

Programme specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	a. BA (Hons) in Visual Arts b. BA Ordinary in Visual Arts c. Diploma of Higher Education in Visual Arts d. Certificate of Higher Education in Visual Arts
Teaching Institution	DEREE – The American College of Greece
Awarding Institution	The Open University (OU)
Date of latest OU validation	February 2011
Next revalidation	
Credit points for the award	360
UCAS Code	
Programme start date	First validated in February 28 th 2011
Underpinning QAA subject benchmark(s)	Art and Design
Other external and internal reference points used to inform programme outcomes	
Professional/statutory recognition	
Duration of the programme for each mode of study (P/T, FT,DL)	Three years FT
Dual accreditation (if applicable)	Accredited by NEASC
Date of production/revision of this specification	February 17 th , 2016

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

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

The accuracy of the information contained in this document is reviewed by the

University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The Visual Arts programme focusses on the research and practice of art making. The structure of the programme is modeled on QAA Benchmark Statement, and on benchmarking of distinguished universities in the United States and the UK. The faculty is composed of professionals with diverse backgrounds, whose expertise can help students develop their skills and apply their learning in society.

Mission

The Visual Arts programme prepares students to participate in the diverse practices and inquiries in the field of contemporary art. The programme promotes the exchange of ideas among disciplines and supports mobility, flux and ongoing interactions between contemporary artists, faculty and art students. Students gain broad exposure to techniques and theories, a bold foundation to studio classes, art history and art theory. During the course of study, students develop skills in painting, drawing, sculpture, installation, performance, digital art, video and sound art. The Visual Arts programme develops students' critical awareness, and cultivates the investigation of the social and historical perspectives that affect the creative process. Through the programme, students become confident in creating a personal art practice within a rapidly changing art environment.

Educational aims and objectives:

Acquire visual literacy embedded in creative practice.

(QAA subject benchmark A&D 1.9, 3.4).

Develop the ability to research, interpret and evaluate artworks, exhibitions, art history and art theory texts.

(QAA subject benchmark A&D 2.5, 3.5).

Develop self-motivation and the capacity to work independently.

(QAA subject benchmark statement A&D 6.3).

Develop critical thinking and practice art making in dialogue with social, technological, environmental and historical contexts.

(QAA subject benchmark statement A&D 4.4, 1.11).

Be appropriately prepared for a career as a contemporary art practitioner or for pursuing postgraduate studies.

(QAA subject benchmark statement A&D 1.10 and 4.6).

Exit Awards

- **I. Certificate of Higher Education in Visual Arts**

In accordance with the framework for higher education qualifications, the Certificate of Higher Education in Visual Arts 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 the basic knowledge of visual literacy and modern art concepts. They will also have a basic grasp of studio practice in drawing, color, sculpture, digital image and time based media.

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

- The technological societal, historical and cultural contexts that influence the creation of new art forms GD/AR 2001 (Visual Literacy, AT 2013 Modern Art)
- The core innovations in the art of the 20th and 21st centuries and the artists involved (AT 2013 Modern Art)
- Evolving ways of art thinking and how this may be applied in a range of contexts (AR 1017 Digital Image)
- The technical foundations of art across a number of art disciplines (AR 1003 FUND. 2D- Drawing I, AR 1005 FUND. 2D- Color & Design I, AR 1007 FUND. 3D- Sculpture I, AR 1009 FUND. 4D- Time Based Media I, AR 2023 Figure Drawing I, AR 1017 Digital Image)

In addition they will have the following cognitive skills:

- Formulate a language for the critical examination of art and for the development of visual literacy (GD/AR 2001 Visual Literacy, AR 1003 FUND 2D FORMS-Drawing I, AR 1005 FUND 2D FORMS- Color and Design I, AR 1007 FUND 3D FORMS- Sculpture I, AR 1009 FUND 4D FORMS- Time Based Media I, AR 2023 Figure Drawing I, AR 1017 Digital Image, AT 2013 Modern Art)

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

- Utilize appropriate materials, media, techniques, methods, technologies and tools and develop competence with them for the production of artworks and portfolios (AR 1017 Digital Image)
- Utilize information technology skills such as word processing and the ability to access electronic data (AR 1017 Digital Image, AR 1009 FUND. 4D- Time Based Media I)
- **Intermediate level**

The intermediate level includes the Diploma of Higher Education in Visual Arts and the BA Ordinary (non-Honours) degree in Visual Arts

II.a. Diploma of Higher Education in Visual Arts

In accordance with the framework for higher education qualifications, the Diploma of Higher Education in Visual Arts is awarded to students who have completed 240 credits comprising of 120 credits at Level 4 (120 credits, 8 15 –credit modules) and 120 credits

at Level 5 (120 credits, 8 15 –credit modules) . Upon completion of Levels 4 and 5 students should have acquired a deeper understanding of concepts in art after modernism, some knowledge in video art and 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:

- The core innovations in the art of the 20th and 21st centuries and the artists involved.(AT 2013 Modern Art, AT 3018 Art after Modernism)
- The technological societal, historical and cultural contexts that influence the creation of new art forms (AT 2013 Modern Art, AT 3018 Art after Modernism)
- The technical foundations of art across a number of art disciplines (AR 3024 Figure Drawing II, AR 3104 FUND. 2D- Drawing II, AR 3106 FUND. 2D- Color & Design II, AR 3108 FUND. 3D- Sculpture II, AR 3110 FUND. 4D- Time Based Media II)

In addition they will have the following cognitive skills:

- Formulate a language for the critical examination of art and for the development of visual literacy (AR 3024 Figure Drawing II)
- Contribute to the creation and production of group works through collaborative techniques and working methods(AR 3110 FUND 4D FORMS- Time Based Media II)
- Ability to articulate personal artistic concepts and apply them in a medium appropriate to the concept, through the use of painting, drawing, sculpture, installations, happenings, performances and audio/visual mediums (AR 3104 FUND 2D FORMS-Drawing II, AR 3106 FUND 2D FORMS- Color and Design II, AR 3108 FUND 3D FORMS- Sculpture II, AR 3110 FUND 4D FORMS- Time Based Media II, AR 3024 Figure Drawing II, AR 3019 Video Art)

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

- Pursue an artistic idea from conception, research, to final execution on the 2D, 3D, or 4D fields, or through interdisciplinary methods.(AR 3025 Painting, AR 3019 Video Art, AR 3024 Figure Drawing II, AR 3110 FUND 4D FORMS- Time Based Media II)
- Utilize appropriate materials, media, techniques, methods, technologies and tools and develop competence with them for the production of artworks and portfolios.(AR 3019 Video Art)
- Utilize information technology skills such as word processing and the ability to

access electronic data.(AR 3104 FUND. 2D- Drawing II, AR 3106 FUND. 2D- Color and Design II, AR 3110 FUND. 4D-Time Based Media II, AR 3019 Video Art)

II.b. Bachelor of Arts Ordinary in Visual Arts

Upon completion of 300 credits (20 15-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 more focused skills in studio art, skills in working with groups through collaborations, and skills in communicating effectively through art projects.

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:

- The technological societal, historical and cultural contexts that influence the creation of new art forms (AR 4040 Issues in Contemporary Art)

In addition they will have the following cognitive skills:

- Articulate ideas and navigate through arguments by discussing theoretical texts and by participating in art critiques (4130 Contemporary Painting, AR 4233 Contemporary Drawing, AR 4040 Issues in Contemporary Art)
- Contribute to the creation and production of group works through collaborative techniques and working methods (AR 4226 Sculpture III, AR 4040 Issues in Contemporary Art)

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

- Pursue an artistic idea from conception, research, to final execution on the 2D, 3D, or 4D fields, or through interdisciplinary methods (AR 4226 Sculpture III)
- Utilize appropriate materials, media, techniques, methods, technologies and tools and develop competence with them for the production of artworks and portfolios.

