

# APPROVED HANDBOOK CHANGES

## National Association of Schools of Art and Design

October 2009

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Revisions to the Rules of Practice and Procedure were approved by the NASAD Board of Directors at its meetings of Thursday, October 15. Action to approve revisions to the Bylaws and Standards for Accreditation as set forth in this document was taken by the NASAD Membership during the Plenary Business Session at 9:00 a.m. on Friday, October 16, 2009.

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### — Action by the NASAD Membership —

#### TERMINOLOGY

Throughout the Handbook text, it is proposed that the word “terminate” or variant thereof will be deleted and/or replaced, where applicable, with the term “revoke” or variant thereof to clarify the intent of the language, maintain consistency with existing NASAD terminology, and eliminate redundancy.

## BYLAWS

### — Action by the NASAD Membership —

#### NASAD Handbook 2009-2010 – page 10

##### Article II. Dues

###### *Revise Section 2 as follows:*

Notice of non-payment of dues shall be sent to delinquent members on November 15 of each year. If the dues of any member or affiliate remain unpaid on the following February 15, said membership or affiliation may be revoked. Revocation is not automatic and must be acted upon by the Commission on Accreditation. Resignation shall not be accepted from delinquents.

## RULES OF PRACTICE AND PROCEDURE

### — Action by the NASAD Board of Directors —

#### NASAD Handbook 2009-2010 – page 21

##### Article I. Institutional Membership

##### Section 2. Determination of Readiness for Application

###### *Revise first paragraph as follows:*

All institutions are advised to determine their readiness to apply for Membership by consulting Article I of the Bylaws; the Basic Criteria for Membership; and by self-evaluation in terms of the appropriate curricular and operational standards published by NASAD.

#### NASAD Handbook 2009-2010 – page 23

##### Article I. Institutional Membership

##### Section 4. Accreditation and Institutional Autonomy

###### *Add new paragraph four as follows:*

Respect for institutional mission as required in Article I, Section 4., paragraph 3 above and throughout the Association’s published materials includes respect for religious mission.

**NASAD Handbook 2009-2010 – page 24**

**Article II. Application for Membership and Renewal of Membership**  
**Section 4. Application Procedures**

*Revise paragraph four as follows:*

Associate Membership or Membership shall become effective after positive action by the Commission. Continuation of accredited status is contingent upon meeting NASAD requirements, including payment of annual dues.

**NASAD Handbook 2009-2010 – page 28**

**Article V. Substantive Change**  
**Section 2. Definition**

*Revise items C and D as follows:*

- C. The amendment of curricular programs that represent a significant departure, in terms of either the content or method of delivery, from those that were offered when NASAD most recently evaluated the institution. This provision includes significant changes made in conjunction with a change from quarter hours to semester hours or vice versa.
- D. The addition of courses or programs at a degree or credential level other than the curricular level(s) included in the institution's current accreditation.

**NASAD Handbook 2009-2010 – pages 28-29**

**Article VI. New Curricula — Plan Approval and Final Approval for Listing**

*Revise entire section as follows:*

**Section 1. Procedure.** When instituting new curricula, member institutions are required to submit documentation to the Commission on Accreditation in order to remain in compliance with Article I., Section 3., of the NASAD Rules of Practice and Procedure. This includes the addition of programs and degrees to be reviewed and listed by NASAD at a degree or credential level other than the curricular level(s) included in the institution's current accreditation.

The Association also offers the opportunity for member institutions to receive an optional consultative review of proposed new curricula by the Commission prior to the submission of an official request for Plan Approval.

Submission procedures and forms regarding applications for reviews of new curricula may be accessed from the NASAD Web site. There are separate procedures for Plan Approval and Final Approval for Listing.

The Commission does not ordinarily send visitors to examine a new curriculum. However, an on-site evaluation is strongly recommended as part of the Plan Approval process when an institution plans to offer an initial or terminal graduate degree in art/design for the first time.

**Section 2. Plan Approval.** Plan Approval is required after institutional approval and before students are admitted into a new degree program. The application for Plan Approval normally includes information concerning the structure of the new curriculum as well as information and documentation concerning areas such as faculty, library, equipment, and/or other resources necessary for its support.

When the curriculum has received Plan Approval, the program is listed in NASAD publications in italics.

**Section 3. Final Approval for Listing.** Final Approval for Listing is granted when the Commission on Accreditation has reviewed an application including validation of the Plan Approved curriculum through transcript evidence. Three transcripts must be provided for each undergraduate curriculum or non-degree-granting program. Two transcripts must be submitted for each graduate program.

When the curriculum has received Final Approval for Listing, the program is listed in NASAD publications in regular type.

**NASAD Handbook 2009-2010 – page 31**

**Article VII. Procedures for Reviewing Complaints Directed Against Member Institutions of the National Association of Schools of Art and Design**

**Section 3. Authority**

*Add to the end of the last sentence of item A as follows:*

The sole and final authorities regarding compliance are the elected officials and staff of NASAD operating under the requirements and procedures of the Association's *Handbook* and any addenda to the *Handbook* current at the time of the complaint.

**NASAD Handbook 2009-2010 – page 35**

**Article VIII. Requests for Reconsideration of Actions by the Commission on Accreditation**

*Revise Section 1 as follows:*

**Section 1. Actions Eligible for Reconsideration.** A request for reconsideration may be filed with the Executive Director of NASAD regarding the following actions: denial of Membership, or denial of renewal of Membership, or revocation of Membership, or the placing of an institution on probation, or denial of a request for approval of new curricula. In eligible cases, a request for reconsideration is not a precondition for filing an appeal of an adverse decision described in Article IX.; a request for reconsideration may precede but may not follow an appeal of an adverse decision.

**NASAD Handbook 2009-2010 – page 35**

**Article VIII. Requests for Reconsideration of Actions by the Commission on Accreditation**

*Add new Section 2 as follows:*

**Section 2. Disclosure and Confidentiality.** The reconsideration process operates under the NASAD Rules of Practice and Procedure statement on Disclosure and Confidentiality. NASAD considers the reconsideration process to be confidential and, at all times during the course of the reconsideration, will maintain complete confidentiality of all documents and information supplied or reviewed during the reconsideration, as well as the deliberations and decision-making process relating to reconsideration or the Commission action under the reconsideration process. However, should a potential or actual petitioner publicly disclose a pending or actual reconsideration or decision based on such reconsideration, or publicly characterize or make misleading or inaccurate representations about the reconsideration process, the decision that may be, or is subject to, the reconsideration process, or the concluding decision, whether before, during, or after the reconsideration, NASAD reserves the right to respond immediately and publicly through the appropriate medium or media to correct or clarify such inaccurate or misleading representations or characterizations.

