

CASA COLLEGE



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STUDENT AFFAIRS HANDBOOK

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STUDENT AFFAIRS & WELFARE OFFICE OVERVIEW

The Student Affairs & Welfare Office serves as a liaison between students, faculty and administration. The primary function of this Office is to assist students in any way possible. It leads, directs, and administers overall functions of student counselling, accommodation, student societies and discipline. The main role of the Student Affairs & Welfare Office is to enhance the quality of the student life both in and outside of the classroom.

Overseen by the Director of Student Affairs & Welfare, this Office is a place where students can express and get help about any problem they encounter on the campus, whether it is academic, personal or emotional.

The staff and faculty involved in this Office are always available to students who are encouraged to visit them for counselling and guidance. Efforts are made to improve student life, to help them manage their affairs on their own and to cope with strains and stress which are part of the student life.

The Student Affairs & Welfare Office functions as a friend and guide to students, and it administers their needs from the time they step in the College for admission to the time they graduate. It provides forums for cultivation of literary and artistic potentialities and furnishes them healthy outlets in sports and games, which make their stay on the campus a rich experience of multi-dimensional growth.

The Student Affairs & Welfare Office provides proactive support and capacity building services to promote co-curricular activities in the Institute which could enrich our graduates at every stage of their life, and also encourage them to build strong relationships with their peers, faculty, administration and others.

PEER TUTORING

Peer Tutoring is available to students who are enrolled in Casa College courses and find themselves in need of tutorial assistance. Peer tutors are approved by the College faculty in the following disciplines: English, Mathematics, Greek, Computer Science, Economics, Philosophy, Psychology and Marketing. Students interested in working with peer tutors must first receive approval from their lecturers. Students who are concerned about their academic performance are advised to discuss first their concerns with the lecturer of the specific subject. The Peer Tutoring Programme is overseen by the Student Affairs & Welfare Office. A faculty member is available for short-term counselling sessions to help students address problems that impede academic progress; for example, procrastination, lack of time management, competing priorities (academic and social) and other related issues. To ask for a peer tutor's help, please contact the Student Affairs & Welfare Office by email at studentaffairs@casacollege.ac.cy or by calling +35722660451.

COUNSELLING INFORMATION

COUNSELLING SERVICES

The Counselling Services provide assessment, counselling, brief psychotherapy and referral to Casa College students on a voluntary and confidential basis. Our purpose is to help students cope with dilemmas in their personal development or with painful life events, and to help them develop resiliency so that they respond better to problems and concerns. We are here to help in ways that aim at improving the quality of student life and making students' experiences at Casa College more productive and successful. Here are the services we offer:

INDIVIDUAL COUNSELLING

To schedule an individual counselling session, please call at 22681882. First-time and subsequent sessions normally last for 30 minutes. You must be here 10 minutes before your first session begins, to complete the necessary paperwork.

Individual counselling provides you with the opportunity to work one-to-one with a counsellor. Areas often addressed in counselling include dealing with feelings of anxiety or depression, managing stress, coping with difficult relationships, dealing with identity issues, improving self-esteem, recovering from trauma, and improving your social and academic functioning. Our goal is to provide an open, supportive and confidential environment for you to work out the issues that are important to you.

CONSULTATION (Upon request and only by appointment)

For appointments, please call at 22681882. Consultation is available to faculty members, staff, students, and parents seeking advice on how to respond to students, or to those seeking for advice on issues related to another person's mental health.

PRESENTATION & WORKSHOPS

Various presentations and/or workshops take place throughout the academic year to help support students. These are carried out by external College associates or qualified staff members and normally cover a range of topics like:

- Body Positivity
- Nutrition and Healthy Eating
- Self-care
- Healthy Relationships/ Healthy Communication
- Conflict Resolution Skills

DROP-IN GROUPS (anyone can join, no appointment necessary)

A gathering also takes place for students to connect with each other and discuss their experiences regarding racial identity development, racism, resilience, and ways to thrive at Casa College. The subject matter, time and location of these groups for the current academic year are announced by the Student Affairs & Welfare Office.

