

Doc. 300.1.2

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Higher Education Institution's Response

(E-learning programme of study)

- **Higher Education Institution: European University Cyprus**
- **Town: Nicosia**
- **Programme of study- Name (Duration, ECTS, Cycle)**
In Greek: “Λογοπαθολογία (18 μήνες/90 ECTS, Μεταπτυχιακό)”-Εξ Αποστάσεως
In English: “Speech Language Pathology (18 months/90 ECTS, MSc)”-E-Learning
- **Language(s) of instruction: Greek and English**
- **Programme's status: New**
- **Concentrations:**
In Greek:
 - **Λογοπαθολογία: Παιδιά**
 - **Λογοπαθολογία: Ενήλικες**
 - **Λογοπαθολογία: Γενική Κατεύθυνση****In English:**
 - **Speech Language Pathology: Children**
 - **Speech Language Pathology: Adults**
 - **Speech Pathology: General Track**



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].



The Department of Health Sciences of European University Cyprus wishes to express its sincere gratitude to the External Evaluation Committee (EEC) for the evaluation of the graduate Speech Language Pathology Program (M.Sc.) – E-Learning.

It is with great appreciation that the Department and the School of Sciences noted the positive feedback of the EEC; we carefully considered the insightful recommendations. The Committee's recommendations provided us the opportunity to further improve the quality and implementation of the Program. In the following pages we address in detail all recommendations for improvement suggested by the EEC. We provide relevant information and describe actions taken to ensure that our E-Learning Speech Language Pathology M.Sc. program is of high quality and considerable impact.

1. Study programme and study programme's design and development

- 1.1 Develop new procedures for systematic student evaluation with transparent feedback of results and changes to staff and students
- 1.2 Develop public information that includes the uniqueness of this program and a virtual tour of distance learning. This needs to be in place soon if enrolment will be in the fall.
- 1.3 Be more specific in your choice of student population and match the program to this group. The report now includes both Cypriot, Greek and international student enrolment with teaching in Greek and English but from our discussions it appears to be good to pilot it in Greek with Cypriot and Greek students only.
- 1.4 Describe the procedures for fail/pass and handling of suspected online fraud.
- 1.5 Try to be more specific in the description of the different types of assessment (e.g., self-assessment, formative assessment, summative assessment, etc.), and the rubrics used.
- 1.6 Explore the possibility to make the program more flexible and student-tailored by including space for elective modules. This may give room for inclusion of courses from the two concentrations or courses offered locally for distant/international students, and also the opportunity to take advantage of visiting scholars.

2. Student – centred learning, teaching and assessment (ESG 1.3)

EEC indicated areas of improvement and recommendations:

- 2.1 The EEC advises the implementation of surveys after the first semester to evaluate different aspects regarding distance learning. Based on the results of the surveys new acts and tailor-made approaches can be made.
- 2.2 The EEC advises to consider attracting international experts to teach specific topics in both educational programmes. The implementation of international experts might support the general objective “enhance knowledge and skills for specialized speech pathology services provision to children and adults of various cultures” of both programmes.
- 2.3 The EEC wants to point out that onsite final exams may not be in line with the learning style of online students, and formative continuous assessment during the course could be reinforced instead.
- 2.4 From the documentation provided and the information gathered from the meetings, it was not clear if gamification strategies are used to increase the student levels of motivation and engagement with the e-assessment process. In addition, more sophisticated forms of feedback based on intelligent tutoring systems and conversational pedagogical agents are also encouraged to support immediate and automatic feedback to students and self-evaluate their advances.
- 2.5 The university's Blackboard Learn platform provides a wide range of learning analytics tools for monitoring student performance based on collecting information from the

student with lower grades, poor participation or with undelivered activities. In addition, the instructors also collect related information based on their own experience through the teleconferences and collaborative activities. However, more sophisticated forms of learning analytics mechanisms based on AI and specifically Machine Learning are encouraged to be used to monitor and predict student performance and dropout in order to be able to provide timely corrective measures. This is strongly recommended in case of university's expansion plans through increasing the academic portfolio and the number of online students.

2.6 While the EEC emphasizes the benefits of any form of collaboration among students, the online synchronous collaboration among students was perceived as problematic if in the next years the program is open internationally and attended by many students across different time zones. It was not clear how the university would support this type of collaboration from the coordination perspective while recommending the constant adaptation of their distance learning model to support this situation by increasing the asynchronous interaction and collaboration.

3. Teaching staff (ESG 1.5)

The EEC would recommend that a new faculty member also possesses particular qualifications in e-learning procedures.

4. Student admission, progression, recognition and certification (ESG 1.4)

4.1 The EEC suggests specifying the admission criteria, mentioning a bachelor's degree and be more specific on what documents are needed to meet the minimum of 400 hours of clinical practicum (e.g., diploma with specification of courses and ECTs, criteria for work experience).

4.2 Secondly, since prospective students are expected to come from different countries and institutions it might be helpful to use a pre-assessment procedure and provide options to complement knowledge gaps, e.g., using a summer school program with courses such as An introduction to statistics, Academic English, From Practice to Science

5. Learning resources and student support (ESG 1.6)

5.1 While the online courses include a good variety of learning materials (e-books and articles, videos, blog entries, etc.) which are good for distance learning, the EEC suggests that some considerations should be taken into account to the recorded teleconferences and video lectures to be more usable and accessible for students: make them short, include the teacher in all the videos to provide non-verbal communication, and add subtitles for accessibility.

6. Conclusions and final remarks

6.1 The EEC suggests considering the possibility to make the program more flexible, e.g., enable students to choose courses across the two concentrations (children and adults).

6.2 The EEC recommends staff to be more specific about the expected profile of the students (age, countries, time zones), and consequences for synchronous and asynchronous elements in the program. In addition, we recommend the teachers to not only receive support

in distance learning, but also complete explicit training. In addition to the existing information on Blackboard, and in the course descriptions, we suggest developing transparent information for students (e.g., a distance learning virtual tour video) on what is provided and expected in terms of activities, interaction, time investment and planning of this study.

Response by EUC:

1.1 A systematic student evaluation is already in place at European University Cyprus. During the last two weeks of lectures, students are asked to evaluate each of their courses online. Submission is anonymous and the time it takes to fill out the evaluation form is around 10-15 minutes. The survey (hence named the Survey on 'Student Feedback on their Learning Experience' -SFLE) pertains to all aspects of the course and the overall learning student experience such as the course structure and content, faculty performance, the facilities involved, administrative support (please see the Fall 2020 version of the Survey in Appendix 1). The information received are aggregated based on question types. Questions that have a specific scale of grading (e.g., from 0-5) are averaged. Answers to questions that require text input are simply appended as one large paragraph. These results are then forwarded to faculty to review and act accordingly. The Department Chairperson reviews the aggregated information per course and makes recommendations as needed.

A detailed description of the procedures involved is provided below:

Survey on 'Student Feedback on their Learning Experience'.

Evaluation of learning and teaching processes and practices is essential to enable European University Cyprus to continuously improve student learning outcomes and learning experience. The University has developed a questionnaire titled *Student Feedback on their Learning Experience (SFLE)* as a source of information for receiving feedback by students on their overall learning experiences, per course and per academic semester. The *SFLE* takes place during the two last weeks prior the final examination period according to the semester's schedule.

The Scope of SFLE: The *SFLE* procedure applies to all EUC students attending undergraduate and master programmes of study (both conventional and distance learning). The procedure provides the basis for the collection and analysis of the *SFLE* data and the reporting of these results to Faculty members themselves, the respective Chairpersons and Deans, and the Rectorate Office, to enable improvement and amendment of teaching practices.

The Strategic View of SFLE: The *SFLE* process is part of the University's Strategic Plan and is designed to offer students' perspective on the way courses are being taught as an essential element of internal quality assurance processes. As with most universities worldwide, at EUC students are considered key stakeholders.

