# Student Handbook
# BA (Hons) Graphic Design

2015 edition / Updated Fall 2024

**Award title**
BA (Hons) in Graphic Design

*Frances Rich School of Fine and Performing Arts*
*Deree – The American College of Greece*

# Contents

# 1 Welcome to the Graphic Design Programme

## 1.1.    Message of the Dean

*Dear students,*

*At a time when the rise of technology and artificial intelligence is beginning to put into question the very concept of humanity and the potential for creative human expression, an Arts Education takes center stage in any higher education institution that caters to the present while looking to the future.  At ACG, we provide a wholistic arts education through programs that combine theoretical knowledge with practical training.  A faculty of distinguished academics and professionals will guide you to explore your creative potential; they will nourish your "out-of-the-box" thinking and challenge you to consider human experience through multiple points of view. Your in-class education will be complemented through extracurricular events, such as performances, masterclasses and workshops conducted by domestic or foreign artists and professionals.  Our aim is to cultivate your imagination, mental flexibility and resilience, skills that will contribute to your well-being and future success as individuals and engaged citizens.*

*Wishing you a great academic experience,*

**Helena Maragou**, PhD

Dean, Frances Rich School of Fine and Performing Arts

## 1.2.    Message of the Department Chair

*Welcome to the vibrant and dynamic world of the Graphic Design programme at the Department of Arts and Creative Industries at Deree – the American College of Greece! We are thrilled to embark on this exciting journey with you, fostering creativity, innovation, and a passion for evidence-based design.*

*The - nearly a decade long - revised program is designed to ignite your imagination, challenge your design boundaries, and equip you with the skills needed to thrive in the ever-evolving landscape of visual communication design. From mastering the principles of design to exploring cutting-edge digital tools, our dedicated faculty of professionals and academics is committed to guiding you through a comprehensive and updated curriculum that blends theory with hands-on practice.*

*In our commitment to fostering innovation, creativity, and social relevance, the approach is anchored in evidence-based and methodical design. We believe that by grounding creative endeavors in this methodical approach, we aim to transcend the ordinary, pushing the boundaries of design to create solutions that not only captivate aesthetically but also address real-world challenges.*

*Join us in this journey where thoughtful design meets tangible impact, and together, let's shape a future where innovation, creativity, and social relevance converge harmoniously. Your first point of reference is Ms Melina Constantinides, the Programme Coordinator.*

**Marina Emmanouil**, PhD
Chair, Department of Arts and Creative Industries

## 1.3.    Academic Calendar

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

## 1.4.    Key Contacts

- American College of Greece: +30 210 600 9800
- Department Chair: Marina Emmanouil, memmanouil@acg.edu
- Programme Coordinator: Melina Constantinides, mconstantinides@acg.edu ext. TBC, room TBC
- Frances Rich School of Fine and Performing Arts - Dean's Office: fineperformingarts@acg.edu ext. 1456
- Academic Advising Office: dc.adv@acg.edu ext. 1431
- Student Success Centre: ssc@acg.edu ext.1326, 1333
- Registrar's Office: registrar@acg.edu ext. 1331, 1328, 1449, 1445
- Validation Office: validation@acg.edu ext. 1428
- Student Affairs: studentaffairs@acg.edu ext. 1197, 1442
- Student Government: dc.sgorg@acg.edu ext.1373
- Library helpdesk: libraryreference@acg.edu ext. 1434, 1267
- SASS: sass@acg.edu ext.1273, 1276
- Study Abroad Office: studyabroadoffice@acg.edu ext. 1029, 1412
- Career Office: career@acg.edu ext. 1313, 1316
- Educational Psychologist: Natassa Triga, atriga@acg.edu ext. 1167
- College Nurse: Nora Beliati, tbeliati@acg.edu ext. 1500

## 1.5.    Keeping in Touch

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

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

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

# 2 Studying at the Programme

## 2.1. Programme Philosophy and Mission

**Introduction**

In this handbook you will find useful information that concerns your studies at Deree-ACG as a Graphic Design major. The handbook, in combination with the Deree-ACG catalog, which further explains academic regulations and gives module descriptions, will direct you through the programme. Courses and prerequisites may be subject to change during the year. Therefore, it is recommended that you keep abreast of such changes. Our faculty membersare always available to advise you on any academic matters.

The structure of the major is modeled on distinguished universities in the United States and the UK, allowing students to strive not only for academic but also professional excellence. Faculty members from a number of departments teach in this interdisciplinary programme. They have excellent credentials and diverse background, and their expertise can help students develop their skills and apply their learning to their future pathways.

The American College of Greece (ACG) is a non-profit US institution. The educational system at Deree-ACG is based upon that of American institutions of higher learning. The school provides its students with a quality education of a standard equivalent to that of the most respected colleges and universities in the United States by virtue of the College's accreditation by NECHE, the oldest accrediting body in the United States.

In 2010, Deree-ACG entered into a partnership with The Open University of the U.K., the largest university in Europe, for the purpose of program validation. All undergraduate programs offered at Deree-ACG are validated by The Open University, UK (www.open.ac.uk/validate).

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

**Mission**

The mission of the BA (Hons) in Graphic Design is to expose students to a comprehensive, rigorous curriculum that will integrate theory, creative process and new technologies. By developing creativity, methodical thinking, critical and conceptual thinking, and communication skills, the program will enable students to become successful, versatile practitioners in a global environment, or pursue further academic studies in the field of Graphic Design and Visual Communication.

## 2.2. Programme Learning Goals

- Use conceptual, practical and technology-based tools, for the creation of innovative design solutions for a variety of media (print, digital, environmental)
- Exhibit knowledge of the history and contemporary issues and trends in the field and demonstrate understanding of the historical and contemporary social, cultural, and technological contexts of Graphic Design.
- Develop, evaluate, and defend creative concepts.
- Produce excellent written and oral presentations including portfolio presentations.
- Demonstrate self-motivation and the capacity to work independently or as part of a team.
- Retrieve, synthesize, evaluate, visualise and communicate information.
- Demonstrate an understanding of the ethical contexts relevant to the discipline.

## 2.3. Description of the Graphic Design Programme and Courses

The Graphic Design Program at Deree – The American College of Greece, was launched in September 2015 under the Visual Arts and Art History Department until 2022. In all three Levels, it combines courses on practical and theoretical skills and competencies. It draws from different disciplines at Deree - ACG (Visual Arts, Communication, Information Technology and Management). Additionally, students benefit from a Liberal Education curriculum which focuses on essential competencies that an educated person should possess today.

- In Level 4 students are introduced to: important visual literacy concepts and contexts; concepts and theories relating to mass communication; evidence-based design; methodical design; visual arts and digital skills; and important Graphic Design basics, workflows, and practices.
- In Level 5 students develop an understanding of the historical context of Graphic Design; they further enhance their creative skills and engage in evaluation, creation, and application of specific Graphic Design competencies.
- In Level 6 students acquire more focused skills and emphasis is given on research, conceptual thinking, and presentation of creative projects through specialized Graphic Design modules.

Through a rigorous curriculum which emphasizes communication, research, analytical, creative and portfolio development skills the programme prepares students for successful postgraduate study and professional practice. It takes a holistic approach in terms of integrating different areas like print media, digital media, environmental Graphic Design, and related disciplines such as Visual Communication Design, Advertising, Visual Arts, Management and Information Technology. This will make the Graphic Design graduates capable and flexible to face today's professional needs.

## 2.4. Programme Learning Outcomes

Upon completion of the Graphic Design programme, students will be able to demonstrate:

**Knowledge and Understanding:**

- The concepts, theories and methodologies related to Graphic Design, mass media and visual culture.
- The development of Graphic Design within the historical, cultural, social and technological contexts of the 19th–21st centuries.
- The professional areas where Graphic Design is applied (corporate identity, branding, packaging, publications, environments, advertising, web, and interactive media).
- The terminology used in Graphic Design and related fields.
- The critical context of contemporary Graphic Design.
- The ethical and copyright issues related to Graphic Design.
- Color theory, drawing principles and concepts, and composition.

**Cognitive skills:**

- Formulate a language for the critical examination of Graphic Design and visual communication.
- Develop, and discuss analytically – in written or spoken form – ideas and concepts based on research and design theories.
- Interpret and evaluate visual information and the role of Graphic Design within the communication process.
- Demonstrate understanding of how Graphic Design works across different media.
- Demonstrate the ability to undertake visual or theoretical research; retrieve, organise, analyse, and synthesise information.

**Practical and Professional Skills:**

- Interpret a design brief, identify the problem/challenge, and propose solutions.
- Formulate a design idea from research, conception, to final execution on a variety of media.
- Utilise the appropriate materials, mediums, techniques, and tools to create a comprehensive body of work.
- Apply digital media and new technologies for the completion of projects.
- Create a portfolio to present a body of work.

**Key Transferable Skills:**

- Demonstrate proficiency in presentation skills.
- Demonstrate the ability to undertake research and create an argument.
- Demonstrate the ability to manage a project from its initial stage to its completion.
- Demonstrate the ability to work independently or as part of a team, with open-mindedness.
- Demonstrate the ability to communicate in written or spoken form and express critical judgement.
- Demonstrate ability to work in a digital environment and utilize new technologies.

# 3  Programme Structure

The US bachelor's degree programme is awarded with a total of 121 US credits and consists of:

- The Liberal Education curriculum (43 US credits). Under Liberal Education, Graphic Design (GD) students will be required to take the Art History survey course AT 1001 History of Art II (History of Art from the Middle Ages to the present).
- Required (related disciplines): 30 credits (10 modules)
- Graphic Design concentration: 42 credits (14 modules)
- Electives: 6 credits

## 3.1.  Liberal Education

| Core Courses | |
|---|---|
| WP 1010 Introduction to Academic Writing | 3 |
| WP 1111 Integrated Academic Writing & Ethics | 3 |
| WP 1212 Academic Writing and Research | 3 |
| Mathematics (basic statistics, college algebra, OR higher) | 3 |
| SP 2300 Presentation Skills *or* HC 2300 Professional Communication | 3 |
| CS 1070 Introduction to information systems *or* equivalent computer literacy course * | 3 |
| Any Natural Science with a lab | 4 |

| Electives | |
|---|---|
| LE designated course in STEM/Natural Sciences | 3 |
| LE designated courses in the Social and Behavioral Sciences *(from more than one discipline)* | 9 |
| LE designated courses in Humanities *(from more than one discipline)* Required: AT 1001 History of Art II One additional course in Humanities | 6 |
| LE designated course in Fine and Performing Arts | 3 |

| Total | 43 credits |
|---|---|

*May be fulfilled through appropriate academic evaluation*

The programme shares some courses with the following programmes: Visual Arts (six modules), Communication (three modules), Information Technology (two modules plus one prerequisite Computer Information Systems course which is offered in the Liberal Education curriculum and is mandatory for all students in the undergraduate division), and Management (one module). In order to gain a BA (Hons) in Graphic Design, you will need to obtain 360 UK credits (120 credits per level).

