

# DCAD Catalog 2023-2024



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# About DCAD

Delaware College of Art and Design, founded through a creative partnership between Pratt Institute and the Corcoran College of Art and Design, joins these distinguished institutions in charting the future of art and design.

## ***Mission***

Delaware College of Art and Design empowers emerging creatives to take artistic risks and engage with inclusive and diverse communities.

## ***Vision***

Delaware College of Art and Design envisions a future as a nationally recognized powerhouse of creativity, education, inspiration, and engagement.

## ***Values***

**D**edication  
**C**reativity  
**A**ccomplishment  
**D**iversity

## ***Founding***

DCAD was founded through a creative partnership between

two of the most distinguished art colleges – Pratt Institute in New York City and the Corcoran College of Art and Design in Washington, D.C. The Delaware College of Art and Design maintains high standards 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 only art and design school.

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

Graduates of DCAD can complete their BFA at a multitude of art and design colleges 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, thus DCAD's credits and classes transfer easily. DCAD's faculty advisors 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), 107 North Orange Street, 4<sup>th</sup> Floor, Wilmington, DE 19801

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, liberal arts, and general education courses. Upon successful completion of the program, students earn their Associate of Fine Arts Degree in one of five majors: Animation, Fine Arts, Graphic Design, Illustration, or Photography.

## Majors

### Animation

#### Fine Art

Painting  
Sculpture  
Printmaking

#### Game Art

### Graphic Design

#### Illustration

Book & Editorial Illustration  
Sequential Art

#### Photography & Video

## ***Majors and Electives***

Within some majors, students can select an elective in the second year that allows them to tailor their artistic focus. Each major prepares students for transfer to a four-year art and design school.

Students select their major at the time of enrollment into the College.

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. In the second year, students are immersed in their chosen areas of study and again take both studio and liberal arts courses.

Each year consists of two semesters with the fall and spring degree semesters being 15 weeks. DCAD currently does not offer summer courses. Upon completion students will earn a total of 60 credits, composed of 39 to 42 credits in studio courses, and 12 credits in liberal arts courses with 9 credits in art history.

Completion of requirements for the AFA degree may be accomplished through two years of full-time study.

Course descriptions and program outlines may be found at [www.dcad.edu/AFA](http://www.dcad.edu/AFA).

# Foundation Year

## **SEMESTER I Credits**

Drawing I, FA151	3
2-D Design I: Black and White, FN131	3
4-D Design, FN151	3
First Year Experience	3
Reading and Composition	3

## **SEMESTER II\* Credits**

Drawing II, FA152	3
2-D Design II: Color, FN132	3
3-D Foundations, FN140	3
Art History I, AH111	3
Writing for the Arts, ENG102	3

*\*Animation, Game Art, Graphic Design, Illustration, and Photography & Video majors enroll in a major specific course in Semester II instead of 3D Foundations.*

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, 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 technique, 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, 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 to produce 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 animation, stop-motion, computer-generated animation, or motion design. 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.

## 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 to projects for effective movement.
- To understand and utilize current technologies for animation, design, and sound.

## 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 film making, 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 Curriculum

### SEMESTER I Credits

Drawing I	3
2-D Design I: Black and White	3
4-D Design	3
First Year Experience	3
Reading and Composition	3

### SEMESTER II Credits

Drawing II	3
2-D Design II: Color	3
Animation I	3
Art History I	3
Writing for the Arts	3

### SEMESTER III Credits

Digital Drawing Concepts	3
Animation Studio Elective	3
Storyboarding/ Storytelling	3
Art History II *	3
Art & Science in the Natural World	3

### SEMESTER IV Credits

Animation II	3
Digital Video	3
Studio Elective*	3
Moving Pictures	3
Intro to Non-Western Art	3

*\*Students choose two studio electives from the following courses: Intro to Game Art, Experimental Animation, 3D Foundations, or 3D Modeling.*

# 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 colleges 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, 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 Curriculum

### SEMESTER I Credits

Drawing I	3
2-D Design I: Black and White	3
4-D Design	3
First Year Experience	3
Reading and Composition	3

### SEMESTER II Credits

Drawing II	3
2-D Design II: Color	3
3-D Foundations	3
Art History I	3
Writing for the Arts	3

### SEMESTER III Credits

Drawing III: The Figure	3
Sculpture I or Painting I	3
Printmaking*	3
Art History II	3
Art and Science in the Natural World	3

### SEMESTER IV Credits

Drawing IV: Perception & Metaphor	3
Studio Elective*	3
Studio Elective**	3
After the Artistic Apocalypse	3
Intro to Non-Western Art	3

*\*Choice of two: Painting II, Sculpture II, and Printmaking II.*

*\*\*Choice of Animation I, Photo I, Communication Design I, Media and Methods, Digital Video*



# Game Art

The Game Art Program prepares students for art production roles in the multi-faceted and collaborative game design industry. Students gain knowledge of how their visual ideas will influence player experience and the overall realization of the design values of a game. Students will develop a strong understanding of composition, animation principles, storytelling, and sound design to assist in the creation of dynamic UI/UX design.

## GAME ART GOALS

- To understand how to control gameplay, interaction, and player experience through highly developed visual assets and art production.
- To create original characters, environments, props, and other game elements for use in tabletop, mobile, web, or console-based games and applications.
- To experience a variety of design-oriented tasks in the collaborative game design pipeline and process.

## GAME ART COMPETENCIES

Students will:

1. Understand how to combine elements of illustration, animation, video, and sound design for games.
2. Develop characters, environments, and stories for various forms of interactive media from concept to early-stage prototypes.
3. Create a prototype of a unique interactive game by manipulating game elements such as actions, rules, goals, objects, play space, and player experience.
4. Create projects that demonstrate a basic knowledge of the history of gaming and the knowledge of its technical development.
5. Collaborate on the art production stages of the game design through group projects.