LEARNING & DEVELOPMENTAL OUTCOMES / INTERNAL QUALITY COMMITTEE (IQC) STATEMENT

INTRODUCTION

Learning outcomes continue to serve as a way to satisfy the increasing demands for accountability in higher education. These statements, meant to identify the aspects of learning experienced by students through engaging with programmes, disciplines, or other learning opportunities, are typically paired with assessment techniques in order to measure their magnitude more effectively.

The Cyprus Agency of Quality Assurance and Accreditation in Higher Education aspires to join the European Network of Quality Assurance (ENQA), as well as the European Network of Quality Assurance Register (EQAR). It promotes standards to enhance opportunities for student learning and development from higher education programmes and services. The Committee supports the integration of learning, development outcomes, and assessment tools to guide practice and create quality programmes for student learning.

THE ROLE OF STUDENT AFFAIRS & WELFARE OFFICE

The initial emergence of formal learning outcomes in higher education is centred on academic affairs and educational disciplines. However, the philosophy on learning has shifted from classroom to a more holistic student learning and development approach. Holistic learning is defined as 'liberal education', or a comprehensive set of aims and outcomes that are essential for all students because they are important to all fields of endeavour and encompasses curricular and co-curricular components. This more holistic view is not new to student affairs; in fact, it is argued that a primary task of higher education was to assist the student in developing to the limits of his/her potentialities and in making his/her contribution to the enhancement of society. This philosophy imposes upon educational institutions the obligation to consider the student as a whole. It puts emphasis, in brief, upon the development of the student as a person rather than upon his intellectual training alone. With an increased focus on the whole student experience comes an increased responsibility for student affairs professionals to join faculty in developing outcomes and measuring student learning. While the contribution of student affairs domain to student learning and development is sometimes 'overlooked and underutilised', the following three ways show its contributions to student learning:

1. Link the mission of the Student Affairs & Welfare Office to the institutional mission, purpose, and strategic plan
2. Foster partnerships with faculty
3. Share existing expertise on student learning and development

By incorporating learning outcomes and assessment as a routine part of the Student Affairs work, a more balanced understanding of the elements impacting student learning and development can be achieved.

The Student Learning & Development Outcomes Model, as developed by Casa College Internal Quality Committee, includes six broad categories/domains: knowledge acquisition, construction, integration and application; cognitive complexity; intrapersonal development; interpersonal competence; humanitarianism and civic engagement; and practical competence. This Learning Outcomes Model further defines or clarifies each of the six domains by identifying more specific learning outcome dimensions within each domain. Offering dimensions of learning allows for a more focused assessment approach and more opportunities for alignment with institutional mission and priorities. The domains and learning outcome dimensions are embedded in each functional area standard within the 'Programme' section, demonstrating that the identification, facilitation, and assessment of student outcomes must be an integral part of the work in every programme and service.

THE ROLE OF STUDENT AFFAIRS & WELFARE OFFICE

Knowledge, acquisition, construction, integration, & application	Knowledge bases
Cognitive complexity	Critical thinking
Intrapersonal development Interpersonal competence Humanitarianism & civic engagement	Intrapersonal attributes and competencies Interpersonal relations with diverse others Ethics / management & collaborative leadership
Practical competence	Professional skills / life-long learning

**IQ STATEMENT FOR STUDENT LEARNING AND DEVELOPMENT
OUTCOMES - CONTRIBUTORS:**

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 Maria Yiannoullou Pantziara (Internal Quality Assurance Officer)
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Supervision: Yiannis Saveriades (President of the Board of Directors)

STUDENT OUTCOME DOMAIN	DIMENSIONS OF OUTCOME DOMAIN	EXAMPLES OF LEARNING AND DEVELOPMENT OUTCOMES
Knowledge acquisition, construction, integration, and application	Understanding knowledge from a range of disciplines	Possesses knowledge of human cultures and the physical world; possesses knowledge of a specific subject or more subjects
	Connecting knowledge to other knowledge, ideas, and experiences	Uses multiple sources of information and their synthesis to solve problems; knows how to access diverse sources of information such as the internet, text observations, and databases
	Constructing knowledge	Personalises learning; makes meaning from text, instruction, and experience; uses experience and other sources of information to create new insights; generates new problem-solving approaches based on new insights; recognises one's own capacity to create new understandings from learning activities and dialogue with others
Cognitive complexity	Relating knowledge to daily life	Seeks new information to solve problems; relates knowledge to major and career decisions; makes connections between classroom and out-of-classroom learning; articulates career choices based on assessment of interests, values, skills, and abilities; provides evidence of knowledge, skills, and accomplishments resulting from formal education, work experience, community service, and volunteer experiences, for example in résumé and portfolios
	Critical thinking	Identifies important problems, questions, and issues; analyses, interprets, and makes judgments of the relevance and quality of information; assesses assumptions and considers alternative perspectives and solutions
	Reflective thinking	Applies previously understood information, concepts, and experiences to a new situation or setting; reconsiders previous assumptions
	Effective reasoning	Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion; it is open to new ideas and perspectives