## 3.2.  Level 4

| Compulsory modules Level 4 | Credit points |
| --- | --- |
| GD/AR 2001 Visual Literacy | 15 |
| CN 2110 Introduction to Advertising | 15 |
| AR 2003 Drawing I | 15 |
| AR 2005 Color I | 15 |
| AR 2017 Digital Image | 15 |
| ITC/GD 2110 Digital Tools for Graphic Design and Production | 15 |
| GD 2002 Research-Concept-Design | 15 |
| GD 2203 Graphic Design I | 15 |

**Certificate of Higher Education in Graphic Design:** 120 credits

## 3.3.  Level 5

| Compulsory modules Level 5 | Credit points |
| --- | --- |
| GD 3111 History of Graphic Design | 15 |
| AR 3104 Drawing II | 15 |
| AR 3106 Color II | 15 |
| GD 3131 Design Approaches | 15 |
| GD 3412 Graphic Design II | 15 |
| GD 3313 Typography I | 15 |
| GD 3333 Digital Design I | 15 |
| GD 3232 Illustration | 15 |

**Diploma of Higher Education in Graphic Design:** 240 credits comprising 120at
Level 5 and 120 at Level 4

## 3.4.  Level 6

| Compulsory modules Level 6 | Credit points |
| --- | --- |
| GD 4321 Contemporary Design Issues | 15 |
| GD 4646 Digital Design II | 15 |
| ITC 4030 Human Computer Interaction | 15 |
| CN 4413 (CN 4513) Brand Building in Advertising | 15 |
| GD 4823 Graphic Design III | 15 |
| GD 4622 Typography II | 15 |
| GD 4747 Branding Ecosystems | 15 |
| GD 4940 Senior Project - Capstone Course | 15 |

**BA Ordinary: 300 credits (60 credits in Level 6). Required courses in Level 6:**
GD 4623 Graphic Design III, GD 4622 Typography II, GD 4430 Illustration and CN 3200
Creative Execution in Advertising.

# 4 Academic Staff – Graphic Design Programme

## 4.1. The Faculty

### 4.1.1. GD – Graphic Design courses

Courses in the Graphic Design programme are taught (in alphabetical order) by:

**Melina Constantinides**
Graphic Design Programme

*MA Visual Communication Design – Central Martins College of Art and Design, London (1996); BA Graphic Design - Deutsche Höhere Lehranstalt für Graphic und Werbung (1994); BA Computer Science – Hellenic Open University (2023)*

Melina Constantinides is a Visual Communication Designer. Drawing on over a decade of experience in the advertising industry, she embarked on a transformative journey in 2007, establishing *Busy B*. The heart of *Busy B* lies in a modest specialization – branding, naming, and design, with a touch of expertise in packaging, print, and digital applications. It has been a journey marked by learning and growth. The focus remains on delivering thoughtful and effective creative services, to contribute positively to the branding landscape. She has been the recipient of awards spanning a diverse array of categories, including recognition from the Ermis Awards, EVGE, and the Greek Ministry of Development.

Since 2020, Melina has been a member of the Graphic Design Department at Deree - ACG, bringing a wealth of industry experience to academia. Her research interests are focused on exploring the use of strategy and design research and management for addressing social and business challenges in innovative, creative, responsible, and efficient ways.

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**Marina Emmanouil**
Graphic Design Programme

*PhD in Design History, Royal College of Art, UK (2013); MA in Design History, Royal College of Art, UK (2004); BA (Hons) in Graphic Design (2.1), University of Hertfordshire (2001); Diploma in Classical Ballet and Modern Dance (Greek Ministry of Culture) (1999)*

Dr. Marina Emmanouil holds a PhD and an MA in the History of Design (RCA, UK), and a BA(Hons) in Graphic Design (UK) with an Upper Second degree (2.1). Her background is multi-disciplinary including also studies in Dance (Greece) and Special Education at Leiden University (The Netherlands). Her main research and teaching include the practice, history and theory of visual communication design/graphic design, design research methodology, design education, participatory and co-design. With her social design practice, she contributed to the development of accessibility programs for visually impaired people in the museum in Greece, UK and the US. Previously, she was Assistant Professor at Ghent University (Belgium), Department of Industrial Systems Engineering and Product Design (2017-2023), where she co-founded the design.nexus research group (leading the Design Education pillar), supervising several Master's and Doctoral students. She was the Project Manager of the Erasmus+ KA2 'T-

CREPE' project (2019-23). Before this, she was a Senior Lecturer at Izmir University of Economics (Turkey) at the Visual Communication Design department (2010-2017), where she was also the Coordinator of the Graduate School for the MDes in Design Studies programme. She has authored/co-authored more than 50 publications in indexed academic journals (e.g., *Design Issues, International Journal of Arts and Design Education, Co-design*) and conference proceedings, and was invited to review papers in academic journals. Dr. Emmanouil is currently Associate Professor and the Head of the Graphic Design department at Deree - ACG.

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## Aliki Kakoulidou
Graphic Design Programme

*MA Digital Arts, Athens School of Fine Arts, Greece (2004); BA Visual Communication Design – University of West Attica, Greece (2000)*

Aliki Kakoulidou holds a BA in Graphic Design & Visual Communication from the University of West Attica and an MA in Digital Arts from the Athens School of Fine Arts. Her artistic and professional practice encompasses a wide scope of design-related projects. She is a co-founding member of the *Metoo Design* team (est. 2005) which specializes in visual communication, with an emphasis on cultural research and content-driven design, and the *M2P* brand (est. 2016) which hosts the team's experimental, artistic and commercial activity. She has collaborated with individuals, companies, institutes and organizations that share a common vision for design; she has participated in exhibitions and received various awards. Since 2010 she has been working in the Cartography Department of the Greek Geography Service, involved in the designing of maps, geospatial interactive applications, as well as in aerial photographic and satellite image interpretation, remote sensing, and data collection. Since 2018, she teaches "Introduction to Digital Images, Visual Communication and Information Design", as part of the course "Cultural Analytics - Signal Processing and Services for Cultural Applications" of the "Digital Culture" Postgraduate Program of the Informatics Faculty of the University of Piraeus. She is a part-time Instructor in the Graphic Design Department at ACG – Deree.

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## Stefanos Koltsidopoulos
Graphic Design Programme

*MA in Computer Imaging and Animation - London Guildhall (Metropolitan) University, UK (1999); PGDip in Design for Interactive Media, Middlesex University, UK (1996); BA in Visual Communication Design, Middlesex University, UK (1995)*

Stefanos Koltsidopoulos is a professional illustrator, animator, visual development artist, and character designer based in Athens, Greece. Through a career spanning over 20 years, he has worked as an animator, animation director/supervisor, visual designer, and art director/supervisor for 2D/3D animated films for the advertising industry and for TV. Furthermore, he has worked on numerous projects ranging from storyboarding and character/concept design to commercial illustration for print and online/mobile content, as well as children's books and media. Having extensive experience and knowledge of traditional and digital media, he has successfully provided a wide variety of illustration styles to a diverse

range of projects and commercial clients worldwide. He is a part-time illustration Instructor in the Graphic Design Program at ACG since 2021.

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### Alexandros Kyritsis
Graphic Design Programme

*MSc Digital Design & Branding, Brunel University London, UK (2015); MEng Mechanical Engineering, The University of Western Macedonia, Greece (2013)*

Alexandros is a brand and digital designer dedicated to delivering high-quality, refined large-scale visual identities, and digital experiences. He has been involved in a diverse range of projects for Shell, Ikea, Visa, Ford, Ferrari, MLB, and GOV UK. Alexandros holds an MSc in Digital Design & Branding from Brunel University London and an MEng in Mechanical Engineering from the University of Western Macedonia. With experience at leading agencies in both London and Athens, he has received a diverse range of awards from The Drum Experience Awards, Campaign, and Awards. Since 2022, he has been teaching Digital Design at Deree - The American College of Greece.

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### Marios Stamatis
Graphic Design Programme

*MFA in Fine Art from Goldsmiths University of London, UK (2018); BA in Graphic Design from Camberwell College of Art, UK (2013); BSc in Management and Business Administration from the University of Macedonia, Greece (2010)*

Marios Stamatis is an artist, designer and educator based in Athens. He holds an MFA in Fine Art from Goldsmiths University of London, a BA in Graphic Design from Camberwell College of Art, and a BSc in Management and Business Administration from the University of Macedonia. He is a recipient of the Stavros Niarchos Foundation Artist Fellowship ARTWORKS 2022 and was awarded the Young Book Designers Award in 2021, the EBGE for Digital Applications in 2021 and the Startpoint Prize in 2018. He has presented his work internationally and has participated in various artist residency programmes. His work has been featured in publications and platforms such as artforum and ofluxo. Between 2016-2018 he has been a Visiting Lecturer at Camberwell College of Arts. He was the Associate Curator at Assembly Point gallery, and co-founder of the independent artist-run project space changing room in London. He is currently teaching at the Frances Rich School of Fine and Performing Arts at the American College of Greece and is the cofounder of the creative practice *Studio Precarity*.

