakitsou received her Ph.D. in developmental psychology and her MSc in health psychology, both from Stirling University. She is a member of the Deree Psychology faculty since 2000, teaching mainly undergraduate courses and supervising graduate theses. She has served as Programme manager for three years, has worked as a research consultant at centers for rehabilitative education and adolescent mental health, while she was a member of the International advisory board for the European Internet Addictive Behaviors research projects. Her research and academic interests are in the area of non-experimental methodologies with an emphasis on qualitative methodologies and mix methods examining life histories, attitudes, and practices of emerging adults.
 E-mail: ckarakitsou@acg.edu; office #: 507; telephone extension: 1415
- **Karayianni Irene, Ph.D.**, Associate Lecturer I
 Dr. Karayianni joined the Psychology Department in 2014. She is teaching Human Learning & Memory and Research methods courses. She earned her PhD from the University of Sussex. Her research, which has focused on memory awareness for auditory stimuli, has been presented in international and European conferences and published in peer reviewed journals, such as Memory & Cognition, Experimental Psychology, and Memory. Her current research interests include student engagement in higher education. Dr. Karayianni has extensive experience and training on Consumer Psychology, Industrial Psychology, Marketing and Business Analytics. She has worked in positions on Marketing, Market Research, Consumer Insights, and Business Analytics in sectors such as Pharmaceuticals, FMCG, Telecoms, etc. She is also a Mentor at Women on Top, a mentoring community, where she provides empowerment to mentorees so that they can manage their soft skills and enhance their emotional intelligence and self-motivation. Finally, she is analyzing Qualitative and Quantitative data as well as Secondary data to guide Marketing and Human Resources decisions. Examples of projects include Customer Perceptions, Capturing Customer Needs, Employment Engagement and Culture, Impact of Marketing activities, Performance Measurement, Forecasting, Competitive intelligence, and Brand image. Dr. Karayianni is a Member of the RAISE network, Society for Applied Research in Memory and Cognition, the Association of Consumer Research, the Society of Industrial and Organizational Psychology, and the European Network for Positive Psychology.
 E-mail: ikarayianni@acg.edu; office #: 507 telephone extension: 1415
- **Kasselimis, Dimitrios, Ph.D.**, Part-time Faculty
 Dr. Dimitrios Kasselimis holds a Biology degree from University of Patras, a Psychology degree and a Ph.D. in Clinical Neuropsychology, both from University of Crete, Greece. His research and academic interests are in the area of developmental disorders, and cognitive deficits of neurological patients. His main focus at the time is on language and memory deficits due

to stroke and neurodegenerative diseases. He has co-authored several papers and book chapters in the field of Neuropsychology. He mainly teaches introductory modules.

