

## Sophomore Portfolio Review

The goal of the Sophomore Portfolio Review (SPR) is to assess and evaluate the acquired knowledge and skills of all visual art majors within the Art & Design Department at UNK.

After having completed the majority of these classes; ART 102, 105, 118, 211, 221, or their transferred equivalents, every student pursuing a Bachelor of Fine Arts (BFA) in Studio Art, a BFA in Visual Communication & Design (VCD), or a Bachelor of Arts (BA) in Art Education is required to participate in the SPR.

Each student must pass the SPR in order to be allowed to register for junior level courses and continue in the programs listed above. A student pursuing a BA in Studio Art or only an art minor is exempt from the SPR unless that student decides to pursue a BFA or Art Education degree instead. Students who fail the SPR a second time are ineligible to continue pursuing a BFA in Studio Art or VCD, or a BA in Art Education. The SPR must be submitted online and contain ten pieces of artwork and a thesis paper.

### Extensions:

Extensions can be applied for by transfer students and those whom have extenuating circumstances. The applying student is responsible for obtaining advisor approval for an extension, without which, the committee will not consider the application.

### Timeline:

- Extensions must be submitted on or before the **First Monday of February**
- Portfolios must be submitted on or before the **First Monday of March**
- Students will be notified of their results by the **Fourth Monday of March**.
- Students are expected to attend the fall SPR Workshop
- Students are expected to attend the spring SPR Workshop

### Evaluation Process:

Evaluation of the SPR is conducted by the SPR Committee and becomes part of the student's academic file. The grading format of the SPR is pass or fail. See the rubrics on the following pages for more specific information regarding evaluation parameters.

### Student Questions and Concerns:

Students can contact a member of the SPR committee in person or via email if there are any questions or concerns that have not been addressed in this document.

Mr. Burbul—burbuld1@unk.edu  
Mr. Waterfield—waterfieldd2@unk.edu  
Dr. Cavill—cavillwd@unk.edu

Mr. Hartman—hartmanmd@unk.edu  
Mr. Rapien—rapiensb@unk.edu  
Dr. Garth—garht@unk.edu

2-D images must be saved as .jpg, .jpeg, or .png files. 3-D works must be photographed from three different angles and uploaded as .jpg, .jpeg, .gif, or .png files. Multiple views of one piece count as a single image in the portfolio. Written work must be submitted in .pdf, .doc or .docx format.

### Image Requirements:

Each uploaded file must include the title of the work, its year of completion, dimensions, and media

Specific requirements for the ten submitted images:

- One handmade image demonstrating linear perspective
- One image demonstrating two-dimensional space and proportion
- One image demonstrating three-dimensional form in a three-dimensional object
- One image demonstrating the application of color
- One image demonstrating a full range of value
- One image demonstrating verisimilitude or portraiture
- One image demonstrating abstraction or reduction
- Three images of your own choosing

### Thesis Paper Requirements:

Specific requirements for the thesis paper:

- Scholarly paper cited in APA format
- Minimum of five citations
- College level grammar and syntax
- Between three and five pages (not including title, reference, or appendix)
  - Images must be included in Appendix
- Work must be reviewed by the UNK Writing Center before submission (Committee members are notified by the Writing Center and that review does not guarantee a passing score on the paper)
- Written work is to visually and contextually compare the student's work to that of a professional artist whose work was produced between 1900 and the present

### Appeals:

Students have the right to appeal the decision made by the SPR Committee by submitting an appeal in writing to the department chair within 7 days after results have been issued. The appeal letter must contain valid arguments regarding how the portfolio was unfairly or inaccurately assessed. The chair will review the appeal and, if necessary, convene an ad hoc committee to reevaluate the portfolio. If the portfolio continues to be deemed unsatisfactory, then the student must abide by the committee's decision.