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### Kalliopi-Evangelia Stavroulia
Graphic Design Programme

*PhD in Virtual Reality, Cyprus University of Technology (2020); MSc in Design and Development of Computer Games and Interactive Technologies, Cyprus University of Technology / University of Cyprus (2016); Master of Arts in Education (Education Sciences), Roehampton University of London & the ASPETE (2010); HBA In international and European Studies, Panteion University of Athens (2007)*

Dr. Kalliopi-Evangelia Stavroulia holds a Ph.D. in the field of Virtual Reality (VR) from the Department of Multimedia and Graphic Arts of the Cyprus University of Technology. She holds an MSc in the Design and Development of Computer Games and Interactive Technologies from the Cyprus University of Technology and the University of Cyprus (2016). She also holds a Master of Arts in Education (Education Sciences) with distinction from Roehampton University of London and The Higher School of Pedagogical and Technological Education-ASPETE (2010). Between 2003-2007, Kalliopi completed a bachelor's degree in international and European Studies at Panteion University of Athens. Kalliopi possesses significant experience as a research associate and project manager, having successfully led the implementation of numerous EU-funded projects, including Erasmus+ projects, Horizon2020, and Norway Grants. She has participated in several workshops, seminars and conferences and her work has been published in journals, edited books, and conference proceedings.

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**Katerina Symiakaki**
Graphic Design Programme

*MA Innovation Management, University of the Arts London – Central Saint Martin's, UK (2010); BSc in Marketing Management, The American College of Greece, Greece (2000)*

Katerina Symiakaki studied Marketing Management at Deree College and worked in Marketing within the coffee industry in Greece for several years. Following an MA in Innovation Management at the University of Arts - Central Saint Martins, she worked in Global Marketing, Innovation, Strategy and Design on the client and agency side in London where she gained great experience working with big brands within the spirits industry. She is a senior professional with 17 years of experience in driving brand love and achieving business growth. She has solid experience in effectively communicating, influencing and building strong relationships with a win-win mentality. During the last few years has moved back to Athens to enrich her academic career in design thinking and build a second career in the field of nutrition and wellness.

ksymiakaki@acg.edu

## 4.1.2. AT – Art History courses

In alphabetical order, the Arts History courses are taught by:

**Christos Asomatos**

Dr. Christos Asomatos, a scholar in the History of Art, completed his Ph.D. at the University of Glasgow in 2020, exploring "The Social Turn: Artistic Legitimacy and the Origins of Politicisation." His MLitt (2014) focused on "Relational Art: Participation in the New Economy," and his MA (2013) delved into "Andy Warhol through the Disappearance of the Artistic Hand." Holding a BA in Recording Arts from SAE Institute, Athens (2009), he received teaching

accolades, currently instructing at Deree – The American College of Greece. With a rich teaching history, he's contributed to courses at the University of Glasgow and Chalkida Art Workshop. His scholarly contributions include guest lectures and publications.

casomatos@acg.edu


**Angeliki Pollali**

Angeliki Pollali received her PhD in Art History and Theory from the University of Essex, her MA in Art History from Columbia University and her BA in History from Deree-The American College of Greece. She has published on Renaissance architectural theory and has co-edited an anthology on Francesco di Giorgio Martini (2011). She has organized sessions and given papers in the annual conferences of RSA (Renaissance Society of America), CAA (College Art Association) and EAHN (European Architectural History Network). Her research interests include architectural history and theory of the Italian Renaissance; gender studies; historiography and methodology of art history.

apollali@acg.edu


**Ana S. González Rueda**

Dr. Ana S. González Rueda is an accomplished scholar with a diverse educational background. She earned her PhD in Museum and Gallery Studies from the School of Art History at the University of St Andrews (2014-2019). Her thesis, "Inherent Pedagogies: Critical Approaches to Exhibition Making in the 2000s," was supervised by Karen Brown and Catherine Spencer, examined by Simon Sheikh (Goldsmiths) and Sam Rose (St Andrews). Ana holds an MA in Curating Contemporary Art from the University of Essex (2011-2012), with Distinction, and a BA in Art History from Universidad Iberoamericana, Mexico City (2004-2008). Her academic journey is enriched by prestigious grants and awards, including the Decolonising the Archives Research Residency at the University of the Arts London and the Deviant Practice Research Grant from Van Abbemuseum. She has contributed significantly to the field, evident in her publications.

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**Nicolette Trahoulia**

Nicolette Trahoulia received a Ph.D. from Harvard University in Byzantine Art. Her subspecialties are African and Islamic Art. Nicolette Trahoulia has been teaching art history at Deree since 1999. She teaches courses on the art of the Medieval West, Byzantium, Islam, and Africa, as well as on feminist theory in art history. She has published on Byzantine art from the tenth to fourteenth centuries, exploring such issues as the interface between oral performance and illustrated books, the culture of the Byzantine palace, and the role of art as critical commentary, both religious and political.

trahoulia@acg.edu


## 4.1.3. AR – Visual Arts courses

In alphabetical order, the Visual Arts History courses are taught by:

**Dionisis Christofilogiannis**

Dionisis Christofilogiannis, PT, graduated from the School of Arts of Cluj Napoca in Romania. Founder of DL Projects (2012-13) and artist/coordinator of the White House Biennial (2013-15). Solo shows at the Muzeul de Artă Cluj-Napoca, Nakagawa Gallery Tokyo and recently in Athens "HOME(less)" Felios Collection, curated by Konstantinos Argianas (2015). Recent group exhibitions "Tirana Open 1" curated by Elian Stefa, Tirana (2015), "The Kennedy Bunker" in Berlin curated by Nicos Charalambidis (2014), "Uber-Bodies" at Hydra School Projects curated by Dimitrios Antonitsis (2014), "The Red and White flag Project"  parallel on Biennale4 Thessaloniki (2013), "SelfConcious" curated by Sotirios Bahtsetzis (2013), "Civilisation (genres and cases)" curated by Alexios Papazacharias (2013), "Lustlands, Vol.II – On The Great Eastern (after Andreas Embiricos)", curated by Nadja Argyropoulou and Lakis and Aris Ionas (The Callas), Thermissia Argolidas, Peloponnese (2013). He has co-curated several exhibitions, including the "In the Studio" at Kunsthalle Athens (2013), "I fought the X and the X won" at the National Museum of Malta and Romania (2011), "The Cutting Edge" in Romania (2011). Set designer in Romania National Theaters of Timisoara, Cluj Napoca, Braila with Razvan Mazilu and in National Theater of Athens with Robert Wilson.

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**Effie Halivopoulou**

Effie Halivopoulou, Associate Professor, Head of Visual Arts and Art History. Founder of the Visual Arts programme, 2008. Co-founder of the Graphic Design programme, 2015. MFA, BFA Eq.  Pratt Institute, New York.  Visiting professor The Burren College of Art, Ireland - master's class in painting, 2012. Member of the Faculty, New School for Social Research, New York- visual perception.  As a Scholar-in-Residence at the Faculty Resource Network of New York University, 2016, 2018 and 2020, EH researched Socially Engaged Art and collaborated with the Art and Education programs at Steinhardt. In 2018, EH researched Analog and Digital Abstraction in the same program and in 2020, EH researched the Nuances of Abstract Video and collaborated with Tisch School of the Arts. Halivopoulouu's work has been presented at the Biennale of Young Artists of the Mediterranean Countries in Thessaloniki 1986, at the Venice Biennale 1997 through the exhibition Engrams of Oblivion, at the Biennale Bida in Seville 2005, at Open 15 of the Venice Biennale of Architecture, 2012. Participation in exhibitions at the National Gallery, Athens, 2021, the Averof Foundation, Metsovo, 2019, the Macedonian Museum of Contemporary Art in 2002 and 2005, Thessaloniki, the State Museum of Contemporary Art in 2002 and 2006, Thessaloniki, the Hellenic Museum in Chicago 2005, the Foundation for Hellenic Culture in New York and Berlin 1999 -2000, the Riverside Studios, London 2000, the Kettle's Yard 1992, Cambridge, among other venues. Solo and group exhibitions as well as traveling exhibitions in a number of galleries, in Europe and U.S.A., like C. Grimaldis Gallery, Baltimore, Desmos, Athens. Private collections in New York, Brussels, Baltimore, Melbourne, Tel Aviv, Thessaloniki. Also, at ACG, Desmos, Portalakis, collections in Athens, the Macedonian Museum of Contemporary Art, Thessaloniki, the National Gallery, Athens. Halivopoulou co curated Symbiosis – the Biennale of Young Artists of the Mediterranean in Thessaloniki, 2011, and curated the exhibition RoomsToLet of the Action Field Kodra Art Festival for four years (2005-2008).

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## Zoe Hatziyannaki

Zoe Hatziyannaki, PT, studied photography, BA Hons in Visual Communication, in Kent Institute of Art & Design, UK and completed MA and (practice-based) PhD with funding from the Greek State Scholarships Foundation, in Goldsmiths College, University of London. Her work has received a Jerwood Photography Award (2006) and a NEON grant for solo exhibition (2018). She is part of the Depression Era collective and a co-founder of A-DASH project space in Athens. Her work focuses on space and its relation, with time seeking to suggest that space is not static, but a shifting reality transformed along with society and our ever-changing perceptions. Based mainly on Deleuze's theories, she is investigating the multiple dynamic connections between diverse notions which construct and deconstruct space such as the near and the far, nature and culture, private and public, the outside and the inside. Her effort is to realize space and time as an incessant flow of production of relations and thus abandon fixed positions and categories.