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- **Koliris, Maria Ersi**, DPsych, Part-time Faculty
Degrees: BSc (Hons) Social Psychology, University of Kent; MSc Counselling Psychology, City University; Post-MSc Counselling Psychology, City University; DPsych(Prof) Psychotherapy by Professional Studies (Metanoia Institute/Middlesex University). Dr.M.E.Koliris has been a member of the Psychology department since 2018. She teaches courses on the undergraduate programme (Psychology of Addictions; Introduction to Counselling Psychology) and on the graduate programme (Mindfulness-based Interventions). In addition, she is a clinical supervisor at the Student Counselling Centre, supervising graduate interns doing their clinical practicum. Dr.Koliris is a clinical practitioner, a supervisor and a trainer/instructor. She has taught Psychology/Counselling in both private and state institutions in Greece since 2004. As a practitioner, between 1999-2007 she worked for the NHS (National Health System) as well as for university counselling services in the UK and later for the NGO sector (socially excluded populations) in Greece. Since 2004 she has been running her own private practice providing clinical assessment, therapy and supervision. From 2007 onwards she has been facilitating mindfulness-based seminars and she has received certification as a mindfulness teacher (University of Bangor). Her research interests are within the qualitative research area and in particular about the role of mindfulness in promoting practitioner wellbeing.
E-mail: mkoliris@acg.edu graduate office telephone extension: 1515
- **Konsolaki, Eleni**, Ph.D., Adjunct Faculty
Eleni Konsolaki obtained her BSc in Psychology and MSc in Cognitive Science from the National and Kapodistrian University of Athens. She completed her second MSc in Statistics at the Athens University of Economics and Business and obtained her PhD in Neuroscience from the Biomedical Research Foundation of the Academy of Athens. Dr. Konsolaki has been a member of the Psychology Department since 2015. She has taught courses in the areas of psychology research, statistics and biological basis of psychology functions. Her current teaching involves courses such as Psychologists as researchers, Analysis of behavioral data and History of psychology. Her research interests include the study of the biological basis of cognitive functions. Her work which has been supported by Onassis and Propondis Foundations, the Foundation for Education and European Culture and the State Scholarships Foundation (IKY) has been published in peer-reviewed journals and awarded from the University of Athens. Dr. Konsolaki is currently collaborating with Psychiatric clinic at the Sotiria General Hospital. Since 2014, she has been the curator of neuroscience in Athens Science Festival.
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- **Martinos, Marina, Ph.D., Associate Lecturer I**
 Marina Martinos gained her PhD in Developmental Cognitive Neuroscience at the UCL Great Ormond Street Institute of Child Health. She subsequently did a postdoc in the Clinical Neurosciences department investigating the long-term effects of paediatric convulsive status epilepticus on neurodevelopment. Following that, she worked on a Medical Research Council funded project looking at the effects of oxygen deprivation on cognitive functioning and neurodevelopment using structural MRI, eye tracking and standardized neuropsychological tests. She is currently an Associate Lecturer I in the Psychology department of ACG, an honorary research associate at the UCL Great Ormond Street Institute of Child Health and an honorary research associate at the Autism clinic in Agia Sophia Paidwn hospital.
 E-mail: mmartinos@acg.edu office #: 510; telephone extension: 1617
- **Nega, Chrysanthi, Ph.D., Associate Professor**
 Dr. Chrysanthi Nega is an associate professor of psychology at the American College of Greece, Deree College. She has earned her Ph.D. in Cognitive Psychology from City University, London, UK. She is teaching courses and supervising thesis, both at the graduate and undergraduate level, since 2002. In addition, Dr. Nrgs has held administrative positions as head and assistant head of the Psychology Department and she currently serves as Program coordinator for the Graduate Certificate in Psychology program. Her research and academic interests are in the areas of experimental methodology investigating topics such as memory awareness for facial stimuli, facial affect recognition, working memory, and moral decision making. In addition, she is involved in the prevention and intervention programs in school settings as well as program assessment and effectiveness evaluation methods. She has presented in international and European conferences and published in peer reviewed journals.
 E-mail: cnega@acg.edu; office #: 606B; telephone extension: 1460
- **Orfanidou, Eleni, Ph.D., Associate Lecturer I**
 Dr Eleni Orfanidou graduated from the University of Athens with a BA in Philology (specialization: Linguistics). She earned her MSc in Cognitive Neuroscience from the Imperial College of Science, Medicine and Technology, University of London and completed her PhD in Cognitive Neuroscience at the MRC Cognition and Brain Sciences Unit, University of Cambridge. From 2006-2009 she was a postdoctoral research fellow at University College London, at the Deafness, Cognition and Language Research Centre (2010-2012 Honorary Research Fellow). At the same time, she worked as a part-time Lecturer of Cognitive Development at City University London. From 2011 to 2019 she was a Lecturer and then Associate Professor of Cognitive/Experimental Psychology at the University of Crete, Department of Psychology. Since 2019 she is an Associate Lecturer at Deree, The American College of Greece (Department of Psychology). Her research interests include various aspects of

psycholinguistics/ neurolinguistics. She has used fMRI to investigate the neural basis of spoken word recognition in English and Greek. She is further interested in the role of morphology and orthography in visual word recognition in Greek native speakers. Her work also focuses on the processing of singed languages and how this is different or similar to the processing of spoken languages. She has published in journals such as the Journal of Cognitive Neuroscience and Nature Communications and she has presented her work in various conferences and invited talks in Greece and abroad.

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- **Paizi, Despina, Ph.D., Adjunct Faculty**
Dr. Despina Paizi earned her PhD in Cognitive Neuroscience from Sapienza University of Rome, in Italy. During her studies she was trained in the assessment and remediation of language and learning disabilities in children and adults. She completed a post-doctoral research fellowship at the Institute for Sciences and Technologies (ISTC-CNR) in Rome with a focus on bilingual readers of English and Italian. Her academic and research interests lie in the areas of cognitive and developmental psychology, acquired and developmental language disorders, learning disorders, the representation of language in the brain, bilingualism, and instructional modification for students with a variety of learning differences. She also collaborates with private schools in Athens as an educational consultant on the identification of learning differences, instructional differentiation, and inclusion strategies.
E-mail: dpaizi@acg.edu; office #: 505; telephone extension: 1010
- **Pateraki, Lena, Ph.D., Assistant Professor/Department Head**
Dr. Pateraki received her Doctorate Degree from Hull University, UK, in the domain of Cognitive Psychology. As an Assistant Professor in the field of Cognitive Psychology, she lectures primarily in these domains, as well as teaching modules in Biopsychology and Psychology of Language. Her main interests focus on Neurocognition and Neuropsychanalysis. Her research interests currently lie in the area of Working memory, Emotion Recognition and Moral judgement. She is currently serving as Department Head.
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- **Pelios, Lilian, Ph.D. Adjunct Faculty**
Dr. Pelios completed her undergraduate studies at Deree College in psychology and sociology; her Masters at Queens College in New York, in Clinical Behavioral Applications in Mental Health Settings, and her Doctoral at Temple University in Philadelphia, where she studied Psychological Studies in Special Education, with an emphasis in Applied Behavior Analysis. She is a certified Behavior Analyst and she has worked and continues to work with children and youth with learning and developmental disabilities (ADHD, ADD, CD, ODD, ASDs). Therapy was conducted in a variety of settings such as inpatient and outpatient hospital settings, day treatment centers, home, school, and the community. Currently she works as partner and clinical director overseeing services related to autism and other developmental

