

Catalog 2016 - 2017

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**Explore
DCAD's new
Co-op Program!**

**Two internships,
and I get paid?**

START HERE

DELAWARE COLLEGE OF ART AND DESIGN

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About DCAD

Mission

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.

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

Vision

DCAD offers a comprehensive Associate of Fine Arts Degree Program emphasizing structured, visually-based studio experiences and a rigorous academic curriculum, enabling students to continue their undergraduate education through transfer to four-year professional colleges of art and design while providing a basic foundation for successful and satisfying careers. The College engages a faculty of accomplished professionals who are committed to serve as teachers, role models and mentors. DCAD nurtures a vibrant, student-centered, college community, served by

state-of-the-art learning, working and living environments that inspire personal expression and effective collaboration; it participates in Wilmington's educational and cultural life through a variety of community-based programs and activities. To advance its programs and services, DCAD manages its human, financial and physical resources effectively and efficiently.

Partnership

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 the high standards of Pratt and Corcoran in a student-centered environment that fosters personal attention. This unique partnership between two of the oldest and most prestigious schools of art and design in the country came in response to an invitation by the Wilmington community in 1996 to establish Delaware's only art and design school.

Unique AFA to BFA Transfer Opportunity

Graduates of DCAD have the opportunity to complete their BFA at a multitude of art and design colleges nationwide. Due to DCAD's unique

founding and commitment to maintaining a rigorous course of study, a growing list of articulation agreements with art and design colleges guarantees 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 and Student Services staff work one-on-one with each student to prepare and present impressive portfolios when they apply to transfer to other schools. DCAD graduates routinely receive transfer scholarships to complete their Bachelor of Fine Arts degrees.

Accreditation

The Delaware College of Art and Design is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104, 215.662.5606, www.msche.org; and the National Association of Schools of Art and Design (NASAD), 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190, 703.437.0700, www.nasad.arts-accredit.org. 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 that combines studio courses in art and design and liberal arts courses. Upon successful completion of the program, students earn their Associate of Fine Arts Degree in one of six majors: Animation, Fine Arts, Graphic Design, Illustration, Interior Design or Photography.

Majors & Tracks

Animation

2-D Animation
3-D Animation

Fine Art

Painting & Drawing
Sculpture
Printmaking

Graphic Design

Advertising Design
Communication Design

Illustration

Book & Editorial Illustration
Sequential Art
Comic Art

Interior Design

Commercial Design
Residential Design

Photography

Traditional Photography
Creative Commercial
Photojournalism

Majors & Tracks

Within each major, students will select a track, or area of emphasis, that encompasses a series of specified classes in their second year. This wide array of elective opportunities in the second year allows students to tailor their artistic focus within their specified majors. Each major prepares students for transfer to a four-year art and design institution.

Graphic Design, Interior Design, and Photography majors take a course within their major in the second semester of the first year. Students select their major at the time of enrollment into the College, choosing their track during their first semester.

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 introduced to 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. An optional summer semester is overall 14 weeks long. Upon completion students will earn a total of 67 to 70 credits, composed of 43 to 46 credits in studio courses, and 15 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 for students who begin in a fall semester. Students may choose to begin their courses in the spring and complete their degree in a year and a half, taking courses full-time through the summer semester of their first year.

Course descriptions and program outlines may be found at www.dcad.edu/AFA.

Co-operative Education Program

The mission of DCAD's NEW co-operative education program, or "co-op," is to engage students in planned, educationally related work and learning experiences that integrate knowledge and theory with practical application and skill development in a professional setting. Students who elect to participate in the DCAD co-op will begin the program between their first and second years of study at DCAD. This new programming initiative will afford students the real-world practical application of skills beyond the classroom and studios, encompassing two successive paid internships in the Wilmington area and beyond. For more information and further details on involvement in the program, please direct inquiries to DCAD's Cooperative Education Program Coordinator at 302.622.8000 ext. 712.

Foundation Year

SEMESTER I **Credits**

Drawing I, FA151	3
2-D Design I: Black and White, FN131	3
3-D Design I, FN141	3
Foundation Seminar, FN121	3
Art History I, AH111	3
Writing and Literature I, AS111	3

SEMESTER II* **Credits**

Drawing II, FA152	3
2-D Design II: Color, FN132	3
3-D Design II, FN142	3
4-D Design, FN152	3
Art History II, AH112	3
Writing and Literature II, AS112	3

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

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

DCAD embraces the practice of a foundation year. During this time, all students, regardless of their program, focus on the same fundamental issues of form making through studio classes in drawing, two-dimensional, three-dimensional, and four-dimensional (time-based) design, and color theory. The purpose of the foundation experience is to develop visual literacy and skill 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 areas of concentration. Students cultivate the potential for visual, technical, and symbolic qualities of two- and three-dimensional form as well as color and the use of time as a design element.

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 the underlying concepts and principles common to art and design.
- To make connections and reinforce visual concepts between the first- year studio courses and art history courses.
- To encourage connections between foundation year courses and 2nd year major courses and to prepare students for further study in their program.

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 fundamental understanding of the art history and language skills essential for all aspiring artists and designers. The curriculum is intended to complement and enrich students' studio practice through carefully crafted coursework that stresses visual and verbal interaction. This curriculum comprises of course in art history, writing, reading, and literature as well as several general education electives designed to develop effective written and oral communication skills, promote critical thinking, and encourage exploration of various creative, cultural, and intellectual disciplines.

LIBERAL ARTS GOALS

- Develop verbal literacy to read, write, and interpret data into knowledge and ideas and visual literacy to analyze the contextual, cultural, aesthetic, intellectual, and technical aspects of producing and using visual material.
- Improve college-level reading, writing, speaking and critical thinking skills that are fundamental to the development and expression of creative minds, as well as the persistence and success of all students matriculating at the College.
- Develop students' capabilities in employing the methodologies and vocabulary of art history and writing and literature to analyze the

relationships between cultural-historical contexts and the production of works of art.

- Provide students with the skills necessary to reason, problem solve, and respond at the highest levels of application, analysis, synthesis, and evaluation of various artistic styles and literary genres for superior performance in a given situation.
- Enhance student appreciation and understanding of images as text by analyzing the similarities and differences among artists, artistic expressions and traditions, and the interrelation between art and the cultures that produced it, with special attention to social, economic, political, religious, and philosophical contexts.
- Offer Chicago Manual Style bibliographic instruction that introduces students to the effective access, evaluation, and successful use of credible information from a variety of sources.

LIBERAL ARTS COMPETENCIES

Students will:

- 1:** Identify, describe, analyze, and evaluate works of art, literature, and design from various historical periods and global cultures both in written and oral formats.
- 2:** Recognize and differentiate a variety of artistic and literary media, techniques, and designs and place them in historical, cultural, religious,

scientific, and stylistic contexts applying appropriate vocabulary to demonstrate comprehension and communication of their significance.

3: Interpret works of art, literature, and design by applying relevant vocabulary terms and concepts; appropriate methodologies and genres; and stylistic elements to become creative problem solvers and idea generators.

(FN 3)

4: Apply the conventions of English grammar, critical analysis, and Chicago Manual Style formatting and documentation when required to produce essays, reports, and thesis-oriented research for delivery in written and oral formats.

5: Explore diverse genres, styles, themes, and concepts in a rich variety of global literary masterpieces and analyze them for delivery in written and oral formats.

(FN 1)

6: Integrate Liberal Arts competencies across the art and design curriculum in a capstone project to reinforce the application of language, critical thinking and problem solving, the power of written ideas communicated through reading and writing, the use of credible research to build on good ideas, and promote fluency in oral and written communications.

(FN 1, 3)

Animation

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

depending on their desired area of emphasis.

ANIMATION GOALS

- To analyze and solve both technical and creative animation problems.
- To create story lines and actions that communicate a message.
- To apply the principles of animation, including gravity, motion and timing into their projects.
- To produce their own animations through the use of sound, image, and environment.
- To utilize current computer hardware and applications for animation.

ANIMATION COMPETENCIES

Students will:

- 1:** Demonstrate general verbal and visual literacy while communicating ideas and story lines using animation. (FN 1, 3)

- 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. (FN 1, 2, 3)

- 3:** Create a portfolio-quality animated short film, while applying basic animation techniques and technology by using both camera equipment and software. (FN 1, 2, 3)

- 4:** Create projects that demonstrate a basic knowledge of the history of animation and film making, and the knowledge of its technical development. (FN 1, 2, 3)

- 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. (FN 1, 2, 3)

Animation: Two-dimensional Track

2-D animation at DCAD is the study of traditional hand-drawn images for each frame of movement. Students learn to create a visual story line utilizing both time-honored techniques and modern technologies. The 2-D track encompasses all aspects of traditional and digital 2-D means to create believable movement in characters and environments. Course projects focus on hand-drawn, stop motion, and rotoscoping exercises while incorporating a solid foundation of working with Adobe Photoshop, Flash, After Effects, and Premiere Pro to produce animated sequences. Students also continue life- drawing classes to improve their understanding of proportions, volume, and line in motion. The final semester of this track offers students an introduction to the 3-D modeling and animating tools of Maya, helping them to acquire the skills necessary to work with current technology. The sequence of the Animation I course in the third semester and the Character Animation course in the fourth allows students to develop an understanding of character design, lip synching, timing, and the weight of 2-D animation. This culminates in a finished original piece that covers all phases of the animation pipeline – from the preliminary stages to postproduction.

SEMESTER I Credits

Drawing I	3
2-D Design I: Black and White	3
3-D Design I	3
Foundation Seminar	3
Art History I *	3
Writing and Literature I*	3

SEMESTER II Credits

Drawing II	3
2-D Design II: Color	3
3-D Design II	3
4-D Design	3
Art History II *	3
Writing and Literature II*	3

SEMESTER III Credits

Animation I	3
Drawing for Animation	2
Graphics and the Moving Image	2
Storyboarding and Storytelling	2
Art History III *	3
Writing and Literature III*	3

SEMESTER IV Credits

Character Animation	4
Figure Drawing	2
Digital Video	3
Introduction to Computer Animation	2
Moving Pictures, Academic Elective	3

**Offered every semester - course runs based on enrollment.*

Animation: Three-dimensional Track

3-D Animation at DCAD is the study of moving pictures in a three-dimensional digital environment. This is accomplished by sequencing consecutive images, or "frames," that simulate motion in a gradual progression of steps, filmed by a virtual "camera" and then output to video by a rendering engine. The 3-D track emphasizes traditional 2-D animation principles and techniques for use in the creation of images and objects in a digital 3-D environment. The Principles of 3-D Animation course introduces students to traditional 2-D means of animation and includes the use of 3-D modeling software to generate objects and environments. The 3-D Character Animation course develops these skills further through projects that allow students to model, texture, rig, light, and animate original 3-D assets. While building their technical competency, students continue to develop life-drawing skills in the Drawing for Animation and Figure Drawing courses that will inform their digital work for more effective motion and design. The Experimental Animation course in the fourth semester expands upon the methods presented in the Principles of 3-D Animation course- combining an understanding of the history of animation- and applying these methods to 2-D projects.

SEMESTER I	Credits
Drawing I	3
2-D Design I: Black and White	3
3-D Design I	3
Foundation Seminar	3
Art History I*	3
Writing and Literature I*	3

SEMESTER II	Credits
Drawing II	3
2-D Design II: Color	3
3-D Design II	3
4-D Design	3
Art History II*	3
Writing and Literature II*	3

SEMESTER III	Credits
Principles of 3-D Animation	3
Drawing for Animation	2
Graphics/Moving Image	2
Storyboard/Storytelling	2
Art History III*	3
Writing and Literature III*	3

SEMESTER IV	Credits
3-D Character Animation	4
Figure Drawing	2
Digital Video	3
Experimental Animation	2
Moving Pictures	3
Academic Elective	3

**Offered every semester - course runs based on enrollment.*

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 Fine Arts, students select the painting and drawing track, sculpture track, or printmaking track, depending on their desired area of emphasis.

