

Addendum to the NASAD Handbook 2003-2004

National Association of Schools of Art and Design
October 2003

These amendments were approved by the NASAD Membership on October 17, 2003.

STANDARDS FOR DEGREE-GRANTING INSTITUTIONS

NASAD Handbook 2003-2004 – page 79

VII. General Standards and Guidelines for All Undergraduate Professional Degree Programs in the Visual Arts and Design

Revise second sentence of paragraph one—entire paragraph reads as follows:

The Bachelor of Fine Arts and titles such as Bachelor of Science in Design (when used to designate professional rather than liberal arts curricula), Bachelor of Graphic Design, and Bachelor of Industrial Design indicate the initial professional degree in art or design. Irrespective of title, the primary emphasis is on the development of knowledge, skills, concepts, and sensibilities essential to the professional artist or designer. In any of the roles as creator, scholar, or teacher, the artist or designer must function as a practitioner who exhibits technical competence, broad knowledge of art/design and art/design history, an understanding of style and its implications, critical thinking, an insight into the role of art and design in the life of humankind, and the ability to identify and solve problems. Evidence of these characteristics and of potential for their continuing development is essential for the awarding of the professional undergraduate degree.

NASAD Handbook 2003-2004 – pages 79-80

VII. General Standards and Guidelines for All Undergraduate Professional Degree Programs in the Visual Arts and Design

A. Studio

Revise item VII.A. as follows:

A. Studio

Studies, practice, and experiences in studio subjects are of prime importance in the preparation of students for professional careers in art and design. The excellence of the creative work produced by students is the best determinant of the adequacy of the studio studies offered by an institution. Creative work includes, but is not limited to, conceptualization, process, product, and critique.

Studio work normally begins at the freshman level and extends with progressively greater intensity throughout the degree program. Irrespective of major or specialization, students must gain functional competence with principles of visual organization, including the ability to work with visual elements in three dimensions; color theory and its applications; and drawing.

In their chosen field(s), students must present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level. They must also become familiar with the inherited achievements, current major issues, processes, and directions of the field(s).

There should be opportunities for independent study at the advanced level that includes appropriate supervision and evaluation upon completion.

Students must be afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.

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VIII. Standards and Guidelines for Specific Professional Degree Programs

A. Ceramics

3. Essential Competencies

Revise items VIII.A.3.b. and d. as follows:

b. Knowledge and skills in the use of basic tools, techniques, and processes sufficient to produce work from concept to finished object. This includes knowledge of raw materials and technical procedures such as clays, glazes, and firing.

d. Functional knowledge of basic business practices and the place of ceramics within the history of art, design, and culture.

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VIII. Standards and Guidelines for Specific Professional Degree Programs

B. Drawing

2. Essential Competencies

Revise items VIII.B.2.a. and c. as follows:

a. Understanding of basic design principles, concepts, media, and formats. The ability to place organization of design elements and the effective use of drawing media at the service of producing a specific aesthetic intent and a conceptual position. The development of solutions to aesthetic and design problems should continue throughout the degree program.

c. Knowledge and skills in the use of basic tools and techniques sufficient to work from concept to finished product. This includes mastery of the traditional technical and conceptual approaches to drawing.

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VIII. Standards and Guidelines for Specific Professional Degree Programs

C. Fashion Design

3. Essential Competencies

Revise items VIII.C.3.a. and b. as follows:

a. Understanding of how design elements, including color, texture, and pattern contribute to the aesthetic, illusionistic, and practical functions of three-dimensional forms, particularly as related to the design and construction of garments. Development of this understanding continues throughout the degree program in such areas as form analysis and integration, color, and design.

b. Knowledge and skills in the use of basic tools, techniques, and processes sufficient to produce work from draft or specifications to finished product, including skills in portfolio preparation. This involves functional knowledge of human form and function and awareness of the potentials and professional capabilities in the uses of current and developing materials, media, and technologies, including sketching, life drawing, rendering, and computer-assisted design.

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VIII. Standards and Guidelines for Specific Professional Degree Programs

D. Film/Video

3. Essential Competencies

Revise items VIII.D.3.a., b., and c. as follows:

- a. Understanding, through production-oriented studies, of the communication, aesthetic, and design principles in the elements of film/video, including the use of time as an expressive design consideration. Development of this understanding continues throughout the degree program.
- b. Knowledge and skills in the use of basic concepts, tools, techniques, and procedures sufficient to produce work from concept to finished product. This involves competence in film or video production processes, including fundamental knowledge of equipment and technologies. An emphasis on at least one area of film/video production (e.g., cinematography, sound, lighting, editing, animation) is required.
- c. Functional knowledge of the history of film/video, its artistic and technological evolution, and an understanding of basic aesthetic and critical theory.

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VIII. Standards and Guidelines for Specific Professional Degree Programs

E. General Crafts

3. Essential Competencies, Experiences, and Opportunities

Revise items VIII.E.3.a. and b. as follows:

- a. Understanding of basic design principles, concepts, media, and formats, with an emphasis on three-dimensional design and the ability to apply these principles to specific craft projects. Development of this sensitivity continues throughout the degree program.
- b. Knowledge and skills in the use of craft techniques, particularly as related to specific applications in various media, and to the relationships among form, aesthetic value, and functionality. The achievement of technical competence in at least one craft area is essential.