## Game Art Curriculum

<b>SEMESTER I</b>	<b>Credits</b>
Drawing I	3
2-D Design I: Black and White	3
4-D Design	3
First Year Experience	3
Reading and Composition	S

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

<b>SEMESTER III</b>	<b>Credits</b>
Digital Drawing Concepts	3
Art and Science in the Natural World	3
Game Development I	3
Mobile Game Art	3
Art History II	3

<b>SEMESTER IV</b>	<b>Credits</b>
3D Modeling	3
Intro to Non-Western Art	3
Game Development II	3
Immersive Play	3
Studio Elective	3

# 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 and emphasize skill sets and conceptual approaches through an intensive process appropriate for an emerging creative designer.
- To acquire a combination of proven traditional design concepts and industry-standard tools which 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) Acquire a primary design problem solving skill set.
- 2) Develop effective information gathering, research & development, and prototyping methods.
- 3) Use drawing as a planning tool, an image making tool, and a means to an end.
- 4) Present information as effective visual communication.
- 5) Guided in foundation principles as they build toward professional practice.

## Graphic Design Curriculum

<b>SEMESTER I</b>	<b>Credits</b>	<b>SEMESTER III</b>	<b>Credits</b>
Drawing I	3	Communication Design II	3
2-D Design I: Black and White	3	Typography I	3
4-D Design	3	Visual Communication I	3
First Year Experience	3	Art History II	3
Reading and Composition	3	Art And Science in the Natural World	3
<b>SEMESTER II</b>	<b>Credits</b>	<b>SEMESTER IV</b>	<b>Credits</b>
Drawing II	3	Typography II	3
2-D Design II: Color	3	Visual Communication II	3
Communication Design I	3	Digital Video	3
Art History I	3	Intro to Non-Western Art	3
Writing for the Arts	3	Visual Dialogues	3
Photography I	3		

# 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 developing 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, in black & 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 Curriculum*

### **SEMESTER I Credits**

Drawing I	3
2-D Design I: Black and White	3
4-D Design	3
First Year Experience	3
Reading and Composition	3

### **SEMESTER II Credits**

Drawing II	3
2-D Design II: Color Media & Methods	3
Art History I	3
Writing for the Arts	3

### **SEMESTER III Credits**

Illustration I	3
Drawing III: The Figure	3
Typography I	3
Art History II	3
The Art and Science of the Natural World	3

### **SEMESTER IV Credits**

Illustration II or Sequential Arts	3
3D Foundations	3
Digital Media & Methods	3
Creative Writing	3
Intro to Non-Western Art	3

# Photo / Video

Through courses that explore various individual elements of photography/video, the program provides a foundation in the production of still and time-based media allowing students to develop their creative vision through both fiction and non-fiction-based imagery. Students are encouraged to explore a critical and creative approach to the medium based on historical knowledge, visual vocabulary, extensive viewing, image and video production.

## PHOTOGRAPHY & VIDEO GOALS

- To provide students with a solid foundation in photographic and video methods and techniques.
- To introduce students to traditional and technologically innovative practices within the fields of photography and video.
- To foster each student's individual vision in the creation and capturing of lens-based imagery
- To enable the student to develop a portfolio lens-based work suitable for transfer to a four-year institution.

## PHOTOGRAPHY AND VIDEO 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)** Student will demonstrate effective use of quantitative literacy.

## Photography & Video Curriculum

### SEMESTER I

#### Credits

Drawing I	3
2-D Design I: Black and White	3
4-D Design	3
First Year Experience	
Reading and Composition	3

### SEMESTER II

#### Credits

Digital Video	3
2-D Design II: Color	3
Photography I: Digital	3
Art History I	3
Writing for the Arts	3

### SEMESTER III

#### Credits

Photography II	3
Digital Photo Editing	3
Studio Lighting	3
Art History II	3
Art and Science in the Natural World	3

### SEMESTER IV

#### Credits

Color Photography	3
Digital Video II	3
Studio Elective	3
Lenticular Vision	3
Intro to Non-Western Art	3

# Community Programs

The 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 provides the community with courses that foster artistic and creative growth. New programs are in development to help students of all ages and skill-levels develop and hone their interests or advance their professional studies.

## **Annual Drawing Marathon**

Each spring, DCAD presents its annual Drawing Marathon. This "draw 'til you drop" one-day event is a truly immersive experience that provides participants of all skill levels to draw from live models or explore plein-air landscapes.

[Click to view](#) the current course offering.

## ***Young Artist Program***

Through DCAD's Young Artist Program middle and high school-age artists gain experience in the studio and build their portfolios. Highlights of the Young Artist Program include Pre-College Summer Immersive Program

for High School Students, Middle School Summer Camps, and outreach programs. Areas of concentration include, but are not limited to, Animation, Illustration, Introduction to Game Art, Web Comics, Photography, Introduction to Video Production, Graphic Design and Digital Media, and Fine Arts.

## **Pre-College**

DCAD's Pre-College Programs are designed for rising freshman, sophomores, juniors, and seniors who are interested in pursuing an art and design education or just want to explore their creativity in a more focused manner. Through the Pre-College summer program designed specifically for teens, students have an opportunity to learn what it's like to study art in higher education, further their practice, and discover some of the many career options they can pursue.

The summer Pre-College program is the perfect opportunity for students planning on applying to an art and design college, are looking to hone their skills and craft, or who simply want to try something new

[Click to view](#) current Pre-College offerings.

## **Middle School Camp**

The College's Middle School camps give students in grades 6, 7, and 8 the opportunity to explore their creativity and artistic interests through an immersive one-week experience. Students spend the day

focused on a major of their choice and workshops designed to deepen their understanding, skills, and techniques through fun, educational projects.

[Click to view](#) current Middle School Camp offerings.