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, and mixed media to create well-organized visual works. (FN 1, 2, 3)
- 2:** Demonstrate knowledge of different working tools and processes in the Fine Arts area. (FN 1, 2, 3)
- 3:** Conceive and execute works in a variety of media to achieve strong, personal pictorial statements. (FN 1, 2, 3)
- 4:** Demonstrate creative thinking, critical awareness, analytic skills, and ability to communicate and evolve ideas. (FN 1, 2, 3)

Fine Arts: Painting & Drawing Track

The painting and drawing track provides not only a strong foundation of painting and drawing form, but allows students the opportunity for honing their technical and observational skills. Focus is placed on understanding the pictorial elements relevant to painting, leading to the development of personal meaning. Students work mainly from life, developing a strong ability to analyze what they see.

SEMESTER I	Credits
Drawing I	3
2-D Design I: Black and White	3
3-D Design I	3
Foundation Seminar	3
Art History I*	3
Writing and Literature I*	3

SEMESTER II	Credits
Drawing II	3
2-D Design II: Color	3
3-D Design II	3
4-D Design	3
Art History II*	3
Writing and Literature II*	3

SEMESTER III	Credits
Drawing III: The Figure	4
Painting I	3
Studio Elective**	3
Art History III*	3
Writing and Literature III*	3

SEMESTER IV	Credits
Drawing IV: Perception & Metaphor	4
Painting II	3
Mixed Media	3
After the Artistic Apocalypse	3
Academic Elective	3

**Offered every semester - course runs based on enrollment. **Choice of Sculpture I or Printmaking I*

Fine Arts: Sculpture Track

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

SEMESTER I	Credits
Drawing I	3
2-D Design I: Black and White	3
3-D Design I	3
Foundation Seminar	3
Art History I*	3
Writing and Literature I*	3

SEMESTER II	Credits
Drawing II	3
2-D Design II: Color	3
3-D Design II	3
4-D Design	3
Art History II*	3
Writing and Literature II*	3

SEMESTER III	Credits
Drawing III: The Figure	4
Sculpture I	3
Studio Elective**	3
Art History III*	3
Writing and Literature III*	3

SEMESTER IV	Credits
Drawing IV: Perception & Metaphor	4
Sculpture II	3
Mixed Media	3
After the Artistic Apocalypse	3
Academic Elective	3

**Offered every semester - course runs based on enrollment. **Choice of Painting I or Printmaking I*

Fine Arts: Printmaking Track

Students selecting the printmaking track focus on understanding process through a variety of techniques, working both objectively and non-objectively. Such techniques including screen-printing, relief, and intaglio are introduced.

SEMESTER I	Credits
Drawing I	3
2-D Design I: Black and White	3
3-D Design I	3
Foundation Seminar	3
Art History I*	3
Writing and Literature I*	3

SEMESTER II	Credits
Drawing II	3
2-D Design II: Color	3
3-D Design II	3
4-D Design	3
Art History II*	3
Writing and Literature II*	3

SEMESTER III	Credits
Drawing III: The Figure	4
Printmaking I	3
Studio Elective***	3
Art History III*	3
Writing and Literature III*	3

SEMESTER IV	Credits
Drawing IV: Perception & Metaphor	4
Printmaking II	3
Mixed Media	3
After the Artistic Apocalypse	3
Academic Elective	3

Offered every semester - course runs based on enrollment. *Choice of Sculpture I or Painting I*

Graphic Design

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

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

GRAPHIC DESIGN GOALS

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

GRAPHIC DESIGN COMPETENCIES

Students will:

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

Graphic Design: Advertising Design Track

Advertising is a fast-paced, strategy-driven environment that places a premium on the creative execution of targeted messages. The audience matters as a unique demographic; visual messages are tuned toward narrow or more broad groups. Effective messages affect people in a variety of ways; a good designer provides tangible solutions to client problems. Art Directors convey the process of making those visual items for clients, like a logo, with a keen understanding of the way advertising is made and messages are marketed. This track focuses on the fundamental methods and techniques of advertising, focusing on the conceptual process of how imagery and narrative form specific and targeted communication. Audience behavior, principles of research and development, and critical writing skills are also a focus in this process of visual construction.

SEMESTER I	Credits
Drawing I	3
2-D Design I: Black and White	3
3-D Design I	3
Foundation Seminar	3
Art History I*	3
Writing and Literature I*	3

SEMESTER II	Credits
Drawing II	3
2-D Design II: Color	3
4-D Design	3
Graphic Design I	3
Art History II*	3
Writing and Literature II*	3

SEMESTER III	Credits
Advertising I	3
Typography I	3
Visual Communication I	2
Illustration I	3
Art History III*	3
Writing and Literature III*	3

SEMESTER IV	Credits
Advertising II	3
Typography II	3
Visual Communication II	2
Introduction to Photography, Digital	3
Academic Elective	3
Visual Dialogues	3

**Offered every semester - course runs based on enrollment.*

Graphic Design: Communication Design Track

The communication design track focuses on the process of creating meaningful visual messages for a wide variety of audience outcomes. With a focus on projects that target marketing touchpoints, students provide a wide variety of visual solutions in the realms of branding, environmental, package and editorial design. Students focus on the sequence of working with design elements to apply their individual and collaborative points of view to a varied degree of assignments from concept to completion.

SEMESTER I	Credits
Drawing I	3
2-D Design I: Black and White	3
3-D Design I	3
Foundation Seminar	3
Art History I*	3
Writing and Literature I*	3

SEMESTER II	Credits
Drawing II	3
2-D Design II: Color	3
4-D Design	3
Graphic Design I	3
Art History II*	3
Writing and Literature II*	3

SEMESTER III	Credits
Graphic Design II	3
Typography I	3
Visual Communication I	2
Illustration I	3
Art History III*	3
Writing and Literature III*	3

SEMESTER IV	Credits
Typography II	3
Visual Communication II	2
Introduction to Photography, Digital	3
Academic Elective	3
Visual Dialogues	3

**Offered every semester - course runs based on enrollment.*

Illustration

In the Illustration program, students develop and sharpen skills that enable them to visually communicate ideas and to interpret a narrative effectively and convincingly. The program encompasses training of the hand, and educating the eye and mind. Students learn to become creative problem solvers, visual narrators, exploring ideas from research to finished art, which may be drawn, painted, or created on a computer. At the same time, they learn tools, materials, and techniques as it applies to create persuasive, visually appealing illustrations. Within Illustration, students select the book & editorial track, sequential art track, or comic art track, depending on their desired area of emphasis.

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

Illustration: Book & Editorial Track

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

SEMESTER I	Credits
Drawing I	3
2-D Design I: Black and White	3
3-D Design I	3
Foundation Seminar	3
Art History I*	3
Writing and Literature I*	3

SEMESTER II	Credits
Drawing II	3
2-D Design II: Color	3
3-D Design II	3
4-D Design	3
Art History II*	3
Writing and Literature II*	3

SEMESTER III	Credits
Illustration I	3
Visual Communication I	2
Typography I	3
Media & Methods I	3
Art History III*	3
Writing and Literature III*	3

SEMESTER IV	Credits
Illustration II	3
Figure Drawing	2
Visual Communication II	2
Media and Methods II	3
Creative Writing	3
Academic Elective	3

**Offered every semester - course runs based on enrollment.*

Illustration: Sequential Art Track

Sequential art predates comics by millennia. Some of the earliest examples are the cave paintings, Egyptian hieroglyphics and paintings and pre-Columbian American picture manuscripts, which were recurrent mediums of artistic expression.

Sequential art is a term used for art that tells a story or narrative through a sequence or series of images. Graphic novels, comics, and cartoons are all types of sequential art. This track will focus on graphic storytelling in the forms of graphic novels, as related to more literary content.

SEMESTER I	Credits
Drawing I	3
2-D Design I: Black and White	3
3-D Design I	3
Foundation Seminar	3
Art History I*	3
Writing and Literature I*	3

SEMESTER II	Credits
Drawing II	3
2-D Design II: Color	3
3-D Design II	3
4-D Design	3
Art History II*	3
Writing and Literature II*	3

SEMESTER III	Credits
Intro to Sequential and Comic Art	3
Typography	3
Visual Communication I	2
Media & Methods I	3
Art History III*	3
Writing and Literature III*	3

SEMESTER IV	Credits
Graphic Storytelling	3
Figure Drawing	2
Visual Communication II	2
Media and Methods II	3
Creative Writing	3
Academic Elective	3

**Offered every semester - course runs based on enrollment.*

Illustration: Comic Art Track

Comics are a medium used to express ideas via images, often combined with brief text or other visual information.

Comics frequently take the form of juxtaposed sequences of panels of images. Cartooning and similar forms of illustration are the most common image-making means, and the focus of this track.

SEMESTER I	Credits
Drawing I	3
2-D Design I: Black and White	3
3-D Design I	3
Foundation Seminar	3
Art History I*	3
Writing and Literature I*	3

SEMESTER II	Credits
Drawing II	3
2-D Design II: Color	3
3-D Design II	3
4-D Design	3
Art History II*	3
Writing and Literature II*	3

SEMESTER III	Credits
Intro to Sequential and Comic Art	3
Typography	3
Visual Communication I	2
Media & Methods I	3
Art History III*	3
Writing and Literature III*	3

SEMESTER IV	Credits
Drawing Comics	3
Figure Drawing	2
Visual Communication II	2
Media and Methods II	3
Creative Writing	3
Academic Elective	3

**Offered every semester - course runs based on enrollment.*

Interior Design

The Interior Design program combines theoretical exploration and practical experience in commercial and residential settings. Students begin by learning how to develop strong design concepts and accumulate skills necessary to transform their ideas into creative and functional designs. Coursework explores space planning, furnishings, materials, color and lighting, as well as basic construction systems and building codes. Within Interior Design, students select the commercial design or residential design track, depending on their desired area of emphasis.

INTERIOR DESIGN GOALS

- To explore the impact of interior environments on individuals and groups and create socially responsive interior designers.
- To teach students to turn ideas and visual representations into usable spaces.
- To develop the student's personal design approach.
- To teach students the history of design and to help them understand the relationship of design and society.

INTERIOR DESIGN COMPETENCIES

Students will:

- 1:** Learn and apply the basic design principles for use in interior spaces including volume, void space, surface texture, color, and tone for use in two and three-dimensional formats. (FN 1, 2, 3)
- 2:** Produce formal analysis and demonstrate conceptual development in projects by analyzing existing site conditions, program and historical masterworks through diagrams, drawings and renderings. (FN 1, 2, 3)
- 3:** Create a cohesive space plan that includes organization of programmatic elements through sequencing, spatial flow, movement and circulation patterns for single and multi-level structures. (FN 1, 2, 3)
- 4:** Apply color and lighting techniques to design projects by examining color theory, color harmony, the psychology of color and light and through practical applications in projects. (FN 1, 2, 3)
- 5:** Demonstrate a basic knowledge of building systems for interiors through assignments and projects by examining basic interior design professional and sustainable practices. (FN 1, 2, 3)
- 6:** Connect verbal and visual presentation techniques. (FN 1, 2, 3)
- 7:** Create design projects that incorporate the analysis of historical connections, architecture, decorative arts and interior design. (FN 1, 2, 3)

Interior Design: Commercial Design Track

In the commercial design track, students focus primarily on non-residential programs such as restaurants, retail spaces, office spaces and performance spaces. Creating floor plans, elevations, axonometric drawings, and perspective building models, students utilize both handmade and digital techniques to present their work.

