Student Handbook
BA (Hons) Graphic Design

2021 Fall edition / v.01

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 Program

1.1. Message from the Dean

Welcome to the Graphic Design Program, a major in the Frances Rich School of Fine and Performing Arts, launched in September 2015. In the intellectually invigorating environment of the School, students are exposed to different ways of thinking, and their creativity is nourished and guided by a faculty of distinguished professionals with international backgrounds and great commitment to their role as educators. The faculty of the Frances Rich School of Fine and Performing Arts bring valuable experience to the classroom and proven success in making the student educational experience unique and inspiring. The School's Annual Arts Festival creates the opportunity to enjoy performances and workshops conducted by Greek and foreign artists. The College's large art collection, gallery spaces, theaters and performance spaces also enhance the student academic experience.

Katerina Thomas, PhD
Dean, Frances Rich School of Fine and Performing Arts

1.2. Message from the Program Coordinator

I would like to welcome you to the program: a dynamic and contemporary academic path full of possibilities. The structure of the Graphic Design program is multi-disciplinary and will encourage you to develop both your practical as well as your methodological and critical skills. In a speedily developing world, the role of the designer is ever-changing: you will need to provide inspired, creative solutions and services to society at large and to respond to industry challenges and needs. Ranging from printed work to the digital domain, we aim to provide you with a robust set of tools that will assist you in the formulation of creative, effective and responsible design solutions.

Studying at the Frances Rich School of Fine and Performing Arts will enable you to pursue a career in the industry or to continue your education in the field of communication design – within the global environment. Forming a solid foundation in the understanding of cultural and technical fields will allow you to pursue your further dreams effectively and in an informed manner.

I wish you all success and enjoyment through this rigorous and creative program!

Christopher Brellis, MA (RCA)
Graphic Design Program Coordinator

1.3. Academic calendar

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

1.4. Key contacts

- American College of Greece: +30 210 600 9800
- Department Head: Effie Halivopoulou, halivopoulou@acg.edu
  ext. 1237; Art Center, Basement room 5
- Program Coordinator: Christopher Brellis, cbrellis@acg.edu ext. 1651, NPS
- Dean's Office: fineperformingarts@acg.edu ext. 1456, room 530
- 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: Dr. Natassa Triga, atriga@acg.edu ext. 1167
- College Nurse: Nora Beliati, tbeliati@acg.edu ext. 1500

1.5. Keeping in touch

Academic and administrative staffs 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 on this program

2.1. Program 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 Program. Courses and prerequisites may be subject to change during the year. Therefore, it is recommended that you keep abreast of such changes. Our faculty members are 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 Program. They have excellent credentials and diverse backgrounds, 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., 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, 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. Program 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 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, visualize and communicate information.
- Demonstrate an understanding of the ethical contexts relevant to the discipline.

2.3. Description of the Graphic Design program and courses

The Graphic Design Program at Deree – The American College of Greece, was launched in September 2015. In all three Levels it combines courses on theory, skills and Graphic Design specialization. It draws from different disciplines (Visual Arts, Communication and Information Technology). 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; 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 Program 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 Arts, Communication/Advertising and Information Technology. This will make the Graphic Design graduates capable and flexible to face today's professional needs.

2.4. Program Learning Outcomes

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

Knowledge and Understanding:

- The concepts and theories 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.
- Colour theory, drawing principles and concepts, 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 visual 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, organize, analyze and synthesize 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.
- Utilize 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 on a digital environment and utilize new technologies.

3. Program structure

The US bachelor's degree Program 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
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 Program shares some courses with the following Programs: Visual Arts (five 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 Communication (two modules). 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 2310 Introduction to advertising	15
AR 2003 Drawing I	15
AR 2005 Color I	15
AR 1017 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 3232 Illustration	15
GD 3412 Graphic Design II	15
GD 3313 Typography I	15
GD 3333 Digital Design I	15
GD 3131 Design Approaches	15

Diploma of Higher Education in Graphic Design: 240 credits comprising 120 at 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 4130 Human Computer Interaction	15
CN 4413 Brand Building in Advertising	15
GD 4623 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)