Statements regarding disclosure and confidentiality appearing in the NASAD Rules of Practice and Procedure are consistent with NASAD's responsibility under law and regulation to inform various governmental authorities when decisions are reached at the conclusion of accreditation or reconsideration procedures.

***Renumber current Sections 2 and 3, to Sections 3 and 4.***

**Article VIII. Requests for Reconsideration of Actions by the Commission on Accreditation**

*Add new final section as follows:*

**Section 5. Special Rule Concerning Financial Standards**

- A. An institution may seek reconsideration of the following Commission actions: denial of membership, denial of renewal of membership, or revocation of membership under this rule if all of the following conditions are met:
1. The adverse action listed in Section 5.A. above is based solely and exclusively on failure to meet a standard or criterion concerning finances;
  2. There is significant financial information that was not available to the institution prior to the Commission decision to take an action listed in Section 5.A. above;
  3. The new financial information bears materially upon the financial deficiencies identified by the Commission;
  4. Within thirty (30) days from the date of the Commission Action Report, the institution has notified the NASAD Executive Director in writing of its intent to seek reconsideration under this rule;
  5. Within sixty (60) days from the date of the Commission Action Report of the same date indicated in item 4., the institution has submitted documentation supporting its request along with a notarized statement signed by the chief executive officer of the institution stating the following: [Name of institution] understands and agrees that any determination by NASAD made with respect to the request for reconsideration, new information submitted by the institution, or any decision or action described in any item of Article VIII is not separately appealable, and thus not eligible for further reconsideration or appeal.
- B. The Executive Director of NASAD selects three (3) reviewers with the advice and unanimous consent of the President, Vice President, Treasurer, and Secretary of NASAD, to the extent that such offices are then filled. Those selected shall not have participated in any phase of the decision listed in Section 5.A. above. The three reviewers determine whether the documentation submitted meets the criteria of significance and materiality indicated in Sections 5.A.2. and 3. above. The Executive Director shall serve as non-voting secretary to the review committee.
- C. Following review and decision of the review committee, the Executive Director either informs the institution that the reconsideration may proceed, or that the reconsideration is terminated and that the institution is not eligible for further reconsideration or appeal.
- D. If the reconsideration proceeds:
1. The Executive Director places the request for reconsideration on the next agenda of the appropriate Commission.
  2. The Commission acts on the request using its normal procedures, and the institution is informed of the Commission's action within thirty (30) days after the Commission's action is completed.
- E. When the institution is informed of the Commission's decision, the institution is notified that the decision is not separately appealable and thus not eligible for further reconsideration or appeal.
- F. The status of any institution shall remain unchanged during the reconsideration. There shall be no public notice of the decision until the reconsideration review is completed and a final determination in the matter is reached.

**NASAD Handbook 2009-2010 – page 36**

**Article IX. Appeals of Adverse Decision Concerning Accredited Institutional Membership**

***Add new Section 3 as follows:***

**Section 3. Counsel.** The institution and any other party participating in the appeal determines the extent to which it will be advised or represented by legal counsel in any aspect of the appeal process for which it is responsible or in which it participates.

***Renumber remaining items.***

**STANDARDS FOR ACCREDITATION**

**— Action by the NASAD Membership —**

**NASAD Handbook 2009-2010 – page 43**

**Section I. Basic Criteria for Membership**

**A. Non-Degree-Granting Institutions**

***Replace the beginning of the first sentence of paragraph 2 as follows:***

Unless specified otherwise below, regardless of institutional type, the composite institution offering non-degree-granting programs must meet the following Basic Criteria for Membership:

***Add new item 3 as follows:***

3. The institution offering postsecondary professional education and training programs must offer at least one non-degree curricular program at the undergraduate level requiring at least 30 semester hours or the equivalent, or one non-degree curricular program at the graduate level requiring at least 15 semester hours or the equivalent. Such institutions shall offer at least one curricular program that meets all appropriate standards that (a) has been completed by students, (b) has an enrollment of at least three students, and (c) is progressing students toward completion.

***Renumber remaining items.***

**NASAD Handbook 2009-2010 – page 44**

**Section I. Basic Criteria for Membership**

**B. Degree-Granting Institutions**

***Amend item 4 as follows:***

4. Institutions offering one or more graduate programs as their only degree programs shall have graduated at least two students from at least one graduate program that meets all applicable standards, and shows evidence of continuing enrollment. If institutions offer undergraduate and graduate programs, graduate programs must have graduate students matriculated or in residence, or have received Plan Approval from the Commission on Accreditation.

**NASAD Handbook 2009-2010 – page 57**

**Section II. Purposes and Operations**

**I. Published Materials and Web Sites**

**1. Standards**

***Insert new item c as follows:***

- c. The institution shall have transfer of credit policies that (1) are publicly disclosed, and (2) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

***Reletter remaining items.***

**NASAD Handbook 2009-2010 – page 61**

**Section III. Art and Design Program Components**

**A. Credit and Time Requirements**

**4. Published Policies**

***Insert new second paragraph as follows:***

The institution shall have transfer of credit policies that (1) are publicly disclosed, and (2) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

**NASAD Handbook 2009-2010 – page 62**

**Section III. Art and Design Program Components**

**G. Independent Study**

**1. Definition**

***Amend as follows:***

Each offering institution must publish information that includes its definitions of independent study and its policies for the conduct of independent study on campus or through distance or correspondence learning.

**NASAD Handbook 2009-2010 – pages 63-64**

**Section III. Art and Design Program Components**

**H. Distance Learning**

***Amend entire section as follows:***

**H. Distance or Correspondence Learning** (*applicable to programs that are partially or entirely delivered by distance or correspondence learning*)

**1. Definitions**

- a. Distance learning involves programs of study delivered entirely or partially away from regular face-to-face interactions between teachers and students in studios, classrooms, tutorials, and laboratories associated with coursework, degrees, and programs on the campus. Normally, distance learning uses technologies to deliver instruction and support systems, and substantive interaction between instructor and student.
- b. Correspondence education is provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student. Correspondence courses typically are self-paced.

**2. Means.** The distance or correspondence aspect of these programs may be delivered through a variety of means, including teaching and learning through electronic systems.

**3. Standards Applications**

- a. Distance or correspondence learning programs must meet all NASAD operational and curricular standards for programs of their type and content. This means that the functions and competencies required by applicable standards are met even when distance or correspondence learning mechanisms predominate in the total delivery system.
- b. Programs in which more than forty percent of their requirements are fulfilled through distance learning will be designated as distance learning programs in NASAD publications.
- c. Correspondence courses and programs will be noted as such in NASAD publications.