SEMESTER I	Credits
Drawing I	3
2-D Design I: Black and White	3
3-D Design I	3
Foundation Seminar	3
Art History I*	3
Writing and Literature I*	3

SEMESTER II	Credits
Drawing II	3
2-D Design II: Color	3
3-D Design II	3
Drawing for ID I	2
Art History II*	3
Writing and Literature II*	3

SEMESTER III	Credits
Interior Design I: Commercial	4
Color and Materials	2
Construction Systems	2
AutoCAD	2
Drawing for ID II	2
Art History III*	3
Writing and Literature III*	3

SEMESTER IV	Credits
Interior Design II: Commercial	4
Lighting Design	2
Digital Representation	2
4-D Design	3
Modern Space	3
Academic Elective	3

**Offered every semester - course runs based on enrollment.*

Interior Design: Residential Design Track

Students selecting the residential design track focus on projects including row home, kitchen, bathroom, and home interior redesigns. Students create floor plans, elevations, axonometric drawings, and perspective building models, utilizing both handmade and digital techniques to present their work.

SEMESTER I	Credits
Drawing I	3
2-D Design I: Black and White	3
3-D Design I	3
Foundation Seminar	3
Art History I*	3
Writing and Literature I*	3

SEMESTER II	Credits
Drawing II	3
2-D Design II: Color	3
3-D Design II	3
Drawing for ID I	2
Art History II*	3
Writing and Literature II*	3

SEMESTER III	Credits
Interior Design I: Residential	4
Color and Materials	2
Construction Systems	2
AutoCAD	2
Drawing for ID II	2
Art History III*	3
Writing and Literature III*	3

SEMESTER IV	Credits
Interior Design II: Residential	4
Lighting Design	2
Digital Representation	2
4-D Design	3
Modern Space	3
Academic Elective	3

**Offered every semester - course runs based on enrollment.*

Photography

Working with a faculty of practicing professionals, students in the Photography program explore technical and aesthetic possibilities while developing their own creative vision. As students gain technical knowledge in the medium, they are also exposed to historical and contemporary photographers' works as they begin to explore their own aesthetic and personal choices. This grounding in techniques, tools, and intellectual stimulation allows students the freedom to create their own powerful, meaningful images whether they be journalistic, commercial, or fine art oriented. Within Photography, students select the traditional, creative commercial, or photojournalism track, depending on their desired area of emphasis.

PHOTOGRAPHY GOALS

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

PHOTOGRAPHY COMPETENCIES

Students will:

- 1:** Demonstrate knowledge of a range of analog- and digital-equipment skills and techniques sufficient to initiate and complete an extended image based project. (FN 1, 2, 3)
- 2:** Demonstrate the ability to work in the digital environment with moving images sufficient to complete a video project. (FN 1, 2, 3)
- 3:** Create a portfolio suitable for application to a four-year school. (FN 1, 2, 3)
- 4:** Create written responses that demonstrate awareness of contemporary and historical photographic works and ideas.

Photography: Traditional Track

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

SEMESTER I	Credits
Drawing I	3
2-D Design I: Black and White	3
3-D Design I	3
Foundation Seminar	3
Art History I*	3
Writing and Literature I*	3
SEMESTER II	Credits
Drawing II	3
2-D Design II: Color Photography I	4
Art History II*	3
Writing and Literature II*	3

SEMESTER III	Credits
Photography II	4
Digital Photography Editing	3
Digital Video	3
Art History III*	3
Writing and Literature III*	3
SEMESTER IV	Credits
Color Photography	4
Studio Lighting	3
3-D Design II	3
Lenticular Vision	3
Liberal Arts Elective	3

**Offered every semester - course runs based on enrollment.*

Photography: Creative Commercial Track

This track focuses on the creation of effective commercial photography. Through research of contemporary and historical photographers, students form a background, foundation, and inspiration upon which to base their own images and develop their own unique style. Students learn commercial lighting and camera techniques to craft compelling and successful commercial images. Within this track students also create black & white and color portfolios reflecting their personal style and vision-- an important capstone project.

SEMESTER I	Credits
Drawing I	3
2-D Design I: Black and White	3
3-D Design I	3
Foundation Seminar	3
Art History I*	3
Writing and Literature I*	3

SEMESTER II	Credits
Drawing II	3
2-D Design II: Color Photography I	4
Art History II*	3
Writing and Literature II*	3

SEMESTER III	Credits
Commercial Photography: Black & White	4
Digital Photography Editing	3
Digital Video	3
Art History III*	3
Writing and Literature III*	3

SEMESTER IV	Credits
Commercial Photography: Color	4
Studio Lighting	3
3-D Design II	3
Lenticular Vision	3
Liberal Arts Elective	3

**Offered every semester - course runs based on enrollment.*

Photography: Photojournalism Track

This track is intended for those students interested in pursuing a career in the realm of photojournalism. Investigating the history of photojournalism, exploring ways to interpret events to the general population, as well as illustrate complex issues in a single photograph, are studied within this area of emphasis.

SEMESTER I	Credits
Drawing I	3
2-D Design I: Black and White	3
3-D Design I	3
Foundation Seminar	3
Art History I*	3
Writing and Literature I*	3

SEMESTER II	Credits
Drawing II	3
2-D Design II: Color Photography I	4
Art History II*	3
Writing and Literature II*	3

SEMESTER III	Credits
Photojournalism I BW	4
Digital Photography Editing	3
Digital Video	3
Art History III*	3
Writing and Literature III*	3

SEMESTER IV	Credits
Photojournalism II Color	4
Studio Lighting	3
3-D Design II	3
Lenticular vision	3
Liberal Arts Elective	3

**Offered every semester - course runs based on enrollment.*

Continuing Education

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

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

DCAD offers structured learning through Certificate Programs that enable students to gain the creative and technical skills needed to excel in the areas of Art & Design, Graphic Design, Interior Design, Photography, Web Design, as well as a Combined Certificate in Web & Graphic Design. Certificates can be earned with part-time study in as few as four semesters. To view the current course offering, visit

www.dcad.edu/CE

Young Artist Programs

Through DCAD's Young Artist Programs there are many opportunities for high school-age artists to gain experience in the studio and build their portfolios. Highlights of the Young Artist Program include a Pre-College Art Studio Week and Observational Drawing for High School Students Class.

The weeklong Pre-College Art Studio Program is designed for high school students interested in pursuing an art and design education after graduation: a one-week intensive studio experience dedicated to helping students produce their best work. Half the day is spent in figure drawing and the other half in an elective of choice including Animation, Graphic Design, Illustration, Interior Design, Painting or Photography. Held during the summer, students have the option of enrolling in the day program or the residential program, living in DCAD's on-campus housing for the week. The Observational Drawing class is designed to build drawing skills and confidence in the creation of a successful visual arts portfolio. This class combines classroom instruction with hands-on practice to refine techniques and presentation skills. To see an updated listing of classes for high school students, visit www.dcad.edu/yap.

Course Descriptions

Animation

Animation I AN201

An introduction to general animation techniques, this course combines theoretical elements of film aesthetics with practical experience in animation filmmaking. Students are exposed to all types of animated film production through lectures, film presentations, studio work and outside assignments. Class projects include: drawn animation, cell animation, stop motion, clay animation, rotoscoping and experimental techniques. This course is a prerequisite for all intermediate and advanced animation courses.
Prerequisite: Foundation year or transfer credit

Character Animation AN202

This course expands upon the foundation from the Animation I course and offers students a “toolbox” of techniques and insights with which to build their craft as animators. Classes combine demonstration and discussion of techniques and theory with analytical screenings which illustrate the same. Students engage in action analysis for animation and learn to apply that analysis in their work through a series of exercises designed to progressively develop their skills. Studio work focuses on traditional techniques, though the skills learned are applicable to all animation methods.
Prerequisite: Animation I

Drawing for Animation AN203

This course is designed to develop an understanding of what is required for an animation portfolio. Drawing

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

Principles of 3-D Animation AN204

This course introduces the fundamental principles of animation through the use of new technologies. Students learn traditional practices of creating motion with 2-D digital media and apply these skills to 3-D software. Students are exposed to the history of animation and film and create projects that demonstrate an understanding of its relevance to new strategies in the industry. This course specifically introduces animation majors to techniques used in the construction of 3-D environments and characters including modeling, texturing, lighting, and rendering.
Prerequisite: Foundation year or transfer credit

Graphics/Moving Image AN205

Students produce short works of digital cinema and content for the web in order to explore the intersection of visual arts, graphics, symbols, and time-based media. The course emphasizes digital post-production and the structure and aesthetics of editing. Students will learn to use digital video editing software, engage in an effective

workflow between Adobe Photoshop and After Effects, and be introduced to special effects in these programs.
Prerequisite: Foundation year or transfer credit

Introduction to Computer Animation AN206

This course introduces students to the principles and techniques used in 3D computer modeling and animation. Student will first learn basic modeling, texturing, lighting, and rendering. Students will then learn how to animate in 3D digital environment. Projects will include working with pre-rigged models to improve quality of movement of animated sequences. Students will create unique models, props, and settings for use in their own 20-second completed animation.
Prerequisite: None

Storyboarding/Storytelling AN207

This course focuses on the fundamental skills of design for time-based media beginning with basic conceptual scripting and story-boarding 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: None*

3-D Character Animation

AN208

This course is a continuation of the techniques and workflow utilized in 3-D computer animation from the Principles of 3-D Animation course. While developing the technical skills necessary to create 3-D animation using industry-standard software, students continue to work with modeling, texturing, lighting as well as learn the basics of rigging and movement of objects and characters. After learning to effectively use the Maya interface, special emphasis is given to character animation and the completion of a 20-second original sequence. Coursework focuses on individual and collaborative animation projects and prepares students for further education in this specific field. *Prerequisite: Principles of 3-D Animation*

Digital Video AN213

This course is an introduction to film making through hands on experience with digital video camera and recording equipment. It is the aesthetic and technical study of video. The course utilizes light weight cameras for location shoots, documentaries, news gathering and commercial presentations. Pre-production, storyboarding and post production video editing are stressed. Through activities with an emphasis on video editing, students learn to creatively rearrange, add and remove sections of the image and sound previously recorded on video. *Prerequisite: Foundation year or transfer credit*

Experimental Animation

AN215

This course expands on the 'under the camera' techniques introduced in the Animation I course and the 2-D animation software used in the Graphics and the Moving Image course by allowing students to develop alternative and innovative approaches to animation and filmmaking. Students investigate the use of materials and methods while exploring the possibilities of moving images in narrative and non-narrative styles. *Prerequisites: Animation I, Graphics and the Moving Image, and Foundation year or transfer credit*

Moving Pictures AS224

While everyone has the experiential knowledge of the language of film, filmmakers are expected to know film's grammar and syntax. This course is designed to give animation students an understanding of the aesthetics of narrative filmmaking, 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 from the 1950s. *Prerequisites: Art History III and Writing and Literature III*

Figure Drawing IL212

In this course both illustration and animation students study the human figure to expand their knowledge of anatomy, and human locomotion. They will study the skeletal and

muscular systems, proportions, and how they relate to anatomy. The class will also focus on the "figure and space" relationship. Students will draw from both nude and clothed models in a variety of media. *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, including India, China, Japan, the Americas, Africa, and Europe. Arts belonging to different religious traditions such as Buddhism, Hinduism, Taoism, Shinto, Christianity, Judaism, and Islam are discussed. Assignments and exams are specifically designed to develop visual literacy, encourage critical thinking, and practice written communication skills. *Prerequisite: Initial academic placement or successful completion of AS 110 Introduction to Liberal Arts*

Art History II AH112

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

Art History III AH211

This survey offers a comprehensive study of art and art-makers from the birth of modernism to the first decade of the 21st century. Students explore visual art and primary written documents in tandem to discover what it meant to be “modern” in a world of rapid technological, social, and political transformation where artists often became agents of cultural change. Emphasis is placed on the creation of new styles, the evolution of the artist’s role in society, and the steady progression toward globalism in late 20th century art. A discussion-based format emphasizing analysis of visual and textual artifacts provides students with opportunities to evaluate, formulate opinions, and critically comment on content. Assignments, exams, and projects emphasize critical thought and research.
Prerequisites: Art History I and Art History II

Fine Arts**Drawing I FA151**

This course is an introduction to the languages of drawing. Moving from the simple description of an object to problems that use line, shape, proportion, and composition to build visual structures, the course ultimately 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 motifs including the investigation of the human figure.

