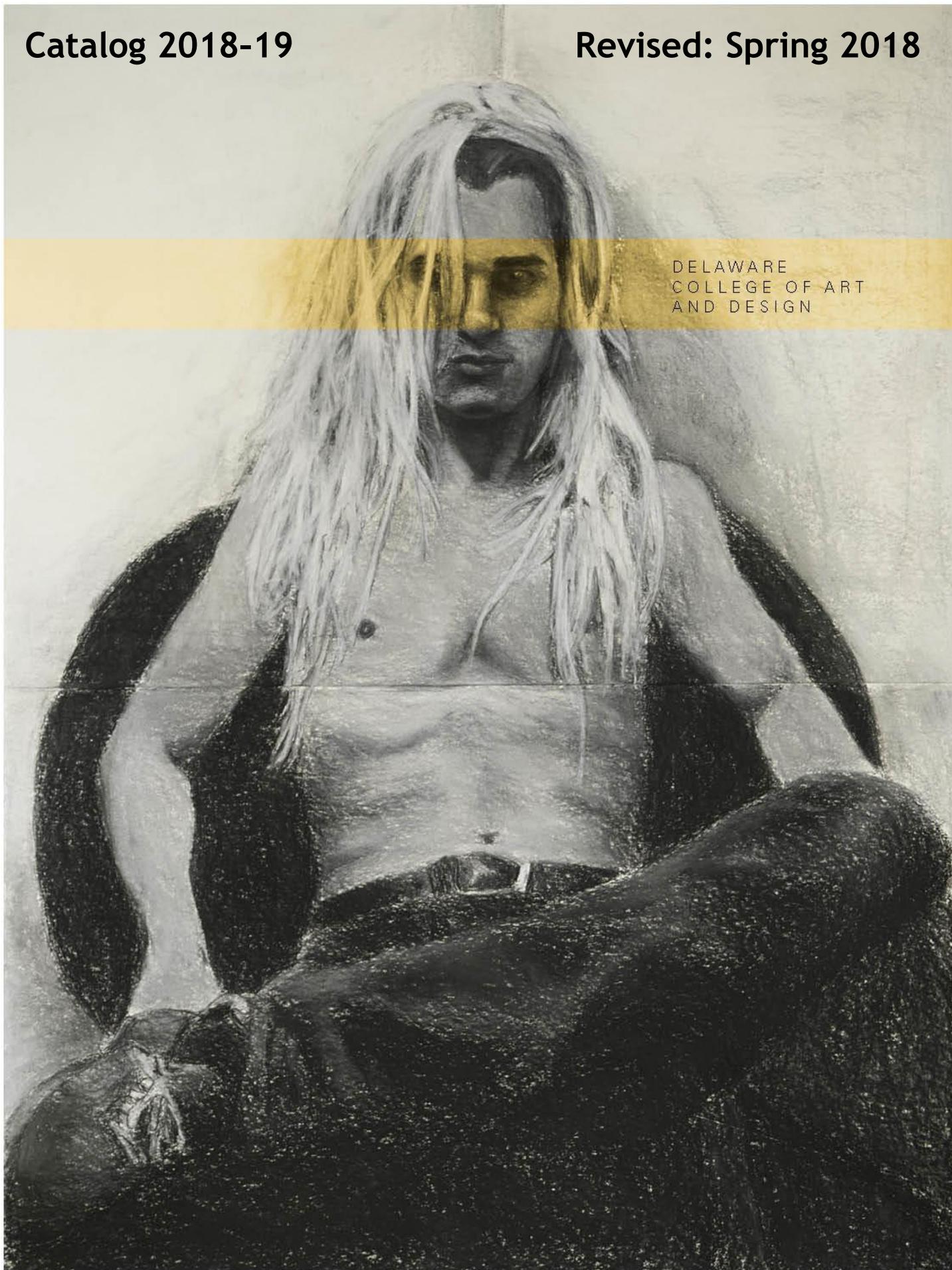


Catalog 2018-19

Revised: Spring 2018

DELAWARE  
COLLEGE OF ART  
AND DESIGN



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# About DCAD

## ***Mission***

DCAD's mission is to educate talented and dedicated students to become art makers, idea generators, problem solvers and visual communicators who can redefine the way we perceive and experience the world around us. It also serves as a visible stakeholder, cultural anchor and catalyst for the revitalization of downtown Wilmington.

## ***Vision***

DCAD offers a comprehensive Associate of Fine Arts Degree Program emphasizing structured, visually based studio experiences and a rigorous academic curriculum, enabling students to continue their undergraduate education through transfer to four-year professional colleges of art and design while providing a basic foundation for successful and satisfying careers. The College engages a faculty of accomplished professionals who are committed to serve as teachers, role models and mentors. DCAD nurtures a vibrant, student-centered, college community, served by state-of-the-art learning, working and living environments that inspire personal expression and effective collaboration. It also participates in Wilmington's educational and cultural life

through a variety of community-based programs and activities. To advance its programs and services, DCAD manages its human, financial and physical resources effectively and efficiently.

## ***History***

DCAD was founded through a creative partnership between two of the nation's most distinguished art colleges: Pratt Institute in New York City and the Corcoran College of Art and Design in Washington, D.C. Delaware College of Art and Design maintains the high standards of Pratt and Corcoran in a student-centered environment that fosters personal attention. This unique partnership between two of the oldest and most prestigious schools of art and design in the country came in response to an invitation by the Wilmington community in 1996 to establish Delaware's first and only art and design school.

## ***Unique AFA to BFA Transfer Opportunity***

Graduates of DCAD have the opportunity to complete their BFA degrees at a multitude of art and design institutions nationwide. Due to DCAD's founding and commitment to maintaining a rigorous course

of study, a growing list of articulation agreements with art and design colleges offers successful DCAD graduates, transfer as juniors. DCAD's curriculum follows a similar outline to other art school curricula so that DCAD's credits and classes transfer easily. DCAD's faculty advisors and Student Services staff work one-on-one with each student to prepare and present impressive portfolios when they apply to transfer to other schools. DCAD graduates routinely receive transfer scholarships to complete their Bachelor of Fine Arts degrees.

## ***Accreditation***

The Delaware College of Art and Design is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market St., Philadelphia, PA 19104, 215.662.5606, [www.msche.org](http://www.msche.org); and the National Association of Schools of Art and Design (NASAD), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190, 703.437.0700, [www.nasad.arts-accredit.org](http://www.nasad.arts-accredit.org). DCAD has full approval to operate in Delaware from the State Board of Education, which grants it legal authority to award degrees.

# Associate of Fine Arts Degree

DCAD offers a two-year Associate of Fine Arts Degree (AFA) that combines studio courses in art and design and classroom courses in liberal arts and general education. Students select their major at the time of enrollment into the College. Upon successful completion of their program, they earn an Associate of Fine Arts Degree in one of five majors: Animation, Fine Arts, Graphic Design, Illustration or Photography.

## Majors & Electives

### **Animation**

2-D Animation  
3-D Animation

### **Fine Art**

Painting & Drawing  
Sculpture  
Printmaking

### **Graphic Design**

Communication Design

### **Illustration**

Book & Editorial Illustration  
Sequential Art

### **Photography**

Traditional Photography

Completion of requirements for the AFA degree may be accomplished through two years of full-time study. Each year consists of two semesters with the fall and spring degree semesters being 15 weeks. An optional summer semester is 14 weeks long.

The first year of the AFA Program is called the Foundation Year. All students take a core group of courses designed to develop basic skills, concepts and values that will be further developed in the second year. Animation, Graphic Design and Photography majors also take a course within their major in the second semester of the first year.

In the second year, students pursue their chosen areas of study and again take both studio and liberal arts/general education courses. They are able to select an elective that encompasses a series of specified classes within their majors. This array of elective opportunities allows students to tailor their artistic focus within their specified majors.

Upon completion of the program, students earn a total of 67 to 72 credits. These credits consist of 43 to 46 credits in studio courses and 15 credits in liberal arts courses, including 9 credits in art history. Graduates are prepared for transfer to a four-year art and design institution.

Course descriptions and program outlines may be found at <http://www.dcad.edu/academics/afa-program/>.

# Foundation Year

## **SEMESTER I Credits**

|                                      |   |
|--------------------------------------|---|
| Drawing I, FA151                     | 3 |
| 2-D Design I: Black and White, FN131 | 3 |
| 3-D Design I, FN141                  | 3 |
| Foundation Seminar, FN121            | 3 |
| Art History I, AH111                 | 3 |
| Reading and Composition, ENG101      | 3 |

## **SEMESTER II\* Credits**

|                              |   |
|------------------------------|---|
| Drawing II, FA152            | 3 |
| 2-D Design II: Color, FN132  | 3 |
| 3-D Design II, FN142         | 3 |
| 4-D Design, FN152            | 3 |
| Art History II, AH112        | 3 |
| Writing for the Arts, ENG102 | 3 |

*\*Animation, Graphic Design and Photography majors begin their chosen area in Semester II.*

The Associate of Fine Arts Degree Program at Delaware College of Art and Design combines studio courses in art and design with liberal arts courses, allowing students to develop basic skills, concepts and values in their respective areas of study.

DCAD embraces the practice of a foundation year. During this time, all students, regardless of their program, focus on the same fundamental issues of form making through studio classes in drawing; two-dimensional, three-dimensional and four-dimensional (time-based) design; and color theory. The purpose of the foundation year experience is to develop visual literacy and skills in basic studio techniques, to provide a foundation in art history and to promote understanding of the underlying concepts and principles of the visual arts. During the first two semesters, students work with materials, concepts and skills that they apply later in their respective majors.

General education competencies, identified as DCAD's core competencies of oral and written communication, quantitative literacy, critical thinking, information literacy, technology and global citizenship are embedded into the studio and liberal arts curriculum.

## **FOUNDATION YEAR GOALS**

- To provide basic studio techniques and skills and to develop visual literacy and apply the underlying concepts and principles common to art and design.
- To connect and reinforce visual concepts between the first-year studio courses and art history curriculum.
- To prepare students for further studies in their chosen major.

## **FOUNDATION YEAR COMPETENCIES**

Students will:

- 1:** Apply the basic concepts and principles of art and design, both current and historic, to create works demonstrating an ability to visually organize form, space and time.
- 2:** Apply careful craftsmanship, techniques and skills to attain clean and clear presentation in various media.
- 3:** Demonstrate creative problem-solving, personal expression and critical awareness through a variety of media and processes.

# Liberal Arts

The mission of DCAD's liberal arts program is to provide students with a historical and interdisciplinary understanding of art and literature as well as language skills essential for aspiring artists and designers. The curriculum supports a student's studio experience by emphasizing the connection between visual, written and verbal communication as well as developing critical thinking skills designed to promote the exploration of various creative, cultural and intellectual disciplines.

## **LIBERAL ARTS GOALS**

- To apply a strong foundation in the liberal arts disciplines of

art history and literature and the core competencies in the studio program for transfer to a four-year program.

- To develop communication and critical thinking skills.
- To integrate a global and interdisciplinary knowledge, skills and abilities important for the diverse society of the 21st century.
- To synthesize student's appreciation for the inter-relationship between the liberal arts and the studio/design arts.

## **LIBERAL ARTS COMPETENCIES**

Students will:

- 1:** Categorize works of art, literature and design from

various historical periods and global cultures.

- 2:** Analyze the significance of artistic and literary media, techniques and designs and connect them to historical, cultural, religious, scientific and stylistic contexts.

- 3:** Demonstrate their ability to ethically cite using a variety of credible sources, strategies and approaches in written papers and oral presentations.

- 4:** Appreciate the diverse genres, styles, themes and concepts of global literary and artistic masterpieces.

- 5:** Apply the conventions of English grammar and critical analysis to written and oral communication.

# Animation

The Animation program focuses on the skills necessary for the production of independent and commercial applications. The primary objective of the program is to prepare students with a foundation of knowledge and skills that can be applied to any of the varied contemporary uses of this medium, such as traditional character, stop-motion or computer-generated animation. DCAD's program provides the fundamental drawing and design skills necessary to be successful in this field combined with an understanding of the principles of motion, storytelling and conceptual development, as well as the application of these disciplines to current technology. Students select electives in

either two-dimensional or three-dimensional animation.

## **ANIMATION GOALS**

- To analyze and solve both technical and creative animation problems.
- To create story lines and actions that communicate a message.
- To apply the principles of animation, including timing and spacing into projects.
- To produce animations using sound, image and materials.
- To utilize current technologies for animation.

## **ANIMATION COMPETENCIES**

Students will:

- 1)** Demonstrate general verbal and visual literacy while communicating ideas and story lines using animation.
- 2)** Create and calculate believable motion in projects

that demonstrate principles universal to all forms of animation, including the knowledge of gravity and human locomotion.

**3)** Create a portfolio-quality animated short film, while applying basic animation techniques and technology by using both camera equipment and software.

**4)** Create projects that demonstrate a basic knowledge of the history of animation and filmmaking, and the knowledge of its technical development.

**5)** Create an animation, through various phases of production, essential to the process of preparing for further study and possible careers as part of a production team.

## Animation: Two-Dimensional Elective

2-D animation at DCAD is the study of both traditional and digital means to create effective designs and communicate compelling stories in a 2-D moving medium. The curriculum encompasses a wide variety of techniques and styles for coursework including hand-drawn, under the camera, stop motion, digital cel and rotoscoping processes to produce dynamic animated sequences. Students will work individually and collaboratively to complete projects to develop the essential skills to control timing and spacing of objects and assets to improve movement, weight and performance. In addition, students will investigate alternate modes of making moving images with live action and motion media projects. In conjunction with the Liberal Arts curriculum, standardized theories and contemporary practices are explored through multiple courses that emphasize the history of animation, film and art. Students also continue life-drawing courses to develop an understanding of proportions, volume and line in relation to their own designs. In the final semester, students will be able to take one of the following studio electives: 3-D Design II, Intro to Computer Animation or Figure Drawing.

| <b>SEMESTER I</b>             | <b>Credits</b> |
|-------------------------------|----------------|
| Drawing I                     | 3              |
| 2-D Design I: Black and White | 3              |
| 3-D Design I                  | 3              |
| Foundation Seminar            | 3              |
| Art History I *               | 3              |
| Reading and Composition*      | 3              |

| <b>SEMESTER II</b>               | <b>Credits</b> |
|----------------------------------|----------------|
| Drawing II                       | 3              |
| 2-D Design II: Color Animation I | 3              |
| 4-D Design                       | 3              |
| Art History II *                 | 3              |
| Writing for the Arts*            | 3              |

| <b>SEMESTER III</b>              | <b>Credits</b> |
|----------------------------------|----------------|
| Drawing for Animation            | 3              |
| Digital Technology for Animation | 3              |
| Storyboarding/Storytelling       | 3              |
| Art History III *                | 3              |
| Writing about Modern Literature* | 3              |

| <b>SEMESTER IV</b>                     | <b>Credits</b> |
|--|----------------|
| Character Animation                    | 3              |
| Digital Video                          | 3              |
| Studio Elective**                      | 3              |
| Moving Pictures, Liberal Arts Elective | 3              |

*\*Offered every semester; course runs based on enrollment.*

*\*\* Students choose one studio elective from the following courses: Figure Drawing, Experimental Animation, Intro to Computer Animation, or 3-D Design II.*

## Animation: Three-Dimensional Elective

The 3-D animation elective at DCAD offers students the opportunity to develop skills in 3-D modeling, texturing and lighting as well as the fundamentals of rigging and movement in a 3-D environment. The curriculum encompasses both 2-D traditional means of animating to expand their knowledge of timing and spacing in objects and the use of current computer technologies to push their animation craft. In addition to courses that develop critical computer skills and time-honored animation principles, students will take life-drawing courses to better understand proportions, volume and line in relation to their own designs. In addition, students will investigate alternate modes of making moving images with live action and motion media projects. In conjunction with the Liberal Arts curriculum, standardized theories and contemporary practices are explored through multiple courses that emphasize the history of animation, film and art. In the final semester, students will be able to take one of the following studio electives: 3-D Design II, Experimental Animation or Figure Drawing.

| <b>SEMESTER I</b>                | <b>Credits</b> |
|----------------------------------|----------------|
| Drawing I                        | 3              |
| 2-D Design I:<br>Black and White | 3              |
| 3-D Design I                     | 3              |
| Foundation Seminar               | 3              |
| Art History I*                   | 3              |
| Reading and Composition*         | 3              |

| <b>SEMESTER II</b>                  | <b>Credits</b> |
|-------------------------------------|----------------|
| Drawing II                          | 3              |
| 2-D Design II: Color<br>Animation I | 3              |
| 4-D Design                          | 3              |
| Art History II*                     | 3              |
| Writing for the Arts*               | 3              |

| <b>SEMESTER III</b>                  | <b>Credits</b> |
|--------------------------------------|----------------|
| Principles of 3-D Animation          | 3              |
| Drawing for Animation                | 3              |
| Storyboard/Storytelling              | 2              |
| Art History III*                     | 3              |
| Writing about Modern<br>Literature * | 3              |

| <b>SEMESTER IV</b>      | <b>Credits</b> |
|-------------------------|----------------|
| 3-D Character Animation | 3              |
| Digital Video           | 3              |
| Studio Elective**       | 3              |
| Moving Pictures         | 3              |
| Liberal Arts Elective   | 3              |

*\*Offered every semester; course runs based on enrollment.*

*\*\* Students choose one studio elective from the following courses: Figure Drawing, Experimental Animation or 3-D Design II.*

# Fine Arts

In the Fine Arts program, exploration in the studio and frequent feedback from faculty and visiting artists nurture student artistic accomplishment and personal vision. Students learn how form and content in a work of art interact to yield meaning. Creative expression and effective communication are fostered by a solid foundation of work from observation and perception. Students are encouraged to develop ways of choosing directions, media and subject matter. Through studio work, group discussion, lectures, seminars, individual consultations with faculty and visiting artists and frequent trips to museums, galleries and artists' studios, students develop the technical ability,

critical awareness, knowledge of historical frameworks and self-discipline to form a unique, personal vision. A rigorous, structured program prepares students for the challenges of further study at four-year institutions of art and design. Within the fine arts program, students may select electives in painting and drawing, sculpture or printmaking.

## FINE ARTS GOALS

- To develop students' technical skills, historical knowledge, visual vocabulary and critical ability.
- To foster individual vision, expression and creativity.
- To prepare students for further study in fine arts or other areas of art and design.

