Internal Student Admission Process (IS)
Admission to the Department of Art and Design requires submission of a portfolio of student work for evaluation by a departmental admission committee. **Applicants must already have been accepted to Grand Valley State University in order to participate in the Art and Design admission process.** For more information about Grand Valley’s admission information procedures, phone 1-800-748-0246 or visit the GVSU website at [http://www.gvsu.edu](http://www.gvsu.edu).

We realize that each one of you comes to GVSU with different backgrounds and experiences. We are truly looking for a variety of skills, talents and backgrounds, and will be judging applicants on their individual strengths and merits. This is why we have created the **Internal Student Admission Application**. Many students today, for a variety of reasons, have a difficult time taking art courses at the high school level to produce a portfolio for admission to the department. Taking the first three Foundations/first year courses at GVSU allows students to build a portfolio that reflects accomplishment in the rigorous matrix of core courses that we require at the Foundations first year level. Even with an average portfolio, you may be admitted based on the potential promise that your current work demonstrates. (See Building a Portfolio for Admission to the Department guidelines, located at [http://www.gvsu.edu/art/advising](http://www.gvsu.edu/art/advising) under First Year Guides.)

The Art and Design admission committee will be looking for a diverse group of students who are likely to succeed in our rigorous programs, including foundations, upper level emphasis areas and general education classes. Your portfolio and completed application should provide us with an indication of your skills and experience and work ethic. The committee evaluates the following areas that comprise your entrance review: portfolio and GPA from the courses you are currently enrolled in.

Prior to scheduling your admission review, ensure that you have an adequate number of accomplished works of art for the review. Questions: contact the Foundations (first year) Coordinator – [artdept@gvsu.edu](mailto:artdept@gvsu.edu).

**Art History Major and Minor**
Students pursuing the BA degree in art history do not need to submit an application to be admitted to the Department of Art and Design.

**Studio Emphasis**
Portfolio review of courses taken at GVSU to build a portfolio is required for admission to the dept.

**Scheduled Admission Portfolio Evaluation Dates for 2015-2016**
1. **Saturday, November 7, 2015 - 9:30am-12pm**
   Completed application form due by October 28
2. **Saturday, January 23, 2016 - 9:30am-12pm**
   Completed application form due by January 13
3. **Saturday, March 12, 2016 - 9:30am-12pm**
   Completed application form due by March 2
4. Saturday, April 9, 2016 - 9:30am-12pm
Completed application form due by March 30

5. Friday, June 3, 2016- 9:30am-12pm
Completed application form due by May 24

6. Friday, July 8, 2016- 9:30-12pm
Completed application form due by June 28

7. Friday, August 5, 2016 - 9:30am-12pm
Completed application form due by July 26

Class availability cannot be guaranteed.

Set-up of your portfolio is at 9:30 on your scheduled day. Tours of the Calder Art Center will be available as well as an informal talk about our department by one of the faculty.

The review will determine whether or not you are accepted into the program.

Portfolio Contents and Organization

You must present ALL work completed in your art studio classes. This can’t be stressed enough. Often students omit work thinking we only want to see what they believe as their “best work”. We want to be the judge of that. Bring everything that was worked on whether it is finished or not. Bring sketchbooks, journals, loose pieces of paper, etc.

There is no need to mat or frame anything. Merely cleanup work from finger smudges put clean paper like newsprint between messy drawings such as graphite or charcoal and put them in chronological order.

Take drawings out of drawing pads. CUT OFF ALL SPIRALS. Line them up right side up as much as possible.

Group the work according to the course you are seeking credit for.

Good photos of 3-D work or large paintings will be acceptable as long as actual examples of smaller work are included to physically inspect.

Original Art Versus Photographic Images

We prefer to look at original work (not reproductions), even if the work is large and bulky. The faculty reviewers can tell much more about your skills and abilities by looking at original art than they can by looking at reproductions. If you must present some of your work photographically due to the scale of a work or damage to a piece, please provide us with clear, sharply focused prints or digital images on a CD/DVD that gives a true representation of the surface and color of the artwork. Inexpensive cameras tend to take poor quality and distorted photographs. We recommend using a high quality digital camera. Three-dimensional work may be represented by two to three images shot from different angles. Detail images may also be submitted for larger two-dimensional and three-dimensional work. You may bring photographs of your work on a Macintosh compatible CD/DVD. Work should be presented in a Powerpoint or as jpgs. The size of each image should be 800 x 1100 pixels with a resolution of 72 ppi. Videos should be submitted as Quick Time movies. Be sure to put your name on the CD/DVD’s.

Focus on the artwork so that it fills the image area as much as possible and make sure that the background is neutral. Make sure that the artwork is evenly lit and has no glare spots. Don’t use a flash. Three-dimensional art should be lit somewhat from the side, so that surfaces are defined for the viewer through light and shadows. The background should be neutral and contrast with the three-dimensional work.
Remember that if you submit photographed art, we have never seen the original work, so we are totally dependent on the quality of your images. A good piece of art improperly photographed is likely to be judged as poor work.