(AR 4130 Contemporary Painting, AR 4233 Contemporary Drawing)

- Be able to engage in debate and discussion about solutions to problems (AR 4040 Issues in Contemporary Art)
- Communicate effectively and persuasively in visual, aural and written forms with people from a wide range of backgrounds using their views, along with your own, in the development or enhancement of work(AR 4040 Issues in

Contemporary Art)

- Engage in independent research and self-motivated work, managing workloads to meet deadlines (AR 4226 Sculpture III)

2.2 Relationship to other programmes and awards

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

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

Liberal Education43

Core Courses	
WP 1010 Introduction to Academic Writing	3
WP 1111 Integrated Academic Writing & Ethics	3
EN 1212 Academic Writing and Research	3
Mathematics (basic statistics, college algebra, OR higher)	3
SP 2300 Presentation Skills or EN 3942 Professional Communication or equivalent	3
CS 1070 Introduction to information systems or equivalent computer literacy course *	3
Any Natural Science with a lab	4
Liberal Education Electives	
LE designated course in STEM/Natural and Behavioral Sciences	3
LE designated courses in the Social Sciences and Behavioral Sciences (from more than one discipline)	9
LE designated courses in Humanities (from more than one discipline) Required: AT 1000 History of Art I	6
LE designated course in Fine and Performing Arts GD/AR 2001 Visual Literacy	3

TOTAL	43 cr.
<i>*May be fulfilled through appropriate academic evaluation</i>	
Concentration.....	72
Required:	
AT 1001 History of Art II.....	3
AT 2013 Modern Art	3
AR 1003 FUND. 2D- Drawing I.....	3
AR 1005 FUND. 2D- Color & Design I.....	3
AR 1007 FUND. 3D- Sculpture I.....	3
AR 1009 FUND. 4D- Time Based Media I.....	3
AR 2023 Figure Drawing I.....	3
AR 1017 Digital Image.....	3
AT 3018 Art after Modernism.....	3
AR 3104 FUND. 2D- Drawing II.....	3
AR 3106 FUND. 2D- Color & Design II.....	3
AR 3108 FUND. 3D- Sculpture II.....	3
AR 3110 FUND. 4D- Time Based Media II.....	3
AR 3025 Painting.....	3
AR 3019 Video Art.....	3
AR 3024 Figure Drawing II.....	3
AR 4002 Art Techniques and Media	3
AR 4226 Sculpture III.....	3
AR 4130 Contemporary Painting.....	3
AR 4233 Contemporary Drawing.....	3
AR 4934 Studio Projects and Installation.....	3
AR 4040 Issues in Contemporary Art.....	3
AR 4941 Senior Project and Exhibition.....	3
One of the following:	
MU 4043 Experimental Sound Art	
Or	
DR 4025 Computational Media and Interactive Art.....	3
Electives.....	6
TOTAL: 121	

3. Programme outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding								
Learning outcomes:	Learning and teaching strategy/ assessment methods							
<p>By the end of the programme, students will have knowledge and understanding of:</p> <p>A1. The technological societal, historical and cultural contexts that influence the creation of new art forms</p> <p>(GD/AR 2001 Visual Literacy, AT 2013 Modern Art, AT 3018 Art after Modernism, AR 4040 Issues in Contemporary Art, DR 4025 Computational Media and Interactive Art, PH 2016 Philosophy and Cinema, PH 2014 Aesthetics)</p>	<p><u>Taught in:</u></p> <p>GD/AR 2001 Visual Literacy</p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none">➤ Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions.➤ Studios: students are encouraged to use studio facilities for the completion and installation of their works.➤ Media labs: students use media labs for the completion of projects and portfolios➤ Gallery and Museum visits➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.➤ Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. <p>Assessment:</p> <p>Summative:</p> <table><tr><td>Midterm assessment – summative Submission of project and presentation</td><td>40%</td></tr><tr><td>Final assessment- summative Submission and presentation of final project and portfolio</td><td>60%</td></tr></table> <p>Formative:</p> <table><tr><td>In-class "diagnostic" test – formative</td><td>0</td></tr></table>		Midterm assessment – summative Submission of project and presentation	40%	Final assessment- summative Submission and presentation of final project and portfolio	60%	In-class "diagnostic" test – formative	0
Midterm assessment – summative Submission of project and presentation	40%							
Final assessment- summative Submission and presentation of final project and portfolio	60%							
In-class "diagnostic" test – formative	0							

	Submission of project	
	AT 2013 Modern Art	
	Teaching and Learning Strategy:	<ul style="list-style-type: none"> - formal lectures accompanied by visuals examining the work of various artists, - classroom discussions using library resources and relevant handouts, - individual tutorials with instructor pertaining to research project based on chapters of recommended literature, - research paper.
	Assessment:	
	In-class midterm written examination (50 minutes) - summative	50% Two essay-type questions out of three, 600 words.
	In-class final written examination (1 hour 50 minutes) - summative	50% Two essay-type questions out of three, 600 words.
	Term paper - formative	0 Topic assigned by tutor based on recommended literature, 1500 words.
	AT 300X Art after Modernism	
	Teaching and Learning Strategy:	<ul style="list-style-type: none"> - formal lectures accompanied by visuals examining the work of artists, - classroom discussions using library resources and relevant handouts, - research paper supported by individual tutorials with instructor pertaining to research project and based on recommended literature, - research paper progress report, - in-class oral presentation of research topic and progress.
	Assessment:	

In-class midterm written examination (50 minutes) - summative	50%	Two essay-type questions out of three, 800 words.
Term paper- summative	50%	Topic assigned in conjunction with tutor based on recommended literature, 3000 words.
In-class written examination (50 minutes) - formative.	0	Two essay-type questions out of three, 800 words, based on recommended literature.
Written research report - formative.	0	600 words submitted prior to term paper.
Oral presentation (15') - formative	0	In-class presentation of topic and methodology of research.

AR 4040 Issues in Contemporary Art

Teaching and Learning Strategy:

- Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions.
- Studios: students are encouraged to use studio facilities for the completion and installation of their works.
- Media labs: students use media labs for the completion of projects and portfolios
- Gallery and Museum visits
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.
- Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment:

Summative:

Midterm assessment – summative Submission of project and presentation	40%
Final assessment- summative Submission and presentation of final project and portfolio	60%

Formative:

In-class "diagnostic" test – formative	0
Submission of project	

DR 4025 Computational Media and Interactive Art

Teaching and Learning Strategy:

- Discussions on assigned readings and art pieces, lectures, lab work on programming
- Office hours: students are encouraged to make full use of instructor's office hours for questions, to see their exams/papers, and/or go over lecture material.
- Blackboard site, where instructors post assignment instructions, timely announcements, as well as additional resources.

Assessment:

Summative:

Coursework portfolio	45%
Class participation, contribution	10%
Final project	45%

Formative:

Practical review sessions	0
Discussions	0
Presentation and analysis of past final projects	0

PH 2016 Philosophy and Cinema

- Classes consist of lectures and class discussions
- Film and video screenings
- Office Hours: Students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture material.
- Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment:

In-class exercises formative	0	Handouts of exercises
In-class, 1-hour midterm examination - summative	40	Essay questions (choice: 1 out of 2)
Final examination (2-hour, comprehensive) - summative	60	Essay questions (choice: 2 out of 4)

PH 2014 Aesthetics

Classes consist of lectures and interactive learning.