## FINE ARTS COMPETENCIES

Students will:

- 1) Apply various concepts and techniques, both current and historic, of drawing, painting, printmaking and sculpture to create well-organized visual works.
- 2) Demonstrate knowledge of different working tools and processes in the Fine Arts area.
- 3) Conceive and execute works in a variety of media to achieve strong, personal pictorial statements.
- 4) Demonstrate creative thinking, critical awareness, analytic skills and ability to communicate and evolve ideas.

## Fine Arts: Painting & Drawing Elective

The painting and drawing elective provides a strong foundation of developing form through students building upon their technical and observational skills. Focus is placed on understanding the pictorial elements relevant to creating dynamic compositions, leading to the development of personal meaning. Students work both objectively and non-objectively.

| <b>SEMESTER I</b>                | <b>Credits</b> |
|----------------------------------|----------------|
| Drawing I                        | 3              |
| 2-D Design I:<br>Black and White | 3              |
| 3-D Design I                     | 3              |
| Foundation Seminar               | 3              |
| Art History I*                   | 3              |
| Reading and Composition*         | 3              |

| <b>SEMESTER II</b>    | <b>Credits</b> |
|-----------------------|----------------|
| Drawing II            | 3              |
| 2-D Design II: Color  | 3              |
| 3-D Design II         | 3              |
| 4-D Design            | 3              |
| Art History II*       | 3              |
| Writing for the Arts* | 3              |

| <b>SEMESTER III</b>                 | <b>Credits</b> |
|-------------------------------------|----------------|
| Drawing III: The Figure             | 3              |
| Painting I                          | 3              |
| Studio Elective**                   | 3              |
| Art History III*                    | 3              |
| Writing about Modern<br>Literature* | 3              |

| <b>SEMESTER IV</b>                   | <b>Credits</b> |
|--------------------------------------|----------------|
| Drawing IV: Perception<br>& Metaphor | 3              |
| Painting II                          | 3              |
| Mixed Media                          | 3              |
| After the Artistic Apocalypse        | 3              |
| Liberal Arts Elective                | 3              |

*\*Offered every semester; course runs based on enrollment.*

*\*\*Choice of Sculpture I or Printmaking I.*

## Fine Arts: Sculpture Elective

Within the sculpture elective, focus is placed on form through a variety of techniques, leading to the development of personal meaning and style. Working both from life as well as in abstraction, students can utilize such materials as clay, plaster, wood, stone and metal.

| <b>SEMESTER I</b>                | <b>Credits</b> |
|----------------------------------|----------------|
| Drawing I                        | 3              |
| 2-D Design I:<br>Black and White | 3              |
| 3-D Design I                     | 3              |
| Foundation Seminar               | 3              |
| Art History I*                   | 3              |
| Reading and Composition*         | 3              |

| <b>SEMESTER II</b>    | <b>Credits</b> |
|-----------------------|----------------|
| Drawing II            | 3              |
| 2-D Design II: Color  | 3              |
| 3-D Design II         | 3              |
| 4-D Design            | 3              |
| Art History II*       | 3              |
| Writing for the Arts* | 3              |

| <b>SEMESTER III</b>                 | <b>Credits</b> |
|-------------------------------------|----------------|
| Drawing III: The Figure             | 3              |
| Sculpture I                         | 3              |
| Studio Elective**                   | 3              |
| Art History III*                    | 3              |
| Writing about Modern<br>Literature* | 3              |

| <b>SEMESTER IV</b>                   | <b>Credits</b> |
|--------------------------------------|----------------|
| Drawing IV: Perception<br>& Metaphor | 3              |
| Sculpture II                         | 3              |
| Mixed Media                          | 3              |
| After the Artistic Apocalypse        | 3              |
| Liberal Arts Elective                | 3              |

*\*Offered every semester;  
course runs based on  
enrollment.*

*\*\*Choice of Painting I or  
Printmaking I*

## Fine Arts: Printmaking Elective

Students selecting the printmaking elective focus on understanding process through a variety of techniques, working both objectively and non-objectively. Techniques such as screen-printing, relief and intaglio are introduced.

| <b>SEMESTER I</b>                | <b>Credits</b> |
|----------------------------------|----------------|
| Drawing I                        | 3              |
| 2-D Design I:<br>Black and White | 3              |
| 3-D Design I                     | 3              |
| Foundation Seminar               | 3              |
| Art History I*                   | 3              |
| Reading and Composition*         | 3              |

| <b>SEMESTER II</b>    | <b>Credits</b> |
|-----------------------|----------------|
| Drawing II            | 3              |
| 2-D Design II: Color  | 3              |
| 3-D Design II         | 3              |
| 4-D Design            | 3              |
| Art History II*       | 3              |
| Writing for the Arts* | 3              |

| <b>SEMESTER III</b>                 | <b>Credits</b> |
|-------------------------------------|----------------|
| Drawing III: The Figure             | 3              |
| Printmaking I                       | 3              |
| Studio Elective***                  | 3              |
| Art History III*                    | 3              |
| Writing about Modern<br>Literature* | 3              |

| <b>SEMESTER IV</b>                   | <b>Credits</b> |
|--------------------------------------|----------------|
| Drawing IV: Perception<br>& Metaphor | 3              |
| Printmaking II                       | 3              |
| Mixed Media                          | 3              |
| After the Artistic Apocalypse        | 3              |
| Liberal Arts Elective                | 3              |

*\*Offered every semester;  
course runs based on  
enrollment.*

*\*\*\*Choice of Sculpture I or  
Painting I*

# Graphic Design

The Graphic Design program provides the student with tools and processes to successfully convey information to an individual or an audience of many. The graphic design curriculum provides the beginning designer with a foundation in principles, history, theory and professional practices of design.

It seeks to prepare them for further study at a four-year institution. Guided by a faculty of professional designers and design educators, students explore various approaches and solutions to design problems while developing the process of articulating their own unique visions as designers and artists. Wilmington's significant corporate presence affords students the opportunity to interact with the professional design community and, when appropriate, to work on actual client-based projects in the classroom.

## **GRAPHIC DESIGN GOALS**

- To introduce an intensive design education and skillset and design thinking appropriate for an emerging graphic designer.
- To acquire a combination of proven traditional design concepts and industry-standard tools that provide the opportunity necessary to become an effective designer.
- To possess a core of knowledge that prepares students for advanced study.
- To create a portfolio of work that demonstrates accepted competencies appropriate for the AFA.

## **GRAPHIC DESIGN COMPETENCIES**

Students will:

- 1)** Demonstrate knowledge of a graphic design problem-solving skillset.
- 2)** Create a system for information gathering, R and D and how to apply tools to problem-solving.
- 3)** Demonstrate ability to use drawing as a primary visualization tool for image-making processes and as a structural guide for planning a successful message.
- 4)** Demonstrate the ability to present information as effective visual communication.
- 5)** Build a solid foundation for developing and understanding professional practice.

## Graphic Design: Communication Design Elective

Communication Design focuses on the process of creating meaningful visual messages for a variety of audience outcomes. With a focus on projects that target marketing touchpoints, students reach within a range of visual solutions. Students focus on developing an effective sequence of working with design elements to apply their individual and collaborative points of view. From concept to completion, student designers experience a range of assignments from branding through package design and environmental through editorial design.

| <b>SEMESTER I</b>                | <b>Credits</b> |
|----------------------------------|----------------|
| Drawing I                        | 3              |
| 2-D Design I:<br>Black and White | 3              |
| 3-D Design I                     | 3              |
| Foundation Seminar               | 3              |
| Art History I*                   | 3              |
| Reading and Composition*         | 3              |

| <b>SEMESTER II</b>     | <b>Credits</b> |
|------------------------|----------------|
| Drawing II             | 3              |
| 2-D Design II: Color   | 3              |
| 4-D Design             | 3              |
| Communication Design I | 3              |
| Art History II*        | 3              |
| Writing for the Arts*  | 3              |

| <b>SEMESTER III</b>                 | <b>Credits</b> |
|-------------------------------------|----------------|
| Communication Design II             | 3              |
| Typography I                        | 3              |
| Visual Communication I              | 3              |
| Illustration I                      | 3              |
| Art History III*                    | 3              |
| Writing about Modern<br>Literature* | 3              |

| <b>SEMESTER IV</b>                      | <b>Credits</b> |
|---|----------------|
| Advertising                             | 3              |
| Typography II                           | 3              |
| Visual Communication II                 | 3              |
| Introduction to<br>Photography, Digital | 3              |
| Liberal Arts Elective                   | 3              |
| Visual Dialogues                        | 3              |

*\*Offered every semester;  
course runs based on  
enrollment.*

# Illustration

The mission of the Illustration program is to prepare students to understand and use pictorial imagery to communicate a concept, message or narrative to impact an audience. The program provides a strong foundation of image creation and project development through the application of traditional and digital media techniques that are relevant to contemporary print and web-based publishers. Within Illustration, students select electives in book and editorial or sequential arts.

## ILLUSTRATION GOALS

- To introduce the students to the critical skills needed for effective visual communication.
- To develop skills necessary for strong visual solutions to assignments.
- To encourage creative risks and development of a personal direction reflected in a portfolio of assignments and projects.
- To inform students about the historical continuity of the profession of Illustration and to give them a professional background of the field.

## ILLUSTRATION COMPETENCIES

Students will:

- 1)** Demonstrate visual-communicative abilities and implement basic design principles to address narrative or conceptual projects.
- 2)** Develop strong visual and artistic skills using a variety of illustrative techniques, both traditional and digital and in black and white and color.
- 3)** Practice the process of an Illustration project, from research of the subject to developing ideas through sketching to finished image.
- 4)** Create work in a series of images maintaining a cohesive stylistic approach.
- 5)** Incorporate knowledge from the history of illustration in projects, including its origins in the fine arts and its relationship to written communication.

## Illustration: Book & Editorial Elective

Book illustrations are series of images that craft the look and feel of a story. The aim of an illustration is to connect with the reader and provide memorable visual representations of characters, environments and time periods described in the text. Editorial illustration has a strong conceptual character. It reflects on various issues, expresses viewpoints, visually communicates social or political positions or interprets a message or event. This elective offers a foundation focused on crafting illustrations for both purposes, utilizing a combination of both hand-drawn and digital media.

| <b>SEMESTER I</b>                | <b>Credits</b> |
|----------------------------------|----------------|
| Drawing I                        | 3              |
| 2-D Design I:<br>Black and White | 3              |
| 3-D Design I                     | 3              |
| Foundation Seminar               | 3              |
| Art History I*                   | 3              |
| Reading and Composition*         | 3              |

| <b>SEMESTER II</b>    | <b>Credits</b> |
|-----------------------|----------------|
| Drawing II            | 3              |
| 2-D Design II: Color  | 3              |
| 3-D Design II         | 3              |
| 4-D Design            | 3              |
| Art History II*       | 3              |
| Writing for the Arts* | 3              |

| <b>SEMESTER III</b>                 | <b>Credits</b> |
|-------------------------------------|----------------|
| Illustration I                      | 3              |
| Visual Communication I              | 3              |
| Typography I                        | 3              |
| Media & Methods I                   | 3              |
| Art History III*                    | 3              |
| Writing about Modern<br>Literature* | 3              |

| <b>SEMESTER IV</b>      | <b>Credits</b> |
|-------------------------|----------------|
| Illustration II         | 3              |
| Figure Drawing          | 3              |
| Visual Communication II | 3              |
| Media and Methods II    | 3              |
| Creative Writing        | 3              |
| Liberal Arts Elective   | 3              |

*\*Offered every semester; course runs based on enrollment.*

## *Illustration: Sequential Art Elective*

Sequential art is a term used for art that tells a story or narrative through a sequence or series of images. Some of the earliest examples are cave paintings, Egyptian hieroglyphics and paintings and pre-Columbian American picture manuscripts, which were recurrent mediums of artistic narratives. Students will study the discipline of sequential art and how to effectively combine drawing with creative writing, so they create visual storytelling in a number of different formats and techniques. This track will focus on storytelling in the form of graphic novels as personal artistic expression.

| <b>SEMESTER I</b>                | <b>Credits</b> |
|----------------------------------|----------------|
| Drawing I                        | 3              |
| 2-D Design I:<br>Black and White | 3              |
| 3-D Design I                     | 3              |
| Foundation Seminar               | 3              |
| Art History I*                   | 3              |
| Reading and Composition*         | 3              |

| <b>SEMESTER II</b>    | <b>Credits</b> |
|-----------------------|----------------|
| Drawing II            | 3              |
| 2-D Design II: Color  | 3              |
| 3-D Design II         | 3              |
| 4-D Design            | 3              |
| Art History II*       | 3              |
| Writing for the Arts* | 3              |

| <b>SEMESTER III</b>                 | <b>Credits</b> |
|-------------------------------------|----------------|
| Illustration I                      | 3              |
| Typography                          | 3              |
| Visual Communication I              | 3              |
| Media & Methods I                   | 3              |
| Art History III*                    | 3              |
| Writing about Modern<br>Literature* | 3              |

| <b>SEMESTER IV</b>         | <b>Credits</b> |
|----------------------------|----------------|
| Intro to Sequential<br>Art | 3              |
| Figure Drawing             | 3              |
| Visual Communication II    | 3              |
| Media and Methods II       | 3              |
| Creative Writing           | 3              |
| Liberal Arts Elective      | 3              |

*\*Offered every semester;  
course runs based on  
enrollment.*

# Photography

Working with a faculty of practicing professionals, students in the photography program explore technical and aesthetic possibilities while developing their own creative vision. As students gain technical knowledge in the medium, they are also exposed to historical and contemporary photographers' works as they begin to explore their own aesthetic and personal choices. This grounding in techniques, tools and intellectual stimulation leads students to the freedom to create their own powerful, meaningful images whether they are journalistic, commercial or fine art-oriented.

## PHOTOGRAPHY GOALS

- To provide students with a solid foundation in photographic craft.
- To introduce students to traditional and technologically innovative practices within the field.
- To foster each student's individual vision in the creation and capturing of photographic images.
- To enable the student to develop a portfolio of photographs and pursue further study.

## PHOTOGRAPHY COMPETENCIES

Students will:

- 1)** Demonstrate knowledge of a range of analog- and digital-equipment skills and techniques sufficient to initiate and complete an extended image-based project.
- 2)** Create written responses that demonstrate awareness of contemporary and historical photographic works and ideas.
- 3)** Give at least one oral presentation in conjunction with a written project.
- 4)** Demonstrate effective use of quantitative literacy.

## *Photography: Traditional*

Traditional photography is based on the creation of fine art photographs that are expressive in nature. Employing both wet and digital techniques, students work to find a personal vision and create a cohesive body of work that clearly demonstrates their ideas, vision and style.

| <b>SEMESTER I</b>                | <b>Credits</b> |
|----------------------------------|----------------|
| Drawing I                        | 3              |
| 2-D Design I:<br>Black and White | 3              |
| 3-D Design I                     | 3              |
| Foundation Seminar               | 3              |
| Art History I*                   | 3              |
| Reading and Composition*         | 3              |

| <b>SEMESTER II</b>                    | <b>Credits</b> |
|---------------------------------------|----------------|
| Drawing II                            | 3              |
| 2-D Design II: Color<br>Photography I | 3              |
| Art History II*                       | 3              |
| Writing for the Arts*                 | 3              |

| <b>SEMESTER III</b>                 | <b>Credits</b> |
|-------------------------------------|----------------|
| Photography II                      | 3              |
| Digital Photography Editing         | 3              |
| Digital Video                       | 3              |
| Art History III*                    | 3              |
| Writing about Modern<br>Literature* | 3              |

| <b>SEMESTER IV</b>    | <b>Credits</b> |
|-----------------------|----------------|
| Color Photography     | 3              |
| Studio Lighting       | 3              |
| 3-D Design II         | 3              |
| Lenticular Vision     | 3              |
| Liberal Arts Elective | 3              |

# Community Programs

Delaware College of Art and Design is dedicated to delivering visual arts education and opportunities that will serve a diverse community of creative learners. DCAD's visual arts community programs are designed to inspire artists and designers of all levels, including youth and teens who are committed to artistic development and will foster an environment that encourages cross-disciplinary collaborations and activities to enrich individual experiences.

## **Continuing Education**

The Continuing Education Program at DCAD is dedicated to providing the community with dynamic courses that foster artistic and creative growth. From oil painting to computer graphics, a wide range of art and design classes and workshops are offered.

Each semester, the Continuing Education Program offers exciting classes and workshops in the following areas: Graphic & Web Design, Fine Arts, Interior Design, Jewelry Design and Photography.

DCAD offers structured learning through certificate of completion programs that enable students to gain the creative and technical skills needed to excel in the areas of Graphic Design, Interior Design, Photography and Web Design. DCAD also offers a combined certificate of

completion in Web & Graphic Design. Certificates of completion can be earned with part-time study in as few as four semesters. To view the current course offerings, visit <http://www.dcad.edu/community-programs/continuing-education/>.

## **Young Artist Program**

Through DCAD's Young Artist Program, there are many opportunities for middle and high school-age artists to gain experience in the studio and build their portfolios. Highlights of the Young Artist Program include Summer Camps, Pre-College Studio Weeks and classes such as Animation Workshops and Observational Drawing.

## **Summer Camp**

DCAD Summer Camp serves rising seventh-, eighth- and ninth-graders. Activities are offered around a different theme each week, such as animation or printmaking.

## **Pre-College**

DCAD Pre-College is dedicated to offering courses that are led by DCAD's engaging professors, who are all practicing professional artists and designers. This program aims to challenge rising artists in the classroom and through homework assignments to create portfolio-building work. DCAD is committed to offering small classes to enable students to work closely with professors and their peers, gaining valuable experience in

critiques and flourishing in the inspiring environment that is DCAD. Half the day is spent in a foundation elective and the other half in a major elective of choice, including Animation, Graphic Design, Illustration, Fine Art or Photography. Held during the summer, students have the option of attending as commuters or as residents, the latter living in DCAD's on-campus housing for the week.

## **Young Artist Classes**

These are designed to build skills and confidence in fun but educational environment. Each course combines instruction with hands-on practice, and the results contribute to the creation of a successful visual arts portfolio. To see an updated listing of classes for middle and high school students, visit <http://www.dcad.edu/community-programs/young-artist-programs/>.

## **Internships**

The mission of DCAD's internship program is to engage students in planned, educationally related work and learning experiences that integrate knowledge and theory with practical application and skill development in a professional setting. The program prepares students through a variety of personal and professional development learning activities. Community partners provide many of the positions for DCAD internships.