4.   Academic staff – Graphic Design Department

The Faculty
Courses in the Graphic Design Program are taught by:

4.1. GD – Graphic Design concentration courses

Christopher Brellis
Christopher Brellis holds an MA from the Royal College of Art, London, UK. He is coordinator of the Graphic Design Program. In parallel to his professional practice, he has been a design educator as a lecturer at the University of the Aegean (2005-2009), Loughborough University (1998-1999) and International Hellenic University (2019). He established the design practice *Antidot Design Studio* in 1998 in London, which was then relocated to Athens in 2002. The design output has been broad and multidisciplinary, ranging from objects and theatre sets, to communication design strategy and applications, as well as branding and digital products. Lately his work focuses on the cultural sector, serving cultural institutions, museums and public bodies. Clients include the New Acropolis Museum, the Industrial Gas Museum, the Stavros Niarchos Foundation Cultural Centre, Athens 2004 Olympic Games and a multitude of local and multinational companies and corporations. He has participated and co-organised a number of design seminars and workshops, as well as given talks and presentations on a broad range of design subjects (Google Culture Shift, Athens Biennale, the British Council, Onassis Stegi and more). His professional and research interests are focused on the application of design research and the design process as complimenting methodologies for innovative, creative, responsible and efficient problem-solving of social and business challenges.

www.antidot.gr

Anastasia Pappas
Natassa Pappa holds an MA in Graphic Design from AKV|St.Joost Academy in the Netherlands. After 12 years of working in the graphic design field, she now runs a small publishing house under the name [Street] (Design) [Words] with editions that explore and question the representation of the urban experience. With ongoing research projects such as "Into Stoas", she expands her design spectrum through writing, walking lectures and urban research workshops. Her works have been awarded and featured in Greece and abroad, while her essays have been published in leading graphic design magazines. Her latest brainchild "Desired Landscapes" magazine is distributed in selected stores around the world, such as MagCulture, Do You Read me?!, Under the Cover, and Artbook MoMA PS1. She is currently an Associate Lecturer and teaches History of Graphic Design, Contemporary Design Issues and Typography.

www.natassapappa.com   www.desired-landscapes.com

Melina Constantinides
Melina Constantinides holds an MA in Communication Design from Central Saint Martins College of Art and Design, London, UK. She worked for 11 consecutive years in the advertising field creating advertising campaigns and print advertising material for Greek and multinational clients. In 2007 she established busy b | a branding, naming, and design company where focuses mainly on brand architecture, brand strategy, and design and covers

a broad range of services. Her work has been awarded in design and advertising competitions and she has been rewarded with good clients and stimulating design projects. Her research interests are focused on design strategy as the means to provide targeted and innovative design solutions.

www.busybdesign.gr

Stefanos Koltsidopoulos
Stefanos Koltsidopoulos is a professional illustrator, animator, visual development artist and character designer based in Athens, Greece. He has received his MA in Computer Imaging and Animation from London Guildhall (Metropolitan) University, his PgDip in Design for Interactive Media, and his BA in Visual Communication Design (Animation) from Middlesex University. Through a career spanning over 20 years, he has worked as an animator, animation director/supervisor, visual designer and art director 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 an extensive experience and knowledge of the traditional and digital medium, he has successfully provided a wide variety of illustration styles to a diverse range of projects and commercial clients worldwide.

https://stefanok.myportfolio.com/

4.2. AT – Art History courses

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.

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.

4.3. AR – Visual Arts courses

Effie Halivopoulou
Head of Visual Arts and Art History, received an MFA in Painting from Pratt Institute in New York. Effie Halivopoulou works on biotechnology and biopolitics issues for the past ten years. Her installations and videos were presented at the Biennale 1 - Public Screen (2007), Center of Contemporary Art, Thessaloniki, at the Museum of Contemporary Art, Thessaloniki (2002 and 2006), at the Macedonian Museum of Contemporary Art (2002