- Use of student presentations; discussions of particular works of art
- Office hours: Students are encouraged to make full use of the office hours of their instructor, where they can discuss the course material.
- Blackboard site, where instructors can post lecture notes assignment instructions, timely announcements, and additional resources.
- Use of library facilities: Students are encouraged to make use of the library facilities for their assignments as well as for preparation for the final exam.

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Assessment:

<i>Home assignment or In-class, 1-hour, "diagnostic" test – formative</i>	<i>0</i>	<i>Essay-type questions</i>
<i>In-class midterm examination (1-hour) – summative</i>	<i>40</i>	<i>Essay-type questions (2 out of 4)</i>
<i>Final examination (2-hour, comprehensive) - summative</i>	<i>60</i>	<i>Essay-type questions (4 out of 6)</i>

(AT 2013 Modern Art, AT 3018 Art after Modernism)

A3 Evolving ways of art thinking and how this may be applied in a range of contexts.

(AR 1017 Digital Image, AR 4002 Art Techniques and Media, MU 4043 Experimental Sound Art)

Please see above

Please see above

Teaching and Learning Strategy:

- Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions.
- Studios: students are encouraged to use studio facilities for the completion and installation of their works.
- Media labs: students use media labs for the completion of projects and portfolios
- Gallery and Museum visits
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.

Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment:

Summative:

Midterm assessment – summative Submission of project and presentation	40%
Final assessment- summative Submission and presentation of final project and portfolio	60%

Formative:

In-class "diagnostic" test – formative Submission of project	0
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	<table border="1" data-bbox="667 240 1460 272"> <tr> <td></td><td></td></tr> </table> <p>AR 4002 Art Techniques and Media</p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions. ➤ Studios: students are encouraged to use studio facilities for the completion and installation of their works. ➤ Media labs: students use media labs for the completion of projects and portfolios ➤ Gallery and Museum visits ➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material. ➤ Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. <p>Assessment:</p> <p>Summative:</p> <table border="1" data-bbox="667 815 1460 1015"> <tr> <td>Midterm assessment – summative Submission of project and presentation</td><td>40%</td></tr> <tr> <td>Final assessment- summative Submission and presentation of final project and portfolio</td><td>60%</td></tr> </table> <p>Formative:</p> <table border="1" data-bbox="667 1070 1460 1158"> <tr> <td>In-class "diagnostic" test – formative Submission of project</td><td>0</td></tr> <tr> <td></td><td></td></tr> </table> <p>MU 4043 Experimental Sound Art</p> <p>Teaching and Learning Strategy:</p> <p>Class lectures (including class discussions and group work)</p>			Midterm assessment – summative Submission of project and presentation	40%	Final assessment- summative Submission and presentation of final project and portfolio	60%	In-class "diagnostic" test – formative Submission of project	0		
Midterm assessment – summative Submission of project and presentation	40%										
Final assessment- summative Submission and presentation of final project and portfolio	60%										
In-class "diagnostic" test – formative Submission of project	0										

<p>A4 The technical foundations of art across a number of art disciplines.</p> <p>(AR 1003 FUND. 2D- Drawing I, AR 1005 FUND. 2D- Color & Design I, AR 1007 FUND. 3D- Sculpture I, AR 1009 FUND. 4D- Time Based Media I, AR 2023 Figure Drawing I, AR 1017 Digital Image, AR 3024 Figure Drawing II, AR 3104 FUND. 2D- Drawing II, AR 3106 FUND. 2D- Color & Design II, AR 3108 FUND. 3D- Sculpture II, AR 3110 FUND. 4D- Time Based Media II)</p>	<ul style="list-style-type: none"> • Listening, reading, writing and practical exercises assigned as homework which are then reviewed in class • Creative practical work (including work in smaller groups) exploring the capture, manipulation and presentation of sound making effective and informed use of technical tools • Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions, see their assigned work results and/or go over lecture material • Use of a learning management system (Blackboard) where instructors post lecture notes, assignment instructions, announcements and additional resources <p>Assessment:</p> <p>Summative:</p> <table border="1"> <tr> <td>Midterm Folio</td><td>30%</td></tr> <tr> <td>Final Folio</td><td>70%</td></tr> </table> <p>Formative:</p> <table border="1"> <tr> <td>Creative Exercises 1</td><td>0</td></tr> <tr> <td>Creative Exercises 2</td><td>0</td></tr> </table> <p>AR 1003 FUND. 2D- Drawing I</p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions. ➤ Studios: students are encouraged to use studio facilities for the completion and installation of their works. ➤ Media labs: students use media labs for the completion of projects and portfolios ➤ Gallery and Museum visits ➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material. ➤ Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. <p>Assessment:</p>	Midterm Folio	30%	Final Folio	70%	Creative Exercises 1	0	Creative Exercises 2	0
Midterm Folio	30%								
Final Folio	70%								
Creative Exercises 1	0								
Creative Exercises 2	0								

	Summative:	
	Midterm assessment – summative Submission of project and presentation	40%
	Final assessment- summative Submission and presentation of final project and portfolio	60%
	Formative:	
	In-class "diagnostic" test – formative Submission of project	0
	AR 1005 FUND. 2D- Color & Design I	
	Teaching and Learning Strategy:	
	<ul style="list-style-type: none"> ➤ Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions. ➤ Studios: students are encouraged to use studio facilities for the completion and installation of their works. ➤ Media labs: students use media labs for the completion of projects and portfolios ➤ Gallery and Museum visits ➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material. ➤ Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. 	
	Assessment:	
	Summative:	
	Midterm assessment – summative Submission of project and presentation	40%

	Final assessment- summative Submission and presentation of final project and portfolio	60%
	Formative:	
	In-class "diagnostic" test – formative Submission of project	0
	AR 1007 FUND. 3D- Sculpture I	
	Teaching and Learning Strategy:	
	<ul style="list-style-type: none"> ➤ Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions. ➤ Studios: students are encouraged to use studio facilities for the completion and installation of their works. ➤ Media labs: students use media labs for the completion of projects and portfolios ➤ Gallery and Museum visits ➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material. ➤ Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. 	
	Assessment:	
	Summative:	
	Midterm assessment – summative Submission of project and presentation	40%
	Final assessment- summative Submission and presentation of final project and portfolio	60%
	Formative:	
	In-class "diagnostic" test – formative Submission of project	0

AR 1009 FUND. 4D- Time Based Media I

Teaching and Learning Strategy:

- Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions.
- Studios: students are encouraged to use studio facilities for the completion and installation of their works.
- Media labs: students use media labs for the completion of projects and portfolios
- Gallery and Museum visits
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.
- Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment:

Summative:

Midterm assessment – summative Submission of project and presentation	40%
Final assessment- summative Submission and presentation of final project and portfolio	60%

Formative:

In-class "diagnostic" test – formative Submission of project	0

AR 2023 Figure Drawing I

Teaching and Learning Strategy:

- Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions.
- Studios: students are encouraged to use studio facilities for the completion and installation of their works.