# Course Descriptions

## **Animation**

### **Animation I AN201**

An introduction to general animation techniques, this course combines theoretical elements of film aesthetics with practical experience in animation filmmaking. Students are exposed to all types of animated film production through lectures, film presentations, studio work and outside assignments that utilize traditional and digital means to explore creative possibilities. Class projects include hand-drawn animation, digital cell animation, stop motion and experimental techniques. This course is a prerequisite for all intermediate and advanced animation courses.

*Prerequisite: First semester of studio Foundation Year*

### **Character Animation AN222**

This course expands upon the foundation from the Animation I course and offers students a “toolbox” of techniques and insights with which to build their craft as animators. Classes combine demonstration and discussion of techniques and theory with analytical screenings, which illustrate the same. Students engage in action analysis and lip sync exercises to progressively develop their skills for effectively controlling a character’s performance. The end of this course focuses on the creation of an original animated short from concept and design through all phases of production. Studio work focuses on traditional techniques, though the skills learned are applicable to all animation methods.

*Prerequisite: Animation I and Storyboarding/Storytelling*

### **Principles of 3-D**

#### **Animation AN204**

This course introduces the fundamental techniques of building complex images and objects for use in animation with new technologies. Students learn the practices of creating motion with 2-D digital media and apply these skills to 3-D software.

Students are exposed to the history of animation and film and create projects that demonstrate an understanding of its relevance to new strategies in the industry.

This course specifically introduces animation majors to techniques used in the construction of 3-D environments and characters, including modeling, texturing, lighting and rendering.

*Prerequisite: Animation I*

### **Digital Technology for Animation AN220**

Students learn how to use multiple 2-D digital software programs to create, edit and composite content for animated sequences. The course includes how to use the tools of digital imaging, digital cel and video editing technologies through all stages of production while creating projects that emphasize the basic principles of animation. Students produce short works that explore the intersection of visual arts, moving graphics, and time-based media while communicating ideas in a clear and effective manner.

*Prerequisite: Animation I*

### **3-D Character Animation AN224**

This course is a continuation of the techniques and workflow utilized in the

Principles of 3-D Animation course. While developing the technical skills necessary to create 3-D animation using industry-standard software, students continue to work with modeling, texturing and lighting as well as learn the basics of rigging and movement of objects and characters. After learning to effectively use the Maya interface, special emphasis is given to character animation and the completion of a 30-second original sequence. Coursework focuses on character design, character performance, synching to sound, layout and displaying unique properties of matter. *Prerequisite: Principles of 3-D Animation and Storyboard/Storytelling*

### **Drawing for Animation**

#### **AN209**

This course is designed to develop an understanding of what is required for an animation portfolio. Drawing sessions cover movement, acting, character development, drapery (clothing and costume) and drawing from the imagination. In addition to these aspects of animation, students continue to develop their understanding of perspective, proportion, and composition as it relates to characters, objects and environments. *Prerequisite: Drawing I*

### **Storyboarding/Storytelling**

#### **AN210**

This course focuses on the fundamental skills of design for time-based media beginning with basic conceptual scripting and storyboarding techniques and ending with the creation of an “animatics” prototype. The art

of storytelling is explored from both abstract and representational points of view, with applications ranging from cinema and cartooning treatments to character animation.

*Prerequisite: Animation I*

### **Digital Video AN213**

This course is an introduction to filmmaking through hands-on experience with digital video camera and recording equipment. It is the aesthetic and technical study of video. The course utilizes lightweight cameras for location shoots, documentaries, news gathering and commercial presentations. Pre-production, storyboarding and post-production video editing are stressed. Through activities emphasizing video editing, students learn to creatively rearrange, add and remove sections of the image and sound previously recorded on video.

*Prerequisite: Studio Foundation Year*

### **Experimental Animation AN226**

This course expands on the "under the camera" techniques introduced in Animation I by allowing students to develop alternative and innovative approaches to animation and filmmaking. 3-D Animation students investigate the use of materials and methods while exploring the possibilities of moving images in narrative and non-narrative styles. Projects include discussion on techniques and concepts found in film history and video art.

*Prerequisites: Animation I*

### **Introduction to Computer Animation AN216**

This course introduces students to the principles and techniques used in 3-D

computer modeling and animation. Students first learn basic modeling, texturing, lighting and rendering. They then learn how to animate in a 3-D digital environment. Projects include working with pre-rigged models to improve quality of movement of animated sequences. Students create unique models, props and settings for use in their own 20-second completed animation.

*Prerequisite: Animation I*

### **Moving Pictures AS224**

While everyone has the experiential knowledge of the language of film, filmmakers are expected to know film's grammar and syntax. This course is designed to give animation students an understanding of the aesthetics of narrative filmmaking, an introduction to the major theoretical and critical issues of the medium and an awareness of the cultural contexts in which films have been made and seen. Because of the silent film's close connection to the characteristics of animation, the first half of the semester is focused on films made before 1930. The second half of the semester will focus on modern films. *Prerequisites: Art History III*

### **Figure Drawing IL214**

This course explores the human figure as the most complex single subject matter in all of the visual arts. It is primarily observational drawing from models, introducing human anatomy, proportions, movement/balance, figure/space relationship and various expressive approaches. Students practice a variety of drawing media – wet, dry and some color.

*Prerequisite: Drawing II*

## **Art History**

### **Art History I AH111**

A survey of global art history in which students are introduced to the painting, sculpture, architecture and minor arts of prehistoric, ancient and medieval cultures from around the world. Arts belonging to different religious traditions are discussed. Assignments and exams are specifically designed to develop visual literacy, encourage critical thinking and practice written and oral communication skills. *Prerequisite: Academic placement*

### **Art History II AH112**

Students examine significant works of art and architecture from around the world dating from the proto-Renaissance to the 19th century. Focus is on recognizing and classifying art historical styles, media, methods and terminology that can be applied to continued study in the visual arts. Assignments and exams emphasize increased sophistication in critical thinking and continued development of written and oral communication skills. *Prerequisite: Art History I and Reading & Composition*

### **Art History III AH211**

This survey offers a comprehensive study of art and art-makers from the birth of modernism to the first decade of the 21st century. Students explore visual art and primary written documents in tandem to discover what it meant to be "modern" in a world of rapid technological, social and political transformation where artists often became agents of cultural change. Emphasis is placed on the creation of new

styles, the evolution of the artist's role in society and the steady progression toward globalism in late 20th century art. A discussion-based format emphasizing analysis of visual and textual artifacts provides students with opportunities to evaluate, formulate opinions and critically comment on content. Assignments, exams and projects emphasize critical thought and research.

*Prerequisites: Art History II and Writing for the Arts*

### **Introduction to Non-Western Art** AH248

This course provides students with a global perspective of art history by providing a survey of the art and architecture of Asian, African and Pre-Columbian American cultures. Students explore the distinctive aesthetic characteristics of major non-western civilizations and examine the unique social, political, religious and philosophical perspectives behind the creative output of each cultural group.

*Prerequisite: Art History III*

## **Fine Arts**

### **Drawing I** FA151

This course is an introduction to the languages of drawing, moving from the simple description of an object to problems that use line, shape, value, proportion and composition to build visual structures. Ultimately, this leads to the organization of the entire drawing surface as a spatial metaphor. Emphasis is placed on the analogous relationship between the perception of nature and the drawing process. Analytical and inventive aspects of drawing are investigated through a variety of media and motifs, including the

investigation of the human figure. *Prerequisite: None*

### **Drawing II** FA152

This course reinforces concepts from Drawing I and introduces tone as a tool to create light and shadow in a variety of drawing languages. Students continue to explore the analogous relationship between the perception of nature and the drawing process and the inventive and analytical aspects of drawing through a variety of media and motifs. A more in-depth emphasis is placed on the human figure as a subject for observation and invention.

*Prerequisite: Drawing I*

### **Printmaking I** FA223

An emphasis on process will be used to explore a variety of strategies to build form and convey meaning. This course will focus on creative problem-solving and professional studio techniques. Technical expertise appropriate to a second-year student will be developed, as will the understanding of the relationship between form and content. *Prerequisites: Drawing II and Two-Dimensional Design II: Color*

### **Mixed Media** FA224

In this course, students experiment with and combine media to enhance their abilities to see form and to develop a personal visual language. Collage, multiple-image and photography techniques, relief, book structures and non-traditional materials are among the possible subjects to be investigated. Students are encouraged to become more effective and original communicators through the experience of using materials in innovative ways and through the examination of

the possibilities of these materials for creative expression. *Prerequisites: Drawing II and Two-Dimensional Design II: Color*

### **Printmaking II** FA225

Students increase their options for realizing form and develop their personal imagery through exploring various printmaking techniques. The course focuses on the link between printmaking issues and the expressive qualities contained within, leading to a more understood personal statement. Further investigation and exploration of historical antecedents and contemporary examples will help students develop their creative vision. Through these investigations, students learn how printmaking can reflect and embody an expressive response to the world around us. *Prerequisite: Printmaking I*

### **Drawing III: The Figure**

FA233

This course focuses on figure drawing using the models for both analytical processes of observation and invention. Students develop their abilities to create meaningful composition, space and movement, both in class problems and in individual independent projects. Intensive investigations of composition will focus on the dynamic relationship between form (the figure) and content. *Prerequisite: Drawing II*

### **Drawing IV: Perception and Metaphor** FA234

Students develop the ability to think creatively and develop an authentic and unique personal vision. Synthesizing and building on ideas introduced in previous courses, students continue to deepen their engagement with

the formal possibilities of black, white and color media. Intensive investigations of concept and process continue to focus on the dynamic relationship between form and content. Emphasis is placed on composition, space and movement, both in class problems and in individual independent projects. The class culminates with the creation of a personal body of work developed through independent research and in class critiques.

*Prerequisite: Drawing III*

### **Painting I** FA241

This course introduces the use of paint as an expressive medium. Students work primarily from observation of a variety of motifs, including still life, interiors, and the figure in a sequence of problems designed to develop their understanding of the possibilities of color in both representation and abstraction. Study of the technical aspects of painting will enhance the student's ability to communicate effectively with color.

*Prerequisites: Two-Dimensional Design II: Color and Drawing II*

### **Painting II** FA242

This course builds upon concepts introduced in Painting I. Observation and invention will be used to explore a variety of strategies to build form and convey meaning. The course will focus on color harmonies derived from observation and color's ability to evoke space and light. Further investigation and exploration of the many languages of painting will use historical antecedents to help students develop their creative vision. Through these investigations, students will learn how painting can reflect

and embody our experience of reality. *Prerequisite: Painting I*

### **Sculpture I** FA251

This course builds upon processes introduced in three-dimensional design courses. Students work both objectively and non-objectively through a variety of motifs and concepts, in a sequence of problems designed to develop their understanding of the possibilities of form and function in both representation and abstraction. Continued study and practice of the technical aspects of sculpture will enhance the student's ability to communicate effectively within a given medium.

*Prerequisites:*

*Two-Dimensional Design II: Color and Three-Dimensional Design II*

### **Sculpture II** FA252

This course builds upon concepts explored in Sculpture I. Observation, abstraction, and invention will be used to explore a variety of strategies to build form and convey meaning. The course will focus on the advancement of student abilities towards the development of form through media introduced in Sculpture I, as well as the introduction to additional sculptural processes. Further investigation and exploration of the many languages of sculpture will use historical antecedents and contemporary references to help students develop their creative vision. Through these investigations, students can learn how sculpture can reflect and embody an expressive response to our existence.

*Prerequisite: Sculpture I*

### **After the Artistic**

#### **Apocalypse** AS218

The Abstract Expressionists saw their project as the culmination and the conclusion of the Western tradition in the fine arts. Nevertheless, artists have continued to ask, "What now? What next? What then?" This class examines some of the answers to those questions. Students explore the transformations that art has undergone over the past half of the century and trace the social, technological, theoretical, and critical forces that have driven a series of self-proclaimed revolutions.

*Prerequisites: Art History III*

## Foundations

### **Foundation Seminar** FN121

As part of the DCAD first year experience, this innovative course provides an introduction to skills required for the composing of art and self-promotion. Area Coordinators teach seven different units emphasizing artist communication skills, and through quantitative literacy in rendering dynamic compositions, documenting of studio works, writing about those works, speaking about art and creating digital portfolios. This course also prepares students with skills needed to participate in the *first year portfolio* review in the spring semester.  
*Prerequisite: None*

### **Two-Dimensional Design I: Black and White** FN131

This course introduces the basic elements of two-dimensional design: line, shape, value, proportion, space, texture, and balance. Students use black and white media to examine the basics of visual organization. Examples of excellent design from a wide variety of sources are presented to broaden student's knowledge of historical frameworks and promote creative and critical thinking. Students acquire a fundamental vocabulary and grammar of design that can be applied to all fields of the visual arts to evoke sensory and emotional, as well as intellectual and aesthetic, responses. *Prerequisite: None*

### **Two-Dimensional Design II: Color** FN132

This course reinforces the fundamentals of visual organization studied in Two-Dimensional Design I: Black and White and introduces the element of color. Color theory is studied through painting and collage. The basics of color mixing are emphasized as students examine color interaction, color perception and color observation. Students explore the expressive potential of color, the use of color to describe spatial structure and the effects of light on color in addition to the effects of colors on each other. Students study both formal color schemes and the use of color in relevant art historical styles. *Prerequisite: Two-Dimensional Design I: Black and White*

### **Three-Dimensional Design I** FN141

This course introduces the fundamental elements of three-dimensional visual organization: line, plane, space, mass, balance, and proportion. An understanding of the expressive possibilities of the basic elements of three-dimensional design is arrived at through the investigation of materials, techniques, and tools. The course also addresses the practical matters of proper safety and use of tools and machines in the creation of three-dimensional forms. Craftsmanship and quantitative literacy skills are stressed in conjunction with aesthetic considerations of the work. *Prerequisite: None*

### **Three-Dimensional Design II** FN142

In this course, students apply the language of three-dimensional visual organization studied in Three-Dimensional Design I to investigate the relationship between materials, manipulation, and ideas. Creative solutions are encouraged through rigorous and innovative projects utilizing modeling, carving, and constructing techniques. Students are encouraged to learn independently while exploring projects from research to development to completion. Excellence in both concept and execution is encouraged in each assignment through critical analysis and quantitative literacy. *Prerequisite: None*

### **Four-Dimensional Design** FN152

Using traditional and time-based media, students are introduced to basic concepts of art and design in space and time. Assignments direct students in creating works that utilize attributes of time and movement, elements of moving image, serial, sequential, and narrative ordering, still and moving image editing, sound and image relations, and objective analysis. In focusing on the relations between students' spacing and timing skills, this course extends and supplements the other foundation courses, and prepares students for further work with computers, video, photo, sound, and animation. *Prerequisite: None*

## Graphic Design

### Visual Communication I GD207

This course introduces students to visual communications by asking them to first examine their own understanding of the visual language that we share as a society and then to articulate simple visual statements within that context. Students begin with introductory examinations of signs and symbols using traditional hand skills and then move on to more sophisticated projects using current technologies. Students are shown the necessity of, and procedures for, questioning and evaluating their own design decisions as well as appreciating the significance of those decisions in a broader context. They learn to look beyond the artifacts created for assignments to their inherent meanings, interpretations and significance. *Prerequisite: Studio Foundation Year*

### Visual Communication II GD208

This course reinforces to students the principals and process of visual problem solving, expanding a visual vocabulary and applied analysis of perception, audience and environment. The course reinforces, then builds on the topics covered in Visual Communications I and requires students to use all of the skills that they have gained in their other classes to produce portfolio-quality pieces. Students will complete projects where they will be called upon to define subject matter, create original text and images as content, and produce cohesive visual statements. These pieces

should demonstrate a developing awareness of a unique vision. *Prerequisite: Visual Communication I*

### Communication Design I GD205

The goal of Communication Design I class is to introduce, then see the student thrive in the process of making meaningful visual communication. Proven principles of juxtaposition, element hierarchy, and frame-of-use are explored as the foundation to more rigorous levels of complexity. The student will progress from simple to more involved exercises, intended to provide the skills and confidence to undertake involved visual management. Achievement of the goal will provide awareness of the creative process through evaluation of the designer's examples, classroom discussion and presentations. Students who successfully complete this course will understand the sequence of working with design elements and be able to apply their individual point of view to a varied degree of assignments from concept to completion. Working on more pragmatic design problems, students will then begin to examine and create complex hierarchical relationships, such as structuring information and imagery on the screen. *Prerequisite: Studio Foundation Year*

### Communication Design II GD206

The course builds on the principles presented in the Graphic Design I course: framing, elemental hierarchy, juxtaposition and message intent. The students can willingly manage greater degrees of project complexity through methodology and

practice. The principles of design are now beyond the beginning levels of exploration, hence the skills and confidence level of the Graphic Design student has risen sufficiently to allow them to undertake more involved assignments. The emerging designer must be aware that the core of their basic knowledge is still being added upon and to be open to fresh challenge, continued self-discipline and thoughtful exploration. The next levels of the Graphic Design II course will make the student more cognizant of the design profession from creation of artistic example via highly crafted presentation and collaborative discussion inside and out of class. *Prerequisite: Communication Design I*

### Typography I GD223

This introductory course focuses on letterforms and nomenclature: the rudiments and pragmatics of structuring simple, yet successful typographic relationships. Students begin with an examination of letterforms within the context of history. Through a series of exercises designed to give a tactical understanding of letterforms as graphical elements, students experience letterforms as integral parts of a greater system of communication. Exploration of the subtleties and intricacies of working with text provides a body of knowledge about typographic relationships, composition and the structuring of presented information. *Studio Foundation Year*

**Typography II** GD224

This course introduces students to working with more complex information systems and deeper typographical relationships. Projects examine the form and structure of a variety of communication vehicles while considering the relationship of text and image on the page. Students are asked to begin to express a unique artistic vision, striking a balance between communication integrity, and viewer comprehension. *Prerequisite: Typography I*

**Advertising I** GD225

As an introductory course to the fundamental methods and techniques of advertising, students explore, through the conceptual process, how imagery and narrative form specific and targeted communication. Special importance is given to the mechanism of storytelling through combinations of words and text in both linear and non-linear forms. The role of the art director as member of a creative team interacting with copywriters, photographers, and illustrators is introduced and expanded. *Prerequisite: Communication Design I*

**Visual Dialogues** AS222

This course offers parallel histories of illustration and graphic design while emphasizing the evolution of technology, form, and style. Important designers, design philosophies, pictorial and typographic trends are considered and presented through a wide range of real examples produced in a variety of contexts. Students investigate the ways in which communication practitioners of the past and present respond to problems of design and

relate to the professional, marketplace. Students create valuable personal resources by keeping in-class visual journals that document, with text and images, examples cited throughout the course. *Prerequisites: Art History III*