Recent selected exhibitions: *+9*, Iera Odos, Athens 2019, *Photography in Crisis* Depression Era (retrospective), Slought, Philadelphia US 2019, *The Tourists* Depression Era, Unseen, Amsterdam 2018, *The Past of Things to Come*(solo), A-Dash, Athens 2018, *The Decline of Heroes* Depression Era, Culturescapes, Antikenmuseum, Basel 2016,*(IM)Material Gestures*, Fondazione Sandretto Re Rebaudengo, Turin 2016, *TEN Visual Cultures*, The Showroom Gallery, London 2015, *Depression Era*, Benaki Museum, Athens 2014, *Secrets & Crises* (solo), Ileana Tounta Centre of Contemporary Art, Athens 2013, To Have & Have Not, Noorderlicht Photo Festival, Gronningen 2013.www.zoehatziyannaki.com

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## Dimitris Ioannou

Dimitris Ioannou, Adjunct, studied Painting at the Athens School of Fine Arts (1994-99) and did his postgraduate studies in Fine Arts (MFA with distinction) at Pratt Institute, New York (2000-02) with a scholarship by the Onassis Foundation. At the beginning of 2005, he took part in a residency programme at USF Verftet, Bergen, Norway. He has had four solo exhibitions and numerous notable group exhibitions. The latest ones include: *'The VELVET Invention [in search of the anti-giraffe: 10 years and counting]'*, Ten Velvet Years Festival, Romantso, Athens, 2015, *'CMYK series: The Collection, 1999-2013'*, Ileana Tounta Contemporary Art Center, Athens, 2013 (solo show), *'Contemporary Treasures (Part II)'*, Ileana Tounta Contemporary Art Center, Athens, 2013, *'CHROMA III'*, Volt Gallery, Bergen Kjøtt, Bergen, Norway, 2012. Art Projects and presentations of his work have been published in various publications. He has been teaching in the undergraduate Visual Arts programme of Deree since the Spring of 2015. He has also been teaching Visual Arts in the IB programme since 2011. He has also worked as an illustrator, web designer, and Photoshop instructor for several years. A portfolio of his work can be viewed at www.dimitrisioannou.net

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**Georgia Kotretsos**

Georgia Kotretsos, Associate Lecturer, is a visual artist/writer based in Athens, Greece. In her early teens, she moved to South Africa while the abolition of Apartheid was underway.  She later attained a BFA Degree from the Durban Institute of Technology, in KwaZulu Natal, (2000). In 2002, Kotretsos moved to Chicago where she completed her MFA Degree at The School of the Art Institute of Chicago on a Full Merit Scholarship (2004).  In her work, she primarily focuses on and critiques the conformity of seeing by studying liberating and anarchic approaches of looking to support that seeing is site-specific and audience members accountable for their art knowledge. Her practice is research-based and whether it is manifested as an artwork, a text, a performance, or an interview, it always encourages speculative approaches to how knowledge is produced by resisting its traditional and historical acquisition. In 2015, Kotretsos was awarded the NEON Creativity Grant for the realization of her solo in Munich entitled "OPEN ARTISTS STUDIO FOUNDATION". Last year she was nominated for the Future Generation Art Prize, The Victor Pinchuk Foundation, Kiev, Ukraine, and for the Follow Fluxus 2014 Residency and Grant in Wiesbaden, Germany. She has exhibited her work in over 70 group exhibitions in Greece, as well as abroad and she has had seven solo shows.

Residencies: Implode (2015), in Evoia, Greece; L'appartement22 (2014) in Rabat, Morocco; La Kunsthalle Mulhouse (2013); Arteles Residency Program (2011); Summer Studio Program Residency in Chicago at the School of the Art Institute of Chicago (2010); and she has been accepted to attend the ISCP Residency in New York.  Finally, Kotretsos will conclude on this year's residencies and exhibition in Switzerland. Previously, Kotretsos had co-founded Boots Contemporary Art Space, St. Louis MO, USA and further founded and edited the Boot Print journal (2006-10). Between 2009-13 Kotretsos served as a columnist for the PBS Arts feature Art:21 with her monthly column Inside the Artist's Studio.  From 2013-14, her column was being published by LABKULTUR.TV in Germany.

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**Irini Miga**

Irini Miga (b. Larissa, Greece, lives and works in Athens and NY) is an interdisciplinary artist and educator. Prior to joining the Deree Visual Arts Program in September 2022, Irini Miga taught art at the School of the Arts - Columbia University and the Drawing Center in New York City. Miga studied art at London's Central Saint Martin's College, earned a BFA from the Athens School of Fine Arts, and an MFA in Visual Arts from Columbia University in New York. She has been honored with awards and scholarships from organizations such as the Fulbright Foundation, the Stavros Niarchos Foundation, the Greek State Scholarship Foundation (IKY), and Columbia University in New York. Miga has participated in highly competitive and internationally acclaimed Art Residencies such as the Skowhegan School of Painting and Sculpture, the Workspace Program at the Lower Manhattan Cultural Council (LMCC) in New York City, the Open Sessions program at The Drawing Center in New York City, The Fountainhead Residency in Miami, The Bemis Center for Contemporary Arts, The Watermill Center and more. She has been nominated for the DESTE Prize (GR), the HYAM-Young Mediterranean Artistic Scene Prize (FR), the Rema Hort Mann Foundation New York Prize

(USA), and more. Her work is held in collections such as the European Central Bank Collection in Frankfurt, the Dakis Ioannou Collection / DESTE Foundation for Contemporary Art, Athens, and other private collections around the world. Irini Miga is exhibiting her work internationally. Find more about her work at: irinimiga.com

imiga@acg.edu


**Jennifer Nelson**

Jennifer Nelson, FT, Assistant professor, received an MFA from University of California, Los Angeles with a specialization in New Genres. Jennifer Nelson engages in acts of social and ecological choreography through a cross-disciplinary performance and art practice. She is committed to the playful realignment of social spaces through collective initiative, and to the transformative possibilities of the individual act. Among many influences, her work has been significantly shaped by her direct personal experience with disruptive or transitional world choreographies like the 1989 San Francisco earthquake, the fall of the Berlin Wall, the media aftermath of September 11th, and currently, the austerity measures in Athens. With the birth of her son in 2011, she finds increased urgency to work on choreographies of resilience, and sustainability. Nelson danced with the Feld Ballet in New York and the Ballet du Grand Théatre in Geneva, Switzerland, and studied New Genres at the San Francisco Art Institute and UCLA.

JN has exhibited in museums including the Los Angeles County Museum of Art, the Kunsthalle Düsseldorf, the National Museum of Contemporary Art, Athens, and the Galeri Nasional in Jakarta Indonesia. In 2003, JN was a Guggenheim Fellow for Visual Arts. Recent projects have been on the streets of Athens with the Guerrilla Optimists, and in collaboration with men in Korydallos, a maximum-security prison in Greece.

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## 4.1.4. IT – Information Technology courses

The IT courses are taught by:

**Ilias Hotzoglou**

Ilias Hotzoglou is currently enrolled in a PhD programme at Lancaster University ("*E-Research and Technology Enhanced Learning"* Program). He holds an MSc in Information Management from the University of Sheffield. He has attended a number of conferences/workshops and holds certificates as Microsoft Office Specialist and on Web Page Design and Development (EEDE). He has also published in the International Journal of Knowledge Society Research (IJKSR).

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## 4.1.5. CN – Communication courses

In alphabetical order, the Communications courses are taught by:

**Katerina Diamantaki**

In 2009, she earned her Ph.D. in Communication and Media from the National Kapodistrian University of Athens, Faculty of Communication and Media Studies, with the support of a State Scholarships Foundation grant. Her dissertation, titled "Virtual Communities: An Analysis of community-building in Late Modernity," delved into the Sociology of Communication, New Media and Internet Studies, Community Studies, and Social Theory. Professor Nikos Demertzis served as her advisor, and she received a Distinction (Cum Laude) for her work. Earlier, in 1998, she completed her MA in Communication and Media at the same institution, focusing on "Actions and Interactions in Cyberspace: A Communicative Approach," earning a Distinction. Her academic journey began in 1993 with a bachelor's in politics from the University of London, Queen Mary, and Westfield College, concluding with Second Class Honors Uppers Division.

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**Christina Giakoumaki**

Engaging in Post-Doctoral Research in Marketing & Communication from 2015 to 2016 at the Athens University of Economics & Business, School of Business Administration, Department of Marketing and Communication, she continued her academic journey. Her prior accomplishments include a Ph.D. in Marketing & Communication, achieved from 2008 to 2013 at the same institution. Further, she earned an MSc in Marketing and Communication with New Technologies from 2006 to 2008. Her academic foundation was laid with a BSc in Management and Business Administration, spanning from 2001 to 2006, at the University of Piraeus, Department of Business Administration. This comprehensive educational background showcases her expertise and dedication to the fields of marketing and communication. She has been teaching in ACG since 2016.

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**Gregory Karimalis**

In December 1996, he earned his Doctor of Philosophy in Communication from Wayne State University in Detroit, Michigan. His major field of concentration was Organizational/Corporate Communication, with minor fields in Communication Education and International Relations. The dissertation, titled "Discovering the European Union's Organizational Culture: A Metaphorical Analysis of its Organizational Co-Decision Procedure," reflects his scholarly focus. He continued his academic journey with a Master of Arts in Communication from the University of Akron, Ohio, in December 1993, concentrating on Organizational Communication. His thesis explored "The Decision-Making Process in the European Community." His educational foundation was laid with a Bachelor of Science in Political Science and Public Administration from the University of Athens, Greece, in December 1989, emphasizing Political Communication and the Organization of Mass Media. The Hellenic's NARIC Equivalence No for both his Ph.D. and M.A. degrees attests to their recognition. He has been teaching in ACG since 2002.

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**Vasiliki Kontopoulou**

From 2012 to 2019, she pursued her academic journey at Athens University of Economics and Business (AUEB), culminating in a Ph.D. from the Faculty of Marketing and Communication. Her dissertation, titled "Consumer Behavior and Counterfeit Luxury Brands: An Evolutionary Psychology Approach," showcased her expertise. Prior to her doctoral studies, she engaged in Pre-Doctoral Studies on Advanced Research Methods at AUEB in 2011-2012. Earlier, she earned a Master of Business Administration (MBA) from AUEB from 2008 to 2010, concentrating on Finance. Her MBA thesis, "Investigating the Relationship between perceived Service Quality, Trust, and Loyalty in an Airline context," reflected her academic focus. She initiated her academic pursuits with a Bachelor of Marketing and Business Communication from AUEB, spanning from 2004 to 2008. She has been teaching in ACG since 2021.