# 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 film-making. Students are exposed to all types of animated film production through lecture, 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.*

### **Animation II** AN202

This course expands upon the foundation provided by the Animation I course emphasizing a greater understanding and application of animation principles, effective quality of movement, and storytelling. Through class exercises, group projects, independent research, and film screenings students will learn about character performance, lip-sync, weight, and properties of matter as it pertains to animated assets. The end of the course will focus on an individual project that employs experimental visual ideas, develops original characters, and tells a compelling narrative.

*Prerequisite: Animation 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*

### **Intro To Game Art** AN221

This course offers design-oriented strategies for the creation of characters, props, and environments for use in 2D mobile or web apps. Projects introduce the visualization process of assets through manipulation and experimentation of 2D software from concept to final design. Students will learn about the history of video games and the limitations and possibilities of interactivity, movement, and functionality of original 2D assets in a UI/UX workflow. Students will also be introduced to the technical process of importing original art into a game engine.

*Prerequisite: Animation I*

### **Experimental Animation** AN226

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

*Prerequisites: Animation I*

### **3D Modeling**

AN229

This course introduces students to the principles and techniques used in 3D computer modeling. Students will apply their foundational design skills to effectively model, light, texture, and render three-dimensional forms, characters, and environments for use in animation, film, and video games. To create believability in the surfaces and forms of three-dimensional models, students will complete projects that utilize independent research and collaborative class exercises that incorporate character performance, physical properties of matter, and light.

*Prerequisite: Animation I*

### **Digital Drawing Concepts**

AN230

This course refines a student's aptitude for traditional life drawing and painting by applying those same techniques to a digital composition. Drawing sessions cover ideas such as movement, texture, character development, and drawing from the imagination that are found in a variety of media, from comics to animation. In addition, students will continue to develop their understanding of perspective, proportion, color theory, and composition as it relates to characters, objects, and environments that could be used in the fields of animation, illustration, and game design.

*Prerequisites: Drawing I & Drawing II*

### **Moving Pictures**

AS224

While everyone has the experiential knowledge of the language of film, filmmakers are expected to know the film's grammar and syntax. This course is designed to give animation 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 silent films' 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: ArtHistory II*

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

FA223

This course focuses on figure drawing using the models for both analytical processes of observation and invention. Students will 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*

## **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.

### **Art History II** AH113

Students examine significant works of art and architecture from around the world dating from the proto-Renaissance to the 21st 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.

### **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.

## **Fine Arts**

### **Drawing I FA151**

This course is an introduction to the language 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 relationships 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*

### **Printmaking II FA225**

Students increase their options for realizing form and develop their personal imagery through exploring various printmaking techniques. The course will focus 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 will 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 will 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 will develop the ability to think creatively and develop an authentic and unique personal vision.

Synthesizing and building on ideas introduced in previous courses, students will continue to deepen their engagement with the formal possibilities of black, white, and color media. Intensive investigations of concept and process will continue to focus on the dynamic relationship between form and content. Emphasis will be placed on composition, space, and movement both in class problems and 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. Studying 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.

## **Foundations**

### **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*

### **3D Foundations** FN140

This course introduces the fundamental elements of three-dimensional visual organization (line, plane, space, mass, balance, and proportion) and how to apply expressive possibilities of this design language through the investigation of material manipulation, techniques, tools, and conceptual ideas. Practical matters of proper safety and use of tools, machine tools, and technological processes will be emphasized. Students are encouraged to learn independently while exploring projects from research to development to completion. Excellence in both concept and craftsmanship 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*

## **Game Art**

### **Game Development I** GA201

This course provides students the ability to create game assets which are utilized in a variety of tabletop, card, and cooperative games. Students will develop a working knowledge of digital imaging software to help in the construction of assets. Students will collaborate to build physical prototypes that demonstrate an understanding of the basic game elements, gameplay, and environment for an intended player experience. Through collaborative and individual project students will understand the iterative game design process and effective workflow necessary for overall successful gaming experience.

*Prerequisite: Foundation Year*

### **Game Development II** GA202

This course expands upon the ideas and techniques for the designing of game assets and interface elements introduced in **Game Development I**. Students will work on a build

of an original 2D digital game utilizing the game engine software, Unity. Class exercises will give students the ability to develop technical skills such as basic coding, to further their understanding of the game design process and complete their game build from concept to prototype. Final projects will focus on a student's strength in character design, animation, 2D environment design, and sprite creation for games. Students will also be introduced to the marketing side of the game industry while engaging in the playtesting and evaluating stages of the design process.

*Prerequisite: Game Development I*

### **Mobile Game Art** GA210

This course offers design-orientated strategies for the creation of characters, props, and environments for use in 2D mobile or web apps. Projects introduce the visualization process of assets through manipulation and experimentation of 2D software from concept to final design. Students will learn how their artwork can assist in the creation and development of the game design pipeline. Students will also be introduced to the technical process of importing original art into a game engine.

*Prerequisite: Animation I*

### **Digital Drawing Concepts** AN230

This course refines a student's aptitude for traditional life drawing and painting by applying those same techniques to a digital composition. Drawing sessions

cover ideas such as movement, texture, character development, and drawing from the imagination that are found in variety of media from comics to animation.

*Prerequisites: Drawing I & Drawing II*

### **Immersive Play** AN250

Our contemporary gaming culture finds its origins in ancient board games, sporting competitions, early mathematics, and geo-political events from over the past 5000 years of human history. Learn how a variety of games from all over the world have evolved into our current obsession of console and mobile games and apps. Understand how technical advances have informed how humans play games and for what purpose. Students will discover the technological breakthroughs that revolutionized the gaming industry and what the future holds for humanity and games.