**Illustration I** IL200

This course offers an introduction to illustration, exploring the relationship between concept, text and image. Various illustrative approaches in relation to the existing markets are investigated. Traditional, digital black and white, and color techniques are employed and related to the professional field of illustration and graphic design. *Prerequisite: Drawing II*

**Introduction to Photography: Digital** PH217

The course is designed to introduce the fundamentals of black and white photography to non-photo majors. Assignments emphasize basic skills in the use of a digital SLR camera, black and white image processing, printing, enlarging and basic image editing skills, while refining camera vision and technique. Image presentations and lectures on historical and contemporary photographers demonstrate ideas, techniques, and introduce students to new photographic images. Group and individual critiques focus on creative applications of concepts presented in class. *Prerequisite: Studio Foundation Year*

**Illustration****Illustration I** IL200

This course offers an introduction to illustration,

exploring the relationship between concept, text and image. Various illustrative approaches in relation to the existing markets are investigated. Traditional, digital black and white, and color techniques are employed and related to the professional field of illustration and graphic design. *Prerequisite: Drawing II*

**Illustration II** IL204

This advanced course will focus on conceptual, practical and technical aspects of illustration, with an emphasis on developing projects from rough ideas through to finished art. Improving drawing skills will continue as students experiment with a variety of materials while beginning to form an individual vision and style. In addition, the students will develop a portfolio and learn about the basics of operation as a freelance artist. *Prerequisite: Illustration I*

**Media and Methods I** IL205

The course provides instruction, exploration and practice of most common dry and wet media, and their variations used in the production of illustrations. Each assignment applies a different technique or combinations of techniques with other traditional methods of image-making. *Prerequisite: Studio Foundation Year*

**Media and Methods II** IL206

This course focuses on further exploration, and practice of dry, wet, print, and mixed illustrative techniques, combining both traditional approaches and digital manipulation. *Prerequisite: Media and Methods I*

### **Intro to Sequential and Comic Art** IL207

This course introduces the building blocks of time-based visual storytelling: character design development, storyboarding and background design solutions, using traditional and digital techniques. Students explore and practice specific themes and styles such as comics, Anime, and graphic novels. Students in the Sequential and Comic Art tracks have the chance to work on plots and characters of their choice - from action-driven adventures to science fiction and fantasy, or on non-fictional, educational, documentary, and personal contents. *Prerequisite: Drawing II*

### **Graphic Storytelling** IL209

Introducing the components of the graphic novel, this course blends two distinct forms of communication, word and image into a synchronized whole. Students study how to convey a story as a deliberately arranged sequence of events. The course incorporates storyboarding, character design and lettering. Students practice visual storytelling and develop the ability to work in a cohesive style and technique. *Prerequisite: Intro to Sequential and Comic Art*

### **Figure Drawing** IL214

The course explores the human figure as the most complex single subject matter in all of the visual arts. It is primarily observational drawing from models, introducing human anatomy, proportions, movement/balance, figure/space relationship, and various expressive approaches. Students will

practice a variety of drawing media – wet, dry, and some color. *Prerequisite: Drawing II*

### **Visual Dialogues** AS222

This course offers parallel histories of illustration and graphic design while emphasizing the evolution of technology, form, and style. Important designers, design philosophies, pictorial and typographic trends are considered and presented through a wide range of real examples produced in a variety of contexts. Students investigate the ways in which communication practitioners of the past and present respond to problems of design and relate to the professional marketplace. Students create valuable personal resources by keeping in-class visual journals that document, with text and images, examples cited throughout the course. *Prerequisites: Art History III*

### **Visual Communication I** GD207

This course introduces students to visual communications by asking them to first examine their own understanding of the visual language that we share as a society and then to articulate simple visual statements within that context. Students begin with introductory examinations of signs and symbols using traditional hand skills and then move on to more sophisticated projects using current technologies. Students are shown the necessity of, and procedures for, questioning and evaluating their own design decisions as well as appreciating the significance of those decisions in a broader context. They learn to look beyond the artifacts created for assignments to their inherent meanings,

interpretations and significance. *Prerequisite: Studio Foundation Year*

### **Visual Communication II** GD208

This course reinforces to students the principals and process of visual problem solving, expanding a visual vocabulary and applied analysis of perception, audience and environment. The course reinforces, then builds on the topics covered in Visual Communications I and requires students to use all of the skills that they have gained in their other classes to produce portfolio-quality pieces. Students will complete projects where they will be called upon to define subject matter, create original text and images as content, and produce cohesive visual statements. These pieces should demonstrate a developing awareness of a unique vision. *Prerequisite: Visual Communication I*

### **Typography I** GD223

This introductory course focuses on letterforms and nomenclature: the rudiments and pragmatics of structuring simple, yet successful typographic relationships. Students begin with an examination of letterforms within the context of history. Through a series of exercises designed to give a tactical understanding of letterforms as graphical elements, students experience letterforms as integral parts of a greater system of communication. Exploration of the subtleties and intricacies of working with text provides a body of knowledge about typographic relationships, composition and the structuring of presented information. *Prerequisite: Student Foundation Year*

### **Creative Writing AS226**

This is an intensive course designed for students interested in learning the elements of effective writing in a variety of genres and producing successful written pieces of their own. It introduces students to the active and collaborative aspects of the workshop writing process and provides them with multiple opportunities to practice essential techniques, including reading as a writer and critiquing other writers' work. Students produce a portfolio of their original work and deliver a formal presentation in class at the end of the term. *Prerequisite: Writing about Modern Literature*

## **Liberal Arts**

### **Academic Writing Lab**

AS099

This is a weekly lab designed to complement and supplement Writing & Literature I. The course offers instructional support and focused practice in college-level reading, writing, and analytical skills to students who are underprepared in these areas. Writing is the primary focus of this course in which classwork emphasizes the fundamentals of English grammar, syntax, paragraph development, vocabulary, and the application of these elements for text-based assignments given in writing & literature I. Since students' individual needs vary, instructors offer intensive individualized attention.

### **Reading and Composition**

ENG101

This course offers an introduction to active reading, critical thinking, and college-

level writing. Students will read fiction and non-fiction materials which are theme-based and culturally diverse. The students will use these readings for expository and persuasive writing that emphasizes the writing process, analytical skills, and research practices.

### **Writing for the Arts**

ENG102

This course will continue to develop the reading, research, and writing skills that the students developed in *Reading and Composition*. Students will read and analyze the types of writing most commonly found in the art and design world. The students will use these readings as a tool to learn how to structure and write for a profession in the arts. The types of papers may include will be art critiques, gallery reviews, artist's statements, formal/visual analyses, and research papers. *Prerequisite: Reading and Composition*

### **Writing about Modern**

**Literature** ENG201

This survey offers a comprehensive study of literature from the birth of modernism through postmodernism. Students explore literary works including poetry, drama, philosophy, and fiction from around the globe from the mid-19th century to the late 20th century. Coursework focuses on providing students with a deeper appreciation of the connection between literary and visual arts and sharpening skills required to research and compose a formal college-level paper. *Prerequisites: Writing for the Arts*

### **Lenticular Vision AS202**

The train, the telegraph, and the camera were three nineteenth-century inventions that kick-started modernity almost overnight. This class examines one of these, the camera, as a gateway to major scientific, social, cultural, and artistic transformations. Students examine the public fascination with photographic innovations, consider whether photography is a science that records nature or an art that depends on human mediation, and contemplate how digital technology threatens our preconceptions of what is real. *Prerequisites: Art History III*

### **After the Artistic**

**Apocalypse** AS218

The Abstract Expressionists saw their project as the culmination and the conclusion of the Western tradition in the fine arts. Nevertheless, artists have continued to ask, "What now? What next? What then?" This class examines some of the answers to those questions. Students explore the transformations that art has undergone over the past half of the century and trace the social, technological, theoretical, and critical forces that have driven a series of self-proclaimed revolutions. *Prerequisites: Art History III*

### **Modern Space AS220**

Until the last century, human success depended on our ability to conquer nature and overcome our own weaknesses. In the 20th century, we proved the ability to exercise overwhelming control over the environment with powerful new technologies and discovered profound insights into the workings of human psychology. In this course, students will explore ways

that designers have internalized their approaches to the built environment and translated psychological and emotional response into physical form. *Prerequisite: Art History III*

### **Visual Dialogues** AS222

This course offers parallel histories of illustration and graphic design while emphasizing the evolution of technology, form, and style. Important designers, design philosophies, pictorial and typographic trends are considered and presented through a wide range of real examples produced in a variety of contexts. Students investigate the ways in which communication practitioners of the past and present respond to problems of design and relate to the professional marketplace. Students create valuable personal resources by keeping in-class visual journals that document, with text and images, examples cited throughout the course. *Prerequisites: Art History III*

### **Moving Pictures** AS224

While everyone has the experiential knowledge of the language of film, filmmakers are expected to know film's grammar and syntax. This course is designed to give students an understanding of the aesthetics of narrative filmmaking, and an introduction to the major theoretical and critical issues of the medium, and an awareness of the cultural contexts in which films have been made and seen. Because of the silent film's close connection to the characteristics of animation, the first half of the semester is focused on films made before 1930. The second half of the semester will focus on modern

films. *Prerequisites: Art History III*

### **Creative Writing** AS226

This is an intensive course designed for students interested in learning the elements of effective writing in a variety of genres and producing successful written pieces of their own. It introduces students to the active and collaborative aspects of the workshop writing process and provides them with multiple opportunities to practice essential techniques, including reading as a writer and critiquing other writers' work. Students produce a portfolio of their original work and deliver a formal presentation in class at the end of the term. *Prerequisite: Writing about Modern Literature*

### **Introduction to Children's Literature** AS236

This course explores the themes and characteristics of literature created especially for children. Discussions focus on the various ways children's literature has changed over time and the socio-cultural factors reflected in works created in diverse places. Coursework includes critiquing narrative and illustrative elements of selected children's literature and offers students several opportunities to write and illustrate original works of their own. *Prerequisite: Writing about Modern Literature*

### **The Sensational Sixties & Seventies** AS239

From JFK to LSD, Vietnam to Watergate, feminism to consumerism, this course explores culture, conflict, and counter-culture in the 1960s and 70s. An interdisciplinary approach presents the socio-political history of these two

turbulent decades through the art, literature, music, documentary photography, and television/news media that defined the period. A seminar format requires students to actively engage, formulate opinions, and express themselves in multiple ways. Class discussions emphasize consideration of primary sources and artifacts. *Prerequisites: Art History III*

### **Robin Hood & King Arthur: The Perfect Outlaw & the Perfect King** AS242

Two of the world's most enduring legends are those of Robin Hood and of King Arthur. This course investigates the historical and mythological origins of the legends as well as their literary, artistic and musical evolution from the medieval times to the present. Special attention is paid to local artist and writer Howard Pyle's contribution to the Robin Hood legend and to the vexed question of the origins and significance of the Holy Grail quest in Arthurian lore. *Prerequisites: Writing about Modern Literature*

### **The Invention of the Gothic: Ghosts, Monsters, and the Unexplained** AS250

Ghost and monsters stories have long captured our imagination from stories around the fire to literary classics. Horror stories are often thought of as childish, yet the Gothic literature of the late 18<sup>th</sup> and early 19<sup>th</sup> centuries explored complex ideas about psychology and the nature of humanity. Gothic literature was revolutionary in its expression of sexuality and politics, and quite frequently, it gave a voice to the downtrodden. This course will explore the invention of the

Gothic in the 18<sup>th</sup> century and its development into the modern horror story. Throughout the semester, students will explore major themes and concepts in Gothic literature and its influences. Students will learn how to analyze complex literature and explore its potential to provoke change.  
*Prerequisites: Writing about Modern Literature*

## **Photography**

### **Digital Photo Editing** PH215

This course introduces the student to the basic principles of digitally-based image processing and manipulation through raster based painting, color-correction and retouching tools. Students will investigate the relationship between image capture, resolution and output quality, and explore many practical possibilities of digital editing.  
*Prerequisites: Photography I and Studio Foundation Year*

### **Introduction to Photography: Digital** PH217

The course is designed to introduce the fundamentals of black and white photography to non-photo majors. Assignments emphasize basic skills in the use of a digital SLR camera, black and white image processing, printing, enlarging and basic image editing skills, while refining camera vision and technique. Image presentations and lectures on historical and contemporary photographers demonstrate ideas, techniques, and introduce students to new photographic images. Group and individual critiques focus on creative applications of concepts presented in class.

*Prerequisite: Studio Foundation Year*

### **Commercial Photography: Black and White** PH219

This course explores creating black and white images using commercial style and subject matter. Researching both contemporary and historical commercial photographers, students create a black and white portfolio of commercial style images reflecting a personal vision.  
*Prerequisite: Photography I*

### **Photography I** PH228

The fundamentals of black and white photography are presented in a laboratory setting. Basic technical analytical skills cover the operation of a 35mm camera, exposing and developing film, making contact prints and enlargements, basic darkroom manipulation of images, and finishing techniques. Group and individual critiques focusing on issues of composition and design help students explore their personal vision. Image presentations, books and written reports, will be used to introduce students to photographers whose work has shaped the medium.  
*Prerequisite: Two Dimensional Design I: Black and White*

### **Photography II** PH229

This class features group critiques and close interaction with the professor. The integration of content and craft are explored and refined as students work toward creating a portfolio of black and white photographs that meets their personal, educational, and professional goals. Emphasis is placed on students developing their personal vision through projects based on their individual desires and goals,

and their ability to communicate visually, orally, and in writing.  
*Prerequisite: Photography I*

### **Studio Lighting** PH227

Studio Lighting is a lecture-demonstration course for the serious photographer who has a firm grasp of basic black-and-white photographic skills. This course includes the use of tungsten and electronic flash illumination for portraiture, still life, and interior photography.  
*Prerequisite: Photography II or Commercial Photography: Black and White or Photojournalism I: Black and White*

### **Color Photography** PH231

The fundamentals of color theory and the digital color ink jet process are presented in a computer lab setting. Assignments investigate the use of color in photographs as an expressive tool and draw upon digital and analytical skills explored in earlier classes. Examples from current and historical photographers are used to illustrate the concepts explored in assignments. Group and individual critiques focus on specific issues explored in assignments, content and craft. An extended project, often in book form, acts as a capstone project for the course.  
*Prerequisites: Photography II*

### **Digital Video** AN213

This course is an introduction to film making through hands on experience with digital video camera and recording equipment. It is the aesthetic and technical study of video. The course utilizes light weight cameras for location shoots, documentaries, news gathering and commercial presentations. Pre-production,

storyboarding and post production video editing are stressed. Through activities with an emphasis on video editing, students learn to creatively rearrange, add and remove sections of the image and sound previously recorded on video.

*Prerequisite: Studio Foundation Year*

**Lenticular Vision** AS202  
The train, the telegraph, and the camera were three nineteenth-century inventions that kick-started modernity almost overnight. This class examines one of these, the camera, as a gateway to major scientific, social, cultural, and artistic transformations. Students examine the public fascination

with photographic innovations, consider whether photography is a science that records nature or an art that depends on human mediation, and contemplate how digital technology threatens our preconceptions of what is real.  
*Prerequisites: Art History III*

# Admissions

The Admissions Department at the Delaware College of Art and Design has developed the following policies in order to select the best-qualified students who would benefit from our rigorous academic and artistic program of study. Admission is based on both academic and artistic aptitude as demonstrated through DCAD's application requirements.

Candidates for admission to DCAD must be responsible for all admissions requirements and understand that the Admissions Department, under the supervision of the President, will make application decisions based on all requirements. The College President or Director of Admissions may make exceptions to application requirements.

## Special Notice

The Delaware College of Art and Design is committed to a policy of equal opportunity for all educational activities, admissions, scholarship and loan programs, and employment. Discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity or expression, age, physical disability, marital status, veteran status, or other protected status is prohibited at the Delaware College of Art and Design. Acts of discrimination that limit or deny access to the educational process and that create a hostile environment are not consistent with the philosophy or mission of Delaware College of Art and Design. The facilities of the Delaware College of Art and

Design are accessible to those students with special needs.

## Application Dates

The Delaware College of Art and Design enrolls students for the fall semester.

Early Decision Deadline:

December 1: for those students who wish to secure their space in the fall prior to their enrollment.

March 15 Deadline: for those students who wish to be considered for DCAD Merit-based Scholarships.

May 1 Deadline: 'universal' applicant deadline.

Applications received after the deadlines will be reviewed and considered on a space-available basis. A rolling-admissions system allows applications to be reviewed year round. Applicants will be notified of the admissions decision within two to three weeks of completing the application process.

## Application Process and Requirements

1. Application Requirements
  - Application - online at [www.dcad.edu/apply](http://www.dcad.edu/apply)
  - Essay
  - Application Fee (\$40 for U.S. students; \$80 for International students)
  - Portfolio Review (in person or online via [dcad.slideroom.com](http://dcad.slideroom.com))
  - Official High School Transcript; final transcript with graduation date must be received prior to registration for fall classes
  - College Transcripts - students who have completed college courses

must forward official transcripts from all colleges attended. Equivalent courses completed with a "C" grade or higher at accredited colleges or universities will be reviewed and evaluated for transfer credit into the student's DCAD curriculum.

Optional application inclusions

- SAT or ACT scores; DCAD's CEEB code is 5161
- Letter of Recommendation from an art or academic teacher. For students who have been out of high school or college for more than three years, a letter of recommendation may be submitted from a professional reference.

## Portfolio Requirements

A portfolio of artwork is required for admission into DCAD's Associate of Fine Arts degree program. The work should demonstrate the applicant's drawing ability, compositional skill, use of color, artistic variety and interests, creative imagination and overall presentation and motivation.

The portfolio should include between 10-20 pieces of artwork. At least five pieces should be drawings done from direct observation. A variety of media, such as pencil, pen and ink, charcoal, pastel, watercolor, acrylic and/or oil-based paints should be represented. Three-dimensional work in sculpture, ceramics or other media, photography, graphic design, printmaking, collage and/or mixed media are also encouraged.

Based on receipt of all requirements, a total Applicant Score is derived for consideration of admission to DCAD. DCAD evaluates the applicant holistically based on said score (up to 50 for the portfolio; up to 25 for both the essay and transcript for a score up to 100).

