

Addendum to the NASAD Handbook 2005-2006

National Association of Schools of Art and Design

October 2005

These amendments to the NASAD Handbook 2005-2006 were ratified by the Membership on Saturday, October 15, 2005.

The revisions to NASAD standards set forth in this Addendum are effective immediately. All institutions and evaluators must follow standards and guidelines reflected in the current Handbook and any addenda current at the time of application.

Standards for Degree-Granting Institutions Standards for Non-Degree-Granting Institutions

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II. Operational Standards

I. Credit and Time Requirements

Add new last number as follows:

5. Transcript Evidence

Transcripts of graduates must be consistent with the curricular and other requirements stated in the institution's publications applicable to the degree being awarded. Applicability is defined by the published policies of the institution.

Page 118: The parallel statement applicable to non-degree-granting institutions

5. Transcript Evidence

For non-degree-granting programs for which transcripts or other records of curriculum completion are provided, such transcripts or records of graduates must be consistent with the curricular and other requirements stated in the institution's publications applicable to the credential being awarded. Applicability is defined by the published policies of the institution.

Standards for Degree-Granting Institutions

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II. Operational Standards

Add new item II.L. as follows:

L. Independent Study

1. Definition

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 learning.

2. Policies and Resources

- a. Institutions offering degrees extensively based on independent study must provide the instruction, tutorials, critiques, evaluations, and resources essential to degree programs of that type, and to each specific degree being offered.

- b. At the terminal degree level, institutions may not wish to specify course or credit requirements, other than the satisfactory completion of certain examinations, project reviews, or a dissertation.

3. Student Requirements

- a. The content and expectations for each independent study course or program or degree must be clearly stated to the student in writing before each independent study begins.
- b. When independent study is used to substitute for a required course, the institution must ensure that the content, scope, depth, and learning expectations of the required course are fulfilled by the independent study.

4. Degree Requirements

Each institution determines the extent to which independent study is to be a means for meeting the requirements for each degree that it offers. However, if a degree is based primarily on course requirements that are to be taken in formal classes, normally, independent study is not substituted for more than 20% of such required courses.

Reletter remaining sections.

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VIII. Standards and Guidelines for Specific Professional Degree Programs

Add new item B:

B. Digital Media

The Bachelor of Fine Arts is appropriate as the undergraduate degree in which digital technology serves as the primary tool, medium, or environment for visual work. Titles of majors for these degrees include, but are not limited to: digital media, media arts, media design, multimedia, computer arts, digital arts, digital design, interactive design, web design, and computer animation.

Programs in digital technology address a broad range of goals and objectives. For example, each program makes decisions about the extent to which students will be prepared to work from: (1) differing perspectives of technology as a tool, a medium, and/or an environment; (2) concepts and applications in other art/design practices or as a freestanding endeavor; (3) various goals for producing two-dimensional communication, three-dimensional products and environments, including time-based and interactive considerations; and (4) differing viewpoints of users/audiences, clients, and/or artists and designers.

These decisions exert a critical influence on the structure and content of each curriculum. Appropriate student achievement of goals and objectives may rely on skills, knowledge, and perspectives from more than one discipline. Accordingly, curricula containing significant work in digital media may be interdisciplinary, multi-disciplinary, or cross-disciplinary; the distribution of courses and qualifications of faculty involved in these collaborations should reflect the intent of the program.

1. Some majors in art or design specializations (e.g., printmaking) may include a small number of required or elective courses in digital media. In these cases, NASAD standards for the specialization apply, and the degree title contains no reference to digital media.
2. Some majors in such specializations as graphic design, interactive design, animation, industrial design, film/video, illustration, and photography may provide an emphasis or a significant portion of study in digital media through a specific set of courses (e.g., graphic design major with an emphasis in web design). In these cases, NASAD standards for the major area of specialization will apply; however, the standards for the Bachelor of Fine Arts in Digital Media will serve as guidelines as appropriate in the evaluation of student work and the articulation of goals and objectives of the emphasis and overall curriculum.

3. Some degrees with majors in digital media may provide an emphasis in another art or design specialization (e.g., digital media major with an emphasis in animation). In these cases, NASAD standards for the Bachelor of Fine Arts in Digital Media will apply, and the standards for digital media will serve as guidelines as appropriate in the evaluation of student work and articulation of goals and objectives of the emphasis and overall curriculum.

