ART 419, Senior Studio
SELECTED Tuesdays & Thursday, 12:30PM—1:45PM
Prof. Greg Shelnutt
gshelnu@udel.edu
302-831-8219

Fall 2019
Recitation 103
Office Hours:
Mon: 10:00-11:00 am
Tue: 2:00-3:00 pm

Catalog Course Description: Students work independently to develop a body of art for BFA exhibition and portfolio. The approach is inter-disciplinary, and students are encouraged to experiment with a variety of media and collaborate with other artists; critique and discussion emphasize concept and content. PREREQ: ART416. RESTRICTIONS: Art Majors only.

Student Learning Outcomes
As a result of participating this course, you will:

• Continue to integrate historical and contemporary theories of art-making, including social entrepreneurship, as a means of generating new ideas for an original body of work as documents in sketch/notebook entries, written statements, and a final, professional exhibition;
• Analyze the impact of artists projects on local and national communities through oral and written analysis;
• Produce an advanced body of work that demonstrates experimental, inventive, and conscious engagement with the techniques and concepts of various media;
• Participate in peer-critique of works of art in order to engage in effective self-assessment, reflection, and analysis in preparation for future success (graduate programs and/or careers in the arts);
• Write drafts, peer-review, edit, re-write and submit final versions of your artist’s statement the articulate your individual conceptual and material practice(s);
• Clearly communicate your achievement, ideas, and knowledge of art theory in public presentations that set examples for fellow art and design students;
• Lead organizational, curatorial, and promotional activities for the BFA Fine Art Exhibition (and additional public events as scheduled).

Communication
• Assignments must be submitted using the university’s learning management system, Canvas. Announcements and supplementary readings also will be posted there. Emails should be directed to gshelnu@udel.edu.
• Emails: Please use the subject heading, “ART 419 – Senior Studio,” to make it easier for me to identify class-related emails. It may take me a day or two to respond to some emails, and I typically do not answer emails after 6:00 pm until the next day.
ART 419, Senior Studio

Seminar Format

This is a hybrid course. You will complete some of your work in your studios, some online using Canvas, and we will meet on eight Mondays to discuss readings and apply them to the process of developing your BFA Senior Exhibition and plan for your careers upon graduation.

Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activities</th>
<th>Readings &amp; Items Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>In-person class meeting: Syllabus &amp; expectations</td>
<td>SUBMIT: Semester Plan &amp; Weekly Goals</td>
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<tr>
<td>9/3</td>
<td>Online</td>
<td>SUBMIT: Resume (CAA &amp; Tufts University combo format); SUBMIT: Weekly Progress Report</td>
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<tr>
<td>9/5</td>
<td>Online</td>
<td>(should be kept in your sketchbook, so when you submit your four pages, these entries</td>
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<tr>
<td>9/10</td>
<td>Online</td>
<td>may be a part of those four pages)</td>
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<tr>
<td>9/12</td>
<td>In-person class meeting</td>
<td>SUBMIT: Weekly Progress Report (should be kept in your sketchbook, so when you submit</td>
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<td></td>
<td>Present: Project 1 Intro Talk &amp; Where You Are Headed</td>
<td>your four pages, these entries may be a part of those four pages)</td>
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<tr>
<td>9/13</td>
<td>TENTATIVE: NYC Trip, ALL DAY, FRIDAY</td>
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<tr>
<td>9/17</td>
<td>Online</td>
<td>SUBMIT: 1st draft of Artist’s statement</td>
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<tr>
<td>9/19</td>
<td>Online</td>
<td>SUBMIT: Weekly Progress Report (should be kept in your sketchbook, so when you submit</td>
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<td>your four pages, these entries may be a part of those four pages)</td>
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<tr>
<td>9/24</td>
<td>In-person class meeting: Studio Critique: One work, 100% ready for display (printed,</td>
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<td>printed, framed, pedestals &amp; bases ready, video monitors inspected &amp; tested, etc.)</td>
<td>We will go to your studio to see the work ready to exhibit &amp; offer feedback. REVIEW:</td>
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<tr>
<td></td>
<td></td>
<td>Artist’s statements</td>
</tr>
<tr>
<td>9/26</td>
<td>Online</td>
<td>SUBMIT: Project 3: Case Study #1 SUBMIT: Weekly Progress Report (should be kept in</td>
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<td>your sketchbook, so when you submit your four pages, these entries may be a part of</td>
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<td></td>
<td>those four pages)</td>
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<tr>
<td>10/1</td>
<td>In-person class meeting: REVIEW of your web site and artist’s statement; BRING:</td>
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<td></td>
<td>printed copies of your artist’s statement to class, one for each student and the</td>
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<td>professor.</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>10/3</td>
<td>Online DISCUSS: Case Study #1</td>
<td>SUBMIT: Weekly Progress Report (should be kept in your sketchbook, so when you submit your four pages, these entries may be a part of those four pages)</td>
</tr>
<tr>
<td>10/8</td>
<td>In-person class meeting: 50% Mid-Term Studio Critiques</td>
<td>50% of the work you plan to exhibit MUST be ready for display: printed, framed, pedestals &amp; bases ready, video monitors inspected &amp; tested, etc. We will go to your studio to see the work ready to exhibit &amp; offer feedback.</td>
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<tr>
<td>10/10</td>
<td>Online</td>
<td>SUBMIT: Weekly Progress Report (should be kept in your sketchbook, so when you submit your four pages, these entries may be a part of those four pages)</td>
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<tr>
<td>10/15</td>
<td>In-person class meeting:</td>
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<tr>
<td>10/17</td>
<td>Online</td>
<td>SUBMIT: Weekly Progress Report (should be kept in your sketchbook, so when you submit your four pages, these entries may be a part of those four pages)</td>
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<tr>
<td>10/22</td>
<td>Online</td>
<td>SUBMIT: Project 3: Case Study #2</td>
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<tr>
<td>10/24</td>
<td>In-person class meeting: DISCUSS: Case Study #2</td>
<td>SUBMIT: Weekly Progress Report (should be kept in your sketchbook, so when you submit your four pages, these entries may be a part of those four pages)</td>
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<tr>
<td>10/29</td>
<td>Online</td>
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<tr>
<td>10/31</td>
<td>In-person class meeting: 80% Studio Critiques</td>
<td>80% of the work you plan to exhibit MUST be ready for display: printed, framed, pedestals &amp; bases ready, video monitors inspected &amp; tested, etc. We will go to your studio to see the work ready to exhibit &amp; offer feedback.</td>
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<td>11/5</td>
<td>In-person class meeting:</td>
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<tr>
<td>11/7</td>
<td>Online</td>
<td>SUBMIT: Weekly Progress Report (should be kept in your sketchbook, so when you submit your four pages, these entries may be a part of those four pages)</td>
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<tr>
<td>11/12</td>
<td>In-person class meeting:</td>
<td>SUBMIT: Draft Professional Talk</td>
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<tr>
<td>11/14</td>
<td>Online</td>
<td>SUBMIT: Labels for works on display: name, title, media, price (if for sale) or insurance value (price minus commission; typical commissions are 50%); SUBMIT: LAST Weekly Progress Report</td>
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<tr>
<td>11/19</td>
<td>In-person class meeting:</td>
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<tr>
<td>11/21</td>
<td>Install BFA Exhibition in Recitation Hall:</td>
<td>ALL work 100% ready to install; have hanging &amp; display mechanisms, pedestals,</td>
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<tr>
<td></td>
<td>SUBMIT: Draft Professional Talk</td>
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<tr>
<td></td>
<td>SUBMIT: FINAL artist’s statement</td>
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wire for hanging, frames, video monitors, etc. READY. NOTE: BRING MORE WORK than you think you will need. It is much easier to take work home than to have to go get more ready!

<table>
<thead>
<tr>
<th>Date</th>
<th>Event details</th>
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<tbody>
<tr>
<td>12/3</td>
<td>CLASS HELD AT COLLOQUIUM, 5:30—6:30pm PRESENT: Professional Talk</td>
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<tr>
<td>12/5</td>
<td>Online SUBMIT: FINAL web site SUBMIT: full digital and analog artist package</td>
</tr>
<tr>
<td>12/7</td>
<td>SATURDAY, Dec. 7: STRIKE BFA Fine Arts Exhibition: remove work, patch walls, paint</td>
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</tbody>
</table>

BFA Senior Exhibition:

- **Installation:** November 21 (Thursday)
- **Exhibition Dates:** December 2-6 (Monday through Friday)
- **Reception:** December 3 (Tuesday)
- **De-Install:** December 7 (Saturday)

- Dec 5, Thursday, Last day of classes, classes end at 10:00 p.m.
- Dec 5, Friday, Reading Day: no examinations scheduled
- Dec 9, Monday, Final examinations begin
- Dec 14, Saturday, Examinations end
- Dec 18, Deadline for final grades

**Tentative:**

>>>>>>NYC Field Trip: Friday, September 13: all day.<<<<<<

Course Structure: In-class time is devoted to developing a voice, shared conversation, critiques of work, and presentations. It is expected that you will spend quite a bit of time outside of class writing, researching and making. Research is the glue that holds all the varied activities we are doing together, and it is the fundamental thing that allows each part of the creative practice (the making, writing, historical cataloging, etc.) to influence the other. During the semester you should be conducting personal research furthering your studio practice.

This process will vary greatly from student to student but might include researching historical, social, poetic or literary, mechanical, technical, material, and other components of your creative thinking.
Seminar Policies
To receive a passing grade, you will need to complete the following requirements:

- Attend and actively participate in all seminar activities. You must attend all face-to-face meetings and interact in Canvas;
- Inform the instructor in advance of absences through the Inbox function;
- Regularly check Announcements;
- Complete core readings prior to each session;
- Facilitate discussion of core readings during one seminar session;
- Complete assignments and submit on time;
- Provide and incorporate constructive feedback from instructor and peers.

Attendance & Participation: It is expected that you will come to class attentive and ready to contribute. The time that we meet is imperative to understanding the material covered and your focus is essential in generating useful discussion. Due to the limited amount of time that we will gather as a group, more than two absences will result in failing the course. Tardiness over 10 minutes will count as half an absence. Participation in class discussion will be taken into account, particularly in the case of borderline grades.

Completion and evaluation of assignments: A completion date is given for all assignments so that we may respond as a group to your ideas. It is expected that you will do as much as possible to bring your work to a high-resolution for these events. There will be seven (7) projects that will count towards the assignment-based grade for this course.

Assignments include:

- Artist’s Resume in CAA & Tuft’s University hybrid format
- Project 1: Semester Plan & Weekly Goals
- Project 2: Intro Talk & Where You Are Headed
- Project 3: Case Studies (two)
- Project 4: Journal, Studio Visits, & Critiques
- Project 5: Complete your full digital and analog artist package
- Project 6: Plan, Organize and Promote the BFA Exhibition
- Project 7: Professional Talk

Highly Recommended Texts

- The Artist as Culture Producer: Living and Sustaining a Creative Life by Sharon Louden (404 pages); Publisher: Intellect (2017), ISBN-13: 978-1783207268, List: $42.00 ($35.15 on Amazon); Library has a copy which I have placed on 2-hour reserve in the Morris Library.
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- *Living and Sustaining A Creative Life: Essays by 40 Working Artists* by Sharon Louden
  Publisher: Intellect (2013); ISBN: 978-1-78320-012-2; List: $38.75 new ($26.87 on Amazon).

**Other Recommended Texts**

These resources will serve as references and guides during class and after graduation:

- *Getting Your Sh*t Together* by Karen Atkinson (424 pages); Publisher: CreateSpace / GYST Ink Press (2014); ISBN: 9781495392207; List Price (approximate): $29 New
- *Seven Days In The Art World* by Sarah Thornton (287 pages) Publisher: Norton &amp; Co (2008)
- *In The Making: Creative Options for Contemporary Art* by Linda Weintraub
- *Create Your Art Career*, Rhonda Schaller (2013)
- *Art Inc.: The Essential Guide to Building Your Career as an Artist*, Lisa Congdon (2014)
- *Don’t Get a job... Make a Job: how to make it as a creative graduate*, Gem Barton (2016)

**Evaluation:** If you successfully complete your exhibition project, artist statement, and digital artist packet; give an artist talk on your work and influences; voice your opinions in discussions; attend the department artist talks and field trips and participate fully in our group meetings you will pass. If you approach your projects with dedication and passion then you will do well in the class. If you like math it might look something like what’s notated on each project, but I would like to stress that this is an independently motivated course that focuses on your personal practice. I expect that you will act like a self-directed artist who has been given time to pursue a line of investigation, something that is often difficult outside of school.