and 2005), at the Hellenic Museum in Chicago (2005), at Biennale BIDA 2005, Las Atarazanas Reales, Seville, Spain, at Averoff Foundation, Metsovo (2002), at Foundation for Hellenic Culture of New York and Berlin (1999–2000), at the Riverside Studios, London (2000), at the Grimaldis Gallery (1999 and 2009) Baltimore, at the Kettle's Yard (1992), England, as well as in solo exhibitions at Zina Athanassiadou Gallery (1994, 2002, 2011), Thessaloniki, Batagianni Gallery (2002 and 2007), Athens, Ekfrasi Gallery (2009), Athens, Artbeat Gallery (2008), Brussels, and Galeria San Nicolo (1997), at the Venice Biennale. Her work was reviewed at ArtNews, Sculpture, Isel magazines among others. Private and museum collections in Greece and abroad. Effie Halivopoulou was the co-curator for the Visual Arts exhibition of the 15th Biennale of Young Artists of the Mediterranean, Thessaloniki 2011. E.H. has curated the exhibitions "RoomsToLet" at Action Field Kodra (Thessaloniki, 2005/2006/2007/2008), "Synchronia", International Art Symposium (Crete, 1992). She was the Assistant Curator at Borgenicht Gallery (New York, 1988-89). : http://www.halivopoulou.net

Jennifer Nelson
Jennifer Nelson 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. She 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, She 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, maximum security prison in Greece.

Georgia Kotretsos
Georgia Kotretsos 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 and critiques the conformity of seeing by studying liberating and anarchic approaches of looking in an effort 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 on how knowledge is produced by resisting its traditional and historical acquisition. In 2015 Kotretsos was awarded the NEON Creativity Grant towards 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.

Dionisis Christofilogiannis

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.

Dimitris Ioannou

Dimitris Ioannou 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. In the beginning of 2005 he took part in a residency Program 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, 2012Art Projects and presentations of his work have been published in various publications. He has been teaching in the undergraduate Visual Arts Program of Deree since Spring 2015. He has also been teaching Visual Arts in the IB Program since 2011. Ha has also worked as an illustrator, web designer and photoshop instructor for a number of years.A portfolio of his work can be viewed at www.dimitrisioannou.net

4.4. IT – Information Technology courses

Ilias Hotzoglou

Ilias Hotzoglou is currently enrolled in a PhD Program 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).

Despina Makri

Despina Makri holds an MSc in Total Quality Management from Cranfield University, Bedford, England. She is ACP/ICPP (1993) American Computer Professional and Head the Information Technology Department. She has been a member of the Deree faculty since 1998 and she has taught many courses across the curriculum. She currently teaches introductory computer courses, business information systems and e-commerce for the Computer Information Systems department, digital media and game design courses for the Information Technology area as well as multimedia concepts for the Communication's department. She is the program coordinator for Information Technology as well as the advisor of the IT student society. She currently serves as a member of the academic computing advisory workgroup. Her research interests are in the areas of digital media, game design and digital humanities.

4.5. CN – Communication courses

Daniel McCormac

BA, Political Science, Occidental College, USA; MA, Journalism and Media Management, University of Missouri, USA

Daniel McCormac has been a member of the Deree faculty since 1998. He teaches writing across the media and other communication courses. His area of research interest is framing in the news media. He has two decades of experience in print and broadcast journalism as a reporter, writer, editor, and television anchor. He has also worked as a public relations media officer and communication consultant. His area of research interest is framing. As head of the Department of Communication he led the department to its initial Open University validation, and then to a five-year revalidation in 2015. He is a member of the NEASC reaccreditation team and of The ACG Review editorial board.

Georgia-Zozeta Miliopoulou, Ph.D

BA, Philosophy, Pedagogy & Psychology, Aristotle University of Thessaloniki; MA, Cultural Management, Athens Panteion University of Social and Political Sciences; PhD, Brand Communication, Athens Panteion University of Social and Political Sciences

Georgia Miliopoulou has been a member of the Department of Communication since 2015. She has taught courses in media management, marketing, and creative advertising, in the Cyprus University of Technology, Panteion University, and various Technological Institutions. She currently teaches undergraduate and graduate courses in creative advertising, online media, and communication.

Her research interests include creativity, content, strategic storytelling, and the organizational factors affecting brand communication. She has over 25 years of experience as a creative executive in multinational advertising agencies, still offering workshops and consulting services to the Hellenic Institute of Communication and various other organizations.