- Media labs: students use media labs for the completion of projects and portfolios
- Gallery and Museum visits
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.
- Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment:

Summative:

Midterm assessment – summative Submission of project and presentation	40%
Final assessment- summative Submission and presentation of final project and portfolio	60%

Formative:

In-class "diagnostic" test – formative Submission of project	0

AR 1017 Digital Image

Please see above

AR 3024 Figure Drawing II

Teaching and Learning Strategy:

	<ul style="list-style-type: none"> ➤ Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions. ➤ Studios: students are encouraged to use studio facilities for the completion and installation of their works. ➤ Media labs: students use media labs for the completion of projects and portfolios ➤ Gallery and Museum visits ➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material. ➤ Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. <p>Assessment:</p> <p>Summative:</p> <table> <tr> <td>Midterm assessment – summative Submission of project and presentation</td><td>40%</td></tr> <tr> <td>Final assessment- summative Submission and presentation of final project and portfolio</td><td>60%</td></tr> </table> <p>Formative:</p> <table> <tr> <td>In-class "diagnostic" test – formative Submission of project</td><td>0</td></tr> <tr> <td></td><td></td></tr> </table> <p>AR 3104 FUND. 2D- Drawing II</p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions. ➤ Studios: students are encouraged to use studio facilities for the completion and installation of their works. ➤ Media labs: students use media labs for the completion of projects and portfolios 	Midterm assessment – summative Submission of project and presentation	40%	Final assessment- summative Submission and presentation of final project and portfolio	60%	In-class "diagnostic" test – formative Submission of project	0		
Midterm assessment – summative Submission of project and presentation	40%								
Final assessment- summative Submission and presentation of final project and portfolio	60%								
In-class "diagnostic" test – formative Submission of project	0								

- Gallery and Museum visits
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.
- Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment:

Summative:

Midterm assessment – summative Submission of project and presentation	40%
Final assessment- summative Submission and presentation of final project and portfolio	60%

Formative:

In-class "diagnostic" test – formative Submission of project	0

AR 3106 FUND. 2D- Color & Design II

Teaching and Learning Strategy:

- Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions.
- Studios: students are encouraged to use studio facilities for the completion and installation of their works.
- Media labs: students use media labs for the completion of projects and portfolios
- Gallery and Museum visits

	<ul style="list-style-type: none"> ➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material. ➤ Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. <p>Assessment:</p> <p>Summative:</p> <table border="1" data-bbox="667 539 1460 737"> <tr> <td>Midterm assessment – summative Submission of project and presentation</td><td>40%</td></tr> <tr> <td>Final assessment- summative Submission and presentation of final project and portfolio</td><td>60%</td></tr> </table> <p>Formative:</p> <table border="1" data-bbox="667 794 1460 880"> <tr> <td>In-class "diagnostic" test – formative Submission of project</td><td>0</td></tr> <tr> <td></td><td></td></tr> </table> <p>AR 3108 FUND. 3D- Sculpture II</p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions. ➤ Studios: students are encouraged to use studio facilities for the completion and installation of their works. ➤ Media labs: students use media labs for the completion of projects and portfolios ➤ Gallery and Museum visits ➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material. ➤ Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as 	Midterm assessment – summative Submission of project and presentation	40%	Final assessment- summative Submission and presentation of final project and portfolio	60%	In-class "diagnostic" test – formative Submission of project	0		
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In-class "diagnostic" test – formative Submission of project	0								

	Submission of project and presentation	
	Final assessment- summative Submission and presentation of final project and portfolio	60%
	Formative:	
	In-class "diagnostic" test – formative Submission of project	0

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Formulate a language for the critical examination of art and for the development of visual literacy.</p> <p>(GD/AR 2001 Visual Literacy, AR 1003 FUND 2D FORMS-Drawing I, AR 1005 FUND 2D FORMS- Color and Design I, AR 1007 FUND 3D FORMS- Sculpture I, AR 1009 FUND 4D FORMS- Time Based Media I, AR 2023 Figure Drawing I, AR 1017 Digital Image, AT 2013 Modern Art, AR 3024 Figure Drawing II, AR 4002 Art Techniques and Media, DR 4025 Computational Media and Interactive Art)</p>	<p><u>Taught in:</u></p> <p>GD/AR 2001 Visual Literacy <i>Please see above</i></p> <p>AR 1003 FUND. 2D FORMS-Drawing I <i>Please see above</i></p> <p>AR 1005 FUND. 2D FORMS- Color and Design I <i>Please see above</i></p> <p>AR 1007 FUND. 3D FORMS- Sculpture I <i>Please see above</i></p> <p>AR 1009 FUND. 4D FORMS- Time Based Media I <i>Please see above</i></p>

3B. Cognitive skills	
<p>B2 Articulate ideas and navigate through arguments by discussing theoretical texts and by participating in art critiques.</p> <p>(AR 4002 Art Techniques and Media, AR 4130 Contemporary Painting, AR 4233 Contemporary Drawing, AR 4040 Issues in Contemporary Art , AR 4934 Studio Projects and Installation)</p>	<p>AR 2023 Figure Drawing I <i>Please see above</i></p> <p>AR 1017 Digital Image <i>Please see above</i></p> <p>AT 2013 Modern Art <i>Please see above</i></p> <p>AR 3024 Figure Drawing II <i>Please see above</i></p> <p>AR 4002 Art Techniques and Media <i>Please see above</i></p> <p>DR 4025 Computational Media and Interactive Art <i>Please see above</i></p>
	<p>AR 4002 Art Techniques and Media <i>Please see above</i></p> <p>AR 4130 Contemporary Painting</p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions.

3B. Cognitive skills

- Studios: students are encouraged to use studio facilities for the completion and installation of their works.
- Media labs: students use media labs for the completion of projects and portfolios
- Gallery and Museum visits
- Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.
- Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.

Assessment:

Summative:

Midterm assessment – summative Submission of project and presentation	40%
Final assessment- summative Submission and presentation of final project and portfolio	60%

Formative:

In-class "diagnostic" test – formative Submission of project	0

AR 4233 Contemporary Drawing

Teaching and Learning Strategy:

- Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and

3B. Cognitive skills									
	<p>discussions.</p> <ul style="list-style-type: none"> ➤ Studios: students are encouraged to use studio facilities for the completion and installation of their works. ➤ Media labs: students use media labs for the completion of projects and portfolios ➤ Gallery and Museum visits ➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material. ➤ Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. <p>Assessment:</p> <p>Summative:</p> <table> <tr> <td>Midterm assessment – summative Submission of project and presentation</td><td>40%</td></tr> <tr> <td>Final assessment- summative Submission and presentation of final project and portfolio</td><td>60%</td></tr> </table> <p>Formative:</p> <table> <tr> <td>In-class "diagnostic" test – formative Submission of project</td><td>0</td></tr> <tr> <td></td><td></td></tr> </table> <p>AR 4040 Issues in Contemporary Art</p> <p><i>Please see above</i></p> <p>AR 4934 Studio Projects and Installation</p>	Midterm assessment – summative Submission of project and presentation	40%	Final assessment- summative Submission and presentation of final project and portfolio	60%	In-class "diagnostic" test – formative Submission of project	0		
Midterm assessment – summative Submission of project and presentation	40%								
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3B. Cognitive skills

Teaching and Learning Strategy:

- Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions.
- Studios: students are encouraged to use studio facilities for the completion and installation of their works.
- Media labs: students use media labs for the completion of projects and portfolios
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Assessment:

Summative:

Midterm assessment – summative Submission of project and presentation	40%
Final assessment- summative Submission and presentation of final project and portfolio	60%

Formative:

In-class "diagnostic" test – formative Submission of project	0

3B. Cognitive skills								
<p>B3 Contribute to the creation and production of group works through collaborative techniques and working methods.</p> <p>(AR 3110 FUND 4D FORMS- Time Based Media II, AR 4226 Sculpture III, AR 4040 Issues in Contemporary Art)</p>	<p>AR 3110 FUND. 4D FORMS- Time Based Media II <i>Please see above</i></p>							
	<p>AR 4226 Sculpture III Teaching and Learning Strategy:</p>							
	<ul style="list-style-type: none"> ➤ Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions. ➤ Studios: students are encouraged to use studio facilities for the completion and installation of their works. ➤ Media labs: students use media labs for the completion of projects and portfolios ➤ Gallery and Museum visits ➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material. ➤ Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. 							
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3B. Cognitive skills	
<p>B4 Ability to articulate personal artistic concepts and apply them in a medium appropriate to the concept, through the use of painting, drawing, sculpture, installations, happenings, performances and audio/visual mediums.</p> <p>(AR 3104 FUND 2D FORMS-Drawing II, AR 3106 FUND 2D FORMS- Color and Design II, AR 3108 FUND 3D FORMS- Sculpture II, AR 3110 FUND 4D FORMS- Time Based Media II, AR 3024 Figure Drawing II, AR 3019 Video Art, MU 4043 Experimental Sound Art)</p>	<p>AR 4040 Issues in Contemporary Art <i>Please see above</i></p> <p>AR 3104 FUND. 2D FORMS-Drawing II <i>Please see above</i></p> <p>AR 3106 FUND. 2D FORMS- Color and Design II <i>Please see above</i></p> <p>AR 3108 FUND. 3D FORMS- Sculpture II <i>Please see above</i></p> <p>AR 3110 FUND. 4D FORMS- Time Based Media II <i>Please see above</i></p> <p>AR 3024 Figure Drawing II <i>Please see above</i></p> <p>AR 3019 Video Art Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions. ➤ Studios: students are encouraged to use studio facilities for the completion and installation of their

3B. Cognitive skills									
	<p>works.</p> <ul style="list-style-type: none"> ➤ Media labs: students use media labs for the completion of projects and portfolios ➤ Gallery and Museum visits ➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material. ➤ Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. <p>Assessment:</p> <p>Summative:</p> <table> <tr> <td>Midterm assessment – summative Submission of project and presentation</td><td>40%</td></tr> <tr> <td>Final assessment- summative Submission and presentation of final project and portfolio</td><td>60%</td></tr> </table> <p>Formative:</p> <table> <tr> <td>In-class "diagnostic" test – formative Submission of project</td><td>0</td></tr> <tr> <td></td><td></td></tr> </table> <p>MU 4043 Experimental Sound Art <i>Please see above</i></p>	Midterm assessment – summative Submission of project and presentation	40%	Final assessment- summative Submission and presentation of final project and portfolio	60%	In-class "diagnostic" test – formative Submission of project	0		
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3C. Practical and professional skills								
Learning outcomes:	Learning and teaching strategy/ assessment methods							
<p>C1 Pursue an artistic idea from conception, research, to final execution on the 2D, 3D, or 4D fields, or through interdisciplinary methods.</p> <p>(AR 3025 Painting, AR 3019 Video Art, AR 3024 Figure Drawing II, AR 3110 FUND 4D FORMS- Time Based Media II, AR 4226 Sculpture III, MU 4043 Experimental Sound Art)</p>	<p><u>Taught in:</u></p> <p>AR 3025 Painting</p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none">➤ Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions.➤ Studios: students are encouraged to use studio facilities for the completion and installation of their works.➤ Media labs: students use media labs for the completion of projects and portfolios➤ Gallery and Museum visits➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material.➤ Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources. <p>Assessment:</p> <p>Summative:</p> <table><tr><td>Midterm assessment – summative Submission of project and presentation</td><td>40%</td></tr><tr><td>Final assessment- summative Submission and presentation of final project and portfolio</td><td>60%</td></tr></table> <p>Formative:</p> <table><tr><td>In-class "diagnostic" test – formative</td><td>0</td></tr></table>		Midterm assessment – summative Submission of project and presentation	40%	Final assessment- summative Submission and presentation of final project and portfolio	60%	In-class "diagnostic" test – formative	0
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In-class "diagnostic" test – formative	0							

3C. Practical and professional skills		
	Submission of project	
<p>C2 Utilize appropriate materials, media, techniques, methods, technologies and tools and develop competence with them for the production of artworks and portfolios.</p> <p>(AR 1017 Digital Image, AR 3019 Video Art, AR 4130 Contemporary Painting, AR 4233 Contemporary Drawing, DR 4025 Computational Media and Interactive Art)</p>	<p>AR 3019 Video Art <i>Please see above</i></p> <p>AR 3024 Figure Drawing II <i>Please see above</i></p> <p>AR 3110 FUND. 4D FORMS- Time Based Media II <i>Please see above</i></p> <p>AR 4226 Sculpture III <i>Please see above</i></p> <p>MU 4043 Experimental Sound Art <i>Please see above</i></p>	
	<p>AR 1017 Digital Image <i>Please see above</i></p> <p>AR 3019 Video Art <i>Please see above</i></p> <p>AR 4130 Contemporary Painting</p>	

3C. Practical and professional skills	
<p>C3 Be able to engage in debate and discussion about solutions to problems</p> <p>(AR 4934 Studio Projects and Installation, AR 4040 Issues in Contemporary Art, AR 4941 Senior Project and Exhibition)</p>	<p><i>Please see above</i></p>
	<p>AR 4233 Contemporary Drawing</p> <p><i>Please see above</i></p>
	<p>DR 4025 Computational Media and Interactive Art</p> <p><i>Please see above</i></p>
	<p>AR 4934 Studio Projects and Installation</p> <p><i>Please see above</i></p>
	<p>AR 4040 Issues in Contemporary Art</p> <p><i>Please see above</i></p>
	<p>AR 4941 Senior Project and Exhibition</p> <p>Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> ➤ Classes consist of lectures, demonstrations, and problem solving sessions, class critiques and discussions. ➤ Studios: students are encouraged to use studio facilities for the completion and installation of their works. ➤ Media labs: students use media labs for the completion of projects and portfolios ➤ Gallery and Museum visits ➤ Office hours: students are encouraged to make full use of the office hours of their instructor, where they can ask questions and go over lecture and reading material. ➤ Blackboard site, where instructors post lecture notes, assignment instructions, timely announcements,

3C. Practical and professional skills									
	<p>as well as additional resources.</p> <p>Assessment:</p> <p>Summative:</p> <table> <tr> <td>Midterm assessment – summative Submission of project and presentation</td><td>40%</td></tr> <tr> <td>Final assessment- summative Submission and presentation of final project and portfolio</td><td>60%</td></tr> </table> <p>Formative:</p> <table> <tr> <td>In-class "diagnostic" test – formative Submission of project</td><td>0</td></tr> <tr> <td></td><td></td></tr> </table>	Midterm assessment – summative Submission of project and presentation	40%	Final assessment- summative Submission and presentation of final project and portfolio	60%	In-class "diagnostic" test – formative Submission of project	0		
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3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Utilize information technology skills such as word processing and the ability to access electronic data.</p> <p>(AR 1017 Digital Image, AR 1009 FUND. 4D- Time Based Media I , AR 3104 FUND. 2D- Drawing II, AR 3106 FUND. 2D- Color and Design II, AR 3110 FUND. 4D-Time Based Media II, AR 3019 Video Art, AR 4002</p>	<p><u>Taught in:</u></p> <p>AR 1017 Digital Image <i>Please see above</i></p> <p>AR 1009 FUND. 4D-Time Based Media I <i>Please see above</i></p>

3D. Key/transferable skills	
<p>Art Techniques and Media, MU 4043 Experimental Sound Art, DR 4025 Computational Media and Interactive Art)</p>	<p>AR 3104 FUND. 2D-Drawing II <i>Please see above</i></p> <p>AR 3106 FUND. 2D-Color and Design II <i>Please see above</i></p> <p>AR 3110 FUND. 4D-Time Based Media II <i>Please see above</i></p> <p>A1 AR 3019 Video Art <i>Please see above</i></p> <p>AR 4002 Art Techniques and Media <i>Please see above</i></p> <p>MU 4043 Experimental Sound Art <i>Please see above</i></p> <p>DR 4025 Computational Media and Interactive Art <i>Please see above</i></p>
<p>D2 Communicate effectively and persuasively in visual, aural and written forms with people from a wide range of backgrounds using their views, along with your own, in the development or enhancement of work.</p> <p>(AR 4002 Art Techniques and Media, AR 4040 Issues in Contemporary Art, AR 4130 Contemporary Painting)</p>	<p>AR 4002 Art Techniques and Media <i>Please see above</i></p> <p>AR 4040 Issues in Contemporary Art <i>Please see above</i></p>