While one’s response to art can be a very subjective experience, there are particular and concrete things that can be evaluated. One can see clear improvement in the ability to articulate the reasoning behind decisions, and, more importantly, it is quite easy to see the effort that a student has put into their writing and work. That said, be assured that I will not be grading your projects on whether I “like” them, but on your willingness to search for a solution to proposed problems.

**NOTE:** It is the student’s responsibility to find out about and complete work from classes missed. You may, and should, e-mail me (or another student if they have agreed to this) to find out what you need to do for the next class. Also, you need to take the responsibility to speak with me if there is a problem that is causing you to be uncomfortable in class, to miss many classes, or miss turning in assignments. Without your communication I cannot consider alternative options to get you through the course.
Assignments in Detail:

⇒ **Project 1 — Semester Plan & Weekly Goals / DUE Sept 10 and thereafter, every Friday:**
  Write a brief two to three paragraph proposal for your thesis show art works. Describe what you plan to include in the exhibition. What are your primary interests and motivations (i.e., your research questions)? Following your written proposal describing your work, create a semester plan with a list of weekly goals and prompts to guide you in your successful completion of your creative endeavor.
  - Submit a Weekly Progress Report on CANVAS each Thursday. [10% of the class grade.]

⇒ **Project 2 — Intro Talk & Where You Are Headed / DUE Sept 12:**
  Plan and rehearse a five-minute introduction of your work and process. Choose works that have influenced and inspired your current process. Describe how these past works relate to your plans for your Senior BFA project. You will upload ten (10) images to CANVAS. You may use PowerPoint, or Keynote. [5% of the class grade.]

⇒ **Project 3 — Case Studies (two) / DUE Sept 26 AND Oct 22:**
  Research and report on artist entrepreneurs, social activists, and additional professionals in art-related careers. You may look in the book “Artist as Cultural Producer” or someone of your own choosing who has a career path you are interested in. Research each artist’s work and analyze its impact on local and national communities. Reach out to the artist directly via email to ask questions about their livelihood. Before sending your questions to the artists, discuss your approach in-class. Use this opportunity to speak candidly with your contacts about their own career decisions and how they constructed their lives to get where they are. [15% of the class grade.]

⇒ **Project 4 — Sketchbook/Journal, Studio Visits, & Critiques / DUE Ongoing:**
  You will keep a notebook of your personal goals, heroes and artists of influence, project research, exhibition proposal ideas, questions and thoughts about your career, and notes on the artist talks and field trips you attend, among other thoughts. You must have this available for your scheduled studio visits. You will present your work and ideas in studio visits and critiques over the semester. You will participate in ALL peer critiques by giving each student your full attention and thoughtful critical feedback. [15% of the class grade.]
  - Upload a minimum of four (4) pages into CANVAS every Thursday.
Project 5—Complete your full digital and analog artist package / DUE Oct 8, Nov 5 and Nov 26:
Revise your artist statement and website from junior seminar. Your statement defines and reveals key aspects of your studio practice. It must include a section that clearly places your work within its cultural influences. This writing assignment will require logical and carefully edited prose. The final paper should be between 1-2 pages (500-750 words) in length. Your final statement(s) will be used on your website and in your BFA Exhibition binder. You may find you will want a shorter version and a longer version. We will workshop statements in class at least once. Your website will be a clean and contemporary presentation using image and text to highlight your achievements in a clear and easy to navigate site. It must include your CV (artist resume), bio, statement, and documentation of work. [15% of the class grade.]

Project 6—Plan, Organize and Promote the BFA Exhibition for Dec 2-6, 2019 / Install take place on November 21
Together you will be responsible for the preparation, promotion, installation, and de-installation of the Fall BFA Thesis Exhibit. Promotion includes: a press release, a digital “postcard,” a catalog, an exhibition poster (printed), exhibition binder and reception. The Exhibition Binder includes a CV and statement for each artist in the show and exhibition checklist with titles, material, duration, etc. Students will research and assemble the appropriate materials for this professional show. The BFA Thesis Show opens on Monday, December 3, 2019. Show strikes (de-installs) on Saturday, Dec 7 [25% of the class grade.]