As in all the foundation courses, frequent group critiques, individual conferences and evaluations will provide feedback to facilitate individual growth.
Prerequisite: None

Drawing II FA152

This course reinforces concepts introduced in Drawing I and introduces tone as a tool to create light and shadow in a variety of drawing languages. Building on skills introduced in Drawing I, line, shape, proportion, and composition are used to build visual structures, leading 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. Inventive and analytical aspects of drawing are developed through an expanded variety of media and motifs, and further emphasis will be placed on investigating the human figure as 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*

Mixed Media FA224

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

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

FA231

This course focuses on figure drawing using nude models based on both analytical processes of observation and invention. Student will develop their abilities to create meaningful composition, space, and movement both in class problems and in individual independent projects. Students will deepen their engagement with the formal possibilities of black and white media. Intensive investigations of composition will focus on the dynamic relationship between form and content. *Prerequisite: Drawing II*

Drawing IV: Perception and Metaphor

FA232

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 and white 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. Study of the technical aspects of painting will enhance the student's ability to communicate effectively with color.

Prerequisites: Two-Dimensional Design II and Drawing II

Painting II

FA242

In this course, 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 can learn how painting can reflect and embody our experience of reality. *Prerequisite: Painting I*

Sculpture I

FA251

A variety of sculptural techniques and processes are introduced. 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. Study 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

Observation, abstraction, and invention are used to explore a variety of strategies to build form and convey meaning. The course focuses 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 learn how sculpture can reflect and embody an expressive response to our existence. *Prerequisite: Sculpture I*

After the Artistic

Apocalypse

AS218

With characteristic modesty, 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 century and trace the social, technological, theoretical, and critical forces that have driven a series of self-proclaimed revolutions. *Prerequisites: Art History III and Writing and Literature III*

Foundations

Foundation Seminar FN121

As part of the first-year experience, this innovative provides an introduction to skills required for the presentation of art and self-promotion. Area coordinators teach 7 different units emphasizing artist communication skills, documenting their studio examples, writing about that work, speaking about art and creating a digital portfolio. This course also prepares students with skills needed to participate in the first year portfolio review in the spring semester. *Prerequisite: None*

Two-Dimensional Design I: Black and White FN131

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

Two-Dimensional Design II: Color FN132

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

Three-Dimensional Design I FN141

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

Three-Dimensional Design II FN142

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

Four-Dimensional Design FN152

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

Graphic Design

Visual Communication I 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 by making simple 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: Foundation year or transfer credit*

Visual Communication II GD202

This course reinforces to students the principles and process of visual problem solving, developing a visual vocabulary and applied analysis of perception, audience and environment. The course 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*

Graphic Design I GD205
The goal of Graphic 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 framing 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: Foundation year or transfer credit*

Graphic 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: Graphic 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. *Prerequisite: Foundation year or transfer credit*

Typography II GD224

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

Advertising I GD225

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

Advertising II GD226

Expanding on the introductory elements developed within Advertising I, this course places critical emphasis on writing skills to coincide with an expanded visual sense that has evolved from the foundation principles of imagery and visual construction. This course explores the principles of research and development through the use of quantitative data, audience behavior and how these elements shape the

advertising directive.

Prerequisites: Advertising I, Typography I, and Visual Communication I

Visual Dialogues AS222

This course examines the effects of technological advancements, socio-cultural changes, and shifts in public attitude on the increasingly broad field of visual communications. By considering examples of successful pictorial and typographic media produced in a variety of social, political, and commercial contexts, students investigate ways in which visual communicators respond to diverse problems of design and how they relate to the professional marketplace. Chronological presentation of content provides a thematic backdrop for group discussion focused on students' personal responses and reflections. *Prerequisites: Art History III and Writing and Literature III*

Illustration I IL200

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

Introduction to Photography: Digital

PH217

The course is designed to introduce the fundamentals of black and white photography to non-photo majors. Assignments emphasize basic skills in the use of a digital SLR camera, black and white

image processing, printing, enlarging and basic image editing skills, while refining camera vision and technique. Image presentations and lectures on historical and contemporary photographers demonstrate ideas, techniques, and introduce students to new photographic images. Group and individual critiques focus on creative applications of concepts presented in class. *Prerequisite: Foundation Year or transfer credit*

Illustration**Illustration I** IL200

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

Illustration II IL204

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

Media and Methods IL205

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

Prerequisite: Foundation year or transfer credit

Media and Methods II

IL206

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

Intro to Sequential and Comic Art IL207

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

Drawing Comics IL208

Drawing Comics is a balanced exploration of action/adventure characters, fantastic realities, dramatic situations, and dynamic visual storytelling. Concentrating on the sequential narrative structure, students learn how to create clear panel-to-panel transitions and dynamic layouts. The course combines technical instruction with lectures and presentations on various comic genres and artists. *Prerequisite: Intro to Sequential and Comic Art*

Graphic Storytelling IL209

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

Figure Drawing IL212

In this course both illustration and animation students study the human figure to expand their knowledge of anatomy and human locomotion. They will study the skeletal and muscular systems, proportions, and how they relate to anatomy. This class focuses on "figure and space" relationships. Students will draw from both nude and clothed models in a variety of media. *Prerequisite: Drawing II*

Visual Dialogues AS222

This course examines the effects of technological advancements, socio-cultural changes, and shifts in public attitude on the increasingly broad field of visual communications. By considering examples of successful pictorial and typographic media produced in a variety of social, political, and commercial contexts, students investigate ways in which visual communicators respond to diverse problems of design and how they relate to the professional marketplace. Chronological presentation of content provides a thematic backdrop for group discussion focused on students' personal responses and reflections. *Prerequisites: Art History III and Writing and Literature III*

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 by making simple 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: None*

Visual Communication II GD202

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

Typography I GD223

This introductory course focuses on letterforms and nomenclature: the rudiments and pragmatics of structuring simple, yet successful typographic relationships. Students begin with an examination of letterforms within the context of history. Through a series of exercises designed to give a tactical understanding of letterforms as graphical elements, students experience letterforms as integral parts of a greater system of communication. Exploration of the subtleties and intricacies of working with text provides a body of knowledge about typographic relationships, composition and the structuring of presented information. *Prerequisite: None*

Introduction to Photography: Digital PH217

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

Interior Design

Drawing for Interior Design I ID203

This course offers an introduction to the process of visual communication for interior designers. Students practice the proper use of drafting equipment through the development of two dimensional drawings such as floor plans, sections, and elevations. Students learn basic drafting conventions for implementing interior design projects. The course also focuses on three dimensional drawings: axonometric and isometric projections with limited perspective techniques. Students develop freehand sketching and color rendering techniques. *Prerequisite: Drawing I and Two-Dimensional Design I*

Drawing for Interior Design II ID204

This course focuses on one and two point perspective with an emphasis on accuracy and expressive presentation. Students explore different methods including three dimensional computer renderings and photographic as well as hand drawn techniques. They combine different techniques to find an expressive media for use in their design projects and continue development of axonometric projection systems. Students also learn techniques for digital portfolio preparation. *Prerequisite: Drawing for Interior Design I*

AutoCAD ID205

This course covers the basic concepts and techniques of Computer-Aided Design and Drafting (CADD). The primary program used for this course is AutoCAD, the leading program in the industry. Two-dimensional drawing creation, editing techniques and major commands are applied to design projects. Students focus on presentation techniques and professional office production practices. *Prerequisite: Foundation year or transfer credit*

Color and Materials ID207

This is an introduction to materials used as a means of expression by the interior designer. The course examines the functional and aesthetic properties of specific interior finishes and materials that are available to the designer. Through projects and research, students examine the parameters of material selection for a space with particular focus on sustainability and "green" spaces. Projects are integrated with other courses to give the students an overall

presentation for a portfolio.
Prerequisite: Two-Dimensional Design II

Construction Systems

ID208

This is an introduction to the structural principles and construction methods of buildings. Students need to understand how buildings work from a structural and materials objective to enable actualization of an interior design project. Interiors structure and construction are examined, and students begin their first technical drawings of interior construction elements. The construction process and the professionals involved are studied.

Prerequisite: Drawing for Interior Design I

Lighting Design ID209

A fundamental course in lighting and interaction with visual perception and aesthetics. The basic functions of lighting are studied, analyzed, and critiqued as design elements, and students are asked to transfer this information to lighting plans and specifications. Whenever possible, field inspection of lighting installations adds to theoretical information presented in the classroom.

Prerequisite: Two-Dimensional Design II: Color

Digital Representation for Interior Design ID211

Students will continue to develop skills and apply new techniques in the AutoCAD program. In addition three dimensional space will be explored with the creation of digital models, focusing on the relationships of volume, form, plane and surface along with developing methods of presenting work. The primary program to be used will be SketchUp but other digital

methods will also be discussed. *Prerequisite: AutoCAD I*

Interior Design I: Residential ID215

Students examine a variety of projects with an emphasis on residential design. They combine hand-made drawing and model-making techniques along with digital techniques to analyze and represent their concepts. Students develop a narrative for their client and work toward imaginative and functional solutions. Projects emphasize a creative adaptation of existing space with a focus on kitchens, bathrooms, stock and custom furniture use, and sustainability. After establishing a process of research and analysis, students proceed with design development and create final presentations. *Prerequisites: Drawing II and Three-Dimensional Design II*

Interior Design II: Residential ID216

Students continue the design process using hand drawn and computer based imaging for residential projects. Students incorporate a greater level of detail, lighting design and sustainability into their projects. The capstone project combines skills from other interior design courses into a more ambitious project including color renderings, perspectives and computer generated 3-D modeling. Students are encouraged to combine hand drawn and computer generated graphics to create new rendering techniques that best reflects their design concept. *Prerequisite: Interior Design I: Residential*

Interior Design I: Commercial ID220

Students approach reality-based design projects with an emphasis on commercial programs. As students develop the tools they need to design spaces, they define clear, believable programs to create imaginative yet practical solutions toward reuse of existing spaces. They combine hand-made drawing and model-making techniques along with digital methods to analyze and represent their concepts. After studying site conditions, program, and sustainability they establish a design concept, proceed with design development, and create final presentations. *Prerequisites: Drawing II and Three-Dimensional Design II*

Interior Design II: Commercial ID221

Students continue the design process using hand-drawn and computer-based imaging with an emphasis on commercial projects. Students incorporate a greater level of detail, lighting design, and sustainability into their projects. The capstone project combines skills from other interior design courses into a more ambitious project including color renderings, perspectives, and computer generated 3-D modeling. Students are encouraged to combine hand-drawn and computer-generated graphics to create new rendering techniques that best reflect their design concept. *Prerequisite: Interior Design I: Commercial*

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

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 W&L I. Since students' individual needs vary, instructors offer intensive individualized attention.

Writing and Literature I

AS111

In this introduction to world literature, students develop critical thinking and writing skills through composition assignments emphasizing clarity and structure in response to readings that explore the human condition and concepts of the divine. Considered works include multicultural mythological and religious writings, classical literature and poetry, drama, philosophy, and fiction.