*Prerequisites: None*

## **Graphic Design**

### **Visual Communication I** GD201

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** GD202

This course emphasizes 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*

### **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.

## **Illustration**

### **Intro to Sequential Arts**

IL210

Through a planned series of lectures, demonstrations and assignments, students will explore the medium of comics as a vehicle for storytelling and narrative communication. Using a combination of typography and imagery, student will complete assignments that will further their understanding of panel and page composition, controlling pace and mood of a story, and writing and character development. During the completion of

these projects, students will be introduced to various techniques that include a mixture of computer-based media and traditional media to develop preliminary sketches and complete finished pages. Emphasis will be placed on story development and the idea of the artist as creator.

*Prerequisite: Drawing II*

### **Illustration I**

IL215

Through a series of assignments, presentations, and exercises, students will explore methods for pictorial communication. Concepts will be developed and refined through research and comprehensive sketch work. An introduction to real world applications for illustration will be presented through work with a functional context. *Prerequisite: Drawing II*

### **Illustration II**

IL216

Through a series of assignments, presentations, and exercises, students will strengthen their application of pictorial communication methods as it relates to contemporary illustration practices. Research into illustration markets will inform student's individual direction and creative voice. Students will execute a self-directed project designed to explore and apply industry standard practices to meet their personal, educational and emerging professional goals. *Prerequisite: Illustration I*

### **Media & Methods IL217**

Through demonstrations, exercises, and studio assignments students will experiment with traditional media commonly employed in the illustration field. Digital tools will be introduced to refine and prepare work for print and digital applications. Students will begin to identify a process consistent with their individual creative voice.

*Prerequisite: Studio Foundation Year*

### **Digital Media and Methods**

IL218

Through a variety of demonstrations, exercises, and assignments, students will explore a variety of techniques that combine traditional and digital media. Adobe software will be utilized to refine, enhance, create, and prepare illustrative artwork for print and digital applications. Students will continue to develop an individual style consistent with their personal, educational, and professional goals. *Prerequisite: Media and Methods*

### **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.

### **Drawing III: The Figure** FA233

This course focuses on figuredrawing using the models forboth analytical processes of observation and invention.

Student will develop their abilities to create meaningfulcomposition, 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*

### **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 ofthe 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*

## **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.

### **First Year Experience** AS120

Offered only in the fall semester, the DCAD First YearExperience course serves as an introduction for first- semester college students to the study and practice of art and design skills they will need to thrive in college and beyond. The course will focus on success strategies for college life and how to navigate contemporary discourses of art and design. Students will be lead through different modules that emphasize successful academic practices in addition to studio and technical skills, both analog and digital. This course will also prepare students with the skills neededto participate in the first-year portfolio in the spring semester.

### **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*. Ap 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 art critiques,gallery reviews, artist's statements, formal/visual analyses, and research papers.

**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.

### **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.

### **The Art and Science of the Natural World**

ENG202

This course introduces students to some of the quantitative systems of knowledge that have informed and inspired artists and designers throughout history. The goal is to give students the historical understanding of how and why art and design have used geometry and mathematics in the past, and how contemporary artists and designers apply quantitative methods in their practice. Students will learn, in a variety of formats: lecture, discussion, oral presentation, and hands-on, project-based assignments.

### **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.

### **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.

### **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.

### **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.

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

From JFK to LSD, Vietnam to Watergate, feminism to consumerism, this course explores culture, conflict, and counterculture 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.

### **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.

## **Photography & Video**

### **Digital Photo Editing**

PH218

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. Student will investigate the relationship between image capture, resolution and output quality, and explore many practical possibilities of digital editing.

*Prerequisite: StudioFoundation Year and Photography I*

### **Studio Lighting**

PV226

This course introduces students to a variety of lightning techniques with both natural and artificial light applicable to both photography and video. Using digital cameras, students will learn techniques including on-camera and fill flash, hot lights, strobes, and the use of light modifiers. Students will also learn how to apply these techniques to simulated job assignments for both still and video solutions. Topics covered include the use of portable lighting for location and studio location for advertising product/still life. Video problems include lighting to anticipate movement, lighting cues with practical lights, using outdoor lighting, and changing lighting within the same scene.

*Prerequisite: Photography II*

### **Photography I: Digital**

PV228

The fundamentals of black and white photography are presented in a digital environment. Basic technical and analytical skills cover the operation of a digital SLR camera, downloading, workflow, making prints and enlargements, basic digital 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: none*

### **Photography II**

PV229

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**

PV226

This course introduces students to a variety of lighting technique with both natural and artificial light

applicable to both photography and video. Using digital cameras, students will learn techniques including on-camera and fill flash, hot light, strobes, and the use of light modifiers. Students will also learn how to apply these techniques to simulated job assignments for both still and video solutions. Topics covered include the use of portable lighting for location and studio lighting for advertising products/still life. Video problems include lighting to anticipate movement, lighting cues with practical lights, using outdoor lighting, and changing lighting within the same scene.

*Prerequisite: Photography II*

### **Color Photography**

PV232

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*

### **Studio Lighting**

PV226

### **Digital Video I**

PV213

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 lightweight cameras for location shoots, documentaries, news gathering and commercial presentations. Pre-production, storyboarding and postproduction video editing is 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*

### **Digital Video II** PV216

Building upon video skills learned in PV213, students will be introduced to more complex camera movement including blocking, advanced editing technique, non-linear editing, documentary forms, creating a narrative arc in terms of more advanced screenwriting, and color corrections for video.

*Prerequisites: Digital Video I*

### **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.



# Admissions

The Office of Admissions at the Delaware College of Art and Design has developed the following policies 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 Office of Admissions, 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 based on 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:  
November 15

Financial aid and Scholarship  
Priority Deadline: March 15  
Deposit deadline: May 1

All students who have been accepted must submit tuition deposits, housing deposits (if living on campus), and payment arrangements with DCAD Finance.\

Rolling admissions allows applications to be reviewed year-round. Applications received after the deadlines will be reviewed and considered on case-by-case basis. 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
  - Essay
  - Portfolio Review
  - High School Transcript
  - 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.
- Midyear grades

Note: Official High School Transcript with graduation date must be received prior to registration for fall classes

## 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.

### ***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:**

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. Official results of the DET (Duolingo English Test) with a minimum score of 100.

