

Programme specification

(Notes on how to complete this template are provided in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	Sociology
Teaching Institution	Deree - The American College of Greece
Awarding Institution	The Open University (OU)
Date of first OU validation	2011
Date of latest OU (re)validation	2015
Next revalidation	2026
Credit points for the award	360
UCAS Code	
JACS Code	
Programme start date and cycle of starts if appropriate.	Continuing
Underpinning QAA subject benchmark(s)	Sociology
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	External examiner reports, OU institutional review, faculty and student feedback.
Professional/statutory recognition	Professional rights in Greece
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT
Duration of the programme for each mode of study	Three years FT
Dual accreditation (if applicable)	NECHE (formerly NEASC)
Date of production/revision of this specification	September 2021

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

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

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

2.1 Educational aims and objectives

The programme is designed, administered and delivered in line with the College's and School's overall principles and mission, as shown below.

The American College of Greece mission

To add distinctive and sustainable value to our students as well as to Greece, American education, Hellenic heritage, and the global community through transformative teaching, scholarship and service SBE mission.

School of Liberal Arts and Sciences Mission:

The School of Liberal Arts and Sciences aims to foster academic excellence through scholarly and creative endeavors that promote the study of human experience and behavior, as well as understanding of the properties of the natural world. It aspires to habituate students in rational thinking and cultivate in them respect for ethical principles and the values of citizenship and global belonging. Simultaneously, it aims to impart knowledge and skills essential for graduate study and professional careers in an era of technological advancements.

Sociology Programme Mission

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

Educational Aims and Objectives

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

The primary goals of the Sociology program are to:

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

Programme Learning Outcomes

- Demonstrate knowledge and understanding of a diversity of key concepts and theoretical models and learn to apply them across a range of concrete social issues, problems and phenomena at a local, regional national and global level being also able to recognize the potentially contested perception and application of sociological knowledge, for researchers and publics alike.
- Recognize key sociological concepts pertinent to both everyday interaction and to academic/professional resources for informed and critical decision-making.
- Demonstrate competence in conducting research according to discipline-specific ethical standards; utilize different types of qualitative and quantitative data and develop the ability to interpret and reflexively analyse them.
- Demonstrate a measure of knowledge in an array of different social sciences, exploring inter-disciplinary linkages, and shifting disciplinary boundaries, and thus become better informed citizens and professionals, capable also of recognizing forms of abuse and prejudice.
- Analyse, synthesize and critically evaluate sociological knowledge across a range of societal issues
- Develop the ability to perform a critical evaluation of the body of knowledge acquired through the entire programme, keeping an open mind about different methodological approaches
- Effectively communicate theoretical concepts and research results in a meaningful way, suitable for lay audiences but also at a required level of sophistication for the sociology scholar

A. Knowledge and Understanding

A1. Demonstrate knowledge of:

- a. core theoretical models of sociology
- b. principal social institutions and processes initiated by modernity

A2. Understand key areas of sociology like social inequality, gender and social problems and how they apply to other sociology specialisms.

A3. Understand globalization and its relation to social change, power, identity and difference, across national, regional and local contexts.

A4. Become aware of the diversity of theoretical approaches in sociology (from its classical foundations to contemporary paradigms), their claims for explanatory adequacy and how rival sociological theories compare and complement each other.

A5. Understand and make use of the range of qualitative and quantitative research strategies in sociological methodology and identify the ethical aspects of social research.

A6. Become aware of the social foundations of sociological knowledge and the status of sociology as a social science discipline. Enhance reflexive knowledge on the construction of sociological categories and research methods.

B. Cognitive Skills

B1. Apply theoretical tools pertinent to the action-structure dualism in sociological theory.

B2. Utilise quantitative skills in sociological research, and recognize the ethical implications of research practice

B3. Utilise qualitative skills in sociological research and recognize the ethical implications of research practice

B4. Analyse and synthesise, with minimum guidance, issues relating to a variety of fields in sociology and thus become able to reflexively question taken for granted assumptions and bodies of knowledge.

C. Practical and Professional Skills

C1. Use sampling techniques to obtain data in order to conduct surveys

C2. Prepare reports, including tables and charts, on research results.

C3. Use various qualitative techniques to conduct research according to context and situation.

C4. Write theory and empirical oriented papers suitable for graduate work conveying concepts and methods to lay audiences with clarity and scholarly use of sophisticated sociological terminology, appropriate bibliographical support and evidence.

D. Key/Transferable Skills

D1. Recognize and apply key sociological concepts and sophisticated theoretical reasoning across a range of social issues and problems, being also able to recognize the potentially contested perception and application of sociological knowledge, for researchers and publics alike

D2. Develop information-retrieval and processing skills in relation to different types of sources or data (bibliographical, primary or secondary)

D3. Use mathematical, statistical skills in order to:

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

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

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

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme specification is part of a US bachelor's degree programme, awarded with a total of 121 US credits consisting of:

The Liberal Education curriculum (43 US credits)

Core Courses	
WP 1010 Introduction to Academic Writing	3
WP 1111 Integrated Academic Writing and Ethics	3
WP 1212 WP 1212 Academic Writing and Research	3
Mathematics (basic statistics, college algebra, OR higher)	3
Public speaking professional communication (i.e., SP 2300 SP 2300 Presentation Skills or EN 3742 Professional Communication or equivalent)	3
CS 1070 Introduction to information systems or equivalent computer literacy course	3
Any Natural Science course with a lab (e.g biology, chemistry, environmental studies, geology, oceanography, physical science, physics)	4
Liberal Education Electives	
One LE designated course in Natural Sciences (without a lab)	3
Two LE designated courses in Humanities (<i>from more than one discipline</i>)	6
Three LE designated courses in the Social and Behavioural Sciences (<i>from more than one discipline</i>):	9
<ul style="list-style-type: none"> ✓ Two OU-validated L4 courses in the social sciences (selected from anthropology, cinema studies, economics, justice, political science, psychology, sociology) 	

✓ One additional course in the social sciences	
One LE designated course in Fine & Performing Arts	3
TOTAL	43 US credits

- **Sociology Concentration** (66 US credits)
 - ✓ Sociology core (51 credits)
 - ✓ Sociology Electives (15 US credits)
- **Free Electives** (12 US credits)

US DEGREE TOTAL: 121 US credits

LIBERAL EDUCATION-MISSION

A vital component of the undergraduate experience, the Liberal Education program prepares students to become globally engaged twenty-first century citizens with the intellectual habits, practical skills, and socio-cultural sensibilities needed in a rapidly changing world. Liberal Education helps students develop essential competencies for success across disciplines and in life beyond college by cultivating open-mindedness, tolerance, problem-solving ability, intellectual curiosity and creativity. It also promotes thoughtful self-expression, an ethical compass, and responsibility to the local and global communities.

COMPETENCIES AND LEARNING OUTCOMES

1. Communication and Information Literacy

- 1.1 Demonstrate effective verbal (writing, speaking and listening) and nonverbal communication skills.
- 1.2 Retrieve, critically evaluate and synthesize information adhering to legal and ethical practices.
- 1.3 Show knowledge of the stages needed from draft to final text or presentation using proper documentation and citation.
- 1.4 Demonstrate a mastery of the basic skills in information technology.

2. Social Responsibility and Civic Engagement

- 2.1 Discuss issues of identity and inclusion.
- 2.2 Explain different dimensions of sustainability and how it relates to one's discipline.
- 2.3 Discuss ways of responsible civic engagement.
- 2.4 Engage in activities that serve the needs of the local and global community.
- 2.5 Evaluate elements of Greek society that reflect Greek cultural values and the desirability to maintain or change such values so that Greek society can succeed in a new interdependent environment without losing its identity.

3. Cultural and Global Perspectives

- 3.1 Discuss world history or sociocultural traditions from different perspectives.
- 3.2 Describe diverse worldviews, ideas, institutions or artistic expressions manifest in varied contexts globally.
- 3.3 Demonstrate understanding of the workings of Greek, American and European social, political and economic systems and trace the geographical and historical factors that shape these systems.
- 3.4 Discuss issues of cultural diversity.