disabilities. She is also an adjunct professor at the American College of Greece, where she teaches in both the undergraduate program of psychology and the graduate, Applied Educational Psychology program.

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- **Sarri, Margarita, Ph.D., Part-time Faculty**

I am a licenced clinical psychologist and psychotherapist with many years of professional experience spanning the clinical, teaching and research domains currently working in Athens Greece, having recently relocated from London, UK, where I was based and worked for the past 19 years. Apart from teaching part-time for undergraduate psychology courses at Deree College, I am currently a clinical associate at the dialectical behavioural therapy unit at Eginition Hospital, 1st Psychiatric Clinic of the University of Athens. I also work privately with adults and adolescents facing emotional and behavioural difficulties, specialising in chronic emotional and relationship difficulties, developmental trauma and personality disorders. Prior to this, I worked as a clinical psychologist for the UK national health service in London, in a specialist personality disorder service and I have more than 10 years of clinical experience in mental health. I have taught undergraduate psychology courses for the Open University UK and other UK based academic institutions for several years. My background is in psychology and neuroscience, having completed my master's and doctoral (PhD) and post-doctoral positions in cognitive neuroscience and neuropsychology at University College London and University of Cambridge. I started specialising in clinical psychology in 2011, obtaining a second doctorate in Clinical Psychology (DClinPsy) from Royal Holloway University of London. I have worked as a clinician and lecturer since then.

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- **Syngelaki, Eva, Ph.D., Adjunct Faculty**

Dr. Eva-Manolia Syngelaki obtained her Ph.D. in developmental psychopathology from Cardiff University, investigating offending behavior in antisocial youths. She has received certified psychotherapy training in Cognitive Behavioral Therapy from the 1st Department of Psychiatry, University of Athens at Aiginiteio Hospital and has clinical experience with a wide range of clinical disorders with both adults and children. She has been extensively involved in the implementation of prevention programmes in school settings, where some of her primary duties were research, training and supervision of teachers. She has also considerable experience in conducting seminars and workshops for both mental health professionals and teachers. Her current research interests lie in the area of child and adolescent development and psychopathology, and on prevention and intervention programs in school settings. She has been teaching at the undergraduate and graduate department at Deree, the American College of Greece since 2013.

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- **Spentza, Ioanna**, MSc, Adjunct Faculty
 She obtained a Bachelor's Degree (BA) in Psychology from the American College of Greece. Following, she attended University College London (UCL) and completed a Master of Science (MSc) in Research Methods in Psychology and Statistics, with a master thesis focusing on problem solving, semantic search and cognitive maps. After the completion of her MSc she started working in the American College of Greece as a Lab Instructor in the Psychology department, where she was involved in Statistics and Experimental Psychology courses as well Final Year II Project supervision. She is currently teaching Experimental Cognitive Psychology and Testing and Assessment, while still supporting the Final Year II Project supervision. Simultaneously, she is pursuing her PhD degree in the University of Sheffield with topic: "Executive functioning and the exploration of factors that affect everyday problem solving in elderly".
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- **Thomadaki, Olga**, Ph.D., Assistant Professor
 BA in Psychology, Deree- The American College of Greece;
 MSc, Post-MSc, PhD in Counseling Psychology with a specialty in Trauma, Bereavement and Positive Psychology, City University, London.
 Dr. Olga Thomadaki has been a member of the Deree Psychology faculty since 2009. She has taught courses in both undergraduate and graduate programs. Her teaching involves courses such as theories of personality, psychopathology, cognitive behavioral psychotherapy, and qualitative research methods. Her research interests include positive psychology, trauma, cognitive behavioral therapy and qualitative methodologies. She is a licensed psychologist both in United Kingdom (CPsychol, AFBPsS) and Greece, is in private practice, and she is actively involved in the Student Counseling Center of the American College of Greece serving as a supervisor.
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- **Tsiamis, Nassos**, M.A., Adjunct Faculty
 Athanassios (Nassos) Tsiamis holds a B.A (Psychology ; Deree – The American College of Greece and an M.A (Educational Psychology ; McGill University). Currently he is Adjunct Instructor (Psychology Department) at Deree. He has taught at LaVerne University –Athens Campus at the M.Ed (Education , Special Emphasis) and M.A (Counseling) programs (1997-2004). He has also served as the Director of Psychology and Counseling Department at Karkagos School (1988-1990), I.M.Panagiotopoulos School (1992-2013) , & Platon World School (2016-2019) and as an IB- Psychology) instructor at I.M.Panagiotopoulos School (1999-2001) , Kosteas-Geitonas School (Sept 17-Dec17) , Pierce College (September 16-June 17), and Platon World School (2014-2016) . His main interest is inclusive education (student diversity, assessment, instructional design, intervention) and more specifically the area of giftedness. He is among the founding members and a board member of the Hellenic Society for the Educational Provision for the Creative