International students must specify DCAD's school code of 5443 for TOEFL score reporting. The TOEFL/DET requirement may be waived for students who successfully completed a college-level English composition class at an accredited U.S. college or university if the student's only language of instruction has been English for three or more Delaware College of Art and Design, 600 N. Market St. Wilmington, DE 19801

years; or where 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](http://WorldEducationServices.com)  
Bowling Green Station  
P.O. Box 5087  
New York, NY 10274-5087  
Telephone: 1-212-966-6311  
Fax: 1-212-739-6100

- **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, Dean, and Program Chairs. 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 the 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](#).

School visits may also be arranged by appointment, which can be made by contacting DCAD's Admissions Office at 302.622.8000 ext. 219 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 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](mailto:admissions@dcad.edu)

### ***Tuition Billing***

All tuition and fees are payable in accordance with the College's published due dates. Students must sign a Term Enrollment Agreement every Semester, defining their financial obligation to the College. 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 302.622.8000 ext. 218 to make financial arrangements before their registration can be approved. DCAD will not impose late payments or any other penalty, to covered VA students, including the restriction of class, library and dining halls, or any other institutional facilities, nor will DCAD require the covered individual to borrow additional loan funding, due to the covered VA student's inability to meet the financial obligation to DCAD due to the delayed disbursement funding from VA under chapter 31 or 33.

### ***Refund Policy***

Change prior to Start of Classes	100%
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Change during First Week	85%
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Change during Second Week	70%
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Change during Third Week	50%
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Change after Third Week	0%
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The refund policy only applies to classes withdrawn by the end of the third week for that 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 302.622.8000 ext. 218 for more information.

### ***Housing at DCAD***

The Delaware College of Art and Design offers student accommodations 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 non-refundable deposit is required to request a housing assignment. Housing fees are paid in one installment 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.

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.

**2023-2024 Tuition, Fees and Housing, Per Semester**

**Tuition & Fees**

Full-time Tuition (12-18 credits)	\$14,165.50
Part-time Tuition (per credit)	\$1,175
Comprehensive Fee	\$975
Housing Deposit	\$200
Student Housing Double Room	\$4,500
Student Housing Single Room	\$4,650
Resident Meal Plan	\$2,600
Commuter Meal Plan	\$350

**Books / Supplies Fee (per year, estimated)**

Foundation Year Art Kit	\$700
3-D Foundation Supplies	\$250
Sculpture 1 Fee	\$200
Sculpture 2 Fee	\$260
Printmaking 1	\$175
Printmaking 2	\$175
Art History I Textbook	\$180

# 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.

For more information, contact the [DCAD Financial Aid Office](#) at 302.622.8867 ext. 209, or visit the college's [website](#).

## 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.
- Be a United States citizen or eligible non-citizen (permanent resident)
- 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

The FAFSA is the Free Application for Federal Student Aid. This is the first step in the financial aid process for both federal programs (Pell Grant, Direct Loans, Parent PLUS Loans) and state programs. The personal and financial information reported on the FAFSA is how a student's eligibility is determined for all aid, including grants, student loans, and work-study positions. It is recommended that the students complete the FAFSA on the FAFSA [website](#).

Students must enter DCAD's Federal School Code: **041398**, on their FAFSA so the DCAD Financial Aid Office can retrieve FAFSA results.

## Net Price Calculator

The Net Price Calculator can provide an early estimate of what the Financial Aid Award Package may look like. It can be found on the website at [DCAD's Net Price Calculator](#).

## Institutional Aid

### DCAD Merit Scholarship:

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.

### Stuart B. Young Scholarship:

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>.

### DCAD Grant:

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. Milton and Hattie Kutz: 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 1<sup>st</sup>. Recipients are required to submit a thankyou letter upon receipt of the scholarship.

## Federal and State Grants

### Federal Supplemental Educational Opportunity Grant (FSEOG)

Funds received through this



program depend on a student's financial need (as determined by the U.S. Department of Education), and other financial aid packaged to the student's account. FSEOG funds are disbursed by the school

**Eligibility:** Applicants must:

- Be a U.S. Citizen or eligible noncitizen.
- Matriculate into an undergraduate program of study.
- Demonstrate financial need.
- Have not already earned a bachelor's degree.

Students can apply on the FAFSA [website](#).

### **Federal College Work Study**

Enables students to earn money to put towards their educational expenses.

### **Federal Pell Grant:**

Funds received through this program depend on a student's financial needs (as determined by the U.S. Department of Education) and the cost of attendance associated with DCAD.

**Eligibility:** applicants must:

- be a U.S. Citizen or eligible noncitizen.
- Matriculate into an undergraduate program of study.
- Demonstrate financial need.
- Have not already earned a bachelor's degree.

### **Apply:**

- Students must complete their FAFSA.
- Visit the [FAFSA Website](#) for step-by-step instructions and helpful hints on navigating this process.

### **State Grant Programs**

Each state awards grants to residents of that state. Some offer grants to students who are attending out-of-state institutions. Students must file the FAFSA by their state grant deadline and meet GPA requirements. Visit your state's Higher Education website for details and deadlines. Once a state awards a grant, 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.

### **Veterans Benefits**

Veterans who need information regarding their Montgomery GI Bill Benefits need to log on to the VA [website Veterans Benefits Administration Home \(va.gov\)](#) and follow the prompts to Education Benefits. This website will provide Chapters 30, 33, 35, 1606, and 1607 eligibility requirements.