#### **4. Standards**

##### **a. Purposes and Resources**

- (1) Purposes shall be clear. The institution must demonstrate that such purposes can be delivered through proposed systems of distance or correspondence learning.
- (2) The institution must provide financial and technical support commensurate with the purpose, size, scope, and content of its distance or correspondence learning programs.
- (3) Any sustained enrollment growth must be accompanied in a timely manner by a corresponding growth in resources and support systems.

##### **b. Delivery Systems, Verification, and Evaluation**

- (1) Delivery systems must be logically matched to the purposes of each program. Delivery systems are defined as the operational interrelationships of such elements as program or course content, interactive technologies, teaching techniques, schedules, patterns of interaction between teacher and student, and evaluation expectations and mechanisms.
- (2) The institution must have processes that establish that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the program and receives academic credit. Verification methods are determined by the institution and may include but are not limited to secure login and password protocols, proctored examinations, and new or other technologies and practices.
- (3) Institutions must use processes that protect student privacy and notify students of any projected or additional student charges associated with verification of student identity at the time of registration or enrollment in distance or correspondence education programs.
- (4) Specific student evaluation points shall be established throughout the time period of each course or program.

##### **c. Technical Prerequisites**

- (1) The institution must determine and publish for each distance or correspondence learning program or course (a) requirements for technical competence and (b) any technical equipment requirements. The institution must have means for assessing the extent to which prospective students meet these requirements before they are accepted or enrolled.
- (2) The institution shall publish information regarding the availability of academic and technical support services.

##### **d. Program Consistency and Equivalency**

- (1) The institution shall have mechanisms for assuring consistency in the application of policies, procedures, and standards for entering, continuing, and completing the course or program.
- (2) When an identical program, or a program with an identical title, is offered through distance or correspondence learning as well as on campus, the institution must be able to demonstrate functional equivalency in all aspects of each program. Mechanisms must be established to assure equal quality among delivery systems.

- e. Communication with Students.** Instructions to students, expectations for achievement, and evaluation criteria must be clearly stated and readily available to all involved in a particular distance or correspondence learning program. Students must be fully informed of means for asking questions and otherwise communicating with instructors and students as required.

NASAD Handbook 2009-2010 – page 65

**Section III. Art and Design Program Components**  
**J. Majors in or Based on Electronic Media**

*Amend item 1 as follows:*

**1. Standards Applicability**

- a. The following standards apply to all majors in or based on electronic media including the Bachelor of Fine Arts in Digital Media. The specific content standards for this program are found under Section IX.B.
- b. In reviewing majors in or based on electronic media and technology, the Commission will consider the extent to which electronic technology is used in the context of programs in the standard art/design disciplines discussed elsewhere in the *Handbook*. Given the extent to which electronic media and technology are the focus of such programs, the standards in this section may apply along with the standards for the home field.
- c. Programs centered on new approaches and combinations will be reviewed by the standards in this section and, as applicable, by those that address distance or correspondence learning and disciplines in combination.

NASAD Handbook 2009-2010 – page 73

**Section IV. Undergraduate Programs in the Visual Arts and Design**  
**C. Degree Structures**

*Amend title of item 7 as follows:*

7. Programs Involving Distance or Correspondence Learning, Disciplines in Combination, or with a Focus on Electronic Media

NASAD Handbook 2009-2010 – page 107

**Section XII. Baccalaureate Degrees in Preparation for Advanced Professional Study**  
**A. Art Therapy**

*Amend as follows:*

- A. Art Therapy or Pre-Art Therapy.** The Master's degree is the appropriate level of education for the professional training of art therapists and is required to obtain professional practice credentials. Therefore, baccalaureate programs in art therapy should focus on preparation for graduate work, emphasizing the development of studio art skills, field experiences, and pre-professional studies in art therapy and in the behavioral and social sciences.

**1. Curricular Structure**

- A. Standard.** Curricular structure, content, and time requirements shall enable students to develop a range of knowledge, skills, and competencies expected of those completing an undergraduate program in art therapy or pre-art therapy.
- B. Guidelines.** Undergraduate programs in art therapy satisfying prerequisites for graduate study may be structured according to professional (BFA) and liberal arts (BA/BS) degree formats. Regardless of the degree plan adopted, studies in psychology, sociology, anthropology, foundational courses in art therapy, and field experiences should comprise 20-30% of the total degree program. Percentages in art studies, general studies, and electives will vary according to the professional or liberal arts emphasis of the program. A minimum of 18 semester-hour credits or (27 quarter-hour credits) of studies in studio art and 12 semester hour credits or (18 quarter-hour credits) of studies in psychology, including developmental and abnormal psychologies, are required for admission to graduate studies in art therapy, and therefore should be required for students intending to pursue advanced degrees in art therapy.

- C. **Independent Study.** Prerequisites and preparation for graduate study in art therapy may also be achieved by individuals outside of a published baccalaureate degree program in art therapy through individualized programs of study at the baccalaureate or post-baccalaureate level. When developing content and structure, these programs should utilize requirements for baccalaureate programs in art therapy listed here, as well as entrance requirements for graduate programs in art therapy.
2. **Specific Recommendations for General Studies.** (*see Section VII.D. or VIII.A.6.*) Future art therapists benefit from studies in such areas as oral, written, and technological communication, biology, human physiology, the social sciences, foreign language, natural sciences, and ethics.
  3. **Essential Competencies, Experiences, and Opportunities** (*in addition to those stated for all undergraduate degree programs*):
    - a. Advanced skills in one or more of the studio art disciplines. Students shall gain experience using a variety of art materials and processes and develop a portfolio demonstrating competence with art materials. Such a portfolio is required to apply for admission to graduate degree programs in art therapy.
    - b. Knowledge of the basic principles of sociology and cultural anthropology, including understanding of social conflict, group dynamics, the relationship of culture to the development of personality, and ethnic and multicultural issues and influences.
    - c. Knowledge of the basic principles of general psychology, abnormal psychology, and developmental psychology, with additional studies suggested in such areas as educational, clinical, experimental, and social psychology, child and adolescent psychology, disabilities, and family systems.
    - d. Opportunities for students to evaluate their future interest as an art therapist shall be provided in situations with individuals having a range of needs, interests, and challenges. Examples of such opportunities include working under supervision as a volunteer in agencies serving individuals with various disabilities and in settings associated with the development of creative expression, participating in field experiences associated with foundational art therapy courses, studying the history and theory of art therapy, or engaging the process of adapting and applying of studio techniques to art therapy.
  4. **Field Experiences.** At least one practicum or internship course is required. These experiences emphasize development of communication and leadership skills required to facilitate art experiences in community settings. Diagnosis and treatment of individuals using art therapy theories and methods, or other psychotherapy techniques is neither appropriate nor ethical at the undergraduate level.
  5. **Faculty Qualifications.** Courses in the theory and practice of art therapy and field experiences must be taught or overseen by instructors who are ATR credentialed art therapists.