/Gifted/Talented Children and Adolescents (De.Xa.T.Pe). He develops and coordinates training programs for teachers and parents on the topic collaborating with organizations like the Greek MENSA and Xarismathia and he is the author of a book on giftedness. He is a member of various associations including the Greek Psychological Association and the British Psychological Society (CPsychol, AFBPsS).

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- **Ventouratos-Fotinos, Ritsa S., Ph.D., Professor**
Dr. Ritsa Ventouratos-Fotinos is a Full Professor of Psychology and specializes in the fields of Organizational and Social Psychology. She lectures primarily in these domains as well as teaching modules in Diversity & Social Interaction, and Stress & Wellbeing. Dr. Ventouratos-Fotinos has been the Head of the Psychology Undergraduate Programme, and prior to that Assistant Head, as well as teaching at the Graduate School, ACG. Her primary research interests are in the areas of stress in the workplace in relation to mental capital and wellbeing, focusing on Gender, Diversity, and Social Issues. Her research is frequently presented at both conferences and congresses Internationally, and she currently serves as Chair for the British Psychological Society (BPS)(DOP), International Working Group. In 2015, she wrote and published an International Book with her co-author, Professor Sir Cary Cooper (CBE), entitled “The Economic Crisis and Occupational Stress” (Edward Elgar Publishers), which was subsequently released in the Americas in 2016. In 2019, she published a book chapter entitled “The Psychological and Social Implications of the Gender Wage Gap” in “Women, Business and Leadership”, edited by Professor Sir Cary Cooper (CBE), Antoniou, and Gatrell. E-mail: rventouratou@acg.edu; office #: 509; telephone extension: 1416

2.7 Internship Information

Overview of Internship:

The internship module is an integral part of the undergraduate curriculum, and it is thus designed to meet the goals of the undergraduate program. It contributes to the creation of the foundation needed to prepare professionals competent for independent practice at the *entry level* of the profession. During internship, students gain experience working on their own, or as partners at their internship site.

An internship involves working at a setting that provides clinical, behavioural, psychoeducational, or other professional psychological services in exchange for academic credit, training, and supervision from said internship setting. Internship agencies vary widely and include private and state hospitals, clinical practices, community organizations, schools, research labs and businesses.

During the practicum, students are expected to demonstrate their skills in the following core areas:

- Professional Identity and Behavior
- Intervention/ prevention
- Culture and Diversity
- Ethical and Legal Issues
- Communication and Information Technology
- Problem solving

Internship Instructor:

The instructor meets weekly with students who present individual case studies and have their progress monitored. In this way, group supervision of students is provided, and instructor maintains communication with on-site supervisor, making if-needed on-site visits. Any dialogue between the trainee and the agency regarding significant problems occurring on-site will be initiated with the assistance of the instructor.

Prerequisites for Internship:

Prior to beginning an internship students will have completed all level 4 and 5 modules in addition to all the required courses of Level 6, except for Dissertation, and at least two optional modules.

All students are required to complete and submit an Internship Readiness Statement to the Head of the department and Internship instructor. The faculty reserves the right to deny acceptance for the internship module based on student's readiness and professional development and recommend to the student to attend additional courses.

Duration of Internship Training:

The department requires that all students complete a minimum of 200 supervised practical training hours prior to graduation.

Policy on Student Concerns and Dismissal from Internship:

The Undergraduate Psychology Internship Supervisor will provide students with a course syllabus. As with any other course, this will stipulate meeting times, course requirements, due dates, grading criteria, and the like.