Add new item f.:

- f. Functional knowledge of basic business practices and the place of crafts in the history of art, design, and culture.

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VIII. Standards and Guidelines for Specific Professional Degree Programs

F. General Design

3. Essential Competencies, Experiences, and Opportunities

Revise item VIII.F.3. in its entirety as follows:

3. Essential Competencies, Experiences, and Opportunities (in addition to those stated for all professional degree programs)

- a. The ability to solve design problems, including the skills of problem identification, research, and information gathering, analysis, generation of alternative solutions, prototyping and user testing, and evaluation of outcomes.
- b. The ability to describe and respond to clients and contexts that design solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.

- c. The ability to create and develop visual form in response to design problems, including an understanding of principles of visual organization/composition and application.
- d. An understanding of tools, technologies, and materials, including their roles in the creation, production, and use of visual forms. This includes both traditional and digital media.
- e. Functional knowledge of design history, theory, and criticism, including an understanding of the similarities, differences, and relationships among the various design specializations.
- f. An understanding of basic business practices, including the ability to organize design projects and to work productively as a member of teams.

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VIII. Standards and Guidelines for Specific Professional Degree Programs

G. General Fine Arts

2. Essential Competencies, Experiences, and Opportunities

Revise items VIII.G.2.b. and d. as follows:

- b. Ability to apply principles of design and color and competency in drawing to work in specific fine arts specializations.
- d. Working knowledge of various aesthetic issues, processes, and media and their relationship to the conceptualization, development, and completion of works of art.

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VIII. Standards and Guidelines for Specific Professional Degree Programs

H. Glass

3. Essential Competencies

Revise items VIII.H.3.a. and c. as follows:

- a. Understanding of basic design principles, with emphases on three- dimensional forms, color, and light. The development of solutions to design problems should continue throughout the degree program.
- c. Knowledge and skills in the use of the basic tools, techniques, and processes sufficient to develop a work from concept to finished object. This includes knowledge of raw materials and competency with technical procedures. The design and fabrication of specialized glassworking tools and equipment should be included.

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VIII. Standards and Guidelines for Specific Professional Degree Programs

K. Illustration

2. Essential Competencies

Revise item VIII.K.2. in its entirety as follows:

2. Essential Competencies (in addition to those stated for all professional degree programs)

- a. Understanding of how basic design principles and elements, including color, are utilized to address specific narrative or expressive problems. The development of solutions to communication and design problems should continue throughout the degree program.
- b. Competence and facility in drawing.

- c. Knowledge and skills in the use of basic tools and techniques and processes sufficient to work from concept to finished product. This includes capabilities in fields such as painting, photography, typography, general design procedures such as layouts and mechanicals, and digital/computer-aided design.
- d. An understanding of the commercial applications and basic business practices of illustration.
- e. Functional knowledge of the history of illustration, including its origins in the fine arts, and its relationship to written communication.

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VIII. Standards and Guidelines for Specific Professional Degree Programs

M. Interior Design

Add to the end of paragraph one, so that the paragraph reads as follows:

Interior design addresses the visual, technical, and aesthetic aspects of inhabited spaces. Interior design services involve the integration of art and design concepts, space analysis and planning, and knowledge of materials, furnishings, and construction to produce finished interior environments that interpret and serve the specific needs of a client.

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VIII. Standards and Guidelines for Specific Professional Degree Programs

M. Interior Design

3. Essential Competencies

Revise item VIII.M.3. in its entirety as follows:

3. Essential Competencies (in addition to those stated for all professional degree programs)

- a. Understanding of the basic principles and applications of design and color in two and three dimensions, particularly with regard to human response and behavior. Design principles include but are not limited to an understanding of basic visual elements and principles of organization and expression. Color principles include but are not limited to basic elements of color theories of harmony and interaction, and applications of light and pigment. These are developed throughout the degree program with particular attention to interior design, but begin with studies of art and design fundamentals in both theoretical and studio applications.
- b. Skill in the application of design and color principles in a wide variety of residential and nonresidential projects. This requires an in-depth knowledge of the aesthetic properties of structure and surface, space and scale, materials, furniture, artifacts, textiles, lighting, and the ability to research and solve problems creatively in ways that pertain to the function, quality, and effect of specific interior programs.
- c. Understanding of the technical issues of human factors, including areas such as programming, environmental control systems, anthropometrics, ergonomics, and proxemics. The ability to integrate human factor considerations with design elements is essential.
- d. Knowledge of the technical aspects of construction and building systems, and energy conservation, as well as working knowledge of legal codes and regulations related to construction, environmental systems, and human health and safety, and the ability to apply such knowledge appropriately in specific project programs.
- e. The ability to hear and communicate concepts and requirements from and to the broad spectrum of professionals and clients involved or potentially involved with interior design projects. Such communication involves verbal, written, and representational media in both two and three dimensions and encompasses a range from initial sketch to finished design. Familiarity with technical tools, conventions of representation, and systems of projection, including perspective, are essential. Computer-assisted design (CAD) is also essential.

f. Functional knowledge of basic business and ethical practices in interior design; the history of art, architecture, decorative arts, and interior design; and production elements such as installation procedures, project management, and specification of materials and equipment.