Writing and Literature II

AS112

Students continue to develop critical thinking and verbal communication skills through compositions emphasizing form and technique in response to readings that explore social and political relationships across cultures. Students read selections of literary masterpieces from many different cultures including ancient Japan, China, India, Africa and the Americas, as well as Medieval and Renaissance Europe. *Prerequisite: Writing and Literature I*

Writing and Literature III

AS211

Students refine skills in verbal communication and critical analysis through written assignments that emphasize clarity and structure in response to selected readings on the human condition and a variety of socio-cultural issues. Literary works include poetry, drama, philosophy, and fiction from Asia, Africa, the Americas and Europe, from the Enlightenment through the twentieth century.

Coursework focuses on providing students with a deeper appreciation of the connections between literary and visual arts and sharpening skills required to research and compose a formal college-level paper. *Prerequisites: Writing and Literature II and Art History 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. *Prerequisites: Art History III and Writing and Literature III*

After the Artistic**Apocalypse AS218**

With characteristic modesty, 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 century and trace the social, technological, theoretical, and critical forces that have driven a series of self-proclaimed revolutions. *Prerequisites: Art History III and Writing and Literature III*

Modern Space AS220

Until the last century, human success depended on our ability to conquer nature and overcome our own weaknesses. In the 20th century, we proved the ability to exercise overwhelming control over the environment with powerful new technologies and discovered profound insights into the workings of human psychology. In this course, students will explore ways that designers have internalized their approaches to the built environment and translated psychological and emotional response into physical form. *Prerequisite: Art History III*

Visual Dialogues AS222

This course examines the effects of technological advancements, socio-cultural changes, and shifts in public attitude on the increasingly broad field of visual communications. By considering examples of successful pictorial and typographic media produced in a variety of social, political, and commercial contexts, students investigate ways in which visual communicators respond to diverse problems of design and how they relate to the professional marketplace. Chronological presentation of content provides a thematic backdrop for group discussion focused on students' personal responses and reflections. *Prerequisites: Art History III and Writing and Literature III*

Moving Pictures AS224

While everyone has the experiential knowledge of the language of film, filmmakers are expected to know film's grammar and syntax.

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

Creative Writing AS226

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

Introduction to Children's Literature AS236

This course explores the themes and characteristics of literature created especially for children. Discussions focus on the various ways children's literature has changed over time and the socio-cultural factors reflected in works created in diverse places.

Coursework includes critiquing narrative and illustrative elements of selected children's literature and offers students several opportunities to write and illustrate original works of their own. *Prerequisite: Writing and Literature III*

The Sensational Sixties & Seventies AS239

From JFK to LSD, Vietnam to Watergate, feminism to consumerism, this course explores culture, conflict, and counter-culture in the 1960s and 70s. An interdisciplinary approach presents the socio-political history of these two turbulent decades through the art, literature, music, documentary photography, and television/news media that defined the period. A seminar format requires students to actively engage, formulate opinions, and express themselves in multiple ways. Class discussions emphasize consideration of primary sources and artifacts. *Prerequisites: Art History III and Writing and Literature III*

Robin Hood & King Arthur: the Perfect Outlaw & the Perfect King AS242

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

Photography

Color Photography PH231

The fundamentals of color theory and the digital color ink jet process are presented in a computer lab setting.

Assignments investigate the use of color in photographs as an expressive tool and draw upon digital and analytical skills explored in earlier classes. Examples from current and historical photographers are used to illustrate the concepts explored in assignments. Group and individual critiques focus on specific issues explored in assignments, content and craft. An extended project, often in book form, acts as a capstone project for the course.

Prerequisites: Photography I, Photography II, and Foundation year or transfer credit

Digital Photo Editing

PH215

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

Prerequisites: Photography I and Foundation year or transfer credit

Introduction to Photography: Digital

PH217

The course is designed to introduce the fundamentals of black and white photography to non-photo majors.

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

Prerequisite: Foundation year or transfer credit

Commercial Photography: Black and White

PH219

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

Photography I

PH223
The fundamentals of black and white photography are presented in a laboratory setting. Basic technical analytical skills cover the operation of a 35mm camera, exposing and developing film, making contact prints and enlargements, basic darkroom manipulation of images, and finishing techniques.

Group and individual critiques focusing on issues of composition and design help students explore their personal vision. Image presentations, books and written reports, will be used to introduce students to photographers whose work has shaped the medium.
Prerequisite: Foundation year or transfer credit

Photography II

PH224
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*

Photojournalism I

PH225
In a course that is designed to present the fundamentals of photojournalism, students become "reporters with cameras", as pictures tell a story. Abilities to think fast, to pre-visualize, and to quickly capture fleeting moments are developed. Photojournalistic images make viewers want to know more about an event. Working with captions, photographers pull in readers and generate interest in the witnessed event that has been visually interpreted through complex, illustrated subject matter. *Prerequisite: Photography I*

Photojournalism II PH226

In this intermediate photojournalism course the fundamentals of color theory are applied to photojournalistic imagery. As in beginning photojournalism classes, students take pictures for a wide variety of stories and learn to use color as an expressive tool. Examples from current and historical photographers are used to illustrate successful examples of the ideas explored in assignments. Group and individual critiques focus on specific issues explored in assignments, content and craft. An extended portfolio-based project is a capstone project for the course. *Prerequisites: Photography I, Photojournalism I*

Studio Lighting PH227

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

Commercial Photography: Color PH230

The fundamentals of color theory are applied to commercial subject matter including products and/or models. 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 portfolio based project is a capstone project for the course. *Prerequisites: Photography I and Photography II*

Digital Video AN213

This course is an introduction to film making through hands on experience with digital video camera and recording equipment. It is the aesthetic and technical study of video. The course utilizes light weight cameras for location shoots, documentaries, news gathering and commercial presentations. Pre-production, storyboarding and post production video editing are stressed. Through activities with an emphasis on video editing, students learn to creatively rearrange, add and remove sections of the image and sound previously recorded on video. *Prerequisite: Foundation year or transfer credit*

Lenticular Vision AS202

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

Admissions

The Delaware College of Art and Design enrolls new students in the fall semester. Students are encouraged to apply by March 15 priority and merit-based scholarship consideration. Applications received after the deadlines will be reviewed and considered on a space-available basis. A rolling-admissions policy allows applications to be reviewed year-round. Applicants will be notified of the admissions decision within two to three weeks of completing the application process. DCAD also offers an Early Action Application Deadline of December 1 for students requesting to receive an admissions decision prior to January 1 of their senior year.

How To Apply

To apply to the Delaware College of Art and Design the following items are required:

- **The Application for Admission and a non-refundable \$40 application fee.** The Application for Admission is available online at www.dcad.edu/apply.

- **A Portfolio Review.** The portfolio 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 15 to 20 pieces of artwork. A variety of media, such as pencil, pen and ink, charcoal, pastel, watercolor, acrylic or oil-based paints should be represented. Three-dimensional work in sculpture, ceramics or other media, photography, graphic design, printmaking, collage and mixed media are also encouraged.

All applicants living within a 200-mile radius of Wilmington, Delaware, are encouraged to visit the College in person for a portfolio review, interview and campus tour. Applicants who cannot visit in person may forward a digital portfolio to the Admissions Office via DCAD's SlideRoom account at <https://dcad.slideroom.com>. In order to be considered for merit based scholarships the portfolio must be submitted via SlideRoom.

- **Letter of Recommendation.**

One letter of recommendation is required from an art teacher or academic teacher. For students who have been out of school for three years or more, a letter from someone who knows you in a professional manner is acceptable. Letters of recommendation must be sent directly to the DCAD Admissions Office or faxed to 302.622.8870.

- **High School Transcripts and optional SAT or ACT scores.** All applicants must have received a high school diploma or the equivalent prior to entering DCAD. Official copies of all high school transcripts must be forwarded to the Admissions Office. The submission of SAT or ACT scores, though not required, is recommended. Applicants should ensure that all standardized test scores (SAT or ACT), if available, are included with their transcripts. DCAD's CEEB code is 5161.

- **College Transcripts.**

Students who have completed college courses must forward official transcripts from all colleges attended, whether or not they think the credit is transferable. 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. Please refer to the "Transfer From Other Institutions" of this catalog for more information.

International Students

The diverse student population and surrounding area are ideal for students studying from abroad. Students from overseas find the small classes and friendly environment ideal to maximize artistic achievement and success. The rolling admissions policy is also in effect for international student applicants; however for Merit-Based Scholarship consideration, all materials must be submitted by March 15. Non-U.S. citizens living abroad are encouraged to contact DCAD to learn more about the admissions process. It is best to contact DCAD one year in advance of the projected start semester to complete admission procedures specific to international students.

How To Apply

- **Application for Admission and a non-refundable \$80 international student application fee.** International students may apply online at www.dcad.edu/apply.

- **Certified English translations** of all academic records, as well as official copies of all original transcripts.

- **Portfolio Review.** The portfolio 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 15 to 20 pieces of artwork. A variety of media, such as pencil, pen and ink, charcoal, pastel, watercolor, acrylic or oil-based paints should be represented.

Three dimensional work in sculpture, ceramics or other media, photography, graphic design, printmaking, collage and mixed media are also encouraged. Applicants may forward a digital portfolio to the Admissions Office via DCAD's SlideRoom account at <https://dcad.slideroom.com>.

- **Official results of the TOEFL.** (Test of English as Foreign Language) with minimum score of 79 IBT or 6.5 IELTS, or equivalent demonstration of English language proficiency. International students must specify DCAD's school code of 5443 for TOEFL score reporting. The TOEFL requirement may be waived for students successfully completing college-level English composition at an accredited U.S. college or university if the student's only language of instruction has been English for three or more years, or where a student has a minimum Critical Reading score of 500 on the SAT.

- **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, 5730 Uplander Way, Suite 203, Culver City, CA 90230.

- **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 DCAD Admissions Office along with a notarized bank statement showing available funds in U.S. dollars to cover tuition,

living expenses and travel for one year in the United States (approximately \$38,000).

- **Proof of Age and Tuition.** International students must submit proof of age and remit a tuition deposit (check, money order or credit card payable to DCAD, in U.S. dollars and drawn on a United States bank) after which an I-20 Form can be issued.

- **I-20 Form.** DCAD is authorized under federal law to enroll nonimmigrant students. International students may secure housing in one of DCAD's residence halls. DCAD's Student Services Office coordinates placements in college housing and refers students to other housing options in the area if necessary.

Previous Educational Requirements

A college preparatory program is highly recommended. It is also a recommendation that students in high school take as many art courses as is compatible with their academic programs both in and out of school. Academic or general education 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.

Credit by AP Examination

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

A score of 5 in the Art History AP exam entitles the student to receive credit for the equivalent art history course at DCAD. A score of 4 or 5 in AP English can be credited toward a Writing and Literature course. 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 of Fine Arts for possible first year studio credits.

Learning Accommodations

The Student Services Office can refer students to agencies that can provide personal assistance if possible. The ADA does not require colleges or universities to provide personal assistants, individual personal assistants or personal tutors, or personal assisted technology. AFA programs are full-time and sequential. This means requirements must be successfully met before a student may advance. Accommodations are given in regard to equal access to the student's program. Accommodations do not change the College's standards; however the needs of students with disabilities will be reasonably met. Students and their families are advised to research DCAD's programs before deciding to enroll. Once a student is admitted, the student is expected to act as his or her own educational advocate.

Reapplication

Applicants for DCAD admission who did not complete the application process, did not receive favorable decisions or chose not to enroll at DCAD,

may contact the Admissions Office to submit a Request to Review Application Form to reactivate their files for reapplication within a two-year time frame. The Admissions Office reserves the right to request additional information when necessary.