**Review Procedures**

1. Upon arriving at the Calder Art Center, you will be assigned a room to display your work. Set-up of your portfolio is at 9:30 on your scheduled review day. Group the work according to the course. Please arrive 1/2 hour early to allow for set-up. Parents or friends may assist you if you would like.

2. A faculty committee will review your work. You will not be present at this time.

3. Once your portfolio is reviewed, a member of the faculty will discuss your results. If accepted, you may enroll in your classes right after the review. No tuition is due at this time.

4. If you can’t come on your appointed day, you must wait until the next date when internal student portfolios are being reviewed and set up a new appointment. We cannot make individual appointments in between review dates.

Approximately two weeks after your review, the department office will send you a letter, officially informing you of your Art and Design application status. If you have any questions about the admissions process or your admission status, please contact the Department of Art and Design at 616-331-3486, or <artdept@gvsu.edu>.

**Program Information: NASAD Accreditation, and the Foundation Program**

Grand Valley State University’s Department of Art and Design is fully accredited by the National Association of Schools of Art and Design (NASAD). It has a rigorous foundation program as well as comprehensive and in-depth course of study in studio disciplines. The first year program consists of a six-course Foundation Program. The six courses include: two drawing courses (ART 155 and ART 157) which are object based with an emphasis on fundamental techniques, composition, accuracy and basic materials, a two-course two-dimensional design sequence including a 2-D design course mainly in black and white media (ART 150), and a color theory course requiring the use of good composition in (ART 152). In addition to these four courses, a student must complete a 3-D design course (ART 151) and a unique course called Creative Problem Solving (ART 153).

Students beginning the program typically take three studio courses each semester of their first year at GVSU. At the end of the Foundation Program, each student must submit all of his or her work from the six-course sequence for a Foundations Review. The work is reviewed by a committee of faculty who judge whether a student has sufficient quality and quantity of work to pass into the various studio and art education programs. Students may be asked to repeat one or more courses if deficiencies in acquisition and competency in content or skills is apparent. Students are allowed two attempts to pass the Foundations Review. If after two attempts to pass the review a student is unsuccessful, they will be encouraged to leave the department and seek another major.
Internal Student Application (IS)

Application checklist:

☐ Completed Art and Design Application Form (found below).

☐ Portfolio: Foundation work completed to date and other work created from any of these other sources: other GVSU art courses, high school art courses, or art courses taken at another college or university.

☐ THE APPLICATION FORM MUST BE SUBMITTED AT LEAST 10 DAYS PRIOR TO PORTFOLIO EVALUATION DATE.

Application Form: Please complete the information required below.

Questions? Call: 616-331-3486, Email: artdept@gvsu.edu, FAX: 616-331-3240

If you choose to mail your completed form, please address your mailing envelope to:

Portfolio Review Committee for Internal Students
Department of Art and Design
1105 Calder Art Center
1 Campus Drive
Grand Valley State University
Allendale, MI 49401
Name (first, middle, last): _______________________________________________________

GVSU Student #: ______________________________________________________________

Street Address: __________________________________________________________________

City: ___________________________________ State: ________ Zip: ___________________

Home Phone: ___________________________ Email: ____________________________

Semester Applying For Admission (check one): Fall ___ Winter ___ Spring/Summer ___ Year: ___

Portfolio Review Evaluation Date: _______________________________________________

Degree Program Preference:
Check the degree program that interests you. Descriptions of the Degree programs and the Emphasis Areas in the BFA Studio Art degree are available at the following link:
http://www.gvsu.edu/art/programs-2.htm

_____ Art Education:  K-12 Comprehensive Teacher Certification

_____ Studio Art:  Ceramics, Graphic Design, Illustration, Jewelry/Metalsmithing, Painting, Printmaking, Sculpture, Visual Studies

Art History:  DOES NOT REQUIRE an application to the department. No portfolio review is required.

Indicate if you are either currently enrolled in or have previously completed any of the Foundations Classes listed below, or have taken any other Department of Art and Design classes. Indicate the semester and year that you were enrolled in the course and the instructor for the course.

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Department of Art and Design, 1105 Calder Art Center (CAC), 1 Campus Drive, Allendale, MI 49401

http://www.gvsu.edu/art/
DEGREE PROGRAMS AND EMPHASIS AREAS

The Grand Valley State University Department of Art and Design cultivates the philosophy and personal vision of each student in preparation for a professional career and continued education in the visual arts. Students focus on the philosophical, communicative and aesthetic relationships of diverse media and technology, and are nurtured with individual attention by faculty composed of nationally recognized practicing professionals. The department prepares undergraduate students to be literate and intellectually flexible within a complex and expanding profession, in order to become capable of meaningful visual communication within our society and culture.