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VIII. Standards and Guidelines for Specific Professional Degree Programs

N. Jewelry/Metals

3. Essential Competencies

Revise items VIII.N.3.c., e., and f. as follows:

c. Knowledge and skills in the use of tools, techniques, and processes, including their roles in the production of work from concept to finished object. This includes knowledge of the aesthetic use of raw materials as well as technical benchworking procedures for the direct fabrication of pieces.

e. Functional knowledge of basic business practices and the place of jewelry and fine metalworking in the history of art, design, and culture.

f. Basic understanding of end user psychology, human form and function, and user interface.

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VIII. Standards and Guidelines for Specific Professional Degree Programs

O. Painting

2. Essential Competencies

Revise items VIII.O.2.a. and c. as follows:

a. Understandings of basic principles of design and color, concepts, media, and formats, and the ability to apply them to a specific aesthetic intent. This includes functional knowledge of the traditions, conventions, and evolutions of the discipline as related to issues of representation, illusion, and meaning. The development of solutions to aesthetic and design problems should continue throughout the degree program.

c. Knowledge and skills in the use of basic tools, techniques, and processes sufficient to work from concept to finished product. This includes knowledge of paints and surfaces.

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VIII. Standards and Guidelines for Specific Professional Degree Programs

P. Photography

2. Essential Competencies

Revise item VIII.P.2. in its entirety as follows:

2. Essential Competencies (in addition to those stated for all professional degree programs)

a. Understanding of visual forms, and their aesthetic functions. Development of this sensitivity continues throughout the degree program, with attention to such areas as design, color, and lighting. An understanding of basic design principles is essential.

b. Knowledge and skills in the use of basic tools, techniques, technologies, and processes sufficient to work from concept to finished product. This involves a mastery of the materials, equipment, and processes of the discipline, including but not limited to uses of cameras, film, and lighting/digital technologies, processing in black and white and color, printing, and work with nonsilver materials. Work in these areas continues throughout the degree program.

c. An understanding of the industrial and commercial applications of photographic techniques.

- d. Functional knowledge of photographic history and theory, the relationship of photography to the visual disciplines, and its influence on culture.

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VIII. Standards and Guidelines for Specific Professional Degree Programs

Q. Printmaking

2. Essential Competencies

Delete last line of item VIII.Q.2.a., with paragraph to read as follows:

- a. Understanding of basic design principles, concepts, media and formats. The development of solutions to aesthetic and design problems should continue throughout the degree program.

Revise first line of item VIII.Q.2.c., with paragraph to read as follows:

- c. Knowledge and skills in the use of basic tools, techniques, and processes sufficient to work from concept to finished product. This includes a knowledge of basic materials and technical procedures such as intaglio, relief, lithography, silkscreen, and the various photo-mechanical processes.

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VIII. Standards and Guidelines for Specific Professional Degree Programs

R. Sculpture

2. Essential Competencies

Revise item VIII.R.2. in its entirety as follows:

2. Essential Competencies (in addition to those stated for all professional degree programs)

- a. Understanding of basic design principles with an emphasis on three-dimensional design, and the ability to apply these principles to a specific aesthetic intent. This includes functional knowledge of the traditions, conceptual modes, and evolutions of the discipline. The development of solutions to aesthetic and design problems should continue throughout the degree program.
- b. Advanced abilities in drawing sufficient to support work in sculpture.
- c. Understanding of the possibilities and limitations of various materials.
- d. Knowledge and skills in the use of basic tools, techniques, and processes sufficient to work from concept to finished product.
- e. Mastery in one or more sculptural media.
- f. Functional knowledge of the history and theory of sculpture.

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S. Textile Design

3. Essential Competencies

Revise first sentence of item VIII.S.3.b., with paragraph to read as follows:

- b. Knowledge and skills in the use of basic tools, techniques, and processes sufficient to produce work from concept to finished product. This includes awareness of the potentials and uses of current and developing materials, media and technologies, and involves studio work in two-dimensional design for both woven and printed fabrics.

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U. Weaving/Fibers

3. Essential Competencies

Revise items VIII.U.3.c. and e. as follows:

- c. Knowledge and skills in the use of the basic tools, techniques, and processes sufficient to produce work from concept to finished object. This includes knowledge of various fibers and fabrics and technical procedures in weaving and printing.
- e. Functional knowledge of basic business practices and the place of weaving/fibers in the history of art and culture.

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VIII. Standards and Guidelines for Specific Professional Degree Programs

V. Woodworking

3. Essential Competencies

Revise item VIII.V.3.c. as follows:

- c. Knowledge and skills in the use of the basic tools, techniques, and processes sufficient to produce work from concept to finished object. This includes knowledge of various woods and technical procedures such as joining and finishing.

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