GI Bill Benefits® - GI Bill® Is a Registered Trademark of the U.S. Department of Veteran Affairs (VA). ~~Loans~~

### **Federal Direct Loans**

Loans are a form of financial aid that eventually must be repaid. Students can borrow loans through the federal government, state agencies or private lenders. Private financing options such as alternative loans are subject to credit checks and prior approval from lenders.

### **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.

### **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 their 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 Academic Action 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.

### **Repeat Courses**

Regulations permit students to retake any previously passed course only one time. If you are in the second retake (third enrollment) of a previously passed course, financial aid does not count that class in your enrollment for the term and could be adjusted to reflect the lower enrollment.

"Passed" means a course grade of "C" or better.

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

#### **Return of Title IV Funds**

Calculation for Withdrawals  
Federal Financial Aid Awards  
assumption that the student will complete the entire term for which the award is processed. If the student withdraws during a term, federal regulations require the Office of Financial Aid to

apply a formula established by the U.S. Department of Education to determine the amount of federal financial aid earned as of the official withdrawal date from Delaware College of Art and Design.

The amount of federal financial aid earned is determined by the percentage of time spent in academic attendance and has no relationship to the institutional charges you may have incurred. Once 60% of the semester has passed, you have earned 100% of the federal financial aid awarded to you. Title IV funds that are considered for the calculation include: Pell Grant, SEOG, Direct Loans (Subsidized and Unsubsidized) and PLUS Loans (Parent Plus).



# 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. DCAD currently does not have a summer semester. 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. Three-credit liberal arts classes normally meet 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 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 College LMS, Populi, after which grade reports are posted within the [DCAD Populi LMS](#). 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 life. Grades of C- or lower will generally not transfer to four-year colleges. Grades are made available on the Populi 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 they have 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 program chair. 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 life 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 27.

## ***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 housing, or avail themselves of DCAD programs and services.

## ***Leave of Absence***

If a student anticipates a prolonged absence from the College, they 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 their advisor (Program Chair) 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 program chair, 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 program chair 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 their 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. 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. For VA benefit recipients, the VA will not pay for repeated courses unless a new grade is needed to proceed in the program.

## ***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 probation 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 32-35 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 their 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 Program Chair, the student's advisor, to review each student's progress at the midpoint of the semester. Each PC 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 life, and the data from previous Progress Reports and the Mid-Semester Progress Report, the PC provides active intervention strategies and may recommend additional academic resources. As an advisor, the PC 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 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 Reinstatement appeal procedures. VA education benefits will be terminated if the VA student is not removed from warning after one semester. Benefits may resume when the student returns to satisfactory academic standing.

### ***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. 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 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 their 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. For the purposes of VA benefit recipients, the VA will not pay for audited courses.

## ***Placement Testing***

The College requires all incoming students to complete a writing sample prior the start of their first semester. 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 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](#). 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 28 credits are accepted for transfer toward the AFA degree with 32 to 36 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 [DCAD's website](#) 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 2023*

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

Sunday, August 27 –  
Monday, August 28

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

Tuesday, August 29

### **Labor Day – No Degree Classes**

Monday, September 4

### **Thanksgiving Holiday College Closed**

Wednesday, November 22 –  
Friday, November 24

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

Friday, December 15

### **No Classes**

Monday, December 18 –  
Monday, January 15

### **Campus Closed**

Monday, December 25 –  
Tuesday, January 2

## *Spring 2024*

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

Tuesday, January 2

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

Monday, January 15

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

Tuesday, January 16

### **Spring Break**

#### **No Classes**

Saturday, March 9 –  
Sunday, March 17

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

Monday, May 6

## *Summer 2024*

**DCAD does not currently run a summer semester.**

**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 to 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 based on 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, The 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.

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 on the website and are available by request in the Student Life 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 on [dcad.edu](http://dcad.edu). 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 promotes 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 find this information online 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 Registrar, Director of Student Life or the 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 be adjudicated within seven business days. The appeal will then be closed and filed as "appeal resolved." All resolutions made are final. Resolutions will be sent via your DCAD issued email account and will contain a copy of the Appeal Statement form.

## ***Student ADA Accommodations***

The Americans with Disabilities Act, Section 504 mandates that "no otherwise qualified handicapped individual shall, solely by reason of their 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 accommodation and properly complete all associated paperwork within two weeks of the start of the semester.

Once the proper documentation has been received, either the Dean's Office or the Student Life Office coordinates a meeting between the student, the student's family / guardians, and the Dean's Office.

Educational 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 two weeks prior to the start of the academic year. Accommodations cannot be provided before the proper documentation has been received nor can accommodations be applied retroactively. Adjustments to accommodations may be made at the student's request. All requests must be made in writing.

## ***Alcohol Policy***

The Delaware College of Art and Design is a "dry campus" Students are not permitted to have alcohol in their residence hall or on campus.

Alcohol may not be consumed in public areas such as hallways, lounges, classrooms, the Toni and Stuart B. Young 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.

Empty alcohol bottles for studio assignment use are only allowed in student rooms with prior approval from the Student Life 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 Life 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.

## ***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 their 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 via email during New Student Orientation, is available [online](#).

# 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 regarding 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, if 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.