**NASAD Handbook 2009-2010 – page 111**

**Section XIII. Graduate Programs in the Visual Arts and Design**

**C. General Degree Requirements and Procedures**

***Amend item 2 as follows:***

2. **Residence.** Residence policies are determined by the institution. Normally, a period of continuous concentrated study within the graduate community is required. Programs based on distance or correspondence learning, or with a significant distance-learning component, must fulfill the function of community by providing experiences that produce interaction among graduate students and faculty.

***Amend title of item 6 as follows:***

6. Programs Involving Distance or Correspondence Learning, Disciplines in Combination, or with a Focus on Electronic Media.

**Section XV. Specific Initial Graduate Degree Programs**

**F. Art Therapy**

*Amend as follows:*

**F. Art Therapy**

1. **Credit Requirement.** The master's degree in art therapy requires a minimum of 48 semester hours or 72 quarter hours. (60 graduate semester hours or 90 quarter hours may be required for licensure or clinical education standards in some states.)
2. **Admission.** Each student admitted to an art therapy master's program or admitted to candidacy for a master's degree in art therapy must:
  - a. Hold a bachelor's degree from an accredited institution in the United States, be accepted into a bachelor's/master's dual degree program in art therapy, or have the equivalent academic preparation from an institution outside the United States;
  - b. Present a portfolio of studio work demonstrating competence in the use of art materials;
  - c. Complete prerequisite courses including a minimum of 18 semester-hour (27 quarter-hour) credits of study in studio art and a minimum of 12 semester-hour (18 quarter-hour) credits of study in psychology. The psychology component must include developmental psychology and abnormal psychology. If any of these credits have not been earned prior to admission, they must be completed no later than 12 months after beginning the program. Credits for prerequisite courses may not count toward the 48 semester hour or 72 quarter hour minimum for the degree.
3. **Curriculum**
  - a. At least 24 semester-hour credits or 36 quarter-hour credits of the curricular requirements shall be in art therapy coursework only. Content shall include: history and theory of art therapy, techniques of practice in art therapy, application of art therapy with people in different treatment settings, group work, art therapy assessment, ethical and legal issues of art therapy practice, standards of practice in art therapy, and cultural and social diversity. A thesis or culminating project in art therapy is required. Career and Lifestyle Development and Substance Abuse in art therapy may be required in some areas to fulfill state specifications for counseling licensure.
  - b. The art therapy program must provide one or more opportunities for specialization in competency areas such as variations in patient age, practice setting, and type of intervention (individual, group, or family).
  - c. In addition to art therapy studies, students must complete studies and develop knowledge in the following related content areas: psychopathology, human growth and development, counseling and psychological theories, cultural and social diversity, assessment, research, and studio art.
4. **Practical Training.** In addition to art therapy and related coursework, each student must successfully complete supervised practical training.
  - a. **Practicum and Internship:** Each student must successfully complete supervised practice as follows:
    - (1) A minimum of 100 hours of supervised art therapy practicum involving observation and practice in preparation for internship.
    - (2) A minimum of 600 hours of supervised art therapy internship over at least two academic terms. A minimum of 350 total client contact hours must be accumulated in practicum and/or internship. It is recommended that programs preparing students for mental health counseling licensure require a minimum of 900 hours of supervised art therapy internship during which at least 400 total client contact hours must be accumulated in practicum and/or internship.

- (3) The balance of the supervised hours (indirect hours) must include discussion of student's work with the supervisor(s) and related activities including, but not limited to: case review, record keeping, preparation, treatment team meetings, in-service conferences, and related milieu activities, evaluation of outcome, and successful termination of therapy. Students will demonstrate the ability to effectively communicate clinical material and integrate theory and practice through case presentation.
- (4) Any credit awarded for art therapy practicum or internship may not be included as part of required degree coursework.

**b. Supervision:** Students must have both individual and group supervision as follows:

- (1) **Individual Supervision.** For every 10 hours of client contact, there must be 1 hour of supervision by a registered art therapist (ATR) or licensed professional in a related field (e.g., creative arts therapy, social work, psychology, marriage and family therapy, psychiatry, or counseling). This may be one-to-one or triadic and is usually performed by the onsite supervisor.
- (2) **Group Supervision.** There must be 1.5 hours of group supervision by a registered art therapist for every 10 hours of client contact. The ratio of 8 students to 1 ATR supervisor may not be exceeded. This is usually performed by a program faculty member.

**5. Faculty** *(in addition to standards for all programs stated in Section II.E. of the Handbook)*

- a. The program must have a director with responsibility and time assignments sufficient to lead the program. The director's position must be full time. The director shall hold one of the following professional credentials:
  - (1) Registered and Board Certified Art Therapist (ATR-BC);
  - (2) Registered Art Therapist (ATR) with licensure in a mental health related field (e.g., art therapy, counseling, social work, psychology);
  - (3) Registered Art Therapist (ATR) with a doctorate in art therapy or related field (e.g., counseling, psychology, social work).
- b. All faculty teaching required art therapy content areas indicated in item 4. above must be Registered Art Therapists (ATR).
- c. At least one-half of the art therapy faculty must have practiced art therapy within the most recent 5-year period.

**6. Facilities and Equipment** *(in addition to standards for all programs stated in Section II.F. of the Handbook)*

- a. The program must have regular access to the following facilities:
  - (1) classrooms for academic courses;
  - (2) studio space for working with art materials; and
  - (3) offices and conference rooms for faculty and student advisement.
- b. The program must have regular access to the following equipment:
  - (1) audio-visual equipment for classroom instruction;
  - (2) studio art equipment and special supplies;
  - (3) office equipment and supplies; and
  - (4) computers with internet access.
- c. The program must have access to library and learning resources. Students and faculty must have access to books, journals, and online resources in art therapy, as well as in mental health and fine arts.

**NASAD Handbook 2009-2010 – page 118**

**Section XVI. Specific Terminal Degree Programs**

**B. Doctoral Degrees**

**4. Qualifying Prerequisites**

*Strike the end of this paragraph and amend as follows:*

- h. Research skills appropriate to the area of study as determined by the institution. At their discretion, institutions may add other prerequisites in areas such as, but not limited to, teaching, management, and policy.