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**George Kyparissiadis**

Dr. George Kyparissiadis is the Program Coordinator of the MA in Advertising Communications. He holds a PhD in Visual Communications from Panteion University, a Master's degree in Communication Policies from City University of London and a BA in Business Administration and Marketing from the Economic University of Athens. He gained extensive experience in the advertising industry working as a coordinator for some of the top global agencies in London, including Saatchi & Saatchi, Grey and Starcom, on accounts for the European and the US markets. His academic and research interests focus on the areas of identity, representation and diversity, as well as visual communications. Dr Kyparissiadis is an associate lecturer at Deree teaching a variety of topics, including integrated communications and advertising, media planning and digital advertising."

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# 5   Description of Modules – Compulsory and Option Modules

## 5.1.   Level 4

**GD 2002 Research-Concept-Design**

An introduction to the principles and process of design practice. The importance of research within the creative process, and how ideas are generated and transformed into strong creative concepts. 3/1/3

**GD 2203 Graphic Design I**

An introduction to Graphic Design and its basic principles. 3/1/3

**GD/AR 2001 Visual Literacy**

An investigation of a variety of visual structures as they appear in contemporary cultures through art, design and media. Visual rhetoric and visual meanings are examined through texts and creative practice. 3/0/3

**CN 2110 Introduction to Advertising**

This course provides students with the theoretical foundation to help them develop a critical awareness of advertising's role in the contemporary world. It also helps them develop key analytic skills, necessary for evaluating existing advertising research from the perspectives of sociology, psychology, media, and advertising practitioners themselves.

**ITC/GD 2110 Digital Tools for Graphic Design and Production**

Examine core concepts and techniques on digital design workflow for print & digital publishing. Basic colour theory and page composition. Identify vector graphics properties and characteristics. Build complex shapes and trace bitmap images and line art. Design using layers and symbols, edit text, and draw using perspective. Develop well-crafted print publications, interactive documents, digital magazines, and e-books. Create and edit documents, learn how to use master pages and easily format text, objects, and tables using styles. Work with text frames and graphics, add and format tables, build interactive documents and EPUBs. Output your work in several formats, learn how to package, print, and export your finished project. 3/0/3

**AR 2003 Drawing I**

Traditional and contemporary concepts of drawing and visual structures. Free hand drawing and sketching, geometric and organic form, contour, shading, scales analogies, as well as computer aided projects. Use of all drawing tools to produce images with varieties of media. 3/1/3

**AR 2005 Color I**

Introduction to the theory of color and its applications. Color, shape, form, and their relationships. Media and tools used to explore the functions of color. The surrounding world, either natural or simulated, used as a reference and inspiration for the completion of projects. 3/1/3

**AR 1017 Digital Image**

Students will learn basic photography techniques and gain a thorough knowledge of Photoshop. Issues relating to memory, truth and the digital image, authorship and the

concept of the amateur, and the unprecedented proliferation of images will be investigated. Students will learn a basic history of the recorded image, and explore current image strategies on the web and through the use of mobile phones. Concepts for image analysis and compositional meaning will be learned. 3/1/3

## 5.2. Level 5

**GD 3111 History of Graphic Design**

The key moments of Graphic Design history within the social, technological, and art context of the 19th, 20th, and 21st centuries. 3/0/3

**GD 3131 Design Approaches**

Design thinking and Design Research as approaches to solving complex design problems, in a human-centric, creative, and methodical manner. 3/1/3

**GD 3232 Illustration**

Illustration as a professional practice and its application in Graphic Design – editorial and advertising – projects 3/1/3

**GD 3313 Typography I**

Typography and its principles. The course focuses on the application of Typography as an expressive medium within contemporary Graphic Design practice. 3/1/3

**GD 3333 Digital Design I**

Exploring the processes of digital design; employing appropriate graphic design methodologies in web and app design; identifying and applying UX/UI principles; creating applicable and realistic graphic design solutions; understanding the role of the graphic designer in a network of specialists. 3/1/3

**GD 3412 Graphic Design II**

An investigation on Graphic Design thinking and techniques, and an analysis of the role of Graphic Design within the communication process. 3/1/3

**AR 3104 Drawing II**

Further exploration of traditional and contemporary concepts of drawing and visual structures. Visual rhythm and dynamics, complex compositions, perspective, as well as computer generated projects are seen as an aid to understand the image as a creation. Prerequisite: AR 1003. 3/1/3

**AR 3106 Color II**

Development of a concrete knowledge of color. Illusion, perspective, abstraction on the two-dimensional field. Experimental ways of using color. Physical properties of color used to approach different aesthetic choices. Prerequisite: AR 1005 3/1/3

**AR 3019 Video Art**

Exploration of the potential of the video medium as an art form. Analysis of differences between video and film technically, socially, and conceptually. Students will complete a video project. 3/1/3

## 5.3. Level 6

**GD 4321 Contemporary Design Issues**

An examination of contemporary design issues and how they apply to the work of the designer. 3/0/3

**GD4622 Typography II**

Further exploration of Typography and its role in the communication process. Exploration of typographic solutions in different contexts. Experimental and custom-made typography. 3/0/3

**GD4823 Graphic Design III**

An advanced Graphic Design course with an integrated approach to print, digital, and environmental design; with a focus on collaboration and team-building skills. 3/0/3.

**GD 4747 Branding Ecosystems**

The methodology behind the creation of a successful brand and its application to all aspects of the visual identity, including packaging. 3/1/3.

**GD 4646 Digital Design II**

Diverse approaches and tools for the creation of digital visual content that can be utilized in printed, digital, or AR/VR applications; motion graphics and 3D content; applied skills for emerging visual communication technologies. 3/1/3

**GD4940 Senior Project**

Capstone course for the Graphic Design majors where students will have the opportunity to integrate the skills gained throughout the program for the realization of a design project. 3/0/3.

**CN 4413 (4513) Brand Building in Advertising**

The importance and impact of brands on a personal and social level. Introduction to fundamental branding principles, such as brand identity, associations, and positioning. Brand creation and development through the development of associations and appropriate use of communication, in congruence with modern technological and social trends. Developing brand-building strategies and integrated communication plans. 3/0/3.

**ITC 4130 Human-Computer Interaction**

Foundations of human-computer interaction. Interaction design basics. User Experience (UX). HCI in the software process. Cognitive models and theories. Application of concepts and methodologies of software engineering, human factors, and psychology to address ergonomic, cognitive, and social factors in the design and evaluation of interactive computer systems. 3/0/3.

## 5.4. Progression from Level to Level

All modules are assigned one of the three level designations (Level 4, Level 5, level 6) according to the increasing demands being placed upon students as they undertake learning at higher levels.

Students must first complete all Level 4 modules before they take Level 5 modules and must have complete half of Level 5 modules before they take Level 6 modules.

Students who have entered the College as of Fall 2011 must follow the above rule without any exception.

Students need to work closely with their advisors before their registration in order to select the correct modules and avoid any delay in their graduation.

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

*Level 4*

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

*Level 5*

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

*Level 6*

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

# 6 Exit Awards

## 6.1. Certificate of Higher Education in Graphic Design (120 credits)

In accordance with the framework for higher education qualifications the Certificate of Higher Education in Graphic Design (Cert HE) is awarded to students who have completed 120 credits at Level 4 (120 credits, 8 15-credit modules). Upon completion of Level 4 students will have a basic knowledge of mass communication and visual literacy concepts aswell as visual arts and digital skills. They will also have a basic grasp of important Graphic Design concepts and practices.

More specifically upon completion of Level 4 students will demonstrate knowledge and understanding of:

- Basic terminology and concepts of Graphic Design and visual communication (GD2203 Graphic Design I, GD/AR 2001 Visual Literacy, CN 2301 Contemporary Mass Communication, GD 2002 Research-Concept-Design)

- The professional areas where Graphic Design could be applied (GD 2203 Graphic Design I)

- Visual literacy and the technical foundations of art in some areas of the Visual Arts (GD/AR 1001 Visual Literacy, AR 1003 Fundamentals of 2D Forms - Drawing I, AR 1005 Fundamentals of 2D Forms - Color and Design I, AR 1017 Digital Image)

In addition, they will have the following cognitive skills:

- Demonstrate the ability to discuss Graphic Design and Visual Communication issues (GD 2203Graphic Design I, GD/AR 2001 Visual Literacy, CN 2301 Contemporary Mass Communication, AR 1017 Digital Image)

- Demonstrate the ability to communicate basic ideas about Graphic Design concepts (GD 2002 Research-Concept-Design, GD/AR 2001 Visual Literacy, GD 2203 Graphic Design I)

Furthermore, they will have the following practical/professional and transferable skills:

- Utilize a variety of materials, mediums and techniques to create a project (AR 1003 Fundamentals of 2D Forms - Drawing I, AR 1005 Fundamentals of 2D Forms - Colorand Design I, AR 1017 Digital Image, ITC/GD 2110 Digital Tools for Graphic Design and Production, GD 2203 Graphic Design I)

- Demonstrate the ability to use some new digital technologies that relate to Graphic Design or Visual Arts (ITC/GD 2110 Digital Tools for Graphic Design and Production,AR 1017 Fundamentals of 2D Forms - Digital Image).

**Intermediate Level**
The Intermediate level includes the Diploma in Higher Education in Graphic Design and the Bachelor Ordinary (non-Honours) degree in Graphic Design.

## 6.2. Diploma of Higher Education in Graphic Design (240 credits)

In accordance with the framework for higher education qualifications the Diploma of Higher

Education in Graphic Design (Cert HE) is awarded to students who have completed 240 credits comprising of 120 credits at Level 4 (120 credits, 8 15-credit modules) and 120 at Level 5 (120 credits, 8 15-credit modules). Upon completion of Levels 4 and 5 students should have acquired (i) a broader understanding of the concepts and practices in Graphic Design (ii) a deeper understanding of the applications of digital technology in the field and (iii) further competencies in studio practice.

In addition to the Learning Outcomes acquired in Level 4, upon completion of Level 5 students will be able to demonstrate a deeper knowledge and understanding of:

- Some professional areas of Graphic Design and the terminology used in them (GD 3412 Graphic Design II, GD 3313 Typography I, GD 3111 History of Graphic Design, ITC/GD 3025 Designing for the Web, CN 3410 Communication in Advertising).