If 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

**Ron Brignac**

Academic Dean  
Program Chair,  
Photography &  
Video  
MFA, Stanford University  
MA, Central Washington  
University  
BA, Central Washington  
University

**John Brown**

Adjunct Professor, Liberal  
Arts Writing Center  
Coordinator MFA, Rutgers  
BA, Eastern Illinois University

**Denise Tanyol**

Adjunct Professor, Animation  
PHD, University of  
Pennsylvania  
MA, University of Southern  
Mississippi BA, University of  
Kentucky

**Jamila Davey**

Adjunct Professor,  
Liberal Arts  
PhD., University of Texas -  
Austin  
MA., University of Texas -  
Austin  
BA, Northwestern University

**Ellen Durkan**

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

**Paul Rider**

Adjunct Professor, Photo /  
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and Design  
BFA, University of the Arts

**Melissa Fitzgerald**

Program Chair,  
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MFA, Savannah College of Art  
and Design  
BFA, University of North  
Carolina at Greensboro

**Penni Gioffre**

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

**Lauren Mink**

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AFA, Delaware College of Art  
and Design

**Robert Bickey**

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Coordinator  
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MFA, Clemson University BFA,  
University of Georgia

**Angel Kawash**

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Fine Arts  
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AFA, Delaware College of Art  
and Design

**Heather L. Castro**

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Ph.D, Temple University  
M.A., University of Kentucky  
B.A., University of Kentucky

**Tad Sare**

Program Chair, Animation &  
Game Art  
MFA, Pennsylvania Academy  
of Fine Arts  
BA, Indiana University,  
Bloomington

**Casey Smith**

Program Chair, Liberal Arts  
PhD., Indiana University  
MA, Indiana University  
AB, Kenyon College

**Christ St. Cyr**

Program Chair, Graphic  
Design  
MA, Massachusetts College of  
Art and Design  
BFA, University of  
Connecticut

**Aki Torii**

Program Chair, Foundations  
and Fine Arts  
MFA, Pennsylvania Academy  
of Fine Arts  
BFA, Indiana University

**Zaneta Zubkova**

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

**Sean Carrow**

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

**Holly Storlie**

Adjunct Professor, Fine Arts  
MFA, Philadelphia Academy of  
Fine Arts  
BFA, Ringling College of Art  
and Design



# Board of Trustees

## ***Board of Trustees***

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# Administration

## ***President's Office***

### **Jean Dahlgren**

President  
MFA, Marywood University  
MA, SUNY Oswego  
BA, SUNY Oswego

### **Kristen Blanchard**

Executive Assistant  
BA, University of Richmond

## ***Dean's Office***

### **Ron Brignac**

Academic Dean  
MFA, Stanford University MA,  
BA, Central Washington  
University

## ***Admissions***

### **Connor Kealey**

Director of Admissions  
MA, Colorado State University  
BA, Susquehanna University

### **Delaina Jolley**

Admissions Counselor  
BFA, Pennsylvania College of Art  
and Design

### **Daejah Henry**

Admissions Counselor  
AFA, Delaware College of Art and  
Design

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**Muriel Mhloyi** Bursar  
BS, Cheyney University

## ***Communica- tions***

### **Rebecca Klug**

Associate Director of  
Communications  
MA, University of Iowa  
BA, Luther College

### **Katelyn Parag**

Communications  
Assistant  
AFA, Delaware College  
of Art and Design

## ***Development***

**Rich Savona, CPA**  
Director of Finance

## ***Finance and Operations***

### **Rich Savona, CPA**

Director of Finance  
MBA, Wilmington  
University  
BBA, Pace University

## ***Financial Aid***

### **Kathleen Ellis-Foultz**

Director of Financial  
Aid MSM, Wilmington  
University  
BS, Widener University

## ***Library***

### **Megan Johnson**

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

## ***Registrar***

### **David Czarnecki**

Registrar  
MPS, Penn State  
BA, Penn State  
BA, Penn State

## ***Student Life***

### **Alyssa Trytek**

Director of Student Life  
Interim Facilities Manager,  
707 Building  
MS, West Chester University  
BA, Arcadia University

### **Elizabeth Saldan**

Assistant Director of Student  
Life  
MA, University of Delaware  
BA, West Chester University  
of Pennsylvania

## ***Studio Operations***

### **Robert Bickey**

DCAD Technician  
Interim Facilities Manager,  
600 Building  
MFA, Clemson University  
BFA, University of Georgia

# Location

Wilmington is a small city with big access, both at home and further afield.

Interstate 95 will take you from New York to Philadelphia to Baltimore to Washington D.C. in about the same time you'd spend in a studio class session. Wilmington is the mid-point along this cultural pipeline, and its location puts you between 40 minutes and two hours of all four cities; beaches in Delaware, Maryland, and New Jersey; and the Appalachian Trail and Pocono Mountains.

Even closer are popular Brandywine Valley attractions like Longwood Gardens, Winterthur, and the Delaware Museum of Natural History. Works on view in the Brandywine River Museum and the Delaware Art Museum by Howard Pyle, Jessie Wilcox Smith, Frank Schoonover, Harvey Dunn, and three generations of Wyeths - N.C., Andrew, and Jamie - reflect Greater Wilmington's status as the birthplace of both American illustration and an American art dynasty.

DCAD's campus is located on Market Street in Wilmington's Creative District, an emerging hub of artistic expression and innovation. The district's vibrant street art, murals, and sculptures contribute to a dynamic and visually stimulating atmosphere. With regular art events, workshops, and performances, the Creative District fosters a sense of community and creativity, offering art and design students opportunities to immerse themselves in a diverse artistic community, connect with local artists, gain inspiration for their creative endeavors, and showcase their own talents.

Within walking distance of DCAD are The Delaware Contemporary art museum, The Queen music venue, Christina Cultural Arts Center, The Grand Opera House, and The Playhouse on Rodney Square. Also nearby are Brandywine Park and Zoo, Blue Rocks Stadium, Constitution Yards Beer Garden and Games, Riverwalk Mini-Golf, Riverfront Ice Rink, Altitude Trampoline Park, Delaware Nature Society's DuPont Environmental Education Center, and the Delaware Center for Horticulture.

Wilmington events held around DCAD include the annual Brandywine Festival of the Arts, the monthly Art Loop Wilmington, the weekly seasonal Rodney Square Farmers Market, and Creative District Rock Lot activities. Dining for every kind of cuisine and price point is easily accessible as well, including a wide range of local food trucks. **Visit [inwilmdc.com](http://inwilmdc.com) for a calendar of events in Wilmington.**

Students can walk to the Wilmington Amtrak and SEPTA station for trips outside Delaware, and the DART bus system operates throughout the city and state.