Transfer from Other Institutions

DCAD welcomes applications from qualified students who have started their undergraduate education elsewhere. With a rolling-admission calendar, DCAD allows transfer students to apply year round. Transfer students are encouraged to apply as early as possible to ensure space availability in the limited, selective admissions process. Transfer credits must be less than 8 years old.

Once official transcripts from all colleges and universities attended have been submitted, transfer credits are evaluated for the students' proposed program of study at DCAD. Only grades of "C" and above from fully-accredited institutions are considered for credit toward equivalent courses at DCAD. A maximum of 29 credits can be transferred toward the Associate of Fine Arts Degree. Transfer students must successfully complete at least 39 to 41 credits through DCAD's curriculum to earn an AFA degree from DCAD.

Transfer credit evaluations prior to enrollment are conducted by the DCAD Admissions Office and the area coordinator in their intended major and approved by the dean.

Students may petition to change these evaluations only during their first semester of enrollment at DCAD.

Transfer credits are administered based on course content similarity, including course competencies, as addressed on the course syllabus. Course syllabi are required for all prior classes being evaluated for transfer credit. Art work from studio classes being considered for transfer credit is required. Any transfer credits awarded are for learning only at an accredited college or university, not for life experience.

Transfer credits will be noted on the official DCAD transcript and a copy of the Transfer Credit Evaluation will be forwarded to the student, dean, registrar, and be placed in the student's file for review during class registration with the student's academic advisor.

School Visits

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

Tuition and Housing

Tuition & Housing Costs

An important advantage of DCAD is its tuition, which is lower than that of other private and independent colleges of art and design.

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

Tuition Deposit

As long as space is available, applicants will be advised of the admissions decision within two to three weeks of completing the application process. When notified of acceptance to DCAD, candidates must advise the Admissions Office of their intention to accept, delay or decline the offer of admission before May 1 (fall semester) or December 1 (spring semester).

Receipt of a \$200 deposit (which is applied to tuition upon registration), accompanied by a signed Enrollment Agreement Form, assures students of their place in DCAD's Associate of Fine Arts Degree Program. After May 1 (fall semester) or December 1 (spring semester), the tuition deposit is non-refundable. Completion of the school's health and

emergency information forms is required before registration.

The Admissions Office understands that personal circumstances may delay acceptance of the offer of admission. Time extensions can be arranged through the Admissions Office to complete financial aid, housing or other outstanding issues. All questions concerning admissions should be directed to:

Director of Admissions

Delaware College of Art and Design
600 North Market Street
Wilmington, DE 19801
Telephone: 302.622.8000 ext. 118
Fax: 302.622.8870
Email: admissions@dcad.edu

Tuition Billing

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

date need to contact the Bursar at 302.622.8867 ext. 102 to make financial arrangements before their registration can be approved.

Refund Policy

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

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

Tuition Installment Payment Plan

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

2016-2017 Tuition, Fees and Housing (Per Semester)

Full-time Tuition (12-18 credits)	\$11,595
Part-time Tuition (per credit)	\$1,005
Registration Fee	\$50
Student Activities Fee	\$385 Full time
	\$255 Part-time
Academic Facilities Fee	\$385 Full time
	\$255 Part-time
Housing Deposit	\$350*
Student Housing	\$3,950

Insurance (per year)

Accident Insurance (Mandatory)	\$60
Hard-waiver Health Insurance	\$2,000**

Books and Supplies (per year, estimated)

Books (first-year students)	\$350
DCAD Art Kit (first-year students)	\$675***
3-D Supplies per semester	\$140

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

Financial Aid

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

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

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

Eligibility

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

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

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

Applying For Financial Aid

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

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

In order to complete the FAFSA, students and parents of dependent students must

create an FSA ID and password at fsaid.ed.gov. Once the FSA ID has been created, it can be used to sign the student's completed FAFSA online prior to submission. Unsigned FAFSAs cannot be processed.

The FAFSA can be completed more easily and accurately once the necessary income tax returns for the previous calendar year have been filed; although, if IRS tax returns have not been completed, students may submit data from prior year W-2 forms and update information once taxes have been filed.

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

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

determine financial aid eligibilities.

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

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

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

Net Price Calculator

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

www.dcad.edu/financial_aid

Institutional Aid

Merit-Based Awards

Merit-Based Awards are granted according to an applicant's artistic and academic performance at the time of acceptance. Grants are

considered gift aid and do not need to be repaid.

*Each student may receive a maximum of two concurrent DCAD Merit based awards.

DCAD Merit Scholarship: \$1000-\$8000

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

Delaware Artist Scholarship: \$5000

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

James P. Lecky Presidential Scholarship: \$700

The James P. Lecky Presidential Scholarship is awarded to one accepted full-time student who demonstrates outstanding academic and artistic ability. This award is divided across two semesters and renewable

for a second year of studying at DCAD as long as the student maintains a minimum cumulative GPA of 3.0. The admissions committee will select the recipient from the pool of applicants after April 1st.

Stuart B. Young Scholarship: \$4000

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

High School Art Exhibition Scholarship: up to \$2000

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

Need-Based Awards

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

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

DCAD Grant: \$500-\$6000

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

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

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

Federal College Work Study

Students with financial need may qualify to participate in DCAD's College Work Study (CWS) Program which offers part-time employment opportunities both on-campus and off-campus. Applications are available at www.dcad.edu/resources and must be submitted at the beginning of the semester for

placement consideration. The DCAD Financial Aid Office works with DCAD administrators to identify position opportunities and placements. All work study students earn the current federal minimum wage.

Federal and State Grants

Federal Pell Grant: up to \$5815

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

State Grant Programs

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

Loans

Federal Direct Loans

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

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

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

Federal Direct Parent PLUS Loans

Federal Direct Parent PLUS Loans are federally-funded loans available to parents who meet the Department of

Education's credit criteria. A parent should consider a Federal PLUS Loan after all other aid is secured.

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

Private Educational Loans

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

OTHER RESOURCES

Private Scholarships

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

In addition, many of the forms required by the Financial Aid Office are available online at www.dcad.edu/resources.

FINANCIAL AID POLICIES

Satisfactory Academic Progress (SAP)

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

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

SAP Probation

If a student does not meet all of the above the Financial Aid SAP standards at the end of each semester, the student

will be given one probationary semester.

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

SAP Dismissal

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

SAP Appeal

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

Student Withdrawals / Return of Title IV Funds

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

The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they

are enrolled. A pro-rated schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal. Thus, a student who withdraws in the second week of classes has earned less of his/her financial aid than a student who withdraws in the seventh week.

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

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

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

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

For additional information, see www.dcad.edu/resources

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 regularly-scheduled examinations and submit completed in class and out of class assignments when they are due unless excused in advance. Failure to take examinations or submit work on time without prior notification may result in reduced grades or loss of partial or total credit for the course in question.

Scheduling and Credits

The degree program's fall and spring semesters are 15 weeks. The summer session is 14 weeks. Generally, a three-credit studio class meets for

four and a half hours per week, and students should expect to do a minimum additional four and a half hours of work outside of the scheduled meeting time. A three-credit liberal arts class normally meets for three hours per week, and students should expect to do a minimum of an additional six hours of work outside of class.

Course Load

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

Attendance

Students are expected to attend all of their classes for

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

Because class content and teaching methods are different, the number of allowable absences varies from class to class. Absences, as well as tardiness, early departures and inappropriate classroom behavior will 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, the faculty submit grades to the registrar for processing, after which grade reports are posted within the DCAD Student Portal at <https://studentportal.dcad.edu>. Faculty are responsible for establishing the grading policy in their own classes and for announcing this policy to all students in the course. Grades will not be released to students who have financial holds on their records due to fees owed the College, including library fees or overdue books, or to students who have incomplete health or immunization information on file with the director of student services. Grades of C- or lower will not transfer to four-year colleges. Grades are made available on the DCAD Student Portal once the student has been cleared financially.

General grade descriptions are as follows:

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

Failing Grades

Failing grades are assigned when a student has not fulfilled the requirements for a course (e.g. missing work, excessive absences, missed exams) and has neglected to withdraw from the course or request an Incomplete. Since

the instructor determines grading policies, students should make sure they understand the requirements for each of their classes. A grade of "F" in a core studio, regardless of GPA, indicates that the student has failed to make satisfactory academic progress. Generally, the student cannot advance to the next level of course work until he or she has successfully completed the course. Due to the cycle of core classes taught in the different areas, it is possible that a student may have to wait a semester before the necessary class is offered again.

Incomplete

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

Add/Drop

An "Add/Drop Form" is required for any schedule changes. Add/Drop forms are available from the Registrar's Office. These forms must be fully completed and signed as indicated and returned to the Registrar's Office. Check the

academic calendar (available online at www.dcad.edu) for Add/Drop and Withdrawal deadline dates. Students wishing to drop a class after the Add/Drop deadline must follow the same procedure and, if approved, a grade of "W" for "Withdrawal" will be issued. Students may later retake a class from which they have withdrawn. Withdrawn classes appear on grade reports and transcripts, though do not count against the student's GPA.

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

Withdrawal

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

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

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

Please refer to the "Tuition and Fees" section on page 40.

Administrative Withdrawal

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

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

Leave Of Absence

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

The student must first meet with his or her advisor (Area

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

Grade Appeal

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

- Talk with the instructor. Whenever possible, conflicts over grades should be resolved between the instructor and the student.
- If not satisfied, the student must write a letter or email outlining reasons for a grade change to the instructor, along with a copy to the area coordinator, as soon as possible and no later than the end of the first week of the following semester.
- If the conflict is still not resolved to the student's satisfaction, the student must meet with the area coordinator of the department under which the class is taught.
- A final appeal may be made in writing to a panel composed of the area coordinators and the dean, which will make a final decision.

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

Grade Forgiveness

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

The Academic Forgiveness Policy

The Academic Forgiveness Policy provides previously enrolled students with an opportunity to pursue a one-time "fresh start". The policy is limited to students who have been away from the College for at least eight consecutive years and have re-applied to DCAD. Under the forgiveness policy, all courses taken and grades earned prior to re-admission will remain on the students' transcripts but will not be used in computing students' overall grade point averages (GPAs). Courses completed during the initial matriculation cannot be used to fulfill degree or certificate requirements. Applications for academic forgiveness must be submitted to the registrar, who will review and discuss it with students before presenting applications to the academic dean for consideration.

All policies regarding academic probation will be enforced. Past academic standing will not be removed. If students

withdrew from the College while on probation, said probations will continue until the students' new grades render probation unwarranted and dispensable, as decided by the Academic Review Committee at the close of the first semester.

Dean's List

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

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

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

Grade Point Average

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

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

The cumulative grade point average is computed by applying this formula to all course work for which the student has enrolled for credit since the student's first term

at DCAD. Credits transferred from another college are not included in the cumulative grade point average.

Graduation Requirements

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

Graduating With Honors

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

Standard 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. Furthermore, a grade of "C" or better is required in core studio classes.

Mid-Semester Warnings

Each student's progress is reviewed at the mid-point of the semester. Warnings are issued to those students who are not satisfactorily fulfilling the course requirements and are in danger of not making satisfactory academic progress. The mid-semester warning is intended to make the student aware of unsatisfactory progress; it is not considered punitive and does not become part of the permanent record.

Academic and Financial Aid Warning

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

Academic and Financial Aid Dismissal

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

Academic and Financial Aid Appeal

Once dismissed, students may appeal for academic and financial aid reinstatement within five business days from the date posted on the Academic Dismissal Notice. Students seeking academic and financial aid reinstatement should complete a reinstatement form which includes an academic progress success plan and a cumulative GPA calculation worksheet to submit to the dean or the Academic Action Committee. The student will find the academic appeal forms and GPA calculator at www.dcad.edu. The student may also submit other documentation such as letters, medical reports as needed to support their appeal for reinstatement.