The Head of the department and the internship instructor maintain the right and responsibility to review at any time any circumstances or student behaviors that could affect their status in the internship experience. The Head of the department and the internship instructor also maintain the right to, at any time, review competencies for individual professional practice that

may impact whether a student should continue in the internship setting. The Head of the department and the internship instructor have the right and responsibility to review students whose demeanor or behaviors are not appropriate. Students can be asked to drop the course if there is evidence of unethical, unprofessional, or impaired behaviors including but not limited to the following:

- Violation of professional standards or ethical codes
- Inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency
- Behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness, or poor compliance with supervisory requirements
- Interpersonal behaviors and interpersonal functioning that impairs one's professional functioning
- Inability to exercise sound professional judgment, poor interpersonal skills, and pervasive interpersonal problems
- Academic misconduct or dishonesty
- Criminal conviction/felony
- Failure to comply with university or department timetables and requirements
- Cognitive, affective, and/or behavior impairments that obstruct the training process and/or threaten the welfare of others
- Substance abuse
- A problem, which is not a mere reflection of a skill deficit that could be rectified by additional academic or didactic training
- A disproportionate amount of attention by training staff is required,
- The intern's behaviour does not change as a function of feedback, remediation efforts, and/or time.

More details relating to internship support and policies, as well as relevant forms can be found in the Psychology Internship Handbook for Undergraduate Students.

2.8 Library Help

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

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

- from the front desk on the ground floor of the JS Bailey Library

- online: <http://library.acg.edu/help>
- by phone: +30 210 600 9800 ext. 1434

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

John S. Bailey Library provides high-quality print, electronic and audio-visual collections to support you throughout your studies. These collections include:

- 129.000 print books, 7.858 in Psychology
- 132.000 e-books
- 12.500 academic journals with access to over 10 million articles. Academic journals in Psychology are 465.
- 3.500 DVDs, CDs, videos and multimedia CD-ROMs

To access print books, e-books and audio-visual materials use the [Library Catalog](#). Electronic journals and other electronic resources are available through the library website under [Databases](#). Most electronic resources are also accessible [off campus](#).

Course reserves are located at the Circulation Desk. A list of items on reserve by course and instructor is accessible through [Course Reserves](#) on the library website.

To [borrow](#) library material you need to present your student ID card. You may view or renew borrowed items online by logging on to your [Library Account](#).

The library provides 28 computer workstations with MS Office and other software, printing and photocopy services, and wireless internet access. There is ample space for individual and group studying, study carrels and comfortable seating.

Please contribute to the maintenance of a welcoming and conducive environment for research, teaching and learning by adhering to the [Library Code of Conduct](#).

If you need help conducting research or have any questions about using our facilities, you can reach us:

by email: library@acg.edu

by phone: +30 210 600 9800 ext. 1348

2.9 External Examiner

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

The External Examiners for this programme are: Dr. Ana Aznar, University of Winchester and Prof. Nigel Holt, Psychology department, Aberystwyth University.

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

2.10 Opportunities for Graduates

Graduate Studies

If you wish to pursue graduate studies in psychology in the United Kingdom, the following pamphlets published by the British Psychological Society (BPS), available on reserve at the Deree College library, should be helpful:

- *Psychologists and students wishing to come to the UK*
- *Career Choices in Psychology*
- *General information about the society*
- *Graduate membership of the society*
- *Regulations for the society's postgraduate qualifications BPS*
- *Health professions council-professions*

You can also find useful and continuously updated information at the Society's website <http://www.bps.org.uk>

Please note that in order to be accepted to a program of studies approved by the BPS you should obtain the Graduate Basis for Chartership (GBC) from the BPS.

DEREE graduates are eligible for Graduate Membership in the Society with the GBC if they meet the following requirements:

- A Second Upper class degree (2.1)
- Psychology courses comprise at least fifty percent of the studies undertaken to complete the qualification
- All relevant documents are authenticated

If you wish to pursue graduate studies in psychology in the United States, the following pamphlets published by the American Psychological Association, available on reserve at the John S. Bailey Library, should be helpful:

- *Careers in Psychology*
- *American schools of professional Psychology*
- *Psychology: Scientific Problem Solvers—Careers for the 21st Century*
- *Graduate Studies in Psychology*

Additionally, you can consult the APA's *Monitor on Psychology*, a magazine published 11 times a year and available at the John S. Bailey Library. You can

also find useful and continually updated information at the association's website <http://www.apa.org>.

Career Opportunities

The study of psychology at the undergraduate level constitutes a fine preparation for many professions, such as teaching (especially preschool children), human resources management, public relations, career consultancy, communications management, the media, market research, advertising, and journalism. Additionally, job opportunities for psychologists can be found in business, in non-profit organizations, in research and in computer firms where they can work as consultants.

Undergraduates today recognize the need to be flexible in their goals and therefore prepare themselves to work in multidisciplinary settings. Psychology courses contribute to these goals by enabling them to develop good research and writing skills, to become good problem solvers, and to achieve a high-level ability to analyze, synthesize, and evaluate information.

It has been our experience that students who are considering pursuing a career in psychology, or in a psychology-related field necessitating graduate study, profit most by spending the first year after graduation in gaining work experience, attending professional seminars and conferences, assisting in research and exploring the needs of the market. In this way, after their grounding in solid academic knowledge, they can better proceed to make mature decisions about their future.