At Deree, she serves as an advisor to the Deree Advertising Club.

She is a member of the Women In Business (WIB) Committee of the American-Hellenic Chamber of Commerce.

5. Description of Modules – compulsory and option modules

5.1. Level 4

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 2310 Introduction to advertising
Introduction to advertising and its key concepts, principles and theories, including the variety of ways in which advertising is interpreted from a historical, ethical, sociological, psychological, cultural, economic, media centered and professional perspective.

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

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

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, principles of perspective, as well as computer aided and computer generated 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 in physical and digital environments. The surrounding world, either natural or simulated, used as a reference and inspiration for the completion of projects. Critical examinations of the use of color in the different cultures and in media. 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 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 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

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

GD3232 Illustration
Illustration as a professional practice and its application in Graphic Design – editorial and advertising - projects. 3/1/3

GD3131 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

AR 3104 Drawing II
Exploration of traditional and contemporary concepts of drawing and visual structures. Rhythm and dynamics, perspective, large scale and mixed media, as well as computer-generated images, are methods of working. Prerequisite: AR 2003   3/1/3

AR 3106 Color II
An exploration of color in all its dimensions and manifestations. From color perception and color manipulation in a wide range of applications, to the philosophical and cultural meaning of Color. Color as a vehicle to explore the nature of perception and cultural codification. Prerequisite**:** AR 2005   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

GD4623 Graphic Design III
An advanced Graphic Design course with an integrated approach to print, digital, and environmental design; a focus on collaboration and team-building skills. 3/0/3.

GD4646 Digital Design II
Diverse approaches and tools for the creation of digital visual content that can be utilized onto printed, digital or AR/VR applications; motion graphics and 3D content; applied skills for emerging visual communication technologies. 3/0/3.

GD4747 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.

CN 4413 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 development of associations and appropriate use of communication, in congruence with modern technological and social trends. Developing brand building strategies and integrated communication plans.

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.

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.

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 specialised 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; analyse 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 utilising specialised 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 as well 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 (GD 2203 Graphic Design I, DG/AR2001 Visual Literacy, CN 2310 Introduction to advertising, 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 (DG/AR 2001 Visual Literacy, AR 2003 Drawing I, AR 2005 Color I, AR 2017 Digital Image)

In addition, they will have the following **cognitive skills**:
- Demonstrate the ability to discuss Graphic Design and Visual Communication issues (GD/AR 2001 Visual Literacy, CN 2310 Introduction to advertising, GD 2203 Graphic Design I, AR 2017 Digital Image)
- Demonstrate the ability to communicate basic ideas about Graphic Design concepts (GD/AR 2001 Visual Literacy, GD 2002 Research-Concept-Design, 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 2005 Color I, AR 2003 Drawing I, AR 2017 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 2017 LE Digital Image).

6.2. Intermediate level

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

6.3. 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, GD 3333 Digital Design I, GD 3232 Illustration).
- 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).

In addition, they will have the following **cognitive skills**:

- Demonstrate ability to engage in research and critically evaluate information and ideas (3111 History of Graphic Design, GD 3412 Graphic Design II, GD 3313 Typography I, GD 3333 Digital Design I, GD 3131 Design Approaches).
- Formulate and defend ideas and creative concepts (GD 3412 Graphic Design II, GD 3333 Digital Design I)

Furthermore, they will have the following practical/**professional and transferable skills**:
- Identify problems and provide solutions (GD 3412 Graphic Design II, GD 3131 Design Approaches, GD 3313 Typography I, GD 3333 Digital Design I).
- Apply new technologies for the completion of projects (GD 3333 Digital Design I, GD 3131 Design Approaches).

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

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 (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 (CN 4413 Brand Building in Advertising, GD 4622 Typography II, GD 4646 Digital Design II).

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, CN 4413 Brand Building in Advertising, GD 4747 Branding Ecosystems).

Furthermore, they will have the following **practical/professional and transferable skills**:
- Recommend solutions to problems (GD 4747 Branding Ecosystems, 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 4646 Digital Design II, GD 4622Typography II, CN 4413 Brand Building in Advertising).