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

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

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

Academic Integrity

The Delaware College of Art and Design (DCAD) require 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—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—the reproduction of another's visual, verbal or written material without proper citation and with the intent to deceive. In the written form this includes, but is not limited to, verbatim copying or substantial paraphrasing, and presenting as your

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

Audit / Non-Credit Courses

Full-time students who wish to audit a course may do so as long as their workload, including the credit hours the audit course normally carries, does not exceed 18 credit hours. Students may audit only one course per semester and may not repeat this course for credit at a later date. Auditing is contingent upon availability of space in the course and the instructor's permission. Credit is not awarded for audited courses.

Placement Testing

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

Based on the evaluation of the results, a student may be required to enroll in a developmental course, academic writing lab in conjunction with Art History I and Writing and Literature I. 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 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 and Records

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. Official transcripts will be released only at the written request of the student for a fee of \$5.00 per copy. "Transcript Request" forms are available in the Registrar's Office. 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(major) 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 rbrignac@dcad.edu.

Policy

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

Students and staff are informed of the credit hour definition and policy at orientation meetings, 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 that allows transfer students to apply for the fall or spring semesters. Under the selective admissions process, transfer applicants are encouraged to

submit their application materials as early as possible to ensure space availability. After submitting the application for admission and application fee, applicants should send official high school and college transcripts and schedule an appointment for a portfolio review, interview, and campus tour. If an applicant cannot personally present the portfolio for geographic reasons, please refer to the Associate of Fine Arts admissions application requirements for sending images for review. The primary criteria for acceptance are portfolio quality and acceptable official transcripts that indicate G.P.A., course titles, and grades. The portfolio evaluation can supersede courses taken or grades earned. The required portfolio must contain works from studio courses for which transfer credit is sought and which meet the curricular demands of the DCAD A.F.A. degree.

All transfer credits must be grades of "C" or higher awarded from fully accredited institutions to be considered for equivalent course credits at DCAD; credits must have been earned in the last eight years. Transfer credits are considered for course similarity or equivalencies in content and expected learning outcomes. Course syllabi are required for all courses being considered for transfer. While courses at other institutions may have similar titles, acceptance of studio transfer credit relies greatly on the portfolio review. A maximum of 29 credits are accepted for transfer toward the Associates of Fine Arts degree with 39 to

41 credits completed within DCAD's curricula to earn an A.F.A. degree. The dean is ultimately responsible for transfer credit approval. Students may petition the dean to reevaluate credits during their first semester of enrollment at the College. Transfer credits are noted on official DCAD transcripts and a copy of the transfer credit evaluation is forwarded to the applicant, dean, and registrar, and will be placed in the student's file for review by the students' academic advisor during semester registration. Transfer credits are only accepted for coursework at an accredited institution, not for "life experience". Please visit DCAD's Consumer Information page for complete Credit Hour and Transfer of Credit Policies.

Credit by AP Examination

DCAD accepts credits under the Advanced Placement (AP) program of the College Board. Students receiving a grade of 4 or 5 in academic subjects receive 3 credits toward the DCAD Associate of Fine Arts Degree. A grade of 5 in the Art History AP exam entitles a student to receive credit for the equivalent art history course at DCAD. A grade of 4 or 5 in AP English can be credited toward a Writing and Literature course. In studio areas, scores of 5 in either Drawing or 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.

Academic Calendar

Fall 2015

Fall Semester New Student Orientation

Sunday, August 28 – Monday, August 29

First Day of Classes for AFA Degree Program

Tuesday, August 30

Labor Day – No Degree Classes

Monday, September 5

Thanksgiving Holiday College Closed

Wednesday, November 23 – Sunday, November 25

Last Day of Classes for Degree Program

Friday, December 16

Winter Break – College Closed

Monday, December 26 – Sunday, January 1

Spring 2016

Administrative Offices Re-Open

Monday, January 2

First Day of Classes for AFA Degree Program

Monday, January 9

Martin Luther King Jr. Day – College Closed

Monday, January 16

Spring Break

Monday, March 13 – Friday, March 19

Last Day of Classes for Degree Program

Tuesday, May 2

Summer 2016

First Day of Classes for AFA Degree Program

Monday, May 15

Memorial Day – College Closed

Monday, May 29

Fourth of July – College Closed

Tuesday, July 4

Last Day of Classes for Degree Program

Friday, August 18

A full academic calendar online at www.dcad.edu

General Policies

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

Discrimination

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

Sexual Misconduct

Sexual misconduct, which includes sexual assault and harassment, is not simply inappropriate behavior – it is against the law. In accordance with Title VII of the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972, and as outlined by the United States Government’s “Not Alone” policy published in the fall of 2014, 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. The adjudication of such cases are processed within 24 business hours of any reported or witnessed act of sexual misconduct.

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

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

As outlined in the United States Government’s “Not Alone” policy published in the fall of 2014, personal identifiable information is not released to third parties without the permission of the victim or reporting party. Those wishing to maintain confidentiality should consult with a College Advocate, or speak directly to the Confidential Request Liaison. A comprehensive list of College officials and their roles can be located at: www.dcad.edu/studentlife. 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 where students, faculty, and staff collaborate in the creation of a robust community. The community and environment of Delaware College of Art and Design celebrate student rights and culture, and promote integrity among all members.

Informal resolutions of complaints are encouraged when appropriate. In circumstances where the alleged infraction is significant, students have the right to file a formal written complaint or grievance. DCAD operates a zero-tolerance policy for violations of safety, harassment, sexual misconduct, and in regard to any other violation inflicted upon another individual. Delaware College of Art and Design defines a student *complaint* as, "an action of a College employee that is determined to be unfair or inconsistent with College policy or usual practices". A written report can be filed with the College Dean, or Director of Student Services.

Complaints, grievances, and policy violations resulting from the actions of peer students, are classified as *Code of Student Conduct* violations. Such alleged violations should be immediately reported through the *Code of Student Conduct* process by submitting an online incident report found on the DCAD webpage. Students are encouraged to seek help immediately should he/she be subjected to any abrogation of her or his rights or are subjected to any form of physical or sexual abuse, or verbal harassment in any

form, including social media and electronic communications. Students should not be deterred from bringing forth complaints because of an individual's position or relationship to students. This is applied in all facets of the College and is irrespective of falsely perceived immunity. No immunity exists for anyone within the DCAD community. Expedient and equitable responses to all student complaints, grievances, and code of student conduct violations are paramount to the College. Charges of misconduct are serious and untenable; false charges unfairly brought against an individual are also considered unacceptable and actionable. If a student feels that the *complaint* or *Code of Student Conduct* process did not provide an acceptable resolution he/she has the ability to file a written *Grievance*.

Delaware College of Art and Design defines a student *grievance* as when "a student who believes he or she has been subjected to inappropriate behavior, unequal treatment or action, sexual violence, and/or capricious action by a department or college representative acting within his or her role on duty and/or outside of the employee's role and duties within the College that in any way adversely affects the rights and/or privileges of any student that cannot be adjudicated through informal resolution, Complaint Committee, or Student Code of Conduct."

Students must include a timely verbal or written report of the incident, to be followed

by procedures described as below:

Student Grievance Procedure

Attempt to resolve your concern through informal resolution. 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 the concern involves an infraction of the Student Code of Conduct please complete an incident report which can be found on line or in the Student Services Office.

If informal resolution is inappropriate or ineffective please submit a written complaint directly to the Dean or Student Services office. The Dean and Director of Student Services will adjudicate the complaint through a formal Complaint Committee which will include faculty, staff, and students as appropriate.

If the student feels that the adjudication did not provide an acceptable resolution he/she may then submit a formal written grievance directly to the College President.

Any student, staff, or faculty may request a copy of the Code of Student Conduct and Academic Integrity Handbook that details this process and provides guidelines to submit written complaints and grievances.

Students with Special Needs

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

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

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

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

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

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

Alcohol and Illegal Drug Policy

The Delaware College of Art and Design zero tolerance policy regarding alcoholic beverages and illegal drugs has been established for the well-being of faculty, students, and staff. It is intended to promote and maintain a safe environment that is conducive to learning and to protect individuals and the institution from liability. DCAD has designated all of its classrooms, studios, student

housing, and environs as alcohol free.

DCAD does not condone the violation of Delaware and federal laws pertaining to the use of alcohol and illegal drugs. All students, faculty and administrative staff are expected to be familiar with and abide by these laws and regulations. Violations of the alcohol and/or illegal drug policy will be cause for suspension or dismissal from the College. In addition, violators are subject to criminal charges and prosecution for violation of Delaware laws and ordinances. The College reserves the right to require participation in an alcohol or illegal drug counseling program for any student whose substance abuse problem affects his or her education or that of other students. In the event that the student is classified as dependent by the IRS, Delaware College of Art and Design also reserves the right to contact a parent in the event of alcohol and drug violations.

The staff and faculty of the Delaware College of Art and Design are concerned about the abuse of alcohol. Alcohol is a depressant that, even in small doses, slows brain activity, reduces inhibitions, and impairs judgment. Higher doses can cause alcohol poisoning, coma or death. In the State of Delaware, you can be convicted of driving while intoxicated if you are found to have a blood/alcohol level of 0.08% or higher. Please think carefully about the use of alcohol and make your own educated decisions. Delaware Law Regarding Alcoholic Beverages (as

defined by Delaware Code, Title 4, Sect. 904):

- No person who is under 21 years of age shall drink or possess any alcoholic beverage in the State of Delaware.
- A person who misrepresents his or her age in order to obtain alcohol is subject to fine or imprisonment.
- Alcohol may not be sold or delivered to anyone under the age of 21.
- Alcoholic beverages may not be sold or delivered to any person who is intoxicated or who appears to be intoxicated.
- No person under the age of 21 may serve as a bartender. A bartender is defined as a person who mixes, fixes, makes or concocts any alcoholic beverage for consumption.
- Consumption of alcoholic beverages is prohibited in any street, alley, park, or parking lot, or in any vehicle in those areas. Violators may be fined.

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

Visitors to the school are limited to those people who are formally accompanied by staff, faculty, or students, and to those who come to see exhibitions. Visitors should obtain a visitor's pass from the security guard prior to meeting with faculty, staff, or students. Anyone who expects a visitor should meet them at the College entrance. Visitors may not enter studios

unaccompanied while classes are in session and without the permission of the instructor. Children of students are not permitted in the studios while classes are in session.

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 at the Delaware College of Art and Design. 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 may be required that students sign a "Liability Waiver Form," provided by the faculty member sponsoring a field trip, prior to departure.

First Amendment Rights

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the

people peaceably to assemble; and to petition the government for a redress of grievances." The first 10 amendments of the United States Constitution—the Bill of Rights, ratified more than 200 years ago—were intended to protect individuals from unjust acts by government. The First Amendment, stated above, assures both freedom of religion, speech and the press, and rights of assemblage and petition. Free speech and expression are basic to the pursuit of knowledge and truth in an academic and educational environment. All members of the DCAD community should be ready and able to express their ideas freely and openly. First Amendment rights and the principle of academic freedom apply to the speech of faculty and students in the classroom, guest lectures, student publications, cultural events on campus as well as all other educational programs and activities. The discussion of ideas, which some may find distasteful or offensive, is protected if the discussion is germane to the subject matter being taught. The College will take very seriously any action that infringes on the free speech of others, or that harasses any individual because of his or her ideas or beliefs. Harassment of any kind will not be tolerated, and those who violate the freedom of speech and expression of another may face severe penalties.