All programs carrying titles indicating majors in digital media must meet NASAD operational standards for programs of this type under Section II.N. above. (NOTE: Section II.N. mentioned here refers to the operational standard "Majors in or Based on Electronic Media." Due to the insertion of a new Section II.L. noted above in this Addendum, Section II.N. becomes Section II.O. in the next printed edition of the Handbook.)

Only schools with qualified faculty, technological resources, and curricular offerings sufficient to support the goals and objectives have the prerequisites to offer degrees in digital media. The institution must be able to substantiate any claims it makes for preparation of students for entry into specific vocations and must clearly differentiate the acquisition of software capability from mastery of the broader competencies associated with various professional practices.

1. Curricular Structure

Curricular structure, content, and time requirements shall enable students to develop the range of knowledge, skills, and competencies expected of those holding a professional baccalaureate degree in digital media. Curricula to accomplish this purpose normally adhere to the following guidelines: studies in digital media as indicated by the title of the major comprise 25-35% of the total program; supportive courses in various aspects of art, design, and film/video according to the goals and objectives of the major, 20-30%; studies in art, design, and film/video history and theory, 10-15%; and general studies and electives, 25-35%. Studies in the major area, supportive courses in art and design, and studies in visual arts histories normally total at least 65% of the curriculum.

2. Recommendations for General Studies (in addition to those stated for all professional degree programs)

Work in digital media is inherently synthetic and often collaborative; it draws content, resources, and methods from many disciplines. General studies requirements should have direct correlation with the overall goals and objectives of the degree program. Studies in areas such as writing, film studies, cultural studies, history of technology, communication theory, cognitive psychology, human factors, computer science, and business are recommended.

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

- a. Knowledge of the concepts related to the visual, spatial, sound, motion, interactive, and temporal elements/features of digital technology and principles for their use in the creation and application of digital media-based work.
- b. Understanding of narrative and other information/language structures for organizing content in time-based or interactive media; the ability to organize and represent content structures in ways that are responsive to technological, social, and cultural systems.
- c. Understanding of the characteristics and capabilities of various technologies (hardware and software); their appropriateness for particular expressive, functional, and strategic applications; their positions within larger contexts and systems; and their influences on individuals and society.
- d. Knowledge of the processes for the development and coordination of digitally-based art and design strategies (for example, storyboarding, concept mapping, and the use of scenarios and personas.)
- e. Ability to analyze and synthesize relevant aspects of human interaction in various contexts (physical, cognitive, cultural, social, political, and economic) and with respect to technologically-mediated communication, objects, and environments.
- f. Understanding of what is useful, usable, effective, and desirable with respect to user/audience-centered digitally-based communication, objects, and environments.

- g. Knowledge of history, theory, and criticism with respect to such areas as film, video, technology, and digital art and design.
- h. Ability to work in teams and to organize collaborations among people from different disciplines.
- i. Ability to use the above competencies in the creation and development of professional quality digital media productions.

4. Essential Opportunities and Experiences

- a. Regular access to studios and libraries with appropriate digital media resources and reference materials in other relevant disciplines such as film studies, cultural studies, history of technology, communication theory, cognitive psychology, human factors, computer science, and business.
- b. Regular access (for instruction and for independent work) to the appropriate technology and staff necessary for the development and professional production of work in digital media. Consistent with the goals and objectives of the program, equipment should match or approach disciplinary/industry standards.
- c. Regular access to instruction and critique under faculty with educational and professional backgrounds in digital media. Appropriate faculty backgrounds and instruction should include more than software skills.
- d. Opportunities to do work that combines several disciplines or media applications, or that explores relationships between practice and research.
- e. In order to accomplish some kinds of work, students may need to study computer programming or scripting. Students expecting to practice professionally in the development of strategic uses of technology in business should engage in course work that acquaints them with large scale technological and information systems.
- f. Programs that require student purchase of computers should provide the technological infrastructure and staff to support use of privately-owned machines in the classroom. The institution should be cognizant of industry preferences for certain computer platforms in setting their computer purchase requirements and infrastructure support.

Reletter remaining sections.

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