- The Historical Context of Graphic Design (GD 3111 History of Graphic Design)

- The Role of Graphic Design in the Communication Process (GD 3412 Graphic Design II, GD 3111 History of Graphic Design, CN 3410 Communication in Advertising).

In addition, they will have the following cognitive skills:

- Demonstrate ability to engage in research and critically evaluate information and ideas (GD 3111 History of Graphic Design, GD 3412 Graphic Design II, , GD 3313 Typography I, CN 3410 Communication in Advertising, ITC/GD 3010 Designing for the Web).

- Formulate and defend ideas and creative concepts (GD 3412 Graphic Design II, CN 3410 Communication in Advertising, AR 3019 Video Art).

Furthermore, they will have the following practical/professional and transferable skills:

- Identify problems and provide solutions (GD 3412 Graphic Design II, GD 3313 Typography I, CN 3410 Communication in Advertising, ITC/GD 3025 Designing for the Web).

- Apply new technologies for the completion of projects (AR 3019 Video Art, ITC/GD 3010 Designing for the Web).

## 6.3.    Bachelor of Arts Ordinary in Graphic Design (300 credits)

Upon completion of 300 credits (2015 credit modules) of which a minimum of 60 should be at Level 6 with the remainder comprising 120 credits at Level 4 and 120 at Level 5, students will have acquired (i) more focused skills in Graphic Design (ii) further skills in critically evaluating concepts and (iii) greater competency in presenting creative projects through specialized Graphic Design modules.

In addition to the Learning Outcomes acquired in Levels 4 and 5, upon completion of 60 credits in Level 6 students will be able to demonstrate a deeper knowledge and understanding of:

- How Graphic Design graduates can be involved in specific professional areas (CN3500 Creative Execution in Advertising, GD 4622 Typography II, GD 4623 GraphicDesign III).

In addition, they will have the following cognitive skills:

- Demonstrate very good written and oral communication skills related to Graphic Design ideas and concepts (GD 4623 Graphic Design III, GD 4430 Illustration, CN 4413 Brand Building in Advertising).

Furthermore, they will have the following practical/professional and transferable skills:

- Recommend solutions to problems (GD 4623 Graphic Design III, CN 4413 Brand Building in Advertising)

- Utilize appropriate tools to create a comprehensive body of work and portfolio (GD 4623 Graphic Design III, GD 4430 Illustration, GD 4622Typography II, CN 4413 Brand Building in Advertising).

- Demonstrate a high level of proficiency and professionalism when undertaking Graphic Design projects (GD 4623 Graphic Design III, GD 4622 Typography II, CN 4413 Brand Building in Advertising).

- Develop a design concept and a coherent visual language across a variety of touchpoints: print, digital, and spatial. (GD 4623 Graphic Design III).

# 7 Assessment and Feedback

## 7.1. Assessment

**Assessment Strategy and Procedure**

Although courses may employ assessment instruments that perform only a diagnostic or formative function, credit for the completion of a course can only be obtained on the basis of one or more summative assessments. A summative assessment provides a measure of the extent to which a student has achieved the intended learning outcomes of a module. The assessment of a student's academic performance requires a judgment of the quality of his or her work.

In all cases, this assessment is governed by criteria which are explicit and communicated to students. The assessment methods for each module are included in the module syllabus and made known to the student through a) the course information packet which is given to all students on the first day of classes and b) postings on Blackboard.

The program uses a variety of summative assessments which directly connect to the Learning Outcomes and measure the mastery of students' knowledge and understanding, cognitive, creative as well as technical and practical skills. Mark schemes are used for each type of summative assessment which comprise a number of criteria for testing the degree to which the students have achieved these outcomes. There are usually two summative assessments per semester/session module: a midterm and a final, each contributing a percentage toward the overall grade in the module.

More information on the assessment strategy of the College is given in Appendix A. The general grading criteria employed by the College are set out in Appendix B.

**Examination Regulations and Procedures**

Examination regulations apply to in-class assessments, such as examinations, work presentations, portfolio reviews etc., for all students registered in Deree courses and aim at promoting academic honesty through appropriate conduct. More information on procedures for exam security and invigilation is provided in Appendix A.

**Student Identity**

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

**Entering and Leaving the Exam**

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

**Exam Conduct**

Students should bring their own pens, pencils, approved calculators, and other materials

needed for the examination. All exams should be written legibly in black or blue ink. Pencil may only be used for diagrams, graphs, etc. Exam answers written in pencil are not acceptable. Entry/leaving an exam should be done as quietly as possible.

**Mobile Phones and Electronic Devices**

Mobile phones and electronic devices must be switched off – not on "silent" – in clear view and placed underneath the chair. If students use or attempt to use their phone / electronic device during the exam it will be regarded as a disciplinary offence. Students will be held responsible if their mobile phone / electronic device rings / vibrates during the exam. Any student caught using Bluetooth or any electronic device in the exam will be asked to leave immediately and will face disciplinary action.

**Student Answers/Examination Paper**

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

**Return of Exam Papers**

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

**Assessment Schedule**

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

**Examination Schedule**

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

**Coursework**

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

When you submit an assignment it is important that you ensure the following information is on the assignment front sheet:
- Your name
- Year and semester
- Name of the instructor for whom the assignment has been done
- Name of the module for which the assignment has been done

Your responsibilities:
- Keep a record of your work
- Keep copies of all assignments
- Ensure your work is handed in within the deadlines.

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

## 7.2. External Examiner

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

The External Examiner for this programme is: Noel Douglas.

Academic Society Advisors provide an oral summary of External Examiners' reports in the first Academic Society General Assembly meeting after each Board of Examiners.

Information on the External Examiner's report could be provided by your Programme Coordinator upon request.

## 7.3. Giving your Feedback about this Programme

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

**Frances Rich School of Fine and Performing Arts Programme Committee**

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

**Graphic Design Student Academic Society**

The Graphic Design society is open to Graphic Design Majors and Minors. Minors cannot be candidates for the Governing Body. The members of the governing body are elected annually. It is important for every Graphic Design major to actively participate in the society. The society invites guest speakers and organizes panel discussions, field trips, volunteer events, exhibitions, general assemblies and much more.

**Student Course Evaluation**

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

**Senior Exit Survey**

Student feedback comprises an integral part in the continuous development and success of Frances Rich School of Fine and Performing Arts programmes. In that spirit, we ask prospective graduates to fill in a Senior Exit Survey. The survey includes questions on student satisfaction

with the education provided by the Frances Rich School of Fine and Performing Arts and with their overall College experience at Deree. The aim is to identify areas of good practice as well as areas that need improvement. The collected feedback is held anonymously and securely and serves solely the pursuit to continually improve the programmes and services offered by Frances Rich School of Fine and Performing Arts.

**We listen to our Students and Graduates**

The Graphic Design programme obtains student feedback in a number of ways.

- Graduating students complete a Senior Exit Survey as part of their final advising appointment in the programme. The survey solicits feedback on (1) programme quality, (2) attainment of programme goals, (3) programme structure and content. The survey is accompanied by an exit interview administered by the Programme Coordinator. A report is generated by the Head and the results are analyzed and discussed by the Graphic Design staff.
- While teaching specific modules, instructors discuss with students' individual concerns which may arise. During designated office hours held by all members of staff, students are invited to address any difficulty related to the course material, the assigned readings, and their assignments/projects.
- The Graphic Design staff meets at least once during the semester with the entire body of the Graphic Design students. Academic issues are discussed, and students provide their feedback on the programme and individual concerns and suggestions.
- The governing body of the Graphic Design Student Academic Society is encouraged to provide continuous informal feedback.

All the above is discussed during Programme team meetings and the staff identifies the appropriate course of action for improvement and relative changes in any aspect of the programme.

Finally, students complete online course evaluation forms at the end of each semester. The online course evaluations are part of ACG's commitment to excellence in teaching and learning. The online course evaluation system is easy, convenient, secure, anonymous, and confidential.

**What Happens with your Feedback about this Programme?**

Your feedback helps us to continually enhance this programme. You can find out what actions have been taken in response to your feedback through your academic society, student government, Programme Coordinator or instructor.

Student feedback is used in a variety of ways, including:
- Improvement of methods of Teaching and Learning
- Module Leader Reports
- Annual Performance Evaluation of academic staff.


## 7.4.    Getting Feedback on your Assessed Work

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

## 7.5.    How do I Get my Results?

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

## 7.6.    Issues with Assessment

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

Examples of acceptable extenuating circumstances include:

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

The following are not acceptable extenuating circumstances:

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

**Late Submission**

You must submit work by the deadlines set in the course outline. Work submitted late will be penalized in line with the following tariff: Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further. Submission that is late by 7 or more working days: submission refused, mark of '0'. A working day is defined by the partner and submission after the deadline will be assumed to be the next working day.

**No Oral Presentation with/without online Submission**

In case students do not deliver their oral presentation on the designated day, certain penalties

apply (even if there is on-time submission of the digital work on the official online learning platform). Points are deducted from the main Rubric criterion: 'Overall Presentation', and specifically, from the sub-criterion of 'Oral Presentation and Slides'. The respective percentage of the total percentile of the specific criterion will be considered as '0'). Upon availability of the instructor, students may have up to 6 days to deliver the presentation to the instructor at another time. The daily penalty for late presentations applies in the grade.

**Resits**

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

**Academic Appeals**

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

- either that the candidate's performance in an assessment was adversely affected by illness or factors which s/he was unable, or for valid reasons unwilling, to divulge before the Board of Examiners reached its decision
- or that there has been a material administrative error, an assessment was not conducted in accordance with the current regulations for the program or special arrangements formally agreed, or that some other material irregularity relevant to the assessment has occurred.

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

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

On receipt of the appeal, the Registrar informs the Programme Coordinator and Academic Council (through the Chief Academic Officer) and submits to them all relevant evidence and correspondence.

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

the President in writing against the decision of the subcommittee. If the appellant wishes to contest the President's decision s/he has the right to lodge an appeal with the Open University. The student will obtain contact details for the President and the *Open University* at the Student Success Center.