The program is oriented toward individuals interested in pursuing careers in art and design, within the academic context of a broad arts education, aided by state-of-the-art facilities and technology. A rigorous core Foundation Program instills motivated students with the necessary formal and conceptual skills to succeed in a NASAD-accredited program.

ART EDUCATION
Art education explores the connections between the visual arts and learning. The discipline integrates the practices of artmaking, art criticism, and an understanding of contemporary visual culture as foundations for teaching art in primary and secondary schools. It also stresses the importance of the visual as a tool for participatory learning across the pre-college curriculum and in community settings. The program approaches teaching as an art form that requires the exercise of creativity, sensitivity, and highly developed skills in visual and verbal communication.

Art education students complete rigorous training in studio art complemented by courses in the theory and methods of art education. In addition, they complete GVSU’s general education curriculum and courses required by the College of Education. The program places an emphasis on the application of theory in diverse educational environments as well as a commitment to social responsibility. Students regularly coordinate activities for school children and arts agencies giving majors experience with project design and execution. During the last year of the program, art education majors complete their professional training with semester long assisting and directed teaching opportunities at regional schools.

ART HISTORY MAJOR AND MINOR
Students interested in the role of art in society should consider majoring in art history. The field encourages them to explore how societies and individuals have used the visual arts to convey the ideas and values were important to them. In addition to information about artists and their work, art historians study interpretations of and contexts associated with visual material. The discipline also helps students improve their skills of oral and written communication, inquiry, as well as critical thinking which are increasingly important in our changing world.

The program encourages students to develop a broad-based knowledge of the visual arts from a global perspective. The curriculum emphasizes the application of historical, social, cultural, and theoretical methods to works of art and how those approaches have changed over time. Students are also encouraged to investigate study abroad and internship opportunities as they plan their course of study.
CERAMICS
Students choosing an emphasis in ceramics at GVSU can explore traditional as well as contemporary methods of working with clay. They gain an understanding of all phases of working with the medium including clay making, hand-building, wheel-throwing, slip-casting, raw material study, glaze calculation, as well as kiln loading and firing. As students develop their technical abilities, they also enhance their conceptual skills. The curriculum includes the rigorous development of a student’s individual approach to ceramics through the integration of ideas, materials, and processes. As students advance through the program they experiment with different conceptual frameworks including function, design, sculpture, mixed-media, installation, and performance. Students are encouraged to explore various approaches to clay while drawing from other art and design disciplines.

The ceramics facilities are state-of-the-art and include ample working spaces for group and individual projects as well as individual studios for B.F.A. majors. The studios provide a complete array of resources for students including clay production, throwing wheels, materials for glaze preparation, as well as gas, electric, and wood-fire kilns. The recent addition of an artist-in-residency program in ceramics gives students the opportunity to work with national and international artists on the GVSU campus.

GRAPHIC DESIGN
Through the cultivation of ideas and exploration of conceptual and expressive methods, students in the design program at Grand Valley develop a personal visual language. The curriculum provides majors with the intellectual and technical abilities to create meaning within commercial and personal design contexts. In their coursework, students are encouraged to coordinate typography, image, symbol, and color to communicate information, meaning, and thought-provoking ideas. The design faculty conscientiously prepares majors for the realities of a design career through technological proficiency, analytical versatility, and practical experience necessary for the competitive and diverse opportunities that lay ahead of them.

The program is committed to providing students with technological support in three Macintosh computer labs outfitted with industry standard hardware and software applications. The department also houses a digital print shop for large-format projects. A separate lab classroom offers space for group projects and fosters cooperation and dialogue between students. These facilities allow design students to gain expertise in digital typography, letterpress production, photo manipulation, vector-based art, and design for web environments.

Students interested in pursuing an emphasis in graphic design must participate in a secondary admissions process after successful completion of the foundations review. Selection for the program is based on an assessment of their work completed in the foundations courses.

ILLUSTRATION
The professional world of illustration is competitive and stylistically diverse. Only illustrators with broad-based knowledge, good business sense, superior research skills, technical facility, and sustained commitment will succeed. The curriculum for this emphasis is designed to help students become adept in these areas.

The introductory course gives students an overview of illustration techniques that offers majors a foundation for them to make informed decisions about their educational and professional goals. In subsequent classes, students learn to balance historical perspectives of the field with an awareness of contemporary practices. In addition, majors are encouraged to balance aesthetic sensitivity with
professional practicality and traditional craft with individual creativity. With guidance from academic advisors, peer critiques, and discussions with professionals, students cultivate their unique personal and artistic strengths to establish a focus for their professional work. A sense of community between students is also fostered in the illustration studios where many majors have personal studio spaces that encourage lively and informal discussions about their work.