**NASAD Handbook 2009-2010 – page 120**

**Section XVII. Non-Degree-Granting Programs in Art and Design**

*Amend title of item D as follows:*

- D. Programs Involving Distance or Correspondence Learning, Disciplines in Combination, or with a Focus on Electronic Media.

**NASAD Handbook 2009-2010 – page 124**

**Section XX. Specific Operational Standards for All Institutions of Higher Education for Which**

**NASAD is the Designated Institutional Accrerator**

**Section 1. Standards for Accreditation**

**E. General Studies in Undergraduate Programs**

**3. Resources and Program Components**

*Amend second sentence of item 3 as follows:*

These resources include but are not limited to qualified faculty, facilities and equipment, library and information resources, and distance or correspondence learning, if applicable.

**NASAD Handbook 2009-2010 – page 126**

**Section XX. Specific Operational Standards for All Institutions of Higher Education for Which**

**NASAD is the Designated Institutional Accrerator**

**Section 1. Standards for Accreditation**

**I. Teach-Out Agreements**

*Amend first paragraph as follows:*

*Teach-out agreement* means a written agreement between accredited institutions that provides for the equitable treatment of students if (1) the U.S. Department of Education notifies the accrediting agency of an action against the institution pursuant to section 487(f) of the HEA, as amended by the HEOA; (2) the agency acts to withdraw, suspend, or revoke the accreditation of the institution; (3) the institution notifies the agency that the institution intends to cease operation; or (4) the institution stops offering an education program before all students enrolled in that program complete the program.

**NASAD Handbook 2009-2010 – page 127**

**Section XX. Specific Operational Standards for All Institutions of Higher Education for Which**

**NASAD is the Designated Institutional Accrerator**

**Section 2. Procedural Requirements**

**A. Supplemental Annual Report**

*Insert new item 7 as follows:*

7. For the current and the previous academic year, the total enrollment of the institution and of any distance or correspondence education programs it offers.

*Renumber remaining items.*

**Appendix I.B. Guideline Statement Concerning Studies in Visual Arts/Design/  
Business/Arts Administration Prepared by NASAD and AACSB**

*Amend as follows:*

**Appendix I.B. Studies Combining Art/Design, Business, Design Management,  
Arts Administration**

**Section 1. AACSB and NASAD Statement on Degree Programs Combining Studies  
in Art/Design and Business**

- A. Introduction.** Combinations of knowledge and skills in art/design, administration, management, and other business-oriented content are important for practice in many fields. There are multiple pathways into each of these fields, including formal and informal education, work experience, and individually directed development.

This statement by AACSB and NASAD provides a framework for the NASAD standards and guidelines below and addresses programs leading to baccalaureate degrees that meet needs in what are generally known as the business aspects of art/design. The framework includes a brief statement regarding studies at the graduate level.

**B. Accreditation**

**1. Organizations**

- a. Art/Design.** The National Association of Schools of Art and Design (NASAD) is the nationally recognized accrediting agency for all postsecondary art and design programs in the United States. NASAD was founded in 1944.
- b. Business.** AACSB International – The Association to Advance Collegiate Schools of Business (AACSB) is the nationally recognized accrediting agency for degree programs in business administration. AACSB was founded in 1916.
- c. Commonalities.** For their respective fields, NASAD and AACSB:
  - (1) Develop criteria and standards for degrees and other credentials, and for the various specializations associated with those degrees.
  - (2) Promote excellence and continuous improvement in education at the undergraduate and graduate levels.
  - (3) Link the review process to each school’s stated mission and objectives.
  - (4) Ensure performance consistent with the school’s mission and AACSB or NASAD standards through self-evaluation, and peer review.
  - (5) Endorse and support diverse paths to achieving high quality education and provide guidance for continuous improvement in educational programs.
- d. AACSB and NASAD Relationship.** NASAD and AACSB cooperate in the development and evolution of statements regarding programs that combine studies in their respective specialized fields. Practitioners and educators have been consulted in the development of these statements. AACSB and NASAD agree that this present statement reflects accurately certain policies, standards, and expectations of each organization consistent with its respective area of accreditation responsibility.

## 2. Basic Requirements for Undergraduate Degrees in Art/Design and in Business Administration

### a. NASAD

- (1) **Official Standards Statements.** NASAD standards for all undergraduate degrees in art/design and art/design-related fields are outlined in the *NASAD Handbook*.
- (2) **Liberal Arts and Professional Art/Design Degrees.** There is a clear distinction between the breadth and depth of art/design competencies expected for each of the two types of degrees.

The professional degree, normally titled *Bachelor of Fine Arts*, requires in-depth development across a range of art/design-related subjects. See Sections IV., VIII., and IX. of the Standards for Accreditation. The liberal arts degree, normally titled *Bachelor of Arts* or *Bachelor of Science*, provides more curricular flexibility and more time for requirements and electives in areas other than art/design. See Sections IV. and VII. of the Standards for Accreditation. The choice has implications for admission requirements and graduation expectations in art/design.

- (3) **Review Criterion.** The Bachelor of Fine Arts degree, the Bachelor of Arts in Art or Design, and the Bachelor of Science in Art or Design are reviewed for accreditation by NASAD. Other baccalaureate degrees in art/design and art/design-related fields with more than 25% course content in art/design are eligible to be reviewed by NASAD and are reviewed by NASAD if their purpose is to prepare art/design professionals or if art/design is the primary or home discipline (see NASAD Rules of Practice and Procedure, Article I., Section 3.).

### b. AACSB

- (1) **Official Standards Statements.** AACSB standards for Business Administration are outlined in *Eligibility Procedures and Accreditation Standards for Business Education*.
- (2) **Undergraduate Degrees.** For degrees in Business Administration, AACSB requires that the school specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate program (See AACSB Standard 16.).
- (3) **Preparation for Undergraduate Study.** Postsecondary study for a business administration degree does not require previous preparation and demonstration of skills in business prior to matriculation.
- (4) **Review Criterion.** The Bachelor of Business Administration and other baccalaureate degrees with more than 25% business courses are subject to review by AACSB as specified in *Eligibility Procedures and Accreditation Standards for Business Education*.