Many of our graduates have continued their studies at prestigious graduate schools in the United States and Europe, while others have gone directly into the job market.

3. Assessment and Feedback

3.1 Assessment

Assessment Strategy and Procedure

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

Examination Regulations and Procedures

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

Student Identity

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

Entering and Leaving the Exam

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

Exam Conduct

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

Mobile Phones and Electronic Devices

Mobile phones and electronic devices must be switched off – not on “silent” – in clear view and placed underneath the chair. If students use or attempt to use their phone / electronic device during the exam it will be regarded as a disciplinary offence. Students will be held responsible if their mobile phone /

electronic device rings / vibrates during the exam. Any student caught using Bluetooth or any electronic device in the exam will be asked to leave immediately and will face disciplinary action.

Student Answers/Examination Paper

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

Return of Exam Papers

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

Assessment Schedule

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

Examination Schedule

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

Coursework

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

When you submit an assignment, it is important that you ensure the following information is on the assignment front sheet:

- ✓ Your name
- ✓ Year and semester
- ✓ Name of the instructor for whom the assignment has been done
- ✓ Name of the module for which the assignment has been done

Your responsibilities:

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

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

3.2 Giving your Feedback about this Programme

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

School of Liberal Arts and Sciences Programme Committee

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

Departmental Academic Society

The Psychology Department has a student society, with the express purpose of helping Psychology majors pursue their educational, intellectual and career interest. Psychology Society organizes field trips, on-campus lectures, and informational meetings about the programme. All Psychology majors automatically become members of the Psychology Society and are urged to actively participate in the Society's activities. The faculty advisor to the Society provides guidance and supervises the organization of student elections to the society's governing board according to the society's constitution. The board of students implements all planned activities. The societies also maintain a Blackboard site for all students majoring in the programme where academic information can be posted.

Student Course Evaluation

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

Senior Exit Survey

Student feedback comprises an integral part in the continuous development and success of School of Liberal Arts and Sciences programmes. In that spirit, we ask prospective graduates a Senior Exit Survey. The survey includes questions on student satisfaction with the education provided by the

Psychology Department and with their overall College experience at DERE. The aim is to identify areas of good practice as well as areas that need improvement. Based on the data collected through the Senior Exit Survey, a report is developed by an interdisciplinary School of Liberal Arts and Sciences faculty committee. All data collected in this survey are held anonymously and securely. Responses cannot be traced back and all results are presented in an aggregated form. When you reach the final semester of study, you receive the relevant link in your student email address.

3.3 What Happens with your Feedback about this Programme?

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

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

3.4 Getting Feedback on your Assessed Work

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

3.5 How do I Get my Results?

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

3.6 Issues with Assessment

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

Examples of acceptable extenuating circumstances include:

- Bereavement

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

The following are not acceptable extenuating circumstances:

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

Late Submission

You must submit work by the deadlines set in the course outline. A 10% reduction for each working day of late submission will be implemented if (a) the earned grade is above 40 and (b) the work is submitted within 6 working days of the deadline. You will fail the assessment if work is submitted late by 7 or more working days after the deadline.

Resits

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

Academic Appeals

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

- either that the candidate's performance in an assessment was adversely affected by illness or factors which s/he was unable, or for valid reasons unwilling, to divulge before the Board of Examiners reached its decision

- or that that there has been a material administrative error, an assessment was not conducted in accordance with the current regulations for the program or special arrangements formally agreed, or that some other material irregularity relevant to the assessment has occurred.

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

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

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

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

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

Cheating, Plagiarism and other forms of Unfair Practice

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

or during examinations. Responsibility for reviewing breaches of academic integrity is held by the Committee on Standing and Conduct.

3.7 Academic Misconduct and Penalties

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

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

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

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

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

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

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

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

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

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

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

3.8 Complaints Procedure

Complaints are specific concerns about the provision of a course / module or a program of study or related academic or non-academic service. When appropriate, a complaint is first resolved through informal discussion with the party / office directly involved. If not resolved at that level, a formal complaint is submitted by the student to the Registrar's Office within 14 days from the

day the outcome of this discussion is made known to the student. Upon receipt of the complaint, the Registrar forwards the complaint with all relevant documentation to a panel consisting of the Chief Academic Officer, the Academic Deans and the Dean of Students.

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

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

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

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

4. Where to Get Help

4.1 Downloading College Forms

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

4.2 Academic Advising

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

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

4.3 Student Academic Support Services

The Student Academic Support Services (SASS) is open daily and offers academic assistance to all 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 The ACG Counseling Center

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

Description of Services

The services rendered include assessment of various psychological and interpersonal difficulties and interventions in order to help students deal with those difficulties. Services are provided by graduate psychology students in practicum, under the supervision of clinical psychology faculty.