BFA Senior Exhibition:

- Installation: November 21 (Thursday)
- Exhibition Dates: December 2-6 (Monday through Friday)
- Reception: December 3 (Tuesday)
- De-Install: December 7 (Saturday)

Project 7—Professional Talk / DUE Nov 27: You are responsible for creating and presenting a PowerPoint presentation (7 slides in 7 minutes) that addresses the development of your work over the course of your undergraduate studies. To the Freshmen and Sophomores in Colloquium, you are expected to articulate your unique vision, artistic goals, influences, and speak clearly about how your work has evolved. [This counts towards 15% of the class grade and should synthesize the student’s experience in this class.]
  ○ DRAFT DUE: 11/07

Ongoing: You will be responsible for creating an inclusive and encouraging environment for on-site and off-site artist talks and exhibits that you attend over the course of the semester.
**Ethical Academic Conduct:** You are responsible for understanding and acting according to the University of Delaware’s policy concerning ethical academic conduct and university guidelines for responsible computing.

**Inclusive Course:** This course is open to all students who meet the academic requirements for participation. Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Disability Support Services can be reached at 302-831-4643, in Alison Hall 130 and will coordinate reasonable accommodations for students with documented disabilities.

**Harassment:** It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational mission. Contact the Office of Equity and Inclusion ([http://www.udel.edu/oei/](http://www.udel.edu/oei/)) if you believe a violation has occurred.

**Internet Resources**

**Artists Residencies and other Information:**
- [http://www.artistcommunities.org/](http://www.artistcommunities.org/)
- [http://www.transartists.org/](http://www.transartists.org/)
- [http://www.resartis.org](http://www.resartis.org)

**Public Art and Grants:**
- [http://www.forecastpublicart.org](http://www.forecastpublicart.org)
- [http://www.cranbrookart.edu/library/research/grants.htm](http://www.cranbrookart.edu/library/research/grants.htm)
- [http://www.libraries.cca.edu/learn/research/grants](http://www.libraries.cca.edu/learn/research/grants)
- [http://www.unitedstatesartists.org](http://www.unitedstatesartists.org)
- [http://grantospace.org/Tools/Knowledge-Base/Individual-Grantseekers/Artists/Funding-for-individual-artists](http://grantospace.org/Tools/Knowledge-Base/Individual-Grantseekers/Artists/Funding-for-individual-artists)
- [http://www.pacouncilonthearts.org/pca.cfm?id=55&amp;level=Third](http://www.pacouncilonthearts.org/pca.cfm?id=55&amp;level=Third)
- [http://www.americanartists.org/organizations_and_support/private.htm](http://www.americanartists.org/organizations_and_support/private.htm)
- [http://miraslist.blogspot.com/](http://miraslist.blogspot.com/)

**Local Art Organizations:**
- [http://www.philamuseum.org/](http://www.philamuseum.org/)
- [http://www.fabricworkshopandmuseum.org](http://www.fabricworkshopandmuseum.org)
- [http://voxpopuligallery.org/](http://voxpopuligallery.org/)
- [http://www.cranearts.com/wordpress/icebox](http://www.cranearts.com/wordpress/icebox)
Statement on Attending Visiting Artists, Designers, Critics, and Curators Lectures and Gallery Exhibits: Art & Design Majors are expected to attend all Visiting Artist and Designer Lectures in the Department of Art & Design during the year. In addition, students are expected to see all the art exhibitions in the department’s galleries. As a part of this course, you are asked to bring a sketchbook and take notes. Engaging in dialogue with our guests by asking questions is strongly encouraged.

Field Trips: Academic field trips are an important—and enjoyable—element of education. They often significantly enhance the content of a course by providing a type of information hard to convey in the classroom. Site visits to museums, galleries, contemporary art centers, design studios, and advertising agencies help to contextualize and enhance understandings of contemporary and historical practice. Students are strongly encouraged to attend.


- Absences due to serious illness or death within a student's family, or other serious family emergency;
Absences due to serious personal illness (e.g., hospitalization, surgery, or protracted medical illness or convalescence);
• Absence due to short-term military duty in the National Guard or active reserve;

To validate such absences, the student should present evidence to the Dean's Office of his or her college. Supportive evidence will be provided on the student's request by the Student Health Service directly to the respective Dean. The Dean's Office will then provide a letter of verification to all of the student's instructors for the term.