- Demonstrate high level of proficiency and professionalism when undertaking Graphic Design projects (GD 4747 Branding Ecosystems, GD 4623 Graphic Design III, GD 4646 Digital Design II, GD 4622 Typography II, CN 4413 Brand Building in Advertising).
- Develop a design concept and a coherent visual language across a variety of touch-points: print, digital, and spatial. (GD 4623 Graphic Design III, GD 4747 Branding Ecosystems).

7. Assessment and Feedback

7.1. Assessment

Assessment Strategy and Procedure

Although courses may employ assessment instruments which 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 are 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 with the exception of 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 Program and that your award is of the same standard as similar Programs offered by other UK higher education institutions.

The External Examiner for this Program is: Professor Kollette Super.

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 Department Head upon request.

7.3. Giving your feedback about this program

We are keen to work with you to enhance your Program. Opportunities for you to feedback to us formally include student participation in the Program Committee, the Academic Society, Student Course Evaluation, Senior Exit Surveys, meetings with the Dean, meetings with the Provost, and other student surveys. Informal feedback is also welcome at any time either via your instructor or your department head.

Frances Rich School of Fine and Performing Arts Program Committee
The Frances Rich School of Fine and Performing Arts Program Committee is responsible for the routine monitoring of Programs, 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 Program Committee is chaired by the Academic Dean of the School. Committee membership includes all Department Heads and Program Coordinators, 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. 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 semester and 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 Programs. In that spirit, we ask prospective graduates to complete 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 Programs and services offered by Frances Rich School of Fine and performing Arts.

We listen to our Students and Graduates
The Graphic Design Program obtains student feedback in a number of ways.

- Graduating students complete a senior exit survey as part of their final advising appointment in the Program. The survey solicits feedback on (1) Program quality, (2) attainment of Program goals, (3) Program structure and content. The survey is accompanied by an exit interview administered by the Program Coordinator. A report is generated by the Coordinator 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 Program and individual concerns and suggestions.
- The governing body of the Graphic Design Student Academic Society is encouraged to provide continuous informal feedback.

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

What Happens with your Feedback about this Program?
Your feedback helps us to continually enhance this Program. You can find out what actions have been taken in response to your feedback through your academic society, student government, department head 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

According to 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 semester outcome will be decided. Two BoE take place: one in February and one in July. 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 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 penalised 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.

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 each 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.

Resits in Capstone Courses

Students who fail a coursework assessment (project/paper) with a weight of 60% or above in a capstone course may request to resit the failed assessment in the resit period following the one designated for the course.

Such requests from students must include the instructor's verification that it is impossible for the student to successfully complete the assignment by the scheduled course resit period.

Such an extension for the completion of specified coursework in capstone courses can only be given upon the recommendation of the student's instructor and the approval of the relevant Department Head and CASP.

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 department head/area 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.

Cheating, Plagiarism and other forms of Unfair Practice
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 plagiarism, collusion, cheating, impersonation, supplying false documentation, use of inadmissible material and disruptive behavior in class or during examinations. Responsibility for

reviewing breaches of academic integrity is held by the Committee on Standing and Conduct.

7.7. Academic misconduct and penalties

Academic misconduct is defined as any improper activity or behaviour by a student which may give that student, or another student, an unpermitted academic advantage in a summative assessment.

The following is a non-exhaustive list of examples of academic misconduct:

Plagiarism: representing another person's work or ideas as one's own, for example by failing to follow convention in acknowledging sources, use of quotation marks, etc. This includes the unauthorised use of one student's work by another student and the commissioning, purchase and submission of a piece of work, in part or whole, as the student's own.

Collusion: cooperation in order to gain an unpermitted advantage. This may occur where students have consciously colluded on a piece of work, in part or whole, and passed it off as their own individual efforts or where one student has authorised another to use their work, in part or whole, and to submit it as their own.

Misconduct in examinations (including in-class tests).
Charges against a student for violating academic integrity are to be submitted in writing to the chair of the Committee on Standing and Conduct.

In all cases a formal written admonishment is given and a record made contributing to the student's previous history:

Admonishment Letter (or Letter of Warning): The student is advised in writing that her/his behavior violates rules of academic integrity and that a recurrence will lead to more serious sanctions.