The *SFLE* provides valid, reliable information/data on the impact and resource effectiveness of learning and teaching, as well as on instructor-related issues, thus contributing to the continuous improvement of academic programmes. The survey questions assess not only the course and the instructor, but also the unique features of forms of learning and teaching (such as digital enhanced learning, clinical/practical/laboratory teaching methodologies, the use of technology), as well the interaction and communication with all support services provided by the University and the overall EUC culture and structures for supporting

students' learning experience.

The findings from the analysis of the questionnaire survey are utilized in various ways, including:

a. the Programme Evaluation Review (PER) process of programmes of study, which aims at programmes' ongoing monitoring and evaluation (*for further information please see Appendix 2; Internal Regulation on EUC's Programme Evaluation Review*). The *SFLE* findings complement other data sources gathered during the PER process, such as programme and Department relevant documents and Minutes, reflective documents, expert/peer reviews, student assessment results, teaching portfolios, etc. which all provide valuable information in reviewing EUC programmes of study.

b. In addition to the use of the *SFLE* findings in the process of changes and development of EUC programmes of study, the *SFLE* provides a key component in academic staff's professional development leading to enhanced quality of learning and teaching at EUC. Findings from the individual reports are discussed between the instructors, the Chairperson of the Department and if needed with the Dean of the School in a constructive peer review manner, thus feedback, support and guidance are provided to involved instructors. It must be noted here that the contract renewal of part-time academic staff each semester takes into serious consideration students' feedback by the *SFLE*. In this way, there is a continuous improvement of teaching quality in the Department.

c. Moreover, *SFLE* findings are used to guide faculty support through the EUC Faculty Professional Development programme. More specifically selected findings from the *SFLE* findings are taken into consideration when new seminars and training sessions are scheduled by the Office of the Vice-Rector of Academic Affairs, as well during the panning of in-School/Department academic staff professional development activities.

SFLE Information/Data Management: The design, conduct and reporting of *SFLE* respect the rights, privacy and confidentiality of all parties involved. Student responses are anonymous.

SFLE Monitoring: The *SFLE* process is monitored by the Office of Vice-Rector of Academic Affairs, which informs the Rectorate Committee, as well as the University's Internal Quality Committee, to ensure it enhances the quality of learning experience and culture at the University.

Responsibilities of stakeholders involved in the implementation of SFLE:

- a. The Office of the Vice-Rector of Academic Affairs is responsible for the management of *SFLE*.
- b. The Dean of each School and the Chairpersons of each School's Departments communicate the outcomes of the *SFLE* to all instructors and discuss with them critical issues concerning overall findings.
- c. Each programme coordinator incorporates and presents the *SFLE* results in each programme's PER report.
- d. All instructors are responsible for engaging students in filling in the *SFLE*. Additionally, full-time faculty members include the *SFLE* findings in their promotion applications, as well as in their bi-annual self-performance evaluation, as per University Charter guidelines.
- e. Students are responsible for providing their feedback on their learning experience for each course they attend by participating in the *SFLE* process.

1.2 Information announcing the program and initial description has now been prepared, with the video available on the link

<https://www.dropbox.com/s/htaagyq0zbi2ynwk/01%20Public%20Information%20DSP%20Chrysoulla%20Thodi%207m13s.mp4?dl=0>

The information presented in the video is scripted as:

“Hello and welcome to this introduction of the European University Cyprus Distance Learning MSc in Speech Pathology!

EUC Distance Learning

*Drawing on current distance and e-learning methodologies, European University Cyprus offers a range of distance learning programs of study to students from around the world that satisfy demands not met by the traditional face-to-face education mode of instruction. All programs are **fully accredited** by the Cyprus Agency of Quality Assurance & Accreditation in Higher Education (CY.Q.A.A./ΔΙ.Π.Α.Ε.). Distance Learning Master’s Programs include Child and Adolescent Mental Health, Special and Inclusive Education, Early Childhood Education, Career Counseling and Guidance, Technologies of Learning and Communication, Music Education, Public Health, Psychology, Educational Leadership, Business Administration, Public Administration, English Studies, Hellenic Studies, Marketing, Cybersecurity, Artificial Intelligence, and Criminal Law.*

The Distance Learning Speech Pathology (M.Sc.) program is offered through the European University Cyprus Distance Education Unit (DEU) structures and provisions. The EUC DEU has a prolonged experience and expertise in offering Distance Learning programs centered around student learners and their learning experience, and supported by:

- *The Blackboard platform for on-line learning & teaching with 24/7 technical support*
- *Full student support by Student Advisors*
- *Full online access to the EUC Library to use various learning resources (e-books, texts, multimedia, open resources).*

EUC e-Learning Speech Pathology MSc Unique Characteristics

*The EUC e-Learning Speech Pathology MSc program follows the first conventional graduate program in Speech Pathology in Cyprus and Greece, which has been providing high quality graduate Speech Pathology clinical education since 2015. **This will be the first Speech Language Pathology program offered through Distance Learning in Greek**, and among of the first ones offered in English, the only e-Learning Speech Pathology MSc to offer in-depth study and specialization in children and adults.*

The e-Learning Speech Pathology MSc program prepares graduates to be highly efficient in prevention, diagnosis, intervention, and education for communication disorders in children and adults. The program has been carefully designed to provide comprehensive evidence-based Speech Pathology education.

Students will attend courses supported by renowned Speech Pathology Faculty with recognized clinical and academic expertise, and benefit from graduate research opportunities. e-Learning Speech Pathology MSc faculty are fully trained on e-learning and digital teaching methodologies.

The e-Learning Speech Pathology MSc program provides flexibility for busy Speech Therapy graduates to take advantage of e-learning instruction and learning without disrupting their professional obligations. The program is offered in Greek to Greek-speaking students and English to international students.

These academic and professional advantages render the Distance Learning Speech Pathology (M.Sc.) program quite unique and significant for Graduate Speech Pathology Education.

e-Learning Speech Pathology MSc Program Structure and Learning Outcomes

Students may choose among three different concentrations:

- 1) *the “Children” concentration,*
- 2) *the “Adults” concentration, and*

3) an encompassing concentration selecting courses from any concentration above.

Based on the concentration option, and upon successful completion of the e-Learning Speech Pathology MSc, students should be able to:

- analyze developmental, cognitive, language and neurologic function related to communication disorders
- effectively evaluate people with communication and swallowing disorders using evidence-based practice approaches
- plan and implement specialized intervention programs for people with communication and swallowing disorders
- support social academic, and professional inclusion of people with communication disorders
- substantiate clinical method outcomes
- evaluate research in Speech Pathology
- plan, complete, and present post-graduate level research.

e-Learning Speech Pathology MSc Program description and timelines

For full-time students, the program extends to three (3) academic semesters (18 months): the first semester includes two core courses (Research Methodology and Applied Sciences in Speech Pathology), and one concentration course (Speech Sound Disorders or Communication and Cognitive Disorders). The second semester includes three courses for specifically designed for the “Children” or “Adults” concentrations, or students can select their courses based on personal interests for the encompassing concentration. The final semester is devoted to the Master Thesis.

Academic semesters extend to 14 weeks and include several teleconferences/group support and consultation meetings. Each course has its own Study Guide, which ushers the student to organize, manage, and tailor each week to their own pace and time arrangements: topics, introduction, short presentations, aims and objectives, learning outcomes, key words, annotated bibliography, and study materials related to the week’s topic, self-assessment exercises and activities, and assignments or projects.

Detailed information on the e-Learning Speech Pathology MSc curriculum is provided on the website.

We are looking forward to welcoming students to this exciting Distance Learning Speech Pathology (M.Sc.) program of study!

1.3 The target student population consists of Speech Therapy programme graduates. **This will be the first Speech Language Pathology program offered through e-Learning in Greek**, and among of the first ones offered in English, the only e-Learning Speech Pathology M.Sc. to offer in-depth study and specialization in children and adults. Upon completion of the accreditation requirements, the e-Learning Speech Pathology MSc will be offered to Greek speaking Speech Therapy graduates; the programme will be offered to international students in English as per the suggestion of the EEC.