Students who experience long-term absences of a week or more should consult with their Assistant Dean; in such cases, it may be possible to negotiate with faculty for the opportunity to take an incomplete grade, or a withdrawal may be more prudent. The student's Assistant Dean will give guidance in these matters.

For relatively minor, short-term illnesses of students (e.g., colds and flu, where attendance in class is undesirable) or their immediate family, the University system depends upon reasonable communication between students and faculty. If possible, students should report such illnesses before the affected class, following the directions of the instructor provided at the start of the term. Students are not to be penalized if absent from an examination, lecture, laboratory, or other activity because of an excused absence. However, students are fully responsible for all material presented during their absence, and faculty are encouraged to provide opportunities, when feasible, for students to make up examinations and other work missed because of an excused absence.

Notification of Absences / Student Responsibilities for Absences:

Email your instructor as soon as you are able that you will be, or have been, absent; Consult with a minimum of three (3) of your peers in the class to determine what was missed. If you consult with only one, you will get only one perspective; If you talk to three of your classmates, you are more likely to get the full story on what is due and what you missed.

Academic Honesty: “All students must be honest and forthright in their academic studies. To falsify the results of one’s research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance.

“When a student includes their name on a group assignment, that student is verifying the authenticity of the entire work. Therefore, it is important to know how others in the group obtained the material they contributed. If a violation of the Academic Honesty Policy is determined, all members of the group will share responsibility, unless the identity of individuals involved in the dishonesty can be determined. In cases where a student claims no knowledge of or involvement with dishonesty in group work, it will be the responsibility of that student to demonstrate this lack of knowledge and involvement.
“Any violation of this standard must be reported to the Office of Student Conduct. The faculty member, in consultation with a representative from the Office of Student Conduct, will decide under which option the incident is best filed and what specific academic penalty should be applied.”

[http://www1.udel.edu/stuguide/17-18/code.html#honesty](http://www1.udel.edu/stuguide/17-18/code.html#honesty)

**Inclusion of Diverse Learning Needs:** Any student who thinks they may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. The DSS office is located at 240 Academy Street, Alison Hall Suite 130, Phone: 302-8314643, fax: 302-831-3261, DSS Website ([http://www.udel.edu/DSS/](http://www.udel.edu/DSS/)). You may contact DSS at dssoffice@udel.edu.

**Harassment and Discrimination:** The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment. As a member of the community, your rights, resource and responsibilities are reflected in the non-discrimination and sexual misconduct policies. Please familiarize yourself with these policies at [http://www.udel.edu/oei](http://www.udel.edu/oei). You can report any concerns to the University’s Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline at [http://www1.udel.edu/compliance](http://www1.udel.edu/compliance). You can also report any violation of UD policy on harassment, discrimination, or abuse of any person at this site: [http://sites.udel.edu/sexualmisconduct/how-to-report/](http://sites.udel.edu/sexualmisconduct/how-to-report/)

**Title IX Statement:** The University of Delaware does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, gender identity or expression, or sexual orientation, or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to Title IX, Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, and Title VII and age discrimination please contact:

Susan L. Groff, Ed. D.
Director, Institutional Equity & Title IX Coordinator 305 Hullihen Hall Newark, DE 19716 (302) 831-8063
titleixcoordinator@udel.edu OR contact the U.S. Department of Education – Office for Civil Rights([https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm](https://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm)).

**Faculty Statement on Disclosures of Instances of Sexual Misconduct** If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or
stalking), I am obligated to inform the university’s Title IX Coordinator. The university needs to know information about such incidents in order to offer resources to victims and to ensure a safe campus environment for everyone. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy—I will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and how to reporting information, please refer to www.udel.edu/sexualmisconduct. At UD, we provide 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-1001, UD Helpline 24/7/365, to get in touch with a sexual offense support advocate.

For information on various places you can turn for help, more information on Sexual Misconduct policies, where to get help, and reporting information please refer to http://www.udel.edu/sexualmisconduct

Delaware's Grading System http://catalog.udel.edu/content.php?catoid=11&navoid=400

“How We Grade You
At the end of each term, grades are reported to students electronically. Reports of grades are available through UDSIS Personal Access website. The University uses a system of letter grades with plus and minus designators.