Problems/Difficulties typically presented by students include, but are not limited to, the following:

- Emotional problems such as depression, anxiety and intense fears
- Social problems, such as difficulties with peer interactions, aggression and social withdrawal
- Problems within the family of students, such as lack of effective communication
- Psychophysiological problems, such as migraines, headaches or psychosomatic symptoms
- Educational problems, such as learning difficulties

- Self-control problems such as eating disorders and smoking.

Location: The Counseling Center is located at the ground floor (level 0) of the Communication Building. You can visit us during the operation hours, or call us at 210 600 9800, ext. 1080, 1081 and request for an appointment. You can also contact us via e-mail, at counseling@acg.edu

Operating hours Monday-Friday: 10.00-17.00

Director of the Counseling Center: Nikos Takis, Ph.D. Clinical Psychologist
Individual and Group Psychotherapist

4.5 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.

4.6 Student Success Centre

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

4.7 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.

4.8 Career Services

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

4.9 Study Abroad

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

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

5.1are absent for more than one day

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

5.2are ill

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

5.3have a comment, compliment or complaint

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

5.4are considering withdrawing from the course

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

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

5.5need a reference letter

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

5.6.....an issue arises between a student and a professor

- First and most importantly talk to the professor. Make an appointment during office hours and have a serious talk. Listen to what the professor has to say from her/his perspective and try to work out a resolution. Most problems between students and professors can be worked out at this level.
- In case you feel the conflict cannot be worked out or is too serious to bring directly to the professor, make an appointment and talk with the department Head.

6. Other Relevant Policies

6.1 Attendance Policy

All students are required to attend 80% of instructional class time. Some modules, especially those with Laboratory component may impose a stricter attendance requirement. Specific policies are included in the relevant course outlined and are provided in the first day of classes.

The number of permitted student absences in courses are three (3) in classes that meet once a week or during accelerated terms; six (6) for Tuesday-Thursday/Monday-Wednesday classes; and nine (9) for Monday-Wednesday-Friday classes. Academic Departments may decide on a stricter policy. Students who exceed the allowed number of absences receive an F in the course. Students are not allowed to resit assessments in courses where they have exceeded the allowed number of absences. Cases of mitigating/extenuating circumstances for excessive absences will be considered by CASP only if the student presents official and original documentation regarding admission to a hospital, or evidence of a very serious family emergency or other serious matter.

6.2 Student Punctuality Policy

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

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

6.3 Turnitin Policy and Student Guidelines

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

Guidelines for Student Use of Turnitin:

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

6.4 Transfer of credits

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

6.5 Evaluation of Transfer Credits

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

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

6.6 Credit by Assessment for Professional Experience

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

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

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

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

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

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

6.7 Student matriculation

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

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

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

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

6.8 Safety, Health and Wellbeing

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

Disabled Students

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

Accident and Incident and Reporting

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

Smoking

No smoking is permitted in any of ACG buildings; ACG is a smoke free campus.

List of Appendices

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

Appendix B: Sample Student Timetable

Appendix B: Sample Student Timetable

		FALL SEMESTER					SPRING SEMESTER				
YEAR	MODULE RUBRIC	MODULE TITLE	CREDITS	LEVEL	COMPULSORY/OPTIONAL	RUBRIC	MODULE TITLE	CREDITS	LEVEL	COMPULSORY/OPTIONAL	
1	PS 1001	Psychology as a Social Science	15	4	compulsory	PS 2207	Infancy and Preschool Years	15	4	compulsory	
	PS 1001	Psychology as a Natural Science	15	4	compulsory	PS 2236	Human Learning & Memory	15	4	compulsory	
	PS 2010	History and Systems of Psychology	15	4	compulsory	PS 2257	Psychology of Diversity and Social Issues	15	4	compulsory	
	PS 2260	Introduction to Statistical Thinking	10	4	compulsory	PS 2347	Analysis of Quantitative Data	20	4	compulsory	
	TOTAL			55			TOTAL			65	
2	PS 3618	Nonexperimental Research in Psychology	20	5	compulsory	PS 3532	Testing & Assessment	20	5	compulsory	
	PS 3626	Social Psychology: Theories and Applications	15	5	compulsory	PS 3612	Personality Psychology and Individual Differences	15	5	compulsory	
	PS 3630	Biological Psychology	15	5	compulsory	PS 3734	Experimental Cognitive Psychology	20	5	compulsory	
	*	Psychology Option	15	5	compulsory						
TOTAL			65			TOTAL			55		
3	PS 4861	Final Year Project I	10	6	compulsory	PS 4935	Final year Project II	20	6	compulsory	
	PS 4751	Adult Psychopathology	15	6	compulsory	PS 4839	Advanced Topics in Cognitive Psychology	15	6	compulsory	
	**	Psychology Option	15	6	optional	**	Psychology Option	15	6	optional	
	**	Psychology Option	15	6	optional	**	Psychology Option	15	6	optional	
TOTAL			55			TOTAL			65		