## 3. Policies and Positions of AACSB and NASAD

- a. **Program Clarity.** Statements in institutional literature concerning the purposes of degree programs shall be accurate. Degree titles, program descriptions, and content shall in the aggregate both identify and be consistent with the purposes of each program.
- b. **Accreditation Clarity.** Statements and institutional literature concerning the approval of any program shall be accurate and clear to the public. Accreditation by either AACSB or NASAD shall not be construed to signify accreditation by both parties, nor shall regional or other institutional accreditation be construed as having provided professional review of degree programs in business or in art/design.
- c. **Cooperation.** NASAD and AACSB encourage cooperation between the business unit and the art/design unit appropriate to the nature and purposes of any degree program combining studies in the two fields. When the two units share a responsibility in the organization and management of programs, cooperation in the development, operation, and evaluation of the program is essential.

#### **d. AACSB and NASAD Statement on Graduate Programs**

- (1) Specialized graduate programs in the business or management of art/design or the arts or one of its many components may be offered at the graduate level by art/design units. Normally, these programs do not have the same purposes, and thus are not equivalent to the Master of Business Administration.
- (2) Individuals preparing for management careers in art/design-related fields may consider the Master of Business Administration or the Master of Arts in Arts Administration or Design Management after completing a baccalaureate program in art/design, with or without a minor in business, or a baccalaureate program in business, preferably with a minor in art/design. Graduate programs with business courses comprising 50% or more of the total coursework will be subject to review by AACSB.
- (3) AACSB and NASAD recognize that specialized art/design studies may be appropriate in the curricula of master's or other graduate degrees in business administration.

### **Section 2. Standards and Guidelines for Undergraduate Programs Combining Studies in Art/Design, Business, Design Management or Arts Administration**

Note: The standards below are supplements to, not substitutes for, the standards in previous sections of the *Handbook*. See Sections II. and III. of the Standards for Accreditation for operational and program component requirements and subsequent sections according to degree(s) and program(s) offered.

#### **A. Purposes, Principles, Definitions**

##### **1. Purposes**

- a. Definition.** Each institution is responsible for developing and defining the purpose for each program it offers that combines studies in art/design and business, or these combinations in design management or arts administration.
- b. Relationships: Purposes, Content, and Requirements**
  - (1) Each institution is responsible for developing logical and functioning relationships among the purposes, structure, and content of each program offered.
  - (2) For each program, the curricular structure and the requirements for admission, continuation, and graduation must be consistent with program purposes and content.

##### **2. Principles and Expectations**

- a. Curricular Requirements and Competency Development.** There are many philosophies and approaches to setting curricular requirements for degrees that combine studies in art/design, business, design management, arts administration, etc. Given the natures of these fields, it is important to preserve conditions that support diverse approaches. However, there is a clear correlation between the amount of curricular time devoted to a certain subject or area and the breadth and depth of competence that can be expected in that subject or area when a program of study is completed.
- b. Time on Task, Curricular Proportions**
  - (1) Curricular structures and requirements associated with specific degree programs must provide sufficient time on task to produce the competencies projected and expected.
  - (2) Curricular proportions indicated as benchmarks in the standards below, represent the amounts of time normally needed to reach the levels of achievement expected for graduation.
- c. Internships and Practical Training.** Consistent with the intensity of the career preparation objectives for specific degree programs, degree requirements should include workshops, guest lectures, attendance at conferences and seminars, and internships or other work experiences.

- d. **Involvement of Professionals, Companies, and Organizations.** Institutions are expected to establish the strongest feasible relationships with professionals, companies, and organizations associated with the specific objectives of each program. This may include the involvement of outside personnel as full- or part-time faculty, guest faculty and lectures, and field trips to businesses and organizations.

### 3. Terminology

- a. **Arts Administration.** Usually in the not-for-profit sector, arts administration connotes management and support services in cultural agencies, institutions, or activities directly concerned with artists and their work. Examples of careers in arts administration are: arts council director, arts center director, and development officer.
- b. **Museum Administration.** Usually in the not-for-profit and for-profit sectors, museum administration connotes management and support services in the museum necessary to support exhibitions, productions, and events.
- c. **Design Management.** Connotes a responsibility for organization, leadership, and oversight of design firms or corporate divisions, and for complex, often multidisciplinary, design projects.
- d. **Business Administration or Management.** Indicates a responsibility for leadership, direction, and decisions over an entire enterprise or a component part of an enterprise. Business administration or management skills imply overall strategic planning, the setting of objectives, and the marshalling of resources to meet objectives. Examples of business administration or management skills and careers in various fields of design management or arts administration are defined above.
- e. **Support Services.** Support services are those of a business or technical nature required in the production and delivery of art/design. Examples of business services are those relating to the accounting, financing, marketing, and distribution of art/design and art/design-related products, such as auditor and sales representative. Examples of technical services are those relating to the production of the art/design-related product, such as technician, editor, and copyright lawyer.

## B. Program Types and Curricular Structures for Degrees in Art/Design Combining Studies in Art/Design, Business, Design Management or Arts Administration

### 1. Basic Distinctions

- a. **Majors and Minors, Concentrations, and Areas of Emphasis.** (See also Section IV.B.2. in the Standards for Accreditation)
  - (1) Designating a subject as a major normally indicates that the curriculum requires the equivalent of at least one full undergraduate year of studies in that subject, or 25% of a 120 semester hour curriculum. Majors in specific areas of study may require more curricular time.
  - (2) Minors and areas of emphasis require less time in the subject area and are not designated majors. Normally, coursework in an area of emphasis occupies at least 10% of the total curriculum. Minors or areas of emphasis in specific areas of study may require 15% or more.
  - (3) The term *concentration* is used by some institutions to designate a major, and by others to designate a minor or area of emphasis.
  - (4) Institutions must define and publicize the meanings of such terms and use such terms consistently within specific subject matter areas.
- b. **General and Specialized Programs.** Some programs that combine studies in art/design with studies in business and/or more specialized fields such as design management or arts administration are structured to develop a comprehensive set of basic competencies applicable to business in general or administration and management in art/design. Other programs seek to focus on one or two specific aspects or specializations within a field.

- c. **Content.** There are clear distinctions among art/design content, business content, and content in such areas as design management, arts administration, or specialized areas of various entertainment industries. Content in these areas may be connected or integrated in various ways. However, a clear distinction among these areas of content is essential when defining purposes, assigning degree titles, and developing public information about a program.

d. **Basic Curricular Structures**

(1) **Liberal Arts Degrees**

- (a) NASAD recognizes the *Bachelor of Arts* and *Bachelor of Science* as titles appropriate for liberal arts degrees in art/design.
- (b) Studies in art/design must comprise at least 30% of the total program. Students are expected to meet the competencies common to all undergraduate liberal arts degrees in art/design, including specific expectations in art/design studies and competencies. For further standards regarding liberal arts degrees with a major in art/design, see Section VII. of the Standards for Accreditation.