4. Ethics and Values

- 4.1 Explain the importance of values in our venture to understand the world.
- 4.2 Identify ethical issues in different contexts, especially in one's major course of study.
- 4.3 Discuss ideologies and ethical principles upheld by different cultures and cocultures.
- 4.4 Describe different approaches through which ethical dilemmas may be examined and resolved.

5. Aesthetic Expression

- 5.1 Discuss the main themes, symbols, and means of expression in various art forms.
- 5.2 Demonstrate ability to create or recreate aesthetic works that reflect knowledge of the artistic process and awareness of self, social and stylistic contexts.
- 5.3 Reflect on the outcomes of an artistic work.
- 5.4 Discuss the value of diversity in creative approaches in the visual, verbal and performing arts.

6 Scientific and Quantitative Literacy

- 6.1 Describe major concepts, principles, laws and theories in mathematics and the natural sciences.
- 6.2 Discuss the impact of science and technology on the individual, society, and the physical environment.
- 6.3 Apply scientific and mathematical methods and principles in making informed decisions in various disciplines.
- 6.4 Demonstrate practical and processing skills associated with natural sciences, mathematics and technology.

7 Integration

- 7.1 Synthesize concepts learned in the Liberal Education program with major concepts in one's academic major.
- 7.2 Evaluate theoretical and practical knowledge included in Liberal Education competencies in the context of academic and professional enhancement.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

BA (Honors) - Sociology
 BA -Sociology
 Diploma of Higher Education-Sociology
 Certificate in Higher Education

3. Programme structure and learning outcomes

Programme Structure - LEVEL 4					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
SO 1000 Introduction of Sociology	15	Social Science Option- L4	15		
SO 1001 Sociology of Modern Life	15	Social Science Option -L4	15		
SO 2004 Social Inequality	15				
SO 2020 Family and Gender Roles	15	SUBTOTAL	30		
SO 2030 Social Problems	15				
SO 2260 Introduction to Statistical Thinking	10	<i>List of Social Science Options</i>			
SO24XX The Craft of Sociology: Research Practice and Writing	5	-AN1003 CULTURAL ANTHROPOLOGY			
		-AN2025 STUDYING EVERYDAY LIFE: ETHNOGRAPHIC PERSPECTIVES AND CROSS-CULTURAL EXPLORATIONS			
		-CIN2227 MODERN GREEK CINEMA			
SUBTOTAL	90	-JS1001 INTRODUCTION TO CRIMINAL JUSTICE			
		-JS2010 LAW AND SOCIETY			
		-PO1015 INTRODUCTION TO POLITICAL SCIENCE AND GLOBAL AFFAIRS			
		-PO2000 POLITICAL ORGANIZATION			
		-PO2001 POLITICAL BEHAVIOUR			
		-PS1000 PSYCHOLOGY AS A NATURAL SCIENCE			
		-PS1001 PSYCHOLOGY AS A SOCIAL SCIENCE			
TOTAL L4 Credits	120				

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods

<p><i>A1. Demonstrate knowledge of:</i></p> <ol style="list-style-type: none"> <i>a. core theoretical models of sociology</i> <i>b. principal social institutions and processes initiated by modernity</i> <p><i>A2. Understand key areas of sociology like social inequality, gender and social problems and how they apply to other sociology specialisms.</i></p> <p><i>A3. Understand globalization and its relation to social change, power, identity and difference, across national, regional and local contexts.</i></p> <p><i>A4. Become aware of the diversity of theoretical approaches in sociology (from its classical foundations to contemporary paradigms), their claims for explanatory adequacy and how rival sociological theories compare and complement each other.</i></p>	<p><u>Learning and Teaching Strategy:</u></p> <p>In congruence with the Learning and Teaching strategy of the College, the following tools are used in level 4 courses:</p> <ul style="list-style-type: none"> ➤ Class lectures, interactive learning (class discussions, group work) and short video presentations. ➤ Diagnostic exercises in basic sociological reasoning applied to current issues. ➤ Office Hours: replacing institutionally unavailable tutorial time, students are advised to consult regularly with instructors on course material clarifications. ➤ Use of a Blackboard site for posting lecture notes, assignment instructions and various timely announcements. <p><u>Assessment Methods:</u></p> <p>Assessment methods give students the opportunity to display knowledge and understanding of the basics of sociology and staff the opportunity to identify strengths and weaknesses in either. Students get timely feedback (within 21 days) on their formative test and midterm exam by their lecturer</p> <p><i>*For an analytical presentation of the Sociology Assessments Methods in each module see the two SO ASSESSMENT PLANS appended (for compulsory and optional modules).</i></p> <p><i>**The overall Assessment strategy of the Sociology Programme is analytically presented in section 12 of the Background Document</i></p>
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A3. *Understand globalization and its relation to social change, power, identity and difference, across national, regional and local contexts.*

A4. *Become aware of the diversity of theoretical approaches in sociology (from its classical foundations to contemporary paradigms), their claims for explanatory adequacy and how rival sociological theories compare and complement each other.*

A3.

Where it is taught:

- **SO 1000 –Introduction to Sociology (Level 4)** as described above
- **SO 1001 –Sociology of Modern Life (Level 4)** as described above

A4.

Where it is taught:

- **SO 1000 –Introduction to Sociology (Level 4)** as described above

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1. Apply theoretical tools pertinent to the action-structure dualism in sociological theory.</p> <p>B3. Utilize qualitative skills in sociological research and recognize the ethical implications of research practice</p>	<p>B1 <u>Where it is taught:</u></p> <ul style="list-style-type: none"> ➤ SO 1000 –Introduction to Sociology (Level 4) as described above ➤ SO 1001 –Sociology of Modern Life (Level 4) as described above <p>B3 <u>Where it is taught:</u> SO24XX The Craft of Sociology: Research Practice and Writing (L4) Introduction to the basic conventions of sociological research and writing Search and review the existing sociological literature on an assigned topic, evaluate sources, and develop critical sociological reading and writing skills</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1. Use sampling techniques to obtain data in order to conduct surveys</p>	<p><u>Where it is taught:</u> PS/SO2260 Introduction to Statistical Thinking (Level 4): Introduction to variables, scales of measurement, descriptive statistics, basic inferential tests and understanding the statistical output. Overview of scientific writing skills and ethical research principles.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1. Recognize and apply key sociological concepts and sophisticated theoretical reasoning across a range of social issues and problems, being also able to recognize the potentially contested perception and application of sociological knowledge, for researchers and publics alike</p> <p>D2. Develop information-retrieval and processing skills in relation to different types of sources or data (bibliographical, primary or secondary)</p> <p>D3. Use mathematical, statistical skills in order to:</p> <ul style="list-style-type: none"> • measure and interpret social data • interpret graphs and charts • use distribution functions, hypothesis testing • conduct independent research <p>D4. Demonstrate a measure of knowledge in an array of different social sciences, exploring inter-disciplinary linkages, and thus becoming better informed citizens and professionals, capable also of recognizing forms of abuse and prejudice.</p>	<p>Where it is taught:</p> <ul style="list-style-type: none"> ➤ SO 1000 –Introduction to Sociology (Level 4) as described above ➤ SO 1001 –Sociology of Modern Life (Level 4) as described above ➤ SO 2004 –Social Inequality (Level 4) as described above ➤ SO 2020 –Family and Gender Roles (Level 4) as described above ➤ SO 2030 –Social Problems (Level 4) as described above <p>D2</p> <p>Where it is taught:</p> <p>SO24XX The Craft of Sociology: Research Practice and Writing (L4) As described above.</p> <p>D3</p> <p>Where it is taught:</p> <p>PS/SO2260 Introduction to Statistical Thinking (Level 4) as described above</p> <p>D4</p> <p>Where it is taught:</p> <ul style="list-style-type: none"> ➤ L4 SOCIAL SCIENCE OPTION 1 ➤ L4 SOCIAL SCIENCE OPTION 2

The following table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes at **Level 4**.