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

**Academic Offences & Breaches of Academic Integrity**

According to the College Catalog (pp.56-57): "An academic offence (or breach of academic integrity) includes any action or behavior likely to confer an unfair advantage, whether by advantaging the alleged offender or by disadvantaging another or others. Examples of such misconduct are unauthorized use of Generative Artificial Intelligence tools, including chatbots, such as Chat GPT, and other tools, such as paraphrasers, to generate and / or rewrite material, plagiarism, collusion, cheating, impersonation, supplying false documentation, use of inadmissible material and disruptive behavior during examinations. Responsibility for reviewing breaches of academic integrity is held by the Committee on Standing and Conduct (COSC). According to College policy all student tests and assignments are submitted through a plagiarism detection software called Turnitin." Please consult the College Catalog for details.

*Responsibility of the students*

Maintaining academic integrity is a fundamental aspect of your educational journey to ensure an honest and fair academic environment. Your commitment to take examinations, write papers and carry out assignments based on your genuine work and without improper or unauthorized assistance will contribute to the cultivation of a culture of academic integrity. Offenses against academic integrity refer to any actions or behaviors likely to confer an unfair advantage, whether by advantaging the alleged offender or by disadvantaging another or others that compromise the fairness and honesty of the educational process.

Examples of such actions include:

- Unauthorized use of Generative Artificial Intelligence tools, including chatbots, such as Chat GPT, and other tools, such as paraphrasers, to generate and / or rewrite material.

- Plagiarism is the act "of using another person's ideas or work and pretending that it is your own" (Cambridge Dictionary) without proper citation or credit.

- Cheating involves unauthorized and improper use of information, assistance, materials, or sources during exams and/or other assignments.

- Fabrication refers to the unauthorized creation or alteration of data, sources, or information in an academic activity such as invented data, and more.

- Mis-presentation refers to providing false information such as false citations of resources.

- Collusion involves inappropriate collaboration with others when individual work is required by the instructor.

- Impersonation refers to having someone else take the exam or complete an assignment representing you.

- Multiple submissions of the same work more than once are a violation of academic integrity.

Upholding academic integrity is a commitment to your personal and professional growth, contributing significantly to shaping your character, ethical values and integrity as tomorrow's professionals. Your role is crucial in shaping an academic environment that incorporates the principles of academic integrity and promote learning that is built on honesty, diligence and personal effort.

**Use of Generative Artificial Intelligence tools in the preparation of assessments**

Specifically for the Use of AI, the College Catalog 2023-24 (p.216) defined the following: Use of Generative Artificial Intelligence tools in the preparation of assessments Unauthorized use of Generative Artificial Intelligence tools, including chatbots, such as Chat GPT, and other tools, such as paraphrasers, to generate and / or rewrite material is strictly prohibited. This act constitutes deliberate cheating and falls under the category of academic misconduct. Any student found to have committed academic misconduct will be reported to the Committee on Academic Standing and Conduct (COSC) and be subject to the penalties specified in the Regulations for validated awards of The Open University for Institutions offering Dual Awards, (Appendix 9, Schedule of Student Academic Misconduct Penalties). These penalties aim to uphold the principles of academic integrity and maintain a fair and equitable learning environment for all students.

## 7.7. Academic Misconduct and Penalties

Charges against a student for violating academic integrity may originate from any source: a faculty member, an administrator, a staff member, a fellow student, or from the community at large. The charges are to be submitted in writing to the chair of the Committee on Standing and Conduct. If a member of the Committee originates the charge, then that member will be recused from the decision-making process, and any other process related to the case, other than those related to the role of complainant/witness (see Appendix D – Regulatory Framework).

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

For a full list of sanctions, please consult the College Catalog.

## 7.8. Complaints Procedure

Complaints are specific concerns about the provision of a course / module or a program of study or related academic or non-academic service. When appropriate, a complaint is first resolved through informal discussion with the party / office directly involved. If not resolved at that level, a formal complaint is submitted by the student to the Registrar's Office within 14 days from the day the outcome of this discussion is made known to the student. Upon receipt of the complaint, the Registrar forwards the complaint with all relevant documentation to a panel consisting of the Chief Academic Officer, the Academic Deans and the Dean of Students.

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

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

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

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

# 8 Programme Resources

## 8.1. Library Resources

John S. Bailey Library provides extensive print, electronic and audio-visual resources in support of the College's academic programmes. The attractive, quiet and modern environment offers an ideal setting for students to study, conduct research, connect with peers, or read for pleasure.

Students, faculty, and staff have access to a large collection of print and non-print resources including 129.000 books, 132.000 e-books, more than 12.500 academic journals and newspapers and more than 2.200 educational films and CDs. These resources and other research tools are accessible through the library website (library.acg.edu) on campus as well as remotely.

An array of media services is also available to students and faculty. The Deree Media Centre houses the library's audio-visual and multimedia collections and provides equipment for viewing and listening. Moreover, the Media Centre offers assistance to students and faculty in integrating the latest audio-visual technologies into their research.

For resources not readily available, the library offers document delivery services through the union catalogue of serials of the *National Network of Academic and Scientific Libraries*. Pay- per-article and document delivery services are also available from *OCLC*, partner *AMICAL* libraries, *The British Library*, as well as through a variety of vendors and publishers.

The print audio-visual and electronic collections are organized according to international cataloguing rules. All library functions, including cataloguing, acquisitions, circulation, reserves and the public access catalogue are managed through an integrated library automation system. The web-based public access catalogue is accessible to anyone through the Internet. Library holdings are also listed in OCLC's *WorldCat* database.

All library collections are enriched throughout the academic year in close collaboration with faculty in accordance with the developing needs of each academic area. Online resources are carefully evaluated by librarians, faculty and students through trial and benchmarked against other peer international and US libraries supporting similar programmes.

In addition to a wide range of resources, the library offers to incoming students training sessions in information discovery and research. Students learn how to use the library website to access, select, evaluate and effectively use information resources. Moreover, in collaboration with faculty, special training sessions are organized for the needs of specific courses or disciplines. The reference desk is staffed throughout the day by specially trained personnel who can assist students and faculty in using the library and its various resources.

The library provides 28 computer workstations, viewing and listening stations, ample space for studying, individual study carrels and comfortable seating. A wireless network allows users to access all electronic resources from their laptops, tablets or hand-held devices.

Printing and photocopy facilities are also available.

## 8.2.    Library Help

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

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

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

- online: http://library.acg.edu/help

- by phone: +30 210 600 9800 ext. 1434

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

## 8.3.    Multimedia resources

- Maclab: A Maclab space with Apple computers and updated software is available to use for respective courses.

- Microsoft Office.

- Blackboard platform.

- Turnitin Plagiarism Detection software.

## 8.4.    Information Resources and Technology

Information technology is integral to all aspects of academic life at The American College of Greece, including teaching and learning, research and creative endeavors, outreach, administration, and student life. The systems and services impact virtually every aspect of campus life and are central to the academic enterprise as well as administrative processes. As the provider of technology and technology services at The American College of Greece, the Information Resources Management (IRM) department is committed to technology innovation consistent with the College's strategic plan. The IRM Department consists of the following divisions:

- Administrative computing: refers to computing applications that support administrative processes that are institution-wide. Its purpose is to improve the capability to cost-effectively manage ACG's resources and serve the administrative needs of faculty, student and staff constituents.

- Academic computing: consists of information technology tools, methods and services which allow faculty to improve their teaching and provide an enhanced learning environment for students.

**Academic Computing**

Systems and services for which Academic Computing is responsible includes the following:

**Instructional Technology**

A specialised online course management system, ACGBoard, based on Blackboard CMS, is used in courses to enhance the student experience and support the instructional program.

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

The services that can be accesses through Blackboard include the following:
- Access course materials (including text, images, video, audio).
- Access quizzes and surveys.
- Set and receive assignments.
- Communicate with students through online discussions, real-time chat and an interactive whiteboard.
- Track student progress and manage grades.
- Provide feedback to students.
- Access to electronic textbooks.

Since Spring 2014, the College has initiated a pilot program to introduce electronic learning resources to a number of undergraduate courses. Students registering for these courses have received the required textbook(s) in an electronic format (e-book) along with various other electronic course materials, accessed through Blackboard. The adoption of e-books, introduced Deree students to new learning methods based on interactive, enhanced content and searchable electronic resources. Appropriate faculty and student guides on how to access and use this new service have been created.

**Interactive collaboration and sharing**

The Programme has acquired a site license of *VoiceThread*, an interactive collaboration and sharing tool that is proven to enable users add images, documents and videos and to which other users can add voice, text, audio and video comments. The tool could be accessible through Blackboard and is currently being evaluated by a selected group of faculty members.

Appropriate training is provided to all students during the first semester of classes and also a thorough user manual is available. Faculty specialized training is provided to all new college faculty as part of their college induction program. Additional more focused training on specific features (e.g. Wikis) are organized throughout the semester.

## 8.5. Student Software

**Microsoft Student Advantage**

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

**Microsoft e-Academy**

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

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

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

**Media Centers**

The Media Centers at The American College of Greece support the instruction and research needs of ACG's faculty, students, staff and alumni by providing facilities, collections and expertise for researching, viewing and producing a wide range of media. The Centers provide equipment and expertise for producing video for classroom and extracurricular projects. Digital cameras, camcorders and audio recorders are available for loan to support the academic community. Multimedia stations are available for editing audio and video, scanning

and manipulating images, and creating presentations. Workshops (offered on demand during the term) provide instruction on multimedia hardware and software available in the Center. The Center's media collection comprises more than 1,000 DVDs and 1,500 videotapes, as well as audiotapes, CDs, and CD-ROMs on a wide variety of subjects.