First Offence File: The student's name and a description of the offense is filed in a shared electronic folder, accessible by the Chief Academic Officer, the academic Deans, the Dean of Students and department heads.

Second offences automatically result in a hearing.

The following list of sanctions is indicative and can be imposed by majority vote of the Committee:

- Assessment awarded 0% (mark FP) – resit but with mark capped at 40%
- Assessment awarded 0% (mark FP) - no resit allowed – module retake (if required) with mark capped at 40%
- Module awarded 0% (mark F) – module retake (if required) with mark capped at 40%
- Module awarded 0% (mark F) – module retake (if required) with mark capped at 40%
- Suspension and Award classification reduced [note on DEREE transcript]
- Qualification reduced (e.g. Honours -> no Honours) [note on DEREE transcript]
- Module awarded 0% (mark F) – module retake (if required) with mark capped at 40%
- Suspension and Award classification reduced [note on DEREE transcript]
- Qualification reduced (e.g. Honours -> no Honours) [note on DEREE transcript]

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. Program Resources

8.1. Library resources and services

The American College of Greece (ACG) Library system includes three distinct libraries each one serving the three educational divisions of ACG: Pierce (the secondary education division), Deree (the college and graduate division) and Alba (the graduate business school). The three libraries share electronic resources through a common network and print resources through intra-campus loan. The vision of the ACG Libraries is "*To be an active partner in the teaching, scholarly and service pursuits of the American College of Greece community.*"

John S. Bailey Library at Deree, named in honor of the College's sixth president, fully supports the College's academic programs through an array of electronic, print and multimedia resources. Built in 1975, expanded in 1995, and extensively renovated in 2019, the library building features a variety of spaces including a large open reading area, individual and group study rooms, two activity classrooms, individual study carrels, comfortable seating, a café and informal meeting space, making it a modern and welcoming environment for students to do research, study, and connect with peers. In addition, a digital museum added in the recent renovation showcases the history of the school as well as digital collections and projects.

A wealth of resources including 118.700 print books; 420.000 e-books; 38.000 journals and magazines; 780 music CDs, a large collection of digital images, two streaming video collections, as well as databases providing access to statistical data, reports, electronic encyclopedias, handbooks, dictionaries and more, is available to all students and academic staff (see appendix). The library website (library.acg.edu) serves as the main information portal where users can access these resources, as well as an array of online tools and tutorials. A newly acquired discovery service offers a powerful tool to users to search all library resources through a single search box irrespective of format.

Library collections are enriched in close collaboration with faculty throughout the academic year and they are kept up-to-date through close evaluation and monitoring. Online collections and tools are carefully evaluated by academic staff and students through trial and are benchmarked against other peer UK and US libraries supporting similar academic programs.

Library resources are complemented with an extensive document delivery service through partner libraries around the world as well as pay-per view and document supply services from publishers and vendors.

Specialized personnel provide individual research assistance and offer training sessions on the use of the library, the library discovery service and the online resources and tools. Information literacy skills workshops are incorporated into the Writing Program modules that students are required to complete. Special information literacy sessions are also organized for the needs of specific courses or disciplines in close collaboration with academic staff.

In response to the pandemic and subsequent lockdown in March 2020, the library was quick to shift its priorities to facilitate students and academic staff who had to switch to online teaching and learning. More specifically:

- the electronic collections were enhanced with additional resources that were made available free of charge by academic publishers and vendors;

- for items that were on reserve (short loan) the library purchased electronic counterparts (when possible) so that students could have access to them online;

- all our online resources and web services as well as the library website were monitored closely to ensure that they were functional 24/7;

- all library workshops were moved online.

The Library provides 30 computer stations with access to the library resources, and the internet as well as software such as Microsoft Office and SPSS Statistics and two multi-function printers with printing, photocopy and scanning facilities. Wireless access is available in all areas of the library for users to connect through their laptops, tablets, or hand-held devises.

8.2. Library help

Your department liaises with JS Bailey Library staff to ensure physical and electronic information resources for your subject are available. Library staff are available to support you 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 resources and information about Library services. You can also access key services via your smart phone or tablet.