Level	Study module/unit	Programme outcomes																					
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	
4	SO1000 Introduction to Sociology	✓		✓	✓		✓											✓					
	SO1001 Sociology of Modern Life	✓		✓			✓											✓					
	SO2004 Social Inequality		✓															✓					
	SO2020 Family and Gender Roles		✓															✓					
	SO2030 Social Problems		✓															✓					
	PS/SO 2260 Introduction to Statistical Thinking												✓							✓			
	SO 24XX The Craft of Sociology: Research Practice and Writing									✓									✓				
	Social Science Option 1																					✓	
	Social Science Option 2																					✓	

Title of exit award at Level 4: Certificate of Higher Education in Sociology

Please see *Appendix 3 Sociology Exit Awards*

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
SO 3015 Sociology of Globalization	15	SOCIOLOGY OPTION-L5*	15		
SO 3035 Migration and the Global Age	15	SOCIOLOGY OPTION -L5*	15		
SO 3260 Classical Sociological Theory	15	SOCIOLOGY OPTION-L5*	15		
SO 3516 Qualitative Research Methods in Sociology	15	<i>*List of Options</i>			
SO 3411 Quantitative Methods in Sociology	15	SO 3007 Health and Society	15		
		SO 3009 Tourism and Leisure in Modern Society	15		
		SO 3037 Sociology of Deviance	15		
		SO/JS 3038 Criminology	15		
		SO 3002 Environment and Society	15		
		SO 3012 Contemporary Cinema and Society	15		
		SO 3119 Consumer Society	15		
		SO 3125 Media and Society in the 21 st Century	15		
		SO30XX Sociology of Emotions	15		
		SO3127 Sociology of Architecture	15		
		SO31XX Selected Topics in Contemporary Sociology	15		
Total Level-5 credit points (compulsory+ optional)	120				

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>A1. Demonstrate knowledge of: a. core theoretical models of sociology; b. principal social institutions and processes initiated by modernity</i></p> <p><i>A3. Understand globalization and its relation to social change, power, identity and difference, across national, regional and local contexts.</i></p> <p><i>A4. Become aware of the diversity of theoretical approaches in sociology (from its classical foundations to contemporary paradigms), their claims for explanatory adequacy and to how rival sociological theories compare and complement each other.</i></p> <p><i>A5. Understand and make use of the range of qualitative and quantitative research strategies in sociological methodology and identify the ethical aspects of social research.</i></p> <p><i>A6. Become aware of the social foundations of sociological knowledge and the status of sociology as a social science discipline. Enhance reflexive knowledge on the construction of sociological categories and research methods.</i></p> <p><i>A7. Analyse and synthesize, with minimum guidance, issues relating to a variety of fields in sociology and become able to</i></p>	<p><u>Learning and Teaching Strategy:</u> Class lectures, critical discussions and group work.; use of visual aids and videos (or film screening) in class interpretive work with primary selected texts, exercises applied to current issues, and experiential learning activities involving illustrations of various issues. Office hours: students are encouraged to make full use of the office hours of their lecturer, where they can address issues pertinent to the course material, ask questions and seek guidance on their research paper.</p> <ul style="list-style-type: none"> ➤ Office Hours: replacing institutionally unavailable tutorial time, students are advised to consult regularly with instructors on course material clarifications ➤ Use of Blackboard site for lecture notes, assignment instructions and timely announcements. <p><u>Assessment Methods*:</u> Assessment methods give students the opportunity to display knowledge and understanding of the basics of sociology and staff the opportunity to identify strengths and weaknesses in either. Students get timely feedback on their formative test and midterm exam by their lecturer. Assessments vary depending on the nature of the course</p> <p><i>*For an analytical presentation of the Sociology Assessments Methods in each module see the two SO ASSESSMENT PLANS appended (for compulsory and optional modules).</i></p> <p><i>**The overall Assessment strategy of the Sociology Programme is analytically presented in section 12 of the Background Document</i></p>

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

reflexively question taken for granted assumptions and bodies of knowledge.

A1. Demonstrate knowledge of:

- a. *core theoretical models of sociology*
- b. *principal social institutions and processes initiated by modernity*

A2. Understand key areas of sociology like social inequality, gender and social problems and how they apply to other sociology specialisms

A3. Understand globalization and its relation to social change, power, identity and difference, across national, regional and local contexts

A1

Where it is taught:

- **SO3260 –Classical Sociological Theory (Level 5):** Origin and development of sociology through Enlightenment and counter-Enlightenment. Founding thinkers: Comte, Spencer, Marx, Weber, Durkheim and Simmel.

A2

Where it is taught:

- **L5 SOCIOLOGY OPTIONS**

A3

Where it is taught:

- a. Students take two (2) compulsory modules all on level 5 on globalization with emphasis on with emphasis on its complexity, impact and areas of sociological interest:
 - **SO 3015 –Sociology of Globalization (Level 5):** World-government and world-market. Historical dimensions of globalization. Resistance to globalization. Globalization and human rights.
 - **SO 3035 –Migration and the Global Age (Level 5):** Migration in the 21st century. Study of diasporas, refugees, gender and labor, ethnic and racial minorities. Assimilation, multiculturalism, exclusion. Migration in EU and USA. Theories of migration.

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

A4. *Become aware of the diversity of theoretical approaches in sociology (from its classical foundations to contemporary paradigms), their claims for explanatory adequacy and how rival sociological theories compare and complement each other.*

A5. *Understand and make use of the range of qualitative and quantitative research strategies in sociological methodology and identify the ethical aspects of social research.*

A6. *Become aware of the social foundations of sociological knowledge and its status as a social science discipline. Enhance reflexive knowledge on the construction of sociological categories and research methods.*

A4.

Where it is taught:

SO3260 –Classical Sociological Theory (Level 5): as described before

A5

Where it is taught:

Students are required to take two research modules at Level 5:

- **SO 3516 –Qualitative Research Methods in Sociology (Level 5):** Data collection techniques, interpretation, ethical considerations in empirical research. Ethnography, participant observation, interviewing, case study analysis, content and documentary analysis.
- **SO 3411 –Quantitative Methods in Sociology (Level 5):** Qualitative research designs, sampling, survey research, issues in quantitative research.

A6

Where it is taught:

Students are required to take two research modules at Level 5:

- **SO 3516 –Qualitative Research Methods in Sociology (Level 5)** as described before
- **SO 3411 –Quantitative Methods in Sociology (Level 5):** as described before

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1. Apply theoretical tools pertinent to the action-structure dualism in sociological theory.</p> <p>B2. Utilise quantitative skills in sociological research, and recognize the ethical implications of research practice</p> <p>B3. Utilize qualitative skills in sociological research and recognize the ethical implications of research practice</p> <p>B4. Analyze and synthesize with minimum guidance issues relating to a variety of fields in sociology and thus become able to reflexively question assumptions and bodies of knowledge taken for granted.</p>	<p>B1 Where it is taught: SO3260 –Classical Sociological Theory (Level 5): as described above</p> <p>B2 Where it is taught: SO 3411 –Quantitative Methods in Sociology (Level 5): as described above</p> <p>B3 Where it is taught: SO 3516 –Qualitative Research Methods in Sociology (Level 5): as described above</p> <p>B4 Where it is taught: SOCIOLOGY OPTIONS (L5)</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1. Use sampling techniques to obtain data in order to conduct surveys</p> <p>C2. Prepare reports, including tables and charts, on research results.</p> <p>C3. Use various qualitative techniques to conduct research according to context and situation.</p> <p>C4. Write theory and empirical oriented papers suitable for graduate work conveying concepts and methods to lay audiences with clarity and scholarly use of sophisticated sociological terminology, appropriate bibliographical support and evidence.</p>	<p>C1 Where it is taught: SO 3411 –Quantitative Methods in Sociology (Level 5): as described above</p> <p>C2 Where it is taught: SO 3411 –Quantitative Methods in Sociology (Level 5): as described above SO 3416 –Qualitative Research Methods in Sociology (Level 5): as described above SO 3035 Migration and the Global Age (Level 5) as described above</p> <p>C3 Where it is taught: SO 3516 –Qualitative Research Methods in Sociology (Level 5): as described above</p> <p>C4 Where it is taught: SO3260 Classical Sociological Theory (Level 5): as described above SO 3411 Quantitative Methods in Sociology (Level 5): as described above SO 3416 Qualitative Research Methods in Sociology (Level 5): as described above</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1. <i>Recognize and apply key sociological concepts and sophisticated theoretical reasoning across a range of social issues and problems, being also able to recognize the potentially contested perception and application of sociological knowledge, for researchers and publics alike</i></p> <p>D2. <i>Develop information-retrieval and processing skills in relation to different types of sources or data (bibliographical, primary or secondary)</i></p> <p>D3. <i>Use mathematical, statistical skills in order to:</i></p> <ul style="list-style-type: none"> • <i>measure and interpret social data</i> • <i>interpret graphs and charts</i> • <i>use distribution functions, hypothesis testing</i> • <i>conduct independent research</i> 	<p>D1 Where it is taught: SO3260 Classical Sociological Theory (Level 5): as described above SO 3015 Sociology of Globalization (Level 5) SO 3035 Migration and the Global Age (Level 5) SO 3416 Qualitative Research Methods in Sociology (Level 5)</p> <p>D2 Where it is taught: SO3260 Classical Sociological Theory (Level 5): as described above SO 3015 Sociology of Globalization (Level 5) SO 3035 Migration and the Global Age (Level 5) SO 3411 Quantitative Methods in Sociology (Level 5) SO 3416 Qualitative Research Methods in Sociology (Level 5) L5 SOCIOLOGY OPTIONS</p> <p>D3 Where it is taught: SO 3411 –Quantitative Methods in Sociology (Level 5): as described above SO 3516 –Qualitative Research Methods in Sociology (Level 5): as described above</p>