STUDENT OUTCOME DOMAIN	DIMENSIONS OF OUTCOME DOMAIN	EXAMPLES OF LEARNING AND DEVELOPMENT OUTCOMES
	Creativity	Integrates mental, emotional, and creative processes for increased insight; formulates a new approach to a particular problem
Intrapersonal development	Realistic self-appraisal, self-understanding and self-respect	Assesses, articulates, and acknowledges personal skills, abilities, and growth areas; uses self-knowledge to make decisions such as those related to career choices; articulates rationale for personal behaviour; seeks and considers feedback from others; critiques and subsequently learns from past experiences; employs self-reflection to gain insight; functions without need for constant reassurance from others; balances needs of self with needs of others
	Identity development	Integrates multiple aspects of identity into a coherent whole; recognises and exhibits interdependence in accordance with environmental, cultural, and personal values; identifies and commits to important aspects of self
	Commitment to ethics and integrity	Incorporates ethical reasoning into action; explores and articulates the values and principles involved in personal decision-making; acts in congruence with personal values and beliefs; exemplifies dependability, trustworthiness accountability, and accepts personal honesty
	Spiritual awareness	Develops and articulates a personal belief system; understands roles of spirituality in personal and group values and behaviours; critiques, compares, and contrasts various belief systems; explores issues of purpose, meaning, and faith
Interpersonal competence	Meaningful relationships	Establishes healthy, mutually beneficial relationships with others; treats others with respect; manages interpersonal conflicts effectively; demonstrates appropriately assertive behaviour
	Interdependence	Seeks help from others when needed and offers assistance to others; shares a group or organisational goal
	Collaboration	Works cooperatively with others, including people different from self and/or with different points of view; seeks and values the involvement of others; listens to and considers others' points of view

STUDENT OUTCOME DOMAIN	DIMENSIONS OF OUTCOME DOMAIN	EXAMPLES OF LEARNING AND DEVELOPMENT OUTCOMES
	Effective leadership	Demonstrates skill in guiding and assisting a group, organisation, or community in meeting its goals; identifies and understands the dynamics of a group; exhibits democratic principles as a leader or group member; communicates a vision, mission, or purpose that encourages commitment and action in others
Humanitarianism and civic engagement	Understanding and appreciation of cultural and human differences	Understands one's own identity and culture; seeks involvement with people different from oneself; articulates the advantages and impact of a diverse society; identifies systematic barriers to equality and inclusiveness, then advocates and justifies means for dismantling them; in interactions with others, exhibits respect and preserves the dignity of others
	Global perspective	Understands and analyses the interconnectedness of societies worldwide; demonstrates effective stewardship of human, economic, and environmental resources
	Social responsibility	Recognises social systems and their influence on people; appropriately challenges the unfair, unjust, or uncivil behaviour of other individuals or groups; participates in service/volunteer activities that are characterised by reciprocity; articulates the values and principles involved in personal decision-making; affirms and values the worth of individuals and communities
	Sense of civic responsibility	Demonstrates consideration of the welfare of others in decision-making; engages in critical reflection and principled dissent; understands and participates in relevant governance systems; educates and facilitates the civic engagement of others
Practical competence	Pursuing goals	Sets and pursues individual goals; articulates rationale for personal and educational goals and objectives; articulates and makes plans to achieve long-term goals and objectives; identifies and works to overcome obstacles that hamper goal achievement