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

## 8.6.    Art Studio Policy

- Art Studio 203 is open daily between 9.00 a.m. to 8.00 p.m.
- The studios are available to all students registered in GD or AR courses. The students can work on their projects in the studios, when there are no classes running in them.
- The students can use the studios on Saturdays, from 8.00 a.m. until 8.00 p.m. during the semesters and sessions.
- All studio areas should remain clean after the students finish their works. Any paint stains on drawing boards, stools, chairs, tables, floor, should be carefully wiped off after usage.
- Unless otherwise specified, students must de-install sculptures and other installation work within a day of presenting their project. For installations, students are expected to return the room to the condition they received it, including repairing and repainting.
- Drawing boards, paper clips, paper towels, detergent for brushes, pins, tapes, glues, some markers and some color pencils are provided by Deree. All materials are kept in a cabinet and they should not be removed from the studios.
- There are assortments of hand tools in a cabinet in the studio. All students are responsible for maintaining equipment and returning materials to their proper location.
- Students should inform an instructor immediately if they find any hand tools missing or broken. Broken hand tools can be dangerous and should not be used until they can be repaired.
- A video camera and tripod can be checked out for projects from the Visual Arts Office, and/or the Media Center. Please sign up for reservations.
- A video projector, DVD player, and speaker system are kept on a cart in the faculty office. This equipment can be requested for project presentations and installations. Students will be expected to complete a short training in the proper use of audio-visual equipment before using it.
- The studios are cleaned up and painted by the end of the spring semester. Students are responsible for removing their works from the studios. Works or materials should not be left in the studios after the date of the de-installation of the annual exhibition.

**Student Works - Storage**

Student works may be stored up to one year in the Programme's storage place for possible

exhibitions or/and other events. The students are advised to deliver to their instructors print-based work with their name and other course credentials for archival purposes. The instructors help the students to organize their work for applications to graduate schools. Graduates of the programme may collect their work earlier to build their Portfolio for their job hunting.

**Moving materials on and off of campus by car**

A list of all matriculated Graphic Design students is submitted to the Central Deree Gate each semester. Graphic Design students can drive their cars to the entrance of the Center of the Arts Building in order to bring in or take out heavy and/or bulky materials. Contact the Programme Coordinator for more information.

**Design materials and printing shops**

Students are advised to purchase stationery and other design materials for the purposes of the class content. A limited number and type of stationery is available in 201 for all students. Discounts for printing their work is offered at selected printing shops. Information about this is provided through the GD Society announcement board.

**The FRSFPA Arts Festival**

Organized by the Frances Rich School of Fine and Performing Arts, the Arts Festival is a major project for all FRSFPA programs. It features exhibitions, music, theatre, art history, graphic design and dance events and it runs for about ten days during the spring semester. For further information visit the website or e-mail at: fineperformingarts@acg.edu

**Gallery and Exhibitions**

Student exhibitions can take place in the small gallery space on the ground floor of the Center for the Arts building or the main ACG Gallery located in the basement of the John S. Bailey Library.

**Design Professionals presentations**

Graphic Design professionals and academics are invited to present their works / case studies during class hours and exchange working experience with the students.

**Studio Visits**

Studio visits to the most important Athens based graphic design agencies, with guided office tours, work presentations and discussions with design professionals, are organized.

**Workshops/ Seminars**

Workshops and seminars are organized in the context of the annual Frances Rich Arts Festival.

## 8.7.   Work-Related Activities

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

Internships provide opportunities for the development of practical skills in contexts where professional criticism is both immediate and constructive. They also furnish you with opportunities to observe and understand connections between coursework and skills needed to perform effectively in a professional environment. Internships aid in the identification of knowledge and skills essential to doing well in a particular profession, give you the opportunity to demonstrate your professionalism and, therefore, increase the credibility of your degree. In addition, because the internship experience requires a great deal of personal responsibility, it enhances your professional confidence and provides an important step in your personal and professional maturation process.

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

## 8.8.    Opportunities for Graduates

The Graphic Design major will provide you with a solid background for graduate work in this field. Career opportunities include work in design companies, branding and advertising agencies, design consultancies, Web design companies, publishing houses and many more. The range of creative professions include all kind of design services for the private, public or cultural sector. Freelance work, self-employment in own Graphic Design studio and academic careers are some of the additional options.

Furthermore, the critical and analytical skills that Graphic Design students acquire as undergraduates as part of their liberal arts education, qualify them to work in fields not strictly related to Graphic Design.

# 9  Where to Get Help

## 9.1.  Downloading College Forms

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

## 9.2.  Academic Advising

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

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

All students are assigned an academic advisor responsible for assisting them in gaining the greatest benefit from their educational experience at the College. Good academic advising is a vital part of the learning process and an integral part of the basic teaching function of the College.

Effective academic advising provides specific aid to students in considering and completing academic programs, but it goes beyond mere course scheduling; it includes planning, decision making, implementation, and evaluation of academic, personal, and career-related matters, and exploration. The College assigns all entering students a First-Year advisor from the Office of Academic Advising. Thereafter, the advising program is faculty-based and fosters personal contact between students and faculty. Department Chairs and Programme Coordinators act as educational consultants. For matters related to course scheduling over the three levels, students are advised to contact the official Advisor of the Graphic Design programme and Programme Coordinator: Melina Constantinides (mconstantinides@acg.edu)

New incoming students and continuing Deree-ACG students are required to consult every semester and during the announced advising period with an advisor at the Office of Academic Advising. International students have an additional non-academic international student advisor who assists them in their efforts to adjust to the new culture and supports them in obtaining any student visas and residence permits required by Greek law.

Student success is measured through academic performance and other methods of instructor evaluation. At-risk populations are rigorously supervised by the Academic Advising Office.

Advisors never make decisions for students. Their overriding objective is to assist students in developing the maturity required to make their own choices and to be responsible for the consequences of those choices.

All Graphic Design students, prospective students as well as students from other majors interested in taking Graphic Design courses, can arrange advising meetings with Melina Constantinides, e-mail: mconstantinides@acg.edu.

Office hours are posted in the beginning of the semester outside the office.

## 9.3. Student Academic Support Services

**SASS** is open daily and offers academic assistance to all Deree-ACG students through individual learning facilitation sessions and/or workshops. SASS learning facilitators arepeers who assist students in improving and strengthening academic study skills.

- SASS assists students with any academic task in all disciplines
- SASS offers strategies that help students become insightful readers, effective critical thinkers, and independent learners
- SASS enhances academic skills through workshops on study methods.

*To make an appointment, drop by, call or email SAS:* JSB Library main level, Rooms 231 – 234. Tel: 210 600-9800, Ext: 1273; Email: sas@acg.edu

## 9.4. Office of Student Affairs

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

## 9.5. Student Success Centre

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

## 9.6.    Disability Status and Provisions

Students are responsible for alerting the Educational Psychologist to a known or suspected disability and/or learning difference, and for providing relevant documentary evidence if available. The Educational Psychologist suggests actions to be taken to accommodate such cases, having ensured that there has been full consultation with faculty in the Programme(s) responsible for the assessment of that student. The accommodation is approved by the Committee on Disability and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with disabilities and learning differences may be eligible for special accommodations, such as extra time for examination completion, and receive support and educational counseling from the Educational Psychologist on campus.

## 9.7.    Career Services

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

## 9.8.    Study Abroad

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

# 10 What to do if you…

## 10.1.   … are absent for more than one day

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

## 10.2.   … are ill

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

## 10.3.   … have a comment, compliment or complaint

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

## 10.4.   … are considering withdrawing from the course

You must consult with your advisor if you wish to defer your studies, withdraw from a course, or to transfer registration from one course or award (major) to another.

Applications for deferral, withdrawal or transfer should then be lodged with the Registrar's Office. Applications are subsequently considered by the Committee of Academic Standards and Policies (CASP). CASP decisions are governed by the following regulations:

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

## 10.5.   … need a reference letter

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

# 11  Other Relevant Policies

## 11.1.  Attendance Policy

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

Absence from a class does not exempt a student from completing the work for that class.

Students who have exceeded the allowed threshold of absences will be referred by the instructor to the Registrar's Office. The Registrar will in turn inform the Committee on Academic Standards and Policies which, in the light of any evidence of extenuating circumstances supplied by the student, will decide whether the student must withdraw from the course (and receive an F grade).

## 11.2.  Student Punctuality Policy

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

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

## 11.3.  Turnitin Policy and Student Guidelines

The College is using *Turnitin* software to assist in the detection of plagiarism and use of AI tools. If a case of cheating is proven, disciplinary procedures will be followed. More information about the College's *Turnitin* Policy can be found in Appendix F.

Guidelines for Student Use of Turnitin:

- Students are only permitted to submit their own work and only for assignments created by Deree faculty for Deree courses.

- Students are not allowed to submit the work of others.

- Students are not allowed to have their own work submitted by others.

- Students are responsible for submitting assignments to *Turnitin* on time.

- Students are required to submit only Word files to Turnitin.

- Work submitted to *Turnitin* remains in a large database of papers against which future papers are scanned.

## 11.4.  Transfer of credits

Students who transfer must be in Good Academic Standing at their previous institution.

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

## 11.5. Evaluation of Transfer Credits

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

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

## 11.6. Credit by Assessment for Professional Experience

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

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

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

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

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

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

## 11.7. Student matriculation

For the US NECHE accredited degree students have the right to complete their studies in

accordance with the educational programs and requirements in effect at the time they were first admitted to the College. The maximum period of matriculation for a US NECHE accredited degree is 10 years.

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

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

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

## 11.8. Safety, Health and Wellbeing

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

**Disabled Students**

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

**Accident and Incident and Reporting**

All accidents and incidents and dangerous occurrences must be reported and recorded by College staff. In case of accident or medical emergency, you need to contact the College nurse. ACG First Aid Protocol and Medical Emergency Flow Charts are given in Appendix E and are also available on Blackboard.

**Smoking**

No smoking is permitted in any of ACG buildings; if you do smoke outside our buildings, please make sure that you stand at least five meters from building entrances and boundaries.

# 12 List of Appendices

**Appendix A:** Teaching and Learning Strategy, Assessment Strategy, Procedures for Exam Security and Invigilation - available on Blackboard.
**Appendix B:** Programme Specification – available on Blackboard
**Appendix C:** Grading Criteria - Undergraduate Online Catalog
**Appendix D:** Undergraduate Online Catalog (including Regulations for Validated Awards of the Open University)
**Appendix E:** ACG First Aid Protocol and Medical Emergency Flow Charts – On Blackboard
**Appendix F:** *Turnitin* Policy – available on Blackboard
**Appendix G:** Academic policies