*	PSYCHOLOGY OPTIONS - LEVEL 5	FREQUENCY
PS 3608	Childhood and Adolescent Development	Fall/Spring/ Summer I
PS 3609	Adulthood and Aging	Fall/Spring

**	PSYCHOLOGY OPTIONS - LEVEL 6	FREQUENCY
PS 4719	Health and Lifelong Adaptation	Spring
PS 4721	Educational Psychology	Fall/Summer I
PS 4749	Forensic Psychology	Spring
PS 4924	Industrial/Organizational Psychology	Fall

**	PSYCHOLOGY OPTIONS - LEVEL 6	FREQUENCY
PS 4744	Addictive Behavior and Mental Health	Fall
PS 4752	Counseling and f Psychotherapy	Spring
PS 47XX	Trauma and Resilience	Fall

PS 4943	Childhood & Adolescent Psychopathology	Spring
**	PSYCHOLOGY OPTIONS - LEVEL 6	FREQUENCY
PS 4723	Stress and Wellbeing	Spring/Summer I
PS 4763	Social Cognition	Fall
PS 4965	Topics in Neuropsychology	Fall/Spring
PS 49XX	Social Neuroscience	Summer I

**	PSYCHOLOGY OPTIONS - LEVEL 6	FREQUENCY
PS 40XX	Internship in Psychology	Fall/Spring

Projected Timetable for modules

RUBRIC	MODULE TITLE	Frequency of offering the module in academic year
PS 1000	Psychology as a Natural Science	Fall/Spring/Summer I/Summer II
PS 1001	Psychology as a Social Science	Fall/Spring/Summer I/Summer II
PS 2010	History and Systems of Psychology	Fall/Spring/Summer I
PS 2207	Infant and Preschool Years	Fall/Spring
PS 2236	Human Learning & Memory	Fall/Spring/Summer I
PS 2257	Psychology of Diversity & Social Issues	Fall/Spring/Summer I*
PS 2260	Introduction to Statistical Thinking	Fall/Spring
PS 2347	Analysis of Quantitative Data	Fall/Spring
PS 3532	Testing & Assessment	Fall/Spring
PS 3608	Childhood & Adolescent Development	Fall/Spring/Summer I
PS 3609	Adulthood & Aging	Fall/Spring
PS 3612	Theories of Personality and Individual differences	Fall/Spring
PS 3618	Non-experimental Research in Psychology	Fall/Spring
PS 3626	Social Psychology: Theories and Applications	Fall/Spring
PS 3630	Biological Psychology	Fall/Spring/Summer I
PS 3734	Experimental Cognitive Psychology	Fall/Spring
PS 40XX	Internship in Psychology	Fall/Spring
PS 47XX	Trauma and Resilience	Fall
PS 4719	Health and Lifelong Adaptation	Spring
PS 4721	Educational Psychology	Fall/Summer I
PS 4723	Stress and Wellbeing	Spring/Summer I
PS 4743	Childhood and Adolescent Psychopathology	Spring
PS 4744	Addictive Behavior and Mental Health	Fall
PS 4749	Forensic Psychology	Spring
PS 4751	Adult Psychopathology	Fall/Spring
PS 4752	Counseling and Psychotherapy	Spring
PS 4763	Social Cognition	Fall
PS 4839	Advanced Topics in Cognitive Psychology	Fall/Spring
PS 4861	Final Year Project I	Fall/Spring

PS 4924	Industrial/Organizational Psychology	Fall
PS 4935	Final Year Project II	Fall/Spring
PS 4965	Topics in Neuropsychology	Fall/Spring
PS 49XX	Social Neuroscience	Summer I

Useful Information & Links

- The American College of Greece // <http://www.acg.edu>
- BlackBoard // <https://blackboard.acg.edu/webapps/login/>
- MyACG // <http://www.campusweb.acg.edu/ICS/>
- Student Success Center // Email: ssc@acg.edu

Required and Optional Modules Description

Please see the College's online

catalog: http://www.acg.edu/sites/default/files/pdfs/DEREE_OU_ST_HBK_2012-13.pdf

Student's guide to studying on a programme validated by the Open University

http://www.acg.edu/sites/default/files/images/ouvs_student_guide_2012-ebook.pdf

Open University Links

The Open University – Open Learn <http://www.open.edu/openlearn/>

The Open University - Learning Space <http://openlearn.open.ac.uk/>

The Open University on iTunes <http://www.open.edu/itunes/>

Learn with the Open University <http://www.youtube.com/user/OUlearn>