STUDENT OUTCOME DOMAIN	DIMENSIONS OF OUTCOME DOMAIN	EXAMPLES OF LEARNING AND DEVELOPMENT OUTCOMES
	Communicating effectively	Speaks after reflection; influences others through writing, speaking or artistic expression; effectively articulates abstract ideas; uses appropriate syntax and grammar; makes and evaluates presentations or performances; listens attentively to others and responds appropriately
	Technological competence	Demonstrates technological literacy and skills; demonstrates the ethical application of intellectual property and privacy; uses technology ethically and effectively to communicate, solve problems, and complete tasks; stays current in technological innovations
	Managing personal affairs	Exhibits self-reliant behaviours; manages time effectively; develops strategies for managing finances
	Managing career development	Takes steps to initiate a job search or seek advanced education; constructs a résumé based on clear job objectives and with evidence of knowledge, skills, and abilities; recognises the importance of transferable skills
	Demonstrating professionalism	Accepts supervision and direction as needed; values the contributions of others; holds self-accountable for obligations; shows initiative; assesses, critiques, and then improves the quality of one's work and one's work environment
	Maintaining health and wellness	Engages in behaviours and contributes to environments that promote health and reduce risk; articulates the relationship between health and wellness in accomplishing goals; exhibits behaviours that advance the health of communities
	Living a purposeful and satisfying life	Makes purposeful decisions regarding balance among education, work, and leisure time; acts in congruence with personal identity, ethical, spiritual, and moral values

INTELLECTUAL RESPONSIBILITY

INTELLECTUAL RESPONSIBILITY & PLAGIARISM

Casa College depends on the personal concern of its members, and on the concern of all, to maintain the community standards of conduct. It is each student's responsibility to contribute to an environment of trust that protects the freedom of all to exchange ideas and grow. Only in such trust and freedom will it be possible for students to live together and learn from one another.

The Casa College *Honour Code* consists of the Statement of Intellectual Responsibility, the Statement of Respect for Persons, the Statement of Freedom of Expression and Dissent and the Statement of Student Rights. The Honour Code is collectively shaped and upheld by students, faculty and staff and is disputed extensively during the meetings of the Academic Committee.

STATEMENT OF INTELLECTUAL RESPONSIBILITY

Every person's education is the product of their intellectual effort and participation in a process of critical exchange. Casa College cannot educate those who are unwilling to submit their own work and ideas to critical assessment. Nor can it tolerate those who interfere with the participation of others in the critical process. Therefore, the organisation considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others.

STUDENT RESPONSIBILITY

1. Students shall receive copies of the Statement of Intellectual Responsibility with their initial course schedules at the beginning of each semester. It is the responsibility of each student to read and understand this statement and to inquire as to its implications in their specific course.
2. Orderly and honourable conduct of examinations is the individual and collective responsibility of the students concerned, in accordance with the above statement.

FACULTY RESPONSIBILITY

Promotion of the aims of the Statement of Intellectual Responsibility is a general responsibility of the faculty:

1. Every member of the faculty has the responsibility to explain the implications of the Statement for each of their courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester, members of the faculty will receive, with their initial class lists, a copy of the Statement of Intellectual Responsibility and a reminder of the duty to explain its implications in each course.
2. Examinations shall not be proctored unless a lecturer judges that the integrity of the assessment process is clearly threatened. A lecturer may be present at examinations at appropriate times to answer questions.

DRUGS & ALCOHOL STANDARDS OF CONDUCT

ANNUAL NOTIFICATION REGARDING ALCOHOL & DRUGS POLICY

The College understands that students make their own choices about Alcohol and/or drugs use (ADU). However, any person who violates state law, or the SEO/College policy, is responsible for its own actions and may be subject to civil or criminal complaints - in addition to SEO/College sanctions - as outlined in further detail below. The SEO/College will not ignore violations of state law, or SEO/College policy, and will not intervene on an individual's behalf with, local or state law enforcement authorities.

Students who worry about their own substance use or about a friend can seek assistance with complete confidentiality at the Student Affairs & Welfare Office. Additional confidential support and assistance is available through local programmes such as THEMEA at 22402100, KENTHEA at 22 385588, PERSEAS 22464292/1456, ANOSI 25305011.