3D. Key/transferable skills	
<p>D3 Engage in independent research and self-motivated work, managing workloads to meet deadlines.</p> <p>(AR 4226 Sculpture III, AR 4040 Issues in Contemporary Art, AR 4002 Art Techniques and Media, AR 4934 Studio Projects and Installation, AR 4941 Senior Project and Exhibition, MU 4043 Experimental Sound Art)</p>	<p>AR 4130 Contemporary Painting <i>Please see above</i></p> <p>AR 4226 Sculpture III <i>Please see above</i></p> <p>AR 4040 Issues in Contemporary Art <i>Please see above</i></p> <p>AR 4002 Art Techniques and Media <i>Please see above</i></p> <p>AR 4934 Studio Projects and Installation <i>Please see above</i></p> <p>AR 4941 Senior Project and Exhibition <i>Please see above</i></p> <p>MU 4043 Experimental Sound Art <i>Please see above</i></p>

4. Programme Structure

Programme Structure - LEVEL 4			
Compulsory modules	Credit points	Optional modules	Credit points
GD/AR 2001 Visual Literacy or PH 2016 Philosophy and Cinema *	15		
AT 2013 Modern Art or PH 2014 Aesthetics *	15		
AR 1003 FUND. 2D- Drawing I	15		
AR 1005 FUND. 2D- Color & Design I	15		
AR 1007 FUND. 3D- Sculpture I	15		
AR 1009 FUND. 4D- Time Based Media I	15		
AR 2023 Figure Drawing I	15		
AR 1017 Digital Image	15		
*For students who took PH 2016 Philosophy and Cinema or PH 2014 Aesthetics already and they are going to OPT- IN to the revalidated programme			

[Please insert here information on any exit awards available at this point (name of award/ a minimum no. credit points)]

Certificate of Higher Education in Visual Arts (120 credits)

Programme Structure - LEVEL 5			
Compulsory modules	Credit points	Optional modules	Credit points
AT 3018 - Art after Modernism	15		
AR 3104 FUND. 2D- Drawing II	15		
AR 3106 FUND. 2D- Color & Design II	15		
AR 3108 FUND. 3D- Sculpture II	15		
AR 3110 FUND. 4D- Time Based Media II	15		

Programme Structure - LEVEL 5			
Compulsory modules	Credit points	Optional modules	Credit points
AR 3025 Painting	15		
AR 3019 Video Art	15		
AR 3024 Figure Drawing II	15		

[Please here insert information on any exit awards available at this point (name of award/ a minimum no. credit points)]
Diploma of Higher Education in Visual Arts (240 credits)

Programme Structure - LEVEL 6			
Compulsory modules	Credit points	Optional modules	Credit points
AR 4002 Art Techniques and Media	15		
AR 4226 Sculpture III	15		
AR 4130 Contemporary Painting	15		
AR 4233 Contemporary Drawing	15		
AR 4934 Studio Projects and Installation	15		
AR 4040 Issues in Contemporary Art	15		
AR 4941 Senior Project and Exhibition	15		
One of the following:			
MU 4043 Experimental Sound Art or	15		
DR 4025 Computational Media and Interactive Art			

[Please insert here information of exit award(s) available at this point (name of award/ a minimum no. credit points)]
BA Ordinary in Visual Arts : 300 credits

5. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
- where in the programme structure students must make a choice of pathway/route

N/A

6. Support for students and their learning

Academic Advising

Responsible for coordinating all aspects of the undergraduate advising process, 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.

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

Student Orientation

Organized and coordinated by the Office of Student Affairs, the New Student Orientation Program introduces incoming students to the campus, the academic system (dual OU/DEREE degrees), College rules and regulations, and academic and social life. Students receive information on student programs and services such as advising, financial aid, and co-curricular programming. Various sources of information are employed to help the student make a smooth transition to the College environment. Among these are orientation folders containing material on available services, information sessions with administrators and student Orientation Leaders, activity fair, and stands that promote student organizations. A parent orientation session is held as part of the orientation program. The Validation Office and the Registrar offer presentations on the OU award and its academic policies at Student Orientation.

The Student Academic Support Services (SASS) is open daily and offers academic assistance to all DEGREE-ACG students through individual learning facilitation sessions

and/or workshops. SASS learning facilitators are peers who assist students in improving and strengthening academic study skills.

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.

The **Student Association** maintains bridges of communication between the students and the administration. Members of the Student Association participate in academic committees where they contribute their input.

The Student Success Center 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 Center aims to create the optimum conditions so that students can follow the path to academic success. The SSC web page has been set up to reflect the one-stop concept of the Center and includes information from different departments. It may be accessed from the "Quick Links" on the ACG homepage (www.acg.edu) and it allows students to print forms or view the academic calendar, academic policies, final exams schedule, course schedule, graduation instructions, major requirements, frequently asked questions (FAQs), the e-mail directory, and financial aid and international student information.

Disability Status and Provisions

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

Educational Psychologist

Students with learning difficulties may be eligible for special accommodations, such as extra time for examination completion, and receive support and counselling from the Educational Psychologist on campus.

Counselling Center

The counselling Center offers a broad range of psychological services available to currently enrolled students. The services are designed to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transitions of university life as well as help faculty and staff function more effectively in their work with students. The services rendered include assessment of various psychological and interpersonal difficulties and interventions in order to help students deal with those difficulties. Services are provided by graduate psychology students in practicum, under the supervision of clinical psychology faculty. Problems

typically presented by students include, but are not limited to, the following: emotional problems such as depression, anxiety and intense fears; social problems, such as difficulties with peer interactions, aggression and social withdrawal; problems within the family of students, such as lack of effective communication; psychophysiological problems, such as migraines, headaches or psychosomatic symptoms; educational problems, such as learning difficulties; self-control problems such as eating disorders and smoking.

The **Office of Career Services** offers centralized, comprehensive and coordinated career development, through appointments, sessions and workshops, building relationships and longstanding collaborations between students/alumni and potential employers. In the past three years the Office has expanded the quality of the services offered by acquiring a Career Services Manager tool, Goinglobal, as well as the handling of the international internship positions and the work study positions, transforming it thus into a hub for career-related issues. The Office moved dynamically to the era of social media utilizing Facebook and LinkedIn. The variety of programs and services offered to students and alumni include: counseling 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; Job Bank offering part-time and full-time positions; Career Days where the students have the opportunity to have a short interview with a company representative; International Internship program.

Scholarships: The Frances Rich Scholarship is presented to one or two students annually, following a call.

Candidates must write a 500 word statement in English, describing their involvement with the arts and the reasons for which they would like to pursue studies in the Visual Arts. An interview and a portfolio review follow. Candidates may submit up to 20 works that have been produced within the last five years. The works can be drawings, paintings, photography, sculpture, video, or other. In case of large scale works that cannot be brought to the college, photographs should be available. In the portfolio the candidate can include photographs of 3D works, or ceramics. Videos are also reviewed. Videos should be submitted as a playable DVD (not as data). A committee consisting of Visual Arts Faculty reviews the works and recommends one or two candidates as recipients of the scholarship to the financial assistance office.