1.4 Study guides contain specific instructions, resource guidance, rubrics for grading, assigned grade value for graded activities, and timelines. Students prepare and deliver their work, aiming to accumulate at least 70% of the total points (including the final examination) to successfully succeed a graduate course. The assessment rubric for pass/fail of graduate courses according to EUC regulations appears in the table below:

Grade	Ranking	Credits	Percentage
A	Outstanding	4.0	90 and above
B+	Very good	3.5	85-89
B	Good	3.0	80-84

C+	Satisfactory	2.5	75-79
C	Pass	2.0	70-74
F	Fail	0	

As far as the way online fraud is handled, the Respondus Lockdown Browser solution is used for e-Proctoring the final exams of E-Learning courses. This tool allows the students to undertake their exams in a proctored environment. Up until students have submitted their final answers the software 'locks' their computer, not allowing them to perform any other actions on their PCs, other than their final examination, until they have submitted their final answers. The software uses the camera and microphone of students' PCs to monitor their movements, sounds, conversations, etc. and produces reports of student activity at the time of the examination. If something gets detected by the software, the instructor is alerted accordingly. The instructor who is the only one with access to the recording can access the video to review the reasons for a high alert. If deemed necessary, the student is interviewed and explanations for the alert is requested. If the information is not sufficient, further actions are taken based on the University's regulation on academic dishonesty. Before starting the exam, the students are asked to use their University IDs to identify themselves. Exam recorded videos are store on GDPR compliant Amazon Web Services (AWS Servers) and are automatically deleted every two (2) months. The University policy on penalties related to academic dishonesty is attached in Appendix 3.

When written assignments are submitted, these are automatically checked through Turnitin (<https://www.turnitin.com/>) for plagiarism through performing a similarity check in available databases. Instructors use also Turnitin as a pedagogical tool to help the students to improve the final draft of their assignment before the submission to the Blackboard platform. Flags for instances of similarity empower formative feedback and opportunities for revision during the writing process.

1.5 For every week the objectives and learning outcomes are clearly stated in all study guides, allowing students to self-assess progress by reflecting on their grasp of target concepts and knowledge. Self-assessment assignment outputs are either presented to the group, or finalized based on group consensus, giving students ample opportunity to ask questions, revise their work, and learn in the process. Grades are assigned as shown in response 1.4 above, based on the criteria stated in the responses provided in the end of each study guide. Based on each assignment specific criteria, an indicative grading rubric has been included in study guides, for example (DSP 640 Early Communication Intervention):

Graduate project Evaluation	Criterion	Maximum possible	Obtained
Name:			
Existing knowledge presentation	Coverage integrity	35	
Scientific expression	Spelling/syntax/expression	12	
Text organization	Units / paragraphs	12	
Research aims	Clear statement of research question and hypothesis	5	
Conclusions	Clear conclusions to reply to all research questions	10	

APA in text		8	
APA in bibliography		8	
Oral presentation		10	
Σύνολο		100	0

OR DSP 630 Developmental Language Disorders, D635 Motor Speech Disorders in Adults and all Study Guides) – point assignment corresponds to the class grading scale:

Level	Description of Student Work– Students:	%
Distinction - D1	<ul style="list-style-type: none"> ▪ Evaluate and examine the value or importance of a technique, for example, paying attention to positive, negative and questionable aspects, and includes the opinion of other professional scientists as well as their own. ▪ They have literature in the whole text of the manuscript 	95-100
Distinction - D2	<ul style="list-style-type: none"> ▪ They state their opinion on the subject (e.g. an intervention protocol) as proper or none proper, or a combination of the two, with examples and objections. ▪ Justify, based on the literature, valid reasons for accepting a particular interpretation or conclusion for a technique 	90-94
Merit - M1	<ul style="list-style-type: none"> ▪ They collect material from external sources on the subject and connect the meanings with relevant words. ▪ Compare and identify characteristics or properties that two or more things have in common - possibly highlighting their differences and similarities. 	85-89
Merit - M2	<ul style="list-style-type: none"> ▪ They use detailed analyses to present how an idea, theory or concept works in a given situation. ▪ They interpret and do critique to the method, practice, technique, etc. explicitly with the support of the literature. 	80-84
Pass - P1	<ul style="list-style-type: none"> ▪ They give basic definitions and clarify the terminology and systematically come to the question of the assignment. ▪ Explain the terminology in their own way per topic and cite illustrative examples. 	75-79
Pass - P2	<ul style="list-style-type: none"> ▪ Summarize and highlight the most important aspects of the topic. ▪ They make a historical review of how a technique, for example, started and developed and how it is in its current form. 	70-74

1.6 Following the EEC recommendations above and the thorough discussion during the EEC visit, led to a major change in the programme concentration options, leading to allowance for a third (3rd) general/encompassing concentration to be modeled based on student interests and needs, as per the EEC recommendation. Students may choose from three different concentrations:

- 1) the “Children” concentration specializing in children,
- 2) the “Adults” concentration specializing in adults, and
- 3) an encompassing concentration selecting courses from either concentration above.

Specifically, students in the general/encompassing concentration will complete the core course and thesis requirements and will be able to select courses from the other two concentrations. The revised program of study would thus be:

Core Courses (20 ECTS)		
1	DSP 600 Research Methods in Speech Pathology	10
2	DSP 610 Applied Sciences in Speech Pathology	10
Concentration Courses (40 ECTS)		
Concentration: Speech Pathology: Children		
3	DSP620Speech Sound Disorders	10
4	DSP630Developmental Language Disorders	10
5	DSP640 Early Communication Intervention	10
6	DSP650 Speech Pathology in Education	10
OR		
Concentration: Speech Pathology: Adults		
7	DSP625 Communication and Cognitive Disorders in Adults	10
8	DSP635 Motor Speech Disorders in Adults	10
9	DSP645 Adult Voice Disorders	10
10	DSP655 Adult Swallowing Disorders	10
OR		
Concentration: Speech Pathology: General Track		
	Students choose four (4) out of the Concentration Courses of the above other two Concentrations	40
DSP660 Master Thesis (30 ECTS)		



The Course Distribution per Semester will be as follows:

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
Semester 1 (30 ECTS)								
1.	Compulsory	Research Methods in Speech Pathology	DSP600	N/A	N/A	14	N/A	10
2.	Compulsory	Applied Sciences in Speech Pathology	DSP610	N/A	N/A	14	N/A	10
Speech Pathology: Children								
3.	Compulsory	Speech Sound Disorders	DSP620	N/A	N/A	14	N/A	10
Speech Pathology: Adults								
4.	Compulsory	Communication and Cognitive Disorders in Adults	DSP625	N/A	N/A	14	N/A	10
Speech Pathology: General Track								
5.	Elective	Speech Sound Disorders OR Communication and Cognitive Disorders in Adults	DSP 620 OR DSP 625	N/A	N/A	14	N/A	10
Semester 2 Speech Pathology: Children (30 ECTS)								
6	Compulsory	Developmental Language Disorders	DSP630	N/A	N/A	14	N/A	10
7.	Compulsory	Early Communication Intervention	DSP640	N/A	N/A	14	N/A	10
8.	Compulsory	Speech Pathology in Education	DSP650	N/A	N/A	14	N/A	10



Semester 2 Speech Pathology: Adults (30 ECTS)								
9.	Compulsory	Motor Speech Disorders in Adults	DSP635	N/A	N/A	14	N/A	10
10.	Compulsory	Adult Voice Disorders	DSP645	N/A	N/A	14	N/A	10
11.	Compulsory	Adult Swallowing Disorders	DSP655	N/A	N/A	14	N/A	10
Semester 2 Speech Pathology: General Track (30 ECTS)								
12.	Elective	Students select three (3) out of the following six (6): <ul style="list-style-type: none">• Developmental Language Disorders	DSP630 DSP635 DSP640 DSP645 DSP650 DSP655	N/A	N/A	14	N/A	10
13.	Elective	<ul style="list-style-type: none">• Motor Speech Disorders in Adults• Early Communication Intervention		N/A	N/A	14	N/A	10
14.	Elective	<ul style="list-style-type: none">• Adult Voice Disorders• Speech Pathology in Education• Adult Swallowing Disorders		N/A	N/A	14	N/A	10
Semester 3 Speech Pathology: Children/Adults/General Track (30 ECTS)								
15.	Compulsory	Master Thesis	DSP660	--	--	--	--	30