“NOTE: In courses requiring a minimum letter grade (for example, a C or better), the minus grade (for example, C-), fulfills the requirement, unless 2.0 minimum is specified. Similarly, when a B or better is required, a B-fulfills the requirement. However, the quality points per credit for a C-are fewer than for a C (see chart below). Undergraduate students must achieve an overall cumulative grade point index of at least 2.0 for graduation. http://catalog.udel.edu/content.php?catoid=11&navoid=400

“The following final grades are used:

- A Excellent 4.000 quality points per credit
- A-3.667 quality points per credit
- B+ 3.333 quality points per credit
- B Good 3.000 quality points per credit
- B-2.667 quality points per credit
- C+ 2.333 quality points per credit
- C Fair 2.000 quality points per credit
- C-1.667 quality points per credit
- D+ 1.333 quality points per credit
- D Poor 1.000 quality points per credit
- D-0.667 quality points per credit
- F Failure 0.00 quality points per credit
- X -Failure, 0.00 quality points per credit (Academic Dishonesty)
• **Z** - Failure, 0.00 quality points per credit (Unofficial Withdrawal)
• **L** Listener (Audit) - Registration without credit or grade. Class attendance is required, but class participation is not.
• **LW** Listener Withdrawn - A listener who does not attend sufficient class meetings to be eligible, in the judgment of the instructor, for the grade of L will receive the grade LW.
• **NR** No grade required.
• **P** Passing - For specifically authorized courses. P grades are not calculated in indexes. (For further explanation, see Pass/Fail grade option section.)
• **W** Official Withdrawal - Passing at time of withdrawal.

“The following temporary grades are used:
• **I** Incomplete - In the event that a student fails to complete a course due to illness or other reason deemed adequate by the instructor.
• **S** Satisfactory progress - For thesis, research, dissertation, independent study, special problems, distance learning and other courses which span two semesters or in which assignments extend beyond the grading deadline in a given semester.
• **U** Unsatisfactory progress - For thesis, research, dissertation, independent study, special problems, distance learning and other courses which span two semesters or in which assignments extend beyond the grading deadline in a given semester.
  o Temporary grades of S and U are recorded for work in progress pending completion of the project(s).
  o Final grades are reported only at the end of the semester in which the work was completed.
• **N** No grade reported by instructor.”

Non-Discrimination
The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact: Director, Institutional Equity & Title IX Coordinator-Susan L. Groff, Ed.D. groff@udel.edu, 305 Hullihen Hall Newark, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Director, Office of Disability Support Services, Anne L.
Religious Holidays Religious holidays listed in the Academic Calendar are considered excused. Faculty Handbook (3.1.13): “Absences on religious holidays listed in University calendars is recognized as an excused absence. Nevertheless, students are urged to remind the instructor of their intention to be absent on a particular upcoming holiday.”

Athletic participation or other extracurricular activities:

- Absences due to athletic participation or other extracurricular activities in which students are official representatives of the University shall be recognized as excused absences when the student informs the instructor in writing during the first two weeks of the semester of these planned absences for the semester.
- Absences due to similar events that could not have been anticipated earlier in the semester will be recognized as excused absences upon advance notification of the instructor by an appropriate faculty advisor or athletic coach. http://catalog.udel.edu/content.php?catoid=18&navoid=1234#athletic-extracurricular-participation

Final Exams: Final exams (counting 25% or more of the final grade) may not be given in undergraduate courses in the last five days of any regular semester, nor on posted "reading days", but should be administered during the exam period scheduled by the Registrar's Office. At the midpoint of each semester, faculty will be provided grade rosters for freshmen in their classes and are expected to report meaningful mid-semester letter grades for each of these students. At the end of each term, grade rosters will be provided for all students in the class, and faculty are expected to report final grades in accordance with guidelines of the Faculty Senate and the Registrar's Office. Currently, Faculty Senate guidelines call for grades to be submitted no later than 72 hours after the last scheduled final exam. There are provisions for a grade of "Incomplete" in the event that a student fails to complete a course due to illness or other reason deemed adequate by the instructor. (See also "Grades.") http://facultyhandbook.udel.edu/handbook/318-exams-and-grading