3D. Key/transferable skills	
<p>D4. <i>Demonstrate a measure of knowledge in an array of different social sciences, exploring inter-disciplinary linkages, and thus becoming better informed citizens and professionals, capable also of recognizing forms of abuse and prejudice.</i></p> <p>D5. <i>Perform a critical evaluation of the body of knowledge acquired through the program, using their own words to describe, examine and explain sociological theory and sociological research findings to diverse audiences.</i></p>	<p>D4 Where it is taught: L5 SOCIOLOGY OPTIONS</p> <p>D5 Where it is taught: SOCIOLOGY L5 OPTIONS</p>

The following table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes at **Level 5**.

Level	Study module/unit	Programme outcomes																					
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	C1	C2	C4	C3	C4	D1	D2	D3	D4	D5	D6
5	SO3015 Sociology of Globalization			✓														✓	✓				
	SO3035 Migration in the Global Age			✓										✓				✓	✓				
	SO3260 Classical Sociological Theory	✓			✓				✓						✓		✓	✓	✓	✓			
	SO3516 Qualitative Research Methods					✓	✓				✓			✓	✓	✓	✓	✓	✓	✓			
	SO3411 Quantitative Methods in Sociology					✓	✓			✓			✓	✓	✓		✓		✓	✓			
	SOCIOLOGY OPTION -L5		✓										✓						✓		✓	✓	
	SOCIOLOGY OPTION-L5		✓										✓						✓		✓	✓	
SOCIOLOGY OPTION -L5												✓						✓		✓	✓		

Title of exit award at Level 5: *Diploma of Higher Education in Sociology*

See Appendix 3 Sociology Exit Awards

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
SO 4106 Urban Sociology	15	SOCIOLOGY OPTION-L6*	15		
SO 4143 Sociology of Science and Technology	15	SOCIOLOGY OPTION-L6*	15		
SO 4231 Religion and Society	15	SUBTOTAL	30		
SO 4213 Collective Action and Social Movements	15	<u>List of Options*</u>			
SO 4461 Contemporary Sociological Theory	15	SO4117 Sociology of Work	15		
SO 4790 Senior Year Thesis	15	SO4126 Suffering and Evil in Society	15		
	15	SO/CIN4050 World Cinema Power and Identity	15		
	----	SO4223 Gender – Media and Society			
	90	SO4318 Modern Greek Society and Culture	15		
		SO4050 World Cinema Power and Identity	15		
		SO43XX Advanced Studies in Sociological Theory and Research	15		
TOTAL Level 6 credit points (compulsory and optional)	120				

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p><i>A1. Demonstrate knowledge of: a. core theoretical models of sociology, b. principal social institutions and processes initiated by modernity</i></p> <p><i>A2. Understand key areas of sociology like social inequality, gender and social problems and how they apply to other sociology specialisms</i></p> <p><i>A3. Understand globalization and its relation to social change, power, identity and difference, across national, regional and local contexts.</i></p> <p><i>A4. Become aware of the diversity of theoretical approaches in sociology (from its classical foundations to contemporary paradigms), their claims for explanatory adequacy and how rival sociological theories compare and complement each other.</i></p> <p><i>A5. Understand and make use of the range of qualitative and quantitative research strategies in sociological methodology and identify the ethical aspects of social research.</i></p> <p><i>A6. Become aware of the social foundations of sociological knowledge and the status of sociology as a social science</i></p>	<p><u>Learning and Teaching Strategy:</u> Class lectures, critical discussions and group work; use of visual aids (videos, photos, TV clips, film extracts, paintings, tables or film screenings) in class interpretive work with selected texts of various types, discussion of case studies, exercises applied to current issues, and experiential learning activities involving illustrations of various issues; student presentations</p> <ul style="list-style-type: none"> ➤ Office Hours: replacing institutionally unavailable tutorial time, students are advised to consult regularly with instructors on course material, seek guidance on their research paper ➤ Use of Blackboard site for lecture notes, assignment instructions and timely announcements. <p><u>Assessment Methods:</u> Assessment methods give students the opportunity to display knowledge and understanding of the basics of sociology and staff the opportunity to identify strengths and weaknesses in either. Students get timely feedback on their formative test and midterm exam by their lecturer. Assessments vary depending on the nature of the course</p> <p><i>*For an analytical presentation of the Sociology Assessments Methods in each module see the two SO ASSESSMENT PLANS appended (for compulsory and optional modules).</i></p> <p><i>**The overall Assessment strategy of the Sociology Programme is analytically presented in section 12 of the Background Document</i></p>

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

discipline. Enhance reflexive knowledge on the construction of sociological categories and research methods.

A1. Demonstrate knowledge of:

a. core theoretical models of sociology,

b. principal social institutions and processes initiated by modernity

A1.

Where it is taught:

SO 4461 –Contemporary Sociological Theory (level 6): Parsons and sociological theory since structural-functionalism. Luhmann’s systems theory. Symbolic Interactionism and ethnomethodology. The agency-structure dualism (Giddens, Habermas, Bourdieu). Feminist theory. Post-structuralism and theories of post-modernity

SO 4106 –Urban Sociology (Level 6): Historical processes of urbanization. Comparative analysis of city development. Urbanism as a way of life.

SO 4231 –Religion and Society (Level 6): Religion in comparative perspective. Forms of religious organization. Modernity and secularization. Religious fundamentalism. Classical and contemporary theories of religion.