## About Delaware

Delaware, a state rich in history and natural beauty, offers a compelling blend of past and present attractions. Steeped in a significant historical legacy, Delaware played a noteworthy role during the Civil War as a key station along Harriet Tubman's Underground Railroad network. Tubman's courageous efforts in guiding enslaved individuals to freedom were instrumental in the state's history. Today, visitors can explore Delaware's historical significance by visiting landmarks like the Tubman-Garrett Riverfront Park - just a few blocks from DCAD's campus - which pays homage to Tubman and Thomas Garrett, a prominent abolitionist. The park serves as a reminder of Delaware's involvement in the abolitionist movement and offers a serene waterfront setting for reflection and appreciation of this pivotal era.

Delaware is renowned for its pristine beaches along the Atlantic coast, including popular destinations like Rehoboth Beach and Bethany Beach. Delaware's charming coastal towns, such as Lewes and Cape Henlopen, offer a glimpse into the state's maritime history with their picturesque lighthouses and Victorian homes. The state's capital, Dover, boasts attractions like the historic Delaware State Capitol building and the Air Mobility Command Museum.

Indoor and outdoor celebrations are held by various organizations throughout the year. Shopping is tax-free throughout the state and ranges from thrift shops to high-end boutiques to the thriving Christiana Mall.

# 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 N. Market St. on the corner of Sixth and Market streets.

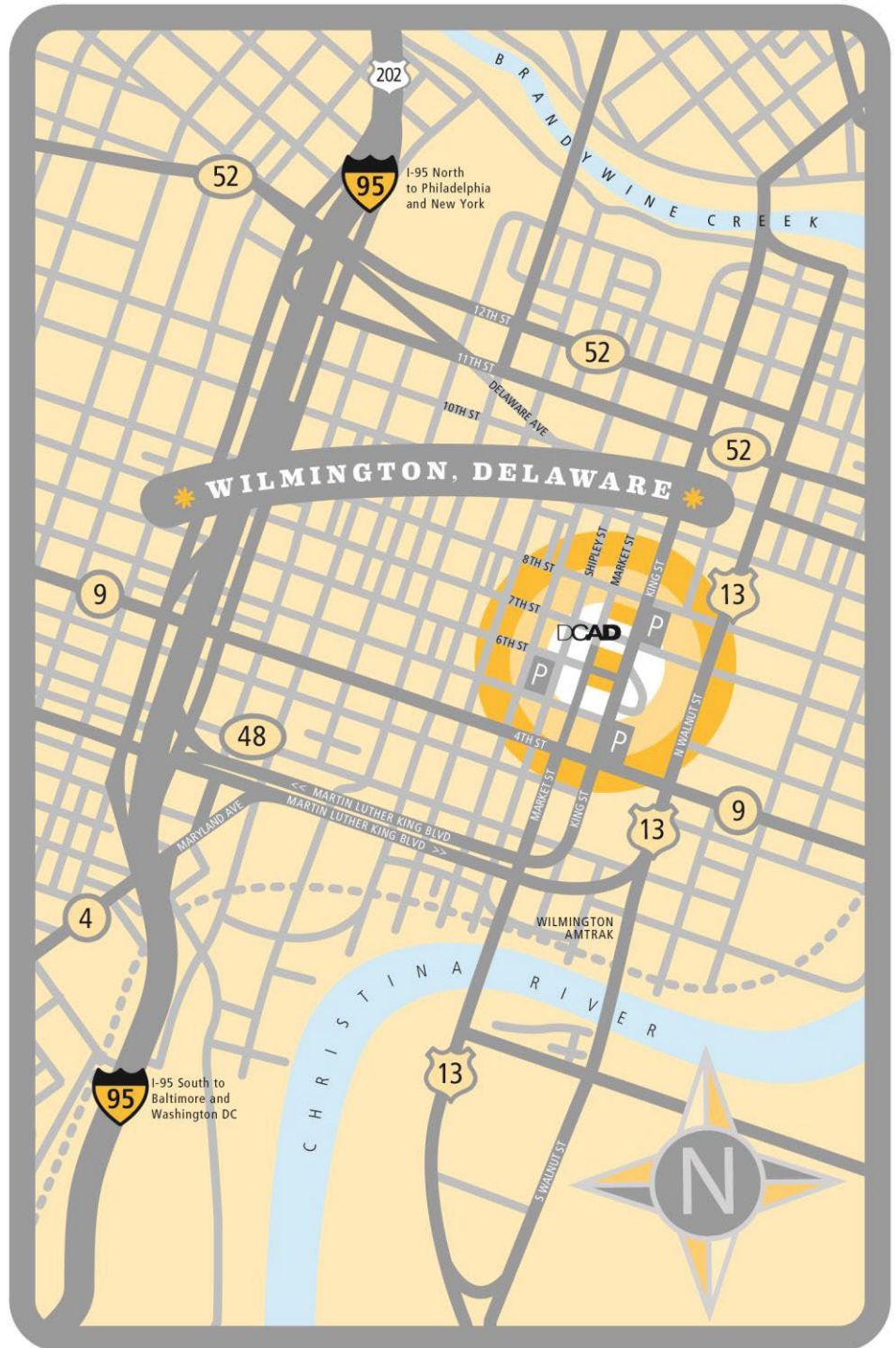
**Driving from Washington, DC and Points South:** Take I-95 North to Martin Luther King Blvd ( Exit 6 ). Turn right onto DE-4 E / Maryland Ave. Turn left onto North Market St. DCAD is located at 600 N. Market St. on the corner of Sixth and Market streets.

**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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