7. Criteria for admission

Admission requirements are not major specific. The College has a general admissions policy based on the American system of higher education. Admissions criteria are specified in the College catalogue (pp.30-31) and are in accordance to the QAA Quality Code Part B: Assuring and enhancing academic quality Chapter B2: Recruitment, Selection and Admission to higher education.

Upon admission, students who have a portfolio and intending to follow a Degree in Visual Arts, submit it for evaluation. A committee of two VA instructors evaluates portfolios.

In relation to the recruitment strategy, the Admissions Office organizes 5 promotional “Discover DERE Day” recruitment events per academic year, where members of the faculty provide brochures and information about the programme. During that event, faculty and the admissions team are also provided with the opportunity to communicate the aim and educational objectives of Visual Arts majoring students. The Admissions Office also produces print / marketing material for specific programmes with the direct aim to promote them to target audiences through all types and methods of Above the Line and Below the Line Advertising. More specifically, the Admissions Office promotes the programme by:

- ✓ Participating in Education Fairs and third party events with an Admissions Booth including brochures/banners.
- ✓ Coordinating school visits and presentations on the specific programme to all target audiences (school pupils, parents, teachers, principals, career advisers, other public university students with the intention to study in parallel with our Education Institution).
- ✓ Organizing focused events across the country to attract candidates from other provinces into the main city campus to study.
- ✓ Running direct mailing campaigns (via post and electronic) including Degree Course information.
- ✓ Conducting one-on-one info sessions with pupils and parents.

As of year 2014 the “Drawing Marathon” was established: it is a non-credit bearing, one-week workshop open to all enrolled students who need to develop their drawing skills.

An additional recruitment tool is the Open Day during the Arts Festival. An intensive drawing workshop was organized in 2014 for 40 high school students who visited the College.

The Admissions Process

To qualify for admission to the academic programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the program of their choice. To this end, applicants must meet the following requirements:

The **standard minimum entry requirement** for the major’s programme is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants whose grades are between 11/20-13.99/20 or its equivalent, may be admitted to the College on a provisional basis.

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

- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.
- The number of courses students will be allowed to register for will be determined by their English language placement (see section “English Language Requirements”). However, in no case will they be allowed to register for a total of more than 2 courses if placed in EAP 1002 or for more than 4 courses if placed in WP 1010. Students with provisional status who are placed

in EAP 999, EAP 1000, and EAP 1001 must first complete their English for Academic Purpose courses before they begin taking College level courses along with EAP 1002.

- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section "Academic Probation").

The following is required for all freshmen applicants:

1. A completed application form.
2. A letter of recommendation from an academic teacher or professor.
3. An official secondary school transcript and an official copy of a secondary diploma, both legally certified.
4. A certified copy of their identity card for Greek citizens or a valid passport for non-Greek citizens.
5. An interview with an admissions counselor.
6. Evidence of proficiency in English.

Evidence of Proficiency in English

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

Pearson test of Academic English (PTE Academic): 58 or greater
Michigan State University Certificate of Language Proficiency (MSU-CELP)
Michigan Proficiency Certificate
Cambridge Proficiency Certificate
Cambridge Advanced English (CAE) with Grade A only
International Baccalaureate Certificate*
International Baccalaureate Diploma
IELTS: (academic) 6.5 or above
SAT: 450 or above
ACT: 18 or above
TOEFL (paper based): 567 or above
TOEFL (computer based): 227 or above
TOEFL (internet based): 87 or above
GCE higher level English: Grade C or greater
Oxford Online Placement Test: 99 or above

* With grade 4 and above in the English higher level subject or at least an average of 12 in the higher level subjects.

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The

College's Institution Code Number is 0925. TOEFL scores are valid for 2 years.

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

The above listed grades qualify the student for placement directly into WP 1010. Applicants who do not qualify for WP 1010 but who otherwise show academic promise may be admitted conditionally and placed in the English for Academic Purposes Program (see section "English Language Requirements").

8. Language of study

English

9. Information about assessment regulations

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 programme 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. A sample of the assessments is second marked and this sample is reviewed by the External Examiner. Grades are ratified by the Board of Examiners. Courses include formative assessments which do not contribute to the mark of the module but provide valuable opportunities for learning and offering feedback to students.

Summative assessments include:

- Projects (visual supported by written components).
- Research papers or essays on gallery and museum visits.
- Submission of portfolio.
- Presentation of project and participation in critique.

Formative assessments include:

- In class work on a topic.
- Home work on a topic.
- Essay on exhibition visits.
- Portfolio review

Assessment Procedure (Regulatory Framework)

10.0 The forms of assessment and its weighting and timing, and the ways in which the learning outcomes are to be demonstrated through assessment, are set out in the module and programme specifications approved by The Open University at the point of validation.

10.1 Each programme handbook contains comprehensive details of the assessment scheme as approved by The Open University in the validation process.

11.0 Minimum requirements for pass

11.1 To obtain an Open University award students are required to complete all parts of the programme's approved assessment and comply with all regulations relating to their programme of study.

11.2 The minimum aggregate pass marks for The Open University validated awards are:

40% for undergraduate programmes

50% for postgraduate programmes.

These minima apply to assessments, modules, stages and qualifications.

12.0 Identification of requirements from professional, statutory and regulatory bodies

12.1 Additional academic regulations required by any professional, statutory or recognized regulatory body will be set out in the relevant programme specification and approved by The Open University in the validation process.

13.0 Submission of assessed work

13.1 Work submitted for a summative assessment component cannot be amended after submission, or re-submitted.

13.2 Student requests for extensions to assessment deadlines will not be approved unless made in accordance with published partner institution guidelines as approved by The Open University.

13.3 Where coursework is submitted late and there are no accepted extenuating circumstances it 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.

14.0 Assessment scores

14.1 All undergraduate assessment will be marked on a percentage scale of 0-100.

% Scale Score Performance Standard

70+ Excellent pass

60-69 Very Good pass

50-59 Good Pass

40-49 Pass

0-39 Fail

14.2 All postgraduate assessment will be marked on a percentage scale of 0-100.

Taught postgraduate awards may include merit and/or distinction classification (see paragraph 18.1).

14.3 The final grade for an individual assessment component will be determined after completion of a quality assurance process (e.g. moderation, remarking) as detailed in the partner institution's OU approved policy for moderation.

14.4 Where the result of the assessment calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

14.5

% Scale Score Performance Standard

70+ Distinction

60-69 Merit

50-59 Pass

0-49 Fail

Please refer to Appendix 8.

15.0 Determining module outcomes

15.1 The overall module mark or grade shall be determined as set out in the assessment strategy detailed in the module specification and published in the Programme Handbook.

15.2 A student who passes a module shall be awarded the credit for that module. The amount of credit for each module shall be set out in the programme specification and published in the Programme Handbook.

15.3 In order to pass a module a student must achieve the requirement of the module as set out in the module specification and published in the Programme Handbook.

15.4 Where a student is registered only for a module (rather than a qualification) the resit provisions set out in 17.4 (e) will apply.

16.0 Provision for *viva voce* examination

16.1 Exceptionally, viva voce examinations may be required by a Board of Examiners (with the approval of external examiners):

- (a) to confirm the progression/result status of a student;
- (b) to determine the result status of unusual or borderline cases;
- (c) when there is conflicting evidence from the various assessment components;
- (d) as an alternative or additional assessment in cases where poor performance in assessment is the result of exceptional circumstances verified through due processes.

17.0 Determining progression and qualification outcomes

17.1 Module prerequisites and co-requisites

17.1.1 The paths through which students are required to progress through the programme, and the elements identified as compulsory or optional, are set out in the programme specification and approved in the validation process.