SO 4143 –Sociology of Science and Technology (Level 6): Science as an institution. The sociology of scientific knowledge. Science and technology. Interaction between society, science and technology. Major theories of science:

SO 4213 –Collective Action and Social Movements (Level 6): Collectivities and collective phenomena (crowds, riots, fashions, fads). Theories of collective behavior. Theories of social movements (patterns, strategies, leadership). Types of social movements. Old and new social movements (feminism, ecology, anti-globalization

SO 4790 Senior Year Thesis-Senior Year Research Project dissertation. Links between theory and research methods

SOCIOLOGY OPTIONS L6

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

A2. *Understand key areas of sociology like social inequality, gender and social problems and how they apply to other sociology specialisms*

A2
SO 4213 –Collective Action and Social Movements (Level 6)
SOCIOLOGY OPTIONS L6

A3. *Understand globalization and its relation to social change, power, identity and difference, across national, regional and local contexts.*

.A3
Where it is taught:
SO 4106 –Urban Sociology (Level 6)
SO 4231 –Religion and Society (Level 6)
SO 4143 –Sociology of Science and Technology (Level 6)
SO 4213 –Collective Action and Social Movements (Level 6)

A4. *Become aware of the diversity of theoretical approaches in sociology (from its classical foundations to contemporary paradigms), their claims for explanatory adequacy and how rival sociological theories compare and complement each other.*

A4
Where it is taught:
SO 4461 –Contemporary Sociological Theory (level 6) as described above

A5. *Understand and make use of the range of qualitative and quantitative research strategies in sociological methodology and identify the ethical aspects of social research.*

A5
Where it is taught:
SO 4790 Senior Year Thesis as described above

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
<p>A6. <i>Become aware of the social foundations of sociological knowledge and the status of sociology as a social science discipline. Enhance reflexive knowledge on the construction of sociological categories and research methods.</i></p>	<p>A6 Where it is taught: SO 4143 –Sociology of Science and Technology (Level 6) SO 4790 Senior Year Thesis</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1. <i>Apply theoretical tools pertinent to the action-structure dualism in sociological theory.</i></p> <p>B2. <i>Utilise quantitative skills in sociological research, and recognize the ethical implications of research practice</i></p> <p>B3. <i>Utilise qualitative skills in sociological research and recognize the ethical implications of research practice</i></p> <p>B4. <i>Analyze and synthesize with minimum guidance issues relating to a variety of fields in sociology and thus become able to reflexively question taken for granted assumptions and bodies of knowledge.</i></p>	<p>B1 Where it is taught: SO 4461 –Contemporary Sociological Theory (level 6): SO 4790 Senior Year Thesis</p> <p>B2 Where it is taught: SO 4790 Senior Year Thesis</p> <p>B3 Where it is taught: SO 4790 Senior Year Thesis</p> <p>B4 Where it is taught: SO 4461 –Contemporary Sociological Theory SO 4106 –Urban Sociology SO 4231 –Religion and Society SO 4143 –Sociology of Science and Technology</p>

3B. Cognitive skills	
	SO 4213 –Collective Action and Social Movements SOCIOLOGY OPTIONS L6
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
C1. Use sampling techniques to obtain data in order to conduct surveys	C1 <u>Where it is taught:</u> SO 4790 Senior Year Thesis
C3. Use various qualitative techniques to conduct research according to context and situation.	C3 <u>Where it is taught</u> SO 4231 Religion and Society SO 4790 Senior Year Thesis
C4. Write theory and empirical oriented papers suitable for graduate work conveying concepts and methods to lay audiences with clarity and scholarly use of sophisticated sociological terminology, appropriate bibliographical support and evidence.	C4 <u>Where it is taught:</u> SO 4461 Contemporary Sociological Theory) SO 4213 –Collective Action and Social Movements SO 4231 Religion and Society SO 4790 Senior Year Thesis

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1. <i>Recognize and apply key sociological concepts and sophisticated theoretical reasoning across a range of social issues and problems, being also able to recognize the potentially contested perception and application of sociological knowledge, for researchers and publics alike</i></p> <p>D2. <i>Develop information-retrieval and processing skills in relation to different types of sources or data (bibliographical, primary or secondary)</i></p> <p>D4. <i>Demonstrate a measure of knowledge in an array of different social sciences, exploring inter-disciplinary linkages, and thus becoming better informed citizens and professionals, capable also of recognizing forms of abuse and prejudice.</i></p> <p>D5. <i>Perform a critical evaluation of the body of knowledge acquired through the program, using their own words to describe, examine and explain sociological theory and sociological research findings to diverse audiences</i></p>	<p>D1 Where it is taught: SO 4461 Contemporary Sociological Theory (level 6) SO 4790 Senior Year Thesis</p> <p>D2 Where it is taught: SO 4461 Contemporary Sociological Theory (level 6): SO 4106 Urban Sociology (Level 6) SO 4231 Religion and Society (Level 6) SO 4143 Sociology of Science and Technology (Level 6):: SO 4213 Collective Action and Social Movements (Level 6): SO 4790 Senior Year Thesis</p> <p>D4 Where it is taught: SOCIOLOGY OPTIONS L6</p> <p>D5 Where it is taught: SOCIOLOGY OPTIONS L6 SO 4790 Senior Year Thesis</p>

The following table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes at **Level 6**.

Level	Study module/unit	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	
6	SO4106 Urban Sociology	✓		✓							✓						✓				
	SO4143 Sociology of Science and Technology	✓		✓			✓				✓						✓				
	SO4231 Religion and Society	✓		✓							✓		✓	✓		✓					
	SO4213 Collective Action and Social Movements	✓	✓	✓							✓						✓				
	SO4461 Contemporary Sociological Theory	✓			✓			✓			✓				✓	✓	✓				
	SO4790 Senior Year Thesis	✓				✓	✓	✓	✓	✓		✓		✓	✓	✓	✓				✓
	SOCIOLOGY OPTION-L6	✓		✓								✓						✓		✓	✓
	SOCIOLOGY OPTION-L6	✓										✓						✓		✓	✓

Titles of exit awards at Level 6:

- BA(Hons) Sociology
- BA(Ord) Sociology

Please see *Appendix 3 Sociology Exit Awards*

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

Elective modules (at Levels 5 and 6) are offered every semester.

The rest of the points are not applicable.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

All new Sociology students participate in an orientation programme as they begin their first semester at the College. The orientation program is designed to introduce them to the campus, the academic system, College regulations and policies, and student life.

Academic advising is primarily carried out by the Department Head in coordination with the Academic Advising Office. Students also consult the Sociology programme faculty for advising on a variety of topics including career options and postgraduate studies during faculty office hours. Faculty/instructors hold one office hour per week per module taught. Faculty/instructors office hours are available through the School of Liberal Arts' Dean's Office.

The **Academic Advising Office** aids students in choosing and completing their academic programs. The advising staff members provide 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. The advising staff members communicate to new students the idea of the Engagement Development Plan (EDP) and the Co-Curricular Transcript.

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

The **Registrar** offers a presentation on the dual award system and its academic policies during the New Student Orientation Day. The New Student Orientation Program introduces incoming students to the campus, the academic system (dual OU/Deree awards), College rules and regulations, and academic and social life. Students receive information on student programs and services such as advising, financial aid, and co-curricular activities.

The **Student Academic Support Services (SASS)** offers academic assistance to students through individual learning facilitation sessions and/or workshops focusing on particular academic skills areas (for example, research skills, note-taking, exam preparation).

Work-based Learning - Internship Opportunities

The College cooperates with a number of multinational companies (e.g. the Libra Group, Diageo, Coca-Cola HBC, etc.) and offers all students international internship placements, often combined with study abroad opportunities.

Sociology majors have made use of these opportunities (study abroad programmes, internships) in the past, but there are not as yet *internship-for-credit* modules available in the Sociology Programme. The Department is currently working on developing a new module with an internship -for- credit component as part of the US programme. Moreover, the DH has been closely collaborating with the Career Office to identify jobs and internships (apprenticeships) relevant to sociology students' interests, knowledge, and skills. Also, the DH in collaboration with the Sociology society has been working on identifying NGOs and civil society organizations as possible employers for sociology majors. Based on these contacts two internships for sociology majors are currently launched. Moreover, as part of past discussions with Library and the College Archives, one student was hired to work part-time in the digitization program of College Archives and some sociology majors served as peer tutors (part-time employment) at SASS.

In addition, several sociology students are currently doing volunteer work in various organizations and NGOs (i.e., organizations that support, refugees, homeless, environmental organizations, drug users). The Department is also considering adding a service component in a couple of Sociology modules (e.g., modules on social problems and social inequalities).

Disability Status and Provisions

Students are responsible for alerting the Educational Psychologist to a special need, and for providing relevant documentary evidence. The Educational Psychologist suggests actions to be taken to accommodate a student with special needs, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee of Disabilities and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with learning difficulties may be eligible for special accommodations, such as extra time for examination completion, and receive support and counselling from the Educational Psychologist on

campus. The College announced the establishment of the **Counselling Centre** in September 2015, with the aim to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transition of university life where needed.