(2) **Professional Degrees**

- (a) NASAD recognizes the Bachelor of Fine Arts as the professional degree in art/design. When art/design is the sole focus, studies in art/design normally comprise at least 65% of the total program.
- (b) When the Bachelor of Fine Arts degree is structured to include a formal program of studies in a specified field—associated with art/design or an outside field—studies in art/design must comprise at least 55% of the total program and the associated or outside field at least 15%.

An associated field has direct relationship with art/design, for example: design management, art marketing, arts management, art/design appraisal, etc.

An outside field may be related to art/design, but is not based in art/design content or practice, for example: economics, accounting, law, computer science, psychology, electrical engineering, etc.

- (c) Graduates are expected to demonstrate competencies in the common body of knowledge and skills expected of all who hold a professional undergraduate degree in art/design, including, but not limited to, studio; history, theory, criticism, and technology. For further standards regarding professional baccalaureate degrees in art/design, see Sections VIII. and IX. of the Standards for Accreditation.

e. **Art/Design Content and Curriculum Structure**

- (1) For the purposes of these standards, art/design content is defined as studies or experiences that develop knowledge and skills in art/design. Words used to describe this content at basic levels normally include studio studies, production, theory, history, criticism, and technology.
- (2) Each type of degree in art/design—liberal arts (see item B.1.d.(1) above) or professional (see item B.1.d.(2) above)—and the details of graduation requirements for degree programs at specific institutions together define levels of competence expected of students in specific areas across a range of art/design knowledge and skills.
- (3) These levels of competence in art/design content may be achieved through many different arrangements of coursework, course titles, course numbers and disciplinary designation, required projects and experiences, and so forth. These arrangements are means to addressing content and achieving competence; they are not the content or the competencies themselves.
- (4) The percentages indicated in these standards represent the time it normally takes to gain the breadth and depth of knowledge and skills required in a specific area of study for a specific type

of degree. The percentages are benchmark indicators of time-on-task needed to acquire competencies in areas of content; they are not the content or the competencies themselves.

(5) In organizing or reviewing the structure of specific degree programs, the first overall question is the extent to which the requisite levels of competencies can be achieved given the curricular requirements of the program as developed and ordered by the institution. The second overall question is the extent to which the distribution of credits in various disciplinary areas is consistent with the degree type-liberal arts or professional. These questions are posed with regard to the portions of the curriculum assigned to the discipline of art/design as well as to areas with which art/design studies may be combined such as business and management in various aspects of art/design, and arts administration.

**f. Preparation for Undergraduate Study.** Postsecondary study for a professional undergraduate degree in art/design often requires prior preparation and demonstration of skill in one or more of the above areas, especially studio, prior to matriculation.

**2. Liberal Arts Degrees.** Programs must meet all NASAD standards for the liberal arts degree in art/design and, in addition, provide one or more of the following opportunities for:

**a. Elective-Based Programs.** (*Choosing one or more courses in business and/or design management or arts administration, etc. on an elective or individual honors basis.*)

The course or courses in these areas are not ordered into curricular requirements for a minor or area of emphasis but chosen from among courses available at the institution. NASAD standards associated with such programs are found in the main body of the *Handbook* under sections referring to liberal arts degrees. NASAD publications list such programs as a Bachelor of Arts in Art or Design or Bachelor of Science in Art or Design.

The institution may not advertise such a curricular program as business, design management, arts administration, etc.

**b. Specific Emphasis or Minor.** (*Choosing a pre-determined set of courses in business and/or design management or arts administration associated with the development of specified knowledge and skills where the curricular requirements constitute an area of emphasis or minor within the curriculum.*)

The goals may be general knowledge of or specific concentration on an area of art/design or design management, arts administration, etc. NASAD standards for such programs are found in Section E. of this Appendix below. NASAD publications list such programs as Bachelor of Arts in Art or Design or Bachelor of Science in Art or Design followed by the area of emphasis in parentheses.

The institution may advertise business, design management, or arts administration, etc. as an area of emphasis or as a minor, as long as all published materials about the program are consistent with its content and as long as the program meets all applicable NASAD standards.

**c. Double Major in Art/Design and in Business.** (*Choosing a double major in art/design and business that meets institutional requirements for graduation with both majors.*)

The student may or may not be required to take courses in design management or arts administration, etc. NASAD standards associated with such programs are found in Section E. of this Appendix. NASAD publications list such programs as Bachelor of Arts in Art or Design/Business or Bachelor of Science in Art or Design/Business.

The institution may advertise that it offers a double major in art/design and business.

**3. Professional Degrees.** Programs must meet NASAD standards for all professional undergraduate degrees in art/design. In addition, programs provide one or more of the following opportunities for:

**a. Elective-Based Programs.** *(Choosing one or more courses in business and/or design management or arts administration, etc. on an elective or individual honors basis.)*

The course or courses are not ordered into curricular requirements for a minor or area of emphasis, but chosen from among courses available at the institution. NASAD standards associated with such programs are found in the main body of the *Handbook* under sections referring to professional undergraduate degrees. NASAD publications list such programs as Bachelor of Fine Arts in Ceramics, Bachelor of Fine Arts in Graphic Design, and so forth.

The institution may not advertise such a curricular program in business, design management, or arts administration.

**b. Elective Studies in Specific Associate or Outside Field.** *(Choosing a published curriculum that offers opportunities for at least 15% of the total program to involve studies focused on the development of general competence in an associated field or in a second discipline. Design management, arts administration, and museum administration are examples of associated fields. Business, economics, and marketing are examples of a second discipline.)*

When art/design studies occupy at least 50% of the total curriculum, NASAD publications lists such programs as Bachelor of Fine Arts in Studio Art with Elective Studies in Business. NASAD standards associated with such programs are found in Section E. of this Appendix below.

The institution may advertise a program with that title as long as all published materials about the program are consistent with its content. The institution may not advertise a major program in business, design management, or arts administration, etc. but it may offer or require students in the program to take one or more courses in the business aspects of art/design.

**c. Double Major in Art/Design and in Business or a related outside field.** *(Choosing a double major that meets institutional requirements for the professional undergraduate degree in art/design and the professional or liberal arts undergraduate degree in business, economics, marketing, etc.)*

Normally, such a program requires four-and-one-half to five full academic years. NASAD publications list such programs as Bachelor of Fine Arts in [major field]/Bachelor of Arts in Business, etc., Bachelor of Fine Arts in [major field]/Bachelor of Science in Economics, or some similar designation based on degree titles used by the institution. NASAD standards associated with the Bachelor of Fine Arts degree are found in the main body of the *Handbook*.