### Portfolio Requirements:

Updated March 2018

## Rubric for Sophomore Portfolio Review Images

Departmental Learning Goals and Criteria for SPR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does NOT meet Expectations
<p><b>Apply the Elements and Principles of Art to Solve Design Problems</b> Students will be able to show visual evidence of technical acumen by applying the elements and principles of art and design with clear and effective visual language.</p>	<p>The elements and principles of design were creatively, confidently and effectively defined and applied in this work, resulting in a clear and very effective solution.</p>	<p>The elements and principles of design were applied in this work, resulting in a solution to the design problem.</p>	<p>Some of the elements and principles of design were applied in this work. Not all were identified and/or effective. The solution was somewhat unclear or indistinct.</p>	<p>The elements and principles of design were not correctly identified or utilized in this work. The solution was not effective and suggests a lack of understanding of the elements and principles.</p>
<p><b>Make Effective Decisions in the Creation of Works of Art</b> Students will exhibit a consistent progression of problem solving, technical acumen, creativity and originality within studio projects.</p>	<p>The student has made excellent decisions in art making. Works were very original, innovative and showed in-depth thought and a well-documented creative process. Technical acumen of the work was excellent. The student's explanation of their work was convincing and well-articulated. Ideas were solid and easily defended.</p>	<p>The student made decisions in the creation of the work that were original and creative. The technical acumen of the work was adequate. There was satisfactory documentation of the creative process. The explanation of their work was adequate and defensible.</p>	<p>The student made some decisions in their work that were original, while others were not. Creativity was not emphasized as much as it could have been. Technical acumen contained some problems. The explanation of the work was inaccurate on some points and was debatable.</p>	<p>There was little or no creativity evidenced in the work. The ideas presented in the work were not original and may have been copied from other sources. Technical acumen was poor and sloppy. The explanation was incoherent, poorly-articulated and was not defensible.</p>
<p><b>Develop Professional Dispositions in the Creation of Works of Art</b> Students will develop professional dispositions in art evidenced by a clear style, the ability to create a body of work, professional documentation (visual and written), and clear communication and presentation of themselves as a professional in their field.</p>	<p>This work is indicative of a professional in their field.</p>	<p>The work indicates a developing professional in their field.</p>	<p>The work indicates little progression towards the capabilities of a professional in their field.</p>	<p>The work shows no progression towards being a professional in their field.</p>

## Rubric for Sophomore Portfolio Review Thesis Paper

Departmental Learning Goals and Criteria for SPR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does NOT meet Expectations
<b>1. Comparing using the Elements and Principles</b> Writing uses vocabulary based in the elements and principles.	The writing includes appropriate and detailed examples and explanations of the elements and principles in regard to both works.	The writing includes examples and explanations of the elements and principles in regard to both works.	The writing includes erroneous or insufficient examples or explanations of the elements and principles in regard to the works.	The writing does not utilize the elements or principles in regard to the works.  Plagiarism or failure to submit results in a score of 0.
<b>2. Comparing Contextually and Conceptually</b> What the work is about and how it relates to the world.	The writing effectively interprets, compares and contrasts the two works of art in detail. The writing is indicative of an understanding of the context and concept of the works in relation to time and place.	The writing interprets, compares or contrasts the two works of art in detail. The writing is indicative of some understanding of the context and concept of the works in relation to time and place.	The writing loosely interprets, compares or contrasts the two works of art. The writing indicates little understanding of the context and concept of the works in relation to time and place.	The writing does not interpret, compare or contrast the two works of art.  Plagiarism or failure to submit results in a score of 0.
<b>3. Effective and Appropriate Communication</b> Writing shows independent thought and style.	The writing communicates a clear style and message effectively. Work is original, innovative and shows in-depth thought.	The writing has few to no errors and approaches a clear style and message. Writing shows some original, innovative, and in-depth thought.	The message is unclear. Writing shows little original, innovative, and in-depth thought.	The explanation was incoherent or poorly-articulated.  Plagiarism or failure to submit results in a score of 0.
<b>4. APA Formatting, grammar, and syntax</b> Structure of the paper.	The writing is formatted in APA without error in grammar and syntax.	The writing displays few errors in grammar and syntax.	The writing has enough grammatical and syntax errors that it distracts from the paper.	The writing is not indicative of collegiate level grammar and syntax.  Plagiarism or failure to submit results in a score of 0.

**Note:**

Plagiarism will result in a score of zero.