- 2.1** Detailed description of the Student Feedback on their Learning Experience (SFLE) survey is presented in response 1.1 of this document, related to procedures for systematic student evaluation with transparent feedback of results and changes. SFLE outcomes are discussed between program coordinators and instructors, and occasionally with the Dean. As the e-Learning Speech Pathology M.Sc. will be a new programme for EUC, the SFLE outcomes will be carefully evaluated by the coordinator to determine areas of improvement in our pedagogical and implementation approaches exactly as indicated by the EEC (after the first semester).
- 2.2** It is well within the aims of the e-Learning Speech Pathology MSc program to attract international faculty to teach in both programmes. For the e-Learning Speech Pathology M.Sc. in Greek potential faculty will need to speak Greek. Established colleagues from Greece have expressed interest in supporting the e-Learning Speech Pathology M.Sc. (e.g. Prof. Papathanasiou and Prof. Vlassopoulou from the University of Athens). Similarly, when offered, the e-Learning Speech Pathology M.Sc. in English will seek colleagues with expertise in specific areas to contribute to the courses by presenting and supervising specific learning modules within the course.
- 2.3** Onsite final examination is part of the CY.Q.A.A. requirements for e-Learning Programmes of study. CYQAA's regulations on final examinations are listed on <https://www.dipae.ac.cy/index.php/el/nea-ekdiloseis/anakoinoseis-el/511-31-03-2020-final-exams-koronoios> EUC will greatly support the implementation of the EEC suggestion for online final examination procedures.
- 2.4** Blackboard Collaborate is an embedded e-Learning collaboration tool of the Blackboard Learn LMS platform. This virtual classroom tools enables instructors to create engaging and pedagogically innovative environment for students fostering on line learning. Additionally, Microsoft Teams can be used as complementary Collaboration Tool to support the interaction needs of students.
- In addition, to increase student motivation and engagement padlet tools will be used for group projects, as well as Flashcards, Kahoot & Archy Learning for game-based learning via formative evaluation. Moreover, each week has already developed interactive activities that can uphold the interest of students; motivate consistent participation and long-term engagement. A brief list of such interactive activities includes role-play, simulations, real-life scenarios, learning tools, online discussions for debating, use of visualization tools to come to a result, etc. In this sense, gamification strategies are embedded in our programmes.
- 2.5** The EUC e-Learning Speech Pathology M.Sc. acknowledges the importance of Learning Analytics Tools because LA tools can firstly track student's usage of learning materials in order to identify potential issues or gaps, and secondly allow instructors to make deliberate decisions about modifying teaching approaches.

In the framework of EUC Staff Professional Development of 2021-22 a seminar will be offered on "How to Adapt Learning Analytics" and the scope will be in:

- a. Data collection & metrics (completion rates, students' progress, quiz scores, answer attempts, time spending, etc.)
- b. Analytic reports (learning activity, learning progress, potential problems, etc.)
- c. Predictions & Prescriptions

2.6 For optimal support of the e-Learning Speech Pathology M.Sc. student learning experience, the coordinator conducts two (2) meetings with instructors every semester to discuss academic and student issues (student participation, low GPA, assignments, final exams, etc.). At the beginning of each semester the EUC Management Information System “creates” the semester courses offered for each program and a course for all the new students in each program. The course for new students includes information related to the e-Learning experience, academic regulations, the program of study, etc. In the content of this program, we could conduct the student feedback before the end of the semester.

The online collaboration between students for the formative and self-assessment assignments can be accomplished in an asynchronous mode, as students can post their contributions and respond at different times; assignment timelines are clearly defined, therefore students can interact asynchronously and complete assignments during this timeline.

3. Recruitment for faculty in Speech Pathology has been a continuous effort at European University Cyprus, as two new Faculty members have been added to the Speech Therapy/Speech Pathology programmes since March 2020. The position announcements were uploaded in the EUC website and disseminated to professional organizations in Cyprus and Greece; current faculty inquired using contacts in related departments to ensure that the position announcements were as widely disseminated as possible. The calls for applications remained open for months. Recruitment efforts yielded quite few qualified applicants, and none of the applicants possessed specialized e-learning experience. Dr. Marianna Christodoulou Devletian was hired in the summer of 2020, and Dr. Eleni Yiangou was hired in June 2021.

4.1 Based on the recommendation of the EEC the admission criteria for e-Learning Speech Pathology MSc program have now be revised as follows:

“All applicants must hold a Bachelor’s degree in Speech Therapy or Communication Disorders and at least 400 hours of clinical practicum. Verification of the 400 clinical hours in the form of a list/summary of clinical experience as issued by the applicant’s undergraduate program institution. The Department of Health Sciences may request additional confidential information from the candidate, or adopt additional criteria as needed.

Candidates coming from academic backgrounds with no ‘Statistics’ courses, but who fulfill all other entry requirements, will be offered a “conditional acceptance”. Following this, they will have to take a short foundation course prior to the e-Learning Speech Pathology M.Sc. program onset. Depending on their specific former education, the Department may decide for an exemption from the foundation course”.

4.2 Candidates will need to fulfill the English language requirements for both the Greek and English language e-Learning Speech Pathology M.Sc. The clinical requirement of 400 hours is a strong foundation for clinical experience, and the coursework will advance their clinical approach to the evidence-based practices, as those are emphasized in the Study Guides.

Candidates coming from academic backgrounds with no ‘Statistics’ courses, but who fulfill all other entry requirements, will be offered a “conditional acceptance”. Following this, they will have to take a short foundation course prior to the e-Learning Speech Pathology M.Sc. program onset. Depending on their specific former education, the Department may decide for

an exemption from the foundation course. DSP 590 Foundation of Statistics in Health Sciences is an 8-hour foundation course that will be offered two weeks prior to class onset. The materials, short lectures, and self-assessment activities will be uploaded to Blackboard, and the students will have two teleconferences with the coordinator to address questions (Coordinator for this course is the faculty teaching the Research course in the M.Sc. curriculum). At the end of the 8-hour course, there will be a report for each student containing students' completed activities, to allow the coordinator to determine whether students have passed the foundation course. This will be a 0 ECTS course. The syllabus for the foundation course appears below:

Course Unit Title:	Foundations of Statistics in Health Sciences
Course Unit Code:	DSP MSC 590
Type of Course Unit: (Compulsory/Optional)	Compulsory Foundation
Level of Course Unit: (first, second or third cycle)	2 nd
Year of Study:	N/A
Semester when the unit is delivered:	Before entering the program
Number of ECTS credits allocated:	N/A
Name of lecturer(s):	Dr. Paris Vogazianos
Learning Outcomes of the course unit:	
<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> • Discuss the significance of statistical applications in Health Sciences • Define the basic statistical concepts involved in descriptive and inferential statistics. • Transform raw data into workable data files • Recognize factors influencing required sample size • Select appropriate parametric and non-parametric techniques for testing hypotheses • Utilize a statistical software package for performing appropriate statistical test 	
Mode of Delivery:	Distance Learning
Prerequisites and co-requisites:	None
Recommended optional program components:	None
Course Contents:	
Objective:	
<ul style="list-style-type: none"> • To develop an understanding of the significance of statistical applications in Health Sciences. • To present basic statistical concepts and their use in descriptive and inferential statistics used in Health Sciences. 	

- To prepare students to execute statistical analysis of data that is obtained from quantitative research (e.g. correlational, experimental).