The institution may advertise that it offers a double major in art/design and business, etc. For such degrees, the institution may not advertise a curricular emphasis in design management, arts administration, etc. unless there is a published set of requirements in the field designated as an emphasis that occupy 10-15% of the total program.

### C. Operational Requirements

**1. Purposes and Resources.** The specialized goals and objectives of each degree program combining studies in art/design, business, design management or arts administration, etc. shall be carefully developed and articulated after in-depth evaluation of the specific resources available to the institution for perpetual support of all aspects of the program.

**2. Practitioner Consultation.** Any area of specialization or emphasis should be developed in consultation with professional practitioners in that area of specialization.

#### 3. Published Materials

a. Catalog statements and other promotional materials about any program shall present an accurate, detailed description of the program including specific goals and objectives, requirements, and applicable institutional resources.

- b. Any mention of career opportunities available upon completion of the program must be based on documentable facts and provide a realistic set of information.
  - c. When listed in the catalog or other publications or on the Web site, adjunct faculty shall be listed as such.
4. **Advising.** Advising programs should provide students with a realistic assessment of job opportunities and professional requirements as appropriate to the nature of a student's program, individual aptitude, professional interest, and academic progress.
  5. **Faculty.** Faculty members assigned to specialized courses in design management or arts administration, aspects of the entertainment industry, etc. should have had practical field experience in the areas covered by the course.

**D. Undergraduate Programs in Design Management, Arts Administration, or Associated Fields**

1. **Common Body of Knowledge and Skills in Design Management or Arts Administration and Business.** Students with career aspirations in the above fields face a wide variety of choices concerning the structure of education and training they will use to prepare them for their careers. These include degree programs (majors, minors, areas of emphasis), individual study, mentorship, and apprenticeship programs in management and/or industry.

While there is no specific structure, format, or schedule of education, training, and experience that will be effective in every case, the student comprehensively prepared to embark upon a professional career possesses a body of knowledge and skills in management of one or more specific sectors and business, and is able to demonstrate the ability to integrate and synthesize among the following competencies. It is understood that most programs of study will not have such comprehensive preparation as their objective (see item D.2. below).

**a. Design Management or Arts Administration**

- (1) An overview understanding of design management or arts administration, including the functions and organizational structures of the basic component sectors of the field, and the relationships of these sectors to each other.
- (2) A working knowledge of the multiple ways design management or arts administration use principles and techniques of marketing, promotion, management, and merchandising, including the development, manufacturing, distribution, and retailing of art/design products.
- (3) A basic knowledge of the fundamental principles, issues, and systems associated with creative and intellectual property, including but not limited to copyright, publishing, contracts, licensing, patents, and trademarks.
- (4) A functional knowledge of artist/designer and production/exhibition management and promotion.
- (5) An overview understanding of organizational structures, practices, and standard issues associated with art/design, the arts in general, and/or corporations, non-profit exhibitors and producers, and entertainment organizations.
- (6) A basic understanding of how computers and information technologies influence the business environment, e-commerce, and the decisions of various sectors of design management or arts administration.
- (7) A basic knowledge of the major information and data sources that support or influence decision-making in design management or arts administration and in business more generally.

**b. Business**

- (1) An understanding of the fundamental principles of micro- and macro-economics sufficient to apply them to basic economic analysis, evaluation, and decision-making.

- (2) A functional knowledge of accounting, including financial and managerial accounting.
- (3) A basic understanding of principles, techniques, and common practices in business law, management, business ethics, and marketing, including but not limited to consumer behavior, market research, publicity, and public relations.
- (4) A basic understanding of international business practices.

**2. Developing the Common Body of Knowledge and Skills in Undergraduate Degree Programs in Art/Design**

- a. Undergraduate academic programs that combine studies in art/design, business, design management or arts administration, etc. have different goals and objectives with respect to competency development in various aspects of the common body of knowledge and skills, and in the extent to which all or a portion of competencies contained in the common body of knowledge and skills are addressed.
- b. Many institutions will be able to provide coursework and experiences that address one or several of these competencies. Fewer institutions will have development of the entire comprehensive body of knowledge and skills as an objective of their undergraduate program(s).
- c. Portions of the common body of knowledge and skills can be addressed in degree formats outlined in items B.2. and 3. above.
- d. The common body of knowledge and skills can be addressed in its entirety in a specially designed program.

**E. Standards for Specific Undergraduate Art/Design Degree Programs Combining Studies in Art/Design, Business, Design Management or Arts Administration, Etc.** *(The following standards apply to each program. For specific formats regarding majors, minors, and areas of emphasis: liberal arts degrees – see Section 2., item B.2. of this Appendix; professional degrees – Section 2., item C.3. of this Appendix.*

- 1. Specific coherent sets of purposes shall be developed and published concerning studies in business and/or design management or arts administration, etc. that include, but are not limited to:
  - a. sector(s) of design management or arts administration, etc. subject matter, technique(s), or issue(s) to be addressed;
  - b. content, methods, and perspectives used to consider sector(s) of design management or arts administration, etc. subject matter, technique(s), or issue(s);
  - c. expectations regarding breadth and depth of study and competency development;
  - d. aspirations for specific artistic, intellectual, industry, or disciplinary engagement;
  - e. internships and other experiential requirements as applicable; and
  - f. the level and length of the program.
- 2. The program shall meet all requirements for competency development in art/design consistent with its purposes and structure as either a liberal arts or professional degree in art/design. NASAD standards regarding the liberal arts and professional degree in art/design are found in the main body of the *Handbook*.
- 3. Applicable prerequisites for courses, curricula, or required experiences shall be clearly stated, especially with regard to levels of competence in specific disciplines central to the artistic or educational purposes and content.
- 4. There must be clear descriptions of what students are expected to know and be able to do in art/design and business and/or design management or arts administration, etc. upon completion. There must be

effective mechanisms for assessing student competencies against expectations that include, but are not limited to:

- a. achieving a measurable degree of advancement in and fulfillment of specified and stated program purposes;
  - b. developing an effective work process and a coherent set of ideas and goals which are embodied in their work; and
  - c. developing a significant body of knowledge and skills consistent with the purposes of the program and sufficient for evaluation, and a level of artistry and/or technical proficiency and/or business or scholarly competence observable in work acceptable for public exhibition, publication, or use in one or more sectors of design management or arts administration.
5. Evaluation mechanisms and any internships or experiential requirements shall be consistent with the goals defined for specific courses, projects, programs, or curricula, and to the specific approach(es) involved.
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