Students interested in pursuing an emphasis in illustration must participate in a secondary admissions process after successful completion of the foundations review. Selection for the program is based on an assessment of their work completed in the foundations courses.

**JEWELRY AND METALSMITHING**
The program in jewelry and metalsmithing at GVSU fosters a student’s engagement with technique and craft while reinforcing a dedication to innovation and experimentation. Students are introduced to business and trade practices in their coursework. Regardless of whether they adopt traditional or contemporary practices, undergraduates gain an understanding and knowledge of the art and its historical context. Beginning level courses teach the essentials of metal fabrication, surface embellishment, and simple stone setting. As students advance, they gain expertise in the processes of casting, generating multiples, forging, container forms, and hollowware production. Opportunities to experiment with mixed-media techniques encourage students to develop a personal approach to the medium that integrates their chosen practices with a strong conceptual focus. Majors receive the preparation necessary for working in such diverse areas as fine-art jewelry, sculpture, and production design.

The metalsmithing studio and department shop offer extensive fabrication and technological resources to support a student’s development as a professional and independent artist. Those pursuing a B.F.A. in this emphasis have personal studio spaces in a common area that builds a strong sense of collegiality between undergraduates working in three-dimensional media. Individual workstations, supportive faculty and staff, as well as an interdisciplinary approach all foster students’ abilities to synthesize their work as individuals with the broader spheres of artmaking.

**PAINTING**
The goal of the painting program is to shape the development of thoughtful, capable, and inventive painters. In addition to learning the techniques of painting, the program encourages undergraduates to examine the broader social and cultural contexts in which they create their work. This emphasis on meaningful learning encourages artists who consider the relationship between their individual practice and the world of art beyond an undergraduate education.

At the introductory level, students establish a professional groundwork in media, materials, and processes necessary for their development as painters. As they continue in upper level courses, each student’s efforts to cultivate a personal approach to the medium are supported by faculty mentors, peer critiques, and visits to regional museums.

The painting facilities at Grand Valley have been recently expanded to include three large studio classrooms with ample natural light, a common area for critiques, and individual working spaces for B.F.A. students pursuing an emphasis in painting. This combination of formal and informal environments offers students rich opportunities for reflective and engaged learning.

**PRINTMAKING**
Through a sequence of six courses, students explore the expressive, descriptive, and conceptual potential
of printed artmaking in today’s world. A range of methods is introduced at the beginning level including intaglio, relief, digital, and screenprinting. At intermediate levels students work to develop a personal approach to the medium as they learn autographic, photo-based methods, as well as complex color and layering processes. No single style, technique, aesthetic or conceptual agenda is stressed in the program. This independence allows students to take charge of their personal artistic direction as they advance through the courses. A student’s articulation of ideas and the clarity of communication become the central measures of one’s achievement. There is a well-established tradition of dialogue between printmaking and other visual arts. Typically, classes have a mix of students from many areas, including graphic design, illustration, photography, and art education. The department has exceptionally spacious, well-equipped printmaking studios with twenty-four hour access and individual working stations for most students. In addition, the emphasis has a robust visiting artist program which has included artist’s talks and workshops presented by Sue Coe, Enrique Chagoya, Steven Sorman, and Deborah Riley.

SCULPTURE
The sculpture program at Grand Valley provides an open environment for student learning. It combines training in established methods with the exploration of non-traditional strategies by incorporating new materials and technologies, installation, as well as experiential contexts. The curriculum fosters intellectual inquiry, creative activity, and practical skills in making as well as thinking about art. Activities in and out of the studio help students develop individual approaches to the medium. In addition, they are encouraged to incorporate other studio processes such as metalsmithing, ceramics, or printmaking into their sculpture practice.

Students have access to well-equipped wood working, metal fabricating, and foundry facilities. Three-dimensional computer modeling technologies are also incorporated into the curriculum. Art majors in this emphasis area have individual studios adjacent to the common working spaces that create an environment that is conducive to communication between peers and faculty.

VISUAL STUDIES
The field of visual studies combines established methods of contemporary art such as digital, temporal, interactive, and presentation practices with the theoretical discourses specific to these modes of production. This emphasis area incorporates interdisciplinary approaches and stresses the role of digital media and context as primary considerations for the production and analysis of visual works. Working with their academic advisor, students develop individual learning plans that combine courses specific to the emphasis with other studio classes. This integrated approach equips artists with an essential array of technical, conceptual, political, and social capacities needed for effective cultural work.

The visual studies program incorporates work inside and out of the traditional classroom setting. The primary lab classroom includes workspaces as well as critique areas for discussion and production. There are also ample technological resources for students’ work in video, sound, curatorial, and digital image-based media. The visual studies emphasis also encourages interaction with the local community. Neighborhood-based workspaces and installations facilitate students working collectively and interpretively with their civic environment.