The **Student Handbook** provides detailed information about the Sociology programme, all aspects related to pursuing an OU award at DERE, as well as guidance to prospective and current students. Individual program student handbooks are available on the ACG website.

The **Office of Career Services** helps students formulate strategies to make the most of their studies before they graduate. Career Services offers students dedicated employability and career development activities, workshops and events.

The **Office of Student Affairs** is dedicated to promoting student development and enhancing 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. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. Office of Student Affairs co-curricular activities include social, cultural and recreational clubs that allow students to pursue their interests and, at the same time, provide opportunities for leadership.

The **Student Success Centre (SSC)** is designed as a one-stop service point for students. The primary purpose of SSC is to simplify the interactions between students and the College. Among other services, the SSC issues student IDs; credentials for the college's online services; accepts student requests for various certificates and petitions related to their studies; processes requests for course withdrawals; and guides students to the appropriate offices for matters related to registration, academic advising, validation, transfer credit, and tuition payment. The SSC is open extended hours (M-Th. 8:00 – 19:00 and Fri. 8:00 – 18:00) in order to be accessible to students.

The **Study Abroad Program** not only brings US and international students to Athens, it also sends Deree students to several partner universities in the US and other countries. The **International Internship and Study Abroad Program** 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

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

To qualify for admission to the academic programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the program of their choice. Candidates are evaluated based on their academic performance, proficiency in English, and overall student profile (i.e.: letter of recommendation, personal statement, personal interview, extracurricular activities and work experience).

All applicants must possess a secondary education completion Certificate such as a Greek High School Apolyterion, an International Baccalaureate Diploma, a French Baccalaureate, a German "Abitur" or an equivalent secondary education completion Certificate as defined in the NAFSA Guide to World Education Systems or must have passed at least 8 IGCSE/GCSE/GCE subjects. Applicants who have completed their secondary education in a school in Greece that does not award an Apolyterion must possess a secondary education completion Certificate from one of the Schools that are officially recognized by the Greek Ministry of Education.

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

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

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

The following is required for all freshmen applicants:

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

Evidence of Proficiency in English

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

Pearson test of Academic English (PTE Academic): 58 or greater

Michigan State University Certificate of Language Proficiency (MSU-CELP)

Michigan Proficiency Certificate

Cambridge Proficiency Certificate

Cambridge Advanced English (CAE) with Grade A only

International Baccalaureate Diploma

IELTS: (academic) 6.5 or above

SAT: 450 or above

ACT: 18 or above

TOEFL (paper based): 567 or above

TOEFL (computer based): 227 or above

TOEFL (internet based): 87 or above

GCE higher level English: Grade C or greater

Oxford Online Placement Test: 99 or above*

*Certificate Minor students who do not meet the language requirements can be conditionally admitted and begin taking for-credit courses if they meet the following criteria:

- high school (lyceum) diploma above 18
- student academic index (counselor's interview assessment) above 80
- A minimum score of 97 in the Oxford Online English Language Placement test

Such provisionally admitted students can register for their second semester only if they have a first semester grade point average of at least 3.0. Otherwise, they must take and pass the Oxford Placement test with a score of 99 or above.

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

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

The above listed grades qualify the student for placement directly into WP 1010. Applicants who do not qualify for WP1010 but who otherwise show academic promise are required to follow the English for Academic Purposes Program (see section "Academic Writing").

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

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

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

- Online Course Evaluation for each course (through *CourseEval*). This is submitted anonymously by students in all courses. Following submission of grades, results are sent electronically to the Provost, the Deans, the Department Heads/Programme Coordinators and the course instructor. They are also available to the President and the VP of Human Resources. Results are taken into consideration both in terms of improving teaching but also evaluating faculty.
- Senior Exit Survey: completed by all graduating students.
- Course Leader Reports where feedback from the course evaluations is also considered.
- Feedback from meetings between External Examiners and students.
- Departmental meetings with the student Academic Society.
- Representation of Academic Societies through their presidents in the Programme Committees. Student concerns are discussed, and feedback is communicated back to the students by the relevant Society presidents.
- Student advising.
- Students may always express concerns to the Deans, the Provost or the President either individually or through the Student Association.

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

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

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

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

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

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

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

- Offering programs which engage faculty in continuous improvement of teaching
- Supporting faculty in professional development in teaching
- Promoting the value of teaching inside and outside the College community
- Encouraging faculty to explore new teaching methods and technologies.

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

11. Changes made to the programme since last (re)validation

Several minor changes were introduced and implemented during the period that followed the 2015 revalidation of the programme (2015-2021). These changes involved: (a) assessment changes or change in the grade percentages (several members of the teaching staff drawing on the EEs feedback and suggestion for greater diversity in the form of module assessments “experimented” with new and more creative forms of projects); (b) change of textbooks and updating of reading lists and well as changes in the indicative course content in some modules- all in an effort to keep the course content updated.

For all these changes the EE’s feedback and approval was sought. The changes were also approved by the ACG Programme Committee and are recorded in Annual Monitoring Reports.

Further to the aforementioned changes, the programme team proposes several significant changes/additions to the programme in light of the upcoming revalidation. These modifications are listed here but they are presented more analytically (and their rationale is explained) in *Section 6 the Background Document* as well as *Section 11 of the Programme Specifications*

1. Changes in the list of Social Science modules (removal of some Social Science options and replacement with some new ones)

2. Substitution of the (PS)SO2047-Analysis of Behavioural Data module (offered by the Psychology Department) with the new module, *PS/SO2260 Introduction to Statistical Thinking (10 UK credits)*

- 3.** *Development of a new 5-UK credits module at L4: SO24XX Craft of Sociology: Research Practice and Writing.*
- 4.** *Removal of the module SO/JS 3024 Corruption and Anti-Corruption module from the list of sociology options at Level 5*
- 5.** *Addition of 3 modules as sociology options at level 5:*
 - (a)SO 3127 Sociology of Architecture.*
 - (b)SO 30XX Sociology of Emotions.*
 - (c)SO 31XX Selected Topics in Contemporary Sociology (container course)*
- 6.** *Module title change from Collective Behaviour and Social Movements to SO 4213 Collective Action and Social Movements (L6)*
- 7.** *Restructuring of the capstone thesis course (SO4690 Senior Thesis Seminar) to an independent study module with allocated supervision, with change of its duration (2 semesters) and change of title to SO 4790 Senior Year Thesis*
- 8.** *Addition of a new optional module at Level 6 SO 43XX Advanced Studies in Sociological Theory and Research (container course)*
- 9.** *Elimination of SO 3142 Film Studies: Cinema as a Medium and an Institution and introduction of the new module SO 4050 World Cinema, Power and Identity*
- 10.** *Further assessment changes in existing modules*
- 11.** *Minor modifications in the wording of Learning outcomes in most syllabi for reasons of greater accuracy and alignment with the action verbs of Blooms' taxonomy.*

12. *All existing syllabi have been updated* in terms of their reading lists and indicative content and in several cases, in terms of their assessment scheme.

13. *Modification through reduction or increase of learning outcomes in some modules*, so that the expected outcomes are more clearly articulate and in greater alignment with the changed course content, the QAA Sociology Benchmark Statement and the programmes' overall learning outcomes.

*All module syllabi (updated and new ones) are included in the *Module Specifications folder*.