8.3. Multimedia resources

- Microsoft Office: 750 licences currently in operation. Licences are per machine and are renewed every 5 years.
- SPSS: 100 licences currently in operation. Licences are concurrent and are renewed annually.
- E-views: 3 licences currently in operation. Licences are per machine and are renewed annually.
- Blackboard platform: The licence is renewed annually.
- Turnitin Plagiarism Detection software: Licence is renewed annually.

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 & creative endeavours, 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.

Served by IRM, the ACG community includes, faculty, staff, students, alumni, parents, and all other individuals and organizations that interact with the College.

More specifically, the following IT services are provided:

- Computer Labs: the ACG community benefits from various state-of-the-art student computer labs spread throughout the campus, numbering more than 250 stations.
- Specialized Labs: a specialized IT Networking Lab, equipped with CISCO equipment is available for networking specialization students or specialized module offerings for the community.
- Enhanced classrooms: all classrooms at ACG are technology enabled. Most are equipped with a projector, screen, sound system and computer.
- Instructional Tools: the Academic Computing division of IRM offers support for a range of instructional tools including Blackboard, the College's adopted Learning Management System.
- Classroom and Meeting support: IRM Media Centres provides technology support for all classroom and most college sponsored academic functions. The Media Centres maintain and operate all video conferencing facilities on the ACG campus and provides web conferencing support.
- Administrative support: administrative computing and network services at ACG are provided by the Administrative Computing division of IRM, which ensures safe and secure access to enterprise systems and the campus network.

Academic Computing

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

Instructional Technology

A specialized 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 selection of 35 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 department 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 provides 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 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 STUDIOS 201-202-203 are open daily between 9.00 a.m. to 8.00 p.m.
- The studios are available to all students registered in AR or GD 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.
- A staple gun, gesso, a hammer and scissors are available for stretching canvases
- Paper roll (newsprint) and paper sheets (drawing paper) are provided by Deree. There is a certain number of drawing paper sheets that can be used by each student. Students sign up for a number of paper sheets per semester.

- An assortment of nails and screws, glue, and sand paper are provided by Deree. More specialized, project-specific materials must be provided by the student. These materials are kept in a locker in the classroom.
- There are assortments of hand tools in a cabinet in the studio. These materials should always be returned to their cabinet and locked up after use. The key is shared by the students of the class and will be located in a position agreed upon by the students each semester. 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.
- Power tools with cutting capabilities will be kept in the faculty office. They can be used upon request after completing a short training demonstration but must be used with faculty or staff supervision. Please report any malfunctioning power tools immediately and do not continue to use the tool until it has been repaired.
- Scrap wood left over from projects that are large enough to be useful for demonstrations or for other students should be safely stored in a bin or, upon approval from the sculpture instructor, in the art office.
- 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.
- There is an editing facility available for the creation of video projects. Please discuss your projects first with your instructor so a short demonstration of video editing can be completed. Trainings will be organized. After training, your name will be given to the media center for clearance to use the editing machine. Students need to sign up for time on the computer in advance. It is advisable for students involved in video projects to have their own firewire external hard drive to store work and bring home with them.
- A locker in studio 203 is available to all students for keeping art supplies. The key is shared by the group of students in the class.
- Individual lockers are available for all registered students. Students sign up for keys to the lockers in the beginning of the semester. The keys are returned by the end of the semester.
- 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.

Portfolio
Portfolios of works are viewed by instructors during the class sessions. The College DOES NOT keep art projects or portfolios. The students are responsible for keeping their works in a well organized portfolio, dated and sorted. The instructors help the students to organize their portfolios for applications to graduate schools.

Documentation of portfolio
Documentation of projects can be done at the photo studio, or studios 201, 202, 203. Students can also arrange to check out a video camera from the Media Center at the Library, to document time-based work. Students should arrange this in advance of their presentation.

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.

List of art supplies stores
A list of art supplies stores is available to all students. Discounts for purchases of materials are offered to the Graphic Design students.

The Frances 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 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 in 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 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, provide entry into a professional network and occasionally lead 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 an 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 as well as on *myACG* → *Student Resources* → *Forms*

9.2. Academic advising

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.