## **International Students**

Non-U.S. citizens living abroad are encouraged to contact DCAD one year in advance of their projected start semester to complete admission procedures specific to international students, which consist of:

- **Application** and the non-refundable \$80.00 international student application fee. International students may also apply online at [www.dcad.edu](http://www.dcad.edu).
- **Certified English translations** of all academic records, as well as official copies of all original transcripts
- **Portfolio Review**
- **Official results of the TOEFL** (Test of English as Foreign Language) with minimum score of 79 iBT, or equivalent demonstration of English language proficiency. International students must specify DCAD's school code of 5443 for TOEFL score reporting. The TOEFL requirement may be waived if: the student has successfully completed a college-level English composition class at an accredited U.S. college or university; the student's only language of instruction has been English for three or more years; or, the student has a minimum verbal score of 500 on the SAT.

DCAD recommends World Education Services (WES) or

Educational Credential Evaluators (ECE). Instructions and an application can be obtained directly from: World Education Services  
Bowling Green Station  
P.O. Box 5087  
New York, NY 10274-5087  
Telephone: 1-212-966-6311  
Fax: 1-212-739-6100  
[www.wes.org](http://www.wes.org)

- **ELS Language Center scores.** DCAD also accepts successful completion of Level 109 in an English Language Program offered by any one of more than 32 ELS Language Centers located throughout the U.S.A. Information about ELS Language Centers can be obtained directly from: ELS Language Centers, Central Admission  
5730 Uplander Way, Suite 203  
Culver City, CA 90230  
Tel: 310.348.1600 | [www.els.com](http://www.els.com)
- **An Affidavit of Support Form.** Upon acceptance, all international students are sent an Affidavit of Support Form. The form must be completed and returned to the admissions office along with a notarized bank statement showing available funds in U.S. dollars to cover tuition and living expenses for one year in the United States (approximately \$46,000).
- **Proof of Age and Tuition.** International students must submit proof of age and remit one semester's full-time tuition deposit and mandated fees, (check or money order payable to DCAD, in US dollars and drawn on a United States bank) after which an I-20 Form can be issued.
- **I-20 Form.** DCAD is certified by the United States, Student and Exchange Visitor Information System (SEVIS) to issue I-20 forms to non-

immigrant students to apply for F-1 student visas.

International students may secure housing in DCAD Residence Halls upon availability.

## **Transfer Students**

After completing the application process, transfer applicants should schedule an appointment for a campus tour, interview, and portfolio review.

Once official transcripts from all colleges and universities have been submitted, transfer credits are evaluated. Only grades of "C" and above from fully accredited institutions are considered for credit towards equivalent courses at DCAD.

A maximum of 29 credits can be transferred towards the AFA degree. Transfer students must successfully complete at least 39-41 credits through DCAD's curriculum to earn a DCAD degree.

Transfer credit evaluations prior to enrollment are conducted by the Registrar and Dean. Students may petition to change these evaluations only during their first two semesters of enrollment at DCAD.

## **Advanced Placement (AP) via the College Board**

DCAD accepts credits under the Advanced Placement (AP) program of the College Board. Students receiving a grade of 4 or 5 in academic subjects receive 3 credits towards the associate degree. A grade of 5 in the Art History AP exam entitles the student to receive credit for the equivalent art history course at DCAD. A

grade of 4 or 5 in AP English can be credited towards Reading and Composition. In studio areas, scores of 5 in either the Drawing or the Studio Art AP exam entitles students to submit a portfolio for evaluation by the Area Coordinator for Foundation for possible first-year studio credits.

### ***Reapplication***

Former applicants who wish to reapply may contact Admissions to have their application re-activated and reviewed if application was made within one year. For students who applied over a year ago the student must re-apply and re-submit all application requirements.

### ***Educational Recommendations***

There is no prescribed set of prior high school or college courses required of applicants to DCAD. A college preparatory program is recommended, however, and it is also recommended that students in high school take as much art as is compatible with their academic programs both in and out of school. Academic course work is considered an integral part of an applicant's preparation for DCAD, and it is therefore accorded an important role in the college's curriculum and admissions procedure.

### ***School Visits***

DCAD's main facility is located at 600 North Market Street, Wilmington, Delaware. Students, parents, art teachers and high school counselors are all encouraged to schedule tours of the school studios and to meet with the admissions staff. Dates for regularly scheduled campus visits are listed online at <http://www.dcad.edu/admissions/visit-open-house/>. School visits may also be arranged by appointment, which can be made by contacting DCAD's Admissions Office at 302.622.8000 ext. 118 or [admissions@dcad.edu](mailto:admissions@dcad.edu). Students may arrange portfolio reviews during campus visits.

## **Tuition and Housing**

### **Tuition & Housing Costs**

An important advantage of DCAD is its tuition, which is competitive with other private and independent colleges of art and design.

Students who plan to pursue a Bachelor's of Fine Arts Degree may achieve a significant savings by completing their first two years of study at DCAD and completing their final two years by transferring to another art and design school, as third year students.

### **Tuition Deposit and Enrollment Agreement**

Applicants will be advised of the admissions decision within two to three weeks of completing the admissions requirements. When notified of acceptance to DCAD, candidates must advise the Admissions Office of their intention to accept, delay, or decline the offer of admission as soon as possible to ensure that space is available; the deadline for acceptance is August 1.

Receipt of a \$350 deposit (which is applied to tuition upon registration), accompanied by a signed Enrollment Agreement Form, assures accepted students of their place in DCAD's degree program. After May 1 the tuition deposit is non-refundable.

All questions concerning admissions should be directed to:

Admissions Office  
Delaware College of Art and Design  
600 North Market Street  
Wilmington, DE 19801

Delaware College of Art and Design, 600 N. Market St., Wilmington, DE 19801

Telephone: (302) 622-8000  
Fax: (302) 622-8870  
E-Mail: admissions@dcad.edu

### **Tuition Billing**

All tuition and fees are payable in accordance with the College's published due dates. Students must sign a financial contract each school year defining their financial obligations to the College. Students are urged to make any necessary financial arrangements (including financial aid) well in advance of the due dates. All outstanding balances must be remitted by the scheduled dates. Failure to meet financial obligations may result in dismissal from the College. Students who are accepted into the Associate of Fine Arts Degree Program after the statement billing date need to contact the Bursar at 302.622.8867 ext. 102 to make financial arrangements before their registration can be approved.

### **Refund Policy**

|                                  |      |
|----------------------------------|------|
| Change prior to Start of Classes | 100% |
| Change during First Week         | 85%  |
| Change during Second Week        | 70%  |
| Change during Third Week         | 50%  |
| Change after Third Week          | 0%   |

The refund policy only applies to classes withdrawn by the end of the third week for that particular semester. No refunds after third week.

## **Tuition Installment Payment Plan**

DCAD offers a monthly payment plan. Monthly payments begin as early as July for the semester or for the academic year and are subject to a \$25 per semester service fee. Students interested in participating in the College's Tuition Installment Payment Plan should call the Bursar's Office at 302.622.8867 ext. 102 for more information.

### **Housing at DCAD**

The Delaware College of Art and Design offers student accommodations at the Saville (located at the corner of Sixth and King Streets) and at 707 N. King Street. Students desiring housing can utilize these units. While there is no college policy stipulating mandatory housing, it is felt that students benefit from closer proximity and better access to college resources and enjoy a deeper relationship with the College community.

Housing is assigned on a first-come, first-served basis. A \$200 deposit is required to request a housing assignment. This deposit becomes the security deposit upon registration.

Housing fees are paid in two installments and will appear on the student's tuition statement. After a student moves out of a housing unit at the end of the academic year or final semester, an inspection will identify any damage or special cleaning arrangements required; associated costs will be deducted from the deposit. For more information regarding student housing, please refer to the Student Housing Handbook.

## Housing Eligibility

To live in DCAD-sponsored housing, a student must be registered for a minimum of twelve (12) degree credits for any given semester. Enrolled

students must maintain a twelve-credit load throughout the semester unless the College advises the student to reduce her or his course load due to academic concerns.

## 2018-19 Tuition, Fees and Housing (Per Semester)

|                                   |                  |   |          |
|-----------------------------------|------------------|---|----------|
| Full-time Tuition (12-18 credits) | \$12,025         | <b>Insurance (per year)</b>                     |          |
| Part-time Tuition (per credit)    | \$1,040          | Accident Insurance (Mandatory)                  | \$60     |
| Academic Technology Fee           | \$435 Full time  | <b>Books and Supplies (per year, estimated)</b> |          |
|                                   | \$ 305 Part time | Books (first-year students)                     | \$350    |
| Student Activities Fee            | \$395 Full time  | DCAD Art Kit (first-year students)              | \$750*** |
|                                   | \$262 Part-time  | 3-D Supplies per semester                       | \$140    |
| Housing Deposit                   | \$200*           |   |          |
| Student Housing                   | \$4,090          |   |          |

*\*Refundable at the time of departure \*\* May be waived when the student shows proof of alternate health insurance coverage. \*\*\* Entering students purchase a DCAD Art Kit that includes supplies needed for foundation-year studio classes.*

# Financial Aid

The DCAD Financial Aid Office assists students in applying for all types of financial aid while providing valuable information about payment plans, loan options, external funding sources and student employment.

Most of DCAD students receive some form of financial aid to complete their education; the College strives to make securing aid as simple as possible. Students and their families may be eligible for a wide range of financial aid opportunities including school-supported scholarships and grants, government grants, private scholarships, and a variety of public and private loan programs. Students may also be eligible for the College's work-study program.

For more information, contact the DCAD Financial Aid Office at 302.622.8867 ext. 105 or ext. 122, [financialaid@dcad.edu](mailto:financialaid@dcad.edu), or visit the college's website: [www.dcad.edu](http://www.dcad.edu).

## Eligibility

To receive federal and state aid, a student must meet the following criteria:

- Be accepted by DCAD into the Associate of Fine Arts degree program and enrolled for a minimum of six credits
- Be a United States citizen or eligible non-citizen (permanent resident)
- Be registered with Selective Service, if required
- Be in good standing with any prior federal student aid awards (loans or grants)

- Demonstrate financial need based on the current need-analysis requirements established by the U.S. Department of Education
- Maintain satisfactory academic progress toward the completion of the program of study \*(See Academic and Financial Aid Progress under Academic Policies on pages 48-49).

## Applying For Financial Aid

All students who complete and submit the Free Application for Federal Student Aid (FAFSA) are eligible for various forms of financial aid. Once enrolled, students must reapply for financial aid annually by filing a FAFSA renewal application. The DCAD Financial Aid Office uses the FAFSA results to determine financial aid eligibilities to develop a Financial Aid Award Package for each student.

DCAD recommends that all students complete and file their FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) as early as after October 1 and before April 1 of the year the student intends to enroll, for priority financial aid packaging. Students must enter DCAD's Federal School Code: **041398**, on their FAFSA so the DCAD Financial Aid Office can retrieve FAFSA results. Should a student be admitted to DCAD after April 1, the FAFSA should be submitted within two weeks of receiving acceptance notification to the College so a Financial Aid Award Package can be processed and mailed to the student as soon as possible.

In order to complete the FAFSA, students and parents of dependent students must create an FSA ID and password at [fsaid.ed.gov](http://fsaid.ed.gov). Once the FSA ID has been created, it can be used to sign the student's completed FAFSA online prior to submission. Unsigned FAFSAs cannot be processed.

FAFSA applicants are encouraged to use the FAFSA's IRS Data Retrieval Tool (DRT) to simplify entering income and asset information on their FAFSA. Once completed, the student and parent (if dependent student) must sign and submit the FAFSA. It is recommended that students print the successful FAFSA submission confirmation page for their records. Federal Student Aid (FSA) sends a Student Aid Report (SAR) electronically to students' emails specified on their FAFSA. Students and parents should review the SAR closely for accuracy and submit any necessary corrections online, signed with student and parent FSA ID(s).

If a SAR is not received, students may call the Federal Student Aid (FSA) Helpline, (800) 433-3243, to request a copy of the SAR. The SAR should contain the Expected Family Contribution (EFC) amount which the DCAD Financial Aid Office will use to determine financial aid eligibilities.

About one third of submitted FAFSAs are randomly selected for federal verification. If selected for verification, a specified Verification Worksheet and some of the following documents may be required by the Financial Aid Office:

- Verification Worksheet
- IRS Tax transcript and/or W-2 forms from prior year (if DRT was not successful)
- Signed Child Support Paid Verification Form
- SNAP Received Confirmation document
- Other supporting documentation as determined by the Department of Education's regulations

DCAD typically receives FAFSA results within three to four business days after the FAFSA is successfully filed. After all corrections and any required verifications are completed, the DCAD Financial Aid Office will prepare and mail the student a Financial Aid Award Package which will include a detailed award letter, Parent PLUS Loan application instructions, and other pertinent information.

### **Net Price Calculator**

The Net Price Calculator can provide an early estimate of what the Financial Aid Award Package may look like. To use DCAD's Net Price Calculator, visit:

[www.dcad.edu/financial\\_aid](http://www.dcad.edu/financial_aid)

## ***Institutional Aid***

### **Merit-Based Awards**

Merit-Based Awards are granted according to an applicant's artistic and academic performance at the time of acceptance. Grants are considered gift aid and do not need to be repaid.

\*Each student may receive a maximum of two concurrent DCAD Merit based awards and must maintain at least a 2.0.

### **DCAD Merit Scholarship: \$1000-\$8000**

The DCAD Merit Scholarship award is divided across four semesters and is carried over into the second year for students who maintain full-time status and Satisfactory Academic Progress (minimum 2.0 grade point average). Scholarships are awarded by the admissions committee following the portfolio review. The deadline to be considered for a merit-based scholarship is March 15th.

### **Delaware Artist Scholarship: \$5000**

The Delaware Artist Scholarship is offered to Delaware high school seniors admitted to DCAD. Eligible students include Delaware residents enrolled as a high school senior or home-school equivalent with at least a 3.2 cumulative GPA or greater on a 4.0 scale. This award offers one scholarship, distributed as \$2,500 per semester, renewable for the second year of study at DCAD. Admitted students and their art teachers will receive an application from our Admissions Office. The deadline to apply for the DCAD Art Award Scholarship is April 15th.

### **James P. Lecky Presidential Scholarship: \$700**

The James P. Lecky Presidential Scholarship is awarded to one accepted full-time student who demonstrates outstanding academic and artistic ability. This award is divided across two semesters and renewable for a second year of studying at DCAD as long as the student maintains a minimum cumulative GPA of 3.0. The admissions committee will select the recipient from the pool of applicants after April 1<sup>st</sup>.

### **Stuart B. Young Scholarship: \$4000**

The Stuart B. Young Scholarship is awarded to one accepted full-time student who demonstrates outstanding academic and artistic ability. The award is divided across two semesters renewable for a second year of studying at DCAD as long as the student maintains a minimum cumulative GPA of 3.0. The admissions committee will select the recipient from the pool of applicants after April 1<sup>st</sup>.

### **High School Art Exhibition Scholarship: up to \$2000**

Each spring, the DCAD Admissions Office hosts an annual exhibition of juried high school student artwork selected by each student's art teachers. Pieces submitted by high school seniors are reviewed and the scholarship recipients receive a partial DCAD tuition scholarship. The award is divided across two semesters renewable for a second year of studying at DCAD as long as the student maintains a minimum cumulative GPA of 3.0. The recipients will be notified following the High School Art Exhibition show.

### **Need-Based Awards**

Need Based awards are granted based on an applicant's financial need at the time of acceptance. Grants are considered gift aid and do not need to be paid back.

\*Need is determined by the federal EFC assigned on each student's FAFSA and other factors according to DCAD's Financial Aid Office policies.

### **DCAD Grant: \$500-\$6000**

The DCAD Financial Aid Office awards grants to students who demonstrate financial need based upon the information reported on their FAFSA, and the institutional need analysis formula. The DCAD Grant is re-calculated for each new school year and is adjusted according to enrollment status. FAFSA submission is the only requirement for this award.

### **Milton and Hattie Kutz: \$200-\$1000**

The Milton & Hattie Kutz Foundation Award assists students with Delaware residency and extreme financial need remaining after all federal, state, and institutional financial aid has been exhausted. The DCAD Financial Aid office will award the grant to students who demonstrate the greatest need after April 1st. Recipients are required to submit a thank you letter upon receipt of the scholarship.

### **Federal College Work Study**

Students with financial need may qualify to participate in DCAD's College Work Study (CWS) Program which offers part-time employment opportunities both on-campus and off-campus. Applications are available at <http://www.dcad.edu/financial-aid/> and must be submitted at the beginning of the semester for placement consideration. The DCAD Financial Aid Office works with DCAD administrators to identify position opportunities and placements. All work study students earn the current federal minimum wage.

### ***Federal and State Grants***

#### **Federal Pell Grant: up to \$5920**

The Federal Pell Grant Program provides need-based grants to undergraduate students in order to promote access to postsecondary education. Grant amounts are dependent on: the students' expected family contribution (EFC) as determined by the FAFSA; the cost of attendance (COA) as determined by the institution; and the student's enrollment status (full-time or part-time); and whether the student attends for a full academic year or less. Pell grants do not require repayment; however, they are subject to all applicable federal regulations.

### **Federal Supplemental Educational Opportunity Grant (FSEOG)**

FSEOG is comprised of funding from both the federal government and the institution. This grant is awarded to the neediest Pell recipients as determined by the institution's financial aid office. FSEOG funds will be awarded once enrollment is confirmed each semester, and disbursed along with the Pell Grant awards. FSEOG funds do not require repayment; however they are subject to all applicable federal regulations. Amounts vary according to individual student need.

### **State Grant Programs**

Each state awards grants to residents of that state. Some states offer grants to students who are attending out of state institutions. Students must file the FAFSA by their state grant deadline and meet grade point average requirements. Visit your state's Higher Education Office website for details and deadlines. (Once the state awards the grant to a DCAD student, the Financial Aid Office certifies enrollment so the grant may be disbursed to the student's account). Each state determines standards for monitoring academic progress and completion.

## **Loans**

### **Federal Direct Loans**

The Federal Direct Loan is a student loan, which is obtained by completing the FAFSA. All Federal Direct Loans require repayment.

- A first-year dependent student may borrow up to \$3,500 in Subsidized Loans and up to \$2000 in Unsubsidized Loans.
- Independent students, and those whose parent's PLUS Loan request was denied, are also eligible for an additional \$4,000 per year in Unsubsidized Stafford Loan funds.

