All students intending to major in Art (ART) in the Department of Art and Art History at CSU are admitted into the B.A. program in Art and participate in the Sophomore Portfolio Review. Upon completion of the review students will be able to declare a major in either B.F.A. Studio Art or a B.A. in Art Education, Art History or Integrated Visual Studies.

The Sophomore Portfolio Review requires that students wishing to pursue either the B.A. or B.F.A. degree must submit a portfolio for review by the faculty upon completing at least three studio courses and making good progress towards completing All-University Core Curriculum requirements. Students must be in good academic standing with no probationary status at the time of portfolio review. This generally will occur during the third semester, or the middle of the sophomore year.

Transfer students, and students who have changed majors to enter the Department of Art and Art History, must have 30 credits and at least two studio courses completed.

In the Department of Art and Art History, there are four degree programs:

- B.A. in Art History
- B.A. in Art Education
- B.A. in Integrated Visual Studies
- B.F.A in Studio Art

What is a B.A. and what is a B.F.A? Which one should I choose? What are the differences?

With a B.A. degree, students have the opportunity to combine their artistic interests with other areas offered at CSU such as the sciences, anthropology, creative writing, etc. The B.A. in Integrated Visual Studies specifically requires students to integrate a secondary field of interest into their degree program. The course work completed in the arts will give the student excellent technical, conceptual, creative and aesthetic foundation that, when combined with other academic disciplines in the university, helps students develop into well-rounded artists and scholars. This is a Liberal Arts Degree.

With a B.F.A. degree, students receive a solid general education while preparing students with a rigorous foundation in studio art. The major foundation courses provide the base from which students select an emphasis and in-depth concentration, offering students an opportunity to discover their own artistic voice and graduate with a greater level of artistic development. This is a Fine Arts Degree.

Submission guidelines: Students who are ready to have their portfolios reviewed should go to Canvas to their e-portfolio file to submit the materials listed below. All portfolios are to be submitted electronically. After submitting all materials to Canvas, and affirming their authorship of the work, students should email their e-portfolio link to BABFA@colostate.edu. In the subject line enter student’s CSU ID number only. Should you have any issues or concerns with your e-portfolio please contact the Undergraduate Coordinator, Ajean Ryan at ajean.ryan@colostate.edu.

Spring 2018 Submissions will be accepted: Monday, March 5 - Sunday, March 18, 2018 midnight. A review committee, consisting of faculty members from the Department of Art and Art History, will
review portfolios and consider the student’s statement of intent in order to provide recommendations for the student’s intended degree program.

Portfolios will include:

I. Statement of intent. Write a statement no longer than 250 words explaining your ambitions as a professional artist or designer and why you are interested in pursuing a B.F.A. or B.A. in Integrated Visual Studies in the Department of Art and Art History. The review committee will assess your ability to articulate your ideas and how you address your artistic or design practice. The faculty is interested in learning more about your practice and why you are a strong candidate for either the B.A. in Integrated Visual Studies or B.F.A. degree programs. Please do not write only about one topic/theme/concept, etc. Suggested content for the statement of intent might include:

1. Art / Design Philosophy
   a. Your relationship to the discipline of art
   b. Thematic areas of interest pursued in your practice
   c. Relevance of materials and processes
2. Interest in applying historical or contemporary influence of artists/designers and how their work relates to yours.
3. Theoretical or cross-disciplinary influences
4. Exhibitions you have attended; their influence on you as a developing artist/designer
5. Internships or experience in the field
6. Service learning/community art or design related projects

II. Ten (10) Portfolio Images- properly formatted, well lit, focused and with correct orientation.

1. **Image One**- jpeg, 1MB or less – From Art 135 Introduction to Drawing Class or Equivalent. Labeled last name, first name, course number. Example: Smith, John, Art 135.
2. **Image Two**- jpeg, 1 MB or less- From Art 136 Intro. to Figure Drawing Class or Equivalent. Labeled last name, first name, course number. Example: Smith, John, Art 136.
3. **Image Three**- jpeg, 1MB or less- From Art 160 2D Visual Fundamentals Class or Equivalent. Labeled last name, first name, course number. Example: Smith, John, Art 160.
4. **Image Four**- jpeg, 1 MB or less- From Art 170 3D Visual Fundamentals Class or Equivalent. Labeled last name, first name, course number. Example: Smith, John, Art 170.
5. **Image Five**- jpeg, 1 MB or less- From a self-directed, out of class work in any media. Labeled last name, first name, course number. Example: Smith, John, Independent Work.
6. **Image Six**- jpeg, 1 MB or less- One sketchbook page based on work from Art 135, 136, 160, 170; should show ideation of work in progress. Annotate the sketchbook page with two-three sentences explaining your process or inquiry.

7. **Image Seven**- jpg, 1 MB or less- One sketchbook page based on work from Art 135, 136, 160, 170; should show ideation of work in progress. Annotate the sketchbook page with two-three sentences explaining your process or inquiry.

8. **Image Eight**- jpg, 1 MB or less- One sketchbook page based on work from Art 135, 136, 160, 170; should show ideation of work in progress. Annotate the sketchbook page with two-three sentences explaining your process or inquiry.

9. **Image Nine**- jpg, 1 MB or less- One sketchbook page with a NEW idea in any media for further research or exploration.

10. **Image Ten**- jpg, 1 MB or less- One sketchbook page with a NEW idea in any media for further research or exploration.

**The Successful Portfolio:** The portfolio should reflect the students’ potential or emerging interests, skills, and willingness to explore, experiment, and express themselves. Reviewers are most interested in the development of ideas, process, and use of materials. We encourage students to take risks and be inventive in problem solving. Students should consider creative thinking and the conceptual development of the artwork presented in the portfolio. The submitting student must complete all contents of the portfolio and students will be required to affirm their authorship when applying. Students should submit works for which they received high marks and critical feedback; not works they are personally proud of.

**Portfolios will be evaluated on the criteria:**

1. Conceptual development (evidence of engagement with ideation)
2. Execution and command of work/ materials
3. Written articulation of the work

The faculty review committee will provide their recommendations to students in time for students to make registration decisions for the following semester. Transfer students are directed to meet with an advisor in the Department of Art & Art History well in advance of making their portfolio submission to resolve the transfer of art courses. Transfer students will be admitted under the same criteria.

Students who are not recommended for their preferred degree program (B.A. or B.F.A) may reapply for review up to two more times during the following semesters. These students should meet with their faculty mentors for guidance about coursework and other recommendations for improvement. The intent of the Sophomore Portfolio review is to carefully match students’ skill sets to the requirements and expectations of the B.A. or B.F.A degree programs.

**Note:** Students wishing to pursue Art Education must also apply and be accepted to the Center for Educator Preparation (CEP) in the School of Education. Art Education students select a studio emphasis within the degree. Students may pursue the BFA and add art education as an additional concentration. Art Education students who elect this path must pass the BFA portfolio review.