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

abhorrence to the College community, even though they technically may be protected by law. However, even when First Amendment rights protect the expression of opinions that some may consider derogatory, the College can take steps to denounce those opinions and ensure that opposing views are heard. Therefore, it is absolutely essential that we all work to maintain an atmosphere of respect for every individual who exercises freedom of speech in a responsible way, and without intent to harm or defame others. Speech that is threatening and intimidating can be harassment and is not protected by the First Amendment. The offensiveness of a particular expression or action as perceived by an individual (or group) must be sufficiently severe, persistent or pervasive to limit a student's ability to participate in or benefit from the educational program, or to create a hostile or abusive educational environment. In such instances, College policy on harassment and discrimination, including sexual harassment and discrimination, will be followed to address and, where necessary, remedy the situation.

Student Handbook

A copy of the DCAD Student Handbook, distributed to all students at New Student Orientation, is available online at

http://www.dcad.edu/site/about_DCAD/overview/consumer_info

Student Conduct

The Delaware College of Art and Design has rules and regulations that govern its relationship with enrolled students. These rules and regulations are established to ensure the safety and well-being of all students. They are binding upon enrollment, and all students agree to subscribe to them.

Disciplinary measures or dismissal may result from a failure to meet school standards of academic progress, conduct, and/or attendance, or for reasons of mental or physical health or neglect of financial obligations.

Code Of Student Conduct

Student 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 the schools and other students') carefully. Students should 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.

- **Academic Dishonesty** – using deception in any way that results in avoidance of academic responsibilities, such as cheating and plagiarism.

- **Cheating** – 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** – 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.

- **Behaviors Disruptive or Harmful to Others, the Public or Oneself** – the intimidation or harassment of any member of the DCAD community will not be tolerated. This includes purposeful disruption of a class or school function, creating a public disturbance or inconvenience, fighting, unreasonable noise or tampering with fire alarms or firefighting equipment. In the event that a student is threatening to hurt himself or herself in any way the Delaware College of Art and Design reserves the right to seek immediate medical assistance for the student and contact the student's parent or guardian or other emergency contact as previously designated by the student.

- **Theft, Willful Damage of Property and Unauthorized Entry** – any abuse or misuse of college property or equipment, including theft, defacing, damage or destruction of another's property. Gaining access to any school facility through the unauthorized use of keys.

- **Weapons, Dangerous Instruments, Explosives, Chemical Devices** – the possession on school property of any firearm, weapon, instrument or device that can be discharged, shot or used to cause harm (other than by law enforcement personnel). Possession includes carrying, transporting, having custody of, storing or displaying a weapon. Also not permitted are explosive chemicals or substances brought into College facilities with the intent of producing visible or audible combustion, explosion or fire, including fireworks. Possession or a license to possess any of the above listed items does not constitute defense of a violation of this policy. Weapons found may be confiscated and individuals may be subject to criminal prosecution. Legal propellant sprays used for personal protection and self-defense purposes are allowed, but must be used properly.

- **Drugs** – purchase, sale, possession or use of an illegal substance or drug.

- **Alcohol Abuse** – any behavior, which involves the abuse of alcohol and/or inappropriate or destructive behavior brought on by alcohol abuses. Violation of local and state laws in effect.

- **Gambling** – illegal gambling on College property or at any official function sponsored by the College, student groups or school-affiliated organizations.

● **Providing False Information or Failure to Provide Information Requested**

– providing false information with the intent to defraud or deceive. Failure to identify oneself to school officials, including security guards, when requested to do so.

● **Misuse of Official Documents**

– includes forgery, alteration, misappropriation, or misuse of academic or non-academic records or identification cards. In the case of academic records, such as grade reports or transcripts, disciplinary action is within the jurisdiction of the director of student services and the dean.

The Delaware College of Art and Design reserves the right to dismiss any student from classes and/or student housing whose conduct is detrimental to the College. In the event that the student is classified as dependent by the IRS, Delaware College of Art and Design also reserves the right to contact a parent or guardian in the event of violations of the Code of Student Conduct. Disciplinary action for such violations falls within the jurisdiction of a Student Conduct Committee chaired by the director of student services. Delaware College of Art and Design has established “preponderance of evidence” as the official burden of proof for all alleged violations. Appeals to the decisions of the Student Conduct Committee should be addressed to the President.

Note:

See [Student Handbook](#) for Standard Sanctions for Student Conduct Violations.

Faculty

Susan Brangers, PhD

Area Coordinator,
Liberal Arts
PhD, MA, University of
Louisville
BA, Western Kentucky
University

John Breakey

Area Coordinator,
Graphic Design
Ringling College of Art and
Design

Ron Brignac

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

Kevin Burke, PhD

Adjunct Professor, Liberal Arts
PhD, University of Delaware
MA, University of Delaware
BA, Pennsylvania State
University

Konstantinos Chalikias, PhD

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

Ellen Durkan

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

Matthew Gemino

Adjunct Professor, Animation
BFA, University of the Arts

Penni Gioffre

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

Michael Kalmbach

Adjunct Professor, Liberal Arts
MFA, University of Delaware
BA, Bloomsburg University of
Pennsylvania

Rosemary Kelly

Adjunct Professor, Interior
Design
BA, University of Delaware

Sharon Koelblinger

Adjunct Professor,
Photography
MFA, Tyler School of Art
BFA, Minneapolis College of
Art and Design

Katie Lantzas, PhD

Adjunct Professor, Liberal Arts
PhD, MA, University of
Sheffield
BA, Dickinson College

Caitlin Larracey

Adjunct Professor, Liberal Arts
MA, University of Delaware
BA, Bridgewater State
University

Emily Mattingly, PhD

Adjunct Professor, Liberal Arts
Writing Center Coordinator
PhD, University of California
MA, BA, Kansas State
University

Alexi Natchev

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

Jason Olney

Adjunct Professor,
Graphic Design
BFA, University of the Arts

Dustin Ream

Adjunct Professor,
Photography
MFA, Tyler School of Art,
Temple
BFA, University of the Arts

Roger Roth

Adjunct Professor, Illustration
BFA, Pratt Institute

Kofi Sarfo

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

Tad Sare

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

Marisa Schaffer

Adjunct Professor, Interior
Design
MArch, BS The Catholic
University of America

John Serpentelli

Adjunct Professor, Animation
MFA, BA, University of the Arts

Constance Simon

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

Stan Smokler

Adjunct Professor, Foundation
MFA, Pratt Institute
BFA, University of Pittsburgh

Sheena Spearman

Adjunct Professor, Interior
Design
MArch, University of
Pennsylvania
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Design
M.ED, Wilmington University
BS, University of Delaware

Leon Syfrit

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Photography
BFA, University of the Arts
AFA, Delaware College of Art
and Design

Aki Torii

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MFA, Pennsylvania Academy
of Fine Arts
BFA, Indiana University

Denise Tanyol

Adjunct Professor, Liberal Arts
PhD, University of
Pennsylvania
MA, University of Southern
Mississippi
BA, Johns Hopkins University

Ian Tornay

Area Coordinator, Interior
Design
MFA, Queens College CUNY
BArch, Cooper Union

Zaneta Zubkova

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MFA, Brooklyn College, CUNY
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Location

DCAD is a place to live, learn and experience.

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

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

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

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

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

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

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

To see a calendar of Wilmington events, visit www.inwilmingtonde.com.

About Delaware

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

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

Map & Directions

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

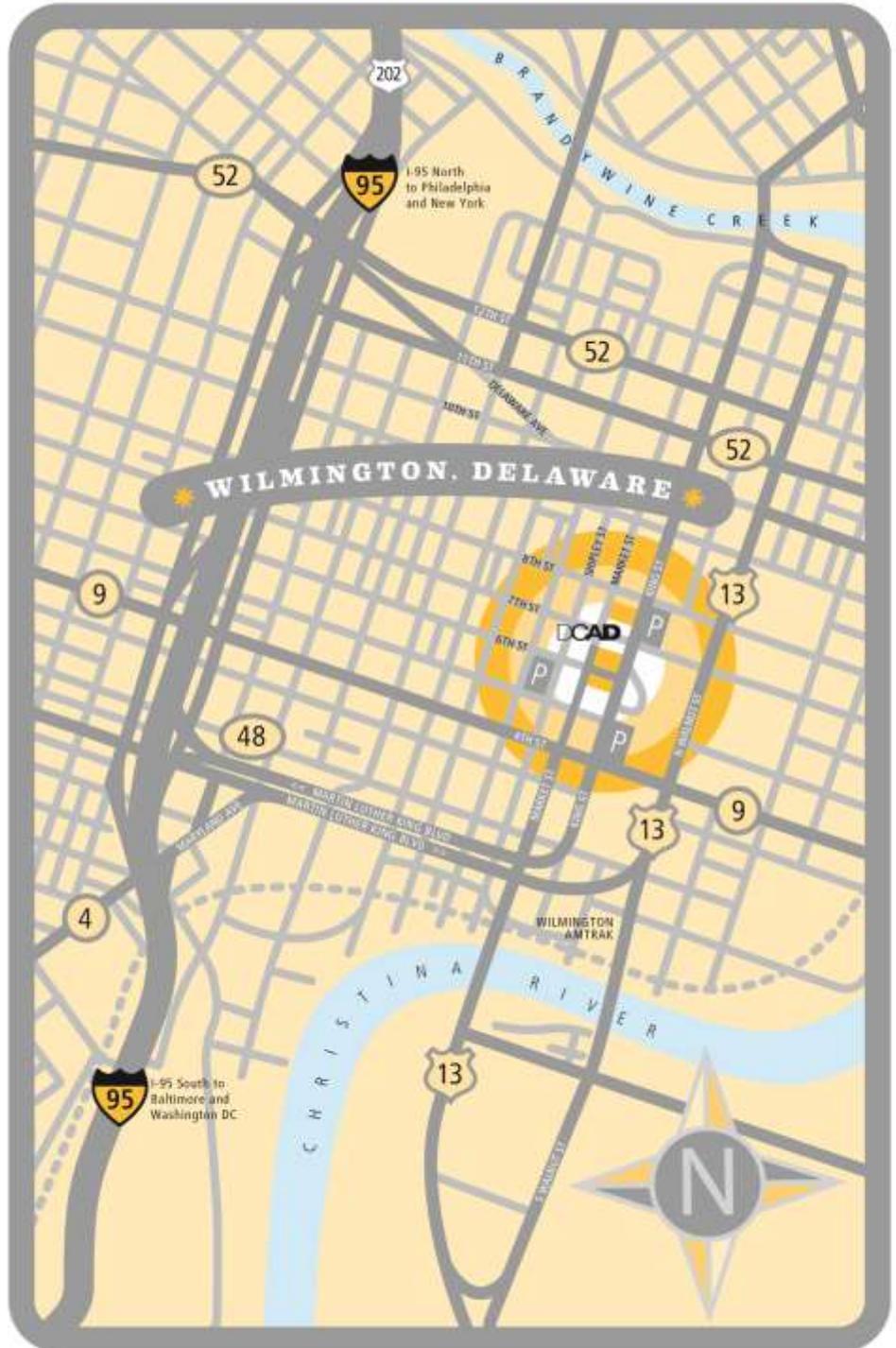
Driving from Washington, DC and Points South: Take I-95 North to Martin Luther King Blvd (Exit 6). Turn right onto DE-4 E/Maryland Ave. Turn left onto N. Market St. DCAD is located at 600 North Market Street on the corner of Sixth and Market streets.

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

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

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

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



Contact Us

Delaware College of Art and Design

600 N. Market Street
Wilmington, DE 19801
302.622.8000
www.dcad.edu
info@dcad.edu

 /dcadinfo

 @d_c_a_d_

 /d_c_a_d_

 /dcad

> /DCADTV

 /d_c_a_d_

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