The federal government pays interest on Subsidized Stafford loans while students are enrolled in college, unlike Unsubsidized Stafford Loans where interest accrues during a student's enrollment. For additional details on Federal Direct Loans, visit [www.studentaid.ed.gov](http://www.studentaid.ed.gov)

### **Federal Direct Parent PLUS Loans**

Federal Direct Parent PLUS Loans are federally-funded loans available to parents who meet the Department of Education's credit criteria. A parent should consider a Federal PLUS Loan after all other aid is secured.

Parents must submit a PLUS Loan Application at [www.studentloans.gov](http://www.studentloans.gov) after completing a FAFSA Application as a parent of a dependent student. Alternately, parents may submit a paper application to the DCAD Financial Aid office to have the institution complete the credit check on their behalf. Once credit is approved, the College will provide further instructions. Parents may elect to defer making principle payments on PLUS Loans while a student is enrolled in college, however interest will continue to accrue for the duration of the loan period.

### **Private Educational Loans**

Should funds still be needed to fill a financial gap still exist after all other aid has been applied to the student's account, the DCAD Financial Aid Office can provide information on several private educational loan options. While DCAD does not participate in any preferred lender agreements, our office will work with the financial institution of your choice to facilitate the process.

## **Other Resources**

### **Private Scholarships**

Private scholarships are funds awarded to a student by a private organization or donor in order to assist with tuition and do not need to be paid back. The DCAD Financial Aid Office has compiled an extensive list of private scholarships for art and design students which are available on our website at:

In addition, many of the forms required by the Financial Aid Office are available online at <http://www.dcad.edu/financial-aid/>.

# FINANCIAL AID POLICIES

## **Satisfactory Academic Progress (SAP)**

A student's overall academic progress is the standard by which progress towards a degree is measured. Each student's academic standing is determined at the end of each semester on the basis of attempted credits and cumulative grade point average. In compliance with CFR 668.16 (e), to continue receiving financial aid, a student must make minimum satisfactory academic progress toward completion of the program of study in accordance with Title IV regulations and DCAD policies as follows:

- Maintain a minimum cumulative GPA of 2.0
- Complete at least 67% of all attempted credits
- Maximum Time Frame – 150% Rule. A student must complete the highest degree being sought within 150% of the published length of his/ her program. For example, a student who enrolls full-time in a program that requires 4 semesters to complete at DCAD, may receive financial aid for six semesters or 150% time frame. If a student enrolls part-time; the financial aid office prorates the maximum time frame accordingly.

## **SAP Probation**

If a student does not meet all of the above the Financial Aid SAP standards at the end of each semester, the student will be given one probationary semester.

- A student may continue to receive financial aid for one semester while on SAP probation. A student who fails to remove themselves from probation after one semester will be subject to academic dismissal.
- During SAP Probation, it is highly recommended that students plan ahead and work with an advisor to correct deficiencies.

## **SAP Dismissal**

No aid will be granted once a student's eligibility is suspended, including but not limited to federal, state and institutional aid.

## **SAP Appeal**

A student whose aid is suspended may request reinstatement through the Financial Aid Appeals Committee. The student must effectively demonstrate that the failure to meet SAP was due to an unusual or extenuating circumstance, and explain what has changed.

## **Student Withdrawals / Return of Title IV Funds**

Federal regulations require Title IV financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses for any reason, including medical withdrawals, he/she may no longer be eligible for the full amount of Title IV funds that he/she was originally scheduled to receive.

The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A pro-rated schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal. Thus, a student who withdraws in the second week of classes has earned less of his/her financial aid than a student who withdraws in the seventh week.

Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds.

Federal law requires schools to calculate how much federal financial aid a student has earned if that student completely withdraws, or stops attending before completing the semesters.

Based on this calculation, students who receive federal financial aid and do not complete their classes during a semester or term could be responsible for repaying a portion of the aid they received. Students who do not begin attendance must repay all financial aid disbursed for the term.

All students who withdraw and have received Direct Loan funds are required to complete Direct Loan Exit Counseling in preparation for loan repayment.

For additional information, see <http://www.dcad.edu/financial-aid/>

# Academic Policies

Continued registration at the Delaware College of Art and Design is contingent upon regular attendance, quality of work and proper conduct. Students are responsible for the satisfactory completion of all course work as required by the school to fulfill graduation requirements. They are expected to attend class regularly, complete all assignments and participate in the activities considered necessary by the faculty. Students must be present for all examinations and submit completed class assignments when they are due unless excused in advance. Failure to take examinations or submit work on time without prior notification may result in reduced grades or loss of partial or total credit for the course in question.

## ***Scheduling and Credits***

The degree program's fall and spring semesters are 15 weeks. The summer session is 14 weeks. Generally, a three-credit studio class meets for four and a half hours per week, and students should expect to do a minimum additional four and a half hours of work outside of the scheduled meeting time. A three-credit liberal arts class normally meets for three hours per week, and students should expect to do a minimum of an additional six hours of work outside of class.

## ***Course Load***

Full-time students are expected to carry a minimum course load of 12 credits and enroll in the correct number of studio and academic courses each semester, as outlined by each department and in the College catalog. Failure to maintain satisfactory academic progress will result in academic review or warning. If during the following semester, minimum standards are not attained, dismissal and cancellation of financial aid may result.

## ***Attendance***

Students are expected to attend all of their classes for the full duration of the class period. Faculty must inform students concerning attendance requirements at the beginning of each semester. It is the students' responsibility to inform instructors when they expect to miss a class. Students anticipating an extended absence should notify instructors as well as their area coordinator.

Because class content and teaching methods are different, the number of allowable absences varies from class to class. Absences, as well as tardiness, early departures and inappropriate classroom behavior may be considered by faculty members when determining the final grade. Excessive absences may result in a failing grade and may affect financial aid eligibility and student loan repayment obligations.

Students absent from classes are still responsible for the prompt completion of all class assignments.

## ***Grading***

At the conclusion of each semester, faculty submit grades to the registrar for processing, after which grade reports are posted within the [DCAD Student Portal](#). Faculty are responsible for establishing the grading policy in their own classes and for announcing this policy to all students in the course. Grades will not be released to students who have financial holds on their records due to fees owed the College, including library fees or overdue books or to students who have incomplete health or immunization information on file with the director of student services. Grades of C- or lower will generally not transfer to four-year colleges. Grades are made available on the DCAD Student Portal once the student has been cleared financially.

General grade descriptions are as follows:

**A** Outstanding Achievement  
**A-** Very High Quality Work  
**B+, B, B-** Above Average Achievement  
**C+, C** Average Achievement  
**C-, D+, D** Below Average  
**F** Failure, No Credit  
**I** Incomplete  
**P** Pass  
**NP** No Pass  
**W** Withdrawal  
**N/A** Audit/Not for credit

## **Failing Grades**

Failing grades are assigned when a student has not fulfilled the requirements for a course (e.g. missing work, excessive absences, missed exams) and has neglected to withdraw from the course or request an Incomplete. Since the instructor determines grading policies, students should make sure they understand the requirements for each of their classes. A grade of "F" indicates that the student has failed to make satisfactory academic progress. Generally, the student cannot advance to the next level of course work until he or she has successfully completed the course. Due to the cycle of core classes taught in the different areas, it is possible that a student may have to wait a semester before the necessary class is offered again.

## **Incomplete**

A grade of "I" (Incomplete) is a temporary deferral of a final grade pending the make-up of a small amount of course work. An Incomplete may be requested only under extraordinary circumstances beyond the student's control when course work is unavoidably and justifiably delayed and only in the semester that the student is enrolled in the course. The student must complete a "Request for Incomplete" form (available in the Registrar's Office), which requires the signature of the instructor and the area coordinator. Faculty have the right to refuse a student's request for an incomplete if they judge the grounds insufficient. Such extensions must be noted on the "Request for Incomplete" form before it is given to the registrar.

## **Add/Drop**

An "Add/Drop Form" is required for any schedule changes. Add/Drop forms are available from the Registrar's Office. These forms must be fully completed and signed as indicated and returned to the Registrar's Office. Check the academic calendar ([available online](#)) for Add/Drop and Withdrawal deadline dates. Students wishing to drop a class after the Add/Drop deadline must follow the same procedure and, if approved, a grade of "W" for "Withdrawal" will be issued. Students may later retake a class from which they have withdrawn. Withdrawn classes appear on grade reports and transcripts, though do not count against the student's GPA.

Verbal requests for schedule changes are not acceptable as official actions.

## **Withdrawal**

Students who withdraw from the degree program, or who transfer to other schools, must do the following:

- Meet with the registrar to complete the Official Withdrawal form.
- Meet with the director of financial aid if the student has received financial aid to complete the exit interview form and settle financial matters.
- Meet with the bursar to settle financial matters.
- Meet with the director of student services if the student is living in housing.
- Meet with the dean.

All of these requirements must be met before withdrawal is considered official. Students who stop attending classes and who have not officially withdrawn will receive a grade of "F" in all classes. Contact the registrar to fill out a withdrawal form.

Please refer to the Tuition and Fees section on page 35.

## **Administrative Withdrawal**

The Delaware College of Art and Design has the authority to require the withdrawal of any student when such action is deemed necessary and appropriate. Reasons for mandatory withdrawal include, but are not limited to, financial, medical, and psychological reasons as well as violations of the Code of Student Conduct. Also, if the College can reasonably assume a student is no longer in attendance, an administrative withdrawal may be attached to the student's record.

Administrative withdrawal is implemented at the discretion of the dean, with the recommendation of appropriate faculty members, medical and/or mental health professionals. Students who are administratively withdrawn are ineligible to attend classes, receive financial aid, reside in DCAD apartments, or avail themselves of DCAD programs and services.

## **Leave Of Absence**

If a student anticipates a prolonged absence from the College, he or she may benefit from a leave of absence (LOA). A leave of absence is granted by submitting a signed DCAD Leave of Absence Request Form and all pertinent documentation (doctor's note, military orders, etc.) to the Registrar. The LOA may be approved for a maximum of two semesters but may not exceed 180 days in any 12-month period. During this time the student is not considered withdrawn from DCAD.

The student must first meet with his or her advisor (Area Coordinator) and the dean to discuss the need and feasibility for the Leave of Absence. There must be a reasonable expectation that the student will return to DCAD; if the student does not resume attendance at the school on or before the end of a Leave of Absence, the school treats the student as a withdrawal. When the student is ready to return to the College, the student must contact the Registrar's Office.

## **Grade Appeal**

Students who receive a grade that they feel does not reflect their performance may petition for an academic grade review by the following procedure:

- Talk with the instructor. Whenever possible, conflicts over grades should be resolved between the instructor and the student.
- If not satisfied, the student must write a letter or email outlining reasons for a grade change to the instructor, along with a copy to the area coordinator, as soon as possible and no later than the

end of the first week of the following semester.

- If the conflict is still not resolved to the student's satisfaction, the student must meet with the area coordinator of the department under which the class is taught.
- A final appeal may be made in writing to a panel composed of the area coordinators and the dean, which will make a final decision.

Grade changes will not be considered official until the instructor submits written changes to the registrar.

## **Grade Forgiveness**

DCAD's Grade Forgiveness Policy allows a student who has encountered difficulty to improve his or her grade point average by retaking up to twelve credits over four semesters. Under this policy, effective Fall 2008, a matriculated student may retake a DCAD class for Grade Forgiveness by declaring that intention in writing at registration. The retaken class will appear twice on the student's transcript and though both grades will remain on the transcript, only the second grade will be calculated in the student's G.P.A.

## **The Academic Forgiveness Policy**

The Academic Forgiveness Policy provides previously enrolled students with an opportunity to pursue a one-time "fresh start". The policy is limited to students who have been away from the College for at least eight consecutive years and have re-applied to DCAD. Under the forgiveness policy, all courses taken and grades earned prior to re-admission will remain on

the students' transcripts but will not be used in computing students' overall grade point averages (GPAs). Courses completed during the initial matriculation cannot be used to fulfill degree or certificate requirements. Applications for academic forgiveness must be submitted to the registrar, who will review and discuss it with students before presenting applications to the academic dean for consideration.

All policies regarding academic probation will be enforced. Past academic standing will not be removed. If students withdrew from the College while on probation, said probations will continue until the students' new grades render probation unwarranted and dispensable, as decided by the Academic Review Committee at the close of the first semester.

## **Dean's List**

A Dean's List and Dean's List with Distinction\* recognizes academic achievement in a specific semester. This is the criteria:

- A term GPA of 3.7 to 3.89 to be named to the Dean's List\*
- A term GPA of 3.9 or higher to be named to the Dean's List with Distinction\*
- Earning 12 credits or more in the academic term
- No final grade lower than a B in the academic term

*\*This recognition is noted on the student's official transcript.*

## **Grade Point Average**

The semester grade point average is computed at the close of each term by multiplying the number of credits for each course taken by the numerical values associated with those grades. This value is referred to as "quality points." The sum of the semester's quality points is divided by the total number of credits attempted in that semester to arrive at the semester grade point average.

The numerical values of the letter grades are:  
**A** 4.0 **A-** 3.7 **B+** 3.3 **B** 3.0  
**B-** 2.7 **C+** 2.3 **C** 2.0 **C-** 1.7  
**D+** 1.3 **D** 1.0 **F** 0.0

The cumulative grade point average is computed by applying this formula to all course work for which the student has enrolled for credit since the student's first term at DCAD. Credits transferred from another college are not included in the cumulative grade point average.

## **Graduation Requirements**

In order to receive the Associate of Fine Arts Degree (AFA), students must have completed all departmental course requirements, been enrolled for a minimum of 30 credits in residence at DCAD, satisfied all outstanding bills, charges and accounts, and have a minimum cumulative Grade Point Average (GPA) of 2.0. Candidates for the Associate of Fine Arts degree must complete the requirements within eight years of entering the program. Credits taken after this eight-year period cannot be applied to the original degree program.

## **Graduating With Honors**

Students earning a cumulative grade point average of 3.9 or better at the completion of their AFA program are eligible to graduate with Distinguished Honors. Students earning a cumulative grade point average of 3.50 or better at the completion of their AFA program are eligible to graduate with Honors. Honors distinction is noted on the transcript and becomes part of the permanent academic record.

## **Academic Progress**

Academic progress is the standard by which progress toward a degree is measured. It is determined on the basis of Grade Point Average (GPA). In order to make satisfactory academic progress, students must maintain a minimum semester and cumulative GPA of 2.0.

## **Mid-Semester Progress and Evaluations**

The Mid-Semester Progress and Evaluation are early intervention indicators for student success. DCAD uses two mid-semester early intervention strategies, i.e., Mid-Semester Progress and Mid-Semester Evaluation. Course faculty meet with each student to discuss his or her academic progress in that course. Mid-Semester Warning forms are used to document when a student is at risk of receiving an unsuccessful grade and what strategy/plan will be used to improve. Mid-Semester Progress is an opportunity for faculty to highlight the student's strengths in addition to, if needed, strategies for improvement. Mid-Semester Evaluation is an advising opportunity for the Area Coordinator, the student's advisor, to review each student's progress at the midpoint of the semester. Each AC, at a mid-semester opportune time, meets with each of their advisees to discuss the students' academic progress. Using information gleaned from previous advisory meetings, discussions with the dean and or director of student services, and the data from previous Progress Reports and the Mid-Semester Progress Report, the AC provides active intervention strategies and may recommend additional academic resources. As an advisor, the AC can also provide career guidance in meeting the student's art and design educational goals, recommend opportunities to engage in the art and design community, and assist the student with course selections.

## ***Academic Review***

All students who earn an "F" and/or have a semester grade point below 2.0 will be placed on Academic Review and formally notified by the dean and the registrar.

## ***Academic and Financial Aid Warning***

A student who is no longer in good academic standing (i.e. who fails to maintain a minimum cumulative grade point average of 2.0), will be placed on academic and financial aid warning for the following semester. Students will be notified of their warning status in a letter from the registrar and in their Financial Aid SAP Report. To remove themselves from academic and financial aid warning, the student must earn a minimum 2.0 cumulative grade point average during the semester of warning status.

## ***Academic and Financial Aid Dismissal***

Failure to remove oneself from academic and financial aid warning within one semester is considered unsatisfactory academic progress and results in academic and financial aid dismissal. The registrar will mail students an Academic Dismissal Notice along with academic and financial aid Reinstatement appeal procedures.

## ***Academic and Financial Aid Appeal***

Once dismissed, students may appeal for academic and financial aid reinstatement within five business days from the date posted on the Academic Dismissal Notice. Students seeking academic and financial aid

reinstatement should complete a reinstatement form which includes an academic progress success plan and a cumulative GPA calculation worksheet to submit to the dean or the Academic Action Committee. The student will find the academic appeal forms and GPA calculator at [www.dcad.edu](http://www.dcad.edu). The student may also submit other documentation such as letters, medical reports as needed to support their appeal for reinstatement.

Within 30 days after receiving the student's appeal for academic and financial aid reinstatement, the academic dean will convene the Academic Action Committee, Financial Aid and Student Services Directors or their designees to review and render a decision regarding the student's appeal.

The student's appeal may include a request to meet with the Academic Action Committee to present his or her petition.

The registrar will send the student an academic appeal decision letter within 10 business days following the Academic Action Committee's appeal decision.

## ***Academic Integrity***

The Delaware College of Art and Design (DCAD) requires students to adhere to guidelines for academic integrity. Students must follow federal law regarding copyright and fair use. Students must acknowledge and respect the work of other creators as they develop their own voices, and they must accurately represent their own work.

Academic dishonesty is the use of deception in any way that results in evidence of academic responsibilities; it includes, but is not limited to, violation of copyright, plagiarism, cheating, and misrepresentation.

Copyright is using or distributing copyrighted material without authorization and/or violation of the doctrine of fair use as defined by the Higher Education Opportunity Act, see Copyright for Higher Education or US Copyright Office.

Cheating is attempting to copy, force or otherwise gain information from another or from a prohibited source, with the intention of circumventing the academic testing process.

Plagiarism is the reproduction of another's visual, verbal or written material without proper citation and with the intent to deceive. In the written form this includes, but is not limited to, verbatim copying or substantial paraphrasing, and presenting as your own the work of someone else.

Misrepresentation is submitting work done by another as one's own or submitting work done at a previous time as new.

## ***Audit / Non-Credit Courses***

Full-time students who wish to audit a course may do so as long as their workload, including the credit hours the audit course normally carries, does not exceed 18 credit hours. Students may audit only one course per semester and may not repeat this course for credit at a later date. Auditing is contingent

upon availability of space in the course and the instructor's permission. Credit is not awarded for audited courses.