Description:

- Introduction: Role of statistics in Health Sciences. Possible sources of error in Health Sciences research. Types of data in speech pathology research.
- Tabulation of Data: Raw data, frequency and relative frequency. Bar chart, pie chart, histogram.
- Statistical Measures of Central Tendency, Dispersion and shape: Examples of measures of Central Tendency, Dispersion and Shape as applied in Health Sciences.
- Bivariate relationships. Scatterplots, Pearson Correlation Coefficient, Spearman Correlation Coefficient, Chi Squared test of Independence.
- One-sample Hypothesis tests. One sample t test and One-Sample Wilcoxon Signed Rank. Two-sample Hypotheses tests. Independent sample t test and Mann Whitney test. Comparison of three or more sample means. Analysis of Variance (ANOVA) and Kruskal Wallis test. Interaction of two independent factors. Parametric and non-parametric two-way Analysis of Variance.
- Linear Regression and Correlation: Fitting regression lines. The least squares regression line. The standard error of estimate. The coefficients of determination and correlation. Multiple linear Regression.
- Computing and data analysis using statistical software, computer lab component.

**Recommended
Or
Required Reading:**

Sharon L. Weinberg , Sarah K. Abramowitz: DATA ANALYSIS FOR THE BEHAVIORAL SCIENCES USING SPSS (with electronic data) Cambridge University Press, Latest Edition

Richard J. Shavelson: STATISTICAL REASONING FOR THE BEHAVIORAL SCIENCES Allyn & Bacon, Latest Edition

Robert R. Pagano: UNDERSTANDING STATISTICS IN THE BEHAVIORAL SCIENCES (with CD-ROM and Infor Trac) Wadsworth, Latest Edition

Russell T. Hurlburt: COMPREHENDING BEHAVIORAL STATISTICS (with CD-ROM)

Joan Welkowitz, Robert, B. Ewen, Jacob Cohen: INTRODUCTORY STATISTICS FOR THE BEHAVIORAL SCIENCES Harcourt Brace, Latest edition

Alexander Haslam Craig McGarty: Research Methods and Statistics in Psychology, SAGE Foundations of Health Psychology, Latest Edition

Planned learning activities and teaching methods:	8 Hours
Assessment methods and criteria:	<p>Students will be given a few self- assessment activities</p> <p>Example of Activity: The students will be given the statistical results of a peer reviewed research (or an ongoing research with real data analysis) where all analysis will be in the form of Descriptive Statistics and Bivariate Inferential Statistics and will be asked to write a report describing and interpreting the results.</p>
Language of Instruction:	English
Work Placement(s):	No
Place of Teaching:	Online

5.1 In collaboration with the broadcast production company Semio Ltd, a broadcast production company, the Distance Education Unit prepares 25 professional videos for every new accredited program. The duration of each video is around five (5) mins and the focus is on critical/important issues of each course for tutorial use. All videos include subtitles for accessibility and inform the student of the purpose of viewing the video. Additionally, the instructor guides the student to make observations and challenges him/her with questions related to information presented in the video. Recorded video lectures will be short and will all include the teacher to add non-verbal cues.

Conclusions:

It is with great appreciation that Department of Health Sciences noted the positive feedback of the EEC; we carefully considered the EEC insightful recommendations. The Committee's recommendations provided us the opportunity to further improve the quality and implementation of the Program. In previous pages, we provided all details in how we addressed all recommendations for improvement suggested by the EEC.

As far as the final summative remarks of the EEC we would like to sincerely thank the EEC for the positive feedback and its constructive recommendations. As described in the previous sections of the report, the e-Learning Speech Pathology M.Sc. made a focused effort to address each of the EEC's recommendations. As such, we believe that these actions enhance the quality of the Program. By making these changes, we believe that we are now able to offer a significantly improved program of study which builds on our strengths and our readiness to implement the program in an attractive student-friendly environment.

According to the suggestions of the EEC:

6.1. The EEC recommendations above and the thorough discussion during the EEC visit, led to a major change in the programme concentration options, leading to allowance for a 3rd general/encompassing concentration to be modeled based on student interests and needs, as per the EEC recommendation. Students may choose from three different concentrations:
1) the "Children" concentration specializing in children;

- 2) the “Adults” concentration specializing in adults; and
- 3) an encompassing concentration selecting courses from either concentration above.

The modified curriculum is shown in response 1.6.

6.2 Students of all ages, and from any country or location may apply to the E-Learning Speech Language Pathology M.Sc programme, either in the Greek or English language. The course Study Guides provide capacity for a variety of learning experiences, with minimal synchronous activities in the form of 2-6 short teleconferences for each course; interaction of students in groups, with the instructor, and with the material is provided by the Blackboard tools and other resources. Asynchronous activities can satisfy the majority of course requirements.

Faculty teaching Distance Learning courses receive specialized training in the form of seminars and presentations; a special course on “How to Adapt Learning Analytics” will also be presented as part of the 2021-2022 EUC Staff Training program. The distance learning virtual tour video has been prepared and can be seen in [https://www.dropbox.com/s/hta9yq0zbi2ynwk/01%20Public%20Information%20E-LEARNING SPEECH LANGUAGE PATHOLOGY MSC%20Chrysoulla%20Thodi%207m13s.mp4?dl=0](https://www.dropbox.com/s/hta9yq0zbi2ynwk/01%20Public%20Information%20E-LEARNING%20SPEECH%20LANGUAGE%20PATHOLOGY%20MSC%20Chrysoulla%20Thodi%207m13s.mp4?dl=0)

Overall, the Department of Health Sciences of the European University Cyprus and the Coordinator of the Program, would like to thank the EEC for the constructive feedback on the Program, and would also like to reassure the Committee that the faculty will continue to work hard and stay committed to maintaining and further expanding the high quality and international perspective of this academic program, and research activities. We found the EEC’s candid discussions, a constructive learning process. The review was a positive experience which has provided us with important input on how to move effectively forward. In addition, we have thoroughly reviewed the findings, strengths and areas of improvement clearly indicated by the EEC following its review and attempted to respond to each item specifically and succinctly, indicating our actions. By embracing the EEC’s comments and suggestions, we are convinced that the Program will be further enhanced in order to more effectively ensure the learning outcomes of its students. In this regard, we are grateful to the EEC for their candid discussions regarding our program, and the insightful comments and suggestions throughout their report.



Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr. Chrysoula Thodi	Chairperson, Department of Health Sciences and Program Coordinator	
Dr. Panagiotis Papageorgis	Dean, School of Sciences	

Date: 6/7/2021

Questionnaire

“STUDENTS’ FEEDBACK ON THEIR LEARNING EXPERIENCE”

(Conventional Programs of Study)

Dear Students,

The main goal of European University Cyprus is to offer quality academic programs tailored to your needs so that we meet all conditions for acquiring the necessary knowledge and skills, as set out in each program. In this context, we ask for your help and cooperation in evaluating your whole experience in relation to the course you are taking during the current academic semester.

Completing this confidential questionnaire is very important as it gathers useful information for the best possible course design and delivery. Of particular value are the comments that you can include at the end of the questionnaire. Therefore, please take a few minutes to answer the open-ended questions in the last section.

It takes no more than 15 minutes to complete the questionnaire.

Thank you for your participation.

Section Q

Please indicate your answer by ticking (√) the relevant box:

Q1: What is the mode with which you attend this course F2020 semester:

1. Fully online
2. Blended (some sessions online and some face-to-face on campus)
3. Fully face-to-face on-campus
4. Mixed modalities according to the COVID-19 conditions (i.e. it started in one way and during the semester it changed)

Thinking of your overall educational experience at European University Cyprus during Fall 2020 Semester:

Q2: How satisfied are you in **general**?

Very Dissatisfied 1	Rather Dissatisfied 2	Neutral 3	Quite Satisfied 4	Very Satisfied 5

Q3: a. To what extend do the following statements apply to you on a scale of 0 to 10 (0= Not at all satisfied at All and 10= Completely Satisfied)? OR tick (√) the last column in case it did not apply to you.

	0 =Not at All Satisfied				10 = Completely Satisfied	I DID NOT NEED TO COMMUNICATE WITH
1. I am satisfied with my communication with the administrative personnel of my School					
2. I am satisfied with my communication with the course coordinator of my program of studies					
3. I am satisfied with my communication with my Student Advisor					
4. I am satisfied with the support that I receive from the MIS department (IT Support) of the University					

b. And to what extend do the following statements apply to you on a scale of 0 to 10 (0= Not at all satisfied and 10= Applies Completely)?