Academic Advising gives students the opportunity to become acquainted with rules and regulations concerning Deree College and Open University. 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.

The College assigns all entering freshmen an advisor from the Academic Advising Office; these students along with continuing Deree students who have less than 51 credits are required to consult every semester with their academic advisor in order to be able to register for the upcoming semester/session.

Thereafter, (more than 50 credits) the advising program is faculty-based and fosters personal contact between students and faculty. Department Heads, assistant Department Heads and Area Coordinators act as educational consultants. Students however who have more than 50 credits but are on academic probation (CI less than 2.00) are still required to make an appointment each semester with their advisor from the Academic Advising Office.

Students must consult with their advisor regularly and discuss their schedules each semester and session. The College expects that students will follow their advisor's guidance; otherwise they will potentially risk not having fulfilled their programs' requirements by the desired date of graduation.

One must bear in mind that 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 Christopher Brellis, office: NPS, e-mail: cbrellis@acg.edu, Ext: 1651

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 are peers 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 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.

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 department(s) responsible for the assessment of that student.

9.7. Career Services

The **Office of Career Services** offers centralized, comprehensive and coordinated career development, through appointments, sessions, workshops, job and internship opportunities and online resources, building relationships and longstanding collaborations between students/alumni and potential employers. During the last year the Office of Career Services has expanded its online services. More specifically, via the office's main platform

called the Career Portal students can participate in a *Virtual Career Fair* to connect directly with employers via videoconferencing, have Video Interview Practice where they record their answers to interview questions and receive feedback from a counselor, and register to a Mock Interview with an experienced recruiter. The **Career Portal** also has shortcuts to two additional platforms, *HigherEd* and *Goinglobal*, where students can find information and opportunities for jobs or internships worldwide, including Covid-19 related information to find remote opportunities per country. The office moved dynamically to the era of social media utilizing Instagram, additionally to Facebook and LinkedIn.

The quality of the services offered, transforms the Office of Career Services into a hub for career-related issues. The variety of programs and services offered to students and alumni include:
  • access to local and international job and internship positions as well as work study positions and the administration of the Local and International Internship program
  • counseling sessions (online or on campus) on selection of study area, 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
  • skills workshops on variety of subjects including job search, job interview techniques, CV building
  • assessment center tests for practice
  • career networking events; Career Days where the students have the opportunity to have a short interview with a company representative

Career Days takes place annually on campus for 45 consecutive years. This year Career Days were implemented as a Virtual Career Fair, hosted on the Career Portal. The event typically lasts for a week and includes: training sessions/workshops, mock interviews, CV preparation in view of four days of company visits on campus. More than a hundred companies participate each year. During these days all Deree students have the chance to be interviewed by company representatives either for consideration for an immediate job or internship opening or for their qualifications to be perceived by these representatives, something which may lead to future employment opportunities. Representatives from the Graphic Design industry will be present in these events.

9.8. Study Abroad

The Study Abroad Program not only brings US and international students to Athens, it also sends Deree students to several partner universities in the US and other countries. The International Internship and Study Abroad Program combines and provides a first-of-its-kind career and academic program in Greece and is open to all undergraduate students. Students have the opportunity to intern with a leading multinational company abroad and follow this up with a semester of study with an international partner 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 (see section 3.6).

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 Department Head. 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 Applicant Grievance 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, contact your instructor or Coordinator, stating the reason why you need 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 Programs 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. If a case of cheating is proven, disciplinary procedures will be followed, as described in sections 7.6 and 7.7. 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.
- Work submitted to *Turnitin* remains in a large database of papers against which future papers are scanned.

11.4. Transfer of credits

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.

11.5. 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 department(s) depending on the disciplines for which credit has been requested. The academic department 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.

11.6. Student matriculation

For the US NEASC 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 NEASC 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 on line College Catalog.

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

11.7. 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 to, 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

You may access all the appendices on Blackboard: [Academic policies](#)

Appendix A: Teaching and Learning Strategy, Assessment Strategy, Procedures for Exam Security and Invigilation
Appendix B: Program Specification – available on Blackboard
Appendix C: Grading Criteria
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
Appendix F: Turnitin Policy
Appendix G: [Academic policies](#)