17.1.2 Pathways through any programmes offered by partner institutions may require students to complete prerequisite or co-requisite modules.

Stage requirements

17.2.1 Each of the stages of an undergraduate programme is expected to consist of a total of 120 credits.

17.2.2 In cases where Programmes are not divided into stages (for example, most postgraduate programmes and undergraduate programmes of 120 credits or less) the provisions below apply to the whole programme.

17.2.3 In order to complete and pass a stage of a programme, a student must acquire

the total credit set out in the programme specification at the approved qualification level for the award, or have been exempted through advanced standing, or through the implementation of the processes covering extenuating circumstances (see Section F).

17.2.4 The credit value of each module contributing to a stage determines its weighting in the aggregation of credit for a stage.

17.2.5 Where a student fails a module, the following may apply in the first instance:

- (i) Resit (see 17.3 below) – a second attempt at an assessment component following a failure at first attempt.
- (ii) Compensation (see 17.4 below) – the award of credit by the Board of Examiners for a failed module(s) on account of good performance in other modules at the same credit level where the learning outcomes have been met.

17.3 Resit provision

17.3.1 Resit provision is subject to all the following conditions:

- (a) The maximum number of retakes allowed in a programme leading to an Open University award is 10.
- (b) A student who does not complete the resit by the date specified shall not progress on the programme, except in cases where the process for allowing extenuating circumstances has been followed.
- (c) Resits can only take place after the meeting of the Board of Examiners or following agreement by the Chair and the External Examiner of the Board.
- (d) A student who successfully completes any required resits within a module shall be awarded the credit for the module and the result capped at the minimum pass mark for the module.

17.4 Compensation

17.4.1 Unless otherwise stated in the approved programme specification, compensation

will be applied when the following conditions are met:

- (a) No more than 20 credits, or one sixth of the total credits, whichever is greater, can be compensated in any one stage of an undergraduate or postgraduate programme.
- (b) Compensation is not permitted for modules within awards of less than 120 credits in total.
- (c) It can be demonstrated that the learning outcomes of the qualification level have been satisfied. The process for evaluating cases will be identified in the programme specification.
- (d) A minimum mark of no more than 5 percentage points below the module pass mark has been achieved in the module to be compensated.
- (e) Taking the module mark to be compensated into account, an aggregate mark of 40% has been achieved for the qualification level of the undergraduate programme (except in the case of MEng Level 7 where an aggregate mark of 50% has been achieved).
- (f) In the case of postgraduate programmes, taking the module mark to be compensated into account, an aggregate mark of 50% has been achieved.
- (g) No compensation shall be permitted for any core project/dissertation module, as defined in the programme specification.
- (h) A student who receives a compensated pass in a module shall be awarded the credit for the module. The original component mark(s) (i.e. below the pass mark) shall be retained in the record of marks and used in the calculation of the aggregate mark for the stage or qualification.

17.5 Options for the repeat of study

17.5.1 If, having exhausted all permitted resit and compensation opportunities, a student

is still unable to pass, the Board of Examiners may, at its discretion, permit one of the following repeat options:

(a) Partial repeat as fully registered student:

- (i) The student is not permitted to progress to the next stage of the programme but must repeat the failed modules and/or components in full during the following academic year,
- (ii) The student has full access to all facilities and support for the modules and/or components being repeated,
- (iii) The marks that can be achieved for the modules and/or components being repeated will be capped at the module and/or component pass marks,
- (iv) The student retains the marks for the modules and/or components already passed,
- (v) No further resit opportunities are permitted.

(b) Partial repeat for assessment only:

- (i) As in paragraph 17.5.1(a) except that access to facilities and support will be limited to certain learning resources for the module(s) and/or component(s) being repeated. Participation will only be allowed for relevant revision sessions and assessments.

(c) Full repeat:

- (i) This is only permitted where the student has extenuating circumstances;
- (ii) The student does not progress to the next stage of the programme but instead repeats all the modules in the current stage during the following academic year,
- (iii) The student has full access to all facilities and support,
- (iv) The marks that can be achieved are not capped, and the student is normally entitled to the resit opportunities available. However, a student is not able to carry forward any credit from previous attempts at the stage.

17.5.2 Where resit, compensation and repeat opportunities have been exhausted, a Board of Examiners may recommend a student for an exit award as defined in Section 20 below.

17.5.3 Exam Boards will look at individual cases where stages have not been completed and advise on progression.

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

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

- On line Course Evaluation for each module (through *CourseEval*). This is submitted anonymously by students in all modules. Following submission of grades, results are sent electronically to the Provost, the Deans, the Department Heads/Programme Coordinators and the course instructor. They are also available to the President and the VP of Human Resources. Results are taken into consideration both in terms of improving teaching but also evaluating faculty.
- Senior Exit Survey: completed by all graduating students.
- Module Leader Reports where feedback from the course evaluations is also considered.
- Feedback from meetings between External Examiners and students.
- Departmental meetings with the student Academic Society.
- Representation of Academic Societies through their presidents in the

Programme Committees. Student concerns are discussed and feedback is communicated back to the students by the relevant Society presidents.

- Student advising.
- Students may always express concerns to the Deans, the Provost or the President either individually or through the Student Association.

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

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

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

DEREE-ACG is also a member of the **Global Liberal Arts Alliance (GLAA)**, an international, multilateral partnership of American style liberal arts institutions with the goal of supporting excellence in liberal arts education on a transnational basis. The Great Lakes Colleges Association, based in Ann Arbor, Michigan, coordinates the activities and projects of the Alliance and was instrumental in its formation. There are presently 27 institutions representing 15 nations in the Alliance membership. GLAA's purpose is to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences.

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

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

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

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																			
		A1	A2	A3	A4					B1	B2	B3	B4						C1	C2	C3
4	GD/AR 2001 Visual Literacy Or PH 2016 Philosophy and Cinema*	x								x											
		x																			
	AR 1003 FUND. 2D- Drawing I				x					x											
	AR 1005 FUND. 2D- Color & Design I				x					x											
	AR 1007 FUND. 3D- Sculpture I				x					x											
	AR 1009 FUND. 4D- Time Based Media I				x					x										x	
	AR 2023 Figure Drawing I				x					x											
	AR 1017 Digital Image			x	x					x									x		
	AT 2013 Modern Art Or PH 2014 Aesthetics*	x	x							x											
		x	x																		

		Programme outcomes																			
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Level	Study module/unit	A1	A2	A3	A4					B1	B2	B3	B4							C1	C2	C3							D1	D2	D3
5	AT 3018 Art after Modernism	x	x																												x
	AR 3104 FUND. 2D- Drawing II				x								x																x		
	AR 3106 FUND. 2D- Color & Design II				x								x																x		
	AR 3108 FUND. 3D- Sculpture II				x								x																		
	AR 3110 FUND. 4D- Time Based Media II				x							x	x							x									x		
	AR 3025 Painting																			x											
	AR 3019 Video Art												x							x	x								x		
	AR 3024 Figure Drawing II				x					x			x							x											
Level	Study module/unit	A1	A2	A3	A4					B1	B2	B3	B4							C1	C2	C3							D1	D2	D3
6	MU 4043 Experimental Sound Art Or DR 4025 Computational Media and Interactive Art	x		x						x			x							x	x								x		x
	AR 4002 Art Techniques and Media			x						x	x																	x	x	x	
	AR 4226 Sculpture III											x								x											x
	AR 4130 Contemporary Painting										x										x								x		
	AR 4233 Contemporary Drawing										x										x										
	AR 4934 Studio Projects and Installation										x											x									x