	0 =Not at All Satisfied				10 = Completely Satisfied
5. I am satisfied with the operation of the Blackboard learning platform (for those who had their classes on Blackboard Learn)					
6. I am satisfied with the operation of the Moodle Learning platform (for those who had their classes on Moodle)					
7. I am satisfied with the tools of the Blackboard learning platform (for those who had their classes on Blackboard Learn)					
8. I am satisfied with the tools of the Moodle Learning platform (for those who had their classes on Moodle)					
9. I am satisfied with the teleconferencing system Blackboard Collaborate					

Thinking of this particular course:

Q4: How satisfied are you in relation to **the information** that was provided to you by the University regarding **the mode of delivering of this course** during Fall Semester 2020?

Very Dissatisfied 1	Rather Dissatisfied 2	Neutral 3	Quite Satisfied 4	Very Satisfied 5
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Q5: How satisfied are you in relation to **guidance** provided by your instructor regarding the **delivery of this course** during Fall Semester 2020?

Very Dissatisfied 1	Rather Dissatisfied 2	Neutral 3	Quite Satisfied 4	Very Satisfied 5

Section A. To what extent do the following statements apply to you on a scale of 0 to 10 (0= Does Not Apply at All and 10= Applies Completely)					
	0 =Does Not Apply at All				10 = Applies Completely
1. The instructor clearly explains the course outline at the beginning of the course (e.g. learning outcomes, weekly material, examinations, grading)					
2. The instructor prepares and organizes the class in a way that facilitates learning					
3. The instructor teaches the course material/content in a clear way					
4. The instructor teaches the course in an interesting way					
5. The instructor is prepared for every class					
6. The instructor seems enthusiastic and enjoys teaching this course					
7. The course learning outcomes and objectives (as stated in the course outline) are met					
8. The course reading materials (books, articles, handouts) are useful					
9. The instructor uses a variety of teaching methods (e.g. group discussions, student presentations, case studies, etc.) to support the learning process					
10. The material and means of teaching (e.g. books, lecture notes, PowerPoint, videos, etc.) are suitable, useful, supportive and up-to-date					
11. The instructor often makes use of technology in his/her teaching					
12. The activities I participated in, were suitable in meeting the course objectives					
13. The instructor encourages students to ask questions and participate in discussion					
14. The assignments I completed, were suitable for the course objectives					
15. The instructor is available and willing to support students (e.g. during office hours, via email, etc.)					
16. The instructor keeps control of the class during the teaching session					
17. The assessment of course assignments and activities is conducted by the instructor in an objective manner					
18. The feedback provided by the instructor (e.g. corrections, comments, etc.) is constructive and helps me to improve my learning process					

19. The instructor is on time for the beginning and the ending of the class					
20. I find the Instructor's attitude towards students respectful and polite					
21. I find that the instructor demonstrated professionalism in interactions with me and/ or other students					
22. I find that the instructor shows genuine concern for my learning					
23. I would take classes from this instructor again					
Section B. To what extent do the following statements apply to you on a scale of 0 to 10 (0= Does not Apply at All and 10= Applies Completely)					
	0 = Does Not Apply at All				10 = Applies Completely
1. The course content meets my expectations					
2. The course contributed to the development of my ability to think critically					
3. The course provides guidance on how I can develop professional competencies					
4. The course helped me develop abilities and skills related to my program of study and/or my broader education					
The following two questions should be answered only for the <u>practical/lab</u> courses:					
5. The practical/lab sessions correspond to the theoretical content of the course					
6. Students are often provided with the opportunity to work on practical/lab activities throughout the course					

Section C. Please respond to the following open-ended questions:

1. Write down one or two positive characteristics of the course

2. Suggest one or two changes for the improvement of the specific course

3. Write down one or two positive characteristics of the instructor of this course

4. Suggest one or two ways that the instructor of this course can improve his/her teaching

5. General comments-suggestions-observations (here you can mention anything you consider important about the course that, in your opinion, the questionnaire does not sufficiently cover)

The following two questions must be answered only for courses with practical/lab sessions

6. In your opinion, is the duration of the practical/lab sessions and the number of instructors sufficient/adequate?

7. In your opinion, is the equipment available for the practical/lab sessions sufficient/adequate?



INTERNAL REGULATION ON

EUC's PROGRAM EVALUATION REVIEW (P.E.R.) PROCEDURES AND TEMPLATE

62nd Senate Decision: 28 January 2019

Program Evaluation Review (PER) Procedures

1. Rationale and Scope

The Program Evaluation Review (PER) encourages excellence in academic programs by aligning teaching and learning, curriculum, and other academic processes and activities with the mission of individual programs. The process is an essential part of EUC's continued effort to ensure that its mission is met through the delivery of its programs, that EUC programs of study comply, on institutional level, with Standards and Guidelines in the European Higher Education Area, and that EUC programs' structure, content and delivery mode meet stakeholders expectations and needs.

More specifically, the PER's goal is to provide a framework for developing, implementing, and maintaining an ongoing effective program evaluation review process that will:

- Result in the improvement of the program experience of students;
- Follow the standards of the EUC policies and align to accreditation bodies' decisions (e.g. CY.Q.A.A. The Cyprus Agency of Quality Assurance and Accreditation in Higher Education/ΔΙ.Π.Α.Ε. Φορέας Διασφάλισης και Πιστοποίησης της Ποιότητας της Ανώτερης Εκπαίδευσης);
- Assess the quality and enhance the overall effectiveness of the Programs, Departments, Schools and University as a whole;
- Identify the strengths and weaknesses in each program under evaluation review and offer opportunities for improvement;
- Establish program action plans and strategies for continuous and ongoing improvement;
- Utilize the information collected through the PER process to better plan and set priorities at the University level.

2. Sources of Information

The aim of every program is to satisfy the needs and expectations of its stakeholders. As a result, continuous monitoring of needs and expectations is essential. The table below shows the way by which the PER process monitors and collects information from the program stakeholders.

STAKEHOLDER	SOURCES OF INFORMATION	DOCUMENTATION
Students	Course Evaluation Questionnaires	Full report of questionnaires output shall be available at the end of each semester
	Program Committee	Students' representation in the Program Committee. Minutes of meetings
Alumni	Alumni Questionnaires (e.g. Έρευνα Αποφοίτων)	Full report of questionnaires output should be available
	Advisory Board	Alumni representation on the Advisory Board. Minutes of meetings.
	Graduate Employment Reports	Reports
Faculty Members	Program Committee	All faculty members teaching in the program are members of the Committee. Minutes of meetings
		Students' representatives in the Committee. Minutes of meetings
Professionals – Industrialists	Advisory Board	Professional Bodies, Industrialists representation on the Advisory Board. Minutes of meetings
	National & International Professional Bodies Curriculum Guidelines	Established guidelines
	National & International Legislative Directives on Program Curricula	Directives on program curricula
University Management	University Strategic Plan	University strategic plan document
	School/Departmental Strategic Plan	School/Dept. Strategic Plan.
Other		

In order to facilitate the collection of information from the stakeholders and the development of the PER report, the following Committees/Bodies need to be in place (additional to those described in the EUC Charter):

(a) Program Committee:

The School Council appoints a Program Committee (as *EUC Charter: Annex 12, Article VII, Section 2,*) that monitors the academic and other issues of each program. The Program

Committee can appoint sub-committee(s) to handle specific thematic areas and/or collect information.

(i) Terms of reference: The Program Committee shall report to the Department and/or School Council accordingly. For the purposes of the PER procedure the Committee meets at least once per semester. It shall have the following specific responsibilities:

- To oversee and monitor the implementation of the Senate policies and guidelines;
- To monitor curriculum development, delivery and assessment; and make recommendations to the School Council for proposed changes in regulations through the development of the PER report;
- To monitor students' admission and progress;
- To monitor the career path of the Alumni and maintain strong ties between the Alumni and the University;
- To receive and consider the minutes of meetings of the Sub-Committee for the program;
- To receive and consider the summary results of students evaluation questionnaires, as available;
- To provide a forum for discussion of general matters relating to the program;
- To submit the PER report of the program to the Department and School Council through the program coordinator.