Annexe 1: Curriculum map

Annex 2: Notes on completing programme specification templates

Annex 3: Sociology Exit Awards

Annexe 1 - Curriculum map

CURRENT SOCIOLOGY PROGRAMME-VALIDATED NOVEMBER 2015		PROPOSED SOCIOLOGY PROGRAMME-NOVEMBER 2021	
LEVEL 4		LEVEL 4	
Compulsory modules	Credits	Compulsory modules	Credit
SO 1000 INTRODUCTION TO SOCIOLOGY	15	SO 1000 INTRODUCTION TO SOCIOLOGY	15
SO 1001 SOCIOLOGY OF MODERN LIFE	15	SO 1001 SOCIOLOGY OF MODERN LIFE	15
SO 2004 SOCIAL INEQUALITY	15	SO 2004 SOCIAL INEQUALITY	15
SO 2020 FAMILY AND GENDER ROLES	15	SO 2020 FAMILY AND GENDER ROLES	15
SO 2030 SOCIAL PROBLEMS	15	SO 2030 SOCIAL PROBLEMS	15
PS 2147 ANALYSIS OF BEHAVIORAL DATA	15	PS/SO2260 INTRODUCTION TO STATISTICAL THINKING	10
		SO 24XX THE CRAFT OF SOCIOLOGY: RESEARCH PRACTICE AND WRITING	5
SUBTOTAL	90	SUBTOTAL	90
Optional modules	Credits	Optional modules	Credit
<i>Two</i> of the following optional LE Social Science modules:		<i>Two</i> of the following optional LE Social Science modules:	
-AN1000 INTRODUCTION TO ANTHROPOLOGY	15	-AN1000 INTRODUCTION TO ANTHROPOLOGY	15
-AN1003 CULTURAL ANTHROPOLOGY	15	-AN1003 CULTURAL ANTHROPOLOGY	15
-AN2007 ETHNICITY AND IDENTITY	15	-AN2025 STUDYING EVERYDAY LIFE: ETHNOGRAPHIC PERSPECTIVES AND CROSS-CULTURAL EXPLORATIONS	15
-EC1000 PRINCIPLES OF MICROECONOMICS	15	-CIN2227 MODERN GREEK CINEMA	15
-EC2011 ECONOMIC HISTORY OF EUROPE	15	-JS1001 INTRODUCTION TO CRIMINAL JUSTICE	15
-JS1001 INTRODUCTION TO CRIMINAL JUSTICE	15	-JS2010 LAW AND SOCIETY	15
-PO1000 POLITICAL ORGANIZATION	15	-PO1015 INTRODUCTION TO POLITICAL SCIENCE AND GLOBAL AFFAIRS	15
-PO1001 POLITICAL BEHAVIOR	15	-PO2000 POLITICAL ORGANIZATION	15
-PO2008 BEYOND STATE AND NATION	15		

-PS1000 PSYCHOLOGY AS A NATURAL SCIENCE	15	-PO2001 POLITICAL BEHAVIOUR	15
-PS1001 PSYCHOLOGY AS A SOCIAL SCIENCE	15	-PS1000 PSYCHOLOGY AS A NATURAL SCIENCE	15
		-PS1001 PSYCHOLOGY AS A SOCIAL SCIENCE	15
SUBTOTAL	30	SUBTOTAL	30
TOTAL	120	TOTAL	120

LEVEL 5		LEVEL 5	
Compulsory modules	Credit points	Compulsory modules	Credit points
SO 3260 CLASSICAL SOCIOLOGICAL THEORY	15	SO 3260 CLASSICAL SOCIOLOGICAL THEORY	15
SO 3416 QUALITATIVE RESEARCH METHODS IN SOCIOLOGY	15	SO 3516 QUALITATIVE RESEARCH METHODS IN SOCIOLOGY	15
SO 3511 QUANTITATIVE METHODS IN SOCIOLOGY	15	SO 3411 QUANTITATIVE METHODS IN SOCIOLOGY	15
SO 2115 SOCIOLOGY OF GLOBALIZATION	15	SO 3015 SOCIOLOGY OF GLOBALIZATION	15
SO 2235 MIGRATION AND THE GLOBAL AGE	15	SO 3035 MIGRATION IN THE GLOBAL AGE	15
SUBTOTAL	75	SUBTOTAL	75
Optional modules	Credit points	Optional modules	Credit points
ANY THREE MODULES SELECTED FROM:		ANY <i>THREE</i> MODULES SELECTED FROM:	
SO2007 HEALTH AND SOCIETY	15	SO3007 HEALTH AND SOCIETY	15
SO 2009 TOURISM, LEISURE AND SOCIETY	15	SO3009 TOURISM AND LEISURE IN MODERN SOCIETY	15
SO 2037 SOCIOLOGY OF DEVIANCE	15	SO3037 SOCIOLOGY OF DEVIANCE	15
SO/ES 2002 ENVIRONMENT AND SOCIETY	15	SO/ES 3002 ENVIRONMENT AND SOCIETY	15
SO 2112 CONTEMPORARY CINEMA AND SOCIETY	15	SO/CIN 3112 CONTEMPORARY CINEMA AND SOCIETY	15
SO 2219 CONSUMER SOCIETY	15	SO3119 CONSUMER SOCIETY	15
SO 2225 SOCIOLOGY OF MASS MEDIA	15	SO3025 MEDIA AND SOCIETY IN THE 21 st CENTURY	15
SO/JS 30XX CORRUPTION AND ANTI-CORRUPTION**		SO/JS 3038 CRIMINOLOGY	15
		SO 30XX SOCIOLOGY OF EMOTIONS	15
		SO 3127 SOCIOLOGY OF ARCHITECTURE	15
		SO 31XX SELECTED TOPICS IN CONTEMPORARY SOCIOLOGY	15
SUBTOTAL	45	SUBTOTAL	45
TOTAL	120	TOTAL	120

Programme Structure - LEVEL 6		Programme Structure - LEVEL 6	
Compulsory modules	Credit points	Compulsory modules	Credit points
SO 3106 URBAN SOCIOLOGY	15	SO 4106 URBAN SOCIOLOGY	15
SO 3143 SOCIOLOGY OF SCIENCE AND TECHNOLOGY	15	SO 4143 SOCIOLOGY OF SCIENCE AND TECHNOLOGY	15
SO 3231 RELIGION AND SOCIETY	15	SO 4231 RELIGION AND SOCIETY	15
SO 4313 COLLECTIVE BEHAVIOR AND SOCIAL MOVEMENTS	15	SO 4213 COLLECTIVE ACTION AND SOCIAL MOVEMENTS	15
SO 4461 CONTEMPORARY SOCIOLOGICAL THEORY	15	SO 4461 CONTEMPORARY SOCIOLOGICAL THEORY	15
SO 4690 SENIOR THESIS SEMINAR	15	SO 4790 SENIOR YEAR THESIS *	15
SUBTOTAL	90	SUBTOTAL	90
Optional modules	Credit points	Optional modules	Credit points
ANY TWO MODULES SELECTED FROM:		ANY <u>TWO</u> MODULES SELECTED FROM:	
	15		
SO 3117 SOCIOLOGY OF WORK	15	SO 4117 SOCIOLOGY OF WORK	15
SO 4126 SUFFERING AND EVIL IN SOCIETY	15	SO 4126 SUFFERING AND EVIL IN SOCIETY	15
SO 3142 FILM STUDIES: CINEMA AS MEDIUM AND INSTITUTION *	15	SO/CIN 4050 WORLD CINEMA POWER AND IDENTITY	15
SO 3223 GENDER, MEDIA AND SOCIETY	15	SO 4223 GENDER, MEDIA AND SOCIETY	15
SO 4318 MODERN GREEK SOCIETY AND CULTURE	15	SO 4318 MODERN GREEK SOCIETY AND CULTURE	15

		SO 43XX ADVANCED STUDIES IN SOCIOLOGICAL THEORY AND RESEARCH	15
SUBTOTAL	30	SUBTOTAL	30
TOTAL	120	TOTAL	120

Please Note!

New modules or modules added to the OU Programme since the last Revalidation appear in bold fonts

Asterisks indicate

* Change of module title

** Module removed from the OU Sociology Programme

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-sociology.pdf?sfvrsn=6ee2cb81_4#:~:text=This%20is%20the%20Subject%20Benchmark,the%20nature%20of%20the%20subject.
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.

Appendix 3: Sociology Exit awards

ACG-DEREE

SOCIOLOGY EXIT AWARDS

I. Certificate of Higher Education in Sociology

In accordance with the framework for higher education qualifications, the holder of a Certificate of Higher Education in Sociology will have a sound knowledge of the basic concepts of Sociology and will have learned how to identify, through different theoretical approaches, sociological issues across a range of social contexts and social problems. The holder will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility.

The Appendix details the exact requirements for the award of one of the above exit qualifications based on QAA's generic specifications of each Level's requirements, as well as the relevant Subject Benchmark Statements corresponding to Sociology.