HEALTH EFFECTS

DRUG TYPE	DEPENDENCE	POSSIBLE EFFECTS	EFFECTS OF OVERDOSE
NARCOTICS (e.g. heroin, morphine, codeine)	High	Euphoria, drowsiness, respiratory depression, constricted pupils, nausea	Slow and shallow breathing, clammy skin, convulsions, coma, possible death
DEPRESSANTS (e.g. GHB, benzodiazepines)	Moderate	Slurred speech, disorientation, drunken behaviour without odor of alcohol, impaired memory of events, interacts with alcohol	Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death
STIMULANTS (e.g. cocaine, amphetamine, methamphetamine)	High	Increased alertness, excitation, euphoria, increased pulse rate and blood pressure, insomnia, loss of appetite	Agitation, increased body temperature, hallucinations, convulsions, possible death
HALLUCINOGENS (e.g. LSD, PCP, ecstasy, mushrooms, peyote)	Moderate - High	Heightened senses, teeth grinding, dehydration, illusions and hallucinations, altered perception of time and distance	Increased body temperature, electrolyte imbalance, cardiac arrest; unable direct movement, feel pain, or remember
CANNABIS (e.g. marijuana, hashish, hashish oil)	Moderate	Euphoria, relaxed inhibitions, increased appetite, disorientation	Fatigue, paranoia, possible psychosis
ANABOLIC STEROIDS (e.g. testosterone)	Unknown	Virilisation, edema, testicular atrophy, gynecomastia, acne, aggressive behaviour	Unknown
INHALANTS	Low - High	Flushing, hypotension, headache, impaired memory, slurred speech, drunken behaviour, slow onset vitamin deficiency, organ damage	Methemoglobinemia, vomiting, respiratory depression loss of consciousness, possible death
ALCOHOL	High	Impaired memory, slurred speech, drunken behaviour, slow onset vitamin deficiency, organ damage	Vomiting, respiratory depression, loss of consciousness, possible death

STUDENT AFFAIRS & WELFARE OFFICE DIRECTORY

STUDENT AFFAIRS ASSESSMENT STUDENT CONDUCT AND COMMUNITY STANDARDS

Director of Student Affairs & Welfare: Nasir Hussain
Address: 3 Jean Moreas Street, 1075, Nicosia
Email: studentaffairs@casacollege.ac.cy
Tel: 22681882

The Student Affairs & Welfare Office provides a variety of services and programmes to assist students in achieving their academic and personal goals. Student Affairs coordinates the development of these services and programmes and serves as an advocate for student needs across the College community. It also supports the mission of the Institution by guiding the ongoing research and assessment, keeping both the learning and development of students at the core of all assessment and evaluation methods. In addition, it educates the College community in the early detection and reporting of potentially dangerous behaviour, assists in the assessment of reported disturbing student behaviour and oversees sanctions regarding behaviors of concerns for safety that are directly related to student behaviour.

COUNSELLING & PSYCHOLOGICAL SERVICES SEXUAL ASSAULT PREVENTION & EDUCATION

The College provides personal and group counselling, as well as psychiatric services (on cooperation with the national psychiatric services), consultation for students, faculty and staff, and outreach activities to classrooms, living groups and campus. It also provides coordination and assessment for the campus' sexual violence prevention efforts to assure a comprehensive approach to sexual violence education and awareness.

RECREATION SERVICES - FITNESS

Students are encouraged to join certain gyms that offer discounts to our students. These offer on-site facilities like state-of-the-art fitness equipment, steam rooms and saunas. In addition, students can take advantage of the daily fitness classes as well as enrol in their outdoor classes or request advice on healthy dietary habits. For more specific information, you can contact the Student Affairs & Welfare Office.

LEGAL ADVICE

The College, in collaboration with external associates, provides legal advice, representation and educational programmes to students on most legal matters.

HEALTH SERVICES

The College provides assistance with medical out-patient health care services, support services and education regarding lifestyle choices and wellness.

STUDENT HOUSING

Veselka Hussain, *Director of Admissions & Enrolment*

Address: 3 Jean Moreas Street, 1075, Nicosia

Email: admissions@casacollege.ac.cy

Tel: 22681882

The Admissions & Enrolment Office arranges students' accommodation. Students should inform in writing the the Director of Admissions & Enrolment at least two weeks before the commencement of each academic semester.