### **Placement Testing**

The College requires all incoming students to complete placement testing prior to their first semester. Placement testing typically includes a nationally-normed reading comprehension, grammar and syntax test and a writing sample. The results are used to determine the successful placement of a student in academic courses.

Based on the evaluation of the results, a student may be required to enroll in a developmental course, academic writing lab in conjunction with art history I and reading and composition. The academic writing lab is a non-credit course and is not applied toward the AFA degree.

### **Access to Records**

The Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) was enacted to protect the privacy of educational records, to establish the right of students to examine and review their personal educational records, and to establish guidelines for the correction of inaccurate or misleading statements. The Delaware College of Art and Design complies with the Family Educational Rights and Privacy Act of 1974 as amended. A copy of this federal regulation is available in the Registrar's Office.

The Delaware College of Art and Design considers the following to be public or directory information: student's name, major field of study, dates of attendance, enrollment status, grade level, and degrees and awards received. For the protection of the student, signed inquiries must be submitted to the registrar in writing (or by fax) and will be kept in the student's file.

No other information will be released without the written permission of the student, including disclosure of information to parents or family members. Special requests can be made by students to withhold the release of directory information. This can be done by contacting the Registrar's Office in writing at the beginning of each semester. Complaints concerning alleged failures by the institution to comply with the Privacy Act can be filed with the Educational Rights and Privacy Act Office in Washington, D.C.

DCAD also reserves the right to allow any "school official" access to student records at any time provided the function of that "school official" necessitates the handling of the record(s) of the student(s). A school official is a person employed by the College in a full-time administrative, supervisory, academic or research, or support staff position; a person or company whom the College has contracted as its agent to provide a service instead of using college employees or officials (such as an attorney, auditor or collection agent); a person serving on the board of trustees; or a student serving on an official committee, or assisting another school official in performing his tasks.

### **Transcripts**

Official transcripts will be released at the written request of the student for a fee of \$5.00 per copy. Transcript requests may be completed [online](#). An option for electronic delivery as well as standard mail service is available. Transcripts and grade reports cannot be released until all outstanding bills have been satisfied and all equipment and library materials belonging to the College is returned. This includes overdue payments of Stafford Loans. If loans are in default, full payment of tuition will be required.

## **Registration**

Students register for the next semester approximately four weeks before the end of the current semester. Students should refer to the current academic calendar for information on registration dates. All outstanding bills and financial aid obligations must be cleared prior to receiving a schedule. Late registration will result in an additional fee of \$35. Courses offered based on enrollment.

## **Changing Programs**

A change of program will usually require extra time in school since the curriculum at DCAD is very different from department to department. Upon deciding to change programs, a "Change of Major Form" must be completed and returned to the registrar. "Change of Major Forms" are available from the Registrar's Office.

## **Class Evaluations**

Toward the end of each semester, students are asked to complete class evaluation forms. The evaluation process is a method of obtaining constructive feedback from students. It is therefore important that students be honest and thoughtful in their evaluation of course content and teaching methodology. Faculty members do not have access to the evaluations until after their grades have been turned in. Therefore, students are guaranteed complete anonymity.

### **Note:**

See Student Handbook for Standard Sanctions for Academic Policies Violations.

## **Credit Hour Policy**

This policy can be found on the [DCAD Website](#).

### **Purpose**

Delaware College of Art and Design is committed to maintaining the highest standards of academic rigor and program integrity. In accordance with the Federal Government's definition of credit hour, this policy articulates and documents DCAD adherence to the federal guidelines and its commitment to transparency.

Credit Hour Policies are the responsibility of the dean. For questions about the policy, contact the Academic Dean.

### **Policy**

Credit hour adherence is reviewed annually by the Office of the Dean and approved by the president. Each class is evaluated for correct contact hours and appropriate lecture and studio time as per DCAD's academic credit hour definition; DCAD's definition is based on the federal credit hour guideline. (<http://www.msche.org/documents/Degree-and-Credit-Guidelines-062209-FINAL%5b1%5d.pdf>) Individual course syllabi and room usage are compared to the DCAD credit requirements for accuracy.

Students and staff are informed of the credit hour definition and policy at orientation meetings, on each course syllabi, in student, staff and faculty handbooks as well as on the college website.

## **Formula for calculation of credit hour**

Studio Ratio =  $1.5 \times 50 \text{ min} \times 15 \text{ weeks} = 1125 \text{ min per credit for semester}$

Liberal Arts =  $1 \times 50 \text{ min} \times 15 \text{ weeks} = 750 \text{ min per credit for semester}$ .

## **Transfer Credit Policy**

The Delaware College of Art and Design welcomes applications from qualified students who have begun their undergraduate career at another higher education institution. DCAD offers rolling admissions. Under the selective admissions process, transfer applicants are encouraged to submit their application materials as early as possible to ensure space availability. After submitting the application for admission and application fee, applicants should send official high school and college transcripts and schedule an appointment for a portfolio review, interview, and campus tour. If an applicant cannot personally present the portfolio for geographic reasons, please refer to the Associate of Fine Arts admissions application requirements for sending images for review. The primary criteria for acceptance are portfolio quality and acceptable official transcripts that indicate G.P.A., course titles, and grades. The portfolio evaluation can supersede courses taken or grades earned. The required portfolio must contain works from studio courses for which transfer credit is sought and which meet the curricular demands of the DCAD A.F.A. degree.

All transfer credits must be grades of "C" or higher awarded from fully accredited institutions to be considered for equivalent course credits at DCAD; credits must have been earned in the last eight years. Transfer credits are considered for course similarity or equivalencies in content and expected learning outcomes. Course syllabi are required for all courses being considered for transfer. While courses at other institutions may have similar titles, acceptance of studio transfer credit relies greatly on the portfolio review. A maximum of 29 credits are accepted for transfer toward the AFA degree with 39 to 41 credits completed within DCAD's curricula to earn an A.F.A. degree. The dean is ultimately responsible for transfer credit approval. Students may petition the dean to reevaluate credits during their first semester of enrollment at the College. Transfer credits are noted on official DCAD transcripts and a copy of the transfer credit evaluation is forwarded to the applicant, dean, and registrar, and will be placed in the student's file for review by the students' academic advisor during semester registration. Transfer credits are only accepted for coursework at an accredited institution, not for "life experience". Please visit DCAD's Consumer Information page for complete Credit Hour and Transfer of Credit Policies.

### ***Credit by AP Examination***

DCAD accepts credits under the Advanced Placement (AP) program of the College Board. Students receiving a grade of 4 or 5 in academic subjects receive 3 credits toward the DCAD Associate of Fine Arts

Degree. A grade of 5 in the Art History AP exam entitles a student to receive credit for the equivalent art history course at DCAD. A grade of 4 or 5 in AP English can be credited toward the Reading and Composition course. In studio areas, scores of 5 in the Studio Art AP exam entitles students to submit a portfolio for evaluation by the Area Coordinator of Foundations for possible first-year studio credit.

### ***Articulation Agreements***

DCAD has established transfer credit through formal articulation agreements, which ensure a smooth transition from an AFA to a BFA. A listing of current agreements can be found on the [DCAD website](#).

# Academic Calendar

## *Fall 2018*

### **Fall Semester New Student Orientation**

Sunday, August 26 – Monday, August 27

### **First Day of Classes for AFA Degree Program**

Tuesday, August 28

### **Labor Day – No Degree Classes**

Monday, September 3

### **Thanksgiving Holiday College Closed**

Wednesday, November 21 – Sunday, November 23

### **Last Day of Classes for Degree Program**

Friday, December 14

### **College Closed**

Monday, December 24 – Monday, January 2

## *Spring 2019*

### **Administrative Offices Re-Open**

Tuesday, January 3

### **First Day of Classes for AFA Degree Program**

Monday, January 7

### **Martin Luther King Jr. Day – College Closed**

Monday, January 21

### **Spring Break**

Monday, March 9 – Friday, March 17

### **Last Day of Classes for Degree Program**

Tuesday, April 30

## *Summer 2019*

### **First Day of Classes for AFA Degree Program**

Monday, May 13

### **Memorial Day – College Closed**

Monday, May 27

### **Fourth of July – College Closed**

Thursday, July 4

### **Last Day of Classes for Degree Program**

Friday, August 16

**A full academic calendar is available online at [www.dcad.edu](http://www.dcad.edu)**

# General Policies

The Delaware College of Art and Design is dedicated to providing an academic environment a diverse audience. Intellectual, artistic and professional growth is enhanced in an atmosphere that supports and encourages mutual respect for individual differences.

## **Discrimination**

The Delaware College of Art and Design is committed to a policy of equal opportunity for all educational activities, admissions, scholarship and loan programs, and employment. Discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity or expression, age, physical disability, marital status, veteran status, or other protected status is prohibited at the Delaware College of Art and Design. Acts of discrimination that limit or deny access to the educational process and that create a hostile environment are not consistent with the philosophy or mission of Delaware College of Art and Design.

## **Sexual Misconduct**

Sexual misconduct, which includes sexual assault and harassment, is not simply inappropriate behavior – it is against the law. In accordance with Title VII of the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972, and as outlined by the United States Government’s “Not Alone” policy published in the fall of 2014, Delaware College of Art and Design has

established policies and procedures to address instances of sexual misconduct. These policies and procedures include expeditious response and thorough reporting procedures, mandatory training for all faculty and staff, and excellent support services, education, and programs for students. All faculty, staff, students, and third parties are expected to uphold these laws, policies, and procedures.

While extremely sensitive to all instances of sexual misconduct The Delaware College of Art and Design has limited jurisdiction to act on its own on these matters unless the individuals involved are willing to report such occurrences to the proper authorities. The College considers all instances of sexual misconduct to be unlawful and unacceptable. Adjudication of such cases is processed within 24 business hours of any reported or witnessed act of sexual misconduct.

Victims and witnesses always have the right, and are encouraged, to share information with local law enforcement. The College will provide support services throughout this process. Students seeking support, or who wish to discuss the incident confidentially, may contact a College Advocate.

The Delaware College of Art and Design publishes an annual, comprehensive report detailing the policies and procedures pertaining to sexual misconduct, and campus safety and security. Copies are located in the Library, on the website, and are available by request in the Student Services office.

As outlined in the United States Government’s “Not Alone” policy published in the fall of 2014, personal identifiable information is not released to third parties without the permission of the victim or reporting party. Those wishing to maintain confidentiality should consult with a College Advocate, or speak directly to the Confidential Request Liaison. A comprehensive list of College officials and their roles can be located at <http://www.dcad.edu/about/administration/>. These College officials have been trained to provide resources and work to ensure the upmost confidentiality possible by law. All College employees must document and communicate all instances of witnessed and reported acts of sexual misconduct, assault, and/or harassment to the Title IX Coordinator for administrative purposes. Additionally, in accordance with Delaware state law, all instances involving minors must be reported to local law enforcement.

## ***Student Grievances***

Delaware College of Art and Design is committed to providing a diverse and welcoming environment which celebrates student rights and culture, and promote integrity among all members.

Informal resolutions of complaints are encouraged when appropriate. In circumstances where the alleged infraction is not possible to solve through informal resolution, students have the right to file a formal written complaint/grievance.

Informal resolutions are defined as an attempt to resolve conflicts prior to submitting a written complaint/grievance. Informal resolutions include private meetings during office hours, mediated meetings that include a neutral party, and other processes that create constructive, transparent, and equitable communication. If students are unable to resolve the complaint through informal meeting processes, then a student may file a written complaint/grievance.

A complaint/grievance is defined as a response to an alleged action made by a college employee or college student that a student believes to be unfair or inconsistent with college policy or procedure and cannot be resolved informally.

Students should not be deterred from bringing forth complaints because of an individual's position or relationship to students.

A student may report a complaint/grievance to any College employee. At that time the student will be given

detailed resources and instructions regarding the Student Complain/Grievance Policy and Procedure. Students may also locate this information on line on the Current Students page of the website.

Any complaint/grievance that constitutes a Student Conduct policy violation should be immediately reported by submitting an online incident report found on the [DCAD webpage](#).

## ***Student Complaint/Grievance Procedure***

DCAD encourages all students to first attempt an informal resolution if appropriate.

If a complaint/grievance is not resolved through informal resolution, complete the Complaint/Grievance form.

Submit the Complaint/Grievance form and any supporting documentation to the Director of Student Services or the Registrar & Assistant Dean.

Complaints must be submitted within 7 days of the incident. Adjudications will be concluded within 7 days thereafter. The resolution will be sent to your DCAD email account.

Once you have reviewed the resolution of your complaint/grievance, if you do not believe you were provided with a fair resolution, you may submit an appeal.

Appeals must be made in writing within two business days of receiving the complaint/grievance

resolution. The appeal should include a completed copy of the Student Complaint/Grievance Appeal Statement form and copies of the complaint/grievance resolution(s).

The appeal will adjudicated within seven business days by the Student Conduct Committee Appeal Officer(s). The appeal will then be closed and filed as "appeal resolved." All resolutions made by the Appeal Officer(s) are final. Resolutions will be sent via your DCAD issued email account and will contain a copy of the Appeal Statement form.

## ***Students with Special Needs***

The Americans with Disabilities Act, Section 504 mandates that "no otherwise qualified handicapped individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination, under any program or activity receiving federal financial assistance."

The Delaware College of Art and Design adheres to this law and, whenever possible and appropriate, will make reasonable physical or instructional accommodations for students with documented disabilities.

To qualify for any accommodation, the student must provide the College with written documentation from a qualified medical professional, within the last three years, clearly stating the diagnosis and recommendations for accommodation. If a student requires a physical adaptation of learning facilities, documentation from a qualified physician is required. If a student requires instructional accommodation, documentation and educational testing results from a qualified psychologist are required. High School Individual Education Plans (IEPs) do not qualify as documentation, but may be sent to the College to supplement a formal psychological evaluation.

It is the responsibility of the student to request the accommodations and properly complete all associated paperwork within two weeks of the start of the semester.

Once the proper documentation has been received, the director of student services coordinates a meeting between the student and the instructor of the course for which the accommodations are requested. The instructor determines with the student what accommodations can be reasonably provided. Accommodations are provided on a per course basis and must be requested every semester. Students with appropriately documented disabilities who have made specific accommodation requests to which they deem to have received an insufficient response can appeal through the Student Grievance Process as outlined in the Student Handbook.

It is strongly recommended that students request accommodations prior to matriculation but at least within the first two weeks of class, as per syllabi. Accommodations cannot be provided before the proper documentation has been received nor can accommodations be applied retroactively to courses, exams, or assignments that have occurred.

### ***Alcohol Policy***

Alcohol offenses refer to any behavior, which involves the use of alcohol by persons under the age of 21, and/or inappropriate or destructive behavior brought on by alcohol abuses. Students under the age of 21 may not possess, distribute, or be in the presence of alcohol while on campus. Possession of alcohol includes open and unopened containers, as well as consumed alcohol in an individual's bloodstream.

Students 21 years of age and older are permitted to store and consume alcohol in their assigned room on campus. A student may not have more than a six-pack of beer OR one 750 milliliter bottle of any other alcoholic beverage at any given time. Rooms in which both occupants are over the age of 21 may have double this allotted quantity, but 21 year old guests (student or not) cannot increase the alcohol quantity limit for a given room. For example, a 21 year old student with an underage roommate may have no more than a six-pack of beer or 750 milliliter bottle even when hosting a 21 year old guest. Alcohol may not be consumed in public areas such as hallways, lounges, classrooms, the Gallery, etc., in the presence of underage individuals, or to the point of excessive intoxication. Consuming alcohol in these ways will be considered inappropriate consumption. Distribution of alcohol to underage individuals is strictly prohibited. Students 21 years of age and older that wish to consume alcohol within these terms and conditions must request a new school identification card and will be asked to present their school ID when confronted by staff. Empty alcohol bottles for studio assignment use are only allowed in student rooms with prior approval from the Student Services office. Approval may be gained by visiting the Student Service office. Students are allowed a maximum of 5 empty alcohol bottles regardless of age. Bottles must be cleaned, empty, and be individually approved by the Student Services office. After approval, stickers will be placed on each

bottle. Excessive alcohol bottles or alcohol bottles without an approval sticker will be considered to have been consumed in the room and will be documented as a violation of “in the presence of or possession” policy.

### ***Illegal Drug Policy***

Drugs are strictly prohibited on campus. This includes the purchase, sale, possession, or use of an illegal substance or drug. Possession of drugs also includes consumed substances in an individual’s bloodstream. Prescription drugs are permitted as medically necessary but must be kept in their original container with the name of the student they are prescribed to clearly labeled.

### ***Disciplinary Action***

Violations of the Delaware College of Art and Design Illegal Drug and/or Alcohol Policy or the Code of Student Conduct will result in appropriate disciplinary action, depending upon the nature of the offense. Disciplinary action may result in suspension or dismissal from DCAD.

### ***Visitors and Children***

To achieve the College’s mission and avoid disruptions to meeting the duties of the employee and their co-workers, reduce the potential for personal and property liability, and help promote the learning environment of the College, employees are not permitted to bring children (under the age of 17) onto campus (offices, library, common areas, etc.) prior to, during, or after their parent’s daily work schedule. DCAD employees are expected to make arrangements for regular and proper daycare for their children. DCAD is not

insured for injury and damages caused by non-DCAD personnel on campus. Unless the College has specifically invited a person or persons, DCAD cannot assume responsibilities for injury or damage caused by or as unintended consequence of the actions of uninvited children or adults from outside of the DCAD community. However, this policy is not intended to prohibit campus visits by children of DCAD employees when the purpose of the visit is to attend college-sponsored events that are open to the public. The College also recognizes that emergency situations arise, and in such cases, the College recommends that employees use personal days to remain at home with their children. Because faculty members do not have personal days at their disposal, they should arrange coverage for their classes, as dictated by the normal procedure for faculty absences. Under these conditions, the faculty member should limit such absences to a single day to ensure continuing student learning.

### ***Retention of Student Work***

The Delaware College of Art and Design reserves the right to photograph, use for assessment, exhibit or publish any student work, and the right to retain any student work for such purposes. DCAD is not responsible for any loss or damage to student work under any circumstances.

### ***Field Trips***

Participation in field trips is a required part of the curriculum. Travel arrangements for students are

the sole responsibility of the individual student, unless arrangements are made for the entire group by the school. Museum admission and certain limited travel costs for field trips may be the responsibility of the student. The Delaware College of Art and Design and its agents accept no responsibility or liability for any injury, damage, loss, accident or any other irregularity occurring during any portion of, or in relation to, a student’s participation in field trips. It is required that students sign a “Liability Waiver Form,” provided by the faculty member sponsoring a field trip, prior to departure.