The Program Committee Chair comprises the following members:

- The Program Coordinator (*as EUC Charter: Annex 12, Appendix B*);
- The Program's full time teaching personnel, plus selective part time teaching personnel, if necessary;
- Representative of the Administration personnel according to the specific administrative needs, if required;
- Student representatives.

(b) School or Department or Program Advisory Board:

Each program sets up an Advisory Board with the following broad terms of reference and membership.

(a) Terms of reference: The aim of the Advisory Board is to support the Undergraduate and Postgraduate Programs of each Department and School of the European University Cyprus through an independent evaluation of its activities, feedback and constructive criticism. Overall, the Advisory Board will review and contribute in several areas, including the following:

1. Improvement(s) on academic teaching;
2. Evaluation and provision of suggestions regarding the Undergraduate and Postgraduate Programs of the Department and School structure and content; thus providing students with an enhanced learning experience and a high quality educational program;
3. Proposition of courses that link the Department's/School's programs with the needs of the local and global industries, promote internationalization, academic and professional qualification and foremost employability of graduates;

4. Develop mutually beneficial relationships between the faculty, the industry, stakeholders and authorities, aiming to facilitate constructive exchange of ideas, as well as strengthen the links between them;
5. Contribution of unique and innovative ideas for research and its implementation;
6. Promotion of the faculty's work profile outside the University.

(b) Membership: C/o School and Departments.

(c) Expert Review Panel (ERP):

The PER process refers to the evaluation of the report by an Experts' panel with the following terms of reference and membership:

(i) Membership

The Program Review Panel comprises of academic and subject experts, namely:

- Two External Faculty members who are experts on the program thematic areas.

The Program Coordinator (on behalf of the Program Committee) appoints the two external experts.

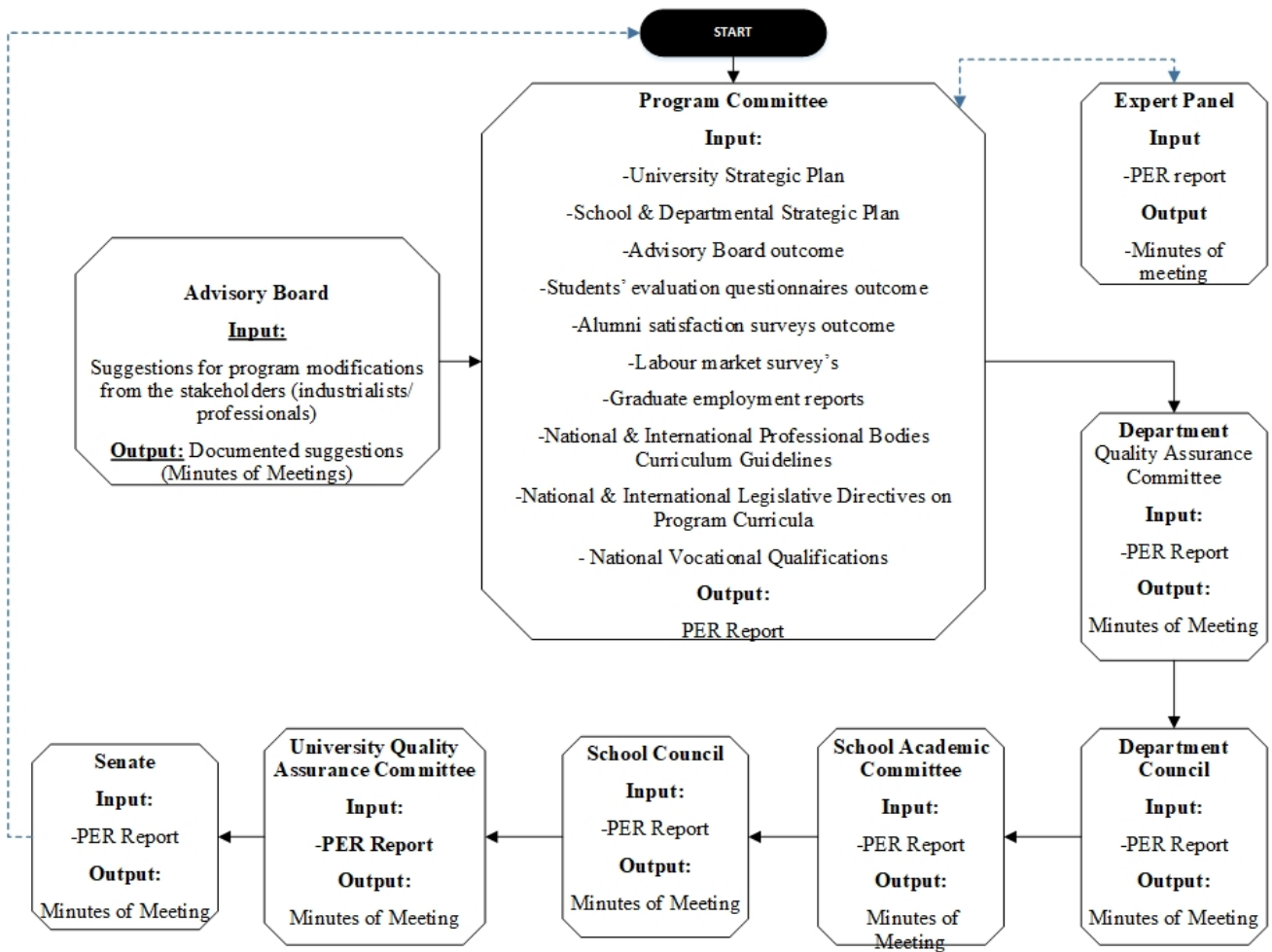
(ii) Terms of reference

The Expert Review Panel provides a written review report by commenting and evaluating the findings and implementation plan presented in the PER, as well as by providing relevant recommendations. The role of the Expert Review Panel is to provide feedback only on the academic elements of the Program Evaluation Review. Decisions about the viability and other aspects of the program remain within the remit of the School and University.

3. The PER Process

The PER process to be followed is illustrated in the diagram below. The PER process is a continuous process. It is expected that each Department implements the PER procedure and prepares the PER report (see Template attached) every five (5) years. The Program Committee can initiate a PER procedure at any time within the five year period suggesting documented program changes.

Diagram: PER Procedure



4. Timeframe

Program Evaluation Review is a continuous process. It is expected that every program should complete a PER process every five (5) years. However, the Program Committee is not restricted with regards to the exact time, as it can initiate a PER report at any time within the five year period suggesting documented program changes.

Schools with a program to be reviewed for the 5 years PER process will be notified by the Office of the Vice-Rector of Academic Affairs **in early July**. Since the review process is an ongoing process, the School shall follow all procedures so that the report with the associated documentation is approved by the Senate in its first meeting of the following calendar year.

Program Evaluation Review (PER) Template

“Program Title”

School of X
Department of X

Last Review Date: DD/MM/YY

1. Background/Contextual Information

Briefly describe the **status** of the Program in review (provide **headline** information in terms of student numbers, profiles and accreditations). Focus on any significant developments since the last program review.

Briefly present the actions taken since the **last Program Review**, and the progress of the suggested Program Action Plan (if any).

(Provide references wherever this is applicable / appropriate, see Section)

2. PER methodology

Briefly describe the **methodology** used for the implementation of this review. Refer to how this review is related to the overall University's QA process.

(Provide references wherever this is applicable/appropriate, see Section ...)

3. PER Data Sets & Other Sources of Information

List the **data sets** and **other sources of information**, which were used for the implementation of this review. Provide as appendix all the documentation.