Certificates of Higher Education in Sociology are awarded to students who have demonstrated:

- i) knowledge of the underlying concepts and principles associated with Sociology, and an ability to evaluate and interpret these within the context of Sociology
- ii) an ability to present and evaluate qualitative and quantitative data, to develop lines of argument and make sound judgments in accordance with basic theories and concepts of Sociology.

Typically, holders of the qualification will be able to:

- a) evaluate the appropriateness of different theoretical approaches to discern social problems and issues related to Sociology

- b) communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;
- c) undertake further training and develop new skills within a structured and managed environment.

And will have

- (d) qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Upon completion of level 4 (120 credits), students will be able to i) recognize and be familiar with key sociological concepts that are present in both everyday as well as in macro-level; ii) understand how foundational concepts in sociology apply to key sociological fields like social inequality, family and gender and social problems.

Specifically, holders of the **Certificate of Higher Education in Sociology** will be able to demonstrate *knowledge and understanding* of:

A1. Demonstrate knowledge of

1. core theoretical models of sociology
2. principal social institutions and processes initiated by modernity
(SO1000, SO1001)

A2. Understand key areas of sociology like social inequality, gender and social problems and how they apply to other sociology specialisms. (SO2004, SO2020, SO2030)

A3. Understand globalization and its relation to social change, power, identity and difference, across national, regional and local contexts (SO1000, SO1001)

A4. Become aware of the diversity of theoretical approaches in sociology (from its classical foundations to contemporary paradigms), their claims for explanatory adequacy and how rival sociological theories compare and complement each other (SO1000)

B. Cognitive Skills

B1. Apply theoretical tools pertinent to the action-structure dualism in sociological theory (SO1000,SO1001).

B3. Utilise quantitative and skills in sociological research, and recognize the ethical implications of research practice (SO24XX)

C. Practical and Professional Skills

C1. Use sampling techniques to obtain data in order to conduct surveys (PS/SO2260)

D. Key/Transferable Skills

D1. Recognize and apply key sociological concepts and sophisticated theoretical reasoning across a range of social issues and problems, being also able to recognize the potentially contested perception and application of sociological knowledge, for researchers and publics alike. (SO1000, SO1001, SO2004, SO2020, SO2030)

D2. Develop information-retrieval and processing skills in relation to different types of sources or data (bibliographical, primary or secondary) (SO24XX)

D3. Use mathematical, statistical skills in order to:

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

(PS/SP2260)

D4. Demonstrate a measure of knowledge in an array of different social sciences, exploring inter-disciplinary linkages, thus becoming better informed citizens and professionals, capable also of recognizing forms of abuse and prejudice. (L4 SOCIAL SCIENCE OPTIONS)

II. Intermediate level

The intermediate level includes the Diploma of Higher Education in Sociology and the ordinary (non-Honours) degree in Sociology.

In accordance with the framework for higher education qualifications, holders of qualifications at this level will have developed a sound understanding of the principles in Sociology and will have learned to apply those principles more widely. Through this, they will have learned how to identify, via different theoretical approaches, sociological issues across a range of social contexts and social problems. They will have the qualities necessary for employment in contexts and situations requiring the exercise of personal responsibility and decision-making.

Non-Honours degrees are awarded to students who have demonstrated:

- i) knowledge and critical understanding of the foundational principles of Sociology and of the way in which those principles have developed historically
- ii) ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in across the local, the national, the regional and the global context
- iii) knowledge of the main methods of enquiry in Sociology and ability to evaluate critically the appropriateness of different approaches to interpret issues and problems in Sociology
- iv) an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of the qualification will be able to:

- a) use a range of established techniques to initiate and undertake critical analysis of sociological information, and to apply these tools to concrete situations and contexts
- b) effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively

c) undertake further training, develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organisations

And will have:

d) qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

III. a. Diploma of Higher Education in Sociology

Upon completion of levels 4 and 5 (240 credit), students will be able to i) recognize and be familiar with key sociological concepts that are present in both everyday as well as in professional decision making; ii) apply basic mathematical and qualitative techniques to sociological topics, thus aligning theory to practice; iii) demonstrate detailed knowledge of theoretical paradigms, models, and tools of micro-and macro-sociology, iv) apply the methodological tools associated with sociology's classical founders, v) analyze and evaluate major debates in the context of globalization and social change.

Specifically, holders of the Diploma of Higher Education in Sociology will be able to demonstrate detailed ***knowledge and critical understanding*** of:

- A1. Demonstrate knowledge of
 - 3. core theoretical models of sociology
 - 4. principal social institutions and processes initiated by modernity (SO1000, SO1001, SO3260)
- A2. Understand key areas of sociology like social inequality, gender and social problems and how they apply to other sociology specialisms. (SO2004, SO2020, SO2030)
- A3. Understand globalization and its relation to social change, power, identity and difference, across national, regional and local contexts (SO1000, SO1001, SO3015, SO3035)

- A4. Become aware of the diversity of theoretical approaches in sociology (from its classical foundations to contemporary paradigms), their claims for explanatory adequacy and how rival sociological theories compare and complement each other (SO1000, SO3260)
- A5. Understand and make use of the range of qualitative and quantitative research strategies in sociological methodology and identify the ethical aspects of social research. (SO3411, SO3516)
- A6. Become aware of the social foundations of sociological knowledge and of the status of sociology as a social science discipline. Enhance reflexive knowledge on the construction of sociological categories and research methods. (SO3411, SO3516)

B. Cognitive Skills

- B1. Apply theoretical tools pertinent to the action-structure dualism in sociological theory (SO1000, SO1001, SO3260).
- B2. Utilise quantitative skills in sociological research, and recognize the ethical implications of research practice (SO3411)
- B3. Utilise qualitative skills in sociological research, and recognize the ethical implications of research practice (SO24XX, SO3516)
- B4. Analyze and synthesize, with minimum guidance, issues relating to a variety of fields in sociology and thus become able to reflexively question taken for granted assumptions and bodies of knowledge (L5 SOCIOLOGY OPTIONS)

C. Practical and Professional Skills

- C1. Use sampling techniques to obtain data in order to conduct surveys (PS/SO2260, SO3411)
- C2. Prepare reports, including tables and charts, on research results (SO3411, SO3516, SO3516, SO3035)
- C3. Use various qualitative techniques to conduct research according to context and situation (SO3516, SO4231)
- C4. Write theory and empirical oriented papers suitable for graduate work conveying concepts and methods to lay audiences with clarity and scholarly use of sophisticated sociological terminology, appropriate bibliographical support and evidence (SO3260, SO3411, SO3516, SO4213, SO4231)

D. Key/Transferable Skills

- D1. Recognize and apply key sociological concepts and sophisticated theoretical reasoning across a range of social issues and problems, being also able to recognize the potentially contested perception and application of sociological knowledge, for researchers and publics alike. (SO1000, SO1001, SO2004, SO2020, SO2030, SO3260, SO3015, SO3035,3516)
- D2. Develop information-retrieval and processing skills in relation to different types of sources or data (bibliographical, primary or secondary) (SO24XX, SO3260, SO3015,3035, SO3516, SO3411, L5 SOCIOLOGY OPTIONS)
- D3. Use mathematical, statistical skills in order to:

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

(PS/SP2260, SO3411, SO3516)

D4. Demonstrate a measure of knowledge in an array of different social sciences, exploring inter-disciplinary linkages, thus becoming better informed citizens and professionals, capable also of recognizing forms of abuse and prejudice. (L4 SOCIAL SCIENCE OPTIONS, L5 SOCIAL SCIENCE OPTIONS)

IV. Bachelor's - BA (Ord) in Sociology

Students that exit the programme upon completion of Levels 4 and 5 (having obtained 120 credits at each level) **and** have obtained a minimum of 60 credits at Level 6 will be eligible for the award of an ordinary Bachelor's – BA(Ord) – in Sociology. Typically, students will have obtained at least 60 credits at Level 6 by completing 4 of the compulsory modules, excluding SO4790 Senior Year Thesis in Sociology.