### ***First Amendment Rights***

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble; and to petition the government for a redress of grievances.” The first 10 amendments of the United States Constitution—the Bill of Rights, ratified more than 200 years ago—were intended to protect individuals from unjust acts by government. The First Amendment, stated above, assures both freedom of religion, speech and the press, and rights of assemblage and petition. Free speech and expression are basic to the pursuit of knowledge and truth in an academic and educational environment. All members of the DCAD community should be ready and able to express their ideas freely and openly. First Amendment rights and the principle of academic freedom apply to the speech of faculty and students in the classroom,

guest lectures, student publications, cultural events on campus as well as all other educational programs and activities. The discussion of ideas, which some may find distasteful or offensive, is protected if the discussion is germane to the subject matter being taught. The College will take very seriously any action that infringes on the free speech of others, or that harasses any individual because of his or her ideas or beliefs. Harassment of any kind will not be tolerated, and those who violate the freedom of speech and expression of another may face severe penalties.

The College cannot censor or restrict "public" speech that may offend or cause discomfort to others in the community, either by accident or by intent. Comments or language used in public

situations that may be termed "hate speech" are certainly an abhorrence to the College community, even though they technically may be protected by law. However, even when First Amendment rights protect the expression of opinions that some may consider derogatory, the College can take steps to denounce those opinions and ensure that opposing views are heard. Therefore, it is absolutely essential that we all work to maintain an atmosphere of respect for every individual who exercises freedom of speech in a responsible way, and without intent to harm or defame others. Speech that is threatening and intimidating can be harassment and is not protected by the First Amendment. The offensiveness of a particular expression or action as perceived by an individual (or

group) must be sufficiently severe, persistent or pervasive to limit a student's ability to participate in or benefit from the educational program, or to create a hostile or abusive educational environment. In such instances, College policy on harassment and discrimination, including sexual harassment and discrimination, will be followed to address and, where necessary, remedy the situation.

### ***Student Handbook***

A copy of the DCAD Student Handbook, distributed to all students at New Student Orientation, is available online at [www.dcad.edu/site/about\\_DCAD/overview/consumer\\_info](http://www.dcad.edu/site/about_DCAD/overview/consumer_info)

# Student Conduct

The Delaware College of Art and Design (DCAD) has established this Student Conduct Handbook (SCH) to serve as a reference guide for students and describe expected standards of behavior for all students, including academic conduct and general conduct. It outlines students' rights and responsibilities, as well as campus processes for adjudicating alleged violations. Students' conduct should be orderly and respectful of the rights, safety, and privacy of others. Students are expected to keep the facilities clean, to treat equipment (both DCAD's and other students') carefully, and to avoid conduct or actions which offend or disturb others. Students are expected to act in a responsible manner that is conducive to the welfare of others and to abide by all state and federal laws.

## ***Jurisdiction***

Disciplinary action for violations of the SCH falls within the jurisdiction of a Student Conduct Committee (SCC).

The Student Conduct Committee Chairs have the jurisdiction to impose immediate and interim sanctions to ensure the safety of the college community. Similarly, the Title IX Coordinators have the jurisdiction to impose immediate and interim sanctions during sexual misconduct investigations. Should any of these positions be vacant or should parties appear to have a conflict of interest, the college's president may assign an interim person(s) to fulfill duties.

DCAD reserves the right to impose sanctions on any student, including dismissal from classes and/or student housing, whose conduct is detrimental to the college or to the community. DCAD must immediately notify the Wilmington Police Department for all violations of state or federal law when minors are present. The Wilmington Police Department is also notified for other SCH violations when the responding staff member requires additional assistance to ensure the health and wellness of the community or of the students involved.

## ***Scope of Handbook***

Each DCAD student has an obligation to know and to adhere to the SCH. The SCH applies to behavior that occurs on campus, within college owned and controlled facilities, and during all college sponsored activities. The SCH may also be applied to behaviors that occur online, including e mail or other digital mediums. DCAD does not regularly search for online information, obtain police reports, or receive incident reports from neighboring colleges. However, DCAD may take action if such information is brought to the attention of DCAD employees. Many of the procedures outlined in the SCH have significant exceptions in regards to cases of sexual misconduct. It is important for potential victims of acts of sexual misconduct to be aware of these differences and refer to Appendix A for Title IX procedures and resources. The SCH applies to a student from the time of application

for admission through the awarding of a degree. Behaviors that violate the SCH that occur while classes are no longer in session, are discovered after the awarding of a degree, or are discovered after a student has withdrawn from the college will be adjudicated accordingly, as long as the behavior was committed while the student was an applicant or enrolled at the college. All conduct violations may be considered during the admission or readmission process. In cases where a SCH violation has occurred after a student has withdrawn, has taken a leave of absence, has been suspended or expelled, or has graduated, the SCC may elect to impose administrative sanctions on the student and adjudicate the violation when the student seeks to re-enroll in the college.

In the event that an individual named in a case has satisfied the academic requirements for a degree, the individual may not receive their degree until the case has been adjudicated.

Adjudication may also be initiated when a student is charged with a violation of a federal, state, or local law or ordinance. In these cases, the SCC may elect to adjudicate prior to, simultaneously with, or following civil or criminal proceedings.

## **Note:**

See Student Conduct Handbook for Standard Sanctions for Student Conduct Violations.

# Faculty

## **Stacy Affleck**

Adjunct Professor, Liberal Arts  
Writing Center Coordinator  
MA, Rutgers  
BA, Temple University

## **Rachel Bomze**

Area Coordinator,  
Foundations and Fine Arts  
MFA, Tyler School of Art  
BA, Brandeis University

## **John Breakey**

Area Coordinator,  
Graphic Design  
MFA, University of the Arts  
Ringling College of Art and  
Design

## **Ron Brignac**

Area Coordinator,  
Photography  
MFA, Stanford University  
MA, BA, Central Washington  
University

## **Konstantinos Chalikias, PhD**

Adjunct Professor, Liberal Arts  
PhD, Ruprecht-Karls University  
Heidelberg (Germany)  
MA, BA, Ruhr University  
Bochum

## **Larry Donahue**

Adjunct Professor,  
Foundations  
Area Coordinator of 3D  
MFA, University of the Arts  
BFA, Philadelphia College of  
Art

## **Ellen Durkan**

Adjunct Professor, Foundation  
MFA, Towson University  
BFA, Corcoran College of Art  
and Design  
AFA, Delaware College of Art  
and Design

## **Grant Ervin**

Adjunct Professor,  
Animation  
AFA, Delaware College of Art  
and Design

## **Penni Gioffre**

Adjunct Professor, Liberal Arts  
M.ED, Wilmington University  
MA, University of Delaware  
BS, University of Delaware  
AS, Widener University  
Diploma in FA, Paris-American  
Academie Ecole de Beaux Arts

## **Christine Larsen**

Adjunct Professor, Illustration  
BFA, University of the Arts

## **William Lewis**

Adjunct Professor, Liberal Arts  
MA, Rutgers University  
BA, The College of New Jersey

## **Gloria Mast**

Adjunct Professor, Liberal Arts  
MS, Pratt Institute  
BFA, Pratt Institute

## **Alexi Natchev**

Area Coordinator,  
Illustration  
MFA, BFA, National Academy  
of Fine Arts, Bulgaria

## **Jason Olney**

Adjunct Professor,  
Graphic Design  
BFA, University of the Arts

## **Lynn Pauley**

Adjunct Professor, Illustration  
MFA, School of Visual Arts  
Arts Education Certificate,  
Parsons School of Design

## **Roger Roth**

Adjunct Professor, Illustration  
BFA, Pratt Institute

## **Tad Sare**

Area Coordinator, Animation  
MFA, Pennsylvania Academy  
of Fine Arts  
BA, Indiana University,  
Bloomington

## **Kofi Sarfo**

Adjunct Professor,  
Foundations & Animation  
BFA, University of the Arts  
AFA, Delaware College of Art  
and Design

## **Leslie Shaffer**

Adjunct Professor, Liberal Arts  
MA, JFK University  
BA, University of Pittsburgh  
BA, Indiana University of  
Pennsylvania

## **Constance Simon**

Adjunct Professor, Foundation  
MFA, Syracuse University  
BFA, Cleveland Institute of Art

## **Aki Torii**

Adjunct Professor, Foundation  
MFA, Pennsylvania Academy  
of Fine Arts  
BFA, Indiana University

## **Zaneta Zubkova**

Adjunct Professor, Fine Arts  
MFA, Brooklyn College, CUNY  
BFA, Kauno Aukstesnioji Meno  
Mokykla

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*Mayor*  
City of Wilmington

# Administration

## *President's Office*

### **John Hawkins**

Interim President  
BS, University of Delaware

### **Kristen Blanchard**

Administrative Coordinator  
BA, University of Richmond

## *Dean's Office*

### **Katy Ro**

Dean  
MFA, University of the Arts  
BFA, Minnesota State  
University Moorhead

## *Admissions*

### **Jane Campbell**

Director of Admissions  
BS, University of Georgia

### **Katlyn CoFrancisco**

Admissions Counselor  
BFA, Virginia Commonwealth  
University  
AFA, Delaware College  
of Art and Design

### **Haley McCracken**

Admissions Counselor  
BFA, Pratt Institute  
AFA, Delaware College  
of Art and Design

## *Bursar*

### **Muriel Mhloyi**

Bursar  
BS, Cheyney University

## *Communications*

### **Susan Coulby**

Director of Communications  
MA, BA, University of  
Delaware

## *Community Programs*

### **Randle Reed**

Director of Community  
Programs  
BFA, Pratt Institute  
AFA, Delaware College of Art  
and Design

## *Development*

### **Renee T. Garnick**

Director of Development  
BFA, Boston University

## *Finance and Operations*

### **D. Eric Saul**

Chief Financial Officer  
MBA, Goldey Beacom College  
BS, Rowan University

### **Cedria Knott**

Assistant to the Chief Financial  
Officer  
BA, University of Mississippi

## *Galleries and Events*

### **Kelicia Pitts**

Galleries and Events Manager  
BFA, Moore College of Art and  
Design

## *Information Technology*

### **E. Bates Carter III**

Information Technology  
Coordinator  
BS, Ithaca College

## *Library*

### **Megan Johnson**

Library Director  
MEd, Appalachian State  
University  
MLIS, University of North  
Carolina  
BFA, Alfred University

## *Registrar*

### **Krista Rothwell**

Registrar/Assistant Dean  
BFA, Moore College  
of Art and Design  
AFA, Delaware College  
of Art and Design

## *Student Services*

### **Jason Mocar**

Director of Student Services  
MEd, BS, Salisbury University

### **Erika Aust**

Assistant Director  
of Student Services  
BS, Stony Brook University

# Location

DCAD is a place to live, learn and experience.

Located midway between New York City and Washington, DC, DCAD offers easy access to a wide range of attractions and urban centers. Baltimore is one hour to the south and Philadelphia is 45 minutes to the northeast. Delaware and Maryland beaches, the New Jersey shore and the Pocono Mountains are all within two hours of the College.

Wilmington's Amtrak and SEPTA station are within a six-block walk from the campus, allowing for easy access to these places while the DART bus system operates with stops throughout the city and state. DART can easily take students on a tax-free shopping trip, or to visit friends at the University of Delaware. The internationally-recognized Delaware Art Museum, the Delaware Museum of Natural History, Winterthur, Longwood Gardens and other attractions in the Brandywine Valley are also easily accessible.

While Wilmington is known for business, it offers a lively and welcoming environment for creative artists and designers. The first Friday of every month brings Art on the Town where local businesses, galleries and organizations stay open late to host openings for monthly exhibits by local artists. Oftentimes, DCAD students and professors

are those local artists and DCAD participates in Art on the Town on a bi-monthly basis.

In Wilmington's downtown, DCAD is joined by World Cafe Live at the Queen Theatre, a live music venue where students have participated in their weekly open mic nights and the Delaware History Museum, where DCAD often holds lectures and special events. Within close walking distance are the Grand Opera House and The Playhouse on Rodney Square, offering entertainment from concerts to Broadway shows. Theatre N, is the city's popular art movie house and is visited by many students as a place to see independent films. Four blocks from campus is Rodney Square, an open park where students have been known to play pick up soccer games on a study break and enjoy the downtown Wilmington Farmers Market. The Brandywine Zoo, the Delaware Center for the Contemporary Arts and the Wilmington Riverfront, located along the Christina River, offer some artistic inspiration to students both during and outside of class.

Many festivals in Wilmington take place in DCAD's front yard, closing down Market Street and setting up activities in the surrounding blocks. Students especially enjoy the Wilmington Fringe Festival in the fall which brings

adventurous artists in both visual and performing arts downtown to show their work at several venues. DCAD students have been known to volunteer and also participate by performing or showing their artwork.

To see a calendar of Wilmington events, visit [www.inwilmingtonde.com](http://www.inwilmingtonde.com).

## About Delaware

Thomas Jefferson called Delaware the "Diamond State" because despite its small size, it was both immensely beautiful and valuable, a characterization as true today as it was 200 years ago. New Castle County, the northernmost of Delaware's three counties, is also the state's most developed. The county's rich history complements a cosmopolitan flair that comes from being traversed by one of the nation's busiest transportation corridors. The southern counties of Kent and Sussex retain much of their rural and agricultural character, even as the famed Delaware beaches grow in popularity as year-round communities.

Wilmington's origins date back to 1638 when the Colony of New Sweden was established between the swiftly-flowing Brandywine and the serene Christina Rivers – the first permanent European settlement in the entire Delaware Valley.

# Map & Directions

**Driving from Philadelphia and Points North:** Take I-95 South to the second Delaware Avenue/Route 52 exit (Exit 7A). After exit ramp, go straight through light (placing you on 11th Street) to second light (junction of 11th Street and Delaware Avenue). Continue straight, following 11th Street, through six lights to King Street. Turn right onto King Street. Continue to Fourth Street and turn right. Take first right onto Market Street. DCAD is located at 600 North Market Street on the corner of Sixth and Market streets.

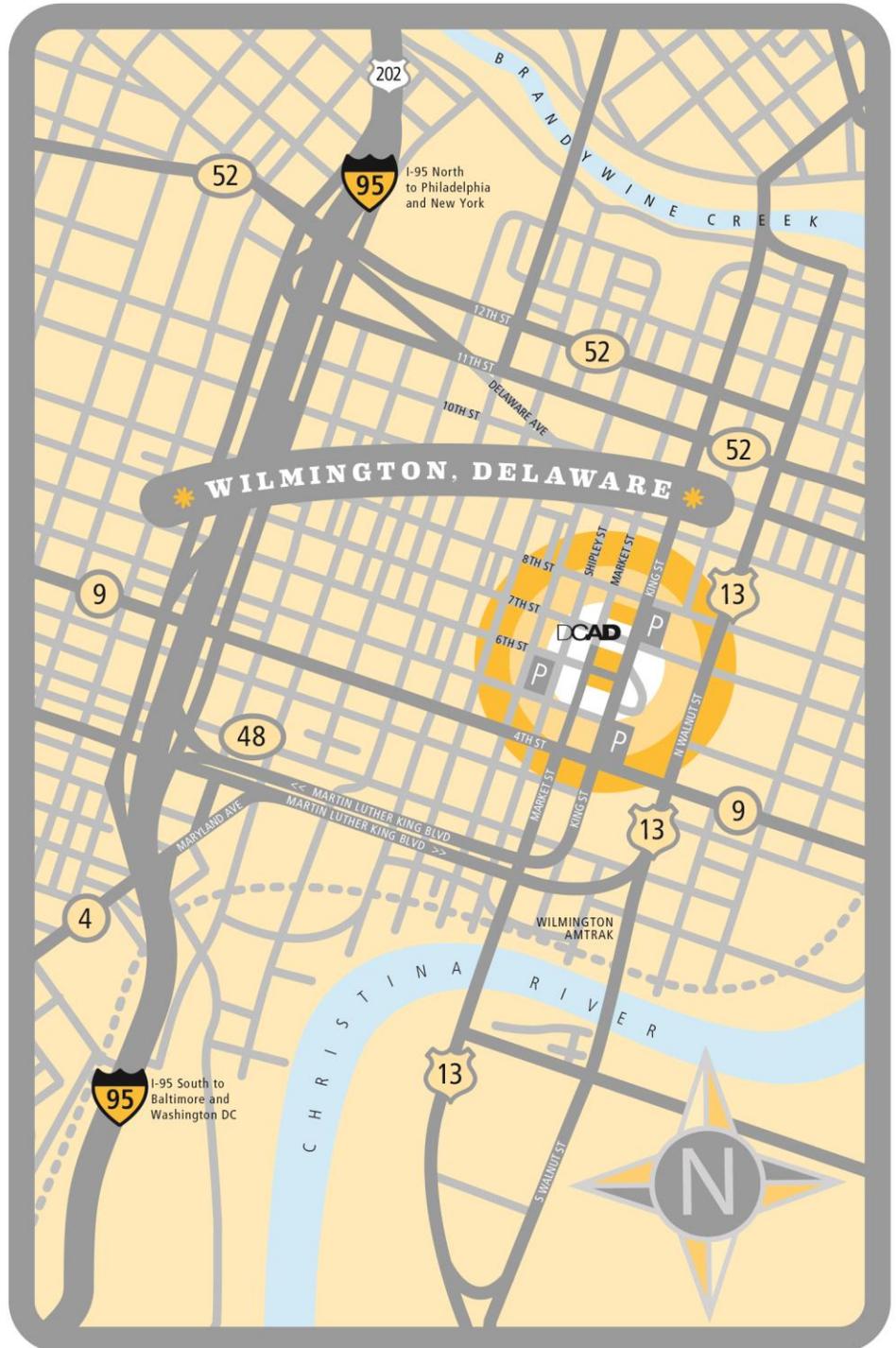
**Driving from Washington, DC and Points South:** Take I-95 North to Martin Luther King Blvd (Exit 6). Turn right onto DE-4 E/Maryland Ave. Turn left onto N. Market St. DCAD is located at 600 North Market Street on the corner of Sixth and Market streets.

**By Train:** Wilmington's Amtrak (800.872.7245) and SEPTA Station is only six blocks from DCAD.

**By Bus:** Wilmington Bus Terminal (302.652.7391) is only five blocks from DCAD. Several DART Bus stops are located near DCAD (800.652.3278).

**By Air:** Philadelphia International Airport is 30 minutes from DCAD via I-95.

**Parking:** Metered on-street parking is available around the College as are several pay-by-the-hour parking lots.



# Contact Us

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