4. Curriculum Structure, Objectives, and Learning Outcomes

Briefly describe and review the **general structure/content** and **rationale** of the Program Curriculum in Review. Possible review tasks, which may be undertaken, are the following:

- Review the relevance and adequacy of the **current Objectives / Learning Outcomes** of the Program in review in relation to the latest research, professional and technological developments (wherever applicable).
- Review how the Curriculum structure and content **satisfies the current Objectives and Learning Outcomes** of the Program in review (cross-reference matrices of 'Courses vs Learning Outcomes' can be designed / used for this purpose).
- Review how the Curriculum's structure / learning outcomes **satisfy the requirements of international standards and professional organisations, as well as any legislative requirements** (if applicable).
- Review how the Curriculum structure / learning outcomes **address stakeholders'** (students, alumni, professionals) **considerations and expectations**.

Feel free to implement any additional / alternative review task you consider appropriate for the Program in review.

(Provide references this is applicable / appropriate, see Section 2)

5. Teaching and Learning

Briefly describe and review the **teaching and learning methods, teaching and learning materials, academic personnel, resources, and academic support**, which are provided for the Program in review. Possible review tasks, which may be undertaken, are the following:

- Review the relevance and adequacy of the **current teaching, learning, and assessment methods followed**, in relation to international standards, stakeholders' feedback, and current educational trends.
- Review the adequacy of the **Program's current academic personnel** in relation to the teaching and learning needs of the Program Curriculum, international standards, stakeholders' feedback, School and University Strategy, and requirements from professional bodies.
- Review the relevance and adequacy of the Program's current teaching **resources and academic support** in relation to international standards, stakeholders' feedback, and current educational trends.

Feel free to implement any additional / alternative review task you might feel is appropriate for the Program in review.

(Provide references wherever this is applicable / appropriate, see Section 2)

6. Sustainability

Briefly describe and review the **Sustainability** aspects of the Program in review. Possible review tasks, which may be undertaken, are the following:

- Review the **student recruitment / retention policy**, which is followed for the Program in review, in relation to the latest enrolment, retention, and marketing data.
- Review the **employability dimension** of the Program in review, in relation to the latest alumni satisfaction and graduate employment reports, and in relation to the feedback provided by industrial stakeholders.
- Review how the Program in review fits and contributes to the satisfaction of **the School's and University's long-term strategic plans**.
- Review how the Program in review addresses the latest **national and international professional needs and trends**.

Feel free to implement any additional / alternative review task you consider as appropriate for the Program in review.

(Provide references wherever this is applicable / appropriate, see Section 2)

7. SWOT Analysis

Based on your review, please provide a Strengths/Weaknesses/Opportunity/ Threats Analysis for the Program in Review:

Strengths 1. Strength x 2. Strength y	Weaknesses 1. Weakness x 2. Weakness y
Opportunities 1. Opportunity x 2. Opportunity y	Threats 1. Threat x 2. Threat y

8. Proposed Program Modifications

Identify the proposed program modifications by providing the necessary documentation on the following areas:

I. Program modifications:

- (a) Title
- (b) Aim and Objectives
- (c) Learning Outcome(s)
- (d) Curriculum/Program structure
- (e) Entry requirements/criteria

II. Course(s) modifications

- (a) Title
- (b) Aim and Objectives
- (c) Learning Outcomes
- (d) Course Content
- (e) Teaching Methodology
- (f) Assessment Methods
- (g) Recommended Textbook(s)
- (h) Other (ECTS, hours, etc.)

III. Program quality control mechanisms

IV. Other (Specify)

9. Implementation Plan

Describe the proposed action plan for the proposed modifications/changes in a timetable or Gantt Chart.



University policy on penalties related to academic dishonesty

INTERNAL REGULATIONS ON ACADEMIC ETHICS AND STUDENTS' DISCIPLINE

1. PREAMBLE

E.U.C. European University - Cyprus is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained. However, the exercise and preservation of these freedoms and rights require a respect for the rights of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the University or with the rights of other members of the University cannot be tolerated. Students enrolling in the University assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution. To fulfill its functions of imparting and gaining knowledge, the University retains the power to maintain order within the University and to exclude those who are disruptive of the educational process.

2. POLICY AND PROVISIONS ON ACADEMIC ETHICS

The University has a responsibility to uphold and promote quality scholarship and to ensure that its students understand what academic integrity is. This section outlines the University's policy on dishonest academic performance by its students. Such offences carry penalties. Students should read carefully the Internal Regulations on Academic Ethics and Students' Discipline, and are encouraged to ask Faculty for help and guidance on honest academic practice, particularly in using source material from the Internet. In this way, they can avoid any unintentional dishonesty.

2.1. ORIGINALITY

For the purposes of this Policy on Academic Ethics 'original' work is work that is genuinely produced specifically for the particular assessment task by the student whose name is attached to it. Any use of the ideas or scholarship of others is acknowledged. 'Work' includes not only written material but also oral, audio, visual or other material submitted for assessment.

2.2. ACADEMIC DISHONESTY

Academic dishonesty is determined by the extent and the level of intent. In assessing the extent or scale of the dishonesty the instructor will evaluate how much of the work is the student's own after all unacknowledged source material has been removed. In no case can work that is plagiarized be taken into account in determining a grade. Intent to deceive is the single most significant aspect of academic dishonesty. Repeated instances of deception will incur heavy penalties for the student and the violation will be officially and permanently recorded in the student's record.

2.3. PLAGIARISM

Plagiarism is representing the work of somebody else as one's own. It includes the following:

- i. submission of another student's work as one's own;
- ii. paraphrasing or summarizing without acknowledgement of source material;
- iii. direct quoting or word copying of all or part of a work, ideas, or scholarship of another without identification or acknowledgement or reference;
- iv. submitting as one's own work purchased, borrowed or stolen research, papers, or projects.

2.4. CHEATING

Cheating is giving or receiving unauthorized help for unfair advantage before, during, or after examinations, tests, presentations or other assessments, such as:

- i. collaboration beforehand if it is specifically forbidden by the instructor
- ii. verbal collaboration during the examination, unless specifically allowed by the instructor;
- iii. the use of notes, books, or other written aids during the examination, unless specifically allowed by the instructor;
- iv. the use of electronic devices and mobile telephony to store, transmit or photograph information to or from an external source;
- v. the use of codes or signals to communicate with other students in the examination room;
- vi. looking upon another student's papers and / or allowing another student to look upon one's own papers during the examination period;
- vii. passing on any examination information to students who have not yet taken the examination;
- viii. falsifying exam identification by arranging with another student to take an examination in their place or in one's own place;
- ix. pretending to take the exam but not submitting the paper, and later claiming that the instructor lost it.

2.5. COLLUSION

Collusion is false representation by groups of students who knowingly assist each other in order to achieve an unfair assessment advantage. It involves:

- i. representation of the work of several persons as the work of a single student with both parties knowingly involved in the arrangement;
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- ii. representing the work of one student as the work of a group of students with both parties knowingly involved in the arrangement;
 - iii. willing distribution of multiple copies of one's assignments, papers, projects to other students for submission after re-labeling the paper as their own original work.

2.6. FABRICATION

Fabrication is the false representation of research data or 'performance' material as original, authentic work for submission for assessment. Examples are:

- i. invention of data;
- ii. willfully omitting some data to falsely obtain desired results

2.7. PENALTIES AND PROCEDURES

A faculty member, after evaluating the extent of the dishonesty and the level of intent and proving academic dishonesty, may use one or a combination of the following penalties and procedures:

- i. requiring rewriting of a paper containing some plagiarized material;
- ii. lowering of a paper or project grade;
- iii. giving a failing grade on a paper;
- iv. lowering a course grade;
- v. giving a failing grade in a course;
- vi. referring the case to the Senate for further action that may include academic suspension or expulsion.

Instructors are expected to report in writing to the Registrar's Office (through their Chairperson of Department) all the penalties they impose, with a brief description of the incident, with copies sent to the Dean of the relevant School and the Rector. Should an instructor announce a failing grade in the course because of academic dishonesty, the student under penalty shall